

West Hills College Lemoore

Institutional Self Study in Support of Accreditation

Submitted by

West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245

to

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

Spring 2011

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Certification of the Institutional Self Study Report

Date: September 22, 2010

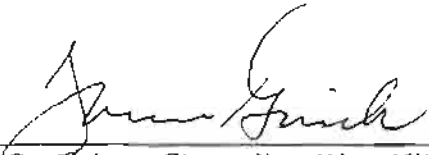
To: Accrediting Commission for Community and Junior College,
Western Association of Schools and Colleges

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

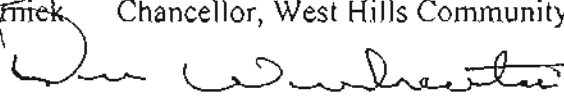
This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

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

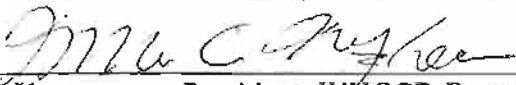
Signed:



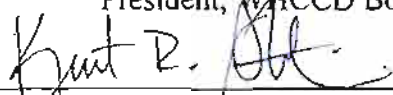
Dr. Frank Gornmek Chancellor, West Hills Community College District



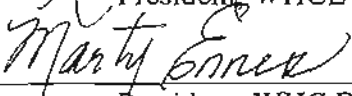
Don Warkentin President, West Hills College Lemoore



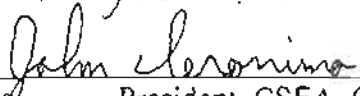
Mark McKean President, WHCCD Board of Trustees




Kurt Sterling President, WHCL Academic Senate




Marty Ennes President, WHC Faculty Association



John Jeronimo President, CSEA, Chapter 429



Ryan Cardoza President, WHCL Student Governmental Association



Dave Bolt WHCL Accreditation Liaison Officer

Compliance with Eligibility Requirements

1. Authority

The California Community College Board of Governors and the California Post-Secondary Education Commission designated the Kings County Center as an official center in 1992. The Kings County Center had operated as an educational center, awarding degrees under the auspices of West Hills College Coalinga. In June 2006, West Hills College Lemoore (WHCL) was granted initial accreditation by the Western Association of Schools and Colleges. West Hills Community College District transitioned from a single to a multi-college district with two colleges: West Hills College Coalinga and West Hills College Lemoore.

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

2. Mission

Yearly, WHCL reviews its mission statement in Strategic Planning Meetings and is approved by the college's primary participatory governance body, the Planning and Governance Council. The college's institutional outcomes have been developed with linkage to the mission statement.

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

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

3. Governing Board

The Board of Trustees of the West Hills Community College District is an independent policy making body responsible for the quality and integrity of all educational sites in the district, including WHCL. It is a seven-member board, elected to four-year terms by registered voters in geographical districts representative of the diverse area comprising the district. The Board also includes one non-voting student member. The Board operates under an approved set of bylaws that are published in the Board Policy Manual. Biographies of the current trustees are available on the district website at www.westhillscollege.com.

4. Chief Executive Officer

The college's current president and chief executive officer was appointed by the Board of Trustees in June 2005 becoming the second president in our college's brief history. The primary responsibilities of the college president are to establish, promote, and fulfill the college mission, and follow all district, local, state, and federal policies and regulations. In addition, the college president is charged with providing sound fiscal management, strategic planning, and articulating the college and district mission and vision, all for the purpose of providing and managing an effective teaching/learning environment.

5. Administrative Capacity

WHCL has implemented an organizational structure that provides the administrative capacity required to support the college and district mission, vision, and functions. The administrative staff includes the president, a vice president of educational services, a vice president of student services, a dean of student services, an associate dean of educational services, and three directors responsible for athletics, the TRiO programs, and the allied health programs. The administrators are competent, well-qualified individuals who exemplify the expertise, quality, and integrity needed to support the purpose of WHCL.

6. Operational Status

WHCL, formerly known as Kings County Center, has been in operation for over 25 years. WHCL moved to its current location in January 2002.

The college has developed a complete and comprehensive offering of educational programs and services. Semester enrollment at WHCL is approximately 4300, including full-time and part-time students. The college prepares students for transfer to public and private colleges and universities through its academic programs, as well as for employment opportunities through its occupational programs.

7. Degrees

WHCL offers 48 degrees and certificates, which are described in the WHCL catalog along with requirements, course descriptions, and information on prerequisites and advisories. The California Community College Chancellor's Office program inventory list reflects the college's degree and certificate programs. The college catalog also includes comprehensive information regarding instructional services, student services, and district policies and procedures.

8. Educational Programs

The degree programs offered at WHCL are congruent with its mission as evidenced by the comprehensive variety of programs offered: general education, degree/certificate, transfer, career technical, and basic skills. The college's educational programs are based on recognized higher education fields of study, are of sufficient scope and length, and are conducted at appropriate levels of quality and rigor. All educational programs are

reviewed regularly through an established program review process as well as the curriculum review process.

The WHCL catalog contains a comprehensive statement of educational purpose for each academic and career technical education program offered. Further, it describes the courses that comprise each program and the units of each course. Course work taken to complete the requirements of a degree combined with the general education component allows the student to receive the appropriate associate degree, typically representing two years of full-time academic work.

9. Academic Credit

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

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

10. Student Learning Achievement

Educational objectives for degree, certificate, and general education programs are published in the WHCL catalog. Each program of study is listed in the catalog and includes description of the program in regards to transfer to another college or to occupational preparation. All course outlines of record are required to have clearly stated measurable instructional objectives and must be revised on a regular basis. Course level student learning outcomes are published on course syllabi and measured regularly according to an agreed upon schedule.

11. General Education

All associate degree programs require at least 18 units in general education courses in the following areas: language and rationality (6 units), natural sciences (3 units), humanities (3 units), social science (3 units), and health education (3 units). Competencies in reading, writing, and mathematics are also required. These requirements are summarized in the general education philosophy statement stated in the WHCL catalog.

All general education requirements are published in the college catalog. The general education options allow students to complete general education patterns required by the

California State General Education and Breadth Requirements, and the Intersegmental General Education Transfer Curriculum (IGETC). Review by the WHCL Curriculum Committee ensures that credit is consistent with levels of quality and rigor of higher education. The annual review of articulated general education courses by the California State University System and IGETC validates the quality and rigor of the courses.

12. Academic Freedom

The West Hills Community College District Board of Trustees believe that academic freedom is an essential right in education as stated in Board Policy 313, available in the Board Policy Manual. It is the obligation of the instructor to pursue his/her subject consistent with standards of scholarly objectivity.

13. Faculty

WHCL currently employs 45 full-time and 39 part-time faculty. All faculty members meet minimum qualification requirements as established by California Community College Board of Governors, California Code of Regulations, or have been approved by the college's academic senate through the established equivalency policy. The names and degrees of all full-time faculty are published in the college catalog. The schedule of classes identifies specific faculty assigned to teach each class for the appropriate semester.

Board Policy 7215 delineates the scope of faculty responsibilities.

14. Student Services

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

15. Admissions

WHCL adheres to the district approved admission policy, which is consistent with California Title 5 regulations and the college mission. The policy clearly specifies the qualifications of students that apply for admission to the college and is published in the college catalog and on the WHCL website.

16. Information and Learning Resources

West Hills College Lemoore provides a library/learning resource center (L/LRC) that includes books, periodicals, reference materials, and electronic resources. The L/LRC contains 33,000 square feet of space, 40,000 holdings, and includes a variety of rooms for public and student use including an executive video conference room. In addition, the L/LRC provides 350 seats for the general student population and office space for 35 faculty and staff.

The L/LRC is staffed to provide assistance to students in the use of college resources. The library catalog and other electronic resources are available to all students regardless of location or time via the Internet at the college website.

In addition, WHCL remains committed to systematically enhancing library resources. Internet access and online computer search capabilities are available without charge to students in the L/LRC. The L/LRC includes 60 wireless and networked laptop computers for check-out, 45 desk top computers, and a tutorial center with five desktop computers.

17. Financial Resources

WHCL is primarily funded by property taxes and state apportionment. The current funding base, financial resources, and plans for financial development are adequate to support the college's mission and educational programs in spite of severe cuts in state funding. The college has responded responsibly by utilizing an effective participatory budget process to minimize the negative effects of a reduced budget.

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

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

18. Financial Accountability

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

19. Institutional Planning and Evaluation

In keeping with the West Hills Community College District's integrated strategic planning, the West Hills College Lemoore's Educational Master Plan, based on instructional and support program reviews and annual institutional outcome data, directs the decisions made at every level of West Hills College Lemoore. The college's Educational Master Plan ties decision making to the college's mission and assesses the success in fulfilling that mission. The most recent college Educational Master Plan was completed in 2008 and updated in 2009. This plan incorporates internal and external scan data provided by the Office of Institutional Effectiveness and Enrollment Management and is updated annually. The college's Educational Master Plan drives resource planning, which includes technology, facilities, supplies, and instructional purchases.

The college's Planning and Governance Council holds primary responsibility for strategic planning and decision making for West Hills College Lemoore.

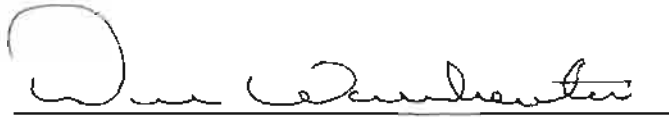
20. Public Information

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

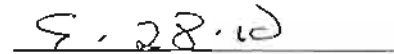
21. Relations with the Accrediting Commission

WHCL and the West Hills Community College District Board of Trustees adhere to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges. WHCL describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. A statement of accreditation for WHCL appears in its catalog.

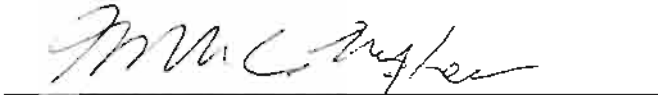
We certify that West Hills College Lemoore meets the eligibility requirements for accreditation.



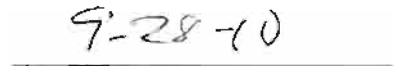
Don Warkentin, President
West Hills College Lemoore



Date



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



Date

Abstract of the Standards

Institutional Mission and Effectiveness

Dialogue is exemplified in the annual Strategic Planning Meetings, during which the college's mission statement is reviewed and revised. West Hills College Lemoore's institutional commitments are defined through a regular systematic cycle of program review, which insures a commitment to implementing and improving student learning outcomes. Evaluation, planning, and improvement are achieved through an ongoing cycle of evaluation, integrated planning, implementation, and reevaluation of campus committee products.

Student Learning Programs and Services

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

Resources

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

Leadership and Governance

Dialogue has been utilized in the planning processes at West Hills College Lemoore as evidenced by the regularly scheduled Strategic Planning Retreats, pervasive campus dialogue during participatory governance meetings, and the collaborative and inclusive approach in establishing governance processes. Institutional integrity is demonstrated by

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

Organization of the Self Study

West Hills College Lemoore fully realizes that “accreditation” is a constant, on-going activity and is not to be the focus of attention only in preparation of a self study. However, particular organizational activities must occur if the self study report is to be completed in a contemplative manner. With this intention, West Hills College Lemoore initiated activity for this self study report in the summer of 2008 by identifying the Vice President/CIO, Dave Bolt, as the administrative chair based on his background as accreditation liaison officer. Stephanie Droker, full-time faculty member and past president of the academic senate, was offered and selected for the role of co-chair.

In consultation with the college president, a timeline for report-related activities was mapped. It was further determined that the process would be best served if each accreditation subcommittee had an administrative leader along with members from the classified and faculty ranks to serve as co-chairs/tri-chairs. Classified staff and faculty served as co-chair/tri-chairs of individual standards, being volunteered or nominated by their constituency groups for these positions. Self study leadership received formal training from ACCJC staff in spring 2009. This training included information on the individual standards and the development of the self study process.

With leadership and a timeline in place, college faculty and staff were provided a general background on the accreditation process in August 2008. The college asked for support from college staff to provide input into the self study by working on a subcommittee team. Based on interest and the anticipation of how much effort was needed, final assignments were subsequently determined in order to have equitable distribution of team members. Many West Hills College Lemoore faculty and staff were involved in writing the self study report based on their interest and experience. Additionally, students and adjunct faculty were included as part of some subcommittee teams.

During the fall of 2008, each subcommittee began meeting to discuss expectations and what needed to be accomplished. Appropriate materials were given to each member of each subcommittee to assist them in their work. A template model was provided to ease the task of requiring large volumes of text to be written. The college’s MyWestHills portal to post completed work, communicate within teams, and serve as a repository of documents was also introduced.

As a college in a multi-college district, the district office provides a key role in the completion of the accreditation report. Input from district offices was collected during the 2008-9 academic year for the purpose of provided pertinent knowledge on specific standards and to be consistent with the information used by each of the two colleges in their own individual self study reports.

Subcommittees continued to meet during spring 2009 to work on the templates used as the basis of the accreditation report. These meetings sometimes included the ALO with the intention of keeping the subcommittees on track, ensuring consistency in the writing

of individual standards, incorporating a uniform referencing system of documents, and sharing of data and information gathered.

The necessity of developing surveys for distribution to members of the college was important to the process of writing the accreditation report. Surveys were created and distributed electronically to staff, faculty, and students during the summer and fall terms of 2010. The results of the surveys were tabulated and shared with members of the self study subcommittees for inclusion in the self study. Subcommittees were encouraged to incorporate the responses to any survey question that applied to their standard.

At various times, subcommittees were given drafts of the accreditation report to review for thoroughness and accuracy. Any changes to the report narrative were communicated to the administrative lead of the standard for consideration.

Regular updates were given to the West Hills Community College Board of Trustees by the college president during monthly Board of Trustees meetings. In addition, the district Chancellor's Executive Cabinet and the college's Planning and Governance Council were given regular updates on the progress of the accreditation report. Drafts of the self study were readily available with the entire final document given to constituency leadership and hard copies placed in the college library.

Listed below is the timeline and highlights of completing the self study.

Summer/Fall 2008

- Self study leadership established
- Drafting of timelines to complete self study
- Preliminary co-chairs of each standard notified
- Information meeting with college constituencies to present the "standards" used to complete the self study
- Identification of subcommittees to include all constituency groups
- Subcommittee meetings to determine responsibilities
- Document collection and storage begins
- Monthly updates given to Board of Trustees via the President's Report
- Interviews and research conducted in support of answering standards

Spring 2009

- ACCJC self study presentation given to college leadership and staff
- Monthly updates given to Board of Trustees via the President's Report
- Identification and collection of document archiving
- Interviews and research continue in support of answering standards

Summer/Fall 2009

- Monthly updates given to Board of Trustees via President's Report
- First draft given to each standard based on template information
- Review and update of individual standards by each subcommittee
- Self study update provided to college personnel
- Continuation of document archiving
- Compilation of a complete rough draft using individual standard drafts

Spring 2010

- Continuation of work by subcommittees on templates and report draft
- Review of templates by administrative team
- New report drafts are completed based on updated information on templates
- Drafts sent to college's constituency groups and standard subcommittee members
- Document archiving continues

Summer 2010

- Organization of self study report reviewed by administration
- Document archiving continues
- Identification of printer
- Identification of format specialist
- Formatting of report for print
- Finalization of introductory portions of self study
- Distribution of survey to college staff and students
- Draft of report sent to district's Chancellor's Executive Cabinet for review

Fall 2010

- Presentation of final report to college constituencies for approval
- Approval from each constituency group and primary shared governance committee
- Final revision of report sent to printer
- Presentation of report to WHCCD Board of Trustees for approval
- Planning of team visit logistics

Spring 2011

- Mailing of report to WASC and team visitation team members
- Final preparations for team visit
- WASC site visit

Self Study Subcommittee Members

Standard I: Institutional Mission and Effectiveness

*Stephanie Atkinson-Alston, Lead – Dean of Educational Services
Bob Clement, Lead – Director of Athletics
Angela Barginear, Co-chair – Classified, Career Center Technician
Kyle Crider, Co-chair – Classified, Senior Secretary
Dr. Frieda Ganter, Co-chair – Faculty, Math
Etsel Barner – Faculty, Business
Fidela Byars – Classified, Student Services Assistant
Neomi Daniels – Faculty, English
Marty Ennes – Faculty, Communication/English
Shawn Jackson – Faculty, Math
Glenda Oliver-Smith – Confidential, Administrative Assistant to the President
Christian Raia – Faculty, Culinary Arts
Jacqui Shehorn – Faculty, English

Standard II: Student Learning Programs and Services

Dr. Marlon Hall, Lead – Associate Dean of Educational Services, Evening College
Dr. Ron Oxford, Co-chair – Faculty, Librarian
James Preston, Co-chair – Faculty, English/Education
Francess Andrade – Classified, Library Specialist
David Babb – Faculty, Biology
Dr. Larry Beloof – Faculty, English/Communication
Jameson Birrell – Faculty, Math
Cindy Dolata – Faculty, Nursing
Gustavo Enriquez – Classified, Academic Advisor
Bob Gibson – Faculty, Math
Veronica Grijalva – Faculty, Counselor
Lataria Hall – Faculty, Counselor
Marta Hendrickson – Faculty, Counselor
Libra Howard – Faculty, English
Michael McDowell – Faculty, Art
Tiffani McGee – Faculty, Counselor
Rebecca Neves – Faculty, Physics/Engineering
Joel Rogers – Faculty, Kinesiology/Biology
Marleen Smart – Faculty, Nursing
Kurt Sterling – Faculty, Biology

Standard III: Resources

Sylvia Dorsey-Robinson, Lead – Vice President of Student Services
Brian Abela, Co-chair – Faculty, Chemistry
Valarie Kerns, Co-chair – Classified, Student Services Assistant
Linda Amaya-Guenon – Faculty, Counselor
Amber Avitia – Classified, Senior Secretary
Samuel Barnes – Student
Keith Brock – Classified, DSPS Assistive Technology Assistant
Lisa Butts – Adjunct Faculty, Music
Rocio Evans – Student
Charles Freeman – Director of Allied Health
Mariadelaluz Gonzalez – Faculty, Counselor
Garrett Gudgel – Student
Bob Hall – Faculty, Geography
Allen Moore – Director of Maintenance, Operations, and Auxiliary Services
Michael Navarro – Student
Dave Neer – Faculty, Kinesiology/Biology/Psychology
Leo Orange – Classified, Learning Skills Program Assistant
Mike Rodriguez – Faculty, Counselor
Kim Sheffield – Faculty, English
Anna Silvestre – Classified, Program Development Assistant
Elva Torres – Classified, Senior Secretary
Oscar Villarreal – Classified, Outreach Specialist

Standard IV: Leadership and Governance

Jose Lopez, Lead – Dean of Student Services
Bob Clement, Co-chair – Director of Athletics
Jody Ruble – Co-chair, Director of Categorical Programs
Julio Trevino – Co-chair, Adjunct Faculty, English
Pam Brasil – Classified, Secretary
Susie Briones – Classified, Advising Specialist
Michelle DeOchoa – Classified, Advising Specialist
Aimee Freitas – Classified, Student Services Assistant
Tammy Larson – Faculty, GED
Eva McPherson – Student
Rupinder Rai – Faculty, Counselor

* Ms. Atkinson-Alston served as lead of Standard I until she assumed a new position at another college in September 2009. At that point, she was replaced by Mr. Clement, who had been serving as a co-chair on Standard IV.

Background

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



History of the Institution

The history of West Hills College Lemoore (WHCL) begins in 1962 when Lemoore High School District residents voted to annex to the WHCCD. Between 1962 and 1979 classes were offered primarily at the Naval Air Station Lemoore and Lemoore High School. In 1979, the district purchased land in the city of Lemoore, and in 1981, a classroom building and an office were erected. This site was named the Kings County Center. For 20 years the campus operated in portable buildings on five acres in the city of Lemoore, as well as in leased space at Lemoore K-12 schools and in classrooms located on Naval Air Station Lemoore.

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

During the same period it became increasingly evident that the five acre site for the Kings County Center would not have the capacity to serve the influx of students that would descend upon it in the mid-1990s and beyond. A search for additional space ended with a landowner donation from the Pedersen and Semas families of approximately one hundred acres being officially accepted by the WHCCD Board of Trustees on September 26, 2000.

In 1998, residents of the WHCCD approved a \$19 million general obligation bond, Measure G, for facility upgrades to the Coalinga and Firebaugh campuses, and new construction for the Lemoore campus. In Kings County, the measure was approved by 70% of the voters. This bond measure, coupled with bond funds from Proposition 1A, which passed statewide, allowed the college to begin making the dream of a fully accredited college in Lemoore a reality. Groundbreaking began shortly after the WHCCD Board of Trustees accepted the Pedersen/Semas donation, and West Hills College Lemoore opened its doors to students on January 14, 2002. When fully completed, West Hills College Lemoore will have capacity for over 6,000 FTEs.

In 2002, having just moved to a new location with new facilities, the Kings County Center began the formal process of seeking its own stand-alone college status as the second college in the WHCCD. Work on an application for college status started in 2002 culminating in a 2004 self study report (with visit) presented to ACCJC resulting in West Hills College Lemoore moving from eligibility to candidacy status. Immediately following, the college diligently and tirelessly produced an additional accreditation report that was submitted in 2006. The WASC visitation team in 2006 gave some recommendations yet the WASC commissioners granted full college status to West Hills

College Lemoore. A Midterm Report was submitted in 2008 and a Follow-Up Report was submitted in 2009 with the intention of responding to the visitation team and WASC recommendations; the 2009 Follow-up Report fully met the WASC commissioners' expectations.

In November 2008, WHCL successfully passed Measure E, a \$31 million general obligation bond, to provide matching funds for Phase 3 construction projects. In addition, Measure E allocated funds for educational center opportunities in Riverdale and Avenal. Currently, as part of Phase 3 construction, WHCL has completed the construction of a new Multi-Use Sports Complex for additional educational, community, and athletic events.

The current West Hills College Lemoore campus prides itself on providing facilities with advanced technology. The most impressive features of the campus are the most technologically advanced library in Kings County and the newly constructed Multi-Use Sports Complex. The campus contains 34 classrooms that include nine classrooms outfitted fully with computers and three science collaboratories (an award winning cooperative science lab concept that is being replicated at other colleges). The college has always maintained a high level of technology, which has been refreshed periodically to reflect more up-to-date standards.

Associate degrees and/or certificate programs are offered in a variety of vocational and non-vocational areas. Students also are able to benefit from available technology by enrolling in a significant number of classes in an online format. The online format allows for students to access class materials at their convenience and minimizes potential employment or family conflicts. A substantive change proposal was submitted to WASC in May 2010 for the distance education delivery of additional courses and degrees.

The expansion and creation of the new campus site generated significant energy in the educational community resulting in some exciting and prosperous partnerships. A partnership with Lemoore Elementary School District has allowed an elementary charter school, the University Charter School, to be located on the West Hills College Lemoore campus. An additional partnership with Lemoore Union High School District has allowed for a Middle College High School to be located on the college campus; this Middle College High School has recently received charter school status. Partnerships with California State University, Fresno and Fresno Pacific University allow for local students the opportunity to receive upper division courses (and possibly credentialing classes in the future) on the West Hills College Lemoore campus, thus increasing access.

Naval Air Station Lemoore

In addition, the college is responsive to the needs of Naval Air Station Lemoore (NASL), which is located five miles from the West Hills College Lemoore campus. With a base resident population of over 7,000 active duty personnel and dependents, the college is a valued source of education for the military. The college maintains an office and classrooms on the base, but most base students also attend the college campus. The

needs of these personnel are varied, ranging from newly enlisted servicemen who may have little education and are in need of basic classes, to highly educated military personnel and dependents. West Hills College Lemoore seeks to offer courses to meet the spectrum of requirements and works closely with base officials to select and design these courses.

Online classes allow active duty personnel to schedule courses around their busy work schedules. WHCL is an active participant in NASL activities, including special ceremonies and graduation. The college considers NASL a strong education partner at all levels.

While many military bases have been closed or downsized in the past decade, NASL has grown and is expected to continue to grow. In addition to its positive economic impact on the community and the college, the presence of the base provides the area with a global perspective. The base personnel actively participate in a variety of college functions, including advisory committees, special ceremonies, and serving as a resource for programs related to military activities.

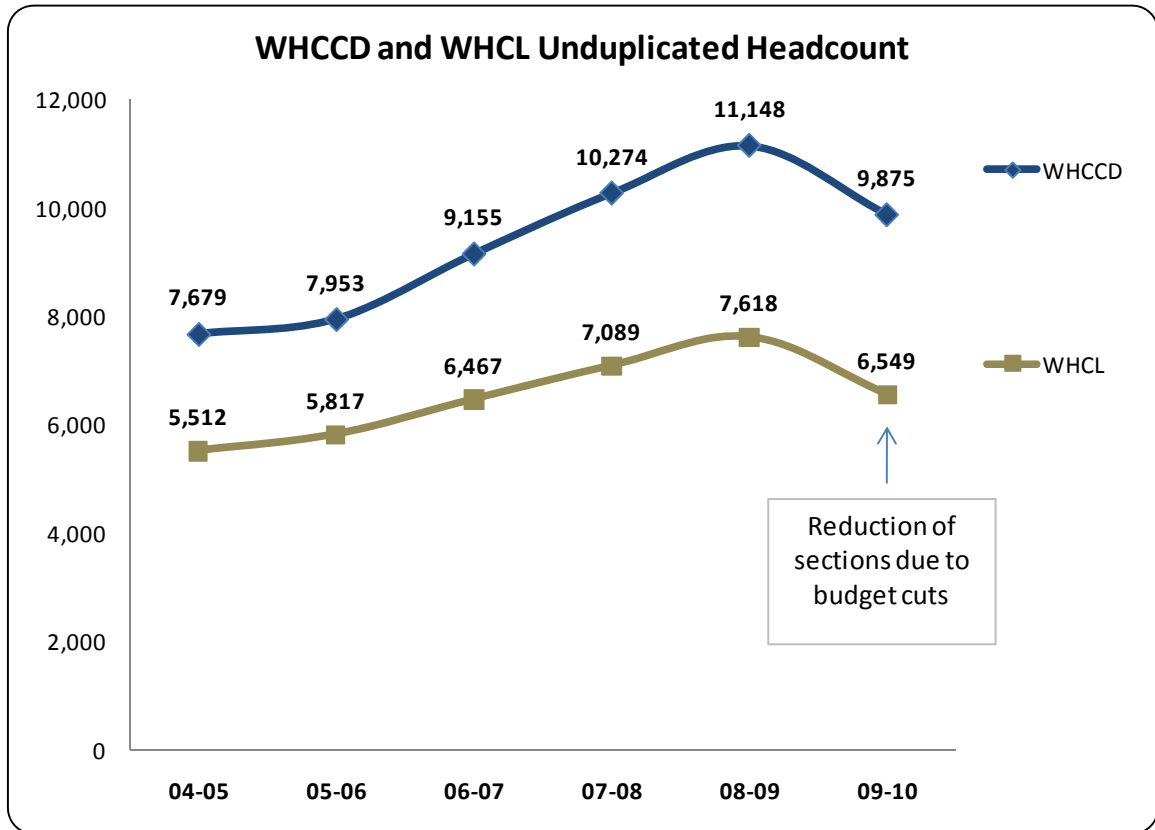
The range of experience and education offered by military personnel who participate in West Hills College Lemoore classes and activities is a significant resource to college faculty and staff. Some military personnel lack the education necessary for advancement, and the college is able to provide them with classes that increase their ability to succeed. In addition, many highly educated, world-traveled military personnel seek coursework to enhance their education. The college seeks to respond to this need through NASL participation in college advisory committees and through regular meetings with base administrators. Faculty and staff at the college have noted that the presence of these knowledgeable students in their classes adds significantly to the teaching and learning experience for both students and teachers. For valley students, many of whom may have limited travel experience, the global perspective brought by NASL is invaluable. In addition, the college also meets the needs of the military retirees through our Veterans Services Program.

Demographics

Student Access

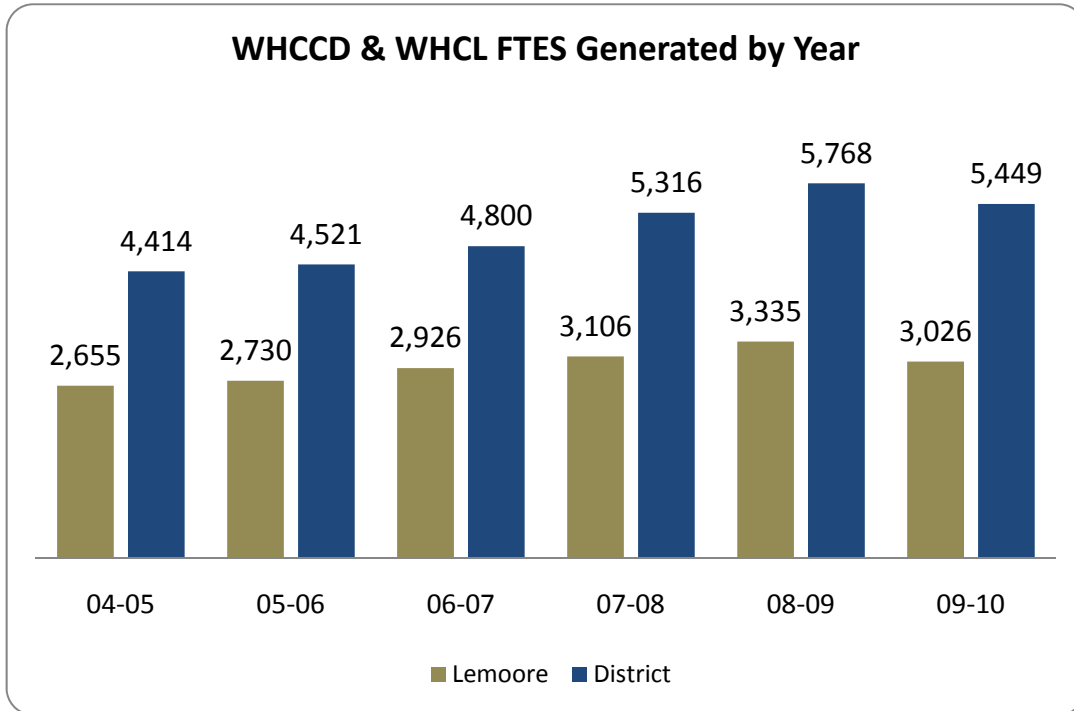
During the 2009-10 academic year, West Hills College Lemoore (WHCL), including the students on its main campus, at the Naval Air Station, and students enrolled in online classes, totaled 6,549 unduplicated students, an increase of 41% in students served during the past six years. The decrease in enrollment was due to a planned reduction of sections as a result of reduced state funding. The growth in student population at West Hills College Lemoore is expected to continue on its upward trend as funding is restored.

WHCL generates about 66% of the district's unduplicated student headcount. It is important to note that approximately 27% of the students enrolled at WCHL are also enrolled at its sister college (WHC Coalinga) mainly through online courses. Both colleges work closely to coordinate and maintain consistency in services provided to online students.



Source: WHCCD Data Warehouse

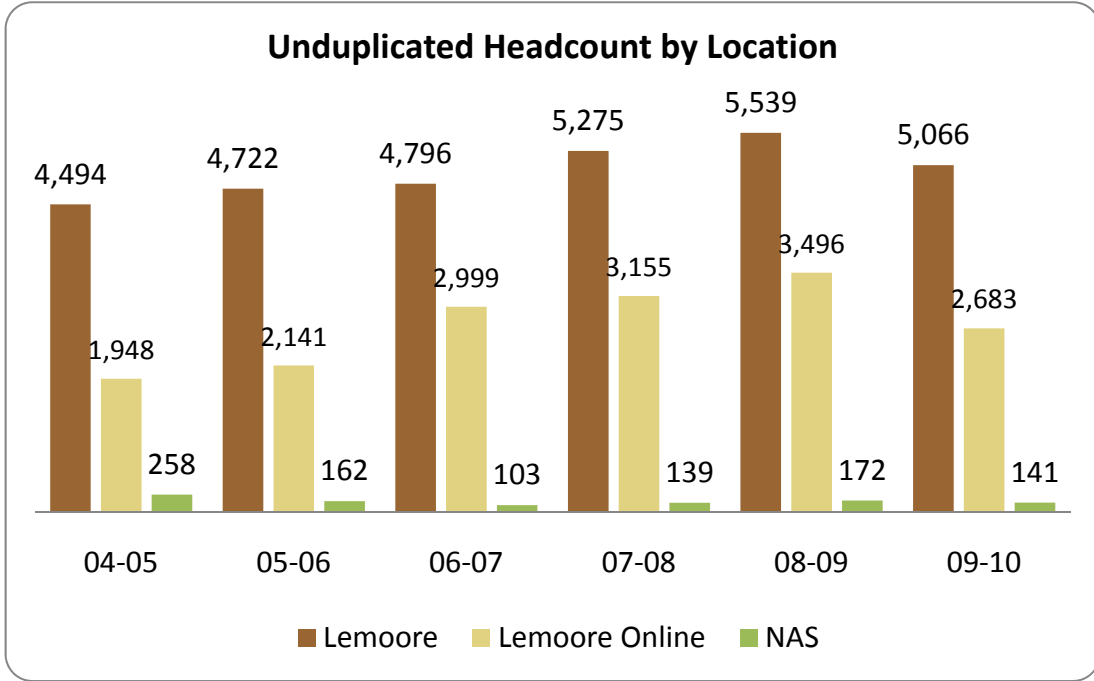
Between 2004 through 2010, WHCL increased its full-time equivalent students (FTES) by 14%. West Hills College Lemoore generates approximately 56% of the district's FTES. Decline in FTES for 2009-2010 was due to a planned reduction of courses as a result of reduced state funding.



Source: WHCCD Data Warehouse

Note: This graph displays FTES generated which differs from FTES reported for apportionment.

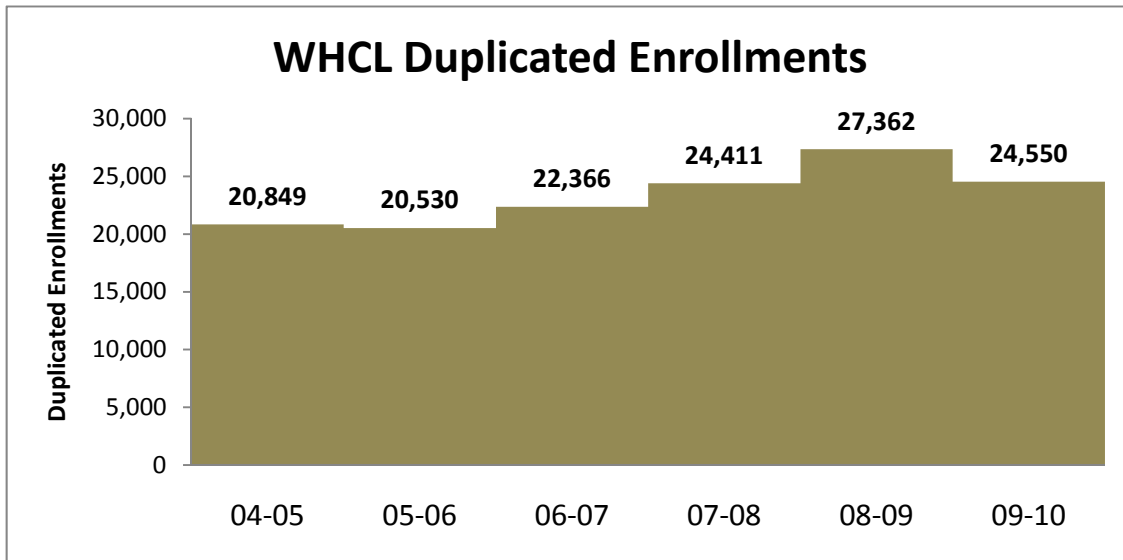
West Hills College Lemoore students have the option of registering for courses at three different locations. Approximately 77% of students enroll in traditional courses on the Lemoore campus, 41% enroll in online courses, and 2% enroll in courses at the Naval Air Station location.



Source: WHCCD Data Warehouse

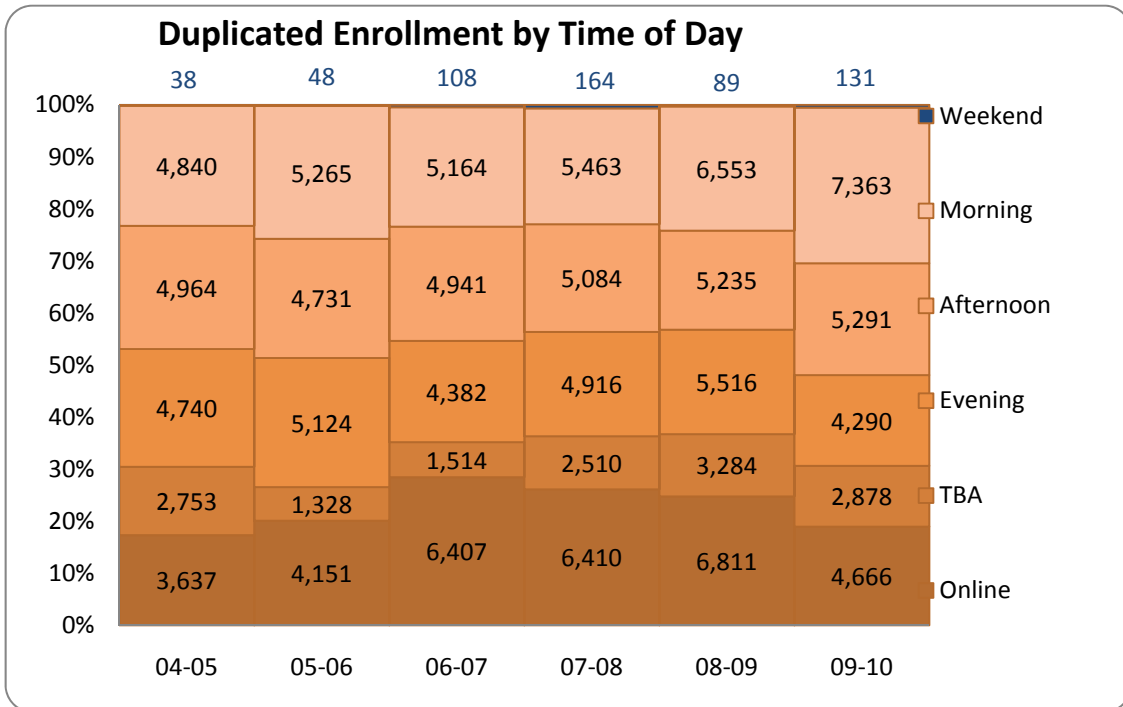
Note: Students enroll in multiple locations therefore headcount total for all locations is greater than 100% of the overall college unduplicated headcount.

During the last six years there has been a 39% increase in the number of duplicated enrollments at WHCL. The decline during the 2009-2010 year was due to a reduction in state funding and a planned reduction of course sections.



Source: WHCCD Data Warehouse

During the 2009-2010 academic year there was a decline of evening and online duplicated enrollments. The decline in enrollment is related to a planned reduction of sections as a result of reduced state funding. Full-time instructors teach the majority of morning and afternoon sections; therefore, those sections were less impacted because of load requirements. The increase in morning sections was the result of a change in class scheduling patterns resulting in an effort to provide a more effective schedule for students. This change was driven by a review of 08-09 scheduling patterns.



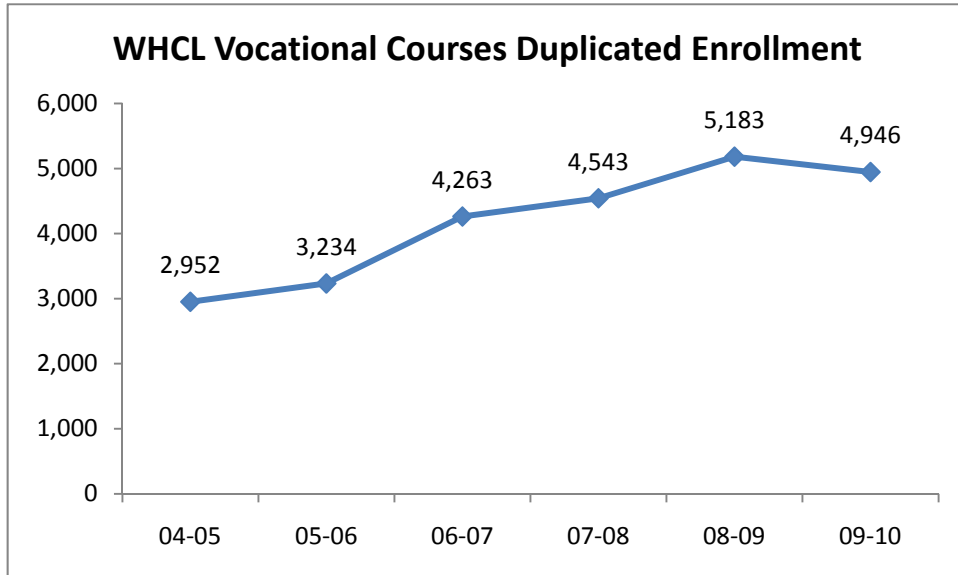
Source: WHCCD Data Warehouse

Duplicated Enrollments by Subject

Source: WHCCD Data Warehouse

Subject	2004 FA	2005 FA	2006 FA	2007 FA	2008 FA	2009 FA
Administration of Justice	394	379	551	511	505	520
Agricultural Maintenance Mechanic	NA	NA	NA	NA	83	109
American Sign Language	NA	NA	65	52	47	48
Art	344	306	381	419	471	361
Biology	960	1,020	1,238	1,118	1,208	1,372
Business	729	641	560	612	612	461
Chemistry	161	200	118	142	206	230
Child Development	364	359	270	299	294	422
Communication	244	234	189	240	178	265
Computer Information Systems	729	624	541	550	591	519
Culinary	NA	NA	134	172	165	242
Economics	93	97	244	213	196	152
Education	88	94	82	58	73	80
Education Assistant	78	51	29	43	48	62
Emergency Medical Training	74	144	104	98	102	140
Engineering	NA	NA	NA	3	50	70
English	1,144	1,106	962	1,294	1,004	1,219
English As a Second Language	50	28	30	46	24	NA
Foreign Language Spanish	122	122	150	136	162	111
General Work Experience	24	34	26	59	85	105
Geography	323	359	349	396	393	367
Geology	52	138	110	102	90	130
Guidance Studies	59	77	88	107	88	105
Health Education	420	426	432	532	472	332
Health Science	108	81	242	167	129	108
History	544	509	551	516	583	541
Hotel, Restaurant, Casino Mgmt	209	319	272	296	188	6
Humanities	205	209	339	241	243	229
Interdisciplinary Studies	166	221	157	240	226	193
Kinesiology	NA	NA	NA	NA	NA	37
Math	914	833	854	836	1,270	1,053
Music	177	201	208	174	136	114
Natural Science	NA	NA	24	24	30	NA
Non-Credit	842	235	237	466	892	946
Nursing	NA	NA	NA	NA	167	436
Nutrition	123	146	172	290	228	212
Performing Arts	35	34	39	49	81	NA
Philosophy	31	39	101	112	139	168
Physical Education	410	490	574	700	666	739
Physical Science	62	46	92	90	70	80
Physics	22	28	32	26	36	76
Political Science	210	228	255	308	253	245
Psychology	294	289	296	323	349	362
Sociology	253	280	364	305	307	416
Workforce Skills	NA	NA	NA	NA	NA	17

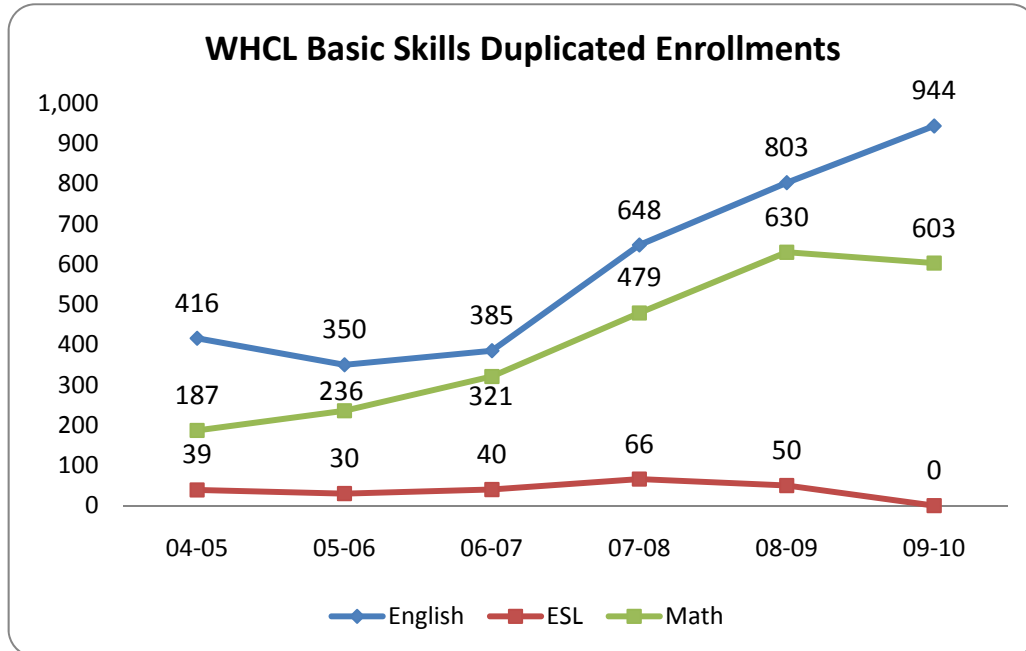
During the past six academic years, WHCL has increased its vocational courses enrollment by 17%. West Hills College Lemoore offers a number of vocation options that include Nursing, Culinary, Administration of Justice, Child Development, Computer Information Systems, Business, Health Careers, and Work Experience, for example.



Source: WHCCD Data Warehouse

Note: Enrollments based on courses coded as “clearly occupational” or “advanced occupational”

The California Standards Test (CST) results reveal low levels of proficiency in English/Language Arts and Mathematics of students at the 11th grade level in feeder high schools. This implies a potential need for more Basic Skills sections available for first-term students matriculating to the college.



Source: WHCCD Data Warehouse

Feeder High Schools Student Ethnicity – 2008-2009

High School	Native American	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Multiple or No Response
Avenal	0	2	0	0	615	6	28	0
Coalinga	2	13	4	6	921	16	237	10
Firebaugh	0	0	0	0	688	3	40	6
Hanford	12	30	6	23	890	97	756	29
Hanford West	5	58	2	63	962	124	511	88
Laton	0	0	0	0	168	1	37	1
Lemoore	47	23	13	141	842	134	728	48
Mendota	0	4	0	0	645	0	0	0
Riverdale	0	3	0	1	459	5	108	0
Tranquillity	2	3	0	0	493	1	16	0
Total	68	136	25	234	6,683	387	2,461	182
Percent	0.7%	1.3%	0.2%	2.3%	65.7%	3.8%	24.2%	1.8%

Fall 2009 Enrollments from Feeder High School Graduates

High School	2008 Grads	2008 Fall Enrolled at WHCCD	% Enrolled Fall 2008
Tranquillity	96	7	7%
Laton	40	1	3%
Hanford West	365	53	15%
Riverdale	103	24	23%
Mendota	107	34	32%
Hanford	337	66	20%
Firebaugh	170	39	23%
Avenal	136	36	26%
Coalinga	190	61	32%
Lemoore	358	95	27%
WHCCD Total	1,902	416	22%

Student Demographics

WHC Lemoore	04-05	05-06	06-07	07-08	08-09	09-10
ETHNICITY	%	%	%	%	%	%
Asian	4.34	5.78	5.64	4.61	3.73	3.34
African American	6.48	6.15	6.48	7.72	7.53	8.36
Filipino	3.86	3.70	3.69	3.86	3.82	3.90
Hispanic	36.74	36.51	38.00	39.55	40.48	41.24
Native American	1.45	1.20	1.22	1.21	1.13	1.51
Other	1.14	1.44	1.50	1.18	0.30	0.34
Pacific Islander	0.49	0.57	0.43	0.47	0.25	0.22
White	41.27	39.50	37.78	36.14	34.72	34.39
Unknown/DTS	4.23	5.14	5.26	5.26	8.03	6.69

Online Lemoore	04-05	05-06	06-07	07-08	08-09	09-10
ETHNICITY	%	%	%	%	%	%
Asian	2.82	3.55	3.43	4.06	4.55	4.18
African American	6.36	6.73	6.24	7.17	6.75	7.78
Filipino	2.62	3.32	3.33	3.11	3.38	3.41
Hispanic	36.58	35.34	36.25	36.49	36.91	38.61
Native American	1.28	1.50	1.23	1.20	1.23	1.50
Other	0.26	0.23	0.27	0.32	0.23	0.26
Pacific Islander	0.15	0.14	0.27	0.25	0.29	0.33
White	44.13	42.73	42.08	39.73	38.97	36.59
Unknown/DTS	5.80	6.45	6.90	7.67	7.70	7.34

WHC Lemoore	03-04	04-05	05-06	06-07	07-08	08-09	09-10
GENDER	%	%	%	%	%	%	%
Female	63.23	63.01	61.84	62.07	61.93	60.67	59.89
Male	36.77	36.94	37.92	36.96	37.41	38.34	39.05
Unknown/DTS	0.00	0.05	0.24	0.97	0.66	1.00	1.06

WHC Lemoore	03-04	04-05	05-06	06-07	07-08	08-09	09-10
AGE	%	%	%	%	%	%	%
-19	24	26	26	24	26	26	27
20-24	32	32	32	32	31	31	33
25-29	14	14	14	15	15	15	15
30-49	25	23	24	24	23	23	21
50+	5	5	4	5	5	4	4
Unknown/DTS	0.00	0.02	0.02	0.05	0.07	0.05	0.076

Student Success

West Hills College Lemoore participated in the Community College Survey of Student Engagement (CCSSE) during spring 2007 and spring 2008. All results were statistically equal or higher than the comparison group. In particular, WHCL student responses rated higher in the following areas: Worked with other students on projects during class; encouraging contact among students from different economic, social, and racial ethnic backgrounds; and frequency of career counseling. WHCL is scheduled to administer the CCSSE again in spring 2011.

Community College Survey of Student Engagement Results

Area of Measurement	WHC Lemoore 2007 Results	*Points above or below CCSSE comparison group	WHC Lemoore 2008 Results	*Points above or below CCSSE comparison group
Active and Collaborative Learning	57.5	+7.5	53.4	+ 3.4
Student Effort	55.8	+5.8	51.6	+ 1.6
Academic Challenge	54.3	+4.3	51.1	+ 1.1
Student-Faculty Interaction	55.3	+5.3	51.4	+ 1.4
Support for Learners	54.7	+4.7	55	+ 5

*Comparison group is based on average CCSSE group score of 585 participating colleges.

During 2009-2010, the average number of units per student increased by approximately .5. The same occurred in 2003-2004 during a downward economy and higher unemployment rates.

WHCL Annual Average Units per Headcount			
Academic Year	Headcount	Total Units	Units/Headcount
03-04	4,997	51,940	10.4
04-05	5,512	56,391	10.2
05-06	5,817	58,910	10.1
06-07	6,467	64,468	10.0
07-08	7,089	68,748	9.7
08-09	7,618	75,397	9.9
09-10	6,549	67,617	10.3

Approximately 66% of students at WHC Lemoore are enrolled part-time, and 34% are enrolled full-time. The percentages fluctuate slightly throughout the years with a slight increase (2%) of full-time students during the 2009-2010 academic year.

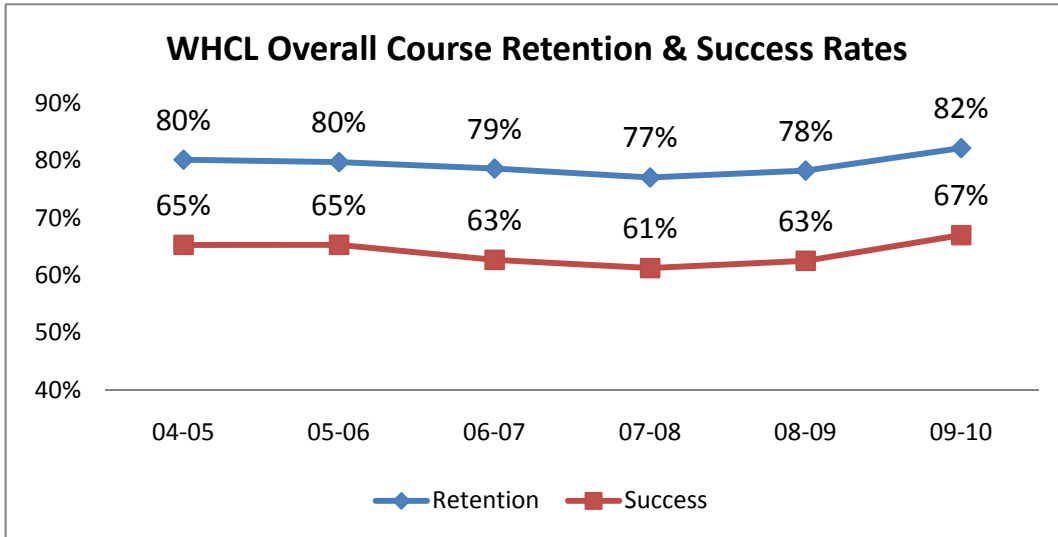
Percent of Full-Time & Part-Time Students

WHCL	% Part-Time	% Full-Time
03-04	64%	36%
04-05	65%	35%
05-06	66%	34%
06-07	68%	32%
07-08	67%	33%
08-09	67%	33%
09-10	65%	35%

Approximate 50% of first-term students persist from their first fall term to the next.

WHCL Fall to Fall Persistence Rate of First-Term Students	
Terms	% Persisted
2004 Fall to 2005 Fall	48%
2005 Fall to 2006 Fall	50%
2006 Fall to 2007 Fall	47%
2007 Fall to 2008 Fall	47%
2008 Fall to 2009 Fall	50%

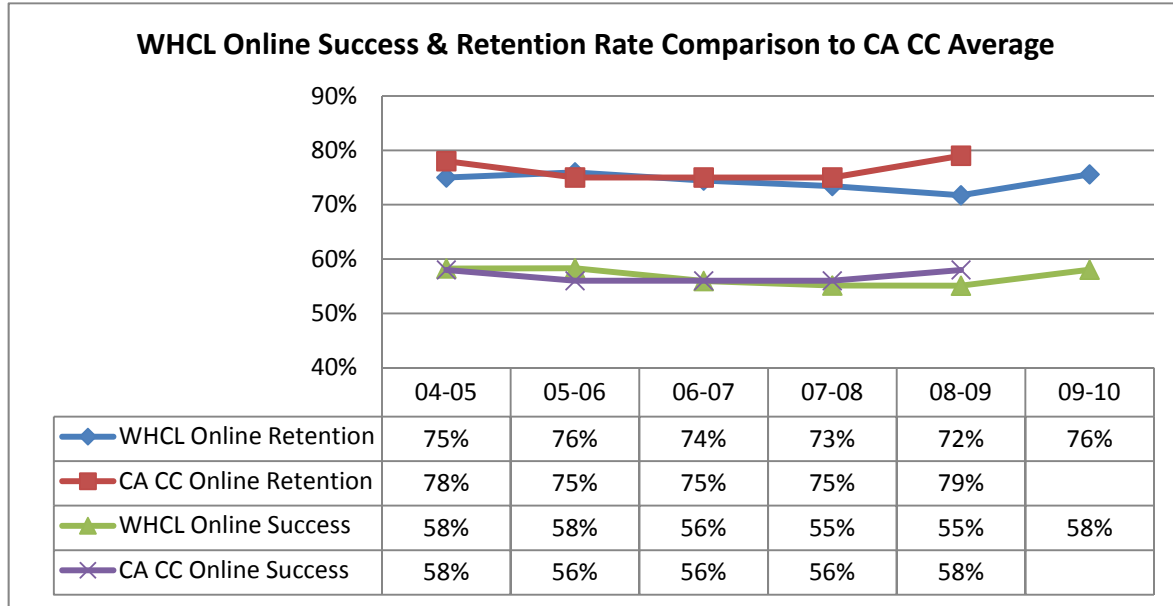
From 2006 through 2008 there was an increase in course withdrawals that negatively impacted the overall retention and success rates for WHCL. In 2008 the college created a retention ad-hoc committee to investigate issues related to the decline in student retention. The committee surveyed students and faculty to collect feedback. As a result, modifications were made to the “Early Alert System,” and improvements were made to communicate the different drop dates to faculty. Additionally, WHCCD developed a Distance Education Strategic plan that focuses on increasing retention and success rates for students enrolled in distance education courses. WHCL retention and success rates for 2009-2010 are at an all time high.



Definitions: Course Retention Rate is based on the percent of students who remain in the course after the census date until the end of the term. Course Success Rate is based on the percent of students who earn a successful grade in the class. Course grades of NC, D, F, I, NP or W are considered to be unsuccessful.

Source: WHCCD Data Warehouse

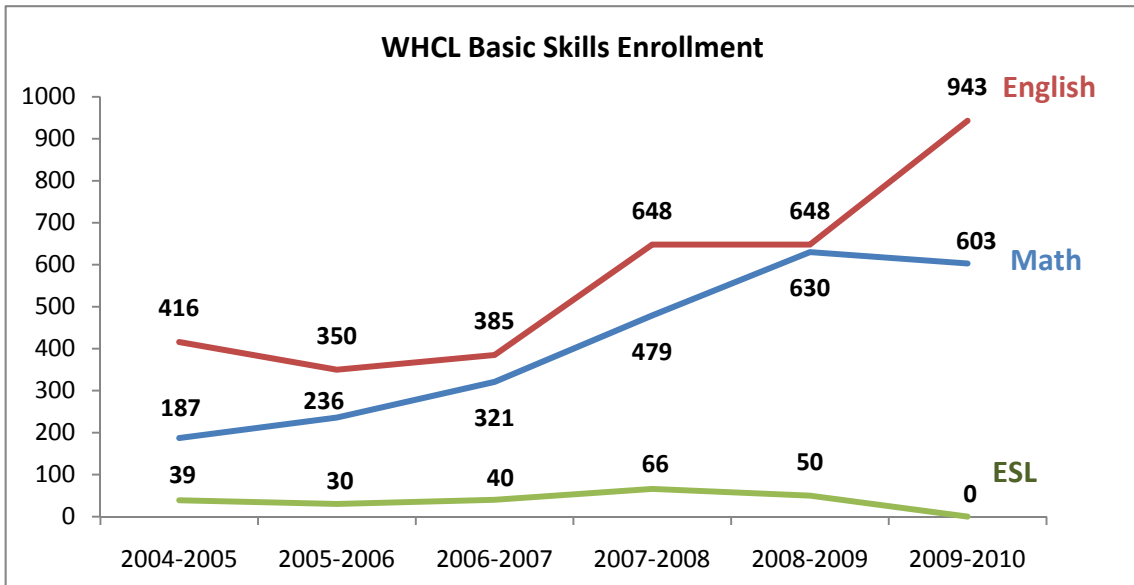
Approximately 20% of WHCL FTES are generated from online education. Online courses at WHCL and other California community colleges have lower retention and success rates than traditional face-to-face courses. The table below provides the average retention and success rates for all California community colleges in comparison to WHCL's online retention and success rates. Retention and success rates for WHCL are at par with the California community college averages.



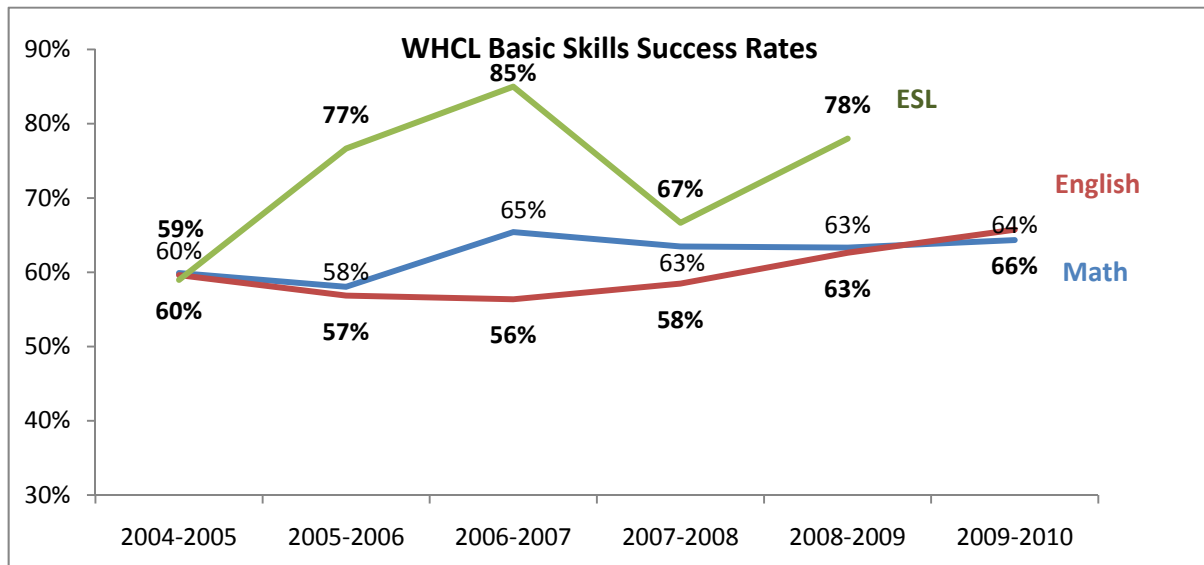
Source: WHCCD Data Warehouse; CA Community College Chancellor's Office Data Mart
 Note: CA CC data not available for 09-10

The California Standards Test (CST) results reveal low levels of proficiency in English/Language Arts and Mathematics of students at the 11th grade level in feeder high schools. This implies a potential need for more Basic Skills sections available for first-term students matriculating to the college.

Basic Skills courses are needed by many first-term WHCL students in order to be successful in college coursework. With the new math and English requirements, approximately 87% and 90% of students place in developmental Math and English courses, respectively. During the past six years enrollments for Basic Skills English have increased by 126%, and enrollments in Basic Skills math have increased by 222%. The college has identified the need to hire a full-time ESL instructor who can provide structure and stability to the ESL program. These plans have been delayed due to current budget restraints and a hiring freeze.



WHC Lemoore Basic Skills classes have success rates at par or above the statewide average. Math success rates are above the statewide average of 52%. During the last two years, English success rates have surpassed the statewide average of 59.3%. This has been as a result of format changes driven by English faculty. ESL success rates are mostly above statewide average of 70.6%, with some fluctuation due to low sample sizes and variations in adjunct instructor grading. (Statewide data based on Board of Governor's Report on System's Basic Skills)



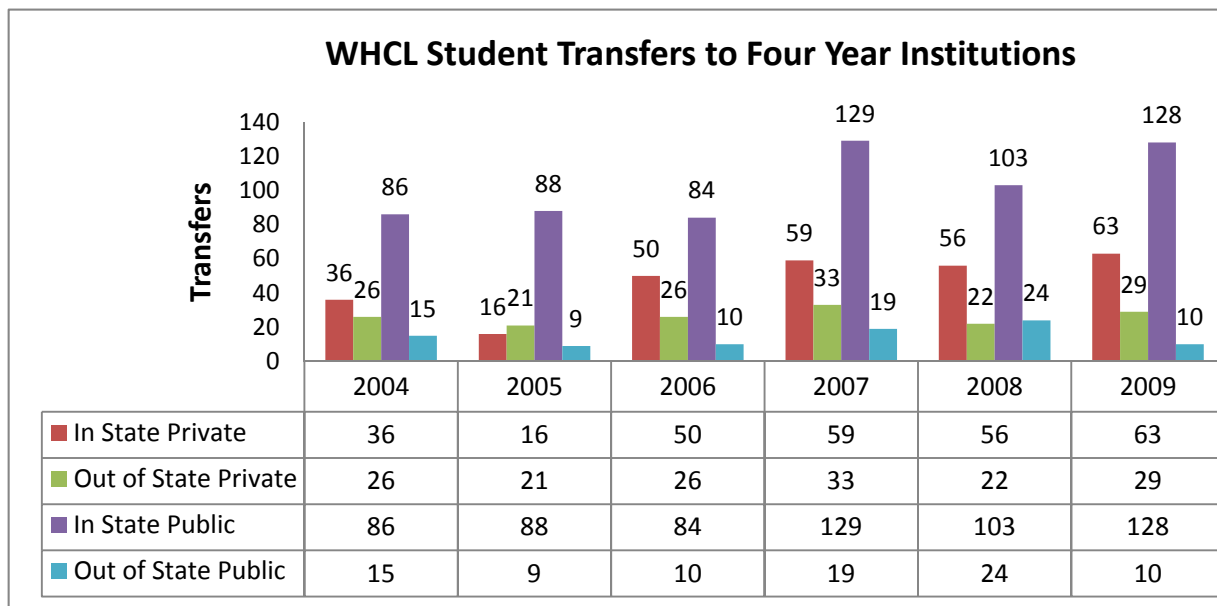
WHCL was officially granted accreditation status in spring 2006. The total number of degrees and certificates conferred by the college has been steadily increasing over the past four years. WHCL has granted 1,501 degrees and certificates during those years. The majority of degrees conferred have been Liberal Studies degrees under the Interdisciplinary Studies Program.

WHCL Degrees & Certificates Conferred

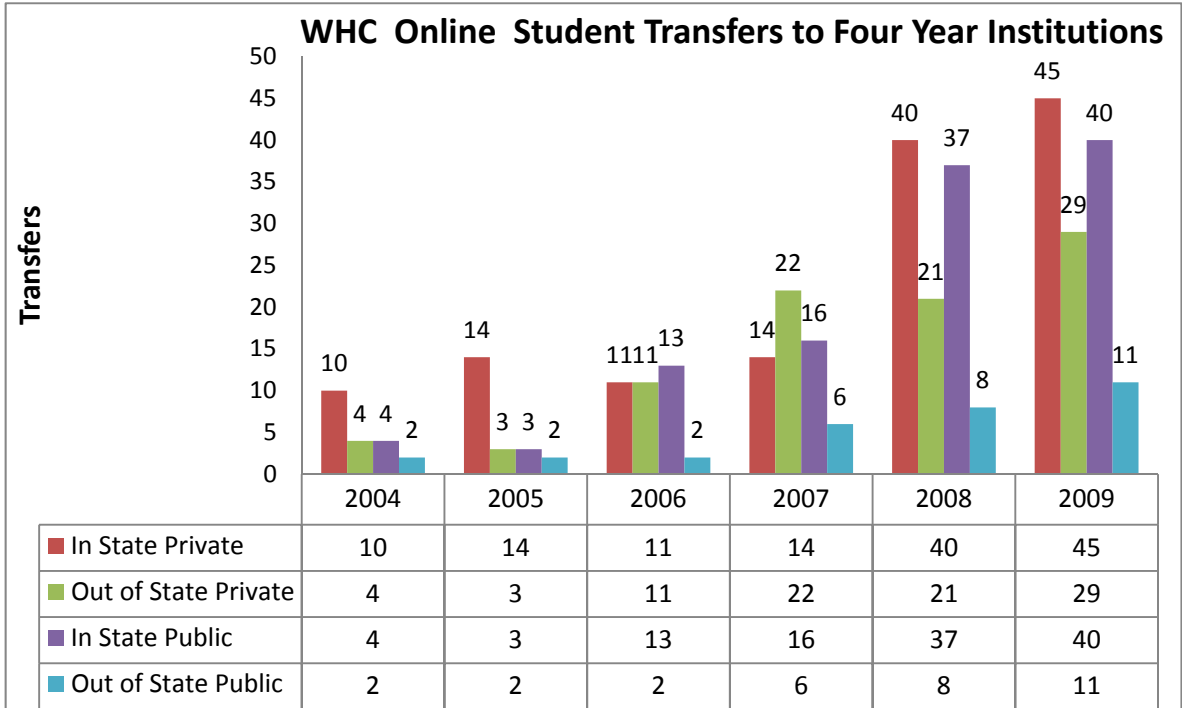
Award Type	Program Type	06-07	07-08	08-09	09-10
AS	Biological Sciences (04)	1	0	4	1
AA	Business and Management (05)	38	41	27	26
AS	Business and Management (05)	1	2	1	1
Certificate 18-30 Units	Business and Management (05)	10	9	4	4
Certificate 30-60 Units	Business and Management (05)	2	0	1	2
AA	Education (08)	0	0	0	4
AS	Education (08)	0	0	0	1
AS	Engineering and Industrial Technologies (09)	0	1	0	9
AA	Family and Consumer Sciences (13)	16	7	11	8
AS	Family and Consumer Sciences (13)	0	0	2	0
Certificate 18-30 Units	Family and Consumer Sciences (13)	0	0	9	8
Certificate 30-60 Units	Family and Consumer Sciences (13)	6	6	1	3
Certificate 6-18 Units	Family and Consumer Sciences (13)	6	19	4	30
AA	Fine and Applied Arts (10)	1	0	3	3
AA	Health (12)	1	0	0	0
AS	Health (12)	18	27	29	58
AA	Information Technology (07)	6	3	5	8
AS	Information Technology (07)	3	6	4	6
Certificate 18-30 Units	Information Technology (07)	0	0	0	1
Certificate 6-18 Units	Information Technology (07)	0	0	0	2
AA	Interdisciplinary Studies (49)	206	188	165	159
AA	Mathematics (17)	2	1	1	1
AS	Physical Sciences (19)	0	0	0	1
AA	Psychology (20)	16	17	14	28
AA	Public and Protective Services (21)	24	32	38	17
AS	Public and Protective Services (21)	4	13	9	13
AA	Social Sciences (22)	12	9	15	6
Grand Total		373	381	347	400

Source: California Community College Chancellor's Office

The annual number of transfers to four-year institutions was based on students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a four-year institution. The number of students transferring to four-year institutions has increased over the six year. Approximately 40% of all WHCL transfers attend CSU, Fresno. Chapman University, Fresno Pacific University, and University of Phoenix, in that particular order, are the next institutions of choice for WHCL student transfers. The WHCCD Office of Institutional Effectiveness works closely with the CSU, Fresno Research office to track the progress of WHCCD transfers. Data shows that West Hills College Lemoore transfers perform at par or better in the areas of GPA, retention, and graduation rates when compared to other Central Valley community colleges.



Source: National Student Clearing House; WHCCD Data Warehouse



Source: National Student Clearing House; WHCCD Data Warehouse

Fulltime Employee Demographics

The following tables describe fulltime employee demographics by job classifications.

Administration

Age	n	%
25-34	0	0.0
35-54	3	33.3
55-59	3	33.3
60+	3	33.3
Total	9	100.0

Ethnicity	n	%
African-American	2	22.2
Hispanic	1	11.1
White	6	66.7
Total	9	100.0

Gender	n	%
F	2	22.2
M	7	77.8
Total	9	100.0

67% of administrators are 55 years or older and predominantly White and male.

Classified Management

Age	n	%
25-34	0	0.0
35-54	3	100.0
55-59	0	0.0
60+	0	0.0
Total	3	100.0

Ethnicity	n	%
African-American	1	33.3
White	2	66.7
Total	3	100.0

Gender	n	%
F	1	33.3
M	2	66.7
Total	3	100.0

N is too small to warrant generalization

Faculty

Age	n	%
25-34	7	15.6
35-54	25	55.6
55-59	2	4.4
60+	11	24.4
Total	45	100.0

Ethnicity	n	%
African-American	1	2.2
American Indian	1	2.2
Asian	1	2.2
Hispanic	7	15.6
Other	1	2.2
White	34	75.6
Total	45	100.0

Gender	n	%
F	21	46.7
M	24	53.3
Total	45	100.0

71% of faculty is below 55 years and predominantly White.

Classified

Age	n	%
25-34	19	39.6
35-54	22	45.8
55-59	4	8.3
60+	3	6.3
Total	48	100.0

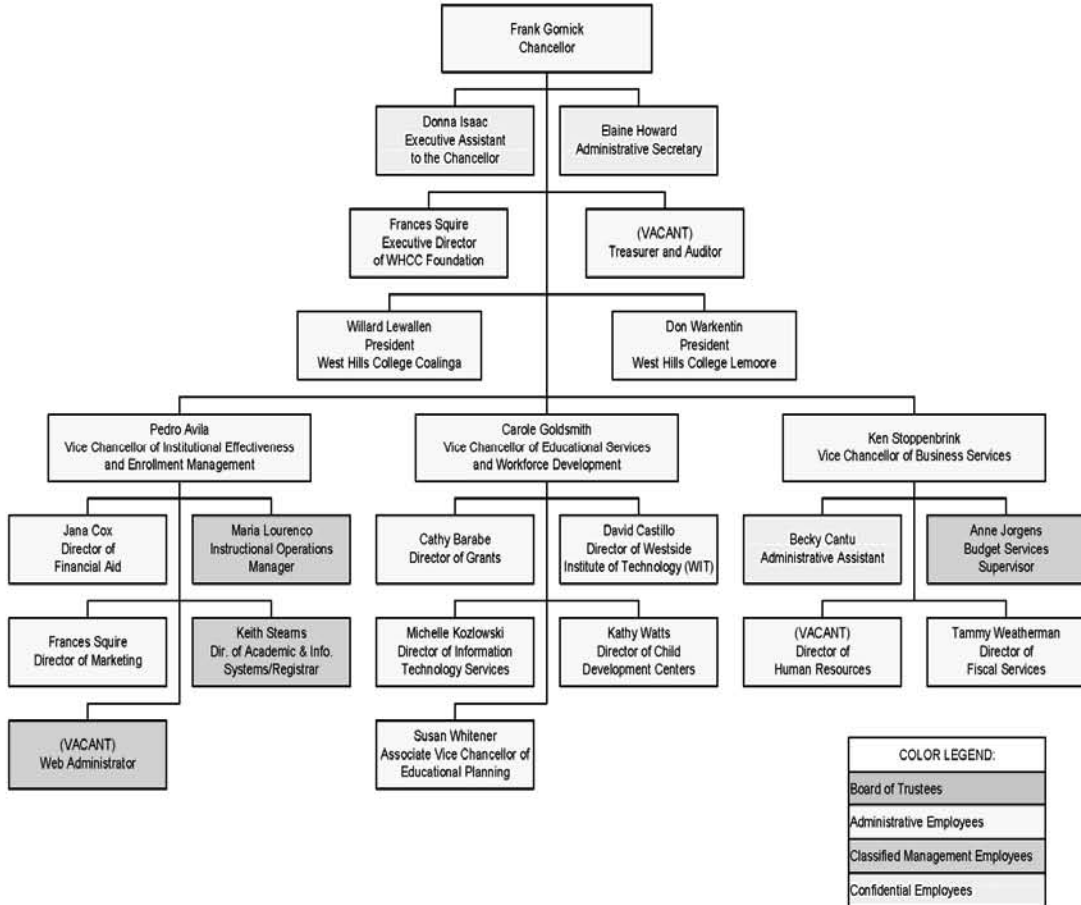
Ethnicity	n	%
African-American	2	4.2
American Indian	1	2.1
Filipino	1	2.1
Hispanic	30	62.5
Other	1	2.1
White	13	27.1
Total	48	100.0

Gender	n
F	35
M	13
Total	48

85% of classified staff is below 55 years and predominantly Hispanic and female.

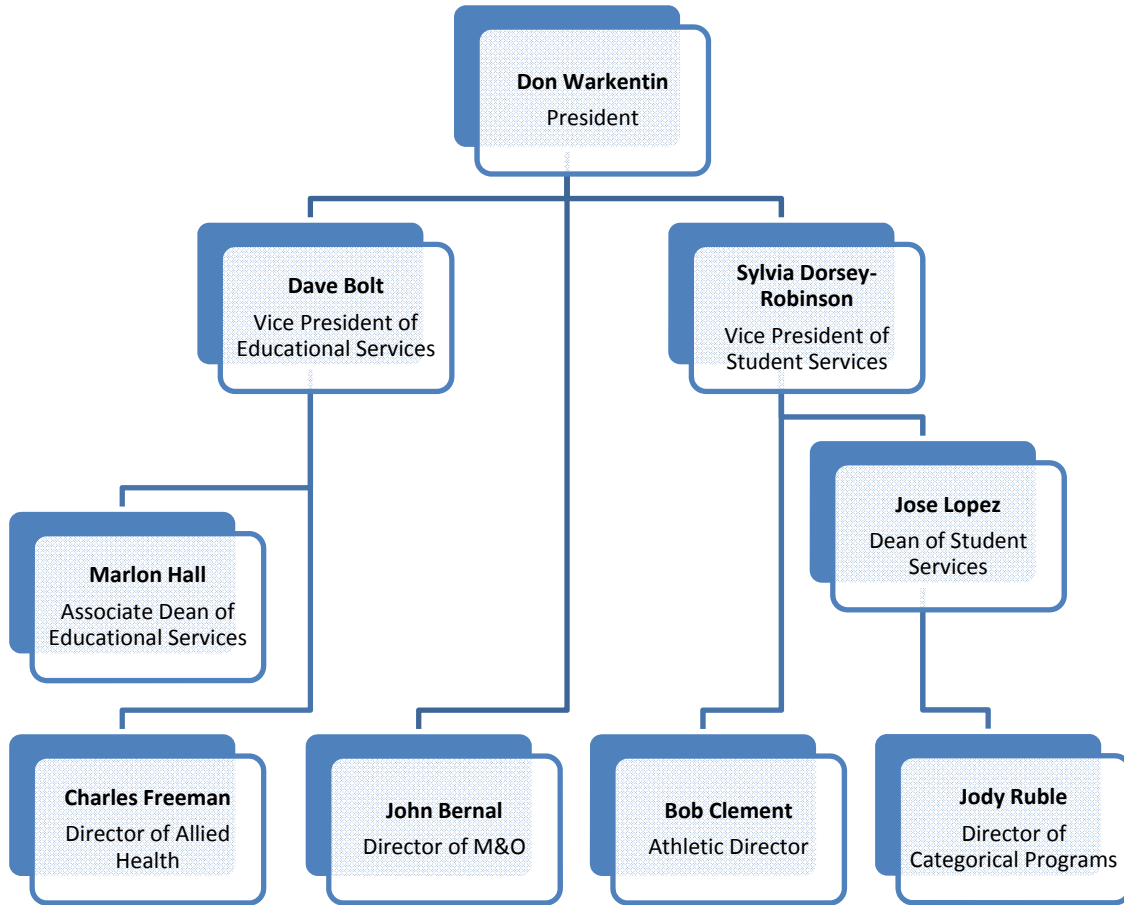
DISTRICT ORGANIZATIONAL CHART

West Hills Community College District Chancellor's Office



Reorganization approved by Board of Trustees: 9/22/09
Effective: 10/1/09

COLLEGE ORGANIZATIONAL CHART



WHCCD 2009 Function Mapping Survey Results

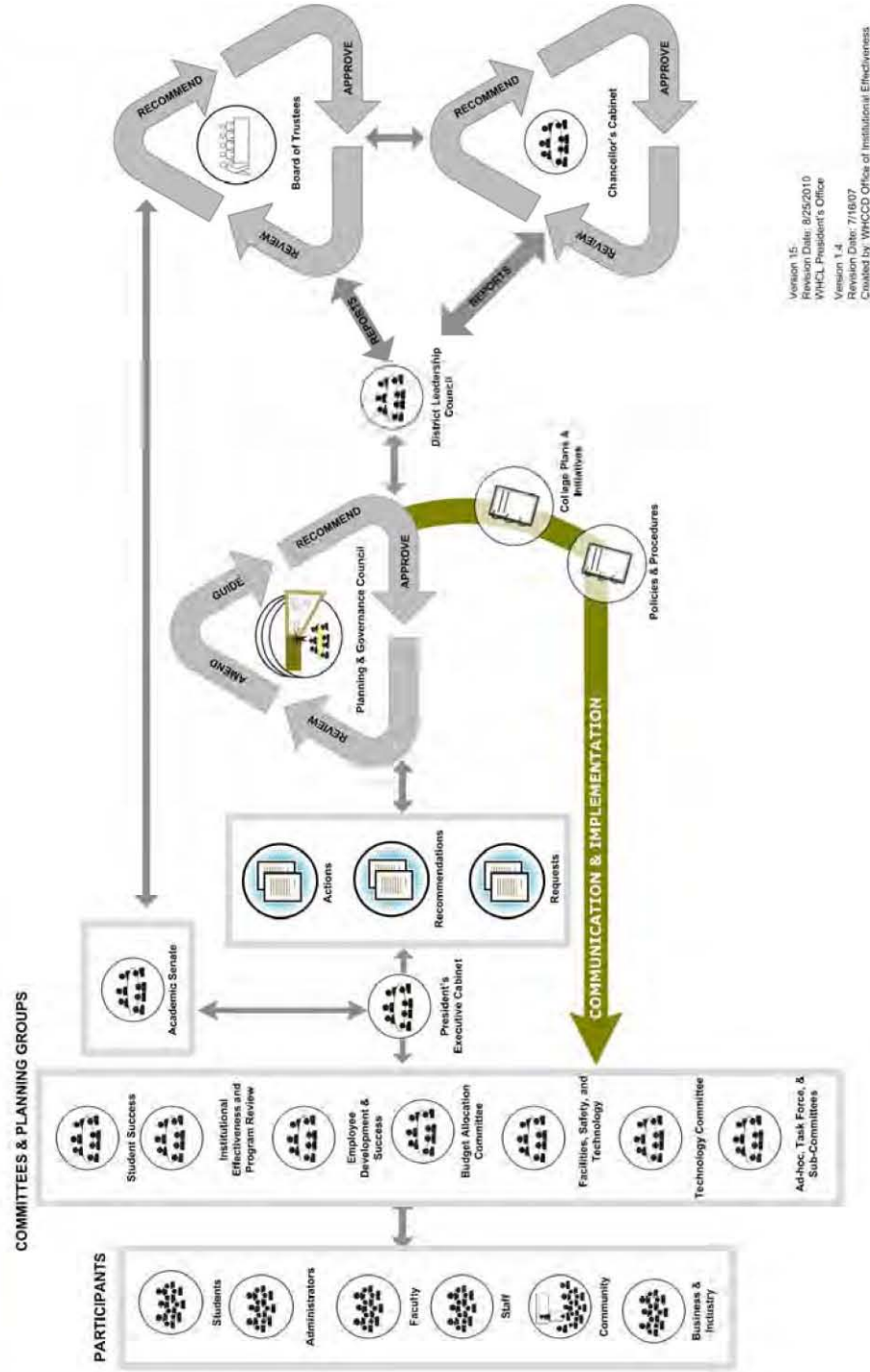
Question: Where does the functional responsibility lie?

Department	District Office (Centralized)	Colleges (Decentralized)	Don't Know	Response Count
Athletics	2.2% (2)	97.8% (87)	0.0% (0)	89
Accounting	96.6% (86)	3.4% (3)	0.0% (0)	89
Payroll	98.9% (88)	1.1% (1)	0.0% (0)	89
Grant Development	96.6% (86)	3.4% (3)	0.0% (0)	89
Tutoring	5.6% (5)	94.4% (84)	0.0% (0)	89
Student Services	1.1% (1)	98.9% (88)	0.0% (0)	89
Human Resources	95.5% (85)	3.4% (3)	1.1% (1)	89
Library	1.1% (1)	97.8% (87)	1.1% (1)	89
Maintenance	5.6% (5)	93.3% (83)	1.1% (1)	89
Catalog/Schedule Development	16.9% (15)	73.0% (65)	10.1% (9)	89
Technology Development & Planning	76.4% (68)	13.5% (12)	10.1% (9)	89
Program Development	20.2% (18)	69.7% (62)	10.1% (9)	89
Bookstore	24.7% (22)	64.0% (57)	11.2% (10)	89
Community Education	11.2% (10)	76.4% (68)	12.4% (11)	89
Online Instruction/Services	51.7% (46)	36.0% (32)	12.4% (11)	89
Help Desk	43.8% (39)	43.8% (39)	12.4% (11)	89
Video Conferencing	30.3% (27)	57.3% (51)	12.4% (11)	89
Research	79.8% (71)	5.6% (5)	14.6% (13)	89
Workforce/Economic Development	57.3% (51)	27.0% (24)	15.7% (14)	89
Child Development Centers	44.9% (40)	38.2% (34)	16.9% (15)	89
Vocational and Technical Education Act (VTEA)	41.6% (37)	41.6% (37)	16.9% (15)	89
Transportation	9.0% (8)	71.9% (64)	19.1% (17)	89
Facilities Planning	32.6% (29)	65.2% (58)	2.2% (2)	89

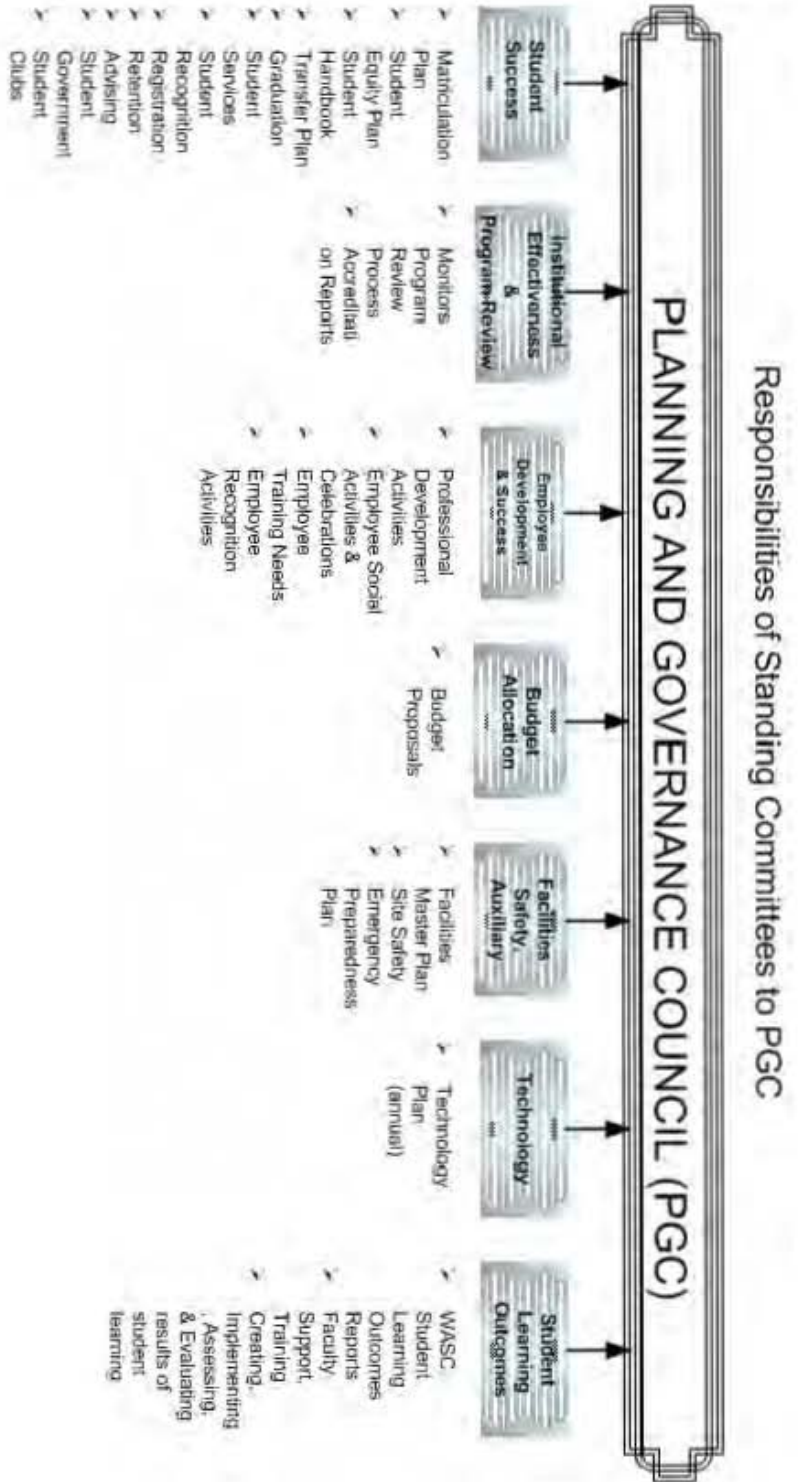
WHCL SHARED GOVERNANCE STRUCTURE



West Hills College Lemoore Governance Process



WHCL STANDING COMMITTEES



Responses to Recommendations from Previous Review

Team Visit: February 28—March 2, 2006

West Hills College Lemoore was visited by representatives of the WASC Commission in 2006. Upon review, the Commission evaluated the documentation and granted the college initial accreditation status. As a condition of accreditation, the Commission required the college to complete a Focused Midterm Report to address four of the six team recommendations; this Focused Midterm Report was submitted in March 2008.

The March 2008 Focused Midterm Report was accepted by the WASC Commission with the requirement that the college complete a Follow-Up Report due in March 2009. The Follow-Up Report was to further focus on three of the original recommendations made by the original visitation team in 2006. The required Follow-Up Report was completed, submitted, and approved by the WASC Commission.

Listed below are all six of the original 2006 visitation team recommendations and West Hills College Lemoore's response to each, borrowed from previously submitted responses:

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

Special evaluative focus is to be given to the following policies:

BP 2431, Delineation of Authority to College Presidents and District Chancellor, 11/15/2005

BP 6225, Resource Allocation, 11/15/2005

BP 3250, District Strategic Planning, 12/6/2005

BP 2740, Trustee Education, 11/18/2003 (Team's note: implementation procedure needed)

BP 2510, Participation in Local Decision Making Through the District Council on Student Learning, 1/24/2006

Evaluative focus is also given to the recently instituted governance structure and decision making process implemented at the West Hills Community College Lemoore, adhering to the same timeline.

The issues concerning the functionality of transitioning from a single college district to a multi-college district are new to the West Hills Community College District. As a result,

many existing policies and procedures needed to be evaluated and modified to reflect a multi-campus district, and new policies and procedures needed to be developed.

The West Hills Community College District Board of Trustees approved board and administrative procedures to illicit college governance body's feedback and timely consideration of all future board policies and procedures. As a result of Board Policy (BP) 2410 and Administrative Procedure (AP) 2410, the process of including college review of new and revised Board policies and procedures was outlined and implemented in the spring term of 2006. Further implementation of BP 2410 and AP 2410 produced a policy and procedure review schedule that was initiated with the 2007-2008 school year.

The implementation of BP 2410 and AP 2410 on the West Hills College Lemoore campus means that each policy and procedure being considered by the West Hills Community College District Board of Trustees will undergo the review and approval by the college's Planning and Governance Council (PGC), which has representation of all constituency groups; a tracking sheet is used to verify the review by constituency groups and various appropriate committees. Review of board policies and procedures is now a standing item on the PGC agenda. The PGC is also responsible for verifying that board policies are being reviewed according to the timeline.

On April 10, 2007 the district chancellor made the Report on Board Policies and Administrative Procedures to the board at the Study Session. This report summarized the status of the policies to be given special evaluative focus.

The Chancellor's Executive Cabinet reviewed BP and AP 2431, Delineation of Authority to College Presidents and District Chancellor, and recommended approval on November 15, 2005. The policy and procedure were forwarded to the college on April 2, 2007 for review and approved on May 3, 2007. They were then reviewed by the board on April 24, 2007 and approved on May 15, 2007.

Discussion of and revision to AP 6225, Resource Allocation occurred at the Chancellor's Executive Cabinet. The procedure was forwarded to the college for review on March 21, 2007. The PGC reviewed this procedure on April 18, 2007 and approved it with recommended changes. The board reviewed and approved the revised AP 6225 on May 15, 2007.

BP and AP 3250, District Strategic Planning, were discussed and revised at the Chancellor's Executive Cabinet. The policy and procedure were forwarded to the college for review and action. They were then presented to the Board of Trustees and approved on June 26, 2007.

BP 2740, Board Education, was revised at the Chancellor's Executive Cabinet. After final review occurred at the Cabinet, BP 2740 was presented to the Board of Trustees for review. The Board approved the revision of BP 2740 on June 26, 2007.

BP and AP 2510, Participation in Local Decision Making through the District Council on Student Learning, was revised at the Chancellor's Executive Cabinet. These revisions led

to the reorganization of the District Council on Student Learning (DCSL). The DCSL consisted of the President of West Hills College Coalinga (WHCC), the President of West Hills College Lemoore (WHCL), the Vice President of Educational Services at WHCL, Academic Senate representatives from WHCL and WHCC, a West Hills College Faculty Association representative, a CSEA representative from WHCL and WHCC, a district office representative, and a student government association representative. The DCSL met through May 2007. Based on actions from the College Consultation Council (at WHCC) and the Planning and Governance Council (PGC) (at WHCL), the DCSL was replaced by the District Leadership Council (DLC) and membership was modified to include representatives from various college groups, the district Chancellor, the Vice Chancellor of Business Services, the Director of Human Resources, the Director of District Enrollment Services, Director of Marketing, President of WHCC, the President of WHCL, the Academic Senate President from WHCC, the Academic Senate President from WHCL, a West Hills College Faculty Association representative, a CSEA representative, and a college president-appointed student representative. The revised versions of BP and AP 2510 were presented to the board on May 15, 2007 and approved on June 26, 2007.

The Chancellor's Executive Cabinet also reviewed AP 2410, Policy and Administrative Procedure, which deals with the review of policies and procedures, as well as the routing process by the colleges. Changes to AP 2410 have been made to reflect changes to BP 2510. The revisions to AP 2410 were reviewed at the Board of Trustees meeting on May 15, 2007 and approved on June 26, 2007.

Evaluative focus has also been given to the governance structure and decision making process implemented at West Hills College Lemoore. On June 12, 2007 the college held a Leadership Retreat to evaluate the campus governance model, examine governance committee products, assess the program review process, discuss student learning outcomes (SLOs), and review the college Master Plan. This retreat was attended by the president, the dean of educational services, the director of institutional research, the vice president of educational services, the associate dean of categorical programs, the associate dean of educational services and evening college, the Financial Aid coordinator, the dean of students, the director of M & O/Auxiliary Services, the Academic Senate president, a student services technician, the lead counselor, the tutor coordinator, and an advising specialist. Later, the Leadership Retreat was changed to be the Strategic Planning Committee and recommended to meet at least twice each semester. Participants at the Strategic Planning Committee Meetings include representatives from all college constituency groups, including students. The college's mission, vision, goals, and institutional outcomes are reviewed at the retreat each fall.

To validate that the shared governance process was working at the college, an evaluation of shared governance was conducted during the spring of 2006 and again in the spring of 2010. In both surveys, favorable scores were received from respondents showing, in most cases, that the shared governance process "provides an environment that encourages honesty" and "provides an environment that values different opinions."

The lowest ranked 2010 survey response was received on the question “Members of your organization understand how the shared governance process works.” The college has plans to improve the flow of information from college and district committees by utilizing the MyWestHills portal for meeting agendas and minutes. Also, the college needs to re-emphasize the importance of constituency representatives to report news and business occurring at the committee meetings they are assigned/elected to attend.

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

The college has taken several actions to demonstrate compliance with the Commission’s recommendation to integrate periodic review and update of its mission statement into key institution planning documents.

Since September 2008, the college conducts Strategic Planning Committee Meetings each fall term to accept the responsibility of reviewing: 1) the college’s mission and vision statements, 2) the institution’s goals and institutional outcomes, and 3) the alignment of the mission goals to the institutional outcomes to measure how well the college meets its goals. Any recommendation for the modification of the mission statement, vision statement, goals, or institutional outcomes is sent to the Planning and Governance Council, the college’s primary participatory governance body, for consideration and adoption. This process of evaluation at the Strategic Planning Committee Meetings allows for regular review on the appropriateness of the college goals and mission statement.

Potential data-driven criteria have been discussed by the college’s Planning and Governance Council that may influence changes to the college’s mission statement. For example, dramatic changes in the college’s student demographics, regional employment patterns, or state/federal funding opportunities might be used as a basis for considering changes to the mission statement. More importantly, the college’s current mission statement is articulated in a fashion that accurately describes its commitment to its students and their success. However, the college is aware that the mission statement must evolve as the college matures and external factors change.

The college’s Planning and Governance Council has developed a planning calendar to reflect an effort to evaluate and improve the college’s institutional effectiveness and processes. The planning calendar includes dates, actions, and the responsible college group. In addition, the planning calendar includes several of the college’s key planning documents, such as the Education Master Plan and the Planning and Governance Manual. Currently, the college is continuing to evaluate the accuracy and effectiveness of its planning calendar; appropriate modifications are expected to be made as necessary.

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

The college has used the program review process since its first comprehensive self study in 2004 to assess, monitor and ensure that comprehensive programs and services are delivered to students. However, program review did not originally employ mechanisms for continual monitoring and data-driven decision making. As a result of the accreditation visitation team's 2006 visit, substantial and systemic changes were instituted throughout the college.

One of the substantial changes was a campus-wide discussion regarding the definition of a program. The college president charged the college with resolving the ambiguity; discussion occurred that culminated in the clarification of the definition of a program at the Leadership Retreat (later to be renamed the Strategic Planning Committee) in September 2007. It was determined that an instructional program be defined as one that leads to a degree or certificate. A non-instructional program is now defined by possessing an ongoing identifiable funding source or a specific budgetary object code. These definitions were approved by the college's primary participatory governance body, the Planning and Governance Council, in October 2007.

Preparation of the program review is an activity requiring months to complete due to thoughtful contemplation. Numerous workshops are offered each fall term led by the Office of Educational Services before being submitted to the Institutional Effectiveness and Program Review Committee for technical review. Upon initial review by the Institutional Effectiveness and Program Review Committee, program reviews are submitted to the Planning and Governance Council for official approval.

Approval of program reviews substantiates the college staff or faculty member in making requests in a variety of areas to support their program including personnel, facilities, budget, curriculum, and technology. These requests for additional support can be processed in a timely manner when requested by their administrator or by an appropriate committee on campus. For example, faculty and staff can ask for additional equipment or supplies from the Budget Allocation Committee. Another example would be for a faculty member taking the initiative to institute a curriculum change immediately based on their submitted and approved program review. Overall, faculty and staff are given avenues on which to quickly react in order to implement changes based on approved program reviews.

Program reviews must now also include data-driven goals. Faculty and staff are responsible for determining the nature of these goals but must be aware of how the goals support the college's mission statement. The stated goals are reviewed regularly for progress as a result of midterm program review updates and future program reviews.

In consideration of the college's need to receive useful and accurate data, the district established the Office of Institutional Effectiveness in fall 2005, now called the Office of Institutional Effectiveness and Enrollment Management. The Vice Chancellor of Institutional Effectiveness and Enrollment Management began effective distribution of program data and has worked extensively with staff to ensure that users of research data are properly trained. Program specific data and trainings on effective uses of data have been provided to instructional areas and non-instructional programs as a common practice during the program review process and during district-wide duty and flex days. The Vice Chancellor of Institutional Effectiveness and Enrollment Management provides data reports and training for campus end-users in an on-going basis, including one-on-one staff training as requested.

Through the program review process, instructional and non-instructional programs identify goals and objectives and align them to the West Hills College Lemoore Strategic Plan. The college has advanced its ability to measure goals and objectives through the collaborative efforts by the district Vice Chancellor of Institutional Effectiveness and Enrollment Management, the Vice President of Educational Services, and a faculty member with reassigned time to operate as the backbone of the Institutional Effectiveness and Program Review Committee.

Program reviews are used by the college's Strategic Planning Committee along with the Planning and Governance Council to assess progress toward achieving program and institutional goals. Institutional decision making utilizes this information with regards to the improvement of institutional effectiveness, part of an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. This is a component of the institution's planning calendar.

In consultation with program review teams and the Institutional Effectiveness and Program Review Committee, the Vice Chancellor of Institutional Effectiveness and Enrollment Management provides comprehensive, updated data packets to all programs and to individuals upon request. A major element of West Hills College Lemoore's institutional effectiveness efforts is assessment, which utilizes state-level and institutional level specific data. The Vice Chancellor of Institutional Effectiveness and Enrollment Management provides data that includes enrollment trends, FTES, Weekly Student Contact Hours, retention rates, success rates, persistence rates, degrees and certificates awarded, as well as course level details like grades, success, retention rates in comparison to other institutions, and industry data. The data is used in the program review cycle to drive decisions regarding resource allocation, staffing, facilities, technology, curriculum, etc.

Data aids in the decision making process at the program and course level. For example, based on an analysis of the student success, retention rates, and the number of student accessing the Disabled Student Program and Services (DSPS) Lab, the DSPS program review identified four goals – a need to increase the number of students using the DSPS lab, a need to increase the number of students enrolled in the program, a need to increase

the number of adaptive classes offered, and a need to decrease the number of DSPS students receiving a grade of “W.” The DSPS team works toward allocating fiscal, personnel, and supply resources to address these problems. In this example, the DSPS team utilized the budget planning process to address the personnel and resource allocation needs to fund an additional staff person in the DSPS Lab. This process involved an approval from the Planning and Governance Council and President’s Cabinet. This position was subsequently approved by the district chancellor and filled. The next step in the cycle is the analysis of the effectiveness of the action at the mid-term review process and a concurrent assessment of the program SLOs.

Another example is from the T.E.A.M. Teach program. This program has grown from about 50 students in 2005 to over 400. The program is more accurately described as a “support network” of both current WHCL students as well as former T.E.A.M. Teach members. The program review analyzed the effectiveness of the student transfer rate and recognized a “bottle-neck” in the university transfer process. As a result, a need for a counselor who would work exclusively with the T.E.A.M. Teach students and develop stronger articulation agreements was identified. The program review process also resulted in the T.E.A.M. Teach program becoming institutionalized through district, categorical, and grants funds.

Since 2005, all programs have been linked to a timeline for evaluation, the involvement of the Office of Institutional Effectiveness and Enrollment Management, the development of SLOs, and a midterm review. This mechanism involves the input of the budget planning process. While this process was not well known to all individuals involved, it did exist. Recently, the college began the process of clarifying and communicating the workflow mechanism for evaluating the programs, and a workflow distribution chart was created that crystallizes the process. Since the 2006 accreditation visit, the college has strategically identified staff needs, program development, terminology clarifications, and communication enhancements in order to ensure that programs are aligned to thoughtful, data driven objectives for dynamic growth. Since 2007, the president has instructed staff and administrators to develop and implement plans to assure that the college achieve a level of excellence and uniformity. A five-year implementation chart was developed, the Educational Master Plan was created, and an institutional planning calendar was created for the college and programs to use as a guide for planning and decision making.

The college began creating student learning outcomes (SLOs) for all courses and programs beginning in fall 2005. This activity is under the guidance of the Student Learning Outcome Committee, a participatory governance body that reports to the Planning and Governance Council. At present, 100% of the course level SLOs have been developed and assessments have been defined. Also, the college has 94% of the non-instructional program level SLOs developed and assessment methods defined.

Now that the college has agreed on the definition of a program and responded to the president’s additional request to complete SLOs, the college revised the program review process to utilize current, qualitative and quantitative collected data and to include goals and objectives and activities identified through the SLO process. In fall 2008, the

program review process was modified to include the evaluation of student learning outcomes at the program level. With the support of the Office of Institutional Effectiveness and Enrollment Management, the college reviews approximately 25% of its programs each year. Program data and goals and objectives derived from program reviews are included in the institution's Educational Master Plan document, which serves as a comprehensive and consistent compendium of program information. This information is used to formulate institutional student outcomes and institutional strategic goals.

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

During the fall of 2007, West Hills College Lemoore developed a five-year plan for the implementation of student learning outcomes (SLOs) across all areas of the institution. This plan was developed by the Student Learning Outcomes Committee (SLOC), which is part of the college's shared governance system. The SLOC includes representatives from both the academic and vocational education areas as well as from student support services. The five-year Implementation Plan illustrates that SLOs are an integral part of the workings at WHCL.

Even in the years previous to the development of the implementation plan, SLOs have been a priority for the faculty, staff, and administration at West Hills College Lemoore. At the course level, all SLOs have been written, but because SLOs are designed to be fluid, rewriting of SLOs is taking place as the assessment cycle is completed. In addition, the student services area has implemented SLOs for nearly all programs but is also constantly reviewing these to better serve the college's service area and students.

Beginning in the 2007-2008 academic year (and each year thereafter), the first year of the Implementation Plan across all areas of the college was instituted. At this time, the SLO Coordinator, who is the chairperson of the SLO Committee, developed and implemented training programs for flex day and workshops to take place throughout the year. In addition, the SLO Coordinator worked with the SLO Committee to create a form to be used to develop SLOs at the program level. The SLO Coordinator and SLOC track SLOs to ensure that the assessments are being done and works with faculty through training and one-on-one sessions to ensure all faculty understand the task. The Vice Chancellor of Institutional Effectiveness Enrollment Management plays a vital role by providing data and analysis to assist faculty in assessing their students' learning. As SLOs are implemented by faculty and staff, assessment and improvement will be constant goals. Instructional learning areas (the college does not have departments) meet monthly or bi-monthly to discuss SLOs and assessments, as well as to work on ways to improve student learning.

The 2008-2009 academic year marked the second year of the Implementation Plan. The SLO Coordinator and Committee worked to map all courses supporting the SLOs of General Education. Training sessions continued for new as well as experienced faculty and staff to ensure that new practices are implemented. In this second year, the assessment of SLOs by faculty and staff were being completed in rotating schedules. Learning areas continued to meet monthly or bimonthly, analyzing the results of the assessments at the course level, and instructors made changes to improve student learning. Non-instructional programs continued to assess and analyze SLOs annually and make improvements to better serve our students. The assessment results were shared within the Counseling Learning Area Meetings.

The 2009-2010 academic year marked the third year of the Implementation Plan. During this year, courses continued to be assessed and analyzed according to the plan and changes were implemented to improve student learning. The goal was to have half of the academic and vocational programs have their SLOs assessed, analyzed, and changes implemented to improve student learning; the college unevenly accomplished this goal. The information resulting from the assessments were shared in Learning Area Meetings. The training in the writing, assessing, and analyzing of SLOs continued under the leadership of the SLO Coordinator and SLO Committee. Student Services continued to assess and analyze SLOs annually and make improvements to better serve all students. The assessment results were shared within the Counseling Learning Area Meetings.

The 2010-2011 academic year will mark the fourth year of the Implementation Plan. The SLO Coordinator and SLO Committee continue to review SLO tracking sheets to ensure that courses and programs are being assessed, analyzed, and that changes are being implemented to improve student learning. The assessment of course level and program level SLOs will continue on the adopted rotating cycle. Training in the writing, assessing, and analyzing of SLOs will continue under the leadership of the SLO Coordinator and Committee. Student Services will continue to assess and analyze SLOs annually and make improvements to better serve all students. The assessment results will be shared with the appropriate campus groups.

The 2011-2012 academic year will mark the fifth and final year of the Implementation Plan. During this year, the assessment of course level and program level SLOs will continue on the adopted rotating cycle. Training in the writing, assessing, and analyzing of SLOs will continue under the leadership of the SLO Coordinator and Committee. Student Services will continue to assess and analyze SLOs annually and make improvements to better serve the students. The assessment results will be shared with the appropriate campus groups.

During each assessment cycle, faculty and staff are required to not only assess SLOs at the course and program level but also to share the results of the assessments within each learning area and analyze the results. From the analysis, which takes place both individually in groups of faculty teaching the course and in the monthly and bi-monthly learning area meetings, changes will be implemented to either the assessments or the pedagogy used in the classroom based upon the results of the assessment. Training

sessions are planned throughout the five year plan to assist faculty in making the necessary changes to their courses and programs in order to achieve successful student learning. The Vice Chancellor of Institutional Effectiveness and Enrollment Management will be available to assist faculty and staff in the assessment and analysis of SLOs for their courses and programs.

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

The West Hills College Lemoore Library/Learning Resource Center was planned and constructed to be the focal point of the college campus. With an outdoor amphitheater, the Pedersen/Semas Plaza, the building contains the traditional functions found in a college library along with faculty offices, classrooms, and computer access for students and community. Foot traffic into the building has steadily increased from a daily average of 833 visitors in 2006 to 1112 visitors in 2010.

The Library/Learning Resource Center has been highly aggressive in improving its resources and services in spite of this challenging economic era. Utilizing a combination of district and grant funding, the Library/Learning Resource Center has taken particular advantage of the increased availability of electronic resources.

Students of West Hills College Lemoore have access to a much greater number of resource materials compared to 2006. Specifically, the collection has increased from 19,795 items to 34,172 or a 73% increase. Even more impressive is the increase in electronic-books, from 3,098 to 17,260 titles for a 557% increase in the same five year time period, evidence that the college is cognizant of its distance education student population.

Periodically, the college librarian purges older non-relevant books from the collection. The number of books removed is small but the practice helps to maintain a current and more useful collection. The librarian uses collection development guidelines to fit the curriculum of WHCL.

Subscription databases are regularly examined and subscriptions are adjusted to better fit curriculum. An example of this is the addition of Health Source: Nursing/Academic Edition that consists of 550 scholarly journals focusing on medical disciplines that was added to enhance the collection for the new nursing program at the college.

The Internet has been utilized in several ways to enhance the acquisition of knowledge. For example, an instant messaging system has been installed to give users, regardless of location, the ability to seek library help in real time. The implementation of the Blackboard v.9 course management system is a second use of the Internet. Tutorials geared towards teaching students how to more efficiently utilize library resources are also planned to help students with information competency.

Representative of the value that students place on classroom success, the tutoring program has continued to be popular. The total number of tutoring applicants was 268 during the 2006 calendar year and increased to 348 in 2007. The number of tutoring applicants peaked in 2008 when 381 students sought tutoring assistance. Enrollments declined in 2009 and a concomitant number of students requested tutoring assistance, 366. West Hills College Lemoore remains committed to providing this necessary service to students.

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

A Board of Trustee Handbook was developed and approved by the West Hills Community College District Board of Trustees in March 2008. Additionally, the handbook is reviewed at the annual Board of Trustees Retreat and is updated as necessary.

New Board members are given the opportunity to attend the Community College League of California and American Association of Community College workshops each year; however, it should be noted that there has been no new Board member elected since 1997.

Standard I – Institutional Mission and Effectiveness: A Thematic Overview

Dialogue

The dialogue theme is exemplified in the development of the mission statement. Regular Strategic Planning Meetings include college constituency groups, such as classified staff, faculty, administration, and managerial staff. The mission statement, goals, and institutional outcomes are reviewed annually at these meetings.

Institutional Commitments

Institutional commitments are defined in the mission statement. The college has created goals that are aligned to its mission and focus on student learning. The communities we serve include: high school graduates, re-entry students, the military community, underserved, and special needs populations. Regular systematic cycle of program review processes ensures a commitment to implement and improve student learning.

Evaluation, Planning, and Improvement

Evaluation, planning, and improvement are achieved through an on-going cycle of assessment, evaluation, integrated planning, implementation, and reevaluation of campus committee products, including instructional and non-instructional program reviews. The West Hills College Lemoore Strategic Plan incorporates our mission and vision statements as well as the college's guiding principles. The Strategic Plan includes themes and institutional student outcomes that are measured by institutional outcomes.

Standard I. Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission
The institution has a statement

The West Hills College Lemoore mission statement reflects college-wide commitment to student learning:

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

The mission statement is published in the college catalog, strategic plan, educational master plan, website, student handbook, and brochures. It is also posted on the wall of the administration building, as well as in classrooms.

The college's Strategic Planning Committee, with the assistance of the Office of Institutional Effectiveness and Enrollment Management, developed goals and institutional outcomes composed of quantitative and qualitative data that serve to measure how well the college accomplishes its mission. WHCL reviews its mission statement, goals, and institutional outcomes annually in Strategic Planning Committee Meetings. Recommendations for interventions, improvements, or changes are sent to the college's Planning and Governance Council for further review, approval, and implementation.

In addition, the college has adopted and approved a college planning calendar that focuses the college's institutional effectiveness processes in support of its mission statement. For example, the planning calendar specifies a timeline for review of the college mission and vision statements, its planning and governance manual, educational master plan, strategic plan, WASC annual report, technology strategic plan, and budget priorities. The planning calendar also specifies the dates of the college's regular strategic planning retreats. The college has developed formal evaluation instruments using surveys to evaluate and re-evaluate its processes in support of its mission.

WHCL has a mission, vision, and guiding principles that define its purpose, its population served, and its commitment to student

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

learning. The college mission statement identifies its educational purpose as enriching “the lives of [its] students and the community [it] serve[s].” The college is “dedicated to quality educational learning opportunities and partnerships” as is appropriate to any institution of higher learning. (1.1)

WHCL’s service area includes a diverse population in terms of socio-economic status, educational background and goals, age, race, and ethnicity. The student population consists of traditional first- and second-year students, current high school students, re-entry students, active military and dependents, veterans, student-athletes, and special populations. The college is committed to ensuring access through its dedication to new technology and distance education methodologies.

The mission statement further declares that the college is “committed to student learning and empowering students to achieve their educational goals” as shown through learning communities, tutorial support, early alert systems for at-risk students, informal faculty dialogue for students’ achievement, and partnerships.

The West Hills College Lemoore mission statement reflects a college-wide commitment to student learning:

WHCL Mission:

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision:

Learning Through Excellence and Innovation

Guiding Principles:

West Hills College Lemoore is student-centered and is dedicated in providing high quality learning opportunities. We are guided by our core values:

- **Access:** Ensure accessibility to all our programs and services.
- **Collaboration:** Emphasize efforts to understand and

meet community needs and garner community support. Support collaborative decision-making processes.

- **Community:** Develop and foster a sense of community within the college.
- **Diversity:** Respect and embrace diversity in our programs and learning environments.
- **Excellence:** Provide high quality learning, teaching, and service opportunities.
- **Innovation:** Support innovation and technology to enhance learning environments, services, and communication.
- **Integrity:** Advocate and demonstrate honesty, truthfulness, equality, and ethics.
- **Mutual Respect:** Promote an environment of open communication. (I.A)

I.A.1

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

Descriptive Summary

WHCL establishes student learning programs and services that align with its purposes, its character, and its student population. In alignment with its mission statement, WHCL utilizes job market and industry surveys, advisory committees, economic development studies, local workforce investment board recommendations, grant opportunities, and partnerships with four-year universities to identify and develop its programs. Services are developed and refined to support student learning for all programs by the college. Through the program review process, course outline reviews, and student learning outcome assessment, the college assures its programs and services align with its mission.

The college identifies its students by working closely with the above mentioned programs and utilizing effective outreach strategies in the high schools and outreach through the local community including the Naval Air Station Lemoore. The college also provides programs and services to its online student population. West Hills College Lemoore further identifies its students through the use of data from the assessments of its institutional outcomes. This data are used to assess the college's mission statement and college goals. (1.1, 1.2, 1.3)

Self Evaluation

West Hills College Lemoore's mission statement is a statement of commitment to students and the area communities by guiding the college in its effort to provide a quality educational experience for all

of its students. Through its mission statement the college has identified guiding principles to further enhance its commitment to its mission. These guiding principles identified in the college's strategic planning document serve to guide college planning processes. As an example of commitment to its guiding principles, each of the college's shared governance committees has a defined diversity statement which demonstrates its commitment to students from diverse cultures and varied learning experiences. (I.A.1)

Planning Agenda Items

- None

I.A.2

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

Descriptive Summary

The mission statement is reviewed annually by the college's Strategic Planning Committee. Changes to the mission statement are approved by the college's primary participatory governance body, the Planning and Governance Council; the mission statement is then reviewed and approved by the WHCCD Board of Trustees. The mission statement was last reviewed by the PGC on February 19, 2010 and approved by the Board of Trustees on May 18, 2010. The mission statement is published in the college catalog, strategic plan, educational master plan, website, student handbook, and brochures; it is also posted on the wall of the administration building, and posted in classrooms. (1.4, 1.5, 1.6)

Self Evaluation

West Hills College Lemoore's mission statement was most recently approved by the WHCCD Board of Trustees on May 18, 2010. Prior to board approval, the college constituencies represented by the Strategic Planning Committee and the Planning and Governance Council reviewed college institutional outcomes and goals utilizing data from the office of institutional effectiveness and enrollment management for mission statement currency. The college determined that the current mission statement meets the needs of its students and area communities.

WHCL's mission statement is widely visible in its college catalog, course schedule, strategic and educational master plans, student handbook, and other college wide print media. (I.A.2)

Planning Agenda Items

- None

I.A.3

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

Descriptive Summary

The Strategic Planning Committee approved a review cycle recommending the mission/vision statements, goals and institutional outcomes be reviewed annually by the Strategic Planning Committee, and if changes are recommended they are forwarded to the Planning and Governance Council for review and approval. (1.7, 1.8)

Self Evaluation

The mission statement is reviewed on a regular basis by all constituency groups according to the planning calendar. The development of a planning calendar is addressing the 2006 response of the previous team's recommendation to review and update the mission statement. (I.A.3)

Planning Agenda Items

- None

I.A.4

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

Descriptive Summary

The mission statement is a guiding principle for the college's Planning and Governance Manual. (1.4, 1.5, 1.6)

The mission statement directs the college's educational purposes by focusing on its student population and commitment to student learning. Further, the planning and governance and the strategic planning processes rely on the college's mission statement, the vision statement, guiding principles, themes, and institutional learning outcomes.

As part of the program review process, validation of how a program aligns and supports the college's mission statement must be provided. Program reviews are reviewed and approved by the Planning and Governance Council, which consists of members of all campus constituencies. (1.2, 1.3)

The importance of the college's mission statement as a component of the planning and governance process is significant in directing the actions of these committees. In addition, advisory committees have been established for vocational/career technical education programs to discuss relevance to community and industry needs that are consistent with the college's mission statement. General Education instructional areas (programs) align courses to meet graduation

requirements and to transfer to California State Universities and the University of California. Curriculum Committee course outlines are designed to address graduation requirements as well as articulation agreements for transferability of courses. The effectiveness of the college's programs is indicated by the growing number of students graduating and/or transferring to baccalaureate institutions. (1.9)

Self Evaluation

WHCL's mission is central to institutional planning and decision-making with defined goals that support the mission statement. The Office of Institutional Effectiveness and Enrollment Management has assisted the college in developing institutional outcomes. The institutional outcomes assess the college's attainment of its mission-driven goals. College planning and decision making are aligned to these goals. Data analyses from the institutional outcomes drive planning within the college governance process. Program reviews, student learning outcomes, budget procedures, and institutional planning must support the institutional outcomes and are central to further ensuring that the college's processes are aligned to the college mission statement. All program reviews are evaluated and approved through the participatory governance process culminating at the Planning and Governance Council. (IA.4)

Planning Agenda Items

- None

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

West Hills College Lemoore conscientiously strives to produce and support student learning at all levels. Faculty members have developed course-level and program-level students learning outcomes (SLOs) and assessments that contribute to the revision of course content, pedagogy, and methodology. Non-instructional programs and services have also developed SLOs. The assessment results for all SLOs serve to focus dialogue on ways in which the college can be improved to better serve students. All SLOs are included in the program review process that engages all college councils, committees, and constituencies. The assessment of SLOs and program review is ongoing and include both systematic evaluation and planning.

The college's institutional outcomes are composed of quantitative and qualitative data that serve to measure how well the college accomplishes its mission. WHCL reviews its mission statement, goals, and institutional outcomes annually in Strategic Planning Committee Meetings. Recommendations for intervention, improvements, and changes are sent to the college's Planning and Governance Council for continued dialogue, review, and implementation.

The data and processes from program review, SLOs, and college institutional outcomes drive decisions regarding program modifications, staffing, curriculum, class scheduling, facilities, technology, resource allocation, etc. All modifications are focused on improving and supporting student learning.

College governance committees report to the Planning and Governance Council (PGC), which recommends and reviews college policies and processes. Student learning and institutional processes are reviewed by the PGC and its constituent groups consistently with their review cycles.

Instructional administrators conduct monthly learning area meetings with faculty each semester. At the request of faculty, these more frequent learning area meetings have occurred since the fall of 2005 in place of frequent interdisciplinary meetings. The learning area meetings allow for focused and relevant face-to-face dialogues about curriculum, student learning outcomes, senate issues, and more that affect the students and faculty. (1.10) In addition, student services operational areas conduct regular meetings. (1.11) (I.B)

I.B.1

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

Descriptive Summary

The Planning and Governance Council (PGC) has general oversight over all standing college committees and meets at least once a month to review all institutional processes. Voting membership of the PGC consists of a West Hills College Faculty Association representative, an Academic Senate representative, two CSEA representatives, two student representatives, and two administrators; the college president is the chair of the committee and votes only in case of a tie. The agenda of a PGC meeting routinely discusses and approves proposed Board of Trustee policies and administrative procedures, reports from each of the standing college committees, and discusses news of particular interest that affects the learning and working climate on the college facility. The PGC also approves all program review documents. It is the responsibility of the PGC membership to communicate information and decisions back to their constituency groups.

In November 2007, the Academic Senate president reported to the PGC that counseling faculty had been assigned to each instructional learning area. (1.12) The assigned counselor was to attend instructional learning area meetings and report back relevant news to their fellow counselors and advisors, allowing for improved communication between student services and instructional faculty. These learning area meetings routinely discuss student learning outcomes, curriculum, and senate issues. In the Counseling Learning Area Meetings, representatives share with each other news from their assigned learning areas. (1.10, 1.13)

The president's office also communicates campus activities in less formal ways. For example, the president's office distributes a weekly newsletter via email updating college faculty and staff with relevant events occurring on campus and at the district level. (1.14) Another example of dialogue by the college president is the President's Forums that occur during the school year. These President's Forums, which are well attended, allow for immediate feedback to the president on items of interest.

Additionally, other committees at the district level ensure that dialogue and collaboration occur among college and district staff to improve student learning and instructional processes.

The District Strategic Planning Committee was established in 2006 and is composed of representatives from the college, community, district, and Board of Trustees. This committee meets three times a year and its primary role is to review the progress of the district's

goals: 1) achieve or exceed funded growth targets, 2) focus marketing efforts in district-wide stories, 3) increase community participation rates, 4) improve transfer, completion, and graduation rates, and 5) become the preferred choice of students through on-going and active recruitment. Metrics have been developed to evaluate the progress of each of the goals and are reviewed annually by the District Strategic Planning Committee. Results are published to the community in the Annual Report to the Community. (1.15, 1.16, 1.17)

The District Technology Committee (DTC) is a committee whose purpose is to obtain the optimal use of technology resources to improve services. The committee meets once per month and is composed of college and district leaders. There are five sub-committees reporting to the DTC with membership composed of faculty, staff, and students. Sub-committee leaders bring concerns, achievements, and requests for new projects to the DTC. The DTC is responsible for prioritizing technology projects based on institutional needs. The list of priorities is utilized by the Information and Technology Systems (ITS) and Academic and Information Systems (AIS) departments to assign resources and meet the needs of the college and district. (1.18, 1.19, 1.20)

The Chancellor's Executive Cabinet is composed of the college presidents, the district chancellor, and key district administrators. The cabinet meets once per month and provides a forum for the presidents and chancellor to talk about current issues and to review policies. Additionally, this cabinet provides the opportunity for the college presidents to provide feedback to the chancellor regarding services that are centralized at the district office. (1.21, 1.22)

The District Leadership Council (DLC) is composed of faculty leaders and administrators from the colleges and district. The purpose of this group is to provide a channel of communication where the college and district staff can collaborate to develop uniformed solutions and processes across the district. This council has been in existence since 2005. (1.23)

District Leadership Retreats are held quarterly and bring together top-level administrators, faculty, and classified group representatives. The retreats are lead by the district chancellor and cover topics ranging from the discussion of current events, such as budget status, reviewing of institutional processes, and identifying new initiatives to help improve student success. (1.24)

Self Evaluation

West Hills College Lemoore has established a well-structured shared governance system that provides communication channels, access to all constituencies, and dialogue at every level. This provides the institution a mechanism for continuous improvement based on collaboration and introspection.

Program review for instructional and non-instructional programs is on a four-year review cycle, with a midterm report completed every two years. Occupational instructional programs are on a two-year cycle. This report consists of a logic model grid that details short and long term planning goals and achievements. with the midterm report completed at the one-year mark. The program review process incorporates student learning outcomes data and student progress data such as success, retention, and graduation rates. Program review is directly connected to the budget process by means of the college's planning framework.

As an example, during the 2009-10 academic year, several program review documents, such as Business/CIS, nursing, and Upward Bound/Math Science, were presented and approved by the college's Planning and Governance Council. This process assures collegial, self-reflective dialogue about the college's commitment to continuous improvement of student learning. (I.B.1)

Planning Agenda Items

- None

I.B.2

The institution sets goals to improve its effectiveness, consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the

Descriptive Summary

WHCL has set goals and benchmarks that directly support its mission statement. Quantitative and qualitative institutional outcomes have been established to measure how successfully the college achieves its goals. WHCL has implemented the following goals and institutional outcomes:

Institutional Outcome 1: WHCL is committed to provide quality education to students and community. This goal is measured by the population participation rates of the service area, high school participation rates, student retention, and persistence rates.

Institutional Outcome 2: WHCL is committed to empower students to achieve their educational goals. This goal is measured by Basic Skills English, ESL, and math success and retention rates, career

degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

technical education course success and retention rates, degree and certificate completion, transfers to four-year institutions, and the Community College Survey of Student Engagement (CCSSE) benchmarks.

Institutional Outcome 3: WHCL will effectively maintain and increase its resources and productivity. This goal is measured by student headcount, FTES goals, successful grant acquisition, and increased revenue generated by outside capitol campaign activities.

Institutional Outcome 4: WHCL will identify and disaggregate its student population groups to assess program effectiveness. This goal is measured by examining the demographics of student services programs with respect to factors such as access and success.

(1.1)

Improvements have been made as a result of the review of these institutional outcomes. For example, through the established strategic planning processes, it was determined that vocational/career technical education success rates were performing below the college's stated benchmark. Further review of the data revealed success rate issues with courses offered in the "open entry/exit" format that did not require set scheduled class meetings. In conjunction with the program review process, the Planning and Governance Council requested that the format of those courses be changed to a traditional format and require students to attend regularly scheduled class meetings. As a result of this change, success rates for those courses have increased by 40%.

Self Evaluation

The college sets goals to improve its effectiveness consistent with its stated purposes and articulates its goals and objectives into measureable terms. The college members understand these goals and work collaboratively toward their achievement. The Strategic Planning Committee has set institutional outcomes (goals) that directly support the college's mission statement. These outcomes are approved by the Planning and Governance Council. Quantitative institutional outcomes have been established to measure how well the college achieves its outcomes. (I.B.2)

Planning Agenda Items

- None

I.B.3.

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

Descriptive Summary

Achieving the college goals and improving its institutional effectiveness are the responsibilities of the shared governance committees and the college community as a whole. The Planning and Governance Council monitors the achievement and progress of these outcomes. The Office of Institutional Effectiveness and Enrollment Management provides the necessary quantitative and qualitative data and analysis to measure the college's achievement of its institutional outcomes.

The college has established a strategic plan with institutional outcomes that measure student achievement and how well strategic goals are met. (1.1) The college institutional outcomes are reviewed annually by the college's Strategic Planning Committee and by the District Strategic Planning Committee. These outcomes include integrated metrics from the California Community College Chancellor's Office Accountability Reporting for the Community Colleges (ARCC) along with locally designed benchmarks for accountability. Additionally, the college participated in the 2007 and 2008 Community College Survey of Student Engagement (CCSSE). The CCSSE instrument provides five qualitative benchmarks that are highly correlated to student learning and success. (1.25)

The college developed its Educational Master Plan (EMP) in 2008, which provides a reference point and framework for the future of the college. The EMP includes a thorough data review of the college's overall instructional programs. The EMP brings together internal, external, quantitative, and qualitative data into key findings that inform and support planning. While maintaining the integrity of the college's vision, mission, and strategic goals, the EMP draws a blueprint for implementing emerging educational objectives. More specifically, the EMP focuses on the service area, students, staff, and programs of the college. Matriculation rates from regional high schools provide a basis for enrollment projections. An analysis of economic trends in the area and a review of emerging labor market information inform the consideration of new programs. An examination of student services, instructional programs, disciplines, and student performance assess current effectiveness and point the way for change. (1.26)

The college further assesses progress toward achieving its stated goals through evaluation of committee structure, program review, and institutional learning outcomes. Each college committee has identified goals and objectives that evaluate institutional effectiveness as it pertains to their campus role. The mission

statement has been revised to provide clear guidance to these committees.

Departments or services centralized at the district office are part of a program review cycle. The review cycle for district office departments is coordinated by the Office of Institutional Effectiveness and Enrollment Management. District department reviews are evaluated by the college's shared governance committee process when feedback is provided to help improve services to the college. Feedback from the colleges is reviewed by appropriate district office staff for possible implementation. Collectively, these processes promote dialogue on the appropriateness of centralized versus decentralized services. (1.27, 1.28, 1.29)

The college has implemented a planning calendar, monitored by the Planning and Governance Council, which guides the college's planning process. Included in this calendar are committee assignments for task completion, the Strategic Planning Committee's annual review of the mission and vision statements, institutional outcomes, performance indicators, the PGC's annual review of the PGC manual, annuals reports, and program reviews. (1.30)

Self Evaluation

The college Strategic Planning Committee and Planning and Governance Council have played key roles in assessing the college goals and institutional outcomes in a systematic cycle that drives improvements. The college has established a model for integrated institutional planning that utilizes college research data to drive decision making and resource allocation. In addition, the planning calendar has provided a schedule for review ensuring comprehensive evaluation of all areas. (I.B.3)

Planning Agenda Items

- None

Descriptive Summary

WHCL's Strategic Plan and Educational Master Plan provide direction as reference documents for all college planning activities. The planning activities along with evaluation processes are integrated into a process that drives planning, resource allocation, implementation, and reevaluation. These processes are handled through the college's shared governance committees. The following graphic illustrates the different layers and processes of the college's

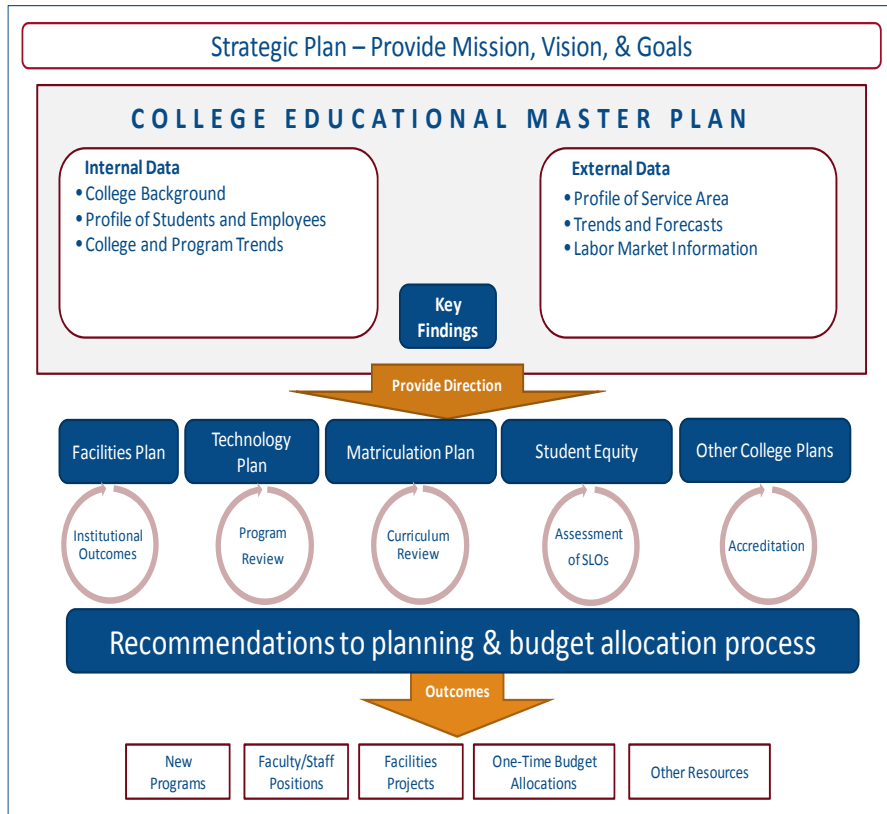
I.B.4.

The institution provides evidence that the planning process is broad-based, offers opportunities for

input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

institutional planning framework:

WHC Lemoore Institutional Planning Framework



The Office of Institutional Effectiveness and Enrollment Management has worked extensively with staff to ensure that the appropriate data is available for all planning committees and processes. The vice chancellor of institutional effectiveness and enrollment management attends college meetings and provides analysis and recommendations to the various committees. Program specific data and trainings on effective uses of data have been provided to instructional areas and non-instructional programs as a common practice during the program review process and during district-wide duty and flex days. The vice chancellor of institutional effectiveness and enrollment management provides data reports and training for campus end-users in an on-going basis, including one-on-one staff training as requested. Data is used in all of the college’s review cycle to drive decisions regarding resource allocation, staffing, facilities, technology, and curriculum. (1.31, 1.32)

There are seven shared governance committees that provide input to the college’s Planning and Governance Council. These committees are the Budget Allocation Committee, the Facilities, Safety and

Auxiliary Services Committee, the Institutional Effectiveness and Program Review Committee, the Employee Development and Success Committee, the Student Learning Outcomes Committee, the Student Success Committee, and the Technology Committee. Each of these committees is represented by faculty, staff, and students. In addition, the Academic Senate, the WHC Faculty Association, CSEA, and students (through the Student Government Association), have representation on PGC. West Hills College Lemoore does not have a classified senate.

The President ensures a process of effective integrated planning, not only of district and college planning processes, but also for college based planning. This is exemplified by the structure of committee/councils (unit level), Learning Areas (department level), shared governance committees (division level), and PGC (college level).

WHCL's planning processes, including all college committees, are broad-based and provide opportunities for input and feedback by all constituency groups; outside community representatives are invited when appropriate. Through this representation, planning processes are incorporated into the participatory governance system. Evidence of these broad-based processes occur at all planning levels. Student learning outcomes, program reviews, and strategic planning start with data collection and analysis by the appropriate learning area, support service, or committee. Information is shared among members and distributed throughout the college-wide community. Constituency groups are encouraged to review and provide input to further clarify the analysis and to forward recommendations for improvement.

Communication concerning college processes and procedures are further enhanced by the president's Intercommunication Team (PIT) with membership from college and district personnel. The PIT meets monthly and provides a vehicle for information exchange regarding campus needs and district resources. In addition, college faculty and staff are members of the District Leadership Council (DLC) that serves to ensure continuity, collaboration, and alignment of policies and procedures between the college and the district. (1.23, 1.33)

The college conducted an evaluation of shared governance during the spring of 2010. The majority of respondents agreed that the shared governance process was inclusive of faculty, classified staff, administrators, and student government. Also, the majority of respondents agreed that the shared governance process drives institutional planning. (1.34)

WHCL is committed to effective program review practices and planning in order to fully benefit its recipients. This evaluation process includes improvement strategies based on quantitative and qualitative data. Changes identified in the review process are incorporated to improve program vitality and to avoid stagnation. The college closes the planning “loop” by reporting all program changes resulting from the planning processes to appropriate councils, committees, and constituencies.

Resource allocation is an important component of WHCL’s planning process. The college’s planning framework has been designed to be broad-based and drives the resource allocation processes. Staffing, facilities, and budget requests are routed to the respective committees for further discussion, input, and determination. When resources are not available to fulfill requests, the college will seek to secure resources through grants and fundraising activities. One of WHCL’s strategic goals is to “effectively maintain and increase its resources and productivity.” This goal is measured by student headcount, FTES, successful grant acquisition, and increased revenue generated by outside capitol campaign activities.

During the past five years, with involvement from all constituencies, WHCL has implemented various plans to improve student learning, including the Strategic Plan, Educational Master Plan, Technology Plan, and Distance Education Plan. Results from these plans have resulted in improvements such as raising the vocational courses’ success rates, modified outreach activities, implemented interventions to improve student success, and dedicated resources for its distance education program.

For example, one of the college’s outcomes demonstrated a decline in the number of high school seniors from feeder high schools enrolling in WHCL. Through the review process, it was determined by the Student Success Committee, as well as through counseling/advising meetings and the student services leadership team, that focused outreach efforts were vital to improving high school participation rates. In the spring of 2010, counselors and advisors spent considerable time discussing what was important in outreach and the concept of the Eagle Team (E-Team) was created. The focus of this outreach practice in the fall of 2010 is to improve connections with the high schools. (1.35) As part of a district-wide strategic planning meeting in July 2010, administrators and counselors from local high schools were invited to share suggestions with college and district staff to improve high school outreach activities. The district and its colleges are committed to increasing high school participation rates from service area high schools; the results of this retreat will be

incorporated into the college's outreach process. (1.36)

Self Evaluation

WHCL provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, which includes advisory committees for vocational/Career Technical Education disciplines, allocates necessary resources, and leads to improvement of institutional effectiveness. All college committees have representatives from each constituency group. Through this representation, planning processes are incorporated into the participatory governance system. Constituency groups are encouraged to review and provide input to further clarify the analysis and to forward recommendations for improvement. (I.B.4)

Planning Agenda Items

- None

Descriptive Summary

WHCL and the district provide institutional documents to communicate matters of quality assurance to the appropriate constituencies: program review data packets, College Strategic Plan, District Strategic Plan, college institutional outcomes, district score card, Community College Survey on Student Engagement, Accountability Reporting for the Community Colleges, president's monthly report at the Board of Trustees meetings, Educational Master Plan, Technology Plan, Matriculation Plan, Distance Education Strategic Plan, College Annual Report to the Community, District Office Monthly Newsletter, and president's weekly update.

The college presents information to both internal constituents and the public in a variety of ways, including printed documents, email, as well as through the website. The Office of Institutional Effectiveness and Enrollment Management maintains the data warehouse and college's web site as a central location for information dissemination; the data warehouse provides statistical reports for the colleges.

The WHCL 2007-2008 Report to the Community was sent to 57,000 homes in WHCL service areas in November 2008. It included the mission and vision statements, as well as a 2004-2008 chart including expenditures, revenue and expenses, demographics, future planning, and information regarding programs such as registered nursing, engineering, culinary, maintenance mechanics, human services certificates, and T.E.A.M. Teach. This information was also made

I.B.5.

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

available on the college's homepage of its website. (1.37)

One of the district's strategic goals is to publish the district's "@West Hills College" newsletter, another communiqué with the community. This newsletter is mailed quarterly to 82,000 homes throughout the district. This newsletter provides information related to facility updates, campus events, and accomplishments by the colleges, employees, and students. (1.38)

Self Evaluation

Data and reports are provided to the appropriate constituencies for quality assurance review. Information about quality is provided to the college community through the West Hills website. Reports and presentations are provided to the appropriate committees, advisory groups, college administrators, and Board of Trustees. Results of the college's progress towards institutional outcomes are communicated via annual reports that are mailed to service area homes. Communication of results could be more widely distributed by utilizing email as a tool for disseminating information to the overall college community. (I.B.5)

Planning Agenda Items

- Utilize email and other electronic means to improve the dissemination of the annual results of institutional outcomes achievement. The Office of Institutional Effectiveness and Enrollment Management will be responsible for disseminating these results no later than the fall 2011. (I.B.5)

I.B.6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and

Descriptive Summary

The college has ongoing and systematic cycles of evaluation to assess progress toward achieving improvement of institutional effectiveness. The primary purposes of these evaluations are for integrated planning, resource allocation, and implementation and re-evaluation. The college's Planning and Governance Council (PGC) and Strategic Planning Committee are primarily responsible for regularly reviewing the ongoing research, planning, and resource allocation processes. The college's ability to assess these cycles of evaluation has been supported by the creation of a data warehouse and the district's Office of Institutional Effectiveness and Enrollment Management. Systematic cycles of evaluation for the improvement of institutional effectiveness at current levels of the campus community exist for both instructional and non-instructional areas through program review. For example, non-vocational programs are

other research efforts.

scheduled for review on a four-year cycle with a midterm report, and vocational programs are reviewed every two years. (1.39) Areas being reviewed are provided with instructions according to the purpose, either instructional or non-instructional. Program reviews that may require budget support are forwarded to the Budget Allocation Committee by the originator of the program review.

Self Evaluation

WHCL assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including research. The college has several ongoing and systematic cycles of evaluation to assess programs central to institutional effectiveness. The SLO review process involves qualitative evaluation to improve the definition, development, assessment method, and analysis and improvement measures for course and program level SLOs. The Office of Institutional Effectiveness and Enrollment Management is critical in providing data and data analysis for the college to assess the effectiveness of its ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (I.B.6)

Planning Agenda Items

- None

I.B.7

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

Descriptive Summary

WHCL assesses its instructional and non-instructional programs through program review. The program review process serves as the college's primary method for reviewing programs and services for effectiveness. The process of program review is conducted by each operational unit on a regular basis (at least every four years, every two years for vocational programs), based on a schedule maintained by the Vice President of Educational Services. The program review process is continuously modified to improve its effectiveness. As recently as 2010, the program review template was modified by the Institutional Effectiveness and Program Review Committee. These modifications were the result of feedback given to the committee by faculty and staff. Suggestions for changes were made to the program review template. The template was updated to improve its usability and incorporate student learning outcomes. Also, the Office of Institutional Effectiveness and Enrollment Management provides data for program reviews in a format for easier integration into the program review document rather than having staff copy and paste data from multiple documents. Most recently, data and

documentation for program review is made available through the MyWestHills portal program review team site. The program review team site serves as a central digital repository and contains a history of program review documents, as well as all of the data necessary to conduct program review for each program. (1.31, 1.39, 1.40)

A course-level student learning outcome assessment schedule has been established, and most courses are being evaluated according to this schedule. (1.41) This schedule was created by the individuals responsible for the assessments and is maintained by the Student Learning Outcomes Committee.

The student services area utilizes student satisfaction surveys to evaluate its counseling and advising services and the registration process. In response to student concerns voiced through surveys and Town Hall Forums, student services has implemented same-day walk-in counseling appointments and the Scheduling and Reporting System (SARS) to streamline appointments and tracking of student services. (1.42)

Library and Learning Resources also uses student satisfaction surveys to improve its service to students. The number of computers made available to students increased as a result of concerns expressed by students. (1.43)

The college relies on faculty, the Academic Senate, the Curriculum Committee, advisory committees, and academic administrators for recommendations about student learning programs and services. Written policies describing faculty participation in the governance process and the delineation of faculty roles in regard to policy, planning, and special-purpose bodies are in place. Faculty members' roles in governance and educational matters were established through negotiations and collaboration with the district and college administration. The administration supports a decision-making process that involves people who will be affected by the decision.

In order to review the effectiveness of approved board policies and procedures, Board Policy 2410 was approved in 2003, and Administrative Policy 2410 was approved in 2006. Beginning with the 2007-8 academic year, a policy and procedure review schedule was implemented by the district Chancellor's Office, which includes feedback from the governance committee from both colleges. This allows the college and district participatory governance committees to evaluate the effectiveness of current policies and procedures. (1.44, 1.45, 1.46, 1.47, 1.48, 1.49)

Self Evaluation

WHCL systematically assesses its effectiveness as part of a continuous integrated planning process. The college uses ongoing and systematic evaluation, planning, and dialogue to refine its key processes and improve student learning.

Planning and evaluation are conducted through student learning outcomes and the program review process for instructional programs, student support services, learning resources, and administrative departments. Results from these assessments are reviewed by the college's Planning and Governance Council and then distributed to all constituency groups. Discussions about these results occur to elicit feedback and provide insights to program improvements which determine program modifications that become implemented for the following review cycle. (I.B.7)

Planning Agenda Items

- None



Standard I Document References

- 1.1 WHCL Strategic Plan
- 1.2 Program Review Template
- 1.3 PGC Manual
- 1.4 Strategic Planning Committee Minutes
- 1.5 PGC Minutes April 21, 2010
- 1.6 BOT Minutes May 18, 2010
- 1.7 SPC Minutes September 28, 2007
- 1.8 PGC Minutes – October 17, 2007
- 1.9 CSU/UC Transfer Rates
- 1.10 Instructional Learning Area Meeting Minutes and Agendas
- 1.11 Student Services Meetings Minutes and Agendas
- 1.12 PGC Minutes – November 21, 2007
- 1.13 Counseling Learning Area Minutes
- 1.14 President’s Weekly Update
- 1.15 District Strategic Planning Committee Minutes and Agenda
- 1.16 Strategic Planning Report
- 1.17 Annual Report
- 1.18 DTC Minutes and Agendas
- 1.19 DTC Project List
- 1.20 DTC Completed Project List
- 1.21 Chancellor’s Executive Cabinet Agenda
- 1.22 Chancellor’s Executive Cabinet Task Log
- 1.23 DLC Minutes and Agendas
- 1.24 District Leadership Retreats Minutes and Agendas
- 1.25 CCSSE Results 2007-2008
- 1.26 Educational Master Plan
- 1.27 District program review schedule
- 1.28 Memo from Dr. Gornick
- 1.29 Completed district program review
- 1.30 WHCL Planning Calendar
- 1.31 Completed program review
- 1.32 Duty and flex day agendas
- 1.33 President’s Intercommunication Team meeting and agendas
- 1.34 Shared Governance Survey results
- 1.35 Student Success Committee Minutes and Agenda
- 1.36 Strategic Planning Meeting July 2010
- 1.37 WHCL Report to the Community
- 1.38 @West Hills College
- 1.39 WHCL Program Review Schedule
- 1.40 Program review data packet
- 1.41 Course level SLO assessment schedule
- 1.42 Student Satisfaction Survey
- 1.43 Library Services Survey
- 1.44 District Office BP & AP Routing Forms

- 1.45 BP 2410 - Policy & Admin Procedures
- 1.46 AP 2410 - Policy & Admin Procedures
- 1.47 BP Review Schedule
- 1.48 Chancellor Executive Cabinet Meeting Minutes – March 10 & April 14, 2010
- 1.49 PGC Minutes – Board Policy & Administration Program Review

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

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

Standard II.A – Instructional Programs

Institutional Commitments

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

Student Learning Outcomes

This substandard details the college’s efforts to produce and support student learning by developing student learning outcomes at the course, program, and degree level. This substandard shows the commitment to training opportunities and the subsequent and ongoing dialogue of all college stakeholders in the use of student learning outcomes. Specific examples and evidence are presented that show the development of a student learning outcome cycle that includes development, implementation, and assessment in some key courses, such as English.

Standard II.B – Student Support Services

Evaluation, Planning, and Improvement

Standard II.B addresses the evaluation, planning and improvement dialogue themes. For example, Student Services evaluates and plans improvement of its services via the program review process. All areas of student services are reviewed. Also, the student, faculty, and staff surveys help the college to identify which of the student needs are or are not being met.

Dialogue

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

Institutional Commitments

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

Organization

The theme of organization is addressed in that student services and activities staff work collaboratively and in a coordinated and comprehensive manner to ensure students matriculate, achieve learning outcomes, and meet their educational goals consistent with the college's mission. Operational units within student services meet regularly to identify, evaluate, and plan effective strategies to achieve student success.

Standard II.C – Library and Learning Support Services

Dialogue

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

Institutional Commitments

The theme of institutional commitments is also represented clearly in this standard. The college is committed to student learning by building a library collection of over 34,000 items following a collection management policy focusing on the programs offered at WHCL. The college has purchased a catalog and circulation system called Unicorn that enhances book search and retrieval. The Library/Learning Resource Center focuses on enhancing student information competency through interaction with library staff both in and out of the classroom as well as in the L/LRC. The L/LRC maintains hours five days a week. It is open from 7:30 a.m. to 8:00 p.m., Monday through Thursday, and from 7:30 a.m. to 4 p.m. on Friday. Students can also access the library away from the college through the portal; resources on the portal include full access to the collection of electronic books.

Standard II. Student Learning Programs and Services

The institution offers high quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A Instructional Programs

The institution offers high quality instructional

West Hills College Lemoore is committed to providing high quality instructional programs, student services support systems, and learning resources through a continuous cycle of review and assessment that meets its commitment to fulfill its mission.

Quality of educational programs is ensured by multiple methods: regular curriculum review and development, program review, advisory committee input, and student learning outcome assessment. Through student and community feedback, student services are regularly assessed for adequacy in providing support mechanisms to ensure successful matriculation.

Learning resources, including library support, tutoring services, and distance education support mechanisms, are regularly assessed and enhanced to provide quality educational opportunities.

WHCL, as a comprehensive community college, offers high quality instructional programs in Basic Skills, career technical education, and transfer. Basic Skills coursework can prepare

programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet

students for degree applicable or transfer level course work. Course selection in career technical education can result in useful certificates, associate degrees, or transfer opportunities. The effectiveness of WHCL's transfer program is evident in the number of students who transferred to CSU schools during the 2008-2009 school year. Six hundred and twenty seven students transferred to California State Universities at Fresno, Humboldt, and San Jose from West Hills College Lemoore during this period. This is a significant increase over the 507 students who transferred to CSU schools during the previous school year. (2.1) (II.A)

Descriptive Summary

WHCL meets its mission by providing quality learning opportunities using various instructional methods based on objectives, types of courses, and the students served.

WHCL faculty and staff engage in ongoing review and improvement of programs and services to ensure they meet the needs of the college, students, and the community. The college

the mission of the institution and uphold its integrity.

offers instructional programs that are high quality and meet the varied educational needs of its students whether they are delivered in a traditional face-to-face format or by distance education. The instructional programs are consistent with the preparation, diversity, demographics, and economy of the community served. Research and analysis assists the college in identifying student learning needs and the progress toward achieving stated student learning outcomes.

The results of research and analysis are evaluated by the college to improve instructional programs, ensure currency, and to improve teaching and learning strategies. Through program review, the educational master plan is updated and guides the budget development process and the strategic planning process.

Self Evaluation

The WHCL mission statement is tied to program review, strategic planning, and program planning. This ensures that the mission of the college is always taken into account when reviewing existing or creating new college programs or plans. The program review process is campus-wide in all instructional areas and the process is continually improved through input from faculty, staff, and administration. The college has an Institutional Effectiveness and Program Review Committee (IEPRC) that ensures program reviews are completed in the timely fashion and accurately assess the strengths and weaknesses of all programs.

SLOs are now campus-wide in all instructional areas and part of the instructional program assessment process. The Student Learning Outcomes Committee (SLOC) is in place to schedule and archive assessments and assist faculty members in writing, assessing, and evaluating SLOs. (II.A.1)

Planning Agenda Items

- None

II.A.1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs

Descriptive Summary

WHCL establishes instructional programs and instructional support services that are aligned with its purposes, its mission, and its student population by utilizing the program review process. The college relies on research conducted by the district Office of Institutional Effectiveness and Enrollment Management to identify student learning needs and to access

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

progress toward achieving stated learning outcomes; this data is utilized by relevant college staff in the development of instructional and non-instructional program review.

General Education courses meet requirements for graduation and transfer to CSU and UC. Revisions or implementation of vocational student learning programs require input and recommendations from advisory committee members. Most vocational/Career Technical Education program advisory committees (administration of justice, CIS/BUS/HRCM, nursing, and child development) meet twice each academic year to review currency and make recommendations for program improvements. New Career Technical Education programs, e.g., nursing, have been started in response to community needs as identified in advisory committee meetings. Specifically, there is an active Business Advisory Committee that meets twice a year to advise the college on course offerings and content. The Business Advisory Committee has discussed proper classroom software to teach various business courses. The vice chancellor of institutional effectiveness and enrollment management provides research data for individual departments and instructional programs for use in planning activities, such as program review. (2.2)

The college is actively involved in local processes affecting the economy. This information augments advisory committee meetings and is presented and discussed by college staff for relevancy and potential future planning. For example, the college is represented at monthly Kings County Employment Development Department meetings. Information from these meetings has resulted in the college offering short term vocational classes, such as maintenance mechanics.

In addition, an annual exit survey is given to graduating students asking them of their future plans, if their experience at WHCL prepared them to attain their future goals, the status of their job search, and their satisfaction with the educational programs at WHCL. In the results of the 2008-2009 survey, 97% of students completing the survey were satisfied with how well the college prepared them to attain their future goals, 25% were employed, and 29% were employed but looking for a new job or position. Students were consistently satisfied with the college's educational programs. (2.3)

Self Evaluation

In recent years, WHCL faculty members have created several new programs or modified existing programs to address emerging fields and changes in transfer requirements. These include programs such as Liberal Studies, Nursing, Sterile Processing, Biotechnology, Human Services, and Web Development. This is a continual process whereby faculty members monitor the trends in their areas of expertise and create or modify programs to satisfy the changing needs of employers and transfer institutions.

Institutional data regarding student diversity, demographics, and economic conditions is regularly compiled by the district's Office of Institutional Effectiveness and Enrollment Management for use in program review, SLOs, and new program development. This data helps guide faculty in their decisions to create new programs or to revise existing programs. Community groups such as the Chamber of Commerce, as well as business leaders in the community, are asked for input and included on advisory committees for vocational program planning and updating. It is sometimes determined that the costliness of creating new vocational programs prohibits the college from establishing those new programs.

Many campus meetings, such as learning area meetings, PGC, Curriculum, SLOC, and IEPRC, have regular dialogue on student learning needs and how to modify programs to meet those needs. SLO assessments are reviewed by relevant faculty members, analyzed to determine if students are achieving the outcomes, and the results used to improve learning for all involved with the course or program. These results are shared one-on-one or during learning area meetings. (II.A.1.a)

Planning Agenda Items

- Led by the Institutional Effectiveness and Program Review Committee, the college will demonstrate how program review is used to improve student learning and progress in achieving SLOs by the fall 2012. (II.A.1.a)

II.A.1.b

The institution utilizes delivery systems and modes of

Descriptive Summary

WHCL designs instructional curriculum to meet a wide range of student needs by offering 48 degree and certificate programs in a wide variety of delivery methods, including traditional, online,

instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

hybrid, web enhanced, and video conferencing courses to reach the diverse student population. Many classes are offered in multiple formats. Courses have been hosted in off-campus locations as well, like the Sterile Processing Program conducted at an off-campus site in Fresno. The college uses information received from separate student and staff Town Hall meetings, strategic planning sessions, the Accountability Report for Community College, the college's Curriculum Committee, and instructional learning area meetings to determine the appropriate methods of delivery to meet student needs and provide effective learning. (2.4)

Self Evaluation

The college uses information received from student town halls, strategic planning sessions, and the ARCC report to determine if the instructional delivery methods meet student needs. Based on these informational sources, the college has steadily increased the number of courses offered online. In some disciplines, the increased offering of online courses has decreased the number of face-to-face sections. Faculty members determine which courses can or cannot be offered online, hybrid, or face-to-face. The WHCL Curriculum Committee ultimately approves the Distance Education Addendum to the course outline of record for all courses offered in alternate formats. Regardless of delivery format, instructors follow the same defined learning objectives/outcomes and are evaluated regularly to ensure they are being taught. SLOs are evaluated in courses, regardless of delivery format, to determine how students are achieving the outcomes. (II.A.1.b)

Planning Agenda Items

- None

II.A.1.c
The institution identifies student learning outcomes for courses, programs, certificates, and degrees, assesses student achievement of those outcomes,

Descriptive Summary

WHCL maintains equality among instructional delivery options through the application of student learning outcomes (SLOs). Dialogue progresses in instructional area meetings, specific course meetings, and curriculum meetings to analyze the SLO assessment data and incorporate success rates to measure and improve student learning. The college has developed a well-defined plan outlining the steps to identify and assess student learning outcomes for all courses, programs, degrees, and certificates, and, as applicable, appropriate support areas. (2.5,

and uses assessment results to make improvements.

2.6) Since the college's previous accreditation visit in 2006, the college has identified a SLO coordinator, organized a SLO Committee, and moved from the developmental stage to sustainable continuous quality improvement in regards to its student learning outcomes based on discussion that has occurred in the Planning and Governance Council. One hundred percent of courses have student learning outcomes, and student learning outcomes are incorporated on course syllabi. Assessment of SLOs has occurred to a lesser degree and not all courses have completed an assessment cycle. (2.7)

Self Evaluation

There is a general commitment from all faculty, staff, and administration regarding SLOs. It is campus-wide and has become embedded in the college culture.

All courses have defined SLOs and SLO assessment methods in place. The percentage of courses having assessed SLOs has steadily increased over the last four years. To date, over 60% of active courses have been assessed at least once. For the Arts and Letters Learning Area, 66% of the course level SLOs has been assessed and 50% have used their results to improve learning in their courses. For Career and Technical Education, 38% of the course level SLOs has been assessed and 33% have been used to improve learning. For the Health and Wellness Learning Area, 91% of the course level SLOs has been assessed and 91% have used the results to improve student learning. For the Math and Science Learning Area, 68% of the course level SLOs has been assessed and 47% have used their results to improve student learning. For the Social Sciences Learning Area, 39% of the course level SLOs has been assessed and 26% have been used to improve student learning. SLO assessment results are routinely discussed during Social Science Learning Area Meetings for the benefit and input from faculty peers. Overall as a college, 57% of the course level SLOs has been assessed and 48% have used SLO data to improve student learning. (2.5)

Approximately 70% of instructional programs have defined SLOs, which is up from 6% a year ago. However, only 4% have been assessed with results used to make improvements. For non-instructional programs, 100% of the SLOs have been defined and 33% have been used to improve student learning. (2.5)

The lack of full time instructors in areas such as Guidance

Studies, Spanish, ESL, and Humanities makes some SLO assessments difficult. Adjunct faculty members are relied upon to assess courses in areas without full time instructors. The changing of adjunct instructors from semester to semester causes inconsistency in SLO assessment in these areas.

Course and program level SLO assessment schedules have been developed by each learning area. The representatives of the SLOC monitor and ensure that the assessment schedule is followed each semester.

During each SLO assessment cycle, faculty and staff are required to assess SLOs at the course and program level and to share the results of the assessments within each learning area. From the analysis, which takes place both individually in groups of faculty teaching the course and in the monthly and bi-monthly learning area meetings, changes have been implemented to either the assessments or the pedagogy used in the classroom, based upon the results of the assessment. Training sessions have occurred throughout the five-year SLO plan to assist faculty in making the necessary changes to their courses and programs, thereby achieving successful student learning. The vice chancellor of institutional effectiveness and enrollment management is available to assist faculty and staff in the assessment and analysis of SLOs for their courses and programs.

These are monitored by relevant faculty members and rewritten if necessary. The SLO process is separate from the curriculum process in order to allow faculty members to more easily modify SLOs to match evolving course outcomes.

The SLOC maintains and updates a MyWestHills site where all SLO related information is stored and accessible. Anyone with access can view assessment schedules, meeting minutes, assessment tracking, defined SLOs, and archived assessments.

New faculty and adjuncts receive individualized assistance on SLO development and assessment. This occurs during adjunct orientation meetings and learning area meetings. Online adjunct faculty receive assistance via email and phone. However, in general, communication with adjunct faculty regarding SLOs needs to be improved. (II.A.1.c)

Planning Agenda Items

- Led primarily by the SLOC and administration, the

college will fully implement the course and program level assessment cycle. The college will be in full compliance with this standard by 2012. (II.A.1.c)

- The associate dean of educational services will work with the district office to determine the best method to better include adjunct faculty in the SLO communication loop. This will occur before the spring 2012 term. (II.A.1.c)

II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract and other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

Through communication among faculty, including Curriculum Committee Meetings, the establishment of prerequisites for professional programs, academic requirements, and expectations for subsequent transfer or employment are discussed and implemented to assure quality. (2.8) In addition, regular program review further assures quality by evaluation and assessment of data. WHCL offers pre-collegiate and developmental courses in math and English. The college has developed a partnership with its sister college, West Hills College Coalinga, to host courses in the maintenance mechanic program and as well as a cohort in the psychiatric technician program. (2.9)

Dialogue has occurred to examine the issues regarding the dearth of student interest in ESL and establish a plan to improve awareness. This dialogue has occurred during Basic Skills Initiative Meetings, Arts and Letters Learning Area Meetings, and President's Executive Cabinet Meetings. Some of the ideas discussed include better promotion of the ESL classes in local newspapers, television public service announcements, and radio spots, distributing flyers to high school students to take home and recruit family members to attend WHCL ESL classes, and improve the availability of the Combined English Language Skills Assessment (CELSA) to students taking placement exams. Above all, the hiring of a full-time ESL instructor would result in a champion for the ESL program where there is no one in this position at the current time.

The college has had a recent lack of student interest in English as a Second Language classes in spite of offering the sections at various days of the week and times. The local high school offers ESL during its adult school program, which is free of charge and has flexible attendance requirements. These conditions offered by the adult school may be reasons for students to favor the high schools adult school program over the college's offerings.

WHCL offers interest-based and short-term training opportunities through the Community Education program. Examples of short-term training includes entry-level maintenance trades, allied health careers (e.g., EKG, sterile processing, medical assisting, EEG), culinary, wellness, voice over training, computer applications, and entrepreneurial development. (2.10) The college does not offer study abroad or international student programs.

The Curriculum Committee reviews course outlines for appropriateness to be instructed by distance education. Upon the recommendation of the faculty originating the course outline, the Curriculum Committee discusses the value and integrity of each course before voting on its merit to be instructed in a distance education format. The assurance of instructional quality is considered in each case.

WHCL has a fully implemented program review process for all instructional and non-instructional programs on campus and at the district office. Components of the program review include both qualitative and quantitative data analysis, linkage of the program to the college's mission statement, and the evaluation of student learning outcomes. As a result of the program review, an analysis of student learning outcomes achievement and goal attainment might result in a redefining of a programs mission, student learning outcomes, and/or goals.

In addition to the program review process, another way the college assures the quality of its instructional offerings is through its articulation agreement with four-year colleges and universities. Since WHCL was accredited in 2006, the college has created articulation agreements with all 23 CSU campuses and all 10 UC campuses. WHCL has added 57 new courses to the CSU baccalaureate list, 38 new courses have been added to the CSU GE Breadth pattern, and 17 new courses to the IGETC pattern. (2.11)

Self Evaluation

The college engaged in lengthy discussion to determine a useful definition of what constitutes a “program.” After thoughtful and thorough dialogue, the college has defined an instructional program as a list of courses leading to a certificate or a degree; for non-instructional areas, a program is defined by a distinct budget code or funding source.

Dialogue has occurred between faculty concerning the effectiveness of pre-requisites and academic requirements for both transfer and vocational programs. These discussions have taken place during advisory, curriculum and instructional area meetings as well as Basic Skills Initiative Committee meetings. Community and contract education programs meet stated community needs as reported through employer participation at advisory meetings. The delivery of instruction in the college's pre-collegiate courses in math, English, and English as a Second Language were found to be a strength as these courses were offered in a variety of formats: web-enhanced, hybrid, learning communities, and through traditional delivery. This variety of instructional delivery allows for student choice and different learning modalities.

Through discussion and evaluation it was revealed that continued improvement and expansion of contract education courses is needed to continue to meet the academic and vocational needs of our male population. For example, since many of the vocational contract education offerings are targeted on entry-level training, there is no career path and no sequence of courses for students to take. This is particularly true in maintenance mechanics training.

Program review results often result in recommendations or changes. Specifically, it has been identified that a full-time ESL instructor is needed to enhance the face-to-face and non-credit courses. (II.A.2)

Planning Agenda Items

- The college will review data (state and local labor market information and institutional effectiveness data) to determine most urgent skills needed for local market to develop a five-year plan for the contract education program. (II.A.2)
- The college will examine fiscal allocation resources to determine the timetable when a full-time ESL instructor can be hired. (II.A.2)

II.A.2.a.

The institution uses established procedures to design, identify learning outcomes

Descriptive Summary

West Hills College Lemoore utilizes a Curriculum Committee that acts responsibly to approve course outlines and instructional certificates and degrees. The Curriculum Committee is primarily composed of instructional faculty representing each of the five

for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

instructional areas, and is co-chair by a member of the teaching staff. As a matter of routine, the Curriculum Committee evaluates course and program proposals for learning outcomes appropriate for a course, unit value, rigor, evaluation methods, mode of delivery, and administration. Actions taken by the Curriculum Committee are later considered for approval by the West Hills Community College District Board of Trustees.

Student learning outcomes (SLOs) are an institutionalized part of the faculty-driven curriculum process. The procedure for the creation of new courses offered by the college, as well as design and approval of new courses offered, is established by the Curriculum Committee; included in this process is the approval of SLOs. SLOs have been identified and approved for all active courses and are currently being identified and approved for all active programs. SLOs are available on all course syllabi. Each campus learning area has established a two-year schedule to evaluate all course level SLOs in their area. A program level SLO schedule has been developed and a tracking form, linked to program review, has been established. The SLO Committee representative for each learning area ensures that the evaluation schedule for their learning area is followed. (2.12) The SLO Committee meets regularly to monitor progress on SLOs. The SLO team site on the MyWestHills portal provides a common repository for all SLO-related information.

Self Evaluation

WHCL monitors its course and program inventory. On campus, the course and program inventory are maintained by the faculty chair of the Curriculum Committee. The vice president of educational services is the liaison with the state level course and program approval process.

The vast majority of course outlines are up-to-date. However, in rare cases, some course outlines are in need of updating and remain delinquent due to no full time faculty teaching in those disciplines. Course outlines are available either on the WHCL Curriculum Team portal site or as hard copies in the Office of Educational Services.

The Student Learning Outcome Committee (SLOC) determined that faculty needed a common repository for SLOs. This led to the development of a SLOC portal team site. Faculty are allowed to learn from peers and share information by utilizing this team site. (II.A.2.a)

II.A.2.b

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

Planning Agenda Items

- Led by the Curriculum Committee Chair and the Vice President of Educational Services, all course outlines will be no older than five years by the spring 2012. (II.A.2.a)

Descriptive Summary

The identification of SLOs at WHCL is a faculty-driven process. Qualified faculty and staff are hired, and faculty have received training in the effective writing and implementation of SLOs. (2.13) Faculty members are responsible to determine appropriate SLOs for courses and programs. General Education SLOs were developed by the SLO Committee, a committee dominated by faculty and led by faculty. The institution also relies on faculty to develop and approve course outlines and programs by the Curriculum Committee. Course content and instructional learning objectives are identified on course outlines. (2.7)

Advisory committees are formed for vocational/Career Technical Education programs and provide community expertise in evaluating the quality of the college's vocational program offerings. For example, the college has an advisory committee to support its new Biotechnology and Quality Control program. To help in developing its course curriculum, community members from a cross-representation in the local workforce joined to identify employee and employers needs and aided in designing curriculum. A similar format was used in support of the college's Allied Health programs. (2.14, 2.15)

Self Evaluation

The college utilizes effective methods to develop appropriate course content and measureable SLOs by relying on faculty content experts and community vocational leaders. The college follows a five-year plan to update course outlines and has an SLO implementation assessment plan.

Using the review by the SLO Committee, it is clear that the college needs to develop, assess, and analyze the results for all program level SLOs. The college also needs to be more fully engaged in assessing course level SLOs.

Through the vocational/CTE advisory committee work it has been determined that current programs are being responsive to the needs of local employers. In addition, outside agencies such as the California EDD, local Workforce Investment Board and California Board of Registered Nurses have conducted program review and found WHCL Nursing and Allied Health programs to be successful in terms of student success as it relates to licensure and employment. The process of involving and engaging outside regulatory agencies and employers is an important element in the efforts to continually assess CTE curriculum to ensure the relevancy to the ever-changing work environment. (II.A.2.b)

Planning Agenda Items

- The college will continue to assess and evaluate course level student learning outcomes. Appropriate changes to student learning outcomes will occur upon analysis of results. This activity will be led by the Student Learning Outcomes Committee and all members of the administrative team. (II.A.2.b)
- The college will develop all program level student learning outcomes by following its implementation plan. This activity will be led by the Student Learning Outcomes Committee and all members of the administrative team. (II.A.2.b)

II.A.2.c

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

Descriptive Summary

The quality of instructional programs, which includes appropriate breadth, depth, and rigor, is assured through the curriculum approval process, the ongoing revision of curriculum, by program review at the learning area level, and the implementation and assessment of SLOs in the courses. Through on-campus peer dialogue and input from off-campus specialists (e.g., articulation officers, vocational workforce experts), high instructional quality can be maintained.

The quality of instruction is also assured through the evaluation of full-time and part-time faculty. Instructor evaluations are conducted at least every three years for tenured, full-time faculty; adjunct instructors are evaluated during their first year, with additional evaluations every three years. The evaluation process includes classroom observation, student evaluations, and

a self-evaluation component that includes goals and professional development plans for each faculty member. An evaluation team comprised of both faculty peers and administrators works with the faculty to identify areas of strength and areas for growth if needed. Evaluations are kept on file in the Office of Human Resources. (2.16, 2.17)

The strategic planning process, student Town Hall meetings, curriculum review process, labor market data, and advisory committee meetings aid in decision making concerning continued course offerings, the deletion of courses, the inactivation of courses, and class scheduling and sequencing.

Non-vocational learning areas are required to submit a program review every four years, with a midterm report every two years, to evaluate the quality of the program. Vocational programs submit program reviews every two years. Instructional learning areas work to keep curriculum relevant and updated through five-year course outline reviews. Curriculum representatives meet weekly to approve and review course revisions, new courses, course deletions, and course in-activations. (2.8)

SLOs are assessed in courses and discussed within appropriate learning area meetings. This process enables the learning area and the college to measure the breadth, depth, and rigor in the curriculum and implement improvements when necessary.

Self Evaluation

The strategic planning process, Student Town Hall Meetings, curriculum review process, program review process, participation in industry specific meetings, as well as analysis of local labor market data and discussion at Advisory Committee meetings all aid in the decision making regarding the relevance, continuance and deletion of courses and programs. In addition, this process aids in the development of course scheduling and sequencing.

The evaluation process described above also aids in the development of articulation agreements with employers, K-12 and other colleges and universities.

Outside funding agencies have reviewed and evaluated many of WHCL vocational/career technical programs and have found them to be successful in terms of meeting local employer need and student success benchmarks such as retention and

employment. (II.A.2.c)

Planning Agenda Items

- None

II.A.2.d

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

Descriptive Summary

A variety of delivery modes and teaching methodologies are used in traditional face-to-face, online, hybrid, web-enhanced, and video conferenced courses to reflect the diverse needs and learning styles of the students at WHCL. For example, the college utilizes Blackboard to support online instruction and web-enhanced classes. The college faculty also benefits from textbook publisher websites and software to enhance learning outside of the classroom.

Professional development, which includes seminars on use of technology, is offered on Flex and Duty days and through the Employee Educational Assistance Program. Typically, in-house professional development activities have been organized by the college's Employee Development and Success Committee (e.g., use of Microsoft Office Suite and Blackboard). Current teaching methodologies and modes are addressed at conferences attended by faculty.

External grant funds have afforded the college faculty and administration with the opportunity to pursue additional professional development activities that would not otherwise be available. These opportunities have been available to counselors, academic and CTE faculty, and administrators. Areas of development include online teaching strategies, learning communities, retention strategies, industry developments, and adult learning techniques. The use of technology in the classroom aids in addressing the diverse needs and learning styles of students have also been addressed through external and internal training opportunities. Faculty incorporate technology such as PowerPoint, Blackboard, "clickers", and high fidelity simulation technology as appropriate. Some faculty utilize Edumetry, an online teaching assistant with a tutoring component.

Many of the college's courses are offered online or through video conferencing. Course outlines include a distance education addendum that provides for formal approval by the

faculty-led Curriculum Committee to allow for alternate means of delivery. The college offers an online assessment entitled, “Is Online Right For You?” to assist students in determining whether they are adequately prepared to take online courses.

In spring 2010, the college implemented the Eagle Lunch and Learn program for academically at-risk students who are referred by a faculty member. These lunchtime sessions are facilitated by a Disabled Students Program and Services (DSPS) counselor and appropriate faculty, depending on the theme of the session. (2.18, 2.19) Referrals from faculty in February 2010 totaled 30 students to the Eagle Lunch and Learn. On-going intervention, communication, and dialogue resulted in a dramatic increase in the number of students referred totaling 180 by May 2010. Analysis remains to be collected to determine if the intervention is successful. The Eagle Lunch and Learn program will be continued in future semesters.

Self Evaluation

WHCL utilizes an array of instructional delivery methods and teaching methods. Mostly relying on technology for execution, the college is well positioned in regards to outfitting facilities and instructional staff to be successful in the delivery of their course materials. For example, all full-time faculty are issued laptop computers and adjunct faculty have long-term laptop computer check-out privileges through Media Services located in the library.

A sufficient number of staff development opportunities are provided to the teaching staff throughout the academic year to support technology-based instruction. Still, full-time staff are located in the library to assist faculty one-on-one with individual support upon request. When a face-to-face meeting is not possible, staff utilize alternative methods of satisfying requests from teaching staff for course material development.

Teaching staff who elect to use Blackboard must receive training on its use in order to fully benefit from Blackboard’s qualities. This required training is for faculty that teach online, hybrid, or web-enhanced.

Occasionally, students have indicated that they have struggles with the technology associated with online and Blackboard classes. These cases are handled individually with WHCL staff wither in a face-to-face setting, by phone, or by email.

II.A.2.e

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

The college has a sufficient number of computers in the library to meet student demand in support of courses needing Internet access. (II.A.2.d)

Planning Agenda Items

- None

Descriptive Summary

WHCL provides a systematic review of courses and programs through program review, updating of curriculum, and implementation of the student learning outcomes in learning areas and courses. Results of SLO assessments and identified improvements are first reviewed by course-level faculty and program staff. The next level of review involves the learning areas and non-instructional programs followed by review by the Student Learning Outcomes Committee.

All course outlines are scheduled for review and update every five years. All programs are scheduled for review at least every four years; vocational programs are reviewed every two years. (2.20)

The data warehouse system, under the supervision of the Vice Chancellor of Institutional Effectiveness and Enrollment Management, serves as a repository of statistical data for program review reporting; analysis of completion, success and retention rates; and implementation of improvements for institutional effectiveness.

The program review process requires all non-vocational programs to be reviewed every four years with a midterm report due in-between. Vocational/Career Technical Education programs are reviewed every two years. Faculty, administration, and other employees at WHCL continually evaluate and seek to improve the quality, currency, and consistency of all courses, certificates, programs, and degrees. The program review process is tied to the budget development process in that requests for additional funding or staffing are included in the program review report. The program review originator follows-up with the program's needs by submitting requests to the Budget Allocation Committee for consideration. Fulfillment of the request is subject to the availability of funds, however. None-the-less, a link exists between the program review process and the future

needs of a program to the budget process. (2.20)

Self Evaluation

Through the Program Review, Advisory Committee process and additional information gleaned from external sources have indicated that the process is working to ensure the delivery of high quality instruction with the appropriate breadth, depth, rigor and sequencing is occurring across all programs. Additionally, for CTE programs, this is evident by reviews conducted by external agencies such as California EDD, U.S. Department of Labor, and California Board of Registered Nurses. (II.A.2.e)

Planning Agenda Items

- None

Descriptive Summary

Student learning outcomes (SLOs) have been developed and implemented on a course-by-course basis. A schedule has been developed for the assessment of course-level SLOs. Tracking sheets are kept by the SLO Committee that show which courses and program have SLO assessment data. The tracking forms indicate which courses and programs have been assessed, analyzed, and have used the SLO assessment data to improve learning. Similar tracking is done for non-instructional programs. The SLO Committee has identified General Education SLOs and has mapped those SLOs to all GE courses. (2.5)

Institutional data provided by the Vice Chancellor of Institutional Effectiveness and Enrollment Management is used by the college for the planning process, program review, and the SLO process. This information is also incorporated into presentations at strategic planning meetings, town hall meetings, and advisory council meetings. Feedback from participants of these meetings is used to base changes to planning, instructional or non-instructional programs, or student learning outcomes. Constituency groups are provided with this information, primarily through the Planning and Governance Council meetings, which has representatives from all college constituency groups.

II.A.2.f

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

II.A.2.g

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

II.A.2.h

The institution awards credit based on student achievement of the course's stated learning outcomes. Units

Self Evaluation

West Hills College Lemoore is working at the sustainable continuous quality improvement stage of the Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes and at the sustainable continuous quality improvement stage for Planning. The college has the committee structure in place to achieve the level of sustainable continuous quality improvement for student learning outcomes but simply needs a short time in which to assess all courses and programs, followed by analysis of the results. (II.A.2.f)

Planning Agenda Items

- None

Descriptive Summary

The college does not offer exit exams in any of its programs; however, some professions require state, national, or board certification exams such as the associate degree in nursing, EMT, and food safety. The results of these certification exams is a component of the program review process.

Self Evaluation

The college meets this standard as it does not use departmental course and/or program examinations.

To assist in grading, the English faculty have developed rubric to evaluate in-class essays. The rubric was calibrated to eliminate test bias. Results are being tracked and will be used in the on-going evaluation and planning. (II.A.2.g)

Planning Agenda Items

- None

Descriptive Summary

WHCL awards credit for courses based directly on achievement of a course's learning outcomes (or instructional objectives). The learning outcomes for a course are a key component of a course outline, which is written by faculty with expertise in the subject matter and approved by the faculty-led Curriculum Committee. Each instructor creates assignments to measure the

of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

proficiency or attainment of a course's learning outcomes. In some areas, like English, faculty for a course work together to design these assignments. Instructors modify teaching strategies as a result of stated outcomes. Credit is based on the student's proficiency of assigned tasks.

The college awards appropriate course credit based on the Carnegie unit. A lecture class requires the equivalent of one academic hour (50 minutes) per week for each semester unit conferred. Laboratory classes require three academic hours (150 minutes) per week for each semester unit conferred.

Self Evaluation

All West Hills College course outlines contain learning outcomes (or learning objectives). A student's achievement of these learning outcomes is used as the basis of issuing grades and credit. The Carnegie unit is used to determine the appropriate unit value issued for completion of a course. [\(II.A.2.h\)](#)

Planning Agenda Items

- None

II.A.2.i

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

Descriptive Summary

West Hills College Lemoore has established learning outcomes for all courses leading to degrees and certificates. Therefore, the attainment by a student of a certificate or degree is assured when the student has received a passing grade in all required courses.

Program level student learning outcomes (SLOs) are being developed and at the same time mapped to the courses required to earn degrees or certificates. SLOs have been established for all courses within programs. SLOs for some programs have been identified and mapped to courses. General Education program SLOs have also been identified and mapped to courses. WHCL, through its adjunct faculty orientation, is requiring adjunct faculty to assess identified SLOs for the courses they instruct. Adjunct faculty receive training on SLOs and SLO assessment from full-time faculty during their orientation meeting. (2.21)

II.A.3

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

Self Evaluation

The College uses a set of criteria described in its catalog as the basis of awarding degrees and certificates. These include:

- Completion of at least 18 units of general education (for degrees)
- Completion of required course work in a major
- Completion of other local college/district course work (for degrees)
- Completion of a minimum number of units in a major
- Completion of a minimum number of overall units (for degrees)
- Satisfy GPA requirements

These requirements are verified by college counselors after a student petitions to graduate. Once verified by the counselor, the degree or certificate qualifications are further reviewed and approved by the district registrar before the issuance of a certificate or degree. (II.A.2.i)

Planning Agenda Items

- None

Descriptive Summary

The GE requirements of the transfer associate degree are designed to prepare students to transfer to and function successfully in a baccalaureate degree granting institution, enter the workforce as a competent, productive citizen, live a richer, more rewarding life, and enter a specific vocational program to attain lifelong employment. Students in academic and vocational degree programs at WHCL are introduced to the humanities, social sciences, natural sciences, applied sciences, and technology. Students are exposed to different areas of learning, and acquire and use reading, writing, and critical thinking skills. Students also learn how to function as responsible, ethical individuals in a complex society, and are instilled with a level of intellectual curiosity and self-awareness conducive to lifelong learning and personal growth as a result of completing the GE graduation requirements.

New courses are considered for inclusion on the GE curriculum at a special Curriculum Committee Meeting held each year. At this time, discipline faculty are asked to attend and justify their

general education curriculum by examining the stated learning outcomes for the course.

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

II.A.3.a
An understanding of the basic content and methodology of the major areas of

request. The Curriculum Committee votes to determine if a new course would be appropriate to be considered to be on the GE curriculum list on a case-by-case basis.

Degree requirements are communicated to all students through the student orientation, counseling and advising, student educational plans, and individual program requirements as outlined in the college catalog. Degree requirement information is available in hard copy format and online. In addition, students are taught and encouraged to use ASSIST.org to supplement their understanding and accessibility of degree and transfer requirements. The college curriculum committee is responsible for developing and approving all degree and certificate requirements. SLOs for general education courses are regularly evaluated and assessed for currency, relevancy, and appropriateness. All associate degrees have as a component of their requirements general education courses that reflect the college's philosophy of the value of an associate degree from the college as identified in its mission statement.

Self Evaluation

WHCL students are exposed to different areas of learning, and acquire and use reading, writing, and critical thinking skills. Students also learn how to function as responsible, ethical individuals in a complex society, and are instilled with a level of intellectual curiosity and self-awareness conducive to lifelong learning and personal growth.

The GE requirements of the transfer associate degree are designed to prepare students to transfer to, and function successfully in, a baccalaureate degree granting institution, enter the workforce as a competent, productive citizen, live a richer more rewarding life, and enter a specific vocational program to attain lifelong employment. (II.A.3)

Planning Agenda Items

- None

Descriptive Summary

WHCL offers courses that satisfy the GE components of all of the major learning areas, and all classes have student learning outcomes that will allow the institution to assess the students' level of understanding in those GE courses. There are 36

knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

courses offered in the humanities, GE Area C. There are 30 courses offered in social sciences, GE Area D. There are 21 courses offered in the natural sciences, Area B. Courses have been assigned to these areas as a result of Curriculum Committee action.

The college, Academic Senate, Curriculum Committee, instructional areas, Office of Educational Services, and the college articulation officer are responsible for the content and methodologies of the general education curriculum. This includes ensuring that the general education requirements include Language and Rationality, Natural Sciences, Humanities, Social Science, and local district requirements. Flexibility in these general education requirements allows students to take from a list of classes and to explore new interests.

Self Evaluation

Through the shared governance processes of the academic senate and curriculum committee, extensive dialogue occurs. The college, Academic Senate, Curriculum Committee, instructional areas, Office of Educational Services, and the college articulation officer are responsible for the content and methodologies of the general education curriculum. This includes ensuring that the general education requirements include Language and Rationality, Natural Sciences, Humanities, Social Science, and local district requirements. Flexibility in these general education requirements allows students to explore new interests. (II.A.3.a)

Planning Agenda Items

- None

II.A.3.b

A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and

Descriptive Summary

WHCL exposes students to a variety of opportunities to create a productive individual and lifelong learner by encouraging students' development as effective communicators, critical thinkers, and effective learners of information competency and computer literacy. The college requires that graduating students must successfully complete English 1A, Composition and Reading, to be eligible for graduation. The college also requires that graduates must successfully pass Math 63, Intermediate Algebra, or higher and one natural science course, Area B. There are 21 courses in area B that a student can choose.

quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Computer literacy, information competency, and critical analysis are not direct requirements for the associate degree but are imbedded in course offerings whether they be traditional face-to-face offerings or through the college's online delivery. WHCL students further utilize computer competency skills in that the college provides up-to-date course schedules, college catalog, application and registration processes online or through individual one-on-one assistance.

Self Evaluation

In general, the college provides up-to-date technology for its students in the classrooms and resource centers, and supports student learning by offering tutoring and weekend programs. To promote wellness and altruism, the college sponsors regular health fairs, blood drives, and other student life contributions.

Computer literacy and information competency are not direct requirements for the associate degree but are imbedded in course offerings whether they be traditional face-to-face offerings or through the college's online delivery. WHCL students utilize computer competency skills in that the college provides up-to-date course schedules, college catalog, application and registration processes online or through individual one-on-one assistance. (II.A.3.b)

Planning Agenda Items

- None

II.A.3.c

A recognition of what it means to be an ethical human being, an effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic

Descriptive Summary

Imbedded in WHCL's general education courses (2.7) is the promotion of cultural diversity and engagement in ethical principles and civility wherein students also develop an awareness of what it means to be ethical human beings and effective citizens. Specifically, each course outline must address how cultural sensitivity is addressed in the course; this question must be answered prior to approval by the Curriculum Committee.

In addition to coursework, student life organizations, WHCL sports, and sponsored events or activities encourage and promote discourse on ethics, diversity, interpersonal communication skills and citizenship.

sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

(2.22, 2.23)

Self Evaluation

The Student Government Association (SGA) connects students, faculty, and administration. Through SGA, student representation is provided on various college committees. There are also various clubs and organizations with service, political, academic, social, and cultural objectives which offer students a variety of opportunities to participate. Many general education courses require student participation in campus activities, including health fairs, cultural programs that are organized by students, and district board meetings.

Cultural events such as the Day of the Dead celebration during Hispanic Heritage Month, Gospel and Gumbo Night during African American History Month, An Evening with Gary Soto, and Disability Awareness Month support the college's mission statement and guiding principles, as well as Board and Administrative Policy 5505. (2.22, 2.23) (II.A.3.c)

Planning Agenda Items

- None

II.A.4.

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

Descriptive Summary

All associate degree programs include a focused study in at least one area of inquiry or in an established interdisciplinary core. All AA/AS degrees require at least 18 semester units of study in the major. (2.22)

Self Evaluation

As an example of incorporating an interdisciplinary core, the general Health Science Degree has five required courses listed for its associate degree. The required courses for the general Health Science Degree are human anatomy, human physiology, microbiology, general or introductory chemistry, and basic nutrition. Both psychology and sociology are recommended electives. Students obtaining this degree are prepared to enter directly into advanced and focused programs such as nursing or dental hygiene. All degree programs at WHCL minimally include an interdisciplinary core or an area of inquiry. (II.A.4)

II.A.5
Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Planning Agenda Items

- None

Descriptive Summary

To complete a vocational or occupational certificate or degree at WHCL, students must demonstrate technical and professional competencies. This is to ensure that the student meets employment and other applicable standards that prepare them for external licensure and certification. Students' technical and professional competencies in vocational and occupational programs are measured through skill tests, written tests, demonstrations, and/or passing certificate exams. (2.24)

Students working toward industry-based professions must demonstrate technical and professional competency based on input from the advisory committees, which is included in the course curriculum or program SLOs.

Self Evaluation

The fields of child development, administration of justice, and health career programs all have standards that are regulated by state and federal agencies, such as the Commission on Credentialing, Police Officers Standards and Training, Correctional Police Officers Standards and Training, Board of Registered Nursing, and the National Registry of EMT. Also, local input from industry helps to determine the required skills of its employees. (2.24)

WHCL utilizes the expertise of industry-based advisory committees to assist in determining the technical and professional competencies in courses relating to the programs that do not have exams or licensure requirements. For example, students completing WHCL courses in Certification/Arrest Control and Certification/Firearms must pass the Police Officers Standards and Training or the Correctional Police Officers Standards and Training certification tests. Over the past three years, the AOJ program has had a 100% success rate for students passing the certification exam. Another example is that 100% of the first cohort of sterile processing students had jobs before finishing the course, as did 75% of the second cohort. (II.A.5)

II.A.6

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

Planning Agenda Items

- None

Descriptive Summary

WHCL produces a catalog every two years and addenda in between those years as appropriate. The degrees and certificates offered by the college along with their requirements and the transfer policies are stated clearly in the catalog. New editions of the college catalog reflect curriculum committee approved course changes, revised program requirements, and any changes to pre-requisite and co-requisite requirements. The college catalog is available in print and electronic versions and can be accessed on the college website. This ensures that information provided to students is current and accurate. (2.22)

Degree requirements are communicated to students. Course syllabi, prepared by individual instructors for each course section are provided to students. Inclusion of course objectives and student learning outcomes in course syllabi are verified by the office of educational services. (2.7, 2.25)

Self Evaluation

The college's counseling and advising staff regularly attend off-campus staff development activities to ensure that degree and transfer information is current and accurate. For example, WHCL participates in regional articulation officer workshops; this information is shared during Student Services staff meetings on-campus. This assures that the articulation officer provides updated information to counseling and advising staff to confirm that articulation agreements are current and accurate. The articulation officer is a standing member of the curriculum committee assuring continuity of information.

Students receive degree requirement and transfer information through the student orientation (in person and online), counseling and advising (in person and online), student educational plans, and individual program requirements. Degree requirement information is available in hard copy format and online. In addition, students are taught and encouraged to use ASSIST.org to supplement their understanding and accessibility of degree and transfer requirements.

A course syllabus is prepared by the instructor for each course

II.A.6.a

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

section each semester and given to the students during the first class meeting. The course syllabus is submitted by the individual instructors to the Office of Educational Services within a week of the start of the class. (2.25) The contents of the syllabus are reviewed to assure a basic that the learning objectives that are consistent with the approved course outline and the student learning outcomes are listed on the syllabus. (II.A.6)

Planning Agenda Items

- The college will place course, program, and certificate sheets on the MyWestHills portal to increase access for students and staff. (II.A.6)

Descriptive Summary

WHCL provides clearly stated transfer-of-credit policies to ensure the mobility of students without penalty, and continually strives to improve the channels of transfer credit between other institutions. Articulation agreements exist and are regularly reviewed by the college's articulation officer and are updated to ensure accuracy. The college's articulation officer also works with instructional program areas to update and seek new articulation agreements. The college is a member of a Servicemember's Opportunity College, Navy (SOCNAV) to ensure transfer of credit for military students. (2.26)

Students transferring into WHCL undergo a transcript evaluation completed by a member of the counseling staff. This evaluation process might include clarification from a member of the teaching faculty or involve communication with the institution issuing the transcripts. As applicable, comparable courses are given appropriate WHCL credit towards degrees and certificates.

The college provides counseling staff and a Transfer Center to assist students transferring to other institutions. Counselors help students generate educational plans that map the sequence of courses based on their transfer and career goals.

Self Evaluation

An example of assisting students with course sequencing occurred during the 2008-2009 academic year when the first cohort of engineering students arrived on campus. These students will complete a two-year program that prepares them to

institution developed articulation agreements as appropriate to its mission.

transfer to a four-year institution's engineering program. Each student met with the lead counselor to draft educational plans based on their desired transfer institution and major engineering discipline. Each semester, these educational plans are revisited and updated based on the student's progress. All courses are checked regularly for current articulation agreements to ensure a seamless transition to the transfer institution. (II.A.6.a)

Planning Agenda Items

- None

II.A.6.b

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

Descriptive Summary

As a new college established in 2006, WHCL has not been in a position to discontinue a program. At the current time, the college does not have a program discontinuation policy but understands the importance of determining a board approved policy.

For students in a program, WHCL offers a two-year schedule that allows students to plan their courses and complete their education in a timely manner with a minimum of disruption. Courses necessary for graduation are many times offered even if enrollment is low in order to assure that students can complete their educational goals efficiently. The college also has a course substitution process for meeting graduation requirements. (2.27)

Self Evaluation

Student educational plans are fluid documents that may be altered due to program or course changes affecting the student's progress towards completion of a degree or certificate. A goal has been set by the college to have a completed educational plan on file for all entering freshmen planning to matriculate beginning in fall 2010. (2.28)

During the 2008-2009 academic year, the California Community College Chancellor's Office determined that the college's Associate of Arts in Liberal Arts degree was out of compliance. The college was advised to act quickly to replace the non-compliant degrees and provide a new option to students pursuing a liberal arts degree. Within a year, the WHCL Curriculum Committee approved new degrees with the new requirements that are compliant by providing liberal arts degrees with an area of emphasis. One example is the newly approved Liberal Arts

with an Emphasis in Math and Science Degree.

While the college does not currently have a program discontinuation policy, college leadership has had discussions with its sister college and the district office to develop a board approved program discontinuation policy. (II.A.6.b)

Planning Agenda Items

- The college leadership will work with its sister college and district office to develop a program discontinuation policy by Spring 2012. (II.A.6.b)

II.A.6.c

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

Descriptive Summary

WHCL presents itself to constituents with integrity by providing current and accurate community outreach and by its review of college publications for accuracy and consistency. Individual program and learning areas regularly update their program information and marketing materials to ensure accuracy. The college produces brochures, information sheets, pamphlets, posters, and website information that market and advertise college information to the community, students, and staff.

The college catalog provides clear, accurate, and consistent information to current and prospective students, the community, and stakeholders. (2.22) Efforts are made to ensure consistent information is presented in all written and electronic media. When discrepancies are noticed, action is taken in an appropriate manner to troubleshoot, correct, and improve.

Self Evaluation

The district marketing office coordinates communication, publications, and marketing materials to the public. This information is regularly distributed during community outreach events, campus outreach activities, Xtreme Registration, student orientations, Welcome Week activities, and categorical program orientations. (2.29) (2.30)

Counselors, advisors, and financial aid personnel visit local high schools during the academic year for informational presentations, assistance with the application and registration process, and to answer questions concerning the financial aid process, FAFSA, and scholarships. (2.31, 2.32)

In March 2009, a WHCL Catalog Committee was created to review and address any discrepancies between distributed publications and current college policy and procedures. The purpose of the committee is to continually review the published college policies and to ensure consistency with all distributed media, as consistency leads to institutional integrity. (II.A.6.c)

Planning Agenda Items

- None

Descriptive Summary

The West Hills Community College District Board of Trustees has approved an academic freedom board policy to identify the provisions under which faculty maintain freedom to instruct and provide course content to adequately maintain the quality and integrity of their individual courses. (2.33)

The academic honesty board policy 5505 (2.23) was approved by the WHCCD Board of Trustees on June 7, 2006.

Self Evaluation

The academic freedom policy is available to the public in the college catalog and on the website.

The Academic Senate developed an academic honesty policy that was approved by the WHCL Planning and Governance Council in October of 2005. The Academic Senate presented this policy in the form of a resolution to the WHCCD Board of Trustees at their November 2005 meeting. (2.23) (II.A.7)

Planning Agenda Items

- None

Descriptive Summary

The faculty of WHCL adhere to an academic freedom policy that outlines the distinction between personal conviction and professionally accepted views in a discipline. The academic freedom policy is clearly stated in the 2008-2010 college catalog. It was approved by the academic senate and is similar to the one found at the state and national level. The statement

II.A.7

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

II.A.7.a

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

present data and information fairly and objectively.

includes the elements of professional versus personal conviction, professionally accepted views of the discipline, and the presentation of fair and objective information. (2.22)

Self Evaluation

During the faculty evaluation process for tenured, non-tenured, and adjunct faculty, peers are asked to evaluate whether faculty members' methods of presentation are appropriate for the types of materials covered, present alternative and opposing views, use appropriate supporting materials, encourage student participation, and maintain a positive learning environment. Peers are also asked to assess whether the course objectives were achieved. (2.16) (II.A.7.a)

Planning Agenda Items

- None

II.A.7.b

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

Descriptive Summary

The Academic Honesty Policy is available in the WHCL catalog, the student handbook, and on the college website. Faculty are required to include this statement on syllabi. Academic dishonesty is primarily dealt with individually by instructors according to the level of dishonesty and can involve the administration in some cases. (2.22, 2.23, 2.34)

The Academic Senate developed an academic honesty policy that was approved by the WHCL Planning and Governance Council in October of 2005. The Academic Senate presented this policy in the form of a resolution to the WHCCD Board of Trustees at their November 2005 meeting. This policy describes academic behavior expected of all students. The Academic Honesty Policy is clearly linked on the login page for online students using Blackboard. Students are directed that when they log in they "agree to abide by the terms of the Computer and Network Use Policy and Academic Honesty Policy." (2.33)

Self Evaluation

The Academic Honesty Policy describes academic behavior expected of all students. The policy is clearly linked on the login page for online students using Blackboard. When students log in to their online courses a statement appears before they can continue that states: "I agree to abide by the terms of the

Computer and Network Use Policy and Academic Honesty Policy.” This statement exists as well on all student email log ins and on campus computer log ins. (2.23) [\(II.A.7.b\)](#)

Planning Agenda Items

- None

Descriptive Summary

WHCL does not seek to instill specific beliefs or worldviews in their students.

Self Evaluation

West Hills College Lemoore meets this standard. [\(II.A.7.c\)](#)

Planning Agenda Items

- None

Descriptive Summary

WHCL does not offer curricula in foreign locations to students other than U.S. nationals.

Self Evaluation

West Hills College Lemoore meets this standard. [\(II.A.8\)](#)

Planning Agenda Items

None

II.A.7.c

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

II.A.8

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

II.B
Student Support Services

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

II.B.1
The institution

WHCL has an open access policy that is consistent with state regulations and board policy. The policy is reflected in the college mission statement, which states that the college is dedicated to “quality educational learning opportunities and partnerships,” and “committed to student learning and empowering students to achieve their educational goals.”

Student Services offers a variety of pathways and procedures for entering and continuing students such as the admissions/registration process, outreach presentations, student orientations, assessment tests, counseling and advising, classroom presentations, and workshops. Also, the college provides programs such as Equal Opportunity Program and Services (EOPS), Disabled Students Program and Services (DSPS), TRiO, College Assistance Migrant Program (CAMP), and Veteran Services. These services provide gateway services for eligible students able to benefit from its programs.

Student learning outcomes have been written and assessed for all Student Services programs, such as matriculation and Upward Bound.

The catalog, student handbook, and the college website serve to inform, recruit, and provide access for diverse students, and provide information about the college’s programs and services.

Recently, students have participated in Town Hall meetings as a means of expressing opinions, concerns, and suggestions for improving services to students. (2.32, 2.35) For staff and faculty, President’s Open Forums are held once per semester. Strategic Planning Meetings are held twice per semester that include areas such as student services and student success. (II.B)

WHCL assures quality of services that support student learning and the mission of the college with a systematic cycle of student

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

learning outcomes (SLOs) assessment and improvements and regularly scheduled program reviews. Quality is also assured by a California Community College Chancellor's Office matriculation and categorical site visit in spring 2009. (2.36) The college demonstrates that these services, regardless of location or means of delivery, support student learning, and enhance achievement of the mission of the institution.

Program review also assures quality of services. For example, Counseling brought their program review to the Student Success Committee and then to the Institutional Effectiveness and Program Review Committee for technical review. The program review was approved by the primary participatory governance body, the Planning and Governance Council, in the fall of 2008. (2.37) The dean of student services has worked with his staff to develop SLOs for the areas of his responsibility, such as counseling and advising, financial aid, categorical programs, and admissions. The first cycle of implementation and assessment of SLOs began in the spring of 2006.

Self Evaluation

West Hills College Lemoore ensures that all students are provided with a variety of traditional, non-traditional, and mandated programs and services. These services include counseling and advising, assistive technology, financial aid, tutorial programs, Student Services MyWestHills portal access, disability services, placement testing at multiple locations, and the Early Alert system.

The college maintains office space at the Naval Air Station Lemoore (NASL), which includes a counselor, advisor and student services assistant. Prior to the 2010-11 academic year, there was only one advisor and a student services assistant. From a discussion at the student services meeting in the spring of 2010 regarding, a need to enhance the services at NASL, it was later determined that counseling and advising services was necessary on the base. As a result, one counselor now provides onsite services at the naval base once a week. This counselor's presence has aided in bringing current the educational plans for military personnel, called SOC-NAV Agreements. In addition, the use of SharePoint portal has increased communication, and information to both staff and students on the base. Another example of enhancing services, communication and opportunities for students at the base was the modified version of the Xtreme Registration opportunity and Welcome Week

activities. Xtreme Registration was an event hosted on the main campus for non-traditional students to enroll in college the Friday before school started in the late evening hours. Students were able to complete all registration activities, including financial aid, in one evening, in a one stop format. Xtreme Registration opportunities were also offered on the base, during the week, and staff were available until 7 pm.

West Hills Lemoore has been selected by G.I. Jobs magazine as a Military Friendly School for 2011. This honor places the college in the top 15% of all colleges nationwide. It reaffirms the college's commitment to educating the nation's military veterans

A hallmark of West Hills College Lemoore is the open access for students regardless of location. Students are able to electronically inquire about counseling and advising services through the "Ask a Counselor" web service. This link goes directly to an advisor who follows-up and/or refers the student to the appropriate department. In addition, all students have access to the online orientation, personal financial aid information, "help desk" support, and are able to conduct business, such as requesting a transcript electronically. While these services are readily available to students, not all students are aware of what they can access electronically as evidenced in the Student Town Hall meeting discussions and matrix. This continues to be an area needing improvement.

Over the past two and one half years, the college has conducted four Student Town Hall meetings. The purpose of the town hall meetings is to solicit feedback from students regarding issues and concerns they have on the campus. Since the first Student Town Hall meeting, the college has held three additional Town Hall Meetings that have been attended by over 300 students. As a result of the Student Town Hall meetings, students have indicated a desire to have more immediate access to the help desk during peak registration times. In response to this concern, "live help desk hours" have been made available as well as the recent hiring of two temporary help desk staff members to assist during peak registration hours. Additional feedback received has been a concern from students regarding "customer service" from front counter staff. Despite trainings, additional attention needs to be paid in this area.

At the February, 2010 Board Retreat, the Governing Board examined the District Score Card and the results on high school

participation rates indicated a downward trend, thus prompting a “call to action.” In the summer of 2010, a Strategic Planning Retreat at Harris Ranch was held. This retreat included high school principals and other contacts, community members, and Work Force Development partners. The purpose of this retreat was to look at data regarding high school participation rates, engage in a dialogue of identifying what can be done to increase the college going rate and how each partner can support this effort. In addition to the high school participation rates, contributors also looked at data regarding the completion of student educational plans. One of the 2010-11 tasks identified by the vice president of student services was to increase the number of student with and educational plan. In the fall, counselors held “student education planning” workshops. The results have been very encouraging. By the middle of September, over sixty athletes had an educational plan completed and by the middle of October, over seventy-five teacher preparation students had a completed educational plan. The 2010-11 goal is to have 100% of the freshman class students on a degree or certificate track to have an educational plan completed by May 2011, regardless of location. The inroads made to date are encouraging; however, the college will need to focus on increasing the number of students with an educational plan completed and ensure that this can occur, regardless of location. These existing and expanded activities allow for comprehensive student services, focusing on access, learning, success, and aligning to the mission statement. (II.B.1)

Planning Agenda Items

- By the fall of 2011, the vice chancellor of institutional effectiveness and enrollment management will develop electronic student educational plans. (II.B.1)
- By the spring of 2011, the dean of students will improve the customer service provided to students from the front counter staff. (II.B.1)
- By the fall of 2011, the dean of students will increase student awareness of electronic resources on the web, such as the catalog. (II.B.1)

II.B.2

The institution provides the catalog for its constituencies with precise,

Descriptive Summary

The WHCL catalog provides general information, graduation and transfer requirements, and institutional policies. The college began using a two-year catalog format with the 2008-2010 catalog. Although the college makes every attempt to produce

accurate, and current information concerning the following:

an accurate catalog, there are at times errors and omissions. The college produces an addendum as appropriate to correct errors and omissions while also updating any changes that have occurred. Long term, the college has implemented a Catalog Committee to oversee publication of future catalogs, which will increase accuracy. The catalog is easily accessible online. A sufficient number of hard copies are also available.

Self Evaluation

West Hills College Lemoore catalog is the primary printed source for information on programs, policies, and procedures pertaining to students. These items of information include academic regulations and policies on honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, academic freedom statement, academic calendar and program length, and fee refunds. The catalog is reviewed and updated regularly by the Student Services and instructional divisions to ensure information accuracy. The first draft is also reviewed by the articulation officer, who looks specifically at sections that have been affected by instructional changes. In viewing this document, every dean is asked to review their respective area for changes/corrections of staff, programs changes and updates and then it proceeds to the final draft stages. The vice president of educational services reviews the material and forwards the verified and completed final draft for publication for the next catalog year. Beginning with the 2008-2010 catalog, the college began using a two-year catalog format. Each college is responsible for the content and accuracy of their catalog and that information shared with the district for continuity and approval by the governing board.

With the cooperation of the district, the college produces a complete and updated catalog. Although the college makes every attempt to produce an accurate catalog, there are at times errors and omissions. The college will then provide an addendum as appropriate to correct or update those errors or omissions. Long-term, the college has implemented a Catalog Committee to oversee publication of future catalogs, which will increase accuracy and timely delivery.

While changes do occur with the catalog, there is a need to educate students and staff what those changes are and where they can be found, so that they all have the same information.

While some policies are available in Spanish, many policies, including the Student Handbook, are not. The college is identified as a Hispanic Serving Institution; therefore, the college needs to be more responsive to the language needs of the student population. (II.B.2)

Planning Agenda Items

- In the fall of 2011, the vice president of educational services will provide orientation and training to staff and students on catalog content and how to find changes. (II.B.2)
- In the fall of 2011, the vice president of student services will provide the handbook and other essential documents in Spanish. (II.B.2)

II.B.2.a

General

Information

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

Descriptive Summary

The WHCL catalog provides general information, graduation and transfer requirements, and institutional policies. The catalog is in hard copy, alternate formats, and available online. The college makes every effort possible to produce an informative and accurate catalog. Revisions, omissions, and new information are included in periodic addenda.

During the 2008-10 academic year, the college began using a two-year catalog format. An addendum was produced in 2009. A Catalog Committee has been formed to regularly review the accuracy of the college catalog, along with the web pages and other essential documents. The catalog is easily accessible online for prospective students, community members, and others. Programs of study, as outlined in the catalog, are based on the California Community College Chancellor's Office program inventory. Faculty are responsible for accurate course descriptions and programs of study. Local approval of all curriculum occurs at the Curriculum Committee Meetings, followed by approval by the WHCCD Board of Trustees.

The college catalog provides the college's official name, address, phone number, and website information. In addition, the college catalog contains the college mission statement, academic calendar, course program and degree offerings, student financial aid information, learning support services, names and degrees of faculty and administration, and current governing board members.

Degrees of Administrators and Faculty

- *Names of Governing Board Members*

Self Evaluation

General information contained in the catalog includes the College's official name, address, telephone numbers, web address, names and degrees of administrators and faculty, and mission statement. The catalog provides a listing of the courses, programs, and degree offerings. Programs of study, as outlined in the catalog, are based on the California Community College Chancellor's Office program inventory. Additionally, an academic calendar with program length is included. Academic freedom statement is included to advise students of this practice. Financial Aid and other resources are advertised in the catalog for students to utilize at their discretion. Learning resources and support services are referenced in the catalog, which is available online, and in alternative formats. Names of WHCCD Board of Trustees are included in the college catalog. The college catalog curriculum approval occurs locally at the Curriculum Committee Meetings, followed by approval by the WHCCD Board of Trustees. Programs of study, as outlined in the catalog, are based on the California Community College Chancellor's Office program inventory. The college catalog is produced in a reader friendly context and it meets this standard. (II.B.2 a)

Planning Agenda Items

- None

II.B.2.b Requirements

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation, and Transfer*

Descriptive Summary

The WHCL catalog contains information on admission requirements, student fee information, and a listing of degrees, certificates, general education requirements, graduation requirements, and transfer information.

Self Evaluation

Any potential or current students can receive a hard copy of the catalog or access the catalog electronically. The WHCL catalog contains admission requirements, student fee information, and a listing of degrees, certificates, general education, graduation, and transfer information made available in various formats. Considerable effort is made to ensure the college catalog is a valuable resource for students, faculty, and staff. The college is making every effort to go green and encourage the online version.

West Hills College Lemoore meets this standard by clearly publicizing requirements of a college catalog. Additionally, students receive a Student Handbook with updated and vital information such as Administrative Procedure 5530 on Student Rights and Grievances and important academic dates for their consideration. (II.B.2.b)

Planning Agenda Items

- None

II.B.2.c.

*Major Policies
Affecting Students*

*Academic
Regulations,
including*

*Academic
Honesty*

*Non-
discrimination*

*Acceptance of
Transfer Credits*

*Grievance and
Complaint
Procedures*

*Sexual
Harassment*

Refund of Fees

*Online and Email
Policies*

Descriptive Summary

Major policies affecting students can be accessed by using the catalog. Academic regulations and the student Code of Conduct are located in the catalog. A description of the refund policies, transcripts, and student grievance/complaint procedures can also be located in the catalog. Some of the policies, Affirmative Action for example, are written in both English and Spanish. Students will find policies that affect their rights and other students' rights while attending the college in the Student's Rights and Responsibilities section. The college's academic honesty and sexual harassment policies are also outlined in the catalog. (2.22)

Self Evaluation

Major policies affecting students can be accessed by utilizing the catalog and the Student Handbook that was provided at no cost to the student. Academic regulations and the student Code of Conduct are located in the catalog. In addition, the new Administrative Policy 5530, is included in the Student Handbook. Some of the policies, Affirmative Action for example, are written in both English and Spanish. Students will find policies that affect their rights and other students' rights while attending the college, in the Student's Rights and Responsibilities section. The college's academic honesty and sexual harassment policies are also outlined in the catalog and are on the college web site. (II.B.2.c)

Planning Agenda Items

- None

II.B.2.d

Locations or

Descriptive Summary

publications where other policies may be found

In addition to having the current catalog on the college website, individuals are able to access previous catalogs, as well. Catalogs and other documents with policies can be located in the college library, administration building, and district offices and are available upon request.

Self Evaluation

While students have access in alternative formats to the catalogue, handbook, and other critical documents, it is unknown the extent to which students are aware of the various locations and formats they can access those documents. The district has recently subscribed to social media networks, such as FaceBook and Twitter, as a means of communicating vital information to students. These avenues, along with students' SharePoint portal, will be instrumental in communicating the location of essential documents to students. (II.B.2.d)

Planning Agenda Items

- None

II.B.3

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

Descriptive Summary

In 2008, the college developed its Educational Master Plan (EMP), which provides a reference point and framework for the future of the college. It includes a thorough data review of the recent past and present of the college's overall instructional and student services areas. While maintaining the integrity of the college's vision, mission, and strategic goals, the EMP draws a blueprint for implementing emerging educational objectives. More specifically, the EMP focuses on the service area, students, staff, and programs of the college. Matriculation rates from regional high schools provide a basis for enrollment projections. An analysis of economic trends in the area and a review of emerging labor market information promote the consideration of new programs. An examination of student services, instructional programs, disciplines, and student performance assesses current effectiveness and points the way for change.

The EMP brings together internal, external, quantitative, and qualitative data into key findings that inform and support planning. Unanticipated events, emerging issues in the region, and changing demographics in the service area demand that the EMP be treated as a living, fluid document that will guide decisions regarding the educational programs and services

provided by the college.

The college provides counseling and advising services via individual appointments, drop-in services, workshops, and guidance classes primarily by a staff of twelve full-time and eight adjunct counselors/advisors. Nearly 4,000 students were served through appointments, and over 2,000 students successfully completed guidance classes in 2009-2010. (2.38) Students used an exit survey to express satisfaction with the quality of counseling and advising services with a favorable rating of 87% in 2009. (2.40, 2.41)

Self Evaluation

Student Services staff continually examine student success indicators, discuss areas needing improvement and what strategies can be implemented to achieve desired results. In the spring of 2010, key initiatives and activities were identified and shared with staff through the 2010-11 Task List. This list was a culmination of the many discussions held throughout the year, with targeted tasks, persons responsible and timelines for completion. Staff have aggressively approached the initiatives and met with much success and accomplishment. In the September board meeting, the progress to date was shared with the Board of Trustees.

Some of the specific tasks and initiatives include:

- Facilitate the coordination of counseling services on the Naval Air Station Lemoore;
- Establish junior high connection;
- Coordinate an all-inclusive progress report for students and eliminate duplicated efforts;
- Facilitate outreach supply purchases to ensure they support the mission and are fiscally sound by creating an electronic “shopping cart” system;
- Launch an intervention called “Eagle Lunch and Learn” for students at risk of failing classes as identified by the faculty and initiated through the Early Alert system;
- Provide post-secondary opportunities for students with intellectual disabilities by developing course curriculum and applying for the federal grant called Transition Programs for Students with Intellectual Disabilities, which is in response to the Reauthorized Higher Education Act;
- Continue with the fall Eagle Outreach initiative for

II.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to

- special needs students applying to attend West Hills;
- Fully implement eSARS, which will allow students, regardless of location to schedule their own appointments;
- Ensure that by May 2011, all students with 29 units or less have an educational plan completed;
- Create an electronic student educational plan;
- Monitor essential information on high school contacts, including where they are in the application process, and offer “early registration” options for students who have completed their applications, placement, test and orientation;
- Re-design the outreach model to include essential individuals, called the “E-Team;”
- Explore electronic interventions for students in the areas of math and English;
- Work on redesigning the “Ask a Counselor” system so that the college maintains information on types of questions being answer so online counseling services can be coordinated;
- Work on developing a parent outreach project;
- Work on simplifying the outreach pamphlets to ensure that they communicate efficiently to all of our constituents the essential information about the college and programs offered;
- Work to expand the placement test schedule and options;
- Work to establish student ambassadors;
- Develop a first-year intervention experience for students;
- and develop intervention for students on academic probation. (II.B.3)

Planning Agenda Items

- None

Descriptive Summary

The college has participated in the 2007 and 2008 Community College Survey of Student Engagement (CCSSE) and conducts an annual exit survey for graduating students to assess overall performance. The CCSSE instrument provides five benchmarks that are highly correlated to student learning and success. The college performed well in all benchmarks and it significantly surpassed the benchmarks in the areas of active and collaborative learning and support for learners. Results from the survey are utilized to compare the college performance in delivering

students regardless of service location or delivery method.

services to students against similar colleges. Results from the CCSSE survey have become part of the college's performance and accountability system. (2.39, 2.42)

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

Counselors and advisors attend community outreach events to disseminate information about the college and its programs. From October 2009 through May 2010, the college's advising staff attended more than 100 outreach activities and more than 80 on-campus events. The college offers an online orientation to reach students who are unable to come on campus and attend orientations. In addition, there is an online "Ask a Counselor" option for basic online counseling. (2.35)

Self Evaluation

WHCL assures equal access for all students by offering an array of student service programs to all of its students, regardless of service location or delivery methods. The college offers multiple opportunities for students to reach staff and faculty for educational needs through the website, school hours of service, faculty office hours, and community outreach programs. Services available through the website include the student application, orientation, enrolling in classes, receiving counselor/advising assistance, checking on financial status, retrieving email, and financial aid status. Services at the front counter of the Administration/Student Services Building are available Monday through Thursday from 7:30 a.m. to 7 p.m. and Friday from 7:30 a.m. to 5 p.m. The front counter of the Administration/Student Services Building accepts walk-in traffic and phone requests for information. Almost all student services

are available by phone, in-person, online, email, and available for students who are deaf and or hard of hearing through the TTY line or the UbiDuo portable device. One primary service the college is working on is an on-line degree audit service and electronic student education plans.

Comprehensive information is available on the college's web site. It has been brought to our attention that a few links or pages need de-activation or updates. The college web site is maintained by district personnel; a webmaster was hired in fall 2010 to work on the web site information.

Since spring 2010, WHCL has used SARS for more efficient scheduling of counseling appointments and tracking purposes. In fall 2010, eSARS was then implemented enabling students to check in for their counseling appointments. NASL staff has SARS capability, but eSARS is not available or needed due to the volume of scheduling. The ability to offer student services online has led to more equitable access to these resources at the college. For example, students can submit their application, complete an orientation online, and register online for classes. In addition, students with disabilities are able to access assistive technology, on the main campus in the Disabled Students Programs and Services lab, library and career center, as well as on site at Naval Air Station Lemoore. (II.B.3.a)

Planning Agenda Items

- By the fall of 2011, the district webmaster will have updated the college webpage with current information to ensure accuracy of all college information. (II.B.3.a)
- In the spring of 2011, the college will work with the district Registrar and the IT department to implement degree audit and electronic student educational plans. (II.B.3.a)

II.B.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and

Descriptive Summary

WHCL provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students, such as student clubs. Student clubs represent a wide variety of interests and needs. These clubs include Alpha Gamma Sigma for honor students, Students in Free Enterprise for entrepreneurs, and the Student Government Association, which is directly involved in the college's governance process by having its members sit on

personal development for all of its students.

college-wide committees.

In addition, the college provides a number of avenues for encouraging personal and civic responsibility and development of students through students clubs, activities, and targeted activities for specific student groups. For example, workshops were offered in the English Lab during the 2008-2009 school year to help students with specific needs such as how to use Microsoft Word and how to prepare for finals. The Career Center offers monthly events such as job interview workshops and utilizes the talents of community leaders. The student services staff, along with teaching faculty, is exploring structured service learning venues and student ambassador programs for the 2010-11 academic year.

WHCL's Student Government Association (SGA) has grown to become an active and vibrant student organization that is uniquely involved in many campus committees and activities. SGA is committed to increasing student participation in all aspects of the college community. The SGA leadership has been a catalyst for student use of technology on campus, as evidenced by the launching of electronic elections in spring 2010 and a student-run portal team site which contain essential information for student clubs. Through the student governance group and Student Services, the college has celebrated numerous cultural and ethnic celebrations such as: Women's History Month, African American Month, Hispanic Heritage Month, Disabilities Awareness Week, Constitution Day, 9-11 Remembrance Celebration, Veteran's Recognition Luncheon, Honor's Brunch, Athletic Awards Banquet, Student Athlete Orientation, Special Program Banquets, and Welcome Week/Spirit Day. All of these are designed to bring awareness and appreciation for the diversity of the campus.

Self Evaluation

Since 2006, there has been a gradual increase in student participation and activities on the campus. Student participation in the shared governance process has also increased. In the past, students would begin the academic year joining a club in the fall and participating in an activity or two, but by the end of the year, they were non-participatory. With continued support from faculty and staff encouraging students to become active and involved on the campus, there has been a significant increase in student participation in all aspects of the campus. Specifically, members of the Student Government, Students in Free

Enterprise, and the Alpha Gamma Sigma honor society have all increased their involvement and support. Beginning in 2009-10, the leadership of the Student Government has promoted and participated in the shared governance process on the campus on a regular basis throughout the year. This involvement has continued into the 2010-11 academic year wherein the leadership of the SGA has been instrumental in ensuring student participation in the shared governance committees and has been in attendance at campus events such as the President's Scholars Reception and student orientations. The increase in student participation in clubs is a welcomed change along with the faculty support; however, more student involvement is necessary to strengthen as a college. While some training has occurred with students on understanding the shared governance process and parliamentary procedures, this is an area that needs to be strengthened. In all, the student voice on the campus has been very active and the college has responded and been held accountable as evidence in the student Town Hall Matrix. This has created a platform for students for future growth.

Also, the president of the SGA has worked with the ITS department to create a SharePoint portal team site for students where electronic voting can take place, shared calendars exist and shared documents are housed. This is another example of student growth and development. Another example is the student leadership in the Welcome Week Activities. Prior to the 2010-11 academic year, Welcome Week Activities were largely arranged, facilitated and implemented through the student services administration. While student assistance was always present, students did not take the leadership role in these activities. In the fall 2010 semester, students assisted in planning, organizing and implementing three days of activities that included President's BBQ, Deans Donuts, Club Day and orientations during the day as well as the evening hours. Beginning in the 2009-10 academic year, students mobilized as a team to host fundraising activities such as the Haiti Relief efforts, "A Day Without Shoes," Black Heritage Month Activities, and Cinco de Mayo events. Students are planning in Spring 2011 Heritage Week campus wide activities. Faculty, staff, and students have discussed the many activities that students participate in, the work-experience program, and a desire to unite students in service learning. As a result, staff is investigating developing a comprehensive service learning program in the fall of 2011. (II.B.3.b)

II.B.3.c

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

Planning Agenda Items

- In the spring of 2011, the Dean of Students will provide training for student club and government leaders on shared governance process and parliamentary procedures and implement campus wide activities to increase student participation. (II.B.3.b)
- In the spring of 2011, counseling faculty will develop and submit to curriculum committee, courses that will support service learning. (II.B.3.b)

Descriptive Summary

WHCL has developed a comprehensive counseling/advising program that includes academic, transfer, career, and personal counseling. Services are delivered via appointments, workshops, interdisciplinary/guidance studies courses, and presentations. Services are provided by counselors, advisors, and student services staff. Services are continuously evaluated through the program review process, assessment of student learning outcomes, student satisfaction surveys, and individual staff member evaluations. In addition, student services personnel regularly evaluate and access services to students through regularly scheduled planning meetings.

Students are expected to identify a specific educational goal during the term after which they complete 12 units. Once they have identified a specific goal, the student is expected to meet with a counselor or advisor to complete a Student Educational Plan (SEP). During the 2009-10 academic year, 1,120 students created educational plans. Beginning in the 2010-2011 academic year, counselors and advisors have set a goal to increase the number of SEPS by targeting priority registration students, athletes, categorical students, and first year students. The Scheduling and Reporting Systems (SARS) has enabled the college to capture accurate and current data that reflects the number of SEPs completed. (2.43, 2.44)

Beginning in spring 2007, the college offered an event called Xtreme Registration which was a service that contributed to student access. It was offered from 6p.m. until midnight on the Friday prior to the start of each semester. Xtreme Registration provided a one-stop shop approach for students to take advantage of all the services necessary for enrolling for the semester, including application assistance, new student orientation, assessment, and counseling and advising. As a

result of the reduction of the course schedule, this service has been suspended. However, as a result of a review of data on high school participation rates and college effectiveness data, the counseling and advising staff will be modifying this program to target high school students in spring 2011.

Orientation is available online and face-to-face during the first week of the semester. The online format is closed-captioned with continuous Spanish language translation. Orientation consists of all matriculation components necessary for successful transition to college.

There is strong coordination of services between categorical programs and general counseling services. The majority of categorical programs are housed in the same location as most of the matriculation services; this allows for increased communication, easy accessibility, and a strategic and efficient approach to services for students.

Counseling and advising training occurs regularly; the mechanism is the bi-monthly counseling and advising staff meetings. (2.45) Annual trainings for student services staff are provided by the matriculation coordinator via these counseling and advising meetings. Instructional faculty and in-house content specialists are invited to the counseling and advising meetings to provide information that is related to student success. The college cross-trains counselors and advisors so that there is a comprehensive understanding of all programs and less reliance on individuals.

Self Evaluation

Throughout the 2009-10 academic year, the student services staff continue to discuss and identify problems that needed to be addressed. For example, in the October 6, 2009, Student Services Matriculation meeting (SSM), staff engaged in a lengthy discussion regarding the role of the counselors and advisors and the responsibility of completing student educational plans as well as the impact on student success when a student has an educational plan. This conversation resulted in clarification that the counselors would complete the student educational plans and subsequently were supported by the advisers. However there was much discussion that we needed to have to insure that all students have a plans completed.

In the fall of 2009, the SARS program was launched. In the

December Student Services Matriculation meeting, the staff reviewed data regarding the number of students that they saw between October and November, 2009. Prior to implementing SARS, data regarding student appointments, types of appointments, times allocated, students who did not show, and other significant data was not available. With the implementation of SARS, staff was able to examine their activities and areas needing improvement. One such improvement implemented as a result of this data, was a clarification regarding uniform allocation of certain types of appointments. Specifically, one hour was allocated for financial aid appeals. Based on a review of the data regarding how staff were utilizing SARS, how they could expand the use of SARS and the need to ensure timely and accurate data entry, staff received training on those elements and an expanded color coding was used. The result has been a more accurate reflection of staff time and more current data in Datatel, which is the centralized warehouse for student data, some of which is uploaded from SARS.

Throughout the 2009-2010 academic year, a lot of information regarding issues and concerns were discussed and brought forward during the Student Services Matriculation meetings. One such conversation had to do with the walk-in procedures. In the 2009 school year and earlier, the week prior to school starting, the first week of school and the week after school started had a “walk-in” procedure wherein students came in at any time, signed in on a clipboard and waited, often times for hours, hoping to be seen by a counselor or advisor. What was observed was that many students would sit for hours in anticipation of hoping to get a 30 minute appointment with a counselor or advisor to register for classes. A discussion was held in the Student Services Matriculation meeting regarding how to streamline this process, how to become more students friendly, and how to improve service to students. It was decided that in spring 2010, students would be given an appointment that same day. Specifically, students are allowed to call or come in for an appointment on the day they came in or called. No appointments are made for the next day during this three week window. This new procedure allowed 100% of students with an appointment to be seen on that day. No longer did student have to wait indefinitely for an appointment. Students now can make an appointment in the morning for a time in the afternoon and have freedom to take care of other business during the day and arrive ten to fifteen minutes before their appointment time. (II.B.3.c)

II.B.3.d

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

Planning Agenda Items

- None

Descriptive Summary

WHCL is committed to promoting diversity on campus and supports activities and events that build cultural awareness and empathy. The Student Equity Plan was updated in fall 2010.

The number of student clubs has increased from four in 2006 to nine in 2010. There is a need for additional marketing and recruitment to increase club membership and solicit opportunities for new student organizations. The Technology Committee has discussed a mechanism for marketing and promoting student organizations and clubs, including a process for monitoring and updating student organizations and club pages on the college website. The SGA launched a SGA MyWestHills portal team site. All students are team members to the site and able to view events, use electronic voting options, and find a list of active clubs. To strengthen student participation and understanding of governance, the SGA president will serve as the student trustee for the West Hills Community College District Board of Trustees. In addition, the college will develop and provide orientation, training, and professional development activities for faculty advisors of student organizations or clubs.

Classes are offered that promote cultural sensitivity and awareness such as Contemporary Native American, Cultural History of the Chicano, Introduction to Black Studies, and Women's Roles in History. In general, faculty incorporate cultural awareness via textbook selection, presentations, and student projects. In addition to these classes, students participate in Black History month, Hispanic Cultural Awareness month, Disability Awareness month, and Women's History month. In 2009, activities for Black History month included "Gospel and Gumbo," art exhibits, a guest speaker at the leadership breakfast, and other events. The college's honor society, Alpha Gamma Sigma, has helped to coordinate an Annual Leadership Conference in partnership with the college's Latina Leadership Network and Student Town Hall. The dean of student services oversees the development of the full-year cultural events calendar, created by input from the Inter-club Council on an annual basis. This allows for staff and student support,

coordination, and allocation of resources for these events. (2.46)

Self Evaluation

WHCL is committed to promoting diversity on campus and supports activities and events that build cultural awareness and empathy. The college is committed to providing the highest quality educational experience and services that promote and enhance student understanding and appreciation of diversity. In order to design and maintain appropriate programs, practices, and services that support and enhance student learning and understanding of diversity, the college Student Equity task group completed their plan addressing these issues in fall 2010.

Several key college and student-led groups have been instrumental in bringing cultural programming, activities, and raising cultural awareness on campus. These groups include CAMP, Student Support Services, SPLAAT art club, history classes, T.E.A.M. Teach, SIFE, and the Culinary Club. A series of speakers have presented on campus delivering a variety of messages ranging from politics (candidates forum, fall 2010), domestic violence and women's issues (Denise Brown, sister of Nicole Simpson), to noted authors like Gary Soto (fall 2008). Annual Disability Awareness activities showcase the diversity and support for students on the campus. This year was particularly noteworthy due to the displays in the DSP&S lab, including the display of two books published by a WHCL student with art work from another student. This venue will continue to be a trademark for WHCL, especially after 2011 with the completion of the new Event Center.

The College Strategic Plan 2009-2012 addresses diversity as a Guiding Principle but not in its Institutional Outcomes with regards to improving access and improving on appreciation of diversity on campus. In spring 2011, WHCL will sponsor a campus and community event addressing this. Heritage Week will attract and promote the richness of the valley by conducting cultural events on campus and inviting the public to attend.

Campus programs like EOPS, CARE, CalWORKs, and DSP&S continue to hold the belief that all special populations of students, regardless of their limitations due to economics, ability, and or barriers, are entitled to an education in order to break the cycle of poverty and disenfranchisement.

Classes that promote cultural sensitivity and awareness such as

Contemporary Native American, Cultural History of the Chicano, Introduction to Black Studies, and Women's Roles in History are active and printed in the college catalog. Because of statewide economic conditions, the above classes have been offered on a limited basis. In general, faculty incorporate cultural awareness via textbook selection, presentations, and student projects. In addition to these classes, students participate in Black History month, Hispanic Cultural Awareness month, Disability Awareness month, and Women's History month. In 2009, activities for Black History month included "Gospel and Gumbo," art exhibits, a guest speaker at the leadership breakfast, and other events. The dean of students services oversees the development of the full-year cultural events calendar, created by input from the Inter-Club Council on an annual basis. This allows for staff and student support, coordination, and allocation of resources for these events. (2.46) (II.B.3.d)

Planning Agenda Items

- None

II.B.3.e

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

Descriptive Summary

WHCL consistently reviews admissions and placement instruments to validate their effectiveness. Admission applications are available in paper format and online. The online application is available in both English and Spanish; at any time a student can switch between languages by clicking a button. The online application is fast and convenient.

The current assessment instruments used by the district were implemented in spring 2005. The college ensures that the cultural and linguistic biases in the placement instruments are minimized by using assessment instruments that are sanctioned by the California Community College Chancellor's Office. English placement level scores were most recently validated in the spring of 2007 and math was last validated in fall of 2008. Assessment at the college is an organized institutional process that facilitates proper and well-informed course placement and selection.

Individuals with disabilities are provided with the resources necessary to complete the admissions application and the placement test, such as text-to-speech technology. In addition, students are able to receive these accommodations in the college's DSPP lab.

The Combined English Language Skills Assessment (CELSA) is used to determine English proficiency for non-native speakers.

The placement test is offered at multiple locations. Students are able to take the placement test on a walk-in basis in the Career Center and NASL or by appointment during the week and on Saturdays. Students get immediate results.

Self Evaluation

West Hills College Lemoore is an open enrollment institution. Students may submit their application to the college online via the West Hills College web site or in person at the college admissions office during traditional hours. Applications are also accepted by staff at NASL.

WHCL consistently reviews admissions and placement instruments to validate their effectiveness. Admission applications are available in paper format and online. The online application is available in both English and Spanish; at any time a student can switch between languages by clicking a button.

The current assessment instruments used by the district were implemented in spring 2005. The college ensures that the cultural and linguistic biases in the placement instruments are minimized by using assessment instruments that are sanctioned by the California Community College Chancellor's Office. English placement level scores were most recently validated in the spring of 2007 and math was last validated in fall of 2008. Currently (fall 2010) another validation study is being conducted with results expected by December 2010. Assessment at the college is an organized institutional process that facilitates proper and well-informed course placement and selection. Students' placement scores are based upon a combination of test scores and other data ensuring that multiple measures are included. The college uses English and math exams which are administered via computer; students may also elect to take a "paper and pencil" version upon request. The placement test is offered at multiple locations on campus throughout the year. During the 2010 spring semester, students were able to take the placement test on a "walk-in" basis at the Career Center. Placement testing is also available at NASL and on alternate Saturdays for all students on the main campus. Students get immediate results for admissions processing. The Ability to Benefit Test (ATB) is offered to students who do not have a high

school diploma or GED and are applying for Financial Aid. Individuals with disabilities are provided with the resources necessary to complete the admissions application and the placement test, such as text-to-speech technology. In addition, students are able to receive these accommodations in the college's DSPS lab.

Results from the current validation study are not complete and available for public use. Once those results are available, the college will make needed adjustments. The college plans to further develop the Career Center walk-in testing schedule to include expanded hours and additional equipment. Planning will begin in 2011 or upon better economic conditions.

What is also needed is to fully utilize the Combined English Language Skills Assessment (CELSA) for proper placement of students and ensure success. While the recent validations are still being examined, preliminary results indicate a disproportionate gap in identification and service for ESL students.

Also, assessment instruments can only be accessed electronically on the campus or paper-pencil on the campus or during high school outreach activities. Attention to support testing options for students during non-traditional hours and in alternative locations is necessary. (II.B.3.e)

Planning Agenda Items

- In the spring of 2011, the dean of students will identify and implement strategies to improve access and efficiency of placement testing, while ensuring the needs of ESL students are met. (II.B.3.e)

II.B.3.f

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which

Descriptive Summary

WHCL is in accordance with the provisions of the Family Education Rights and Privacy Act of 1974. Students' records are kept in a hard copy and electronic format. Student consent is needed for the release of records covered by the Act to outside parties (e.g., prospective employers), except for those agencies entitled to access under the provisions of the Act (campus officials, other schools, federal educational and auditing officers, and requests in connection with the application or receipt of financial aid). To inspect, review, or challenge any of their records, students must make a request in writing to the vice

those files are maintained. The institution publishes and follows established policies for release of student records.

president of student services. Students can access their student records online through the secure MyWestHills portal login. Staff members are given appropriate training on electronic access of student's records and access is granted through the district Office of Institutional Effectiveness and Enrollment Management.

Self Evaluation

West Hills College Lemoore complies with the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380) and Title 5 of the California Code of Regulations regarding the management of student records. Creation, maintenance, and storage of student records are kept securely, confidentially, and in close physical proximity to the program offices where they are generated, used, and stored. Student consent is needed for the release of the records covered by the Act to outside parties (e.g. prospective employers or military clearance) except for those agencies entitled to access under the provisions of the Act (campus officials, other schools, federal educational and auditing officers, and requests in connection with the application or receipt of financial aid). Hard copies are kept securely under locked cabinets. DSPS, EOP&S, Counseling, and Veterans Affairs also comply with mandated program requirements governing student records for those student cohorts. Improved scanning methods and optical imaging have been implemented to improve immediacy of access and help alleviate storage issues.

The district mainframe/database records are routinely backed up to maintain redundancy and security. Students can access their student records online through the secure MyWestHills portal login. Staff members are given appropriate training on electronic access of student's records and access is granted through the district Office of Institutional Effectiveness and Enrollment Management.

The college continues to work with the district office to ensure that student records are kept on a password protected programs and the information is released to the appropriate person with the proper form of consent. The college continues to improve its practices by developing a Records, Retention and Disposition Manual. The college meets this standard. (II.B.3.f)

II.B.4

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

Planning Agenda Items

- None

Descriptive Summary

Student Services is scheduled to regularly review its programs in accordance with the program review schedule. As a result, all areas of Student Services are reviewed at least once during a four-year period. Program reviews are approved through the local governance process. For example, Upward Bound Classic and Upward Bound Math/Science programs completed separate program reviews in the fall of 2009. The program reviews went through the Institutional Effectiveness and Program Review Committee first for technical review. Later, the program reviews were given to the primary participatory governance committee, the Planning and Governance Council, for approval. The program reviews of the Upward Bound Classic and Upward Bound Math/Science programs were exemplary in that both have exceeded expectations in the number of students attending two-year and four-year institutions. (2.47, 2.48, 2.49)

In the fall of 2008, categorical program staff underwent an extensive evaluation of student services in preparation for a spring 2009 state California Community College Chancellor's Office categorical program site review visit. The result of the visit identified numerous accommodations and some minor recommendations. (2.36)

Students who petition to graduate are encouraged to complete an exit survey to assess the effectiveness of student services and instructional programs. (2.39) Students Town Hall meetings are also conducted each semester to gather input from students about the effectiveness of student services and instructional programs.

Self Evaluation

In 2009-2010 academic year, the college went through a reorganization. In that reorganization the position of vice president of student services was added to the administrative team. Throughout the 2009-10 year, the VP Student Services spent much time meeting with each staff member in student services to identify issues, concerns, and areas for improvement. At the first meeting with the counselors and advisers, following the reorganization, staff examined what is the mission of student services as it relates to the college mission. This discussion

resulted in the following mission statement for student services: “To provide comprehensive and coordinated services and activities that reflects the needs and diversity of the West Hills College Lemoore student and supports them in realizing their educational goals.” At this same meeting, a discussion regarding the role and function of counseling and advising was also discussed. Recognizing that the meeting was not about individual groups but rather what was necessary to assist student in being successful, the meeting’s name was changed to the Student Services Matriculation meeting (SSM).

At this same time, the vice president of student services launched a Student Services SharePoint portal team site. This team site was initiated in order to ensure every student services staff member, regardless of location, had access to information. The team site serves as a vehicle for communication, notices, and sharing of essential information. Before implementation, the geographic locations of some staff limited them getting the information in a timely manner. This portal team site allows everyone to have equal access to the same information. Information such as “on and off campus activities,” outreach events, registration and timeline procedures, and other critical information is archived and available immediately. In addition, the president, vice president of educational services, deans, and directors are also able to receive this needed information. Since October 2009, there have been 110 on and off campus events posted, 189 outreach actives posted, and 35 shared documents This information archive allows for analysis of services and activities provided though Student Services and serves as an opportunity for improvement. (II.B.4)

Planning Agenda Items

- None

**II.C
Library and
Learning
Support Services**

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

The WHCL Library/Learning Resource Center's (L/LRC) resources are based on the development of a core collection of print volumes relevant to the curriculum offered. This core collection of print materials is fairly new, with the average publication date being 1996. Most new additions have publication dates between 2000 and 2006. Focusing on student learning, regardless of time and geographical boundaries, the core library collection of print materials is enhanced with state of the art subscription databases and electronic or e-books. The library is increasing its collection with a focus on the curriculum offered at WHCL and with faculty input into resources needed by students to complete assignments.

The L/LRC encompasses over 30,000 square feet. The library is staffed with 1 full-time librarian, 1 adjunct librarian, 1 full-time library specialist, 2 part-time library specialists, a part-time tutoring coordinator, and student worker hours funded by federal work study. Library operations are under the administration of the Associate Dean of Educational Services, the Educational Services office, and the librarian.

The primary mission of the WHCL L/LRC is the creation of a collection of intellectual value for the student, faculty, and community population we serve. The goal is to give the populations served a scholarly atmosphere with materials and knowledge necessary for them to become literate in information resources and retrieval for success in today's highly technological society. Consistent with the mission and the institutional outcomes of WHCL, the library staff strives to provide a positive environment committed to student learning and empowering students to achieve their educational goals.

The Library/Learning Resource Center offers exemplary access to programs and services. The L/LRC is open Monday-Thursday from 7:30 a.m. to 8 p.m. and Fridays from 7:30 a.m. to 4 p.m. Students enrolled at the Naval Air Station Lemoore, as well as students from the on-campus Middle College High School, University Charter School, and the community, have the same access as traditional students to library resources and databases.

The Library/Learning Resource Center offers the following

appropriate measures in order to improve the effectiveness of the services.

II.C.1.

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

services: library collection and services, open computer lab, classrooms, wireless laptops, free newspapers, an English Lab, tutoring services, faculty offices, group study rooms, video conferencing room, media/AV support, distance learning offices, displays, and online databases.

The computer lab currently consists of 48 desktop computers that provide software and printing capabilities to support student research and course-related assignments. There are also 60 laptops available for check-out and student use. An assistive technology station is also available. (II.C)

Descriptive Summary

WHCL supports the quality of its instructional programs by providing Library/Learning Resource Center support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The Library/Learning Resource Center services are essential to student success at WHCL. The library collects, maintains, and provides access to print and electronic information that supports the academic programs at WHCL. The librarian offers assistance to students and faculty in person, via e-mail, by phone, or by appointment.

The librarian provides individual, hour-long course orientations about library resources to classes upon faculty request. Reference interviews are conducted by the library staff to assist students to ensure appropriate materials are provided. These interviews can be conducted in person, via e-mail, telephone, or instant messaging to reinforce information competency skills.

Support for the L/LRC is provided by personnel and infrastructure, as well as district, lottery, and grant funding. The average publication dates for the collection is in the late 1990s. The collection development policy for WHCL L/LRC clearly pursues breadth overall with depth to support our stronger academic programs. (2.50) Sciences and information technology are targeted for currency, while social science and humanities are targeted for breadth. Electronic databases, as well as the e-book collection grow when funding permits in relation to academic program needs in assisting students on and off campus in a 24-hour format.

The DSPS lab is also a learning resource and has 2 full time Learning Skills Program Assistants. The DSPS lab primarily serves the college's DSPS population but is available to all students. The DSPS lab provides a place for DSPS students to take proctored tests as required by their accommodations.

Self Evaluation

WHCL meets this standard by providing sufficient library and other learning resources to support the needs of students and staff. However, obtaining additional resources over the last three years have been extremely hampered by the lack of a stable funding source. The library general fund book budget has been at zero for three years with only small book purchases taking place with grant and lottery funds. The collection currently consists of approximately 28,000 volumes with the Association of College and Research Libraries (ACRL) recommending 40,000 volumes for a college with FTES less than 3,000.

Collection development, cataloging, circulation procedures, bibliographic records, and proper book stack management is limited due to current staffing levels. Expansion of the library staff is necessary for future growth.

Providing online resources is currently sufficient to meet the needs of distance education learners. However, additional staff would need to be hired to further develop electronic resources.
(II.C.1)

Planning Agenda Items

- None

Descriptive Summary

WHCL relies on the expertise of the faculty, library staff, and support services personnel in choosing educational equipment and materials. For example, the librarian asks faculty to recommend books and materials for the library that specifically support what they are teaching. Faculty expertise is used to increase the number of closed-captioned titles for the DVD collection. Faculty seek the expertise of the librarian in the use of data bases for assistance on research projects, specialized library tours, and other case-by-case needs for instruction. (2.50) The librarian has informal communication with staff and faculty on a regular basis and also has formal dialogue about

II.C.1.a
Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and

materials to support student learning and enhance the achievement of the mission of the institution.

library-related issues, including the selection of books, periodicals, electronic resources, and non-print materials.

In addition to the library print collection, databases are also available via the web page or by using the computers on campus. The librarian and library specialists maintain the e-library, e-resources, databases, web site, video collection, and CD collection. In order to access electronic resources, 68 stationary computers are available in the open access tutorial center and 60 laptops, equipped with wireless internet, are available for checkout and use in the L/LRC.

Because of the current budget crisis, the library has struggled to maintain its material collection, including the library management system (Sirsi/Dynix Symphony) and the subscription research databases. In previous years, the Telecommunications Technology Infrastructure Program (TTIP) funds were used to support these, but this allocation was deleted in 2009/2010. (2.53) Beginning the 10/11 budget year, funds were made available for the subscription research databases within the library budget. Stable funding for the Sirsi/Dynix Symphony library management system is still lacking and was paid for with lottery dollars in the 09/10 budget year. (2.51) The library staff at West Hills College Lemoore is dedicated and service-oriented. This is reflected in an ongoing survey where approximately 70% of respondents are very satisfied or satisfied with services and resources provided.

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

demands also gives library staff an indication of areas of the collection that may be deficient.

The sufficient quantity, currency, depth, and variety of materials added to the collection over the last three years have been extremely hampered by the lack of a stable funding source. The library general fund book budget has been at zero for three years with only small book purchases taking place as a result of grant and lottery funds. The collection currently consists of approximately 28,000 volumes with the Association of College and Research Libraries (ACRL) recommending 40,000 volumes for a college with FTES less than 3,000. Even with a reinstatement of the previous book budget from 2006-2007 (\$26,500 per year), it will take approximately twenty years to reach recommended levels. The quality of the original start-up collection in 2002 is also questionable, because it consisted of sub-standard materials that need to be weeded from the collection.

Collection development, cataloging, circulation procedures, and proper book stacks management is limited due to current staffing levels. The current lack of professional library staff has also had a detrimental effect on the bibliographic records of the collection. The original start-up collection in 2002 had poor quality bibliographic records; books with no records in the catalog are still found on a routine basis.

Providing resources in the online environment to meet the needs of distance learners is problematic with current staffing constraints.

Current library staffing consists of two part-time Library Specialists, one full-time Library Specialist, one part-time Tutor Coordinator, one full-time Librarian, and one adjunct Librarian. This is below half of the recommended staffing levels. (II.C.1.a)

Planning Agenda Items

- The college's librarian, during the college's budget planning and allocation process, will continue to request adequate funding to improve collection purchases, staffing increases, and additional hours of operation to meet the needs of the student population. (II.C.1.a)

II.C.1.b

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

Descriptive Summary

The WHCL Library/Learning Resource Center currently has a mission statement to provide students with scholarly resources and the instruction in their use:

The West Hills College Lemoore Library/Learning Resource Center is committed to the creation of a collection of intellectual value for the student, faculty, and community population we serve. It is the goal of the L/LRC to give the population served a scholarly atmosphere with the materials and knowledge necessary for them to become literate in information resources and retrieval for success in today's advanced technological society. Primarily the L/LRC will create an atmosphere of academic and intellectual pursuit for the staff, faculty, and students of West Hills College Lemoore. The secondary goal is the enrichment of the lives of the district population through cultural and social activities. In order to have an environment conducive to the pursuit of knowledge, access to the collection is open to all. Access to resources which allow for the examination of ideas is of the utmost importance while still maintaining the integrity of the collection.

Current information competency instruction is provided for students who take part in library orientations, but this is a small percentage of total students. The college does not currently specify that this sort of competency is required to obtain associate degrees at this institution, so there is no assurance that these competencies are being developed by all students. The curriculum committee has begun conversation regarding the possible addition of a section to all course outlines that addresses how information competency is addressed in each course. (2.52, 2.53)

Limited assistance for students with software application, printing, and other related problems are handled by the librarian, library staff, and student workers. There is limited support for the immediate resolution of student software issues (e.g., how to merge an Excel document) as they occur in the open setting of the L/LRC. The district Information Technology Support Department is responsible for the purchase, installation, and upgrade of software and hardware campus-wide; it is not for resolving operator-related problems.

Students using the library computers have been accessing non-academic and social networking sites for personal use. There is currently no monitoring software to ensure resources are being solely used for academic purposes.

Students are given a brief library orientation when they receive their identification cards from library staff. In addition, the librarian provides individualized, hour-long library orientations to classes upon faculty members' requests. The library gives an average of fifteen orientations per semester, reaching approximately 600 students per academic year. (2.54) The librarian also provides responses to students' research questions via instant messaging.

Self Evaluation

The current method of information competency provides instruction to too few students illustrated by the fact that fewer than five percent of courses offered in the 2009-2010 year received an hour-long library orientation.

One-on-one training is available in the DSPS lab from the Learning Skills Program Assistants and the High Technology Access Specialist. Also, Blackboard trainings and Assistive Technology trainings are held in the DSPS lab by qualified staff. Attendance for these trainings has been poor. (II.C.1.b)

Planning Agenda Items

- The librarian will work with the Academic Senate and Curriculum Committee to develop an across-the-curriculum information competency program no later than 2012. (II.C.1.b)
- The librarian will develop online tutorials to assist distance learners with information competency concepts no later than the end of 2011. (II.C.1.b)
- DSPS program staff will meet and discuss methods for increasing attendance to student training sessions in 2011. (II.C.1.b)

II.C.1.c

The institution provides students and personnel

Descriptive Summary

WHCL provides exemplary learning resource access to programs and services. The L/LRC is open Monday-Thursday 7:30 a.m.

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

to 8 p.m. and Fridays from 7:30 a.m. to 4 p.m. Students enrolled at the Naval Air Station Lemoore have the same access as traditional students in terms of visiting the library and accessing its online databases. WHCL Library/Learning Resource Center is available and highly utilized by the University Charter School and the Middle College High School programs that are located on the college campus. In addition, the L/LRC is utilized by the community at large.

The services offered by the L/LRC include the following: library collection and services, open computer lab, classrooms, wireless laptops, free newspapers, English Lab, tutoring services, faculty offices, group study rooms, video conferencing room, media/AV support, distance learning offices, displays, and online databases. The computer lab currently consists of 48 desktop computers that provide software and printing capabilities to support student research and course-related assignments. There are also 60 wireless laptops. There is assistive technology available in the English Lab. The assistive technology includes Kurzweil, Read and Write Gold, Dragon, Zoomtext, and Dolphin Easy Reader. The library page on the college website includes a catalog of library materials for check-out (books, DVD's, etc.). It also includes tutorials for databases, inter-library loan information, general L/LRC information, electronic research databases, citation information, and instant messaging for reference questions.

The front door to the library is equipped with a patron counter that tracks the number of visits each day. During the spring 2010 semester, for example, the L/LRC had an average 1,223 visiting patron count compared to 991 during the fall of 2008.

Tutoring services provide three hours per week of peer tutoring or group tutoring depending on the subject. The evaluation process for the program comes directly from student and tutor feedback. This feedback comes in many forms, including evaluation forms which are requested once per semester. This provides valuable short and long-term information on the effectiveness of the program. Ten to fifteen tutors work with as many as 190 students each semester. (2.55) All tutors are required to attend general training and regular workshops to develop their tutoring skills. Students seeking tutoring must be referred by a faculty member or counselor. WHCL has also implemented an Early Alert System whereby faculty identify students in need of tutoring support. When faculty identify an individual who need additional support, they link to the Early

Alert referral form located on the college's website and input student information, such as excessive absences, failing grades, or personal issues affecting success in the classroom. This information is forwarded to the Early Alert counselor who follows up with the student. As a result, the counselor many recommend tutoring services as well as other services, including DSPS and outside referrals. (2.56)

The L/LRC has a collection of eBooks through Netlibrary that is directly accessible on campus and off-campus through the MyWestHills portal. In addition to the college's library resources, there is a memorandum of understanding with CSU Fresno for inter-library loans.

Self Evaluation

Tutoring is currently limited for students in online courses.

Due to increasing use of the DSPS lab, it was moved in the Summer of 2009 to a larger room. This allowed the number of workstations to be increased from 23 to 30, and more room is available for test proctoring. (II.C.1.c)

Planning Agenda Items

- The tutor coordinator, librarian, and associate dean of educational services will create a method of resolving the deficiency of online tutoring by 2012. (II.C.1.c)

II.C.1.d

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

Descriptive Summary

The WHCL L/LRC has adequate maintenance and security. Maintenance and security of the WHCL L/LRC is provided by the district Information Technology Support department and by the college's Maintenance & Operations staff.

The building is secured with key card security for external doors that allows access only to authorized personnel during set time periods. Lost cards can be deactivated immediately. Timers automatically lock and unlock doors. There are traditional keyed locks for classrooms and offices.

An electric gate drops to secure the technical processing area where laptops are housed in secured cases. The section of the library where the faculty offices and book stacks are located was designed to be made inaccessible by dropping a gate. These

gates can only be lowered by L/LRC staff or Maintenance and Operations staff. Faculty offices are still accessible through an alternate key-locked door when the gate is down.

Magnetic tags on laptops, books, and DVDs trigger an alarm on the 3M Security System that all students must pass through when entering or exiting the building. If properly checked out, these items are deactivated and do not set off the alarm. Identification cards generated by WHCL act as library cards and are collaterally held while laptops are checked out.

Minor book-binding is done by a library specialist; more involved binding is sent to a bindery.

Maintenance of the technology hardware, software, and infrastructure is handled by the district Information Technology Systems (ITS) Department. Library staff works directly with ITS to solve problems with the circulating laptops and desktop computers. ITS has an easy-to-use online request system for maintenance of technology. An outside vendor is contracted for maintenance of the copy machines. Integrated library circulation management system, Sirsi/Dynix Symphony, is maintained via a service contract.

Security at night (5 p.m.-1 a.m.) is provided by a security guard who helps close the library and patrols throughout the night around the campus. M&O staff and administration is available on call to address disruptive behavior in the library. All phones dial 911 directly.

Self Evaluation

The college meets this standard. (II.C.1.d)

Planning Agenda Items

- None

Descriptive Summary

WHCL subscribes to recommended and evaluated research databases through the Community College League of California. Usage statistics for these databases are provided by the Council of Chief Librarians-California Community Colleges. Library staff evaluates these statistics when making development decisions. The librarian and staff can monitor the statistics

II.C.1.e

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

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

II.C.2

The institution evaluates library and other learning support services to assure their adequacy in

relevant to WHCL students and instructors. Some database subscriptions include CQ Researcher, CountryWatch, EBooks (WHCL eContent collection), EBSCOHost, Gale Virtual Reference, and SIRS Knowledge Source. These tools for online and face-to-face student research provide reliable scholarly resources that would otherwise be unavailable.

The Library/Learning Resource Center carries numerous subscriptions to research databases for on and off campus use. Monitoring statistical analysis of the use of these contracts can be performed by library staff and evaluations/recommendations are made more globally through the Community College League of California. The effectiveness of these programs was taken into consideration, allowing the library staff to make more informed decisions about electronic collection development. Library computers and the library website provide access to contracted partners. The librarian is a volunteer on the CCLEAR eBook selection subcommittee. WHCL has collaborated with the on campus University Charter School to house the print collection for seventh and eighth grade students. InterLibrary Loan (ILL) services are established with the college district, which extends to UCLA, CSU Fresno, and Fresno Pacific University. ILL helps the college avoid wasteful spending and increases support of collective resources. The Netlibrary makes offline access to digital resources (and organizing print media loans) easy. A procedure is in place so that whenever an identification card is created, the student being issued the card is orientated on the use of library subscriptions. Software licensing and memorandums of agreement are kept with the district's Business Office and ITS.

Self Evaluation

The college meets this standard. (II.C.1.e)

Planning Agenda Items

- None

Descriptive Summary

WHCL library staff adheres to collection management principles that ensure resources relevant to the curriculum are acquired and made available to the community served. This is accomplished by weighing available resources against course syllabi to evaluate relevancy and to highlight areas of needed resource

meeting identified student needs. Evaluation of the services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis of improvement.

acquisition. Items added to the collection are selected based on reviews, publications, peer suggestions, faculty and student requests, and other criteria deemed significant by the library staff headed by the librarian. In addition, statistics are gathered on patron visits, circulation of materials, number of reference questions asked, number of library orientations given, and database usage. (2.57)

Librarian and faculty dialogue is an important part of collection management with student assignments being a key component in the development of a strong undergraduate library collection. Student and staff interaction at the reference desk and suggestions received during classroom orientations also give library staff an informal gauge as to the state of services provided. In addition, library resources are evaluated when new curriculum is developed or reviewed. For example, as the nursing program was being developed there was close collaboration with the faculty and administrators to assure adequate resources. The process involved working with a medical librarian from a Fresno hospital to gain expert advice; ongoing evaluation is necessary to meet nursing program accreditation standards.

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

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

There is one part-time tutor coordinator who develops, implements, and supervises the tutoring program. The Tutor Coordinator hires tutors, maintains schedules, and places students with tutors based on the needs of the student. The coordinator serves as a liaison between tutor and student.

Tutoring services are provided in the Library/Learning Resource Center. There is an increasing need for tutors each semester, and the tutoring program typically expends all of its funds each year; in such cases, funds are transferred to the tutoring program from other college resources. The tutorial program is informally assessed each semester by tutors and clients.

Self Evaluation

The college meets this standard. However, the college may need to increase the current tutoring coordinator position to full-time from the current 19 hours per week. This move would improve on outreach services to students and to assist with the overall increasing demand of the program. (II.C.2)

Planning Agenda Items

- None

Standard II Document References

- 2.1 Data from Office of Institutional Effectiveness and Enrollment Services
- 2.2 Advisory Committee Minutes
- 2.3 Student Exit Survey
- 2.4 State Chancellor's Office Program Inventory
- 2.5 SLO Tracking Sheet
- 2.6 SLO Implementation Plan
- 2.7 Sample Course Outlines
- 2.8 Curriculum Committee Minutes
- 2.9 West Hills College Coalinga 2009 Spring/Fall schedule
- 2.10 Community Education flyers
- 2.11 Assist.org
- 2.12 SLO Committee Minutes
- 2.13 SLO Workshop Attendance Sheets
- 2.14 Biotechnology NSF Grant Meeting
- 2.15 Health Careers Advisory Committee Minutes
- 2.16 Sample Faculty Evaluation
- 2.17 Sample Faculty Narrative
- 2.18 Eagle Lunch and Learn sign-in sheets
- 2.19 DSPS Data
- 2.20 Sample Program Review Document
- 2.21 Adjunct Faculty Orientation agenda
- 2.22 West Hills College Lemoore Catalog
- 2.23 Board Policy 5505
- 2.24 Vocational Programs Certification and Licensing exams
- 2.25 Sample Course Syllabi
- 2.26 Sample Articulation Agreements
- 2.27 Two-Year Schedule
- 2.28 Sample Student Education Plan
- 2.29 Xtreme Registration Committee Minutes
- 2.30 Welcome Week Activity Calendar
- 2.31 Student Services Outreach Calendar
- 2.32 Student Services Portal Site(Sharepoint)
- 2.33 Board Policy 313(Academic Freedom Policy)
- 2.34 Student Handbook
- 2.35 West Hills College Lemoore Website
- 2.36 Categorical Programs Self-Evaluation
- 2.37 PGC Minutes
- 2.38 Counseling and Advising Appointment Log?
- 2.39 Student Satisfaction Exit Survey
- 2.40 Internal SLO Report
- 2.41 Student Success Committee Minutes
- 2.42 CCSSE Results
- 2.43 Scheduling/Reporting Systems(SARS)data
- 2.44 DATATEL/MATI

- 2.45 Student Services Matriculation Team Agenda and Minutes
- 2.46 Cultural Events Calendar
- 2.47 Program Review Calendar
- 2.48 Upward Bound Classic Program Review
- 2.49 Upward Bound Math/Science Program Review
- 2.50 Library/Learning Resources Center Mission, Vision, and Collection Policy Document
- 2.51 Library Budget
- 2.52 Curriculum Committee Minutes
- 2.53 Library Program Review
- 2.54 Library Data Usage Reports
- 2.55 NC 100 Rosters
- 2.56 Early Alert Referral
- 2.57 Library SARS data

Standard III – Resources: A Thematic Overview

Dialogue

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

Institutional Commitments

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

Evaluation, Planning, and Improvements

Evaluation, planning, and improvement are evident in the planning process that allows for input from all levels of faculty, staff, administrators, and students. Where there is need for constant improvement to maintain current technologies, the Academic Technology and Training staff within Educational Planning provides support and training. Flex and Duty days are also designed to meet the improvement needs recommended by faculty and staff. Program review is the main planning and evaluation tool available to the various departments and educational support areas. Program reviews are evaluated by the Planning and Governance Council for approval.

Organization

Organization is monitored by the Planning and Governance Council, which is informed by various other representative sub-committees. Student learning is supported by realistic short and long-range financial priorities developed by Area Budget Committees. The long-term financial and contractual agreements and external audits are handled at the district level. Auxiliary services and grants are organized and maintained by the district

vice chancellor of business and human resources and the grants accounting supervisor. The WHCCD Foundation is the primary fund-raising body with its own set of bylaws and guiding principles.

Standard III.

Resources

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

West Hills College Lemoore prides itself on being an institution that effectively utilizes human, physical, technological, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Working as a cohesive team, the campus and district office administration, faculty, staff, and students utilize formal and informal mechanisms to improve institutional effectiveness in order to ensure student learning outcomes are met and the college mission is fulfilled.

West Hills College Lemoore, as an institution within the West Hills Community College District, utilizes adopted district-approved human resource policies and procedures in the hiring of all faculty, classified staff, and administrators. In accordance with state mandated regulations, all faculty must meet minimum qualifications or possess the necessary education and experience, which is verified through the equivalency process by the Academic Senate. Faculty members lead the student learning outcomes (SLO) and assessment process and view SLO assessment as an important component of their professional responsibilities. The college, in conjunction with the district, seeks to adhere to fair employment procedures and seeks diversity in its faculty and staff. A professional code of ethics exists and is followed. Further, there is a systematic process for the evaluation of faculty and staff, including those employed on a part-time basis.

III.A Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated

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

WHCCD Board Policy 316, Complaint Policy, was developed and approved by the Board of Trustees to provide a proactive, reasonable, and effective means of resolving conflict pertaining to certificated staff. (3.1) In addition, the district aggressively

equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resources planning is integrated with institutional planning.

III.A.1

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

practices Equal Employment Opportunities. The district's commitment to upholding this practice is evidenced in the required participation of an Equal Employment representative on every interview committee. (III.A)

Descriptive Summary

WHCCD Board Policy 7120 on recruitment and selection and Administrative Procedure 7120 on recruitment and hiring are posted on the district website and are housed at the district office of human resources and office of the district chancellor. The college hires faculty, staff, and administrators that meet or exceed the minimum requirements as determined by the California Community College Board of Governors based on education, training, and experience. (3.2, 3.3)

The initial screening of applications is completed by human resources to ensure minimum qualifications are met. In the case of a faculty applicant that has not met the minimum qualifications, the application is sent to the college's Equivalency Committee for evaluation; the Equivalency Committee relies primarily on the

programs and services.

Academic Senate for its membership and can be dynamic based on the discipline being evaluated.

Qualified applications are forwarded to an interview committee for consideration of an interview. The interview committee conducts a paper screening to determine how many applicants will be considered for an interview. Following initial interviews by the committee, the top candidates are documented to advance to the next level of interviews, which may include the department manager, for non-faculty positions, and the college president. The president makes the final determination of the successful candidate to be recommended to the district chancellor and the WHCCD Board of Trustees.

Self Evaluation

Through Board Policy 7120 and Administrative Procedure 7120, the district follows a well-defined process for recruiting, screening, and hiring all categories of personnel. In making personnel decisions, the mission of the college is always considered, and employees are selected based on the degree they exhibit the qualities to be productive in the college community. This process ensures the integrity and quality of the college's programs. (III.A.1)

Planning Agenda Items

- None

III.A.1.a
Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Descriptive Summary

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Board Policy 7120 and Administrative Procedure 7120 on recruitment and hiring are posted on the district website and are housed at the district Office of Human Resources and the office of the district chancellor. (3.2, 3.3)

WHCL hires faculty, staff, and administrators that meet or exceed minimum requirements as determined by the California Community College Board of Governors based on education, training, and experience. In addition, the college ensures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. All applications and forms are available on the district website and by mail, upon

Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only after equivalence has been established.

request, through the district Office of Human Resources. (3.4, 3.5)

Interview committees for faculty consist of two or more full-time faculty members as determined by the college's Academic Senate, an instructional administrator, and an equal employment representative appointed by human resources. During the interview, each candidate is given the same interview questions. Each committee member is given the same rubric to evaluate responses. The committee documents the preferred candidates and advances these names to the college president for the next level of interviews. The president makes the final determination of the successful candidate to be presented to the district chancellor. The chancellor then approves the final recommendation and presents that individual to the WHCCD Board of Trustees. (3.6, 3.7)

The WHCCD Board of Trustees takes careful deliberation to approve, upon the recommendation of the district chancellor, all personnel transactions, which includes hiring, termination, reclassification, salary advancement, and assignment. Board Policy 320, Minimum Qualifications, outlines the minimum qualifications for instructors of credit courses, counselors, and librarians. This practice is strictly adhered to in the recruitment and selection phase. (3.8)

Board Policy 321, Equivalency, delineates the processes to ensure each faculty member maintains the necessary skills in order to teach in their respective areas. As stated in Board Policy 321, it is the policy of WHCCD that faculty hiring procedures and guidelines be established to provide for college faculty who are experts in their subject areas, skilled in teaching and serving the needs of a varied student postulations, able to foster overall college effectiveness, and represent the racial and cultural diversity of the college population. (3.9)

Self Evaluation

The district has a strong policy and procedure in place to ensure that only the most qualified administrator, faculty, and staff members are hired. In addition, there is a thoughtful and deliberate process used in the evaluation of employees. The strength the college and the district is the written and established levels and criteria for competency. There are also written policies for the hiring and interviewing of employees. Each new employee is required to participate in the new employee orientation provided by the Human Resources Office. (III.A.1.a)

III.A.1.b

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

Planning Agenda Items

- None

Descriptive Summary

WHCCD ensures the effectiveness of its Human Resources by evaluating its personnel systematically and at regular intervals. The type of evaluations varies for administrators, classified management, tenured full-time faculty, non-tenured full-time faculty, part-time faculty, and classified staff. Faculty members are evaluated according to the procedures outlined in Article 4 of the Collective Bargaining Agreement between the district and West Hills College Faculty Association. Classified employees are evaluated according to Article 14 in the CSEA Collective Bargaining Agreement. (3.10, 3.11)

The evaluation process for confidential and classified management employees as well as administrators is established in Board Policy 214. The process begins with a written self-assessment for the previous year and the establishment of written goals for the upcoming year. In the fall of 2009, administrators and the classified management team received training on the “7 Habits of Highly Effective People” from the Franklin Covey Institute. Early in the spring 2010 semester, the confidential and classified management employees received additional training on the “7 Habits of Highly Effective People,” as well as the 360-Degree Evaluation instrument and process. The 360-Degree Evaluation instrument is a tool that assesses leaders, supervisors, colleagues, and subordinates perceptions of a manager’s leadership and management skills. This has been an additional evaluation tool for the management team.

To complete the survey, each manager identified a list of individuals from across the district that they would like to have complete an evaluation of them using the 360-Degree Evaluation tool. The list included the employee’s supervisor, other managers on their campus, individuals from the sister campus, district office, and subordinates. This list of names was given to the manager’s supervisors, who then selected seven individuals from the list submitted to complete the 360-Degree Evaluation. This process helped to ensure that the manager being evaluated was not able to identify who gave what score. From those names submitted, each individual was provided a confidential, electronic copy of the 360-Degree Evaluation tool to complete. Later, the leadership team convened to review the results of their personal 360-Degree Evaluations.

Through this comprehensive training from the Franklin Covey team, each administrator was able to gain a reflective and introspective review of their leadership skills as perceived by themselves, their subordinates, colleagues, and supervisors. Each team member was given time to analyze the results and create an action plan that reflected the feedback they had received and was aligned to the district goals. Later in the year, each administrator created personal and professional goals that were submitted to his or her supervisor. The supervisor completed a written evaluation of the administrator's performance and discussed it with the administrator. This evaluation, along with the personal and professional goals using the Franklin Covey model, was forwarded to the president and chancellor for review. Once the supervising administrator, the president, and the chancellor signed the document, the materials were filed in the administrator's personnel file in Human Resources. (3.12, 3.13)

In addition to the 360-Degree Evaluation, part of the traditional evaluation requires that the supervisor submit a written evaluation of the subordinate's performance and discusses it with the subordinate before sending the materials to the president and district chancellor for review. Once the supervising administrator, the president, and the chancellor have signed the document, the materials are filed in the administrator's personnel file in Human Resources.

Faculty members are evaluated according to the procedures outlined in Article 4 of the Collective Bargaining Agreement between the district and the West Hills College Faculty Association. The Vice President of Educational Services provides each administrator with an evaluation schedule for each full-time faculty member. Periodically throughout the year, both the President and the Vice President of Educational Services follow-up with administrators to ensure that full-time faculty are being evaluated on a regular schedule. The instructional administrator summarizes the results of the process and discusses the narrative with the faculty member. (3.14)

Administrators use the part-time faculty evaluation instrument to assess part-time faculty performance. Part-time faculty are evaluated by students each semester and by the area administrator during the first year of employment and every three years thereafter. Full-time faculty are sometimes utilized during the classroom observation aspect of the adjunct instructor evaluation. (3.15)

The evaluation procedure for classified employees is described in

the Collective Bargaining Agreement between the district and the California School Employees Association. The supervisor evaluates the classified employees under his/her supervision three times the first year (fourth month, eighth month, and twelfth month), and yearly thereafter. The evaluation form is completed and discussed with the employee before being placed in their personnel file in the human resources office. (3.16, 3.10))

Self Evaluation

The processes for evaluating personnel (full-time and adjunct faculty, staff, managers, and administrators) are well-established, detailed, and comprehensive. The established procedure follows contractual, Board Policies and procedures. The established criteria, timelines, and procedures are determined by the collective bargaining agreement. (III.A.1.b)

Planning Agenda Items

- None

III.A.1.c

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

Descriptive Summary

All employees of the college, full-time or part-time, administration, faculty, or classified, are responsible for student learning outcomes in some capacity. It is the responsibility of the administration to provide the opportunity and environment for faculty and staff to develop, assesses, analyze, and re-evaluate student learning outcomes. In this fashion, the college is best able to allow students achieve their educational goals and for the college to fulfill its mission.

The development of course and program SLOs is an aspect of full time faculty evaluations, most frequently included in the narrative summary. As a result of a faculty based concern that faculty would be evaluated on the achievement by students of course level SLOs, a Hold Harmless Policy was negotiated between the collective bargaining unit and district. (3.17) Not all disciplines have full-time faculty to assess SLOs, and part-time faculty participation in SLO assessment is inconsistent.

Self Evaluation

While faculty are regularly evaluated for producing course and program level SLOs, the remainder of the college employees are not consistently evaluated on SLOs in any capacity. Administrators,

managers, and classified staff should be held to the same expectation as the faculty in regards to developing SLOs; further, administrators should be held accountable for SLO development by the individuals they manage. (III.A.1.c)

Planning Agenda Items

- The college will strengthen the participation of part-time faculty in the assessment of SLOs led by the associate dean of educational services. (III.A.1.c)
- The district will develop a procedure in the faculty evaluation that includes the assessment of SLOs that will be consistent throughout the district. (III.A.1.c)
- Led by the college president, WHCL will begin to evaluate all administrators, managers, and classified staff on the development of SLOs by fall 2011. (III.A.1.c)

III.A.1.d.

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

Descriptive Summary

The district is currently developing a policy for code of ethics for all employees that should be finalized by 2011. The ethics of college employees is governed by Board bylaws, Article 7, “conflict of interest code.” Further Board policies apply to certificated staff and classified staff. The vice chancellor of business and human resources monitors and administers these appropriate Board policies as they apply to professional ethics. These Board policies are available for reviewing upon request. (3.18)

Self Evaluation

The district is in the process of developing a code of ethics policy for all employees. The policy will be in place in 2011. (III.A.1.d)

Planning Agenda Items

- A code of ethics policy will be developed by the Board of Trustees for all employees in the spring of 2011. (III.A.1.d)

III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to

Descriptive Summary

WHCL assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria, qualifications, and procedures for selection of

the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and its purposes

III.A.3

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

personnel are clearly defined and publicly stated. (3.19)

The college assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. There are sufficient administrators as well as certificated and classified staff to perform the duties necessary for the college. However, these last few fiscal years have limited the college's ability to replace unfilled positions. The vice chancellor of business and human resources annually reports to the state the district's fulltime obligation number; the district has always exceeded the required full-time faculty obligation number. (3.20, 3.21)

Self Evaluation

The district continues to exceed the required full-time faculty obligation. (III.A.2)

Planning Agenda Items

- None

Descriptive Summary

The WHCCD Board of Trustees has the ultimate responsibility for developing and establishing written policies and procedures that are equitable and consistently administered for employment procedures. The college has input through the Planning and Governance Council and through the Academic Senate. The approved Board policies and procedures are in accordance with the California Education Code and other applicable laws. The policies and procedures are kept in the district Human Resource Office and are available to view on the district website. (3.22)

All members of interview committees are given guidelines regarding their roles on the committee. Each committee includes an equal employment representative who has received special training on equal employment practices. This training has not been provided on a regular basis; however, all EEOs that serve on committees have received the proper training. (3.23, 3.24, 3.25)

Self Evaluation

All policies are available to the public on the district website under Human Resources and Board Policies and Procedures. The college has input through the Planning and Governance Council and the Academic Senate. All policies and procedures are in accordance

with the California Education Code and other applicable laws. Roles of members on interview committees are clearly defined. Training is available on demand for individuals serving as the EEO. (III.A.3)

Planning Agenda Items

- None

III.A.3.a.

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

Descriptive Summary

The WHCCD Board of Trustees has the ultimate responsibility for developing and establishing written policies and procedures that are equitable and consistently administered for employment procedures. The college has input through the Planning and Governance Council and through the Academic Senate. The college's review process relies upon all constituents, including faculty, for formal review and input into the development and establishment of written policies and procedures. The policies are in accordance with California Education Code and other applicable laws.

Self Evaluation

The district has a thorough procedure in place to ensure qualified personnel are hired. All representative bodies are involved in the process. (III.A.3.a)

Planning Agenda Items

- Human Resources should establish a schedule for ongoing training for equal employment practices. (III.A.3.a)

III.A.3.b

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

Descriptive Summary

WHCL personnel records are maintained in locked cabinets in the district office under the supervision of the vice chancellor of business and human resources. The Human Resources staff and administrative supervisors are the only ones with authority to access personnel files. The district has an established disaster plan, the Emergency Response Plan, which was established two years ago. This plan ensures the security of personnel files.

In accordance with the law, college employees have access to their confidential personnel files upon request and scheduling an appointment. Human Resources staff must be present during the review of personnel records. Only supervising managers or

III.A.4

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

administrators can access an employee's personnel file other than their own. An Academic Senate representative may also review faculty files before recommending tenure to the board of trustees. The vice chancellor of business and human resources, as required by law, reviews fingerprints of all new employees with the exception of students and temporary employees. Likewise, criminal history reports are received and reviewed by the vice chancellor of business and human resources.

Self Evaluation

Employees have access to view their personnel files upon request and scheduling of an appointment. Personnel files are locked in the district office for security purposes. Only supervising administrators and Human Resources personnel may view employees' files

The district has established a disaster plan called the Emergency Response Plan which has been in effect for two years. (III.A.3.b)

Planning Agenda Items

- None

Descriptive Summary

Policies and practices implemented at WHCL demonstrate an appropriate understanding of and concern for issues of equity and diversity. The college attempts to hire faculty and staff who demographically represent the communities the college serves. These efforts to be responsive to diverse cultural and ethnic needs have been recognized at the state level and continue to be monitored and evaluated. In 2004, WHCCD received the California Community College Chancellor's Diversity Award for Excellence. The district continues to maintain a diverse workplace as evidenced by the diversity analysis conducted by the Human Resources Office the fall of every year. (3.26)

Self Evaluation

Understanding of and appreciation for diversity is a core value at WHCL. WHCL strives for more diversity in the hiring of faculty, staff, and administration. (III.A.4)

Planning Agenda Items

- None

III.A.4.a

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

Descriptive Summary

Programs and training addressing diversity issues have been offered to personnel through the district Human Resources Office. At the August 24, 2007 Administrative Retreat, administrators received training on the Diversity Plan for Recruitment for New Faculty. At this retreat, administrators discussed ideas, activities, and avenues that could be used to further expand the diversity in the district. (3.27)

The college provides opportunities for diversity awareness to faculty, staff, and students through events such as Black Heritage Month, Hispanic Heritage Month, Women's History Month, Disability Awareness Month, and Migrant Fairs. (3.28)

The vice chancellor of business and human resources reviews employment equity and staff diversity through submission of federal and state required reports. Information regarding gender, ethnicity, classification by salary, benefits, and all categories of employees is reported to the integrated postsecondary education data systems (IPEDS). An annual IPEDS report is generated each year to submit to the federal government. (3.29)

Self Evaluation

The district evaluates its diversity in employment on a yearly basis. Opportunities are provided for diversity awareness to faculty, staff, and students through events such as African-American History Month, Hispanic Heritage Month, Women's History Month, Disability Awareness Month, and Migrant Fairs.

The vice chancellor of business and human resources reviews employment equity and staff diversity through the submission of federal and state required reports. (III.A.4.a)

Planning Agenda Items

- None

III.A.4.b

The institution regularly assesses its record in employment

Descriptive Summary

WHCL prides itself upon ensuring that it makes opportunities for employment available to all as reflected in Board Policy 301, Affirmative Action Employment Program. In BP 301, the district supports the policy that states that affirmative action requires the

equity and diversity consistent with its mission.

employer to make additional efforts to recruit, employ, and promote qualified members of groups formally excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the employer. The district also follows equal employment practices and ensures that each interview committee has an Equal Employment Officer represented. (3.30)

Self Evaluation

The college's mission is to "enrich the lives of students and the community we serve by being dedicated to quality educational learning opportunities and partnerships." Therefore, the district and the college make additional efforts to recruit, employ, and promote qualified members of groups that reflect the diversity of the college and the community it serves.

The district human resources staff and the college monitor screening committees to make sure that they include gender and ethnic balance; positions are advertised in a variety of outlets and positions are not forwarded without sufficient diverse pools. (III.A.4.b)

Planning Agenda Items

- None

III.A.4.c

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

Descriptive Summary

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

The college provides collaborative opportunities to its faculty, staff, students, and administrators through the development of various planning and governance committees. These committees consist of faculty, staff, administrators, and students. They are responsible for recommendations for staff development, budget, technology, evaluation, planning, research, student learning outcomes, and program review. (3.31)

The college is committed to personal, professional, and institutional development for the growth of its employees, as stated in Board Policy and Administrative Procedure 7135, through the Employee Scholars Program. Reimbursement of up to \$3000 per year is available. (3.32, 3.33)

Self Evaluation

Relations between faculty and staff advocacy groups and the administration at WHCL are collegial and respectful. Shared governance committees on campus are inclusive operate on a consensus basis. Students are also invited to participate in shared governance and their voices are equitable. (III.A.4.c)

Planning Agenda Items

- None

III.A.5

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

Descriptive Summary

WHCL is committed to fostering employee development that is closely aligned with its mission and vision. Therefore, the college is committed to the concept of personal, professional, and institutional development of all employees. The college believes all employees must have the opportunity to receive professional development support and maintain proficiency in their respective fields in order to be able to deliver quality educational services to its students.

The college's Employee Development and Success Committee (EDSC) develops, implements, and monitors issues and activities related to helping all college employees maximize their success in the workplace. Areas of responsibility include professional development activities, training needs, employee recognition activities, and employee social activities and celebrations. (3.34, 3.35, 3.36, 3.37)

Board Policy 315, Professional Growth Requirements, delineates an opportunity that the WHCCD Board provides to support development opportunities for staff, including graduate study and travel reimbursement in special fields of study. Any full-time employee is eligible to participate in the Employee Scholars Program. Article 5 of the CSEA Collective Bargaining Agreement allows for unit members to receive a monthly stipend based on units completed. Since its inception, over 25 staff members have taken advantage of the professional growth opportunities. For some it has meant taking a refresher course, for others, obtaining their first associate's degree. Still others obtained their doctorates. (3.38, 3.39, 3.40)

III.A.5.a
The institution plans professional development and activities to meet the needs of its personnel.

III.A.5.b
With the

Self Evaluation

WHCL is committed to the concept of personal, professional, and institutional development of all employees. The college's Employee Development and Success Committee develops, implements, and monitors issues and activities related to helping all college employees maximize their success in the workplace. The EDSC sponsors professional development activities, training needs, employee recognition activities, training needs, and social activities.

Diverse speakers have been brought to campus for employee development to speak on topics such as "Dealing with Difficult Students" and "Are you Healthy Enough to Serve?" (III.A.5)

Planning Agenda Items

- None

Descriptive Summary

WHCL is committed to professional development by its activities and the coordination of those activities. The college values inclusive and diverse opportunities for staff to advance their professional development. The college provides Flex and Duty days for faculty and staff. Governance and planning groups notify employees of programs and events planned. In addition, financial assistance is provided through the Employee Scholars Program as an incentive for employees seeking further education. The Human Resources Office also provides opportunities for professional development to all employees; for example, training has been provided on sexual harassment awareness and appropriate actions. (3.41, 3.42, 3.43)

Self Evaluation

WHCL's commitment to professional development is shown through activities and workshops planned by the Employee Development and Success Committee, Flex and Duty days for faculty and staff, and the district's Employee Scholars Program. (III.A.5.a)

Planning Agenda Items

- None

Descriptive Summary

WHCL is committed to fostering the continued professional growth

assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

of its faculty and staff. The Educational Development and Success Committee regularly surveys college personnel for future staff development training needs. The college promotes employee success by the development, implementation, and monitoring of issues and activities related to helping all employees maximize their success. Some examples of staff development training include: One-Note training, Blackboard v.9, Tips for Meeting Minutes training, how to handle difficult students training, grant writing training, and systems thinking training. Evaluation of these programs is conducted through a survey given to participants following the professional development opportunity. (3.44, 3.45, 3.46, 3.47, 3.48, 3.49, 3.50)

In response to the Annual Staff Development Day held in the spring of each year, classified staff are able to indicate how they rated the presentations for that day and to indicate topics for future presentations. For example, in the spring of 2009, staff indicated they wanted to have additional training on handling difficult people. In the spring of 2010, the vice president of student services conducted training on handling difficult people at the classified staff development day. (3.51, 3.52)

Additionally, faculty and administration are afforded professional development time to attend conferences that are sponsored by their professional associations.

Self-Evaluation

Assessment of staff development is structured through evaluation forms and evaluations are used to determine future training needs by the WHCL Employee Development and Success Committee and the Human Resources Office. (III.A.5.b)

Planning Agenda Items

- None

III.A.6

Human resource planning is integrated with institutional planning. The institution systematically assesses the

Descriptive Summary

The college's Budget Allocation Committee is comprised of classified staff, faculty, students, and administrators who evaluate and prioritize needs in order to meet the college's commitments. Area Budget Committee (ABC) representatives meet with their areas to create a list of needs within their areas. The needs list is based on the completed program reviews within that instructional or non-instructional area. The lists prepared by the ABC representatives are

effective use of human resources and uses the results of evaluation as the basis for improvement.

sent to the Budget Allocation Committee where all items are ranked by its membership for possible funding. These recommendations are then forwarded in prioritized order to for approval in the next fiscal budget request. The request is forwarded to the Chancellor's Executive Cabinet and, if approved, they are included in the next annual fiscal budget request.

The Budget Allocation Committee begins meeting in the fall for the following fiscal year budget. The Planning and Governance Council meets twice monthly. The Chancellor's Executive Cabinet meets every other month or more frequently if necessary. The first reading of the budget occurs in May, and it is finalized in June. However, recommendations are made too late for the effective faculty hiring for the upcoming academic year. The state budget is usually in flux until August. (3.53, 3.54)

Self Evaluation

Decisions for prioritizing new positions are rooted in the college's shared governance and program review process. (III.A.6)

Planning Agenda Items

- The college will examine the timeline for requesting new faculty to avoid the implementation of recommendations being made too late for the effective faculty hiring for the upcoming academic year, even though the state budget is usually in flux until August. (III.A.6)

III.B Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

West Hills College Lemoore is located on a 107-acre campus in Lemoore, a city with approximately 25,000 residents. Although envisioned much earlier, formal planning for the new college began as early as 1990. The Pederson and Semas families, longtime residents of the area, first proposed the donation of land to the district in 1998. With input from the college and surrounding communities in the services area, the planning for facilities design continued. Planning was substantially strengthened through the support of the long established West Hills College Coalinga. In 1998, Phases 1, 2A, and parts of 2B were funded through a local bond initiative (passed by 67% of voters) and state capital projects funding. Phases 1 and 2A of the new college were completed in 2002, with classes first held in the new facilities in January 2002. Since that time, the campus has continued to grow. In November 2008, the college passed a general obligation bond in support of new college facilities. The bond will primarily be used for the future construction of a student center, additional on-site classroom buildings, and classrooms in rural communities within the district boundaries. Some of the bond proceeds are being used to provide infrastructure in support of the new multi-use sports complex that is currently under construction. Bond money has also been designated for the improvement of technology on campus, such as updating video conference equipment. WHCL maintains a comprehensive Facilities Master Plan for physical resources development. The Facilities Master Plan is driven by the educational program and service needs of the communities served by the college. This planning process is tied directly to the Educational Master Plan and college's Strategic Plan. (3.58, 3.59)

The college's Facilities Committee plans for new construction, while the district Risk Management Committee maintains safety, in part by conducting a bi-annual inspection of the facilities. The district's architect has a five-year facilities plan. This plan includes the multi-use sports complex, which is currently under construction. Unfortunately, despite the college's master plan, the state's budget crisis prohibits the maximum potential use of facilities, including the funding of sports teams. (3.60) (III.B)

III.B.1

The institution provides safe and sufficient physical resources that

Descriptive Summary

The shared governance process at WHCL facilitates communication, discussion, and decision making with all constituents to provide input into the campus wide facility needs, both on and off site. For example, when grant funds were received to create a new nursing

support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

simulation lab, this request was taken forward to the Facilities Committee for a solution which resulted in room 711 becoming a new Simulation Lab for student and area nurse training. The criteria used to ensure the safety of the college's facilities is a shared responsibility between the district Risk Management Committee and the college's Facilities Committee. The requirements used to evaluate facility safety are based on the requirements of the Department of State Architect (DSA) and other federal, state, and local requirements. (3.61, 3.62)

The Risk Management Committee reviews incident reports as well as schedules inspections through the Joint Powers of Authority (JPA) for safety issues. The JPA conducts a bi-annual inspection to ensure that the latest regulations are being followed. (3.63, 3.64)

The Facilities Committee plans for new buildings as well as scheduled maintenance projects and considers best practices incorporating any recommendations from the Risk Management Committee. The evaluation process includes calculations of the college's capacity load ratios to determine if there is an underutilization of space or overutilization. This process forwards the request to the California Community College Chancellor's Office for matching construction dollars. (3.65)

The same capacity load ratios are used for all of the sites. The off-campus site located at the Naval Air Station Lemoore is safe and sufficient according to federal and Department of Navy guidelines.

Self Evaluation

Input from shared governance members has resulted in several practical and concrete results. From information received from the Risk Management Committee and through the analysis of Incident Reports it was determined that sharps disposal containers needed to be mounted on the walls of the Nursing Skills Lab. Improvements were made to the duct work system in the Nursing Department. Work was completed on the fume hoods in the Chemistry Lab. Maintenance was done to existing lights on the campus, and additional lights were added to ensure the safety of the students. Roofing repairs were done to the 200 building. From the analysis of the Incident Reports it was determined that golf cart training and certification of the staff and faculty was needed. Also storm drains were added to the existing buildings.

From information gathered from community advisory meetings and the assessment of industry needs the Nursing and Health Careers

Department expanded the enrollment of the LVN to RN Bridge Program by 100 percent. In order to accommodate this expansion the college reallocated classroom 711 to be re-designed into a high fidelity simulation lab. The lab will provide quality clinical exposure and improve Student Learning Outcomes. (III.B.1)

Planning Agenda Items

- None

III.B.1.a

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

Descriptive Summary

The facility planning process is an integral part of WHCL education planning activities. The college's Facilities Committee meets bimonthly with the district architect/facilities manager to provide information that maximizes institutional resources while meeting student learning needs. With input from faculty, staff, students, community, and administration, the facilities planning process determines the type of facility projects to be pursued based on educational and vocational program growth and planning. The Facilities Committee also looks at new construction or modernization, size, when the facility should be changed, cost of facility projects, and how projects should be funded. This process also includes the preparation and submission of state project proposals and planning documents. Based on information from the college's Facilities Committee, the district architect's recommendations, and the recommendation from the district chancellor and Board of Trustees, the California Community College Chancellor's Office allocates funding to optimize facility utilization.

In addition, the bi-monthly meetings of the Facilities Committee are used to plan future construction projects, such as a Student Center and another classroom building to include a new location for Allied Health based on program review. The president has regularly scheduled student, and staff, Town Hall meetings, strategic planning sessions, and campus wide forums to obtain input from stakeholders concerning institutional effectiveness. Faculty regularly provide feedback on facility and program needs through learning area meetings. In the fall of 2009, the first Measure E Bond Oversight committee met to provide guidance and review of new building construction. The five-year Facility Master Plan outlines the district and college guidelines for efficient plan and space utilization. Current capacity and load data demonstrates the college optimizes room usage. The college has not exceeded the capacity to serve the student population based on current data. (3.66, 3.67, 3.68, 3.69,

3.58)

The results from facilities planning are used in the ongoing planning process to determine sufficiency of facility utilization. During this process areas due for an upgrade are discussed and placed in the master plan for facilities. The same process occurs for safety upgrades and equipment. The evaluation process includes calculations of the college's capacity load ratios to determine if there is an underutilization or overutilization of space to demonstrate effective utilization of its physical resources. As an example of effective use of physical resources, classes are scheduled in rooms according to projected enrollment capacities. In addition, the vice president of educational services collects room allocation usage each semester. (3.70)

Self Evaluation

From identifying the characteristics of a rural student population, all classrooms have been installed with internet and upgraded the hardwiring of the system. Wireless modems have been installed in the 200 building, and capital expenditures have been used to upgrade two classrooms to provide distance learning opportunities for rural, isolated, and underserved students. From information gained from the facilities PGC Meetings equipment has been upgraded in the EMS (the Security HIRSCH System). The irrigation system has been improved. (III.B.1.a)

Planning Agenda Items

- None

Descriptive Summary

The Risk Management Committee proactively reviews incident reports and other data to evaluate current and future safety problems. The college responds effectively to safety hazards using a similar proactive approach to minimize risk. Safety hazards are reported to Maintenance and Operations (M & O) informally via phone calls or formally through "School Dudes." Any area that may be identified as in need of repair is communicated to M & O, who will then take necessary steps to repair or replace equipment. In the fall of the 2008-09 academic year, a traffic safety concern was presented by students regarding the congestion upon entering and exiting the campus. This concern was addressed through the Facilities Committee, who in turn worked with the City of Lemoore to alleviate the traffic congestion leading to the entrance of the campus.

III.B.1.b

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

working environment.

Specifically, the City of Lemoore added additional lanes and removed a stop sign to provide better access to the college. (3.71)

M & O staff reductions limit response time for preventative maintenance. As a part of the overall analysis of the college, facilities have a master plan for scheduled maintenance to ensure facilities are well maintained and safe.

In addition, the district has an established Emergency Response Plan. The college's Incident Command System (ICS) team is well established and equipped for the college's response to major incidents. Initial ICS team training consisted of college-wide table top drills and a full campus multi-casualty incident simulation. This drill and training included area responders from city and county emergency personnel. The ICS team underwent table top training sessions in May 2010. (3.72, 3.73, 3.74, 3.75)

The off-campus site located on the Naval Air Station Lemoore (NASL) is safe and sufficient according to Department of Defense and Navy guidelines. Military requirements to access NASL provide for a safe and secure environment.

Self Evaluation

For accessibility, the college has installed automatic doors to all restrooms and entrances to the Library and Administration. Key card entry for classrooms has been installed for security. It was determined that concrete sidewalks around the administration building were damaged due to alkali in the soil. Sidewalks were repaired and brought up to Safety Standards.

The rejuvenation of the all the parking lots are scheduled to occur. Additional temporary parking is also being planned to accommodate the parking demands of the multi use sports complex that is scheduled to be completed March of 2011.

The access ramps for the portable sites are scheduled for recoating with a non-slip epoxy. Additional night lighting is slated to be installed to address identified safety issues. (III.B.1.b)

Planning Agenda Items

- The college needs to continue the evaluation and assessment of various security systems and protocols to meet the expanding college campus. This will be accomplished by the director of maintenance & operations along with the

Facilities Committee. (III.B.1.b)

- The director of maintenance & operations will monitor the parking lot for future rejuvenation and to examine temporary parking needs due to the new construction. (III.B.1.b)
- Campus safety issues, such as lighting and classroom ramp coatings for slippage, will be monitored by the director of maintenance & operations. (III.B.1.b)

III.B.2

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

Descriptive Summary

The college has a system in place to evaluate efficient use of facilities. The vice president of educational services tracks room allocation and usage, which provides information on each room in use and total hours used per week. Future planning and construction needs are based on the degree that classrooms are used, based on the Department of State Architecture's standard of 54 lecture hours of use per week. Each area director and/or dean coordinates the selection, maintenance, inventory, and replacement plan for facilities and equipment. Faculty and staff in the discipline areas are asked to assess their existing equipment and project or program development needs as part of program review. Equipment and budget support and approval decisions have often occurred after post-submission review. However, guaranteed operating budget support for each discipline is needed. Student learning outcomes (SLOs) are generated by the end-users, whether in the classroom or from a service function. In addition to the information-technology structure support, SLOs are often generated by use of the proper laboratory or activity equipment. The discipline and users know what is needed to get the desired outcome. Each discipline area needs both an ongoing planned equipment replacement mechanism and an ongoing five-year equipment addition and modernization program based on justified and ranked end-user input. These plans should be a balance of guaranteed availability and funding level. (3.76)

Self Evaluation

From the evaluation of classroom space usage, routine inspections of the equipment, and request for School Dude M&O services, an effective maintenance schedule has been developed and is continually being revised as the campus needs change and evolve. For example the campus is currently in the process of a campus wide filter replacement to ensure a healthy and safe learning environment for the faculty and students. The seven boilers that are on the campus have just finished a preventive maintenance program that has revitalized them to an almost new state. (III.B.2)

III.B.2.a

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

Planning Agenda Items

- None

Descriptive Summary

WHCL's Facilities Committee, in conjunction with the district's architect, produces a five-year construction plan to generate projected facility requirements. The recommendations of the committee are forwarded to the district Chancellor's Office and WHCCD Board of Trustees for implementation. General Obligation Bond initiatives are incorporated into these plans; however, new buildings cannot begin until the state releases matching funds.

Scheduling analysis is used to assess facilities each year with respect to space utilization. Long range forecasting for future growth is done on a rolling, five-year basis for new programs under consideration, as well as for expansion of existing programs. State lottery funds are available to support equipment purchases. With the assistance of the district architect, the college convenes its Facilities Committee and begins the process of identifying new programs' needs and the expansion of existing programs. These plans are then reviewed with the overall needs of the institution and prioritized. Once these have been identified, the next step is to specify required funding and how it will be implemented with available funds from the state bonds and what the requirements will be for matching funds locally. This allows the college to plan the use of the most recent bond funds for additional construction. (3.77, 3.78)

When considering the necessary total cost of ownership, the college must look at the depreciation of the equipment to come up with a date when those will need to be replaced, and then amortize those costs over the life of the equipment. Additionally, labor needed to provide ongoing maintenance as well as necessary cleaning of the buildings has to be analyzed in order to obtain an accurate cost for labor and demands that may be placed on existing staff. The college takes the recommendations from the Facilities Committee and compares them with overall needs within the college to ensure that the most effective use of those resources support the college's Educational Master Plan.

The college's mission and vision are imbedded in the Educational Master Plan, which guides facilities planning for capital projects. The budget process is used to identify priorities for equipment purchases; however, in the event of equipment breaking before

scheduled replacement, the list of priorities may change.

During the Facilities Committee meetings, information is provided about the needs of programs at the college. This is discussed in the Activity Report for each Facilities Committee meeting. These projects are then prioritized by the committee and included in the overall review of other capital projects. This process allows for long-range planning to be staged in an organized manner, and the demands on capital resources can then be included in the resources generated from the local bond measures as well as the state matching funds.

The college's program review process, vocational advisory committees' input, and the annual review of the college's mission statement all guide the need for consideration of future capital outlay projects and equipment replacement.

Self Evaluation

There were no full-service colleges in the area to meet the educational needs of the surrounding communities until WHC Lemoore opened. The residents of the area, responding to need and usage, passed a bond in 2008 to increase access for college education. The funding from the bond has allowed the college to expand its instructional offering with addition of new buildings and the modification of existing space. In addition the college has shown its commitment by supporting the plans for capital investment and institutional improvements with the allocation of funds from the general fund. The modification of the DSPS lab has increase the capacity of the college's program to expand and better serve and help more students.

The college is currently in construction of a 53,000 square foot multi use sports complex. The building will provide an expanded venue for its sport programs, special events, and an increase in classroom space for other class offering. The student center is the next building that is scheduled for construction. This building will house the bookstore, student lounge, and dining facilities. The building is designed to comfortably house 400 students.

There are plans for future bond campaigns to obtain funding to construct the 500 academic building. This building will house the Nursing and Health Careers program as well as provide the classroom space for other academic disciplines to use. (III.B.2.a)

III.B.2.b

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

Planning Agenda Items

- None

Descriptive Summary

The comprehensive Facilities Master Plan for physical resource development calls for space utilization and improved use of existing facilities. (3.58)

With the support of the district architect, the Facilities Committee conducts an annual space utilization analysis to review the current effectiveness of college resources. The president's cabinet agenda, minutes, and discussions concerning class schedules provide input into space utilization each semester. The effectiveness of facilities and equipment is evaluated on a regular basis through the Facilities Committee and budget process. The physical resources of the college are used effectively by maximization of space and time slots to provide the greatest access for students. There is an analysis done through the five-year facilities plan that demonstrates a cap load ratio to target areas that are in need of expansion. For example, the under-utilization of the Open-Entry (OE) lab and over-utilization of the Disabled Students Programs and Services (DSPS) lab resulted in the locations of these labs being exchanged. Current capacity load ratios show improved space usage. (3.80, 3.81)

Additionally, the Planning and Governance Council (PGC) approves program review. Programs needs and services are evaluated through program review and recommendations are brought forth for consideration at PGC. (3.82)

Town Hall meetings provide valuable feedback about the needs of the students and subsequent facility decisions. In addition, the Student Services Matriculation (SSM) team meetings, which include counselors and advisors, provide input into the design of planned projects. Most recently, two representatives from the SSM team, one counselor and one advisor, have been regularly attending the facilities meeting to present facility needs of the counseling/advising staff to the Facilities Committee. (3.83, 3.84)

During the Facilities Committee meeting, information is provided for the needs of all programs at the college. These projects are then prioritized by the committee and included in the overall review of other capital projects. This process allows for the long-range planning to be staged in an organized manner and the demands on capital resources can then be included in the resources generated

from the local general obligation bond measures as well as the state's matching funds.

College-based planning and prioritizing of new facilities produced the following projects: construction of phase 2B, a \$12 million project, and adding an additional 36,000 square feet of facilities that includes space for culinary art classes, an art gallery, and aerobics and weight facilities for physical education classes. In addition, the first phase of a new child development center serves 40 children as part of a lab setting for college students studying early childhood education. It houses observation rooms, a parent education center, and an infant care program. (3.85)

Self Evaluation

Facilities' planning is an integral part of the participatory/shared governance process, with bi-monthly Facilities Committee meetings and a standing item on the Planning and Governance Council agendas. All constituencies are given an opportunity to be made aware of and provide input into the facilities planning needs of the campus.

Campus facilities requirements are identified through the college's Facilities Plan and Educational Master Plan and the program review process. Buildings are constructed based on the availability of funds from both local bond measures and state matching funds.

Classrooms have been changed and modified to meet the needs of the community, college, and student populations. Modification of the space for the casino and gaming classes was made to meet the demands for the wrestling program and other physical education activities. Storage space in the 800C building has been modified to meet the needs for various vocational training courses. These courses include maintenance mechanic, robotics, industrial maintenance and solar energy classes.

The college also recognizes the importance of maintenance in the design and construction process so that state-of-the-art facilities are designed to alleviate costly repairs and upgrades. The School Dude program is systematically analyzed to determine patterns, trends, and needs for physical resources. This analysis has objectively shown the need for a freestanding shipping and receiving area.

Using scheduled maintenance dollars, when available, the campus continues to be well-maintained. Construction projects and the Five-year Facilities Construction Plan reflect the long-term needs of

the college. (III.B.2.b)

Planning Agenda Items

- The college needs to establish a guaranteed operating budget for an equipment replacement cycle. (III.B.2.b)
- The college needs to identify resources to establish a freestanding shipping and receiving area. The addition of more delivery vehicles has also been identified as future capital expenditure need. The director of maintenance & operations will be responsible for recommending appropriate resource requirements. (III.B.2.b)

III.C Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1

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

WHCL receives administrative technology support from the Information Technology Services (ITS) Department in the way of infrastructure, hardware, and software support. Through on-campus IT staff, the ITS department provides continuous monitoring and support of technology needs for students, staff, and faculty. This includes refresh, cascading, and new equipment designed to improve institutional effectiveness and strengthen communication. A sufficient number of computers support the use of technology for these purposes.

WHCL receives academic technology support from Educational Planning through the Academic Technology and Training (ATT) Department. ATT provides students, faculty, and staff training. ATT supports faculty in deployment of online courses with an Education Technology Specialist, training and support to faculty for videoconference courses, and Help Desk support to students, faculty, and staff through the Help Desk Coordinator. (III.C)

Descriptive Summary

West Hills College Lemoore receives technology support and services from district-based departments including information technology services (ITS), academic and information systems, academic technology and training (ATT), and web services.

The district's information technology services include the following: infrastructure and maintenance of voice, video, and data networks; central computing servers and other data center systems; approval and purchase of all computers and peripheral hardware; mission-critical business applications (including Datatel Colleague); Blackboard, e-mail, SIRSI, and information management; data management; data warehousing; administration of web servers; web services; emergency notification system; helpdesk services; learning resources assistance; and end user technical services.

Self Evaluation

In spring 2008, the district purchased the Microsoft MyWestHills Portal. In the fall of 2008, the district launched MyWestHills allowing end users streamlined communication vehicles and an active directory. In an effort to enhance curriculum and content delivery, and to improve the teaching and learning environment, the academic technology and training conducted a learning management

system evaluation process. With input from faculty and staff district wide, the Blackboard v.9 learning management system was purchased. WHCCD provides technology support to staff and students who use MyWestHills, email, Blackboard, web registration, orientation, fee payment, transcripts request, online library resources, and online ordering of textbooks.

Using electronic communication through the WHCL MyWestHills portal site, staff are able to communicate technology needs. This MyWestHills portal allows for expanded intra communication between and amongst students and staff.

The district and college is committed to providing access to technology and to ensuring that the technology resources it provides support every aspect of the teaching and learning process

The college utilizes a Technology Committee as part of the Planning and Governance Council. The Technology Committee has the responsibility of assessing Information Technology Services related policies, procedures, and planning, as they relate to WHCL. The central focus is the intersection of instruction, administrative support, and technology in regards to students meeting their educational goals. The district Technology Advisory Team (TAT) is comprised of faculty, administrators, and students. The TAT relies on information from the college's Technology Committee to problem solve technology related needs for the college. When appropriate, information from the TAT is forwarded to the District Technology Council for the purpose of prioritization and action. These committees are comprised of faculty, administrators, and a limited number of students. Students' participation in campus technology committees is infrequent. (3.89, 3.90, 3.91) (III.C.1)

Planning Agenda Items

- The college will increase student participation on the college's Technology Committee and the district Technology Advisory Team. (III.C.1)

Descriptive Summary

The district's Information Technology Services (ITS) Department is available to provide professional support in all areas related to technology communications, including the planning and development of compatible facilities. In addition, the district's ITS staff regularly attends Facilities Committee meetings, which ensures the necessary infrastructure of construction projects are considered

III.C.1.a

Technology services, professional support, facilities, hardware, and software are

designed to enhance the operation and effectiveness of the institution.

and met.

ITS supports the Datatel enterprise resource planning system, the Blackboard course management system, the CISCO AVVID (video/voice/data) system, employee and student email systems, Microsoft Office 2007 applications, SIRSI library management system, campus printing infrastructure, information and decision support, and computer end-users. (3.92)

The district ITS staff consists of six full-time employees: one director, four PC/LAN specialists, and one customer support operations manager. The ITS department provides one technician to the college on a daily basis with a weekly rotation. The college provides dedicated office space to the ITS staff, which enables them to be more readily available to trouble shoot, and remain integrated into the fabric of the campus.

Classroom technology is standard across the district. Each instructional space is outfitted with a video data projector, DVD player, amplifier, speakers, and IP telephone. Videoconference classrooms also include the necessary components to support two-way audio and video communication controlled by a PLC, a document camera, fax machine, and microphones.

Self Evaluation

The college is committed to providing computer access to serve the campus community's information needs. Through its technology governance process, the college continues to ensure that computers labs, library, offices, tutoring centers, and classrooms have adequate technology support. As an example, the Library/Learning Resources Center provides approximately 100 desktop and laptop computers for student use.

In October of 2009, as a result of district reorganization, the Department of Academic and Information Systems (AIS) was established. AIS is responsible for overseeing the development, maintenance, and operation of the systems used in support of business services, academic services, student support services, student records, and other administrative operations of the district. The AIS department consists of one director and one full-time programmer.

When faculty or staff experience a technical problem, the individual submits a request for technical assistance through the electronic ITS Tech Support on MyWestHills. A case number is immediately sent

to the individual who submitted the request, with a notification of who the request was assigned to within the ITS department. Once the work has been completed, a follow-up status notice is sent to the individual via email. A similar system is in place for academic technology and web services issues. (3.93)

All technology purchases must be approved by ITS to assure compatibility, usability, and industry support. ITS maintains an inventory of all computer equipment for replacement, and replacement occurs when funding allows. In fall of 2009 and spring 2010, the WHCCD Business Office collected data on the printer/copier usage district-wide in order to determine the efficiency of printer/copier use. As a result, the district discovered inefficiencies and eliminated some individual printers, replacing them with multi-user, higher-level copiers. The district expects to see a reduction in the cost for toners, and thereby a savings. (3.99)

In spring 2006, WHCCD installed a storage array network (SAN) system. The system allows for adaptability, virtual servers, redundancy, and complete backups. District-wide there are 9.2 terabytes of data storage. The SQL data warehouse is functioning at the phase III level providing data critical to measuring institutional outcomes. Under the auspices of the offices of both the ITS director and the vice chancellor of institutional effectiveness, systems have been put into operation to create a reporting system that provides the district and colleges with key information that goes well beyond program review reports, such as enrollment management reports, and student success reports. The district has also implemented a document imaging system that allows all departments to store and index any chosen documents.

In support of Student Services, the Hershey document system has been in place on the campus for several years; however; it has not been fully utilized. The counselors and advisors discussed the need to increase accessibility of key documents. The vice president of student services placed a target to have all student education plans, transcripts, and petitions to graduate scanned into HERSEY by December 2010. As of November 2010, eighty percent of the documents have been scanned.

In the 2008-09 academic year, the college began using the Scheduling and Reporting System (SARS) warehouse. SARS is an automatic system that supports counseling appointments, open entry, and other student services systems.

As the college continues to grow its programs and services, campus

based IT support will need to be increased to meet the demand to maintain institutional effectiveness. For example, an increase of on campus technical support staff will be required to provide operational support and participation in campus technology planning. (III.C.1.a)

Planning Agenda Items

- The college's technology committee will survey campus needs and future technology requirements and forward recommendations through the college and district shared governance processes. The college will work with campus categorical programs and district grants office to identify funding sources to meet its future technology needs. (III.C.1.a)

III.C.1.b

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

Descriptive Summary

Educational Planning's Academic Technology and Training (ATT) is proactive in its efforts to use technology to improve the educational experience for students, faculty, and staff. For the student, technology training enables wider access to resources, learning, interaction with faculty and other students, as well as making the college accessible to anyone with a computer and internet access. Technology training allows faculty to use technology more effectively, creatively, productively, and responsively in dealing with students and staff, both inside and outside the classroom. For administration and staff, technology training provides better access to information and resources needed to make productive, timely, and informed decisions and use of college assets and funds, in an effort to provide the best student experience.

Faculty and staff training for online instruction takes place both online and in the Faculty Development Lab, a 290-square-foot facility that opened in 2005 located in the Library/Learning Resources Center. The Faculty Development Lab is equipped with state-of-the-art technology, such as a video data projector and screen, media conversion hardware and software to provide accessible streaming video to online students, and desktop computers and laptop stations with wireless internet access for faculty and staff to use during training or while developing content. Training has also been conducted in computer labs and is available using the web, online chat, or telephone conference for those who are unable to come to one of the physical campus locations. Many training sessions are recorded and posted on MyWestHills to provide

on-demand training for those unable to attend scheduled workshops.

For distance education students, training on how to use the tools in Blackboard v.9.1 is provided through the Online Student Orientation. Faculty are encouraged to have students complete the orientation prior to the start of any online class, and training for students has been provided through ATT, both face-to-face and online. Individuals with disabilities have been able to receive training in the Disabled Students Programs and Services Lab, where access to assistive technology is available. However, despite the opportunities, a limited number of students have participated in the trainings. The online readiness quiz is available to students on the college website and has been added to the online student orientation, which is accessible to all students. (3.97)

The distance learning operations manager is in charge of video conference equipment installations, programming, and maintenance district wide. This position provides both individual and group training to faculty teaching via two-way video/two-way audio technology on an ongoing basis. This training takes place in one of the twelve video conference classrooms currently used by faculty and students throughout the district. (3.96)

Self Evaluation

There have been numerous training opportunities for students on how to use the MyWestHills portal as well as for faculty on ways to enhance Blackboard v. 9, which was launched in Spring 2010. In the past, students had to sign in three different times to gain full access to “MyWestHills,” once for the portal, once for e-mail, and again to access Blackboard. Since the MyWestHills portal launch in 2008, a large number of students continue to need assistance. In response to this IT and academic and information systems (AIS) a single sign on was provided. With feedback from the student Town Hall meetings the district/college launched the “live Help Desk” feature and student Blackboard and MyWestHills training. (3.88, 3.48, 3.66)

Periodically the Academic Technology and Training (ATT) department disseminates surveys to determine training needs. Faculty, staff, and students who undergo training are surveyed to attain their level of satisfaction and to determine what training can be added and improved. Survey results are generally positive and are used to improve training and services. In addition, all training proved by ATT incorporates an evaluation component for continuous improvement.

In addition, WHCL provides technology training seminars during Flex and Duty days. The office of the associate vice chancellor for educational planning through ATT has provided training to faculty and staff through scheduled workshops, one-on-one sessions, or by disseminating information through the web and institutional email services. ATT staff, consisting of two educational technology specialists, a distance learning operations manager (video conference), and the help desk coordinator train faculty on a variety of instructional technology topics, such as pedagogical best practices, designing online courses, designing hybrid and web-enhanced courses, and integrating technology into the curriculum. Much of the training centers around Blackboard v.9.1, the college's course management system, but it also includes tools and skill sets for developing multimedia instructional content that can be delivered online or in face-to-face classroom settings. The associate vice chancellor works with faculty to help them master online teaching best practices, create a community of integrity by implementing the principle of academic honesty, and familiarize them with the college's computer and network policies via webinars using the web, online chat, and telephone features of CCC Confer. Each semester, online adjunct faculty, as well as many full-time faculty members, receive training in best practices for teaching online. (3.94, 3.95)

The college's educational technology specialist trains faculty on how to use technology to create and deliver course content. The educational technology specialist researches new technologies, implements them, and trains faculty and staff on how to use them to enhance instruction and support students. In fall 2008 and spring 2009, ATT provided training to faculty and staff on MyWestHills basics, announcements, campus events, and team sites. Support and basic training is also available to faculty, staff, and students via a service called the Help Desk. This service is available by telephone, email, or chat and provides help with learning management system tools, Microsoft Office applications, email, and general computer techniques; recent hiring of adjunct technology staff has allowed for expanded hours of support.

After each training session, ATT satisfaction surveys are administered to participants as a means of assessing the effectiveness of the training session. In general, satisfaction surveys have been very positive and supportive of ATT's training programs. ATT also utilizes the results of student evaluations of online faculty to determine training needs to enhance and improve online instruction. (3.98) (III.C.1.b)

III.C.1.c

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

Planning Agenda Items

- The college will improve student technology training. (III.C.1.b)
- The college will explore ways to make the “Online Readiness” quiz more visible. (III.C.1.b)

Descriptive Summary

The Technology Strategic Plan determines the most appropriate way to guide the district and college in enhancing its ability to achieve certain critical outcomes, including improved teaching and learning, strong support for marketing and admission programs, increased retention, increased productivity of students, faculty, and staff, especially through the use of information technology. The goal is to maximize the district’s/college’s return on the investment that is made in information technology.

WHCL has procedures and personnel in place that address technology planning, implementation, and maintenance. Technology resources and support are provided by the district Information Technology Services (ITS) Department. ITS includes infrastructure support and maintenance, mission-critical business applications, information management, web infrastructure services, the emergency notification system (BERBEE), and end-user technical services. ITS supports Datatel, Blackboard, CISCO AVVID (video/voice/data), employee and student email systems, information and decision support in the form of the data warehouse, and end-use computing.

Currently, WHCCD has six distinct and separate sites; three are connected by data 45 meg DS3s, one by 25 meg wireless, and two are connected by T1s. Sites are interconnected by CISCO 3845 routers with CISCO EIGRP, allowing for failover connectivity. The Local Area Networks (LAN) are mixed 1gig/100megabyte switched networks, with 10 gigabit fiber connections between Intermediate Distribution Frames (IDF). All sites and all ports have power over Ethernet (POE). The main Gigaman connection to the Internet is protected by a CISCO Enterprise ASA 5520 firewall and VPN concentrator, with a secondary DS3 for failover. West Hills College Lemoore has its own DS3 protected by a CISCO Enterprise Pix 525.

In spring 2006, WHCCD installed a SAN system. The system allows for adaptability, virtual servers, redundancy, and complete

III.C.1.d
The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

backups. District wide, there are 9.2 terabytes of data storage.

The district has implemented the Hershey Document System that allows all departments to store and index documents.

Self Evaluation

The college continues to explore mechanisms to enhance the retrieval of student information and the registration process. Based on feedback from students, the district moved to improve the registration process, priority registration options, and relocated where the “search” for classes was listed. Prior to the spring of 2010, students had no other option but to go into the Datatel system to search and register for classes. When the open window became available for students to register, all eligible students could log onto the system, which greatly slowed the system down. Students now enter the MyWestHills portal to search for classes, and once they are ready to register, they enter the Datatel site. This process is seamless and invisible to students; however, it has significantly improved the registration process by making it more user friendly and efficient. (III.C.1.c)

Planning Agenda Items

- None

Descriptive Summary

The purpose of WHCL’s technology resources is to support the development, maintenance, and enhancement of the college’s programs and services. There is a classroom standard for face-to-face instruction as well as video conference classrooms.

Student technology needs are met in the Disabled Students Program and Services. Online classes and programs as well as training are supported by an on campus educational technology specialist.

The library has desktop and laptop computers, as well as a printer, copier, and television/DVD units for student use.

Self Evaluation

In May 2009 as well as August 2009 Flex Day, faculty had an opportunity to examine various instructional media, such as Troxell’s Interactive Tablet and Epson Powerlight. As a result of those technology displays and faculty evaluations, a new classroom

standard was approved by the WHCL facilities committee. Video conference classrooms are send-and-receive sites with AMX touchpad technologies, Wolf Vision cameras, focus students' cameras, and open microphones, in accordance with established standards. In order to maximize use and efficiency, video conference technology is commonly used for meetings between colleges and district employees. (3.100)

A district Technology Access Specialist supports the technology needs of students in the Disabled Students Program and Services (DSPS) Program. The specialist provides instructors with individual training in disabled student accessibility in the classroom, including Internet accessibility and adding captions to audio/visual materials. Best practices for purchasing and deploying technology solutions are implemented through the professional development of the Technology Access Specialist acquiring currency in the field and dialoging with peers through the High Tech Center located at DeAnza College. In addition, anecdotal data is collected from students in the DSPS Lab for acquisitions. (3.101)

There is one full-time educational technology specialist from the WHCCD Academic Training and Technology department. The specialist is located on the college campus and trains faculty on how to use technology to create and deliver course content. The educational technology specialist researches new technologies, implements them, and trains faculty, staff, and students on how to use them to enhance instruction and support students.

Library technology is robust and includes all software applications required for WHCL classroom instruction. Upgrades, replacements, as well as ongoing maintenance is supported by the WHCCD Information Technology staff.

In addition, the college continues to explore mechanisms to enhance the retrieval of student information and the registration process. Based on feedback from students, the district moved to improve the registration process, priority registration options, and relocated where the "search" for classes was listed. Prior to the spring of 2010, students had no other option but to go into the Datatel system to search and register for classes. When the open window became available for student to register, all eligible students could log onto the system, which greatly slowed the system down. Students now enter the MyWestHills portal to search for classes, and once they are ready to register, they enter the Datatel site. This process is seamless and invisible to students; however, it has significantly improved the registration process by making it more user friendly

III.C.2

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

and efficient. (III.C.1.d)

Planning Agenda Items

- None

Descriptive Summary

Technology planning is integrated with WHCL planning through the District Strategic Plan, the WHCL Master Plan, the Technology Strategic Plan, and the Distance Education Strategic Plan. All plans are linked and systematically assess the effectiveness of technology resources. Program reviews are the primary planning tools for virtually all campus activities and are prepared at least once every four years by program. Vocational/Career Technical Education programs complete program review every two years. Technology, staffing, and budget concerns are evaluated and suggestions for improved allocation of resources are made in these program reviews. (3.102)

The college maintains a technology committee that makes recommendations, where appropriate, to the WHCCD Technology Advisory Team (TAT). The TAT makes recommendations, where appropriate to the WHCCD District Technology Council (DTC). The DTC makes recommendations to the Chancellors Executive Cabinet for discussion and next steps.

Technology issues related only to WHCL are handled by the college Technology Committee and move as recommendations to the WHCL President's Governance Committee.

Self Evaluation

College plans and district plans are linked to provide direction and strategies that result in enhanced institutional effectiveness and to support the overall operations of the college. The District Strategic Plan, with its identified goals, guides the development of the college's Educational Master Plan, which provides direction and guidelines for future program development at the campus program level. The District Strategic Plan provides direction and strategies that enhance the effectiveness and operations of the college's technology resources. The college's Education Master Plan complements the District Strategic Plan.

As an ancillary plan, the District Technology Strategic Plan guides and supports the technology needs at both the district and the

college. In fall 2008, revisions to the Distance Education Strategic Plan began and included drafting a mission statement, vision statement, and strategic initiatives for distance learning. It also provided a framework for assessing student services on the website, as well as an eCampus initiative.

The college's Technology Committee makes recommendations to the Technology Advisory Team (TAT), which makes recommendations to the District Technology Committee (DTC). There is no clear delineation in the responsibilities of each committee.

The District Technology Committee (DTC) prioritizes technology projects district wide. The committee updates the project list regularly to verify project completion, update timelines, reprioritize needs, or add new projects. The current committee structure of the DTC is focused on college representation at the management level. However, the DTC currently lacks representation from faculty and classified staff. (3.103)

An audit of online student services for the Coalinga campus began in February 2009. The results of the online student services audit conducted by WICHE were shared with WHCL. Due to the common threads on both campuses, a similar online audit was not done for the Lemoore webpage. Beginning in the summer of 2010, teams from both the Lemoore and Coalinga campus have begun to address areas needed for improvement. (3.104)

The use of technology and supporting infrastructures is pervasive across the campus. It is apparent that the college deems technology important and necessary, as reflected in the Shared Governance structure, whereby the campus Technology Committee is a standing subcommittee of the PGC. In addition, the campus works collaboratively with other departments to explore ways to enhance services to students, improve communications, and become more efficient.

This was particularly evident with the launching of the MyWestHills portal. The portal has become a vehicle for fast and efficient information and a repository for essential documents. Prior to the portal, an essential document that was for internal use, such as the list of students who had petitioned to graduate, could only be viewed as a hard copy on one person's individual computer or was made available for multiple people to access on an external "V" drive that was approved by the ITS department. Now, the MyWestHills site owner can grant permissions to individuals for certain documents.

(III.C.2)

Planning Agenda Items

- The college will expand the composition of the DTC to include faculty and classified staff. (III.C.2)
- The college will clarify roles and responsibilities of the college Technology Committee and Technology Advisory Team. (III.C.2)

III.D Financial Resources

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

Financial resources for West Hills College Lemoore are primarily based on state apportionment of the district, which is then allocated to the college according to the WHCCD Board of Trustees' adopted allocation procedure. In fiscal year 2009-2010, West Hills College Lemoore's budget was approximately 5.4 million dollars. Additionally, the district has been very successful in obtaining grant funding, which supports the development of new programs. Financial planning for the college is the responsibility of the Planning and Governance Council, which involves all constituents and receives recommendations and requests from the other college committees. External audits are conducted annually for all funds, and audits are reported to the WHCCD Board of Trustees and posted on the district website. (3.105)

The college's processes for managing fiscal resources are responsible and driven by the educational needs of the college. Through the efforts of district office staff, the financial needs of the college are maintained in a stable, sustainable way. (III.D)

III.D.1

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

Descriptive Summary

WHCL's budget planning process is directly tied to its mission, goals, and performance indicators. The district resource allocation procedure and the college's budget planning process ensure that the college's mission and goals are achieved.

Each college program goes through a program review process that identifies program needs for expansion, maintenance, and/or reduction that are directly aligned to the college's missions and goals.

Individual program reviews are first reviewed by the Institutional Effectiveness and Program Review Committee and then sent forward to the Planning and Governance Council (PGC) for approval. After approval by the PGC, program budgetary requests are sent to the Budget Allocation Committee by the originator of the program review for prioritization and budget allocation. The vice president of educational services works with learning areas, departments, and programs to identify their budget priorities. Budget requests are sent back to PGC for review and approval. During the process, the vice chancellor of business and human resources at the district office communicates the estimated general fund budget to the president for the next fiscal year. In normal years, the college would receive additional dollars in the form of COLA and/or growth and would be able to fund requests on the prioritized list. However, recently this process has been focused on budget reductions. (3.106, 3.107, 3.108, 3.109)

Self Evaluation

In 2009-2010, the WHCL expenditure budget was \$5.4M. However, the college's FTES apportionment was \$12M. The shared governance structure is adequate for identifying budgetary needs through the program review process. (III.D.1)

Planning Agenda Items

- None

III.D.1.a

Financial planning is integrated with and supports all institutional

Descriptive Summary

Financial planning is integrated into WHCL's planning processes, as evidenced by the development of district strategic planning, which is aligned to the college's Educational Master Plan and drives the creation of the college's facilities, technology, and distance

planning.

education plans. The college reviews the mission and goals during the budget process to make sure that programs are being supported appropriately and input is received from all stakeholder groups. Goals are identified for each budget cycle; long range goals for future budget cycles are also identified. (3.52, 3.58, 3.86, 3.87, 3.110)

In normal years, funding priorities are established across the district from the college's prioritized requests. These requests are then used to identify future funding requirements for both the short and long-term demands. Additionally, the Educational Master Plan provides a guide for resources that may be needed to accomplish those goals. In the past two budget development years, the district has received no new funding; therefore, the colleges were only able to reallocate funds within individual budgets. These shortfalls have led to a reliance of state and federal grant allocations to maintain current staffing and service levels.

The planning process is tied directly to the district's budget development calendar, and each college is required to meet those timelines in order to allow for the total budget and financial planning process to be completed. The vice chancellor of business and human resources provides monthly financial status presentations as to the current fiscal status of the district to the WHCCD Board of Trustees, administrators, managers, and the community during WHCCD Board of Trustees meetings. The budget process, from the planning through the tentative and adopted budget stages, is made available to the trustees as well as the district leadership. (3.111, 3.112, 3.113, 3.114)

Self Evaluation

The institutional mission drives the fiscal planning process and program review process identifies goals for specific budget cycles. Future spending priorities are aligned to the educational Master Plan through the governance structure. The Planning and Governance Council and other planning committees in coordination with the program review process develop fiscal priorities that are sensitive to both the fiscal and program/services needs of the college. All of these processes coordinate with the district budget planning calendar as outlined in Administrative Procedure 6225. The college meets this standard. (III.D.1.a)

Planning Agenda Items

- None

III.D.1.b

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

Descriptive Summary

Each program goes through a program review process that identifies program needs for expansion, maintenance, and/or reduction that are directly aligned to the college's mission and goals. Program reviews are first reviewed by the Institutional Effectiveness and Program Review Committee before being sent to the Planning and Governance Council (PGC). After approval by the PGC, budgetary related program requests are sent to the Budget Allocation Committee by the program review originator for prioritization and possible budget allocation. The vice president of educational services works with learning areas, departments, and programs to identify their budget priorities. Budget requests are sent back to PGC for review and approval.

Funding priorities are established at WHCL during the college's budget development process. The college's priorities are submitted and reviewed at the district chancellor's Executive Cabinet to ensure that the college is able to accomplish them in a timely fashion. Student learning is given the first priority when considering those goals. The Budget Priority document that identifies priorities is provided by the colleges from their planning meetings. (3.102, 3.107)

In addition to these college procedures, individuals from the district's Business Office meet with key staff members on a regular basis to review expenditures and allocations. President's Cabinet meetings, President's Forums, and Student Town Hall meetings also provide input into funding priorities.

Self Evaluation

The college meets this standard. As evidence of broad-based planning for resource allocation, the college partners with other outside agencies such as: City of Lemoore, Kings County Office of Human Services, Kings County Jobs Training Office, Kings Community Action Organization, Naval Air Station Lemoore, Kings County Office of Education, Fresno County Workforce Investment Board, Lemoore High School, Lemoore Elementary School District, and other agencies, as reflected by memorandums of understanding to support student learning. (3.115, 3.116) (III.D.1.b)

Planning Agenda Items

- None

III.D.1.c

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

Descriptive Summary

WHCCD Board of Trustees mandates a five percent minimum general fund reserve to meet economic uncertainties. The general fund budget for 2009-2010 was \$35 million dollars. Over the last few years, the district has transferred \$6 Million to fund local matches for capital outlay projects for which the state has delayed providing required matching funds. Due to the significant delays, these resources were used to fund capital outlay projects for which reimbursements were delayed as long as twelve months. Additionally, the district used TRANS and other funds to address cash flow shortages. (3.117)

Long-term liabilities and obligations have been identified and are planned for by the district. The district belongs to a joint powers authority to and funds their GASB 45 post-employment retirement benefits. The district must have an annual budget to fund future liability of \$5.3. To this end, the district has funded \$1.4 million to date and budgets another \$500 thousand per year to cover the remainder of the balance. Contractual, insurance, and other short-term and long-term debt expenses are identified and planning occurs with respect to these funding obligations. For example, the district maintains a five-year construction plan. This plan helps the district to identify when bond issues may need to be issued for building or facility renovation. Additionally, the state provides a forecast of the economic trends that are used to help plan for future growth. In November 2008, the communities of Lemoore, Avenal, and Riverdale approved Measure E, a \$31 million dollar general obligation bond to bring additional facilities to the college campus and educational centers in Avenal and Riverdale. Prior to the bond election, the college's facilities planning committee identified potential new construction projects to meet future growth. A Measure E bond oversight committee has been created and held its first meeting in December 2009 with a second meeting in June 2010. The purpose of the Bond Oversight Committee is to review bond expenditures in accordance with State Proposition 39 and the requirements of Measure E. (3.118, 3.58, 3.119, 3.120)

Self Evaluation

Program review under the oversight of the Institutional Effectiveness and Program Review Committee is an ongoing work of the institution as we consider the best uses of new funding as well as new future uses of current and frequently diminished sources of funding. The current climate of funding in the California

Community college challenging at best, but West Hills College Lemoore is finding ways to utilize the funds available to us in ways that are creative and effective. The college meets this standard. (III.D.1.c)

Planning Agenda Items

- None

III.D.1.d

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

Descriptive Summary

Funding priorities are established by each college as a result of program review and input from all constituency groups. There are three levels of funding priorities: priority one is contractual and lease obligations, priority two is instruction, and priority three is student support services. In order to ensure that fiscal planning, college goals, and appropriate timelines are met, the district chancellor's Executive Cabinet adopted a timeline for Board Policy review. This timeline was approved per Board of Trustee Administrative Procedure 2410. (3.121, 3.122)

Each program goes through a program review process that identifies program needs for expansion, maintenance, and/or reduction that are directly aligned to the college's mission and goals. Program reviews originate at the learning area and program level and are reviewed by the Institutional Effectiveness and Program Review Committee and then sent forward to the Planning and Governance Council (PGC) for approval. After approval by the PGC, budgetary related program requests are presented to the Budget Allocation Committee (BAC) by the program review originator for prioritization and budget allocation. The BAC is represented by all constituency groups. Budget requests are then sent back to PGC for review and approval.

Self Evaluation

The college has appropriate, clearly defined, guidelines and processes for financial planning. The governance structure provides avenues for all stakeholders to participate in financial planning. The college meets the standard in this area. (III.D.1.d)

Planning Agenda Items

- None

III.D.2

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

Descriptive Summary

The financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. WHCCD uses the Datatel Colleague financial data management system, and all college administrators and budget managers have budget inquiry, lookup, and report ability via Datatel and the MyWestHills portal. Each administrator, along with the district's Business Office, is responsible for monitoring his or her budget. The Business Office develops a budget timeline and ensures all timelines are met. (3.112)

In the spring of each year, the vice chancellor of business and human resources disseminates information through the college president to other college administrators regarding budget items. Each administrator works with his or her department to identify needs. This information is then brought to the Budget Allocation Committee (BAC) for review. Once reviewed at the BAC, the requests are brought to the Planning and Governance Council (PGC). After the PGC approves the requests, the president takes the items to the district for review and consideration. (3.123)

Prior to new administrators being allowed to generate purchase orders and requisitions, they must first go through training and approval by district office staff. For example, in the summer of 2006 an associate dean of categorical programs was hired and trained. Evidence of competency was required before access was granted to the Datatel live account. Unfortunately, while a training manual exists, distribution does not appear to be consistent (3.124, 3.125).

The Datatel system for purchasing requires an account balance before a requisition can be approved; requisitions require approval by the budget manager, department or program supervisor, and district office before a purchase order can be issued.

Self Evaluation

West Hills Community College District's annual audits speak directly to the issue of internal controls. The report from these audits is available to the public through the district's web site. There have been no material findings in these audits in the years that West Hills College Lemoore has been in existence. These systems are solid and meet the standard.

Additionally, even as the system in place meets the accreditation standard, it also seems clear that better mechanisms for disseminating the operational procedures to appropriate staff still need attention. (III.D.2)

Planning Agenda Items

- None

Descriptive Summary

Funds are allocated, as shown in the budget, in a manner that will realistically achieve WHCL's stated goals for student learning. The program review process serves as a guide for fund allocation. Audits of the District have been consistently positive with no notable exceptions. (3.111)

The district has had annual audits for all general and special funds. There have been no negative findings over the past six years. Multi-funded personnel are required to complete time-accounting sheets, which are signed by the employee and supervisor. Categorical programs are required to submit program and budget reports, which are signed by the program supervisor, president, and vice chancellor of business and human resources. (3.126, 3.127)

During the 2006-2007 academic year, the Disabled Students Program and Services (DSPS) program completed a program review and identified additional staff needed for the DSPS Lab. This request for additional staffing was sent to the Budget Allocation Committee for review and allocation. As a result of the program review recommendations, an additional full-time learning skills program assistant was hired for the lab. (3.128, 3.129)

Self Evaluation

West Hills College Lemoore meets this standard. College audit functions are consistent and thorough. There have been no material findings in the past six years. (III.D.2.a)

Planning Agenda Items

- None

Descriptive Summary

WHCCD provides the appropriate financial information to the

III.D.2.a

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

III.D.2.b

Appropriate financial

information is provided throughout the institution.

district, staff, students, and public on a timely basis. The tentative budget, final budget, and all audited financial statements for the District are available in the district Business Office as well as online. The Business Office provides all of the information in a timely fashion, and students, faculty, and the community can review any audited financial statements or any other budget information.

Self Evaluation

This institution's financial information distribution system is adequate and appropriate to the standard; however, staff, students, and the public may not know that the financial information is available on the college website or how to access it there. (III.D.2.b)

Planning Agenda Items

- The district director of marketing will identify appropriate mechanisms to inform the college community about current financial status of the district. (III.D.2.b)

III.D.2.c

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

Descriptive Summary

The WHCCD Board of Trustees mandates, through Board policy, that the district budgets for and maintains a minimum reserve of five percent, which is sufficient to maintain stability and to meet financial emergencies and unforeseen occurrences. The district maintains all required lines of liability, property, crime, and errors and omissions insurance to protect itself and its assets from risk or damage. The ending balances of the past three fiscal years have been \$5.4 million in 2006-2007, \$3.9 million in 2007-2008, and \$1.9 million (5.4%) in 2008-2009. The trend towards reduced ending balance led the district to implement furloughs, budget freezes and salary freezes (through negotiations) in 2009-2010 to ensure fiscal solvency of the district. For the 2009-2010, the district anticipates an unaudited ending balance of \$4.1 million. These ending balances are sufficient to maintain reserves above the Board of Trustees required five percent. (3.130, 3.131, 3.132, 3.133, 3.134)

Over the past few years, the district has funded \$6 million dollars in transfers to the capital outlay fund to build reserves to finance required local matching monies needed for state supported capital projects. The district also uses TRANs and other resources to fund cash flow shortages.

Revenues are allocated to the district from the California Community College Chancellor's Office based on the funded full

III.D.2.d

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or

time equivalent student (FTES) apportionment. These funds are transferred into the Fresno County Treasurer's Office and placed in the district's account to draw on to meet payroll and accounts payable obligations. Until recently, there have not been any issues with regards to cash flow, but during the 2008-2009 and 2009-2010 fiscal years the state began deferring several monthly apportionment payments until the next fiscal year. Deferments during the 2008-2009 fiscal year, totaled over \$4 million dollars, which created a drain on the cash reserves of the district. As a result, the district used the TRANS and a 60-day loan from the Fresno County Treasurer's Office to cover these cash flow shortages. Both the TRANS and Fresno County Treasurer's Office loans required repayment within the same fiscal year.

Self Evaluation

The college and district have been expressly proactive regarding the cash flow and fiscal stability. In the 2009-2010 academic year, all campus groups participated in voluntary furloughs, some 24, some 12, some 10. The college also cut back the course offerings for budget reasons and cut off purchasing to prepare for cash shortages. The district also prepared an early retirement package that saved another \$1.4 million. All of this amounts to preparation for hard times. And while not easy, the measures have been effective and evidence well that the college meets this standard. (III.D.2.c)

Planning Agenda Items

- None

Descriptive Summary

WHCCD has procedures in place to identify expenditure areas to monitor, as well as other agencies who routinely review activities in various programs. (3.123) The district Business Office and college categorical program staff are assigned to account for various programs that have been placed in trust with the district. These become part of the audit process that the district engages in each year. The auditors hired by the district provide a summary at the beginning of the audit as well as an executive summary that states the findings and speaks to the overall fiscal integrity of the district. The Business Office has a program review completed for the previous three fiscal years from 2004 through 2007.

foundations, and institutional investments and assets.

III.D.2.e

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

Self Evaluation

The district has implemented and followed appropriate fiscal controls that ensure the financial stability of the colleges. The college uses revenues solely to support instructional programs, student services, and college operations. (III.D.2.d.)

Planning Agenda Items

- None

Descriptive Summary

The district has had annual audits for all general and special funds. There have been no negative findings over the past six years. Multi-funded personnel are required to complete time-accounting sheets, which are signed by the employee and supervisor. Categorical programs are required to submit program and budget reports, which are signed by the program supervisor, president, and vice chancellor of business and human resources. Grant funding agencies at the state and federal level also conduct on-site audits, some quarterly, annually, or bi-annually. (3.127)

The West Hills College Foundation supports campus events, student scholarships, and other appropriate programs. Funds raised through college events and donations support such items as scholarships, student activities, athletics, summer youth programs, and campus outreach activities. The fiscal accountability of the foundation is as rigorous as all other funds. The foundation hires an independent audit firm to conduct an annual audit. (3.136) The foundation also has an independent Board of Directors who ensure expenditures are aligned with the mission and goals of the foundation.

Self Evaluation

All audits of the district, general fund, categorical and foundation, have demonstrated that the management practices are done with integrity. This fact combined with the consistently applied practices related to financial planning and priority development; demonstrate compliance with the spirit and letter of this standard. (3.137, 3.138) (III.D.2.e)

Planning Agenda Items

- None

III.D.2.f

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

Descriptive Summary

West Hills College Lemoore collaborates with the district office to ensure all college contracts with external entities maintain the integrity of the college. All contracts with outside agencies are consistent with the goals of the college. The college works with the vice chancellor of business and human resources to determine the process and contract language and standards to be used. (3.139) Agreements with external agencies must have the approval of the supervisor, president, and, at times, the vice chancellor of business and human resources or the WHCCD Board of Trustees.

Contract complaints are handled according to the type of contract and the complaint provisions therein. Board Policy 3517 and Administrative Policy 3517 outline the process for anonymous complaint reporting process and procedures. (3.140, 3.141)

Self Evaluation

The college follows WHCCD Board Policies and California Community College Chancellor's Office Budget Accounting Manual requirements. This is evidenced in the independent annual audit. The District Technology Council encourages dialogue among Datatel users who are responsible for the purchase requisition process. Results of dialogue are used to improve financial management systems such as electronic input of timecards and purchase requisition creation. However, the procedure outlined in the District Business Procedures Manual has not been regularly communicated to all staff. (III.D.2.f)

Planning Agenda Items

- The district Business Procedures Manual needs to be more widely distributed and training needs to occur. (III.D.2.f)

III.D.2.g

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

Descriptive Summary

At the end of each fiscal year, the college's financial processes are evaluated by contracted external agencies as well as district auditors. The results allow for the planning of future fiscal needs. For example, in the 2008-2009 academic year, the district decided to implement an independent payroll system. This decision was based on improved financial management and required approval from the District Technology Committee.

Employees now receive payroll checks that are generated from the

management systems.

district office and not from the Fresno County Office of Education. This change has allowed for more expedient generation of payroll checks and other payments generated by the district.

Prior to the 2009-2010 academic year, students waited in long lines for financial aid disbursements. At the start of the 2009-2010 academic year students were given the option of direct deposit, which has resulted in a decrease in lines in that year. With the aggressive attention paid to the financial aid check distribution process in the spring of 2010, no student received their checks by hand. Students had all either signed up for direct deposit or had their checks mailed to their homes. This action resulted in students being able to quickly access their financial checks to purchase books and supplies. (3.142)

Additionally, staff no longer receives payroll check or stubs by mail. They, too, utilize direct deposit. Access to their electronic payroll stub is available 24/7 through the MyWestHills portal. Staff are able to review their payroll and accrued leave on the MyWestHills portal.

Self Evaluation

In July 2009, 51% of monthly pay cycle employees were paid by direct deposit. By June of 2010, 96% of the same groups received their pay by direct deposit. Students have also begun to receive financial aid via direct deposit as well and, while the transition is somewhat slower, approximately 60% student financial aid disbursements are by direct deposit. This responds to historical problems with student addresses in Datatel and is evidence of the college's careful evaluation of financial processes and improvements thereto. (III.D.2.g)

Planning Agenda Items

- None

Descriptive Summary

Program reviews are reviewed by the Institutional Effectiveness and Program Review Committee before being sent to the Planning and Governance Council (PGC). After approval by the PGC, budgetary related items are forwarded to the Budget Allocation Committee by the program review originator for prioritization of staffing, equipment, supplies, or other expenditure requests. This process is seamless as the vice president of educational services is a member of the PGC, chair of the Budget Allocation Committee, and works with

III.D.3

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

improvement.

learning areas, departments, and programs to identify their budget priorities. Budget requests, once finalized by the Budget Allocation Committee, are sent back to PGC for review and approval.

After approval by the PGC, the president brings the fiscal planning needs of the college, as provided, through the college's shared governance structures and to the district Chancellor's Executive Cabinet. The president retains the authority to recommend additional hiring needs or budget modifications as appropriate. In the case of major budget modifications, the president reports his decisions to the appropriate group.

Discussion occurs at the district Chancellor's Executive Cabinet to review the ending balance and reserves. On a monthly basis, the district Business Office reports budget expenses and the percent of funds expended at the WHCCD Board of Trustee meetings. (3.113)

Self Evaluation

The current state budget crisis brings a double problem of having less funds to work with and more students coming to us for service. In times like these it is more important than ever to consider the effective use of funding. The processes in use at West Hills College Lemoore do this well. The college's well-organized, clear governance structure ensures that we fulfill the mission with the funds we have. The system is multi layered and inclusive providing multiple checks and balances along the way. (III.D.3)

Planning Agenda Items

- None

Standard III Document References

- 3.1 BP 316 Complaint Policy
- 3.2 BP 7120 Recruitment and Selection
- 3.3 AP 7120 Recruitment and Selection
- 3.4 Sample Application
- 3.5 Sample Job Announcement
- 3.6 Scoring Questions
- 3.7 Scoring Rubric
- 3.8 BP 320 Minimum Qualifications
- 3.9 BP 321 Equivalency
- 3.10 CTA Bargaining Agreement
- 3.11 CSEA Bargaining Agreement
- 3.12 Strategic Planning Committee Agenda
- 3.13 Sample 360 Evaluation
- 3.14 Full-Time Faculty Evaluation Schedule
- 3.15 Part Time Evaluation Instrument
- 3.16 BP 214 Confidential and Management Evaluation
- 3.17 Hold Harmless Policy
- 3.18 Board By-Laws- Article VII Conflict of Interest
- 3.19 Sample Job Description
- 3.20 Full-Time Faculty Obligation Ratio
- 3.21 BP 7100 Commitment to Diversity
- 3.22 BP 7110 Delegation
- 3.23 PGC Minutes
- 3.24 Guidelines on Roles in Committee
- 3.25 Equal Employment Opportunity Training
- 3.26 Diversity Award letter
- 3.27 Leadership Retreat, August 2007
- 3.28 Diversity Activities
- 3.29 IPEDS Report
- 3.30 BP 301 Affirmative Action
- 3.31 PGC Manual
- 3.32 BP 7135 Employee Scholars Program
- 3.33 AP 7135 Employee Scholars Program
- 3.34 Employee Development and Success Committee Minutes
- 3.35 Employee Scholars Application
- 3.36 Survey of Professional Development Activities
- 3.37 Professional Development Activities Sign In Sheets
- 3.38 BP 7135 Employee Scholars Program
- 3.39 Employee Scholars Recognition Ceremony, May 24, 2010
- 3.40 YouTube Videos on Employee Scholar's Program
- 3.41 Flex Day Schedule
- 3.42 Duty Day Schedule
- 3.43 Sample Human Resource Professional Development Opportunities
- 3.44 Professional Development – System Training

- 3.45 Professional Development – Blackboard
- 3.46 Professional Development – Tips for Meeting Minutes
- 3.47 Professional Development -- How to Handle Difficult People
- 3.48 Professional Development. – Grant Writing
- 3.49 Professional Development – Systems Thinking
- 3.50 Employee Development and Success Committee Surveys
- 3.51 HR Survey Data 2009 to 2010
- 3.52 Educational Master Plan
- 3.53 Budget Allocation Committee minutes
- 3.54 Planning and Governance Committee Minutes
- 3.55 Job Announcements
- 3.56 February Board Retreat, Dr. B. Beno
- 3.57 Board Study Session – April 20, 2010
- 3.58 Facilities Master Plan
- 3.59 Strategic Plan
- 3.60 Risk Management Minutes
- 3.61 Risk Management Agenda
- 3.62 Facilities Minutes
- 3.63 Incident Reports
- 3.64 JPA Agreement
- 3.65 Capacity and Load Evaluations
- 3.66 Student Town Hall meeting agenda
- 3.67 President’s state of the District meeting agenda
- 3.68 Learning Area Meeting Minutes
- 3.69 Measure E Bond Oversight Committee Minutes
- 3.70 Room Usage Chart, Vice Preside of Educational Services
- 3.71 Work Dudes
- 3.72 Safety Training
- 3.73 Incident Command Team Meeting Minutes
- 3.74 SIMS/NIMS Training Documentation
- 3.75 Incident Drill Event, 2007-08
- 3.76 Program Review
- 3.77 Bond Plan
- 3.78 Facilities Meeting Minutes
- 3.79 Presentation Cabinet Agenda
- 3.80 DSPS Data Usage
- 3.81 DSPS Program Review
- 3.82 PGC Program Review Approval
- 3.83 Student Town hall matrix
- 3.84 Student Services Matriculation Minutes
- 3.85 Work Force Investment Board Data
- 3.86 Technology Strategic Plan
- 3.87 Distance Education Strategic Plan
- 3.88 MyWestHills Training
- 3.89 Technology Committee Minutes
- 3.90 Technology Advisory Team Minutes

- 3.91 District Technology Council Minutes
- 3.92 Data Warehouse
- 3.93 ITS Case Documentation
- 3.94 Sample "Did You Know"
- 3.95 Trainings provided by Associate Vice Chancellor of Educational Planning
- 3.96 Trainings provided by Distance Learning Operations Manager
- 3.97 Online Student Orientation
- 3.98 Online Student Survey
- 3.99 **Printer Use Report**
- 3.100 Flex Day, August 2009
- 3.101 High Tech Center Training attended by Assistive Technology Specialists
- 3.102 Sample Program Documents
- 3.103 DTC Priority List
- 3.104 Online Student Services Audit
- 3.105 AP 6225 Resource Allocation
- 3.106 IEPRC Agendas
- 3.107 PGC Minutes
- 3.108 Budget Calendar
- 3.109 District Office Program Review Documents
- 3.110 College Strategic Plan Flow Chart
- 3.111 District Audit
- 3.112 Budget Development Calendar
- 3.113 Board Presentation Budget Information
- 3.114 Budget Allocation Committee Budget Priority Document
- 3.115 Lemoore naval Air Stations MOU
- 3.116 Lemoore High Schools MOU
- 3.117 TRANS Document
- 3.118 JPA Agreement
- 3.119 Bond Oversight Agenda
- 3.120 Bond Oversight Minutes
- 3.121 BP/AP Time Line Review
- 3.122 AP Policy and Administrative Procedure
- 3.123 Budget Manual
- 3.124 Evidence of Datatel budget trainings and approval
- 3.125 Requisition Handbook
- 3.126 Time Accounting Sheet
- 3.127 Sample Categorical Report
- 3.128 DSPS Program review
- 3.129 DSPS BAC Priority List
- 3.130 CSEA Negation for Furlough
- 3.131 CTA Negation for Furlough
- 3.132 Ending Balance Audit 2007-08
- 3.133 Ending Balance Audit 2008-09
- 3.134 Ending Balance Audit 2009-10
- 3.135 Business Office Program Review
- 3.136 WHCCD Foundation Audit

- 3.137 CalWORKs Audit Report
- 3.138 Foundation Flyers for Events
- 3.139 Professional Service Agreement
- 3.140 BP 3517 Incident Reporting
- 3.141 AP 3517 Incident Reporting
- 3.142 Data on Percent of Students electing direct deposit

Standard IV – Leadership and Governance: A Thematic Overview

Dialogue

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

The Board of Trustees encourages communication from district employees and community members by maintaining accessibility and by providing an opportunity to address public comments at regular board meetings. Constituency groups, such as the Academic Senate, West Hills College Faculty Association, CSEA, and students, are given opportunity at all Board meetings to address issues and to keep the Board apprised of their activities and accomplishments. The WHCL Student Government Association president will serve as the Board's Student Trustee during the 2010-11 academic year.

The college president's management style reflects one of open communication. The president attempts to keep the college community informed of all events and activities on campus through his weekly updates. The president participates in various student and staff activities. The president serves on various community boards and organizations to maintain an active dialogue with the community served by the college.

Institutional Integrity

Institutional integrity is demonstrated by the involvement of a cross-representation from all groups, including staff, faculty, administrators, students, community groups, CSEA, West Hills College Faculty Association, and Academic Senate, in the planning processes and participatory/shared governance. The administration supports a decision-making process involving people affected by the decision. Faculty members perform a central role in developing, implementing, and evaluating educational programs. Integrity is also demonstrated by the current governance process which was developed collaboratively with all college constituencies. Reassigned time is granted for faculty members with significant responsibilities in governance, such as the Academic Senate president and the Curriculum Committee chair. The Academic Senate has a strong role in college governance through representation on numerous college committees.

The Board of Trustees is comprised of seven public members who are elected at large and who represent the six geographical regions of the West Hills Community College District. Board biographical sketches, which are posted on the district website, reflect diversity in the group's representation. All board policies are continually being revised

and updated on the website for public review. The board has established a policy for assessing the performance of the board through annual self evaluations.

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

It is the philosophy of both the district chancellor and WHCCD Board of Trustees that local autonomy be provided to the colleges. The district office functions as a “service center” for the colleges. Additionally, the district organizational chart clearly depicts the structure of the district and colleges and the authority each is given for daily operations. The resource allocation model, reviewed annually, provides long-term financial stability for a multi-college district.

Evaluation, Planning, and Improvement

In 1991, the Board of Governors of the California Community Colleges adopted a staff recommendation naming the Kings County Center of West Hills College as the official, permanent educational center to serve the Lemoore/Hanford area and requested concurrence to this action from the California Postsecondary Education Commission (CPEC). The decision was made, knowing that growth would occur, and that designation would assist the college in Coalinga to achieve financial stability. During the period of growth in the ‘90s, the Superintendent/President and Board of Trustees considered the concept of one college with two campuses, or one district with separate colleges. The Board agreed to the latter and support from the communities was received through the passage of Measure G. Through this process, it was also agreed that many of the district functions would remain centrally located, providing greater efficiency to the colleges. Rather than providing duplicate services at multiple locations, functions such as human resources, payroll, and accounting remain a district function, serving each of the colleges and centers.

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

Program reviews are completed by each instructional area, categorical program, and auxiliary program as a means for evaluation, planning, and improvement. Through the administration, the college president ensures an ongoing process of program review and

implementation. Statistics are maintained to monitor program and student success. Evaluation is also utilized in the committee process in the form of review and dialogue. Meetings are held at the various levels of governance. Documents, meeting minutes, manuals, announcements, and agendas are routinely posted either in the MyWestHills portal or on the district/college website to promote communication, dissemination of information, and participatory governance.

Organization

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

The district office's primary purpose is to provide operational and logistical support and services to the colleges which include: 1) Human Resources, 2) Administrative Services, 3) Marketing and Public Information Services, 4) Contract Education and Economic Development, 5) Facilities Management, 6) Learning Resources, 7) Information Technology Services, 8) Institutional Research, 9) Web Services, 10) Foundation, 11) Enrollment Services, 12) Grants and Resource Development Office, 13) Child Development Centers, and 14) Business Services. Policies have been developed to clearly delineate the roles of district and college.

Standard IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while it acknowledges the designated responsibilities of the governing board and the chief administrator.

IV.A Decision- Making Roles and Process

The institution recognizes that ethical and effective leadership throughout the

Institutional leadership at WHCL creates an environment that encourages participation and leadership at every level. The effectiveness and transparency of this is enhanced through the process of the college's shared/participatory governance system. This process offers opportunities for reorganizing, analyzing, and integrating institutional values and goals while focusing on continuous improvement. The college has developed clearly defined roles at all levels of decision making to further support student learning. The WHCCD Board of Trustees, chancellor, and college presidents provide the leadership. The Board of Trustees encourages communication, and the college president's style reflects that of an "open door" approach.

The college's administrative structure is experienced, small in size, and shares a common vision of putting the needs and interests of students first. Besides the president, there are two vice presidents who are in charge of student services and educational services (instruction). Student services also includes a dean (with responsibilities including admissions, records, student grievances, student government, and student clubs) as well as directors with specific supervision of categorical programs. The college also has an athletic director that reports to the vice president of student services. The vice president of educational services is assisted by an associate dean, who has direct leadership over some instructional areas, the library/learning resource center, high school articulations, and other various functions. Several functions are centrally located at the district office to include services such as business/administrative services, human resources, financial aid, grants, research, web services, distance education, foundation, workforce development, bookstore (outsourced), marketing, and registrar.

The college mission statement defines the broad educational purposes and commitment to students at WHCL. The college president sets the tone in relation to how the college achieves its goals, identifies institutional values, and maintains institutional integrity and values. The college president has established a culture of collegiality,

organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

communication, and leadership through formal and informal venues utilizing the expertise of faculty and staff. The president encourages and fosters the participatory governance process which is evidenced by the high level of involvement by all campus constituency groups. For example, the student Town Hall meetings held periodically during the year have increased in participation over time and have resulted in an instrument for a call to action. As well, staff have opportunities for candid input to the president during Campus Forums and Strategic Planning Meetings.

The Planning and Governance Council has over-arching responsibility to approve all college related decision making for the college. The President serves as chair of the Planning and Governance Council (PGC) and has final authority for making decisions for the college or forwarding recommendations to the district Chancellor. The Planning and Governance Council is the penultimate campus committee with all shared governance committees reporting to it and from it.

Since the last accreditation visit in 2006, the primary participatory governance committee, the Planning and Governance Council (PGC), has updated its Planning and Governance Manual, streamlined its membership and altered standing committees by renaming some, changing responsibilities, and adding committees when necessary. These changes were to make the governance process more clear and accessible. In addition, the PGC has maximized the use of technology through the use of the MyWestHills portal to post documents for ease of access. Constituency representatives report back to the group they represent. (IV.A)

IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the

Descriptive Summary

WHCL continues to change and evolve since becoming a center to now being a fully accredited college. At this point in the college's history, the college embarks on a path of recognition, sustainability, and continued dialogue, along with creating its own identity within the district. WHCL started this process with partnerships and commitments almost two decades ago and continues to support and maintain those key roles and players that have made the college what it is today. This is not to say that the college has accomplished all of its goals, but rather that it embraces a philosophy of renewal and self-evaluation that continues to promote growth and improved institutional effectiveness.

The college has created a culture of ethical leadership and institutional effectiveness with its current leadership structure which

practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

consists of an overarching shared governance committee involving all campus constituencies. The established constituents are represented via student participation through the SGA (Student Government Association), classified staff through CSEA, and certificated staff through the WHC Faculty Association and the Academic Senate. These bodies and the administrative team provide the thrust for continued efforts to make WHCL a premier institution in the San Joaquin Valley.

The college's Planning and Governance Council serves as the approval and decision making unit for the college where all campus groups are represented and are provide equal voting opportunities. This equal representation provides each group the ability to provide input which enables the college to learn and improve. As an example, the college annually reviews its mission statement as proscribed by the Institutional Effectiveness Planning Calendar. The recent review was imperative due to the fact that the college recently reduced its course sections to meet budget reductions. As a result of the review, it was determined that the college's current mission was still serving its identified student population by retaining courses in basic skills, workforce development, degree, and transfer.

In 2005, the district started to develop its first comprehensive Strategic Plan. Since 2006, WHCL has developed its Educational Master Plan, revised its Student Equity Plan, updated the governance manual, completed SLOs, and started assessment processes. As a result of SLO assessment, the college has identified improvements and is in the sustainable continuous quality improvement stage. In addition, the Student Town Hall Matrix was developed as a tool in WHCL's evaluation process to provide an avenue for the growing student voice (Student Government Association) on campus. Under the strong leadership of the president, the college has demonstrated continuous improvement and ambitiously achieves many of its goals in the quiet western region of the San Joaquin Valley. Consequently, the college is striving to be innovative and a model for the 21st century as a means of enriching the lives of the community it serves through learning opportunities and partnerships.

Since becoming fully accredited in 2006, WHCL continues to evaluate and develop how it implements its mission statement and makes it the driving force of the college's vision. WHCL proudly displays the mission statement in the lobby of the administration building to motivate the college community and remind all staff of how the college serves the community, thus enriching the lives of its students and serving its community.

The college's administrative structure also demonstrates its commitment to ethical and effective leadership by providing by assigning direct responsibilities to all facets of the organization. The administrative structure consists of a president, two vice presidents (one for instruction and one for student services) a dean of students, an associate dean for instruction, and several directors that provide leadership to areas such as allied health, athletics, categorical programs, and maintenance and operations. Also the district director of financial aid maintains an office at the college and is on the campus two days per week.

By centralizing several functions to the district office, the district is able to provide cohesive and consistent services to each of the colleges. A positive outcome of having a centralized structure is that the district is able to maintain personnel costs to approximately 70% of its general fund budget. This has resulted in the district maintaining its goal of a five percent reserve during difficult budgetary times.

WHCL leaders create an environment for empowerment, innovation, and institutional excellence through institutionalized processes such as planning retreats, student forums, and review of the mission statement and the Educational Master Plan.

In accordance with Board Policy and Administrative Procedure 2510 (Participation in Local Decision Making), the faculty, staff, students, and administration are provided opportunities to participate in the formulation and development of policies, procedures, planning, and budget planning by way of committee voice and participation. (4.1, 4.2) A policy and procedure review schedule is distributed each fall and is used as the guideline for policy and procedure review throughout the year. The college's Planning and Governance Council is the college's body to approve proposed policies and procedures. Budget development begins at the college level and progresses through the governance process, ending with the Board of Trustees. Faculty and staff have additional opportunities to participate in the decisions of the college through the faculty Academic Senate, the Faculty Association, CSEA, and their individual learning areas. Students have participatory opportunities through their Student Government Association (SGA). Students, through their SGA, serve on the Planning and Governance Council and serve on college shared governance committees. The college's SGA has held Student Town Hall meetings to express ideas and concerns as a means to make improvements and enhance institutional effectiveness.

The Student Town Hall meeting in spring 2009 brought nearly 50 students together to consider college functions in the various areas of operation as they affect students. Students divided into groups, facilitated by faculty and staff, to determine the top three concerns in the areas of scheduling, instruction, financial aid, facilities, counseling and advising, student services, registration, and records. The top three student concerns in each area, with prospective solutions developed within groups, were forwarded to the Student Success Committee where a plan for each is under development.

In the fall of 2009, a second Town Hall meeting was conducted to continue the dialogue with students and to begin to institutionalize the process of hearing from students regarding issues pertinent to the state of their college. In response to feedback from students regarding the openness of the faculty and staff-led event from the previous semester, the college conducted a completely student-run event to remove inhibition to student comments that could arise by: 1) leading of the conversation in a direction that seems important to faculty or staff, and 2) students not feeling intimidated by a faculty presence. Student facilitators were trained in the IS-7 Student Leadership class. A compilation of the commentary was developed by representatives from the class and presented to the college administration. (4.3)

Self Evaluation

Institutional leadership, through its shared/participatory governance process at WHCL, has created an environment that encourages participation and leadership at every level. The effectiveness and transparency of this is enhanced through the many avenues of our shared governance system. This process offers continuous opportunities for participation by reorganizing, analyzing, and integrating institutional values and goals while focusing on continuous improvement.

West Hills College Lemoore has developed a system of integrated planning in setting goals and making improvements of its processes. The Planning and Governance Council is represented by all constituencies of the college including students, staff, faculty, and administration. The President serves as the chair of the Planning and Governance Council whereby he receives input from all constituencies of the college. The PGC is comprised of seven standing committees which are the Budget Allocation Committee, Student Success Committee, Employee Development and Success Committee, Facilities Safety and Auxiliary Services Committee, Institutional Effectiveness and Program Review Committee, Student

Learning Outcomes Committee, and the Technology Committee. The purpose of the seven committees is to guide the college in setting and reviewing college goals, provide effective leadership, and inclusive decision making at all levels. The college also has a system of instructional and non-instructional learning areas whose purpose is to provide input and make recommendations at the unit level.

An example of involvement of a college constituency for making improvements is our Student Town Halls. The college's Student Government Association uses Student Town Halls to identify student perceptions and concerns about college processes. These ideas are recorded and tracked on a matrix for assignment to a college shared governance committee for possible resolution and implementation. These town halls empower students to voice their concerns, but also provide the college with student innovation as well as improvement for our practices, programs and facilities. One example of a student concern was in the area of security. Students identified lights that were out in the student parking lots and brought them forward as a concern. This concern was assigned to the Facilities and Safety Committee and new lights were installed.

Faculty have similar input through the West Hills College Lemoore's Academic Senate, the college's Curriculum Committee, the Faculty Association, and faculty involvement in shared governance committees. The committees listed above serve as the faculty's voice on the Planning and Governance Council.

Classified staff is represented on all college governance committees and have additional representation via its CSEA organization. Finally faculty and staff participate in campus learning opportunities through the President's Open Forums, the college's Strategic Planning Committee, and Faculty and Staff Town Halls. One area the college needs to improve upon is the inclusion of adjunct faculty and evening students in the planning and decision making process. The only time adjunct faculty are remotely involved in the planning and decisions of the college is when they participate in opening adjunct faculty meetings occurring at the beginning of each semester. Also, there are few opportunities for evening students to participate to have a voice in supporting the direction of the college. The Student Government Association has, at times, surveyed evening students for input, but these surveys have been infrequent. (IV.A.1)

Planning Agenda Items

- The college's shared governance committees and associate dean of education and evening college will develop stronger

mechanisms to involve adjunct faculty and evening students in the shared governance processes of the college. Initial reports will be developed and shared with the Planning and Governance Council by the start of the fall 2011 term. (IV.A.1)

IV.A.2

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

Descriptive Summary

The shared/participatory governance process recognizes each role of membership. (4.3, 4.4) The Planning and Governance Council (PGC) works under the assumption that each member of the committee is a representative of a constituency group or the chair of a standing campus committee.

Self Evaluation

Through the college's Planning and Governance Manual and shared governance committee guidelines, West Hills College Lemoore effectively demonstrates shared participation in decision making processes. The PGC manual is regularly reviewed and updated for currency and relevancy. As an example of a recent update for improvement occurred in spring 2010 with a change to the Student Success Committee guidelines involving a revision of the goal statement, adding new products, and a revision of membership to reflect broad participation within Student Services.

There are seven shared governance committees that provide input to the college's Planning and Governance Council. These committees are the Budget Allocation Committee, the Facilities, Safety and Auxiliary Services Committee, the Institutional Effectiveness and Program Review Committee, the Employee Development and Success Committee, the Student Learning Outcomes Committee, the Student Success Committee, and the Technology Committee. Each of these committees is represented by faculty, staff, and students. In addition, the Academic Senate, the WHC Faculty Association, CSEA, and students (through the Student Government Association), have representation on PGC. West Hills College Lemoore does not have a classified senate. (IV.A.2)

Planning Agenda Items

- None

IV.A.2.a

Faculty and administrators

Descriptive Summary

WHCL has a governance process that allows for participation from

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

all levels—students, staff, faculty, administration, and the WHCCD Board of Trustees—in the governance of the college. Board Policy and Administrative Procedure 2510, Participation in Local Decision Making, addresses the groups that are established to carry the Board of Trustees’s intent of shared/participatory governance. The roles of each group in the governance processes are defined in the Planning and Governance Manual. (4.4)

The college continues to refine its policies, planning, and governance structures to ensure that faculty and administrators have a substantive and clearly defined role. Established committee meetings continue to occur and policy adjustments or additions are made as needed. The shared governance process allows for constituencies to voice their concerns. The Planning and Governance Manual reflects this philosophy.

The college encourages active participation by students in committee work, the Student Government Association, and forums. The involvement of students in the colleges shared governance process has significantly improved during the past academic year. The SGA president and his officers have made a concerted effort to become involved and serve as a voice for students. As an example, the SGA president and his vice president attended a district wide strategic planning session in July 2010. Through these efforts, students have demonstrated a sense of community, volunteerism, and have strengthened their leaderships skills. The shared governance process allows for constituencies to voice their concerns. The Planning and Governance Manual reflects this philosophy. (4.4)

In 2009, the Leadership Class (IS 7), in conjunction with SGA, launched the first exclusively student-led forum. As a result, a Student Town Hall Matrix of concerns and solutions was presented to the dean of students, as well as the Planning and Governance Council (PGC) and administrators. Planning and governance subcommittees were then assigned specific areas of concern to address and report back to the PGC. This resulted in a dynamic document whereby ongoing efforts to address the needs and concerns of student can be formalized. Such was the case of a traffic safety concern presented by students regarding the congestion upon entering and exiting the campus. This concern was addressed through the Facilities Committee, who in turn worked with the City of Lemoore to alleviate the congestion. (4.5)

In addition to faculty and staff participation through the Academic Senate, Faculty Association, CSEA, shared governance committees, learning areas, staff and faculty also participated on the college’s

Strategic Planning Committee. Faculty and staff also attend President's Open Forums and receive updates and are provided the opportunity to express ideas or concerns to the president.

Self Evaluation

The college's Strategic Master Plan and the college's Educational Master Plan guide the direction of the college. West Hills College Lemoore's structure of learning area committees representing instructional and non-instructional areas, its shared governance committees, and the Planning and Governance Council, provide a clearly defined role for each constituency for effective planning, improvement, and participative governance. Areas such as budget recommendations, planning goals, and policy recommendations are forwarded through learning area committees, shared governance committees, and to the PGC for approval. Students are represented through their Student Government Association representatives on PGC and are members of several shared governance and college committees.

The PGC meets semi-monthly and uses the Institutional Effectiveness Planning Calendar to guide the council to identify major college planning documents and processes that require annual review. The college also uses a Strategic Planning Committee to make recommendations concerning college processes, mission statement revisions, and institutional goal changes and reviews. Recently the Strategic Planning Committee reviewed the college's Performance Indicators/Institutional Outcomes in the review of the mission and vision statement with recommendations forwarded to the Planning and Governance Council. At that time, no changes to the mission and vision statement were recommended. The Planning and Governance Council is also charged with reviewing board policies and administrative procedures that are provided by the district office. Recommendations to Board Policies and Administrative Procedures are forwarded to The Leadership Council and to chancellor's Executive Cabinet for final approval. (IV.A.2.a)

Planning Agenda Items

- None

IV.A.2.b

The institution relies on faculty, its Academic Senate or other

Descriptive Summary

WHCL relies on faculty and administrators for recommendations on curricular and other education matters. It also relies on the Academic Senate for recommendation on programs and other services. The

appropriate faculty structures, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.

college also relies on the Curriculum Committee that establishes procedures for the creation, design, and approval of new courses.

Board Policy and Administrative Procedure AP 2410, states that “review and approval by the Academic Senate presidents will be requested only if the policy/or procedure deal(s) with academic and professional matters.” (4.6) The Academic Senate President for each college regularly attends monthly board meetings and have a standing item on the agenda whereby they report on the activities of the senate’s at each college. Board Policy 2510, Participation in Local Decision Making, further describes the official responsibilities and authority of faculty in curricular and other educational matters when it states, “The Board or its designees will consult collegially with the Academic Senate.” (4.2) Administrative Procedure 2510, Participation in Local Decision Making, states that the Board of Trustees “shall rely primarily on the advice and judgment of Academic Senate,” in curriculum matters, such as student learning programs and other services. (4.1)

Self Evaluation

Faculty have consistently been involved in the decision making processes of the college. Faculty serve on each of the shared governance committees and serve on special committees such as hiring committees. Board Policies and Administrative Procedures adequately prescribe the roles of the college’s academic senate and curriculum committees. The Academic Senate President is a member of the college’s Planning and Governance Council and regularly reports on activities of the senate. The Academic Senate has a voice, through PGC, on recommendations for Board Policies and Administrative Procedures that are sent to the colleges as part of the regular review process. The Academic Senate president also reports to the PGC decisions and recommendations from the college’s curriculum committee. The Curriculum Committee is charged with regularly reviewing course outlines and making instructional program change recommendations. A recent example of a recommendation from the Curriculum Committee and carried forward by the senate president, was the change in unit value of the college’s intercollegiate course offerings from two units to three units. This change was approved by the district’s Board of Trustees last May. (IV.A.2.b)

Planning Agenda Items

- None

IV.A.3

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

Descriptive Summary

As outlined by Board Policy 2510 (Participation in Local Decision Making), WHCL's Planning and Governance Council (PGC) provides the process that gives "opportunities for students, faculty, and staff to participate in the governance of the college." (4.2) This is then made clear in the PGC's Planning and Governance Manual, which states that this "governance structure and process is designed to be inclusive and encourage" a collaborative environment. (4.4) Faculty roles are established through the Academic Senate and participation in the PGC. Classified staff also serve in the shared governance process by serving as members in the shared governance council. CSEA assists in the appointments of classified employees to committees. Student representatives are appointed through the Student Government Association.

From the PGC to periodic Town Hall meetings, five recognized constituencies (student government association, academic senate, faculty association, classified organization, and administrators) at the college provide effective communication and exchange of information through their individual venues. This process allows for communication and dialogue throughout the college's constituencies, resulting in continuous evaluation and improvement. Access to PGC and standing subcommittee information, such as minutes, meeting dates, and agendas, is available on the college's MyWestHills portal.

An adequate and effective organizational structure of shared governance exists and provides an avenue for communication and decision-making. All constituency groups, including students, are afforded opportunities to participate in the governance activities and processes on campus. It is particularly noteworthy that student participation is at its highest point in WHCL history, based on Town Hall Meetings, the number of Student Government Association members, and attendance at standing college committees. One area in need of improvement is the participation of adjunct faculty in events, activities, and planning processes of the college. (4.3, 4.7, 4.8)

Board Policies (BP) and Administrative Procedures (AP) adequately define the roles of staff and students within the college. Specifically, BP and AP 2410, Policy and Administrative Procedure, and BP and AP 2510, Participation in Local Decision Making, define the role of faculty in student educational programs and services planning. (4.6, 4.9)

The Planning and Governance Manual outlines the roles for all staff

and students who participate in the governance structure. The manual further outlines the specific responsibilities of the representatives from these constituencies. Governance structures, including those that have staff and student roles, are defined in the PGC Manual. West Hills College Lemoore's Governance Process flowchart, which is available on the WHCL website for all constituencies to view under governance and the PGC Manual, is reviewed and updated as needed and shows how the governance procedures include staff and students. (4.10)

The WHCCD Board of Trustee's membership includes a student trustee. West Hills College Lemoore and West Hills College Coalinga rotate student body representation annually. For the 2010-11 academic year, West Hills College Lemoore's Student Government Association president serves as the student trustee.

The role of classified staff, as defined in BP 2510, specifies that "classified staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff." (4.2) Classified staff serve on numerous governance and organizational committees as voting members and have direct input into the processes and decision making of the college. Classified members also participate in planning retreats, district goal setting workshops, and a report is given by the CSEA president to the WHCCD Board of Trustees at the monthly Board meetings.

BP 2510 also defines the role of students in the decision-making processes of the district. Through the Student Government Association, students are encouraged to become involved in the governance and decision making processes of the college. For example, students participate in Strategic Planning Retreats, college committees, cultural awareness activities, and community events on campus and in the local area. A pervasive display of openness between students, staff, faculty and administrators is evidence in student dialogue and communication at all levels.

The PGC is the "principal participatory governance body of the college." This governance body "creates the processes for recommending college policies and governance committee structures," per AP 2410, and "reviews and approves actions, recommendations, and requests of committees, planning groups, and task forces." (4.6) This council facilitates communication between five constituencies, including the Student Government Association, the Academic Senate, the WHC Faculty Association, classified staff, and administrators.

The PGC consists of seven subcommittees, including the Student Success Committee, Institutional Effectiveness and Program Review Committee, Budget Allocation Committee, Employee Development and Success Committee, Student Learning Outcome Committee, Facilities and Safety Committee, and the Technology Committee, that ensure communication, planning, review, and improvements.

The District Leadership Council (DLC) is composed of faculty leaders from the Faculty Association and Academic Senates, classified employee leaders, a student leader from each college, and administrators from the colleges and district. The role of this council is to serve as a conduit for communication between the district and the colleges. This council serves to make recommendations to the district chancellor in matters affecting college operations. As an example, if there is disagreement between the two colleges, the DLC may be asked to provide a recommendation to the chancellor's executive cabinet. (4.11)

Matters of importance to the constituencies of the college and community are relayed by the college's Strategic Plan, District Strategic Plan (which contains the district score card), President's Reports at WHCCD Board of Trustees meetings, college Educational Master Plan, district Technology Plan, district Distance Education Strategic Plan, college Student Equity Plan, district Diversity Plan, district Annual Report to the Community, District Office Electronic Newsletter, and the district community newsletter called @westhills. (4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21)

Self Evaluation

The chancellor regularly conducts district leadership planning retreats that involve all constituents of the district including students, faculty, staff, and administration. A recent district level planning retreat was held in June 2010 that included student leaders from both colleges, senate presidents from both colleges, faculty leaders from colleges, college and district staff, and college administration. Also at the retreat were selected board members and community leaders from the Coalinga, North District, and Lemoore communities. The purpose of the planning retreat was to review district goals and district/college score cards that depicted progress in obtaining district goals and to identify improvement plans for the academic year. This retreat represented broad based participation from all segments of the district. As a result, West Hills College Lemoore has refined its outreach plan to include added focus on area high school. The college president and vice president of student services recently met

with each area high school principal to identify ways to improve college-going rates. These plans continue to be refined and results will be analyzed during fall 2011 with data from newly enrolled high school graduates.

The shared governance process provides the president and WHCL with a means to provide direction and structure. (4.27) The governance process continues to be evaluated and refined, and participation has seen its greatest growth in the last two years, not only in committee work but also with student participation. Administrative leadership has not remained static. Changes have occurred and new roles evolved to meet the growing needs of the college's future. This is in concert with supporting student learning, fostering institutional effectiveness, and facilitating continued and manageable growth. (IV.A.3)

Planning Agenda Items

- The college's Employee Development and Success Committee has identified a need for staff training and understanding of the college's shared governance processes. Some employees are not fully aware of the function of the Planning and Governance Council and its shared governance committees. The EDSC will develop the training workshop and assess the results of its training to ensure staff have a better understanding of the governance process. This training will occur in spring 2011. (IV.A.3)

IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure,

Descriptive Summary

WHCL encourages a culture of open dialogue as evidenced by events such as the Student Town Hall meetings, open forums, student learning outcome workshops, and strategic planning retreats. The college also hosted accreditation training provided by the Commission for the benefit of district institutions and neighboring colleges.

In spring of 2009, the college hosted the Accrediting Commission for Community and Junior Colleges for training in the standards of accreditation and for the preparation for the college's self study document. Representatives from WHCL, West Hills College Coalinga, and Merced College heard from the Commission regarding standard themes, evidence requirements, resources for self-study preparation, and special concerns and policies from the Commission. (4.22) The training served to assist the colleges in meeting accreditation standards and the understanding of events occurring

self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

during a full accreditation visit. This training served as a mechanism to improve institutional effectiveness and provide in-depth understanding of the commission's requirements, policies, standards, and guidelines.

The college's vice-president of educational services serves as the accreditation liaison officer and chairs the accreditation self study report. The former Academic Senate president serves as co-chair of the accreditation self study report. The chair and co-chair provide leadership, clarity, continuity, and overall review of the accreditation process and self study document preparation. The college president takes an active role in setting the tone for the accreditation process, general guidance and support for all constituencies in the activities necessary for a thorough self study, overall review of the process, and serves as the liaison between the college and the district office.

Self Evaluation

The college complies with accrediting commission standards, policies, and guidelines for public disclosure. West Hills College Lemoore students, staff, faculty, and administrators participated in the preparation of this self study document. The Board of Trustees has been regularly comprised of the progress of the preparation for the accreditation visit via reports and updates at each board meeting. In addition, the college has made improvements to address the previous recommendations from the 2006 visiting team to include progress identified through a focused mid-term report in 2008. Also the college recently submitted a notice of substantive change for its online degree programs last summer. Through its catalog, the college demonstrates integrity and honesty to its student and the communities it serves in adherence to its mission statement. (IV.A.4)

Planning Agenda Items

- None

IV.A.5

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to

Descriptive Summary

The WHCCD Board of Trustees invited the President of the Western Association of School and Colleges to a Board Retreat on February 5, 2010. The purpose of her attendance was to educate and update the Board of Trustees on their role in the accreditation process and expectations. She also shared best practices on the requirements on board involvement and responsibilities as Board of Trustees. (4.23)

WHCL has developed an evaluation of its shared governance and

assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

decision-making processes that includes faculty, staff, and student participation. One process has been the district/college function mapping survey that is distributed to all staff to assess their understanding of college and district functions. The survey was administered in 2006 and again in 2009. Results of the latest survey were reviewed by the college's Planning and Governance Council (PGC) and then distributed to all relevant constituencies. The college uses the results of the function mapping survey to identify areas of responsibility that are confusing to constituencies and take steps necessary to clarify role and function of staff and departments. (4.24)

In spring 2010, the college solicited the services of the Office of Institutional Effectiveness and Enrollment Management to survey members of the Strategic Planning Committee and the Planning and Governance Council as to the effectiveness and the understanding of their roles and responsibilities. The purpose of these surveys was to provide information for improvement of the college's planning and governance structures. (4.25, 4.26)

Based on committee self-evaluation regarding roles and responsibilities, some committees have changed their titles to represent their function. For example the Student Learning Committee has changed its title to the Institutional Effectiveness and Program Review Committee (IEPRC). The IEPRC focuses primarily on program review and the application of those reviews to the Educational Master Plan. The Student Success Committee explored the essential role and function of the committee and its relationship to institutional effectiveness. As a result, the role, function, and committee composition was broadened and essential documents were aligned to improve student learning. A tool for shared governance was created through the MyWestHills portal team site.

Self Evaluation

Through assessment surveys the college has evaluated college personnel for their understanding of college versus district functions, the functionality of its Strategic Planning Committee and processes, and the overall perception of the Planning and Governance Council. As a result of the college's assessment of its shared governance survey in spring 2010 the vast majority of respondents agreed or strongly agreed that each constituency has a defined role in shared governance, minutes are disseminated and available to all staff, and the shared governance process supports the quality, integrity, and effectiveness of student learning programs and services. The college's assessment survey of its effectiveness in strategic planning showed that constituencies feel the college is committed and

succeeding in achieving the vast majority of its goals of providing quality education, empowering students, and effectively maintaining productivity. (IV.A.5)

Planning Agenda Items

- None

IV.B Board and Administrative Organization

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

IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning

The governing body for West Hills Community College District is comprised of a seven member Board of Trustees along with one Student Trustee. Board members are elected at large for a term of four years. The terms of office for the members elected from the local district communities are staggered with biennial elections in accordance with California Education Code. The essential responsibilities of the Board of Trustees are to provide and facilitate the best possible learning environment for students; to assure that the district and colleges are effectively managed and fiscally responsible; to maintain fair and equitable policies for employees and students of the colleges; to be knowledgeable and supportive of the district and colleges mission statement; and to support the education programs and curriculum development, program review, and Student Learning Outcomes from each college.

The Board of Trustees assures that the district is financially sound and responsible through careful budget planning and ongoing reporting from committees, staff, and administrators and from the district office of the Vice Chancellor of Business and Human Resources. Monthly financial reports are discussed during WHCCD Board of Trustee Meetings. The annual audits have also been administered and WHCCD has been in compliance over the past review cycle.

Annually, the Board conducts an evaluation of the district chancellor and, in conjunction with the Board of Trustees, the chancellor conducts an evaluation of the college president. The president in turn evaluates his administrative staff on an annual basis. This year's evaluations were focused on the Franklin Covey principle of "7 Habits of Highly Effective People." (4.28, 4.29) (IV.B)

Descriptive Summary

The WHCCD Board of Trustees established Board Policy 2430, which addresses the delegation of authority to the district chancellor. By way of this policy, the Board of Trustees delegates to the chancellor the responsibility of administering policies adopted by the Board of Trustees and executing all decisions of the Board requiring administrative action. BP 2430 delegates responsibilities to the chancellor, whose duties include, but are not limited to, the power to make decisions when Board policy is silent, the authority to delegate, the interpretation of Board policy, and ensure compliance with relevant laws. (4.28)

programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

In addition BP 2431 delineates authority to the chancellor and to the respective college presidents. BP 2510, entitled Participation in Local Decision Making, describes the college governance structures and processes. BP 2433, Chancellor Selection, outlines the process to fill the vacancy of a chancellor's position. (4.2, 4.27, 4.29)

The WHCCD Mission Statement directs the actions of the Board of Trustees to support student effectiveness of student learning programs and services and the financial stability of the institution.

The Board may adopt such policies as are authorized by law where determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities. (4.6)

Policies of the Board may be adopted, revised, added to, or amended at any regular board meeting by a majority vote. When applicable, proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. All board policies and administrative procedures relevant to the operations of the colleges are first reviewed by appropriate shared governance groups and recommendations are forwarded through the college governance councils to the chancellor and finally to the Board of Trustee for adoptions. Board policies and administrative procedures are available for review in the district office, president's office or district website. (4.8)

Administrative procedures are to be issued by the chancellor as statements of method to be used in implementing Board policy. Such administrative procedures shall be consistent with the intent of Board policy. Administrative procedures may be revised as deemed necessary by the chancellor. Board Policy and Administrative Procedures are subject to review and final approval by the Board.

Self Evaluation

The Board of Trustees has been a member of the Community College League's Policy and Procedure Service since 2000. Since that time, nearly 100 policies and 70 procedures have been reviewed and approved by the Board of Trustees. A Policy and Procedure Review Schedule is also in place which outlines the review schedule each

academic year.

A policy for the selection of the chief administrator for the district – the Chancellor – has been in place since November 2003, and was most recently reviewed and revised in February 2009. The existing policy with regard to the Chancellor’s evaluation by the Board of Trustees is currently on the Policy and Procedure Review Schedule and will be reviewed in February 2011. (IV.B.1)

Planning Agenda Items

- None

IV.B.1.a

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

Descriptive Summary

The WHCCD Board of Trustees operates under a clearly defined Code of Ethics/Standards of Practice, which states that it makes decisions that give priority to the students. The Board is consistent with the District’s Mission Statement and is responsible for educational quality, legal matters, and financial integrity. The Board of Trustees established Board Policy 2430 to address the delegation of authority of the chancellor. By way of this policy, the Board of Trustees delegates to the chancellor the responsibility of administering policies adopted by the Board and executing all decisions of the Board requiring administrative action. (4.28, 4.30, 4.31)

The shortest term of current Board members is 13 years. One member has represented her community for longer than 40 years. Members have established a relationship of trust within the communities from which they are elected, and there have been no conflicts of interest. Board policies are in place to clearly define a trustee code of ethics (BP 2715) and conflicts of interest (2710). (4.30, 4.31)

Self Evaluation

The Board of Trustees discussed its code of ethics/standards of practice policy most recently at its Board meeting in April 2010. Code of ethics training was also discussed at that time. Since that time, it has been discovered that code of ethics training is not legally required for the Board; however, the Board has agreed that an occasional ethics review would be beneficial for all members. Although not scheduled for a formal annual review, the Board’s code of ethics is posted on their web page and is also available to the Board of Trustees in their agenda binders each month.

IV.B.1.b

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

The district's Conflict of Interest Code was updated in the spring of 2010 during the biennial review by the Fair Political Practices Commission. In turn, the Conflict of Interest procedure was updated and approved by the Board of Trustees. Board members have been diligent in completing their conflict of interest statements each year. (IV.B.1.a)

Planning Agenda Items

- None

Descriptive Summary

The WHCCD Board establishes policies consistent with WHCL's Mission Statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Policy is currently in place that deals with quality, integrity, and improvement of student learning programs and services being consistent with the District Mission Statement. The Board of Trustees demonstrates responsible concern for the quality of the college's academic and co-curricular programs, and provides appropriate oversight to ensure fiscal soundness. (4.32, 4.33) Board Policy 4020 states, "The programs and curricula of the District shall be of high quality, relevant to the community and student needs, and evaluated regularly to ensure quality and currency." (4.34)

The WHCL Mission Statement is in alignment with the Board's Mission Statement in that its mission demonstrates quality, integrity, and commitment to improvement of student learning. Board members routinely interact with and ask questions of college and district representatives at board meetings in addition to hearing special reports and presentations on various programs, projects and issues. The Board approves curricular and academic policies, intending to ensure the high quality of educational programs at the college and throughout the district. Board policies address such issues as curriculum development and approval, course outline review, academic and student services policies, and related subjects. The Board approves new courses and programs, changes to existing courses, and academic policy changes. The Board is kept informed about other academic and regular issues through program review, accreditation, partnerships, contacts, and student and employee honors and awards.

At the District Board's Annual Retreat, held on February 5 and 6, 2010, the Board reviewed its goals and performance indicators for

currency, progress, and relevancy in an effort to ensure the quality, integrity, and improvements of student learning programs and services and the resources necessary to support them. In addition, this review encompassed the results of the ARCC (Accountability Report for Community Colleges) for areas such as a success, retention, and graduation rates. This review and previous reviews indicated areas of low performance and resulted in the college making adjustments to one of its instructional programs (Open Entry/Open Exit BUS and CIS Education) that provided for more traditional instruction. (4.35)

Self Evaluation

A Policy and Procedure Review Schedule is established in July of each year and Board policies and procedures are developed and reviewed consistent with that schedule. In the last three years, specific policies and procedures ensuring the quality, integrity and improvement of student learning programs and services were approved by the Board including: program and curriculum development, graduation requirements, matriculation, student rights, attendance, student records, prerequisite, enrollment, and resources. Prior to formal approval by the Board of Trustees, policies and procedures are routed to the various college governance groups for review and approval. The Board of Trustees receives their comments through the routing forms which accompany each policy and procedure. The process of routing policies and procedures has been streamlined over the past couple of years, allowing for a better flow of communication between the colleges, district, and Board of Trustees. (IV.B.1.b)

Planning Agenda Items

- None

Descriptive Summary

The WHCCD Board of Trustees is ultimately responsible for educational quality, legal matters, and in the financial integrity of the district, BP 6200, Budget Preparation. The WHCCD Board of Trustees receives input from constituencies, legal counsel, financial audit reports, architectural planners, campus shared governance groups, and college administration; they make independent decisions that demonstrate their responsibility to ensure educational quality and financial integrity to support student learning. Board Policy 4020 outlines the Board's responsibility for educational quality, as stated, "the programs and curricula of the District shall be of high quality,

IV.B.1.c

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

relevant to community and student needs, and evaluated regularly to ensure quality and currency.” Furthermore, “all new courses, programs, and program deletions shall be recommended by the Curriculum Committee to the Chief Instructional Officer who shall make a recommendation to the college president. The college president shall then submit a recommendation to the Chancellor for consideration by the Board and Trustees.” (4.36)

The financial integrity of the District is ensured through a review of the preliminary budget, tentative budget, and final budget. Thorough financial reports are provided to the Board on a monthly basis, and a financial audit is conducted and presented to the board each year. (4.37, 4.38, 4.39) Board Policy 6200 states that each college has developed a budget based on the master and educational plans of the District. It further states that the budget is presented to the Board for review, showing the Board's ultimate responsibility for financial integrity. (4.36)

At each Board meeting, representatives from collective bargaining groups, Academic Senate, and student government are given an opportunity to share with the Board information they feel is important. The Board considers this information in their decision-making process.

Self Evaluation

The Board of Trustees is committed to enhancing its knowledge of academic, legal and financial matters of the district. In addition to the monthly reports heard at each Board meeting, the Board of Trustees conducts a minimum of two study sessions and one day-long retreat each year. At these study sessions and retreats, the focus of the topics is on the quality of education and finances of the district. With regard to the quality of education, the Board has heard presentations on topics including accreditation, accountability and performance measures, and strategic planning. With regard to finances, bond counsel and investment advisors have educated the Board on long term planning and investing to support the district in the years to come. Legal counsel has also been brought in to discuss matters concerning the Brown Act and Conflicts of Interest. (IV.B.1.c)

Planning Agenda Items

- None

IV.B.1.d

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

Descriptive Summary

After approval by the WHCCD Board of Trustees, policies and procedures are posted on the District's website (http://www.westhillscollge.com/district/about/board_trustees/policies/index.asp). The policies and procedures are further made accessible to the public as they are housed in printed format in the WHCL Library/Learning Resource Center. These policies and procedures include the size and composition of the Board, and its duties, responsibilities, structure, and operating procedures, which conform to state law. The college has a committee structure that is responsible for recommending changes to policies and procedures to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

The WHCCD Board of Trustees is comprised of seven members elected by the voters of the district to represent the trustee areas in which they reside. Trustee areas include Avenal, Coalinga, Firebaugh, Lemoore, Riverdale, and Tranquility. The Board regularly reviews and revises its policies. Board policies are brought to the Board after approval from the appropriate college shared governance committees, District Leadership Council, and Chancellor's Executive Cabinet. The Board has established policies for selecting and evaluating the chancellor and the college presidents (BP 210, Evaluation of Chancellor, and BP 214, Confidential and Management Evaluation). A student trustee also serves on the board and is selected by the respective college campus on rotating biases. The current student trustee is from Lemoore. (4.40, 4.41)

Self Evaluation

Policies and procedures relating specifically to the Board of Trustees, its duties, responsibilities, structure, and operations are available on the Board of Trustees web page and accessible by the public. These policies and procedures are also referenced and outlined in the Board of Trustees Handbook and are reviewed and updated as necessary. (IV.B.1.d)

Planning Agenda Items

- The board will review and update its Board of Trustees Handbook at its February 2011 retreat. This update will allow for current procedures to be incorporated in the board's handbook and serve as a guide should a new member come on the board in the future. (IV.B.1.d)

IV.B.1.e

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

Descriptive Summary

The minutes and agendas from WHCCD Board of Trustee meetings indicate that it acts in a manner which is consistent with its policies. These agendas and minutes are public and accessible on the district website or available in the office of the chancellor or college president. The minutes of previous board meetings are archived on the district website.

The Board has a system for evaluating and revising Board Policies and Administrative Procedures as reflected in Board Policy 2410, which results in review, updates, and approvals of its policies and procedures. Board minutes and agendas also offer evidence of regular review of Board Policies and Administrative Procedures that reflect the Board's support of student learning. (4.6, 4.9)

The District has instituted a Policy and Procedure Review Schedule for regular Board policy review. This ensures that Board policies are evaluated and revised on a regular and ongoing schedule. The Policy and Procedures Routing Form is used for tracking the progress of new and revised policies and administrative procedures. (4.39, 4.42)

For example, during the fiscal year of 2009-2010, many Board policies and Administrative Procedures were evaluated and revised. The evaluation process can begin at either the Board level or through established institutional governance bodies. This process is tracked through the use of the District's Routing Form. (4.39) This process resulted in the evaluation, revision, and implementation of 15 policies and procedures in 2009-2010. The district maintains a schedule that delineates the policies and procedures that are to be reviewed each academic year. (4.42) The Policy and Procedure Routing Form, which was developed, revised, and implemented in 2006, tracks the progress of new and revised Board policies.

Self Evaluation

The role of the Board of Trustees in reviewing and approving policies and procedures is clearly defined in Board Policy and Administrative Procedure 2410, which was most recently reviewed and revised in October 2010. Following the Policy and Procedure Review Schedule, the Board of Trustees regularly reviews its policies and procedures to ensure consistency with accreditation standards, Education Code and Government Code. Within 48 hours of Board approval, new or revised policies and procedures are posted to the Board of Trustees web page. This web page is accessible by the public. (IV.B.1.e)

IV.B.1.f

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

Planning Agenda Items

- None

Descriptive Summary

The WHCCD Board has a program for Board development and new member orientation, as is reflected in Board Policy 2740; this program includes the Board's need to learn about accreditation standards and expectations. This policy states, "the Board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation." (4.43, 4.44) Though no new members have joined the Board of Trustees since 1997, the orientation process is still available. The Board of Trustees handbook contains information that helps orient new members of the Board. (4.44) Members of the Board also self-evaluate annually and continue to educate themselves via their participation in the AACC (American Association of Community Colleges) Annual Convention, the CCLC (Community College League of California) Annual Trustees Conference, and the ACCT (Association of Community College Trustees) Conference, which include information on fiscal accountability, accreditation, and shared governance. Administrative Policy 2740 provides the opportunity and encourages the Board to attend these conferences on trusteeship. (4.43) In addition, the Board maintains currency with the accreditation process, as reflected in Board Policy 3200, through trainings provided by the ACCJC, as well as through periodic reports from the chancellor. (4.23, 4.45)

Board retreats and study sessions, which provide topics of varying interest pertaining to Board development, are conducted throughout the year. The Board has three retreat/study sessions a year that are designed to be extended opportunities to discuss relevant topics of particular board interest. Representative topics included facilities and fiscal planning, district workforce investment training opportunities, and Board's roles in the accreditation process. In addition, Board members attend many college activities that may be used as informational opportunities.

Board Policy 2100 states that Board elections are held in odd-numbered years and are staggered so that no more than four members are elected at one time. Annual Board reorganization and election of officers occurs in December of each year. (4.46)

IV.B.1.g
The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Self Evaluation

The Association of Community College Trustees (ACCT) recognized the longest serving member of the West Hills Community College District Board of Trustees at their Leadership Congress in Toronto, Canada in October 2010. All totaled, current members of the Board of Trustees have served a combined 151 years for the district. The shortest length of service at this time is 13 years. While new member orientation has not been necessary for several years because of the longevity of its members, the Board of Trustees has been provided with a Board of Trustees handbook and some members have been active participants in conferences and workshops including the Datatel Fall Executive Forum, ACCT Leadership Congress, CCLC Annual Convention, and accreditation training. (IV.B.1.f)

Planning Agenda Items

- None

Descriptive Summary

The WHCCD Board's current self-evaluation process is clearly defined by Board Policy and Administrative Procedure 2745 (4.47, 4.48) and is implemented on an annual basis during the Board's retreat. The board underwent its annual self-evaluation at the February 5 and 6, 2010 retreat. (4.23) The results were reviewed and presented in open session at the February 16, 2010 Board meeting and included code of ethics training and review of the Board of Trustees handbook. In general, the Board had high remarks for each other and how they generally function as individual Board members. (4.49) Still, at the March 8, 2010 regularly scheduled Board meeting, the Board received a presentation on Robert's Rules of Order, which was identified during the 2010 self-evaluation process as an area needing further education. (4.50)

Self Evaluation

In an effort to improve its self evaluation process, the Board of Trustees is scheduled to review Board Policy and Administrative Procedure 2745, Board Self-Evaluation, beginning in February 2011. The current self evaluation tool has been in place and utilized annually since 2004. (IV.B.1.g)

Planning Agenda Items

- None

IV.B.1.h

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

Descriptive Summary

The WHCCD Board currently has both a Board Policy (BP 2715) outlining its code of ethics and an Administrative Policy (AP 2715) that deal with appropriate Board behavior that violates its code. BP 2715 outlines the code of ethics for the Board. Board members are entrusted to provide evidence of good citizenship in community and state affairs; refrain from making any decisions or commitments concerning community college governance, except in Board meetings or when designated by the Board to do so; avoid situations leading to conflicts of interest; bring credit to the District through personal effort, either directly or indirectly, in business, social, professional, and personal relationships; make decisions which are responsive to the geographic distribution and social, ethnic, economic, and minority makeup of the community; make decisions which give priority to the students; keep informed on matters pertaining to the community college movement; and to fill the responsibilities of their commission without regard to prejudice or partisanship. (4.30, 4.51)

Administrative Policy 2715 (Code of Ethics/Standards) further outlines the code of ethics and the consequences of violations. AP 2715 notes that the Board fosters awareness of ethical expectation by ensuring that all trustees are aware of the Board's ethical expectation by providing the policy to all trustees and having it available at Board meetings. A review of Board ethics is part of the orientation of new trustees. The Board uses the standards in the code of ethics as criteria in the Board's self-evaluation process. Identifying consequences for violations of the code of ethics is also part of the orientation process. There have been no formal violations of the Board's policy. (4.44)

At the Annual Board Retreat on February 5 and 6, 2010, the Board reviewed the results of its self-evaluation. During that review, the Board discussed the results of several questions pertaining to Board ethics and its individual behaviors as they represent the District. In addition, there was a code of ethics discussion at the April 20, 2010 Board meeting. (4.52)

Self Evaluation

The Board of Trustees' Code of Ethics is posted on the Board's web page. Administrative Procedure 2715 specifically addresses violations of the code of ethics and consequences of those violations. Board members are reminded of the code of ethics within their self-evaluation process and provide comments and input for discussion

IV.B.1.i

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

during its review. (IV.B.1.h)

Planning Agenda Items

- None

Descriptive Summary

WHCCD Board policy is in place to ensure that the Board is informed of and involved with the accreditation process. Board Policy 3200 states that, “the Chancellor shall keep the Board informed of approved accrediting organizations and the status on accreditations.” It further states that “the Chancellor shall ensure that the Board is involved in any accreditation process in which Board participation is required.” (4.45) The Board receives monthly progress reports via the college presidents. The college presidents regularly keep the board informed on the progress of the development of the self-study, midterm, or follow-up reports, and meeting recommendations from previous visiting teams. The Board also reviews and provides final approval for the college’s self-study document prior to the accreditation visit. (4.14)

The Board receives training for understanding the accreditation process and standards, as evidenced by the annual Board retreat held on February 5 and 6, 2010. During the February 2010 retreat, the President of the Western Association of Schools and Colleges presented information on the involvement and responsibilities of the Board of Trustees in the accreditation process. (4.23)

Self Evaluation

In February 2010 the Board of Trustees held their annual retreat at which the President of the Accrediting Commission for Community and Junior Colleges was invited to speak. The topic was “Accreditation Expectations”. Dialogue between the ACCJC President and Board Members included discussions about the Board’s role in accreditation. In addition to this formal presentation, Board members are provided with minutes of various district and college meetings which typically include a time for updates on accreditation matters. The Board is also given the opportunity to read each college’s self study and provide comments and input prior to its final approval. (IV.B.1.i)

Planning Agenda Items

- None

IV.B.1.j

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

Descriptive Summary

WHCCD Board Policy and Administrative Procedure 2433 are written to ensure that the Board selects the district's chancellor. (4.29) Board Policy 2431 defines a clear delegation of responsibility and authority to implement and administer Board policies to the district's chancellor. (4.27) Board Policy 2430 "delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions for the Board requiring administrative action." Board Policy 2430 further holds the chancellor "responsible to the Board." (4.28) This policy further holds the chancellor accountable for the operation of the District. Currently Board Policy 210, which addresses the evaluation process of the chancellor, is being reviewed. (4.40) Regular reports from the chancellor on district performance are a standing item on the Board of Trustees monthly agenda. The Board reviews college progress using performance indicators, which are provided by data gathered by the Office of Institutional Research and Enrollment Management. The Board is also involved in the development of the District's Strategic Plan, which guides the development of the college's Educational Master Plan.

Self Evaluation

Due to the employment longevity of the district's Chancellor, the Board of Trustees has not gone through the process of selecting someone for this position in quite some time; however, the Board of Trustees annually reviews the Chancellor's performance and has established policies and procedures delineating authority to the Chancellor, along with policies and procedures for the succession and selection of the Chancellor. Acknowledging the fact that the district's current Chancellor will likely retire within the next few years, the Board of Trustees embarked upon a series of "Succession Planning" discussions with a consultant to begin planning for the future. (IV.B.1.j)

Planning Agenda Items

- None

evaluating the presidents of the colleges.

IV.B.2

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

Descriptive Summary

The college president is responsible to the chancellor to carry out the district policies and is the final authority at the college level. The Board of Trustees establishes institutional policies and delegates responsibility to implement these evaluation policies. Each president carries out the policies of the board as well as the board's and chancellor's recommendations on a continuing basis. The philosophy of both the chancellor and the Board of Trustees has been in the direction of "providing the college's with local autonomy." The president is in the best position to determine how to exercise this on his/her campus most effectively.

WHCL's president receives his authority from the chancellor and sets the course and direction of the college providing leadership for fiscal accountability, professional development, strategic planning, educational master planning, facilities planning, community relations, program development, campus development, institutional effectiveness, and the accreditation process. The president has been employed with the district since 1986, was selected as the interim WHCL president in 2004, and became the permanent president in 2005, providing for historical perspective and campus continuity.

Self Evaluation

The President meets with his executive cabinet twice a month to keep his administrative team current on areas such as directions and tasks assigned from the Chancellor, community updates, areas needing administrative recommendation, recommendations from the Planning and Governance Council, review progress on achieving college/district goals, and student success. The President's Executive Cabinet meetings are also a venue for administrative staff to report on events or activities from their respective areas, requests for direction or support, update on enrollment and course scheduling, and recommendations for new service initiatives or program offerings.

The President also holds monthly information meeting with District staff and his college leadership team. In addition to college administration, college faculty and classified leadership also attend. These meetings are known as the President's Intercommunication Team (PIT) and are usually through videoconference with district personnel located at the district office. Through these meetings

IV.B.2.a

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

district personnel and college staff are able to communicate in areas such as budget updates, district updates, technology updates, marketing updates, and areas specific to district initiatives.

The President is also a member of the District Leadership Committee (DTC) which is comprised of the Chancellor, college presidents, college academic senate presidents, and district vice-chancellors. This group meets monthly and reviews board policies and administrative procedures prior to board approval and any other items of interest to the group. The Chancellor chairs this committee. (IV.B.2)

Planning Agenda Items

- None

Descriptive Summary

WHCL's president plans, oversees, and evaluates an administrative structure that is organized and staffed to reflect the college's purposes, size, and complexity. The college recently underwent a reorganization of its structure resulting in the creation of a new position of Vice-President of Student Services and realignment of its instructional and non-instructional learning areas as a result of an administrative vacancy. Instructional learning areas were reconfigured to improve college effectiveness by balancing staff and responsibilities. Student services were reorganized to enhance services to students to reflect the dynamic growing population and to be responsive to campus diversity.

Through the president's leadership of the college's Planning and Governance Council (PGC) and the President's Executive Cabinet, the tone for communicating the values, goals, and direction of the college, expected performance, accountability, culture of evidence, and data-driven and fiscally sound decision-making is set. The college regularly communicates with district office personnel through scheduled President's Intercommunications Team meetings (PIT). These meetings are regularly video conferenced between WHCL and the district office. The purpose of these meetings is to update each office with current decisions, activities, and recommendations from the respective offices. (4.8, 4.53)

WHCL's Institutional Effectiveness Planning Calendar, which is developed by the President's Office, ensures a cycle of planning, oversight, and evaluative efforts. (4.54) The college's president is also involved in a scheduled program review cycle that determines

the needs for the college's organization and staffing. The president delegates authority to administrators through the President's Executive Cabinet as appropriate to their administrative role. The president further delegates authority to others through the Planning and Governance Council. The administrators exemplify the expertise, quality, and integrity needed to support the college's mission, vision, and daily function.

Self Evaluation

The college has not undergone a formal evaluation of its administrative structure for a means of evaluating the structure in meeting the college mission and goals. The most recent change for the administrative team was the creation of the position of Vice President of Student Services and a reallocation of the supervision responsibilities in the area of student services. The administrative team is down one position with the resignation of the Dean of Educational Services in fall 2009. This position has not been staffed due to the recent state budget reductions; however, the responsibilities of the position have been distributed amongst remaining administrators. (IV.B.2.a)

Planning Agenda Items

- The president will work with the director of institutional effectiveness and enrollment management to develop an assessment tool for the evaluation of the college's administrative structure. This assessment will occur in spring 2011. (IV.B.2.a)

IV.B.2.b

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

- *establishing a collegial process that sets of values, goals, and priorities;*

Descriptive Summary

WHCL's president plans, oversees, and evaluates an administrative structure that is organized and staffed to reflect the college's purposes, size, and complexity via the Educational Master Plan and the college's Strategic Plan. These were created in conjunction with the established constituents of the college via committees, forums, and councils, like the Planning and Governance Council, the President's Forum, the President's Executive Cabinet, Student Learning Outcomes Committee, and the President's Weekly Updates. These venues also allow the president to communicate college values, goals, and directions. (4.55) As a result of Strategic Planning Retreats and Student Town Hall Forums, the matrix has been developed to track progress on identified issues or areas for improvement. This matrix also identifies areas of responsibility and timelines. The president delegates authority through an established

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

governance process, which includes various committees and dialogue with the constituents of the college. The president further establishes a link to college research through the Office of Institutional Effectiveness and Enrollment Management. Through his leadership, the president makes every effort to inform all constituencies with updates, newsletters, publications, forums, and face-to-face contacts to address values and goals in the direction of the college.

College values and goals are further defined and evaluated through quarterly Strategic Planning Retreats, which also set the tone and direction of the college. Results of planning retreats are received by the Planning and Governance Council for review, adoption, and approval. The president also receives the results of the annual ARCC that guides program improvement and institutional effectiveness. Through the president's open forum and administrative committee meetings, communication is provided to emphasize the importance of student learning and learning outcomes.

As evidenced through the Institutional Planning Calendar, the president ensures assessment and evaluation of the College's goals and performance indicators by the District Office of Institutional Effectiveness and Enrollment Management. The president also ensures progression on the assessment of student learning outcomes through continuous progress reports by individual learning areas and the Student Learning Outcomes Coordinator. As a result of the president's leadership, robust dialogue in shared governance committees he leads the way for improved institutional effectiveness and enhanced standards for student learning.

Self Evaluation

The President has established a culture of evidence and decision making that effectively guides the planning processes of the college. He has provided and encouraged effective and consistent communication across all groups to include a venue for district office staff to be involved. He relies on data provided by the Vice Chancellor of Institutional Effectiveness and Enrollment Services for assessment of goals, institutional outcomes/performance indicators. The president ensures regular reports from college committees via the Planning and Governance Council and includes reports from those serving on district committees. As an example, college personnel serve on the District Technology Committee, The District Educational Coordinating Council, and the District Leadership Team. The President regularly invites leaders from faculty, staff, and students to attend the district Leadership Retreats, led by the Chancellor, which are held quarterly.

IV.B.2.c

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Finally, The President ensures a process of effective integrated planning, not only of district and college planning processes, but also for college based planning. This is exemplified by the structure of committee/councils (unit level), Learning Areas (department level), shared governance committees (division level), and PGC (college level).

As further evidence of evaluation of the college's planning and governance processes, the college recently (spring 2010) conducted an assessment of its strategic planning process via a survey to the strategic planning committee membership. Another survey was also administered to the members of the Planning and Governance Council to ascertain their perceptions of the transparency of governance on the campus. Overall, the results of the surveys were strongly positive. (4.25, 4.26) (IV.B.2.b)

Planning Agenda Items

- None

Descriptive Summary

Board Policy 2431 delineates authority to the college president. It states that the president is "responsible for carrying out the district policies." The president regularly reports to the Board about college progress, initiatives, and results from programmatic and curriculum changes at monthly Board meetings. (4.27) The president acts as a liaison between the district and the college through his participation on the District Leadership Council. This assures that the president is up-to-date with the Board's policies. The president regularly attends the Chancellor's Executive Cabinet meetings where Board Policies and Administrative Procedures are identified for review.

WHCL has developed its own Strategic Plan and Educational Master Plan, which serve as guides for the president and college personnel to adhere to State statutes and regulations, as well as Board policies. The president assures that college practices are consistent with its mission and policies through continuous planning decisions, updates, amendments, and changes. The College's Planning and Governance Council, the President's Executive Cabinet, the President's Intercommunications Team (PIT), the District Leadership Council, Academic Senate, learning area meetings, and one-on-one meetings with leaders of college constituency groups ensure that practices are consistent with the college's mission and policies.

The college's Strategic Plan, revised in 2008 and 2010, outlines the Mission Statement, Vision Statement, and Guiding Principles for West Hills College Lemoore. The Educational Master Plan further outlines the Mission Statement, Vision Statement, and Guiding Principles and provides direction for the implementation of new programs or services that further enhance the college's mission. (4.56, 4.57)

The Planning and Governance Council provides a venue for all constituents to consider college issues in light of the specific statutes, regulations, and Board Policies pertinent to each group. The Planning and Governance Council regularly receives updates and revisions to Board Policies and Administrative Procedures and has the opportunity to provide suggested improvements.

Through the Strategic Planning and Student Town Hall Matrix, the president and governing groups are able to report and monitor progress that is consistent with the College's mission. This progress includes adherence to the college's institutional outcomes, making improvements, ensuring alignment with accreditation standards, and adherence to Board Policies. The college has identified responsible governance groups to implement improvements to enhance college effectiveness. (4.5, 4.12)

The President's Executive Cabinet provides a venue for the president to assure that college practices are consistent with the mission and policies, as well as statutes, regulations, and Board policies, as they pertain to college programs and learning areas. (4.58)

Self Evaluation

The president assures the implementation of statutes, regulations, governing board policies, and administrative procedures. In addition, the president follows institutional practices consistent with the mission and goals of the college. The president and the administration constantly refer to the relevant statutes and the governing board policies when making important decisions at the college. These guidelines may also include federal and state guidelines for areas such as grant and categorical funded programs. One example of assuring the implementation of statutes and following board policies is when hiring committees are formed, members are trained in board policy for proper procedures to not only protect the district but to also protect the rights of the candidate. (IV.B.2.c)

IV.B.2.d

The president effectively controls budget and expenditures.

Planning Agenda Items

- None

Descriptive Summary

The president effectively controls the budget and expenditures of the college through the Budget Allocation Committee and to the Area Budget Committees, which are tied to the instructional areas and learning areas program review process. In the last few years, there has been no new income allocated to the college due to the State budget crisis. As a result, the college has only been allowed to move funds within its overall budget allocation. West Hills College Lemoore generated, in 2009-2010, approximately 58% of the district's overall income and has an expenditure budget of 32% of the district's overall expenditure. As a result, the college is fiscally responsible in meeting its budget obligations. The college, in conjunction with district office staff, has been very successful in obtaining outside funding through state and federal grants in categorical allocations. (4.59)

Because the budget development process is tied to program review, budgets are developed in relation to student learning outcomes (SLO), advisory committee recommendations, and are responsive to the current educational needs of the community. Program Review identifies fiscal needs and priorities by assessing the results of SLO assessments, program mission statements, performance indicators, and program data. (4.60) The results of the Program Review regarding fiscal needs are presented to the Budget Allocation Committee with oversight from the Planning and Governance Council. The president reviews and approves all budgetary recommendations and forwards them to the District Vice Chancellor of Business and Human Resources. (4.58, 4.59, 4.60)

Beginning in January of each year, the president begins the budgetary process by identifying funding sources, budgetary needs, and long-end projections for the next academic year. These conversations allow for early identification of potential budgetary shortfalls and begin the planning process in order to meet potential problems while ensuring that the college's mission is fulfilled. (4.61)

In the spring of 2010, the college was forced to reduce its course offerings by 40% of the 2009 offerings; effective scheduling resulted in maintaining the college's full time equivalent student target.

The president provides updates on the state, district, and college

budgets during the bi-annual President's Forum, Planning and Governance Council meetings, the President's Executive Cabinet, Duty Day Presentations, and via the president's Weekly Updates. (4.14, 4.38, 4.55, 4.58, 4.62, 4.63)

Self Evaluation

Although there has been no new funding for general fund categories, the president continues to direct his leadership team to conduct the budget planning process using the results of program review. As an example, the president directed that the process of identifying new faculty and staff positions continue in order that the district office was made aware of needs for the college. The college expects to open its new Golden Eagle Arena in spring 2011 and with 55,000 new additional square footage, custodial and maintenance staffing positions will be required. The president assured that these positions were identified in last spring's budget planning process. (IV.B.2.d)

Planning Agenda Items

- None

Descriptive Summary

The president works with the communities served by the college through participation in various community related organizations and programs. The president is a member of the Executive Council of the Central Valley Higher Education Consortium (CVHEC), which includes CSU Fresno; Fresno Pacific University; University of California, Merced; and other area community colleges. The mission of the CVHEC is to promote transfer and a college going culture to underrepresented groups. This Consortium meets biannually to review progress and develop new initiatives to meet their stated mission. (4.64)

The college president is a board member of the Lemoore Chamber of Commerce. This position allows the president to ensure a direct connection between the college and the local community. The college and Chamber have entered into partnerships of mutual benefit, such as offering entrepreneur training workshops and serving as a host for the recent Lemoore Chamber of Commerce Pizza Festival. (4.65)

The president is a member and past-president of the Lemoore Kiwanis Club. The Lemoore Kiwanis is dedicated to providing service to the local community and in particular the youth of

IV.B.2.e

The president works and communicates effectively with the communities served by the institution.

Lemoore. Specifically, the president partners with the Kiwanis Club to provide scholarships to college students. (4.66)

The president attends off-campus advisory committee and workforce training meetings, which include community members with specific vocational and program expertise, in order to develop programs of instruction that better serve the needs of the communities served by the college. (4.67)

The president is a member of the Executive Board of the Kings County Economic Development Corporation (EDC). The Kings County EDC is the venue for attracting industry and businesses to the local area and has frequently called upon WHCL to provide training for local businesses. For example, the college hosted a seminar for an Algerian Trade Commission that was visiting the Central Valley. (4.68)

The president and the college have a commitment to providing facilities for local educational entities, community, and county uses for conferences, conventions, trainings, fundraisers, and community events; as an example, the college recently hosted the League of Cities dinner meeting, the UC Merced Medical School Planning meeting, and the Partnership for the San Joaquin Valley Committee meeting. All of these are examples of how the college has become a community hub for outside organization to utilize for their individual needs. (4.69)

The president has incorporated membership from the local area on the Bond Oversight Committee, which ensures oversight of the college's expenditures for new facilities in conjunction with Measure E. The college's Bond Oversight Committee is responsible for ensuring that construction funds are spent in accordance with the Measure E Ballot description. This committee first met in December 2009, following the passage of Measure E in November of 2008, and had a follow-up meeting in June 2010. (4.70)

Self Evaluation

Through his participation in the above identified groups, the president keeps the Chancellor and college community informed of local, area, and regional events concerning the college. The president also is asked to speak at local service clubs, make high school board presentations, and meets with local high school administrators to promote the college and its services. The college has also been host to regional and state intercollegiate athletics championships with is a testament to willingness of the college to be of service to community

and state organizations.

The President along with the Vice President of Student Services recently completed visitations to area high schools in the college's service area. The President and Vice President met with Principals to assess the effectiveness of West Hills College's outreach services and the role the college is playing in meeting their needs for improving their college going rates. In all eight high schools were visited and many ideas and suggestions for reports were identified. As an example, many principals requested additional support for their parents in understanding the college application process and additional reporting on how their students are fairing once they enroll at West Hills. During the college's next Strategic Planning Retreat in December, these same principals will be invited to attend to present their ideas to the college's planning team with a goal to strengthen the partnership and service to our local high schools. (IV.B.2.e)

Planning Agenda Items

- West Hills College Lemoore and its Student Success Committee will continue to enhance the college's service to its area high schools and continue the regular dialogue with high school principals and others to assess the quality of its outreach and services. The Student Success Committee will provide a plan to PGC and the college president by spring 2011 for approval. (IV.B.2.e)

IV.B.3

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective

Descriptive Summary

WHCCD provides primary leadership through a hierarchical process of governance that starts with the Board of Trustees. The Board provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district through Board Policies that dictate the expectations of quality, integrity, equity, and effectiveness of the student learning programs and services and the financial stability of the college. The Board also defines roles of authority and responsibility between the colleges and the district with the delineation of authority of the chancellor of the district to the college presidents. Board Policies 2430, 2431, and 210 outline and delineate this authority. (4.27, 4.28, 4.40) The district acts as a liaison between the colleges and the governing board through the Office of the Chancellor.

operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Self Evaluation

In November 2003 the Board of Trustees approved Board Policy 2430, Delegation of Authority to Chancellor. This policy outlined the authority given to the Chancellor to administer the responsibilities of the district.

In November 2005, the Board of Trustees approved Board Policy 2431, Delineation of Authority to District Chancellor and College Presidents. This policy outlined the relationship between the Chancellor and Presidents, stating that an essential element is a mutual understanding of their roles and responsibilities. It also determined the flow of authority, powers and duties. This policy was reviewed by the Board in February 2006 and again in May 2007. (IV.B.3)

Planning Agenda Items

- None

Descriptive Summary

Board Policy 2431 clearly defines the roles and responsibilities of the chancellor and the college presidents. Authority flows from the Board of Trustees through the chancellor to the college president. The college president is responsible for carrying out district policies. The college president's administrative organization is the established authority on campus. The college president is the final authority at the college level. (4.27)

The district clearly delineates and communicates the operational responsibilities and functions of the district from those of the colleges and consistently adheres to the delineation in practice. The District Office was developed as a service center to serve the colleges with periodic training and participation in college functions and activities, while adhering to internal and external practices.

In addition, the District Office completed a function mapping survey in the spring of 2010 to address campus awareness of operational responsibilities between the district and colleges. Generally, the survey results were strongly positive. (4.24)

Self Evaluation

Since becoming a two-college district in 2006, the Board of Trustees and administrative staff have continuously reviewed the

responsibilities and functions within the district to provide for a delineation of those functions that would best serve the needs of students and staff. In October 2009 a reorganization of the administrative staff took place which served to enhance the reporting lines at both the district and college levels. While keeping the same number of administrators, the responsibilities and reporting lines were refocused, allowing for a more streamlined approach to academic matters which involve both district and college staff. The daily, routine functions of departments such as business services, human resources, and information technology services were kept centralized at the district level. This structure allows for the colleges to focus on staffing and services that benefit students, leaving the overall business functions at the District Office. (IV.B.3.a)

Planning Agenda Items

- None

IV.B.3.b

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

Descriptive Summary

The District provides support and services to the College that includes human resources, grants support, foundation support, marketing, payroll and business services, information technology, learning resources, and research and planning. District personnel regularly meet and communicate with college staff to provide information, support, and data to assist the college in meeting its mission and goals. College staff serve on District level committees to represent the needs of the college. District personnel also communicate with the college via the President's Intercommunications Team. District administration and leaders of constituent groups regularly attend District Leadership Retreats. These retreats provide a venue for professional development discussion regarding new initiatives affecting community colleges and students, an opportunity for professional inquiry, and development and design of institutional initiatives that affect the Educational Master Plan, as well as other plans.

In 2010, the Function Mapping Survey to measure staff awareness and understanding of District and College functions, and the perceived effectiveness of those functions, was completed. The survey results indicated a strongly favorable opinion by all constituencies. (4.24)

Effective and continuous communication and planning by the college and the district, such as strategic planning, assessment of college goals, data for program review, best practices, personnel

management, budget accountability, categorical programs support, financial aid processing, assists the college in providing effective services and support for its educational programs and allow the leveraging of resources

The cooperation and collegial relationship between the District Office and college was commended in a 2009 report from the California Community College Chancellor's Office Categorical Program Site Review Report. (4.71) The 2009 California Community College Chancellor's Office Student Services Program Review and Technical Assistance site visit commended the college and district for its exemplary cooperation in providing services to students. The team also commended the college for its categorical “programs [which] have integrated and collaborated with all areas of the college, including the business office, fiscal services, instructional technology, and student services. There is constant communication and collaboration within the programs and services, both at the college level and the district office.”

Self Evaluation

District wide services include business, human resources, information technology, Foundation, research and planning, grants, and marketing. The district provides these services for the colleges and there is no duplication of these services on the college campuses. Administrators from each of these areas play a supporting role by their attendance and participation in various college meetings. Being informed of the needs of the colleges, the administrators for the various service areas are able to provide support for the mission and function by responding to their identified needs. (IV.B.3.b)

Planning Agenda Items

- None

Descriptive Summary

The District has a resource allocation procedure that provides for the distribution of resources that support the operations of the colleges. Administrative Policy 6225 outlines the distribution of fiscal resources. The Resource Allocation Procedure is a mechanism to control check balances within the college. (4.72)

The president effectively manages budget items by prioritizing them based upon availability of funding. West Hills College Lemoore generates approximately 58% of the district's overall income and has

IV.B.3.c

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

an expenditure budget of 32% of the District's overall expenditure. As a result the college is fiscally responsible in meeting its budget obligations.

Due to the state's recent budget shortfalls, the college has worked with the district to ensure adequate fiscal support for its operations. Although the college has regularly requested additional funding that it believes is needed to meet its educational commitments, funding has not been available to provide for new programs and staffing. The District Allocation Model provides for basic funding for each of the district's colleges. While at times the college expresses the desire to have additional funds, the procedure for allocation of funds is outlined in AP 6225, Resource Allocation, which is reviewed annually. The college is hopeful that additional funding will be made available to the college as the state's budget situation improves. (4.72)

The district delegates all the daily operations and services to the college presidents. (4.6, 4.27) The College's primary responsibility is to establish, promote, and to fulfill the college mission and follow all district, local, state, and federal policies and regulations. (4.12, 4.32) District office staff regularly support the daily college operations specific to their area of expertise.

Self Evaluation

Resource allocation is an important mechanism used by the district and colleges on an annual basis through the budget planning and development process. Input into the resource allocation procedure is provided at all levels throughout the district (classified, faculty and administrative staff). This input most recently occurred in January 2010 when the administrative procedure was reviewed by all constituent groups. The procedure is scheduled again for an annual review in 2011. (IV.B.3.c)

Planning Agenda Items

- None

Descriptive Summary

The district chancellor is responsible to the Board of Trustees for the administration of the district in accordance with the provisions of Education Code and the policies of the district. As such, the responsibility and accountability for resource management, budget developments, and controlled expenditures ultimately reside at this

IV.B.3.d
The district/system effectively controls its expenditures.

level; however, the college president is independently responsible for managing the college's budget. At each Board meeting, updated budget status reports are provided for Board review, and the Board monitors the proportionate amount of spending relative to the time remaining in the fiscal year. (4.37)

The college's financial control mechanisms include authorization through the purchase requisition process that requires multiple approvals. The district's Datatel MIS financial system prohibits the creation of a purchase requisition where the funds are not available.

The district's annual audit report confirms that the District's 311 report is a true representation of the fund balance at the end of the fiscal year. This report becomes a source document for the districts auditors to use to verify that balances and accounts are in order. (4.73, 4.74)

The district's payroll system includes employee timecards that reflect accurate reporting of staff time so that there are not any overpayments. (4.74) Some employee timecards are electronic which allows for accuracy and efficiency.

Bond project funds are frontloaded with the district's resources prior to reimbursements from the State of California. The district monitors this cash flow to meet its financial obligations. (4.75)

Recent audits reveal no exceptions or material findings that would warrant substantial recommendations concerning fiscal accountability. The most recent audit was rated unqualified and represented that the district ended with a fund balance greater than the required 5% reserve. In addition, the district's categorical and grant programs undergo annual audit review to ensure fiscal accountability. There were no audit exceptions reported over the last six years. (4.74, 4.76)

Self Evaluation

Controlling expenditures during a time of budget crisis throughout the state has become an ongoing theme in the past few years. Beginning in June 2009 discussions were initiated with the Board of Trustees with regard to the recommended adoption of a declaration of emergency based on the overall fiscal condition of the State; the impact of the fiscal crisis on the district to date; pending program reduction; no action by the Legislature; and non-payment of apportionment and construction costs from the State. The Board of Trustees was asked to consider a fiscal emergency as the outlined

events would severely impair the health and safety of the district and its colleges. After several discussions the Board voted, instead, to implement mandatory furlough days for all classified, faculty, management, confidential, and administrative employees. The furloughs were in effect throughout the 2009-2010 fiscal year. As a result of the furloughs, the district avoided potential layoffs of 22 employees and more than \$1.4 million was saved. At the conclusion of the fiscal year, employees were informed that the furloughs would not be necessary in the ensuing year because of the sacrifices made for the benefit of the district. (IV.B.3.d)

Planning Agenda Items

- None

IV.B.3.e

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The president plans, oversees, and evaluates administrative structure that is organized and staffed to reflect the college's purposes, size, and complexity. Through the president's leadership in the college's Planning and Governance Council and the President's Executive Cabinet, he sets the tone for communicating the values (goals), and direction of the college, expected performance, accountability, a culture of evidence, data driven decisions, and fiscally sound decision-making. The president communicates the importance of a culture of evidence and a focus on student learning through student learning outcome assessment and evaluation. The president has put in place several mechanisms to link institutional research, such as program review for resource allocation and the Educational Master Plan.

Board Policy 2431 states, "Authority flows from the governing board through the chancellor to the college presidents. [The] college president is responsible for carrying out the district policies. [The] college president's administrative organization shall be the established authority on campus. The college president is the final authority at the college level." (4.27)

In the Fall of 2009, the president developed an administrative reorganization plan to improve college effectiveness. The plan was adopted in September of 2009. (4.77)

The college president is also involved in a scheduled program review cycle that reviews the office of the president and educational services. The president determines the needs for the college's organization and staffing. (4.78) The president delegates authority

to administrators through the President's Executive Cabinet as appropriate to their administrative role. The president further delegates authority to others through the Planning and Governance Council. The administrators exemplify the expertise, quality, and integrity needed to support the college mission vision and daily functions.

Self Evaluation

Each College President is provided with the authority to administer the operations of their respective college as outlined in Board Policy 2431. The Chancellor's Executive Cabinet team, comprised of the Chancellor, Vice Chancellors, College Presidents, and Executive Director of the Foundation, meets on a monthly basis to review and discuss issues and areas of importance for both the colleges and district. At these meetings, guidance is provided by the Chancellor to the College Presidents concerning the topics at hand. The College Presidents were recently asked to review their college organizational structure and provide recommendations to the Chancellor. They also took the lead on a Board requested report concerning their athletic program and provided data for review and discussion. Budget planning cycles begin at the college level and each college adheres to its own process when developing the budget. (IV.B.3.e)

Planning Agenda Items

- None

Descriptive Summary

The chancellor and president serve as liaisons between the Board and the college as a final step in effective communication. Representatives of the various constituencies communicate issues and concerns to the president and at the district level through the governance process. All reports and policies are available to the public via the WHCCD website. (4.14, 4.61, 4.63)

The district and colleges use various levels and forms of communication and committees that function to ensure that communication remains timely and accurate. The chancellor sends budget update letters to all employees electronically with news concerning the state, system, and college financial situations. The District Employee Newsletter regularly informs college and district personnel of events and happenings throughout the district. The WHCL college newspaper, *The Screaming Eagle*, is a venue to provide staff and students information about news and events. The

IV.B.3.f

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

college president distributes a weekly college update and the chancellor periodically communicates a district commentary, letter/newsletter, or presentation on the district's website (<http://www.westhillscollge.com/district/about/chancellor.asp>). In addition, the president provides the Board a monthly update of college events and activities, which are supplied by area personnel. (4.79)

College personnel participate in Duty Days and classified staff development days, are members of district-wide committees, and attend district level leadership retreats. At Duty Day the chancellor gives a state of the district report. In addition, college personnel regularly participate in district strategic planning sessions and assist with the development of college plans. Both college and district personnel regularly collaborate and exchange information through individual meetings and through the Presidents Intercommunications Team meetings. (4.53, 4.62)

All Board policies scheduled for review, before final Board approval, are routed through the governance process committee structure at each college. The WHCL Planning and Governance Council and its standing subcommittees review all Board policies before they go to the Board for approval.

Self Evaluation

The offices of the College Presidents provide a monthly President's Report to the Chancellor's Office which is included in the Board of Trustees' agenda binders each month. Also included in the binders are minutes of the Chancellor's Executive Cabinet meetings and District Leadership Council (DLC) meetings. In addition, the minutes of the quarterly Leadership Retreats are included. These retreats are attended by all administrative employees at the college and district level. The active participation in these meetings by all administrative employees at the college and district level is a good example of the communication and information exchange which occurs on an ongoing basis. (IV.B.3.f)

Planning Agenda Items

- None

Descriptive Summary

WHCCD regularly evaluates its role, delineation, and governance and decision-making structures and processes to assure their integrity

IV.B.3.g
The district/system regularly

evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

and effectiveness in assisting the colleges in meeting its educational goals. The Office of Institutional Effectiveness and Enrollment Management uses a function map assessment survey to assess the staff's understanding of the role and function of the district and college. It also assesses the perceived effectiveness of each of those functions. The district widely communicates the results of those evaluations and uses them as the basis for improvement. The function mapping survey assesses the level of understanding of district and college functions as well as perceived effectiveness of those functions. The Office of Institutional Effectiveness and Enrollment Management disseminates results to college presidents.

The results of district-level program reviews are submitted to the Board of Trustees for approval. Examples of district-level programs that undergo review are child development, financial aid, institutional effectiveness, marketing, distance learning, grants, work force development, business services, human resources, foundation, web services, chancellor's office, ITS, and learning resources. The district also reviews and analyzes its performance indicators. Results of district-level program reviews are shared at the Planning and Governance Council for review and approval. (4.8)

The district-level operations and services undergo a regular program review assessment, which is integrated with the college planning process. The programs are reviewed at the district-level through the chancellor's cabinet, and then forwarded to the college's Planning and Governance Council for review. As a result of the program review, each district function is evaluated to see its relevancy as a district function or college function.

Self Evaluation

The most recent function mapping survey was conducted in Spring 2010. The results of this survey were used to assess the perception of employees concerning the roles and functions of the services provided by the college and district. Program review is conducted in non-academic areas at the district level and results are shared with the colleges and Board of Trustees. District level program reviews are part of an ongoing cycle every four years. (IV.B.3.g)

Planning Agenda Items

- None

Standard IV Document References

- 4.1 Administrative Policy 2510 – “Participation in Local Decision Making”
- 4.2 Board Policy 2510 – “Participation in Local Decision Making”
- 4.3 Transcription of Table Notes from Student Town Hall Fall 2009
- 4.4 Planning and Governance Manual
- 4.5 Student Town Hall Matrix
- 4.6 Administrative Policy 2410 – “Policy and Administrative Procedure”
- 4.7 SGA minutes
- 4.8 PGC Minutes
- 4.9 Board Policy 2410
- 4.10 WHCL Governance Flow Chart
- 4.11 District Leadership Council minutes
- 4.12 WHCL Strategic Plan
- 4.13 District Strategic Plan
- 4.14 President’s Reports to the Board of Trustees
- 4.15 College Educational Master Plan
- 4.15 District Technology Plan
- 4.16 District Distance Education Strategic Plan
- 4.17 College Student Equity Plan
- 4.18 District Diversity Plan
- 4.19 District Annual Report to the Community
- 4.20 District electronic newsletter “@westhills”
- 4.21 District community newsletter
- 4.22 ACCJC Training Spring 2009
- 4.23 Board Retreat Minutes, Feb. 5 and 6, 2010
- 4.24 Function Mapping Survey Results
- 4.25 2010 WHCL Policies and Shared Governance Survey
- 4.26 2010 WHCCD Accreditation Survey
- 4.27 Board Policy 2431 – “Delineation of Authority to District Chancellor and College Presidents”
- 4.28 Board Policy 2430 – “Delegation of Authority to Chancellor”
- 4.29 Board Policy 2433 – “Chancellor Selection”
- 4.30 Board Policy 2715 – “Code of Ethics/Standards of Practice”
- 4.31 Board Policy 2710 – “Conflict of Interest”
- 4.32 WHCL Mission Statement
- 4.33 WHCCD Mission Statement
- 4.34 Board Policy 4020 – “Program, Curriculum, and Course Development”
- 4.35 Accountability Report for Community Colleges (ARCC) Report
- 4.36 Board Policy 6200 – “Budget Preparation”
- 4.37 Monthly Budget Updates - Board of Trustees Minutes
- 4.38 Board Meetings and Agendas – Board of Trustees Minutes
- 4.39 Routing Form
- 4.40 Board Policy 210
- 4.41 Board Policy 214
- 4.42 Schedule/Calendar for Review of Board Policies

- 4.43 BP 2740 – “Board Education”
- 4.44 Board Handbook
- 4.45 Board Policy 3200 – “Accreditation”
- 4.46 Board Policy 2100 – “Board Elections”
- 4.47 Administrative Procedure 2745 – “Board Self Evaluation”
- 4.48 Board Policy 2745 – “Board Self Evaluation”
- 4.49 Board Minutes February 16, 2010
- 4.50 Board Minutes March 8, 2010
- 4.51 Administrative Procedure 2715 – “Code of Ethics/Standards and Practice”
- 4.52 Board Study Session Minutes April 20, 2010
- 4.53 PIT Minutes
- 4.54 Institutional Effectiveness Planning Calendar
- 4.55 President’s Weekly Updates via email
- 4.56 Strategic Plan
- 4.57 Educational Master Plan
- 4.58 President’s Executive Cabinet (PEC) Minutes and Agendas
- 4.59 Budget Allocation Committee (BAC) Minutes and Agendas
- 4.60 Program Review Documents
- 4.61 PEC Minutes and Agendas
- 4.62 Duty Day Agenda
- 4.63 President’s Forum Announcement
- 4.64 CVHEC Agenda and Minutes
- 4.65 City of Lemoore Chamber of Commerce Agenda and Minutes
- 4.66 Kiwanis Scholarship Announcement
- 4.67 Advisory and Workforce Minutes and Agendas
- 4.68 EDC Agenda and Minutes
- 4.69 Events Calendar
- 4.70 Bond Oversight Committee Minutes and Agendas
- 4.71 2009 Chancellors Office Categorical and Technical Assistance Review
- 4.72 Administrative Procedure 6225 - “Resource Allocation”
- 4.73 District 311 Report
- 4.74 Annual Audit Report
- 4.75 Financial Corporation Minutes and Agendas
- 4.76 Categorical Audit Reports – CalWORKs
- 4.77 President’s Executive Cabinet Minutes
- 4.78 College Organization Chart
- 4.79 *The Screaming Eagle*

Planning Summary

West Hills College Lemoore Report of the Institutional Self Study Spring 2011

West Hills College Lemoore administration, community members, faculty, staff, and a cross-section of constituencies, have produced this self-study report. Analysis and introspection has resulted in describing the overall practices, processes, and effectiveness of how the college conducts itself as an institution of higher learning, fully cognizant of the activities that need to be addressed. The college formally recognizes these areas of concern as planning agenda items following each standard as appropriate. The college will accomplish these planning agenda items over the short term.

Planning agenda items compiled within this report have similarities (themes) that are parallel with the goals listed in the college's Strategic Plan:

- 1) **Institutional Commitments**—to provide high quality educational programs and services consistent with the college mission by focusing on student learning.
- 2) **Evaluation, Planning, and Improvement**—is an ongoing process that includes goal setting, distribution of funding, facilities, staffing, implementation, and re-evaluation.
- 3) **Student Learning Outcomes**—demonstrate the college's effectiveness to produce and support student learning by developing student learning outcomes at the course, program, certificate, and degree level.
- 4) **Organization**—is demonstrated by having adequate staff, resources, and a shared governance decision-making process to identify and make public student learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements.
- 5) **Dialogue**—is open and honest in the college's process of self- reflection based on reliable information about the college's programs and services, and evidence on how well the institution is meeting student needs.
- 6) **Institutional Integrity**—is demonstrated by concern with honesty, truthfulness, and the manner in which the college represents itself to all communities, internal and external.

Self Study Planning Agendas by Standard

Standard One: Institutional Mission and Effectiveness

- Utilize email and other electronic means to improve the dissemination of the annual results of institutional outcomes achievement. The Office of

Institutional Effectiveness and Enrollment Management will be responsible for disseminating these results no later than the fall 2011. (I.B.5)

Standard Two: Student Learning Programs and Services

- Led by the Institutional Effectiveness and Program Review Committee, the college will demonstrate how program review is used to improve student learning and progress in achieving SLOs by the fall 2012. (II.A.1.a)
- Led primarily by the SLOC and administration, the college will fully implement the course and program level assessment cycle. The college will be in full compliance with this standard by 2012. (II.A.1.c)
- The associate dean of educational services will work with the district office to determine the best method to better include adjunct faculty in the SLO communication loop. This will occur before the spring 2012 term. (II.A.1.c)
- The college will review data (state and local labor market information and institutional effectiveness data) to determine most urgent skills needed for local market to develop a five-year plan for the contract education program. (II.A.2)
- The college will examine fiscal allocation resources to determine the timetable when a full-time ESL instructor can be hired. (II.A.2)
- Led by the Curriculum Committee Chair and the Vice President of Educational Services, all course outlines will be no older than five years by the spring 2012. (II.A.2.a)
- The college will continue to assess and evaluate course level student learning outcomes. Appropriate changes to student learning outcomes will occur upon analysis of results. This activity will be led by the Student Learning Outcomes Committee and all members of the administrative team. (II.A.2.b)
- The college will develop all program level student learning outcomes by following its implementation plan. This activity will be led by the Student Learning Outcomes Committee and all members of the administrative team. (II.A.2.b)
- The college will place course, program, and certificate sheets on the MyWestHills portal to increase access for students and staff. (II.A.6)
- The college leadership will work with its sister college and district office to develop a program discontinuation policy by Spring 2012. (II.A.6.b)
- By the fall of 2011, the vice chancellor of institutional effectiveness and enrollment management will develop electronic student educational plans. (II.B.1)
- By the spring of 2011, the dean of students will improve the customer service provided to students from the front counter staff. (II.B.1)
- By the fall of 2011, the dean of students will increase student awareness of electronic resources on the web, such as the catalog. (II.B.1)
- In the fall of 2011, the vice president of educational services will provide orientation and training to staff and students on catalog content and how to find changes. (II.B.2)
- In the fall of 2011, the vice president of student services will provide the handbook and other essential documents in Spanish. (II.B.2)

- By the fall of 2011, the district webmaster will have updated the college webpage with current information to ensure accuracy of all college information. (II.B.3.a)
- In the spring of 2011, the college will work with the district Registrar and the IT department to implement degree audit and electronic student educational plans. (II.B.3.a)
- In the spring of 2011, the dean of students will identify and implement strategies to improve access and efficiency of placement testing, while ensuring the needs of ESL students are met. (II.B.3.e)
- The college's librarian, during the college's budget planning and allocation process, will continue to request adequate funding to improve collection purchases, staffing increases, and additional hours of operation to meet the needs of the student population. (II.C.1.a)
- The librarian will work with the Academic Senate and Curriculum Committee to develop an across-the-curriculum information competency program no later than 2012. (II.C.1.b)
- The librarian will develop online tutorials to assist distance learners with information competency concepts no later than the end of 2011. (II.C.1.b)
- DSPS program staff will meet and discuss methods for increasing attendance to student training sessions in 2011. (II.C.1.b)
- The tutor coordinator, librarian, and associate dean of educational services will create a method of resolving the deficiency of online tutoring by 2012. (II.C.1.c)

Standard Three: Resources

- The college will strengthen the participation of part-time faculty in the assessment of SLOs led by the associate dean of educational services. (III.A.1.c)
- The district will develop a procedure in the faculty evaluation that includes the assessment of SLOs that will be consistent throughout the district. (III.A.1.c)
- Led by the college president, WHCL will begin to evaluate all administrators, managers, and classified staff on the development of SLOs by fall 2011. (III.A.1.c)
- A code of ethics policy will be developed by the Board of Trustees for all employees in the spring of 2011. (III.A.1.d)
- Human Resources should establish a schedule for ongoing training for equal employment practices. (III.A.3.a)
- The college will examine the timeline for requesting new faculty to avoid the implementation of recommendations being made too late for the effective faculty hiring for the upcoming academic year, even though the state budget is usually in flux until August. (III.A.6)
- The college needs to continue the evaluation and assessment of various security systems and protocols to meet the expanding college campus. This will be accomplished by the director of maintenance & operations along with the Facilities Committee. (III.B.1.b)

- The director of maintenance & operations will monitor the parking lot for future rejuvenation and to examine temporary parking needs due to the new construction. (III.B.1.b)
- Campus safety issues, such as lighting and classroom ramp coatings for slippage, will be monitored by the director of maintenance & operations. (III.B.1.b)
- The college needs to establish a guaranteed operating budget for an equipment replacement cycle. (III.B.2.b)
- The college needs to identify resources to establish a freestanding shipping and receiving area. The addition of more delivery vehicles has also been identified as future capital expenditure need. The director of maintenance & operations will be responsible for recommending appropriate resource requirements. (III.B.2.b)
- The college will increase student participation on the college's Technology Committee and the district Technology Advisory Team. (III.C.1)
- The college's technology committee will survey campus needs and future technology requirements and forward recommendations through the college and district shared governance processes. The college will work with campus categorical programs and district grants office to identify funding sources to meet its future technology needs. (III.C.1.a)
- The college will improve student technology training. (III.C.1.b)
- The college will explore ways to make the "Online Readiness" quiz more visible. (III.C.1.b)
- The college will expand the composition of the DTC to include faculty and classified staff. (III.C.2)
- The college will clarify roles and responsibilities of the college Technology Committee and Technology Advisory Team. (III.C.2)
- The district director of marketing will identify appropriate mechanisms to inform the college community about current financial status of the district. (III.D.2.b)
- The district Business Procedures Manual needs to be more widely distributed and training needs to occur. (III.D.2.f)

Standard Four: Leadership and Governance

- The college's shared governance committees and associate dean of education and evening college will develop stronger mechanisms to involve adjunct faculty and evening students in the shared governance processes of the college. Initial reports will be developed and shared with the Planning and Governance Council by the start of the fall 2011 term. (IV.A.1)
- The college's Employee Development and Success Committee has identified a need for staff training and understanding of the college's shared governance processes. Some employees are not fully aware of the function of the Planning and Governance Council and its shared governance committees. The EDSC will develop the training workshop and assess the results of its training to ensure staff have a better understanding of the governance process. This training will occur in spring 2011. (IV.A.3)

- The board will review and update its Board of Trustees Handbook at its February 2011 retreat. This update will allow for current procedures to be incorporated in the board's handbook and serve as a guide should a new member come on the board in the future. (IV.B.1.d)
- The president will work with the director of institutional effectiveness and enrollment management to develop an assessment tool for the evaluation of the college's administrative structure. This assessment will occur in spring 2011. (IV.B.2.a)
- West Hills College Lemoore and its Student Success Committee will continue to enhance the college's service to its area high schools and continue the regular dialogue with high school principals and others to assess the quality of its outreach and services. The Student Success Committee will provide a plan to PGC and the college president by spring 2011 for approval. (IV.B.2.e)

Acronyms/Abbreviations

The following acronyms/abbreviations have been used within this document:

- AA**—Associate of Arts
- AB**—Assembly Bill
- ABC**—Area Budget Committee
- ACCJC**—Accrediting Commission for Community and Junior Colleges
- ACRL**—Association of College and Research Libraries
- ACT**—American College Testing
- ADA**—Americans with Disabilities Act
- AOJ**—Administration of Justice
- AS**—Associate of Science
- AVVID**—Audio Voice Video

- BA**—Bachelor’s of Art
- BOG**—California Community College Board of Governors
- BS**—Bachelor’s of Science
- BUS**—Business

- CA**—California
- CAMP**—College Assistance Migrant Program
- CAN**—Common Articulation Number
- CCCCO**—California Community College Chancellor’s Office
- CCLC**—Community College Library Consortium
- CCLCCC**—Council of Chief Librarians of California Community Colleges
- CCLEAR**—Community College Library Electronic Access Resources
- CELSA**—Combined English Language Skills Assessment
- CIO**—Chief Instructional Officer
- CIS**—Computer Information Systems
- CLEP**—College Level Examination Program
- COP**—Certificates of Deposit
- CPEC**—California Post-Secondary Education Commission
- CPOST**—Correctional Peace Officers Standards and Training
- CSEA**—California School Employee Association
- CSSO**—Chief Student Services Officer
- CSU**—California State University
- CTA**—California Teacher’s Association
- CTEP**—College Test of English Placement
- CVC**—California Virtual Campus

- DLC**—District Leadership Council
- DSPS**—Disabled Students Program and Services
- DTS**—Data Transfer Service

EDD—Educational Doctorate
EOPS—Equal Opportunity Program and Services
ESL—English as a Second Language
ETS—Educational Talent Search

FA—Fall
FAFSA—Free Application for Federal Student Aid
FTES—Full Time Equivalent Student
FY—Fiscal Year

GED—General Education Development
GPA—Grade Point Average

HRCM—Hotel, Restaurant, and Casino Management

IGETC—Intersegmental General Education Transfer Curriculum
IMPAC—Intersegmental Major Preparation Articulated Curriculum
IMS—Instructional Media Services
IPEDS—Integrated Postsecondary Education Data System
ITS—Information Technology Services

JPA—Joint Powers Agreement

KART—Kings Area Regional Transit
KCC—Kings County Center

L/LRC—Library/Learning Resource Center
LNAS—Lemoore Naval Air Station
LVN—Licensed Vocational Nurse

M&O—Maintenance and Operations
MDTP—Math Diagnostic Testing Project
MECHA—Movimiento Estudiantil Chicano de Aztlan
MOU—Memorandum of Understanding

NA—Not Applicable
NAS—Naval Air Station
NASL—Naval Air Station Lemoore
NCTE—National Council of Teachers of English
NISOD—National Institute for Staff & Organizational Development

PC&LAN—Personal Computer and Local Area Network
PGC—Planning and Governance Council
PHD—Doctorate in Philosophy
POST—Peace Officers Standards and Training

RN—Registered Nurse
RSP—Remedial Skills Program

SAN—Storage Area Network
SGA—Student Government Association
SIFE—Students in Free Enterprise
SLC—Student Learning Committee
SLO—Student Learning Outcomes
SP—Spring

TAT—Technology Advisory Team
TRANS—Tax and Revenue Anticipation Notes

UBMS—Upward Bound Math and Science
UC—University of California

VTEA—Vocational Technical Education Act

WAN—Wide Area Network
WASC—Western Association of Schools and Colleges
WHC—West Hills College
WHCC—West Hills College Coalinga
WHCCD—West Hills Community College District
WHCD—West Hills College District Office
WHCIST—West Hills Customer Information Support Team
WHCL—West Hills College Lemoore
WSCH—Weekly Student Contact Hours

SOCIAL SCIENCES LEARNING AREA MEETING WEST HILLS COLLEGE LEMOORE

JANUARY 25, 2010

2pm

TENTATIVE MEETING AGENDA

Ron, Pat, Vera, Rene, Veronica

- 1. Call to order**

- 2. Changes to the agenda**

- 3. Future meetings dates/times**
Mondays at 2pm

- 4. Curriculum report**
First Meeting is next week
Issues with portal
District Curriculum Coordinating Committee—discussion followed

- 5. SLO update**
Assessment—Hist 17ab, Geog 1,3, Soc 7
Analysis—Soc 1,2, Geog 1,3,2a
Evaluation—Soc 1,2, Hist (all), Geog 1,3,2a, CD 17c, 12a
Modification—
91% of non instructional have defined SLOs, analysis only 18%

- 6. Program review**
CD at next PGC

- 7. Academic senate report**
Tenure
DCCC
NISOD

- 8. Classroom issues**
1000 lighting
VC rooms—remote is needed from Joe
Camera to show whiteboard at Coalinga site
Library leaks—M&O has been informed
Door locks in library—use of plan “B”
Most classroom clocks—needs adjustments

9. Faculty evaluations

No FT but adjuncts—Brady, Bellamy, Sievers, Dr. X

10. Possible new faculty positions

Psychology?

11. Other

12. Next meeting

SOCIAL SCIENCES LEARNING AREA MEETING
WEST HILLS COLLEGE LEMOORE
FEBRUARY 22, 2010
2pm

Pat, Bob, Vera, Veronica

1. Call to order
2. Changes to the agenda
3. Curriculum report
Portal transition
Lib Arts update
4. SLO update
Vera provided an update
SLO Cycle
Share during
Each faculty will present a SLO assessment, results, and analysis
5. Program review
CD was passed by PGC
6. Academic senate report
Proposed Tenure
Elections
New policies
7. Classroom issues
1000 lights
Instructor station cleanliness—send an email on methods to make it look cleaner
8. Faculty evaluations
Squaring away assignments
9. Possible new faculty positions
CD, Psychology
10. Other
11. Next meeting—March 15 @ 2pm

MATH/SCIENCE LEARNING AREA MEETING

WEST HILLS COLLEGE LEMOORE

MARCH 12, 2010

12:00NOON

MEETING AGENDA

Dave, Frieda, Maria, Brian, David, Kurt, Bob, Shawn, Cliff

- 1. Call to order**
- 2. Changes to the agenda**
- 3. Curriculum report**
Shawn has accepted the opportunity to serve.
- 4. SLO update**
Math 1A—SLO 3: use of test results to review SLO
Bio 38—SLO 1: use of final exam to look at SLO
Brian, Bob, Shawn for next meeting
- 5. Program review**
Collection of completed program reviews this next month; e-versions, too
Upcoming program reviews to be due in fall will be announced by May
- 6. Academic senate report**
Weapons on campus
All other AP/BP have been sent out; prerequisite topic is “hot”
Elections
Tenure folk have been sent to the pres
Updating bylaws and constitution
- 7. Classroom issues**
Scheduling issues for MW or TTH classes and working around holidays
Clock batteries—711 719, 209, 274
- 8. Faculty evaluations**
Cliff, Bob, David, Brian
- 9. Other**
Relocate the financial comparison to the website, away from portal
- 10. Next meeting—April 9th @ noon**

SOCIAL SCIENCES LEARNING AREA MEETING

WEST HILLS COLLEGE LEMOORE

April 19, 2010

2pm

Bob, Ron, Vera, Pat

- 1. Call to order**
- 2. Changes to the agenda**
- 3. Curriculum report**
District Curriculum Committee Representation
Curriculum training for electronic submission of curriculum
- 4. SLO update**
Remember to assessment, review, and modify SLOs
Emphasis next fall will be on Lib Arts
- 5. Program review**
New program review booklet
Roll out in May
- 6. Academic senate report**
District Curriculum Committee was passed
New president and vice president
BP and AP approvals
New faculty positions—Ranking? Process to be determined.
Flex Day input
Accreditation visit is week of March 7th
Faculty Senate Awards at graduation
- 7. Classroom issues**
Library closed door issues
Food in library
Closed captioning wrt video conferencing
Theft of media equipment—DVD remote, cabling in 236; Scott has been informed
- 8. Faculty evaluations**
Kudos to Pat and Vera

9. End of the Year Business
Spring 2011 schedule input
Library hours reduced in summer

10. Other

Social Sciences/Math/Science Learning Areas

West Hills College Lemoore

August 13, 2010

Minutes

Present: Gibson, Ganter, Birrell, Sanchez, Hall, Kraft-Chapman, Harris, Jackson, Castagna, Babb, Sterling, Fortune, Abela, Kennedy

1. Changes to the agenda
Several items were added to the agenda—see agenda item #9
2. Campus issues and highlights
*Introduction of Allen Fortune
USDA Grant Update
New S-STEM NSF Grant*
3. Beginning of the school year business
*Submission of course syllabi to Ed Services Office
Update rosters
Waitlist was discussed
Syllabi to contain SLOs*
4. Curriculum Committee report
 - Representation
*Social Science—Vera
M/S—Shawn
Expectation that a report to be given at each Learning Area Meeting*
 - Five year review of course outlines
Curriculum reps will work with faculty to ensure currency
5. SLO update
 - Representation
*Social Science—Allen
M/S—Frieda
Expectation that a report to be given at each Learning Area Meeting*
 - Course level
*Faculty were complimented on developing SLOs and assessment
Adjunct faculty were given extensive information during their orientation*
 - Program level
This is the area of SLO work that should be the emphasis this year
 - Assessments—Documentation; Evidence that SLOs have led to changes in student learning
Provide documentation evidence to SLO Rep or D. Babb

6. Program review for 2010
 - Biology *Cliff*
 - Liberal Arts—Math and Science ??
 - Liberal Arts—Social Science *Bob H.*
 - Chemistry *Brian*
 - Mathematics *Frieda*

7. Academic senate report
 - Representation
Social Science—*Ron O.*
M/S—*Jameson*
Expectation that a report to be given at each Learning Area Meeting

8. Budget update
 - Equipment/Supplies
\$59K in lottery money will pass through the Budget Allocation Committee
Staff need to submit requests now for possible emergency funding
 - Schedule implications
25 additional sections were added to fall schedule upon presidential request
 - Staffing implications
Staffing in some disciplines is difficult and may hamper future schedule

9. Other business/discussion
 - 2 year schedule
Use form to submit conservative estimate on when courses should be offered
 - Spring 2011 schedule
Submit ASAP
 - Testing Center
Useful for make-up tests and placement exams
Need a computer lab; maybe DSPS lab?
Dave will discuss with Student Services staff

10. Next meeting—TBD

MATH/SCIENCE LEARNING AREA MEETING

WEST HILLS COLLEGE LEMOORE

FEBRUARY 19, 2010

12:00NOON

TENTATIVE MEETING AGENDA

Brian, David, Shawn, Kurt, Jameson, Angela, Bob, Cliff, Frieda, Kim

1. Call to order
2. Changes to the agenda
3. Curriculum report
*Up for grabs since Cliff is unable to attend. More discussion.
Status of biology and chemistry is likely to remain.
District level curriculum committee? Voice opinions to S. Droker.*
4. SLO update
Assignment—Report on an SLO being assessed, present results for next meeting.
5. Program review
Chemistry and Biology likely for fall 2010.
6. Academic senate report
*District curriculum discussion—faculty are encouraged to attend the first district curriculum committee meeting
Senate elections
Tenure nominations—Rodriquez, L. Hall, Rogers, Raia*
7. Classroom issues
*Lights outside 700
Lights outside 200 go off too early
Whiteboard in conf. center?
Theft of pencil sharpeners—replacement?
Updates on computers untimely
Hard key for cabinets within 700B for JB
Key cards—see Amber or Kyle
Projectors and media centers are left on after class*
8. Faculty evaluations

Full timers: Babb (Rengh, Abela), Ganter (Jackson, Birrell), Gibson (Birrell, Abela)

Adjuncts: Hartman (Birrell), Ford (Abela), Griffiths (Gibson), Gradis (Abela), Crain-Peltzer (Babb/Harris), Thomas (Birrell)

Full time faculty evaluators are to await word from Dave B. that is okay to evaluate.

9. Other

10. Next meeting—March 12 @ noon

Minutes-A & L Meeting

March 8, 2010

Present: M. Hall, T. McGee, N. Daniels, M. McDowell, J. Shehorn,

L. Howard, J. Preston, K. Sheffield, L. Beloof

1. Call to order at 12:02 pm.
2. Additions to the agenda-none.
3. Approval of minutes- no minutes to approve.
4. New Business
 - a. Teleconference meeting with Coalinga English Teachers- M. Hall was going to set up a meeting on March 22, but it was pointed out that we already have a meeting set up on March 15th. At the March 15th meeting, we will address English 1A, English 89 change to 100, and GS 61. M. Hall suggested T. Winters and J. Milianta be invited to the March 15th meeting. M. Hall also cancelled the March 22 meeting with the Coalinga English Teachers, and we will not be meeting for an A & L meeting on March 22nd either.
 - b. Spring 2010 Schedule- was passed around for everyone to provide input.
 - c. Adjunct Evaluations- J. Preston will evaluate Drew in Education, K. Sheffield will evaluate J. Milianta in GS and Wu in Linguistics, M. Ennes will evaluate Prelip and Johnson in Communications.
5. Old Business
 - a. SLO Assessments-faculty asked about the deadline for the SLO chair to submit an annual report. The deadline is in April. M. Mc Dowell is going to work on SLOs for Humanities. J. Shehorn suggested that he take SLOs from the "old" Humanities form and put them into the new format.
 - b. Program Review- M. Hall asked if any were due. There was a bit of discussion on Liberal Arts degree going through the curriculum process again.
 - c. Kaleidoscope-M. McDowell has received submissions. He wanted to know if students submitting visual and written pieces could use the same release form. L. Howard and N. Daniels agreed. M. Mc Dowell will forward copies of release forms to N. Daniels. M. Mc Dowell hopes to get the product to All Valley by April 30th. If done by then, we will have copies to distribute before graduation. M. Mc Dowell asked if we would rather cut pages or copies if the All Valley quote was higher than the budget allotted. Faculty suggests fewer pages because we do give out all 300 copies. SPLAAT students are organizing a "Battle of the Bands."
 - d. Bookstore- There have been no changes. Bookstore responded to email regarding issues with "need specifics" before he can address. M. Hall suggests that faculty CC him with book orders next semester. Faculty also stated the difficulties of giving a book order by the bookstore's deadline when we don't know which class sections we have been

assigned. In terms of art supplies, the mark up is higher, so students go to Michaels or Allards instead.

6. Senate Report- L. Belooof read an email from S. Droker in regards to tenure resolutions. It stated the Chancellor was holding them until the April meeting to approve Lemoore and Coalinga requests at the same time. Faculty wanted to know who was up for tenure. T. Mc Gee stated M. Rodriguez, L. Hall, and J. Rodgers, but there are others.
7. Curriculum Report- English 1B was tabled by R. Sanchez because she wasn't sure that Coalinga had been included. J. Shehorn said S. Sutherland had been contacted on at least 3 occasions to relay information to his Coalinga colleagues. He did tell J. Shehorn to go ahead, J. Shehorn told R. Sanchez to put it through as well, but it was still tabled.
8. Classroom Ideas/Issues- Faculty discussed the inappropriate furniture in the classrooms. Concerns included: set up determined pedagogy, furniture inhibits interaction with students, "Modesty Shields" are useless and falling off, teachers found it difficult to get to students sitting on the far end next to the wall, and there were other issues/concerns. J. Shehorn did research the furniture and shared the information with D. Warkentin at one point. However, he turned down the request to use BSI funds to change furniture in a classroom. Faculty wonders why it's acceptable for science to have a collaboratory that only they use, but we can't have a room better designed for students in English classes. J. Preston asked what could be done to put forward requests in future buildings. It was suggested that we relay concerns to: Senate, Student Success Committee, Facilities Committee, and BSI. J. Shehorn was going to ask S. Droker if we could have more than one faculty on Facilities just in case the designated faculty was teaching at the time the meetings are held.
9. Other-none.
10. Agenda items for next meeting-nothing new was suggested.

Adjourned

Minutes-A & L Meeting

April 26, 2010

Present: M. Hall, L. Howard, J. Preston, M. McDowell, K. Sheffield, R. Oxford, L. Beloof, M. Ennes

1. Call to order at 12:00 pm.
2. Additions to the agenda- Learning Area Awards
3. Approval of minutes-Minutes approved (Marty moved to approve, Kim seconded). All were in favor.
4. New Business
 - a. Don announced, at an administrative meeting, that we are now going to a one-year schedule. Don wants this discussed at Learning Area Meetings. A&L has already been working on this. Probably won't happen until next spring (one full year of suggestions). It was suggested that an activity/discussion be planned for Flex Day regarding the one-year schedule. Marlon is going to follow-through with Kurt regarding this.
 - b. "Battle of the Arts" at Kings Art Center. Students are excited. Mike mentioned the possibility of honoring Sue Westover. A plaque in the sidewalk was mentioned. Question was asked as to whether or not we can provide Sue's children with an honorary degree for their mother. Marty will take information, from Mike (regarding Sue), to PGC. Other items discussed included Food and Follies. Time, location? Attendance, and enthusiasm, are declining. It was mentioned that everyone might need to be included in the planning. Too staff driven.
 - c. SLO Assessments: 101B (Kim and Jacqui are working on this). 51B (Libra). 1B (Is this being assessed?) It should be this semester. Ed 5 (James). Mike checking his schedule.
 - d. Program Review: Nothing currently.
 - e. Ron Oxford shared his concern regarding different style guides and their updates. He asked what the library should use to help students. There have been contradictions in format (MLA, APA, CMS). He wants the library staff to know how to direct the students. Do they go by the edition required in the class? Do they go by the most updated information on the MLA website? How should the library, and English Lab, handle this? Continue this discussion in A&L. Ron will also discuss this concern with other learning areas.
 - f. Learning Area Awards: English-Laura "Stormy" Minero, Art-Heaven Annie McGrath, Communication-Raechelle Bema, Education-Gina Luis, Humanities-Bryan Eskew
5. Old Business
 - a. Changing English 89 to English 100: No updates. A&L had a meeting with Coalinga. No words since. Marlon sent information, from the chancellor, to Scott Sutherland. Marty asked Mike to bring the issue up in Curriculum. Should we move forward even though we haven't heard more from Coalinga?
 - b. Changing GS 61 to GS 101 (See 5a).

- c. Kaleidoscope: At the printer. Mike gave flash drive back to Marty. Ahead of schedule. Hope is to pick it up May 7. Kim and Libra will proof. Check layout, line endings. It was noted that people are pleased we pushed for print rather than online. Tangible reward. Does not read as well on screen.
 - d. Bookstore: No communication, yet, regarding Fall 2010 book orders. Libra noted that she hadn't been contacted about Summer 2010. Others said they had been. Email Amber for follow-through. Concern regarding books being used later in the semester. Students wait to purchase, and by the time the book is utilized, the bookstore has sent them back. It was suggested that the bookstore keep the copies in store, especially when the instructor uses the same title/edition every year.
6. Senate: Larry provided an email handout, from Stephanie Droker, regarding recommendations for faculty positions. Priority is ESL. Spanish Instructor is also needed. Other positions discussed included Communication Instructor, Art Faculty, Humanities, Performing Arts, Music, and Journalism.
 7. Curriculum: Ed 5 needs to be sent to A&L for approval and, then, to TRC. May 3 is the last day to submit new material.
 8. Classroom Ideas/Issues: None discussed.
 9. Other-None

Agenda items for next meeting were suggested-Marlon wrote those down.

Meeting adjourned at 12:52 pm

Next meeting is the last meeting of the semester (May 10).

**WEST HILLS COLLEGE LEMOORE
HEALTH, WELLNESS & NURSING
LEARNING AREA MEETING
WEDNESDAY, OCTOBER 20, 2010
8:30am – 10:00am**

A G E N D A

- 1. Call to Order**
- 2. Additions to the Agenda**
- 3. Approval of Minutes**
- 4. Health & Nursing Area Report – Charles Freeman**
- 5. Counselors Report – Marta Hendrickson**
- 6. SLO Program Review Assessment Report– Joel Rogers**
 - A. Program Level**
 - B. Course Level**
- 7. Curriculum Report – Kent Olson**
- 8. Academic Senate Report – Dave Neer**
- 9. Athletic Academic Advisor Report - Teresa Quilici**
 - A. Discussion**
- 10. Golden Eagle Arena**
 - A. Continued Discussion – Course Curriculum Development**
- 11. Kinesiology Curriculum Report – Dave Neer/Joel Rogers**
- 12. Classroom/Campus Concerns**
- 13. Good of the Order**
- 14. Adjournment**

WHCL Health, Wellness, & Nursing Learning Area
Meeting Minutes
October 20, 2010

Room# 124

8:30 a.m.

Members Present: R. Clement, C. Freeman, M. Hendrickson, D. Neer, K. Olson,
T. Quilici, R. Ragsdale & M. Unzueta

Members Absent: A. Fortune & J. Rogers

Minutes recorded by: A. Avitia

1) Call to Order-

8:30 a.m.

2) Changes/Additions to the Agenda-

None Stated.

3) Approval of Minutes-

K. Olson motioned to approve September 8, 2010 meeting minutes; D. Neer seconded the motion, the motion was approved unanimously.

4) Health & Nursing Area Report- Charles Freeman

C. Freeman reported that the medical assisting course is going through the curriculum process for credit. He added that the EMT course expanded its seats from 30 to 40 students and that a sterile processing course may be offered in the spring. He also announced that the CNA course started today, October 20, 2010 and that the nursing area is trying to hire a CNA instructor. C. Freeman exits at 9:50a.m.

5) Counselors Report- Marta Hendrickson

No report given at this time.

6) SLO Program Review Assessment Report- Joel Rogers

A. Program Level

B. Course Level

No report given at this time. J. Rogers absent.

7) Curriculum Report- Kent Olson

K. Olson reported that PE-005 Intercollegiate Women's Volleyball and PE-25A Introductory Soccer were recently passed in curriculum.

8) Academic Senate Report- Dave Neer

(Handout: E-mail: SB 1440 Implementation: Associate Degree's for Transfer)

D. Neer informed the learning area of the recent e-mail all faculty should have received regarding the new bill that passed that would help students transfer with an associate degree. He asked the learning area to review the e-mail for their information.

9) Athletic Academic Advisor Report- Teresa Quilici

T. Quilici informed the learning area of the recent progress reports sent out by Elva Torres and, as of today, October 20, 2010 she has received only four progress reports and expressed the importance of receiving these back from the instructors. The learning area had an open discussion regarding the progress report template and faculty involvement. R. Clement will have Sylvia Dorsey-Robinson at the next learning area to help clear up this process.

10) Golden Eagle Arena-

A. Continued Discussion- Course Curriculum Development

B. Clement asked the learning area to continue brainstorming of potential courses that could be offered in the arena.

11) Kinesiology Curriculum Report- Dave Neer/Joel Rogers

(Handout: Student Learning Outcomes Tracking Form)

No report at this time. J. Rogers absent. B. Clement shared with the learning area that a representative was needed for the area to be a part of the Strategic Planning Meeting. D. Neer volunteered, in addition to K. Olson to be D. Neer's backup.

12) Classroom/Campus Concerns-

No issues or concerns at this time.

13) Good of the Order-

(Handout: E-mail regarding spring schedule)

B. Clement shared with the learning area of proposed course changes for the spring from R. Ragsdale. No issues or concerns at this time.

14) Adjournment

Meeting Adjourned: 9:40 a.m.

**WEST HILLS COLLEGE LEMOORE
HEALTH, WELLNESS, & NURSING
LEARNING AREA MEETING
FRIDAY, AUGUST 13, 2010
3:00pm – 4:00pm
WHCC LIBRARY**

A G E N D A

1. Restricted and Unrestricted Funds Expenditure
 - Lottery
2. Two –Year Schedule
 - To be placed on the college website and/or portal (Handout)
3. 2011 Spring Schedule
 - Work on the premise that the schedule will mimic 2010 spring schedule “Moving Target”
 - Schedule development team for our Learning Area
4. Program Review
 - Program review schedule (Handout)
 - Timelines for completion
5. Evaluations of Faculty
 - Fulltime
 - Adjunct
6. Accreditation Updates (Handout)
7. Learning Area Faculty Representation
 - Curriculum, SLOC, Academic Senate, PGC
8. Course Repetition
9. SLO Update
 - Course Level & Program level assessment (4% of program SLO assessed to date)
 - Implementation Plan – Portal (Handout)
10. Golden Eagle Arena
 - Fitness Equipment Update (Handout)
 - Course Curriculum Development
11. Removal of W’s & F’s from transcripts
12. Learning Area meetings schedule for 2010 fall semester
13. Campus issues and highlights
14. Adjournment

RFP 010-01 WHC WELLNESS - AEROBICS, EXERCISE & WEIGHT TRAINING EQUIPMENT:

Bid Opening: Friday, July 16, 2010 at 9:00am

Dated: Jun 24, 2010

NO:	ITEM DESCRIPTION & DETAILS:	Item	Advantage Fitness Products		Life Fitness		Promaximo		The Ombell Man Fitness Eq	
			Quantity	Unit Price	Total	Unit Price	Total	Unit Price	Total	Unit Price	Total
1	TREADMILL:	4	\$ 4,195.00	\$ 16,780.00	\$ 3,680.00	\$ 14,720.00	\$ 4,199.00	\$ 16,796.00	\$ 4,630.00	\$ 18,520.00
1a	3 Year bumper to bumper warranty, includes All Parts, labor and travel costs.	4	\$ -	\$ -	\$ 650.00	\$ 2,600.00	\$ -	\$ -	\$ 1.00	\$ 4.00
2	CROSS TRAINER:	3	\$ 4,250.00	\$ 12,750.00	\$ 2,659.00	\$ 7,977.00	\$ 3,189.00	\$ 9,567.00	\$ 3,445.00	\$ 10,335.00
2b	3 Year bumper to bumper warranty, includes All Parts, labor and travel costs.	3	\$ 400.00	\$ 1,200.00	\$ 200.00	\$ 600.00	\$ -	\$ -	\$ 1.00	\$ 3.00
3	UPRIGHT EXERCISE BIKE:	4	\$ 1,675.00	\$ 6,700.00	\$ 1,635.00	\$ 6,540.00	\$ 1,799.00	\$ 7,196.00	\$ 2,215.00	\$ 8,880.00
3a	3 Year bumper to bumper warranty, includes All Parts, labor and travel costs.	4	\$ -	\$ -	\$ 180.00	\$ 720.00	\$ -	\$ -	\$ 1.00	\$ 4.00
4	RECLINING BIKE:	2	\$ 1,895.00	\$ 3,790.00	\$ 1,840.00	\$ 3,680.00	\$ 1,799.00	\$ 3,598.00	\$ 3,330.00	\$ 6,660.00
4a	3 Year bumper to bumper warranty, includes All Parts, labor and travel costs.	2	\$ -	\$ -	\$ 180.00	\$ 360.00	\$ -	\$ -	\$ 1.00	\$ 2.00
5	ATTACHABLE 17" LCD TV:	13	\$ 1,095.00	\$ 14,235.00	\$ 804.00	\$ 10,452.00	\$ 998.00	\$ 12,987.00	\$ -	\$ -
6	TV BRACKETS & ADAPTOR BRACKETS: Treadmills (4), Cross Trainer (3), Recumbent Bike (2), Upright Exercise Bike (4), plus (1) administrative remote	13	\$ -	\$ -	\$ 94.00	\$ 1,222.00	\$ -	\$ -	\$ -	\$ -
7	REMOTE CONTROLS: Remote Controls for Upright Treadmills (4), Cross Trainer (3), Recumbent Bike (2), Upright Exercise Bike (4), plus (1) administrative remote	14	\$ -	\$ -	\$ 60.50	\$ 847.00	\$ -	\$ -	\$ -	\$ -
8	DIP & CHIN ASSIST PRESS:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,454.00	\$ 2,454.00	\$ 1,799.00	\$ 1,799.00	\$ 2,345.00	\$ 2,345.00
9	BICEPS CURL PRESS:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,033.00	\$ 2,033.00	\$ 1,799.00	\$ 1,799.00	\$ 2,076.00	\$ 2,076.00
10	CHEST PRESS:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,174.00	\$ 2,174.00	\$ 1,799.00	\$ 1,799.00	\$ 2,215.00	\$ 2,215.00
11	PECTORAL FLY/REAR DELTOID PRESS:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,174.00	\$ 2,174.00	\$ 1,799.00	\$ 1,799.00	\$ 2,345.00	\$ 2,345.00
12	HIP ABDUCTOR:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,174.00	\$ 2,174.00	\$ 1,799.00	\$ 1,799.00	\$ 2,490.00	\$ 2,490.00
13	HIP ABDUCTOR:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,174.00	\$ 2,174.00	\$ 1,799.00	\$ 1,799.00	\$ 2,490.00	\$ 2,490.00
14	HORIZONTAL CALF PRESS:	1	\$ 2,489.00	\$ 2,489.00	\$ 2,104.00	\$ 2,104.00	\$ 1,799.00	\$ 1,799.00	\$ 2,155.00	\$ 2,155.00
15	LEG EXTENSION PRESS:	1	\$ 2,425.00	\$ 2,425.00	\$ 2,384.00	\$ 2,384.00	\$ 1,799.00	\$ 1,799.00	\$ 2,070.00	\$ 2,070.00
16	SEATED ROW:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,174.00	\$ 2,174.00	\$ 1,799.00	\$ 1,799.00	\$ 2,215.00	\$ 2,215.00
17	LEG CURL:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,174.00	\$ 2,174.00	\$ 1,799.00	\$ 1,799.00	\$ 2,215.00	\$ 2,215.00
18	SEATED LEG PRESS:	1	\$ 4,195.00	\$ 4,195.00	\$ 3,506.00	\$ 3,506.00	\$ 1,799.00	\$ 1,799.00	\$ 3,640.00	\$ 3,640.00
19	SEATED SHOULDER PRESS:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,104.00	\$ 2,104.00	\$ 1,799.00	\$ 1,799.00	\$ 2,215.00	\$ 2,215.00
20	SEATED TRICEPS EXTENSION:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,033.00	\$ 2,033.00	\$ 1,799.00	\$ 1,799.00	\$ 2,155.00	\$ 2,155.00
21	LAT PULLDOWN:	1	\$ 2,499.00	\$ 2,499.00	\$ 1,824.00	\$ 1,824.00	\$ 1,799.00	\$ 1,799.00	\$ 2,155.00	\$ 2,155.00
22	CUSTOM BUILT-S STACK MULTI-JUNGLE:	1	\$ 6,225.00	\$ 6,225.00	\$ 7,170.00	\$ 7,170.00	\$ 5,299.00	\$ 5,299.00	\$ 7,200.00	\$ 7,200.00
23	DUAL ADJUSTABLE PULLEY STATION:	1	\$ 3,595.00	\$ 3,595.00	\$ 3,323.00	\$ 3,323.00	\$ 2,295.00	\$ 2,295.00	\$ 3,385.00	\$ 3,385.00
24	HAMMER STRENGTH SMITH MACHINE	1	\$ 2,695.00	\$ 2,695.00	\$ 2,694.00	\$ 2,694.00	\$ 1,485.00	\$ 1,485.00	\$ 2,480.00	\$ 2,480.00
25	BODY WEIGHT GLUTE/HAM BENCH:	1	\$ 675.00	\$ 675.00	\$ 970.00	\$ 970.00	\$ 795.00	\$ 795.00	\$ 1,320.00	\$ 1,320.00
26	DECLINE/ABDOMINAL BENCH:	1	\$ 525.00	\$ 525.00	\$ 404.00	\$ 404.00	\$ 235.00	\$ 235.00	\$ 580.00	\$ 580.00
27	BUMPER PLATE STORAGE RACK - LARGE:	2	\$ 199.00	\$ 378.00	\$ 236.00	\$ 472.00	\$ 325.00	\$ 650.00	\$ 190.00	\$ 380.00
28	MULTI-ADJUSTABLE STRENGTH BENCH:	2	\$ 665.00	\$ 1,330.00	\$ 647.00	\$ 1,294.00	\$ 200.00	\$ 400.00	\$ 580.00	\$ 1,170.00
29	DIAMOND RACK-DOUBLE TIER	1	\$ 595.00	\$ 595.00	\$ 525.00	\$ 525.00	\$ 385.00	\$ 385.00	\$ 590.00	\$ 590.00
30	UTILITY BENCH w/75 DEGREE:	1	\$ 375.00	\$ 375.00	\$ 282.00	\$ 282.00	\$ 165.00	\$ 165.00	\$ 365.00	\$ 365.00
31	FLAT BENCH:	1	\$ 376.00	\$ 376.00	\$ 226.00	\$ 226.00	\$ 160.00	\$ 160.00	\$ 280.00	\$ 280.00
32	OLYMPIC HEAVY DUTY 6' X 8' STAND ALONE PLATFORM:	2	\$ 725.00	\$ 1,450.00	\$ 1,504.00	\$ 3,008.00	\$ 1,185.00	\$ 2,370.00	\$ 1,200.00	\$ 2,400.00
33	OLYMPIC 8' HEAVY DUTY HALF RACK:	2	\$ 1,075.00	\$ 2,150.00	\$ 1,227.00	\$ 2,454.00	\$ 1,395.00	\$ 2,790.00	\$ 1,290.00	\$ 2,580.00
34	OLYMPIC HEAVY DUTY ADJUSTABLE BENCH:	2	\$ 839.00	\$ 1,678.00	\$ 659.00	\$ 1,318.00	\$ 450.00	\$ 900.00	\$ 675.00	\$ 1,350.00
35	BACK EXTENSION BENCH:	1	\$ 595.00	\$ 595.00	\$ 704.00	\$ 704.00	\$ 275.00	\$ 275.00	\$ 600.00	\$ 600.00
36	ABDOMINAL CRUNCH BENCH:	2	\$ 896.00	\$ 1,792.00	\$ 630.00	\$ 1,260.00	\$ 695.00	\$ 1,390.00	\$ 645.00	\$ 1,290.00
37	STAFF TRAINING: On site staff training on proper equipment use and equipment maintenance. Identify any other training availability (off site, web based etc.)	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1.00	\$ 1.00

38	DUMBELLS: as follows (minimum or better)		\$ -			\$ -				\$ -
38A	Pro-Rubber DB Set 5-50 x 5 Platinum	2	\$ 1,095.00	\$ 2,190.00	\$ 1,136.00	\$ 2,272.00	\$ 1,380.00	\$ 2,760.00	\$ 1,075.00	\$ 2,150.00
38B	Pro-Rubber DB Set 55-100 x 5 Platinum	1	\$ 3,095.00	\$ 3,095.00	\$ 2,453.00	\$ 2,453.00	\$ 2,980.00	\$ 2,980.00	\$ 2,340.00	\$ 2,340.00
38C	Intek Strength 45lb rubber Olympic Plate (single) (center = 1.985" - standard olympic bar size)	28	\$ 50.00	\$ 1,400.00	\$ 59.50	\$ 1,666.00	\$ 72.25	\$ 2,023.00	\$ 45.00	\$ 1,260.00
38D	Intek Strength 25lb rubber Olympic Plate (single)	18	\$ 29.00	\$ 522.00	\$ 33.60	\$ 604.80	\$ 40.80	\$ 734.40	\$ 25.00	\$ 450.00
38E	Intek Strength 10lb rubber Olympic Plate (single)	18	\$ 13.00	\$ 234.00	\$ 13.30	\$ 239.40	\$ 16.15	\$ 290.70	\$ 10.00	\$ 180.00
38F	Intek Strength 5lb rubber Olympic Plate (single)	10	\$ 6.50	\$ 65.00	\$ 7.00	\$ 70.00	\$ 8.50	\$ 85.00	\$ 5.00	\$ 50.00
38G	Intek Strength 2.5lb rubber Olympic Plate (single)	10	\$ 3.25	\$ 32.50	\$ 3.50	\$ 35.00	\$ 4.25	\$ 42.50	\$ 2.50	\$ 25.00
38H	International Power Bar 7" - black coated, center knurling (1,800lb capacity)	4	\$ 189.00	\$ 756.00	\$ 311.50	\$ 1,246.00	\$ 225.00	\$ 900.00	\$ 160.00	\$ 640.00
38I	Double Needle Bearing Bar 7" - nickel coated (1,800lb capacity)	2	\$ 275.00	\$ 550.00	\$ 556.50	\$ 1,113.00	\$ 675.00	\$ 1,350.00	\$ 205.00	\$ 410.00
38J	Olympic Training Bumper, Black - 45lb. (core of solid hardened chrome steel, outer shell solid, virgin rubber)	8	\$ 89.00	\$ 712.00	\$ 73.50	\$ 588.00	\$ 65.00	\$ 520.00	\$ 90.00	\$ 720.00
38K	Olympic Training Bumper, Black - 35lb. (core of solid hardened chrome steel, outer shell solid, virgin rubber)	8	\$ 79.00	\$ 632.00	\$ 58.00	\$ 448.00	\$ 52.50	\$ 420.00	\$ 75.00	\$ 600.00
38L	Olympic Training Bumper, Black - 25lb. (core of solid hardened chrome steel, outer shell solid, virgin rubber)	8	\$ 55.00	\$ 440.00	\$ 45.50	\$ 364.00	\$ 40.00	\$ 320.00	\$ 60.00	\$ 480.00
38M	Olympic Training Bumper, Black - 10lb. (core of solid hardened chrome steel, outer shell solid, virgin rubber)	4	\$ 55.00	\$ 220.00	\$ 35.00	\$ 140.00	\$ 20.00	\$ 80.00	\$ 45.00	\$ 180.00
SUB-TOTAL:			\$ 131,195.50	\$ 122,792.20		\$ 111,489.60		\$ 114,714.00		
DISCOUNT:			\$ -	\$ -		\$ -		\$ -		
INSTALLATION:			\$ 7,795.00	\$ 13,446.80		\$ 3,250.00		\$ 11,500.00		
SALES TAX (Fresno County, CA) 6.875%			\$ 12,474.40	\$ 12,227.43		\$ 10,297.88		\$ 11,327.71		
SHIPPING & HANDLING (to 300 Cherry Lane, Coalinga, CA 93210):			\$ 11,619.29	\$ 7,014.00		\$ 5,550.00		\$ 1.00		
GRAND TOTAL:			\$ 163,084.19	\$ 155,480.23		\$ 130,587.48		\$ 137,542.71		

OTHER ITEMS:

- Provide any product illustrations and literature available for items quoted on.
- Please identify who any warranty, maintenance and service contract will be with including Company Name, Address, Phone number along with response time.

Clement, Robert

From: Tos, Angela
Sent: Wednesday, August 11, 2010 11:21 AM
To: Ragsdale, Rodney; Neer, Dave; Unzueta, Mark; Olson, Kent S.; Fortune, Allen
Cc: Clement, Robert; Torres, Elva; Dorsey-Robinson, Sylvia
Subject: Student Education Plans (SEP) for Athletes

Hello esteemed coaches,

I have been charged with having student education plans on file for all of the student athletes by September 3rd. I am emailing you to inform you of my plan and request your support and assistance in implementing it.

The plan

I have scheduled a group academic counseling session on Tuesday, August 24 from 3-5 pm. (Hopefully this is not news to you and you have already been notified of this date.)

A different counselor will be available at each table. I will begin the session with a 15 minute overview of the advising sheets, educational goals and the SEP form; the goal of this presentation is to provide the information necessary to the students to be able to identify their educational goal and know what forms to follow and fill out. The students will then begin completing their own SEP forms and will include on it the sport for which they participate. There will be catalogs at each table for them to review course descriptions and majors. Once the student has completed the form (with the assistance of the counselor as necessary) the form will be given to the counselor who will check it, make any necessary changes/revisions, write in any appropriate notes or information and collect it. All SEPs will be copied and the student's copy will be sent to you to be distributed to them later.

How you can provide support and assistance

- Please provide me with a list of the courses your athletes need to participate in for your sport. **I will need this list by noon on Monday, August 23.**
- Please emphasize with your athletes the value of the student educational plan (from a success viewpoint it is the most important counseling activity they can participate in to help them meet their educational goals).
- Please require those students who do not have a SEP on file to attend; let them know that having a SEP impacts their eligibility.
- Please stress to your athletes that they need to be on time- the instructions are explained in the beginning. The counselors are extending their work day for this event and I'd like to demonstrate respect for their time by beginning on time.
- Consider encouraging all your athletes to be there for the overview at the beginning (although not required for those students who already have a SEP on file, it is excellent information that can only positively enhance their knowledge for their education).
- Check your mailboxes and when you receive the copies of the SEPs, distribute them to the athletes as soon as possible.

I think this is going to be a great event and I look forward to working with you and your student athletes. If you have any questions, concerns, or suggestions please don't hesitate to contact me; I welcome feedback.

Thanks
Angela Tos
Counselor, West Hills College Lemoore
559.925.3324
559.925.3865 fax

REVISED ACCREDITATION REPORT TIME LINE

West Hills College Lemoore

July 2—Revisions from Standard Administrative Chairs to Writer

July 15—Revised Draft from Writer
--Revised Draft to Standard Teams for Near Final Review

August 11—Send to District Office, Standard Teams, etc., for Review

August 25—Due Date From District Office Staff

September 1—Review by College Governance Groups and College Staff

October 6—PGC, 1st Reading

October 20—PGC, 2nd Reading

October 25—To Printer, 100 Copies

November 16—BOT, 1st Reading

December 7—BOT, 2nd Reading

January 18—BOT, Last Chance for Approval

January 19—Mail to Visitation Team Members

March 6-10—Site Visit

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

DRAFT

**YEAR 1
2008-2009**

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	<ul style="list-style-type: none"> - Plan Mandatory Spring Presentation - Work with Administration to identify facilitators - Develop and coordinate training activities throughout the year 	<ul style="list-style-type: none"> - Conduct inventory of SLOs at the College - Develop glossary of terms related to SLOs and distribute to College - Work with SLO Coordinator to develop training activities 	<ul style="list-style-type: none"> - Share information from SLOC with own Learning Area/Program and vice versa - Report training needs from Learning Areas to SLOC 	<ul style="list-style-type: none"> - Attend workshops - Communicate training needs to facilitator
Assessment Cycle	<ul style="list-style-type: none"> - Work with SLOC to identify cohorts for assessment cycle - Coordinate with facilitators of for the pilot courses 	<ul style="list-style-type: none"> - Identify which programs are in each of the 4 cohorts - Review the work from the pilot courses and provide feedback - Develop format to be used to document SLOs at the college 	<ul style="list-style-type: none"> - Work with pilot courses to progress through the cycle 	<ul style="list-style-type: none"> - Pilot courses complete the cycle
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	<ul style="list-style-type: none"> - Send all users email notices regarding SLOC meetings and actions 	<ul style="list-style-type: none"> - Representatives report information from SLOC back to constituency group and vice versa 	<ul style="list-style-type: none"> - Share information from SLOC with own program and vice versa 	
Newsletter	<ul style="list-style-type: none"> - Draft and distribute 	<ul style="list-style-type: none"> - Review drafts and provide input 		
Website	<ul style="list-style-type: none"> - Design and maintain currency of information 	<ul style="list-style-type: none"> - Review drafts and provide input 		
Program Review	<ul style="list-style-type: none"> - Work with program review coordinator to redesign how SLOs are incorporated into PR 	<ul style="list-style-type: none"> - Review any proposed changes to the PR process			- Continue with process as is
Curriculum	<ul style="list-style-type: none"> - Work with Curriculum Committee Chair to design how SLOs are to be incorporated into curriculum process 	<ul style="list-style-type: none"> - Review any proposed changes to the curriculum process 		<ul style="list-style-type: none"> - Continue with process as is

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

DRAFT





**YEAR 2
2009-2010**

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	- Work with Employee Success Committee to plan training activities throughout the year as needed	- Share results from SLO inventory with campus community - Work with SLO Coordinator to develop training activities	- Report training needs from depts to SLOC	- Communicate training needs to facilitator
Assessment Cycle (First Year)	- Initiate 1st cycle with Cohort A	- Oversee the implementation of the 1st cycle with Cohort A	- Work with departments in Cohort A to begin the cycle	- Cohort A begins the cycle
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	- Communicate information regarding the implementatin of the cycle to the campus community	- Representatives report information from SLOC back to constituency group and vice versa	- Share feedback with SLOC from Cohort A regarding their progress moving through the cycle	- Cohort A communicates their experiences with moving through the cycle with their facilitators
Newsletter	- Draft and distribute	- Review drafts and provide input	/	
Website	- Design and maintain currency of information	- Review drafts and provide input		
Program Review	Involvement will depend on how the Program Review process is changed given the accreditation recommendation related to college planning and evaluation activities. The SLOC will monitor any changes and ensure that SLOs are being addressed.			
Curriculum	Involvement will depend on how the Curriculum process is changed. The SLOC will monitor any changes and ensure that SLOs are being addressed.			

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

DRAFT

**YEAR 3
2010-2011**

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	- Work with Employee Success Committee to plan training activities throughout the year as needed	- Work with SLO Coordinator to develop training activities	- Report training needs from depts to SLOC	- Communicate training needs to facilitator
Assessment Cycle (Second Year)	- Initiate 1st cycle with Cohort B - Ensure Cohort A completes 1st cycle and begins 2nd cycle	- Evaluate the effectiveness of the cycle after first year and make changes for improvement as needed	- Work with Cohort B to begin the cycle - Work with Cohort A to complete 1st cycle and begin 2nd cycle	- Cohort A completes 1st cycle and begins 2nd cycle - Cohort B begins 1st cycle
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	- Communicate results from the first year of the cycle to the campus community	- Representatives report information from SLOC back to constituency group and vice versa	- Share feedback with SLOC from Cohorts A & B regarding their progress moving through the cycle	- Cohorts A & B communicate their experiences with moving through the cycle with their facilitators
Newsletter	- Draft and distribute	- Review drafts and provide input		
Website	- Design and maintain currency of information	- Review drafts and provide input		
Program Review	Involvement will depend on how the Program Review process is changed given the accreditation recommendation related to college planning and evaluation activities. The SLOC will monitor any changes and ensure that SLOs are being addressed.			
Curriculum	Involvement will depend on how the Curriculum process is changed. The SLOC will monitor any changes and ensure that SLOs are being addressed.			

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

DRAFT

**YEAR 4
2011-2012**

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	- Work with Employee Success Committee to plan training activities throughout the year as needed	- Work with Coordinator to develop training activities	- Report training needs from depts to SLOC	- Communicate training needs to facilitator
Assessment Cycle (Third Year)	- Initiate 1st cycle with Cohort C - Ensure Cohort B completes 1st cycle and begins 2nd cycle - Ensure Cohort A complete 2nd cycle	- Evaluate the effectiveness of the cycle after second year and make changes for improvement as needed	- Work with Cohort C to begin the cycle - Work with Cohort B to complete 1st cycle and begin 2nd cycle - Work with Cohort A to complete 2nd cycle	- Cohort C begins 1st cycle - Cohort B completes 1st cycle and begins 2nd cycle - Cohort A completes 2nd cycle
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	- Communicate results from the second year of the cycle to the campus community	- Representatives report information from SLOC back to constituency group and vice versa	- Share feedback with SLOC from Cohorts A, B & C regarding their progress moving through the cycle	- Cohorts A, B & C communicate their experiences with moving through the cycle with their facilitators
Newsletter	- Draft and distribute	- Review drafts and provide input	/	/
Website	- Design and maintain currency of information	- Review drafts and provide input	/	/
Program Review	Involvement will depend on how the Program Review process is changed given the accreditation recommendation related to college planning and evaluation activities. The SLOC will monitor any changes and ensure that SLOs are being addressed.			
Curriculum	Involvement will depend on how the Curriculum process is changed. The SLOC will monitor any changes and ensure that SLOs are being addressed.			

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

DRAFT

**YEAR 5
2012-2013**

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	- Work with Employee Success COmmittee to plan training activities throughout the year as needed	- Work with SLO Coordinator to develop training activities	- Report training needs from depts to SLOC	- Communicate training needs to facilitator
Assessment Cycle (Fourth Year)	- Initiate 1st cycle with Cohort D - Ensure Cohort C completes 1st cycle and begins 2nd cycle - Ensure Cohort B complete 2nd cycle - Ensure Cohort A begins 3rd cycle	- Evaluate the effectiveness of the cycle after second year and make changes for improvement as needed - Plan the implementation of a plan to develop SLOs for GE and degrees and certificate programs	- Work with Cohort D to begin the cycle - Work with Cohort C to complete 1st cycle and begin 2nd cycle - Work with Cohort B to complete 2nd cycle - Work with Cohort A to begin 3rd cycle	- Cohort D begins 1st cycle - Cohort C completes 1st cycle and begins 2nd cycle - Cohort B completes 2nd cycle - Cohort A begins 3rd cycle
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	- Communicate results from the third year of the cycle to the campus community	- Representatives report information from SLOC back to constituency group and vice versa	- Share feedback with SLOC from Cohorts A, B, C & D regarding their progress moving through the cycle	- Cohorts A, B, C & D communicate their experiences with moving through the cycle with their facilitators
Newsletter	- Draft and distribute	- Review drafts and provide input		
Website	- Design and maintain currency of information	- Review drafts and provide input		
Program Review	Involvement will depend on how the Program Review process is changed given the accreditation recommendation related to college planning and evaluation activities. The SLOC will monitor any changes and ensure that SLOs are being addressed.			
Curriculum	Involvement will depend on how the Curriculum process is changed. The SLOC will monitor any changes and ensure that SLOs are being addressed.			

PROGRAM REVIEW SCHEDULE

Instructional Programs

Midterm Due
 Program Review Due

Program Name	Date of Most Current Program Review	Date of Most							
		2009	2010	2011	2012	2013	2014	2015	
Administration of Justice	2009e	☐							
Art	2006	☐							
Biology	1997								
Business	2010e		C						
Business Administration	2009	C							
Chemistry									
Child Development	2010		C						
CIS	2007e	C							
Community Education	2009	C							
Contract Education	2009	C							
Culinary	2006								
Engineering/Physics	2009	C							
Geography	2009	C							
Geology									
Health Science (General)	2009	C							
Health Science (Pre-Professional)	2009	C							
HRCM	2009	C							
Humanities	2007								
Liberal Arts--Arts and Humanities									
Liberal Arts--Communication									
Liberal Arts--Elementary Teacher Preparation									
Liberal Arts--Math and Science									
Liberal Arts--Social Sciences									
Math	2009								
Nursing									
Office Management and Technology	2010		C						
Physical Education	2009	C							
Psychology	2004								
Social Science	2009	C							

COURSES

Abb	TITLE	FA 2010	SP 2011	FA 2011	SP 2012	FA 2012
GEOL 12	Grand Canyon Field Course					
GEOL 30/60	Experimental Course					
GEOL 49/99	Directed Study					
GS 61	Content Area Support					
HE 35	Personal Health & Hygiene	✓	✓	✓	✓	✓
HS 5	Medical Terminology					
HS 15X	Occupational Work Experience Education					
HS 50	Sterile Processing Technician Preparation					
HS 90	Medical Mathematics					
HIST 4A	Western Europe to 1700					
HIST 4B	Western Europe from 1700					
HIST 17A	History of the U.S. 1492-1877					
HIST 17B	History of the U.S. 1865-Present					
HIST 20	World History I					
HIST 30/60	Experimental Course					
HIST 32	Cultural History of the Chicano					
HIST 34	Introduction to Black Studies					
HST 44	Women's Roles in United States History					
HIST 49/99	Directed Study					
HM 10	Introduction to Hotel Management					
HM 11	Hotel Design, Planning & Development					
HM 12	Hotel, Motel Management, & Operations					
HM 61	Front Office Management & Operations					
HM 63	Housekeeping Management					
HM 64	Maintenance Management					
HM 65	Conference, Conventiona & Event Planning					
HM 66	Tourisn & Convention Marketing & Sales					
HRCM 1	Introduction to Hospitality					

COURSES

Abb	TITLE	FA 2010	SP 2011	FA 2011	SP 2012	FA 2012
NUT 1	Basic Nutrition					
PA 1	Introduction to Theater					
PA 3	Film Appreciation					
PHIL 1	Introduction to Philosophy					
PHIL 2	Introduction to Logic					
PHIL 3	Ethics					
PE 2	Archery					
PE 6	Body Conditioning					
PE 7	Aerobics					
PE 8	Intermediate Aerobic Interval Training					
PE 11	Golf					
PE 16	Jogging & Power Walking					
PE 18	Bowling					
PE 19	Adaptive Physical Education					
PE 21	Fitness Laboratory					
PE 23	Weight Training					
PE 25A	Introductory Soccer					
PE 29	Introduction to Sport and Exercise Psychology					
Pe 30/60	Experimental Courses					
PE 35A	Theory of Soccer					
PE 40	Introduction to Physical Education					
PE 41	Standard First Aid					
PE 44	Fundamentals of Wrestling					
PE 44B	Theory of Wrestling					
PE 45	Coaching Team Sports					
PE 46	Care & Prevention of Athletic Injuries					
PE 46A	Theory of Golf					
PE 46B	Theory of Cross Country					
PE 47	Fundamentals of Soccer					

COURSES

Abb	TITLE	FA 2010	SP 2011	FA 2011	SP 2012	FA 2012
PE 48	Community First Aid & Safety					
PE 49/99	Directed Study					
PE 10	Men's Intercollegiate Golf		✓		✓	
PE 15	Women's Intercollegiate Golf	✓		✓		✓
PE 21A	Women's Intercollegiate Cross Country	✓		✓		✓
PE 25	Men's Intercollegiate Wrestling	✓		✓		✓
PE 28	Men's Intercollegiate Cross Country	✓		✓		✓
PE 35	Women's Intercollegiate Soccer	✓		✓		✓
PE 36	Men's Intercollegiate Soccer	✓		✓		✓
PHYSICI 1	Survey of the Physical Sciences					
PHYSICI 2	Chemistry & Physics for Educators					
PHYSICI 49/99	Directed Study					
PHSICS 2A	Mechanics & Thermodynamics					
PHSICS 2B	Electricity, Magnetism, Optics & Modern Physics					
PHYSICS 4A	Classical Mechanics					
PHYSICS 4B	Electricity, Magnetism & Waves					
PHYSICS 4C	Thermodynamics, Optics & Modern Physics					
POLSCI 1	American Government					
POLSCI 2	Comparative Government					
POLSCI 4	Introduction to International Relations					
POLSCI 30/60	Experimental Course					
POLSCI 49/99	Directed Study					
POLSCI 51	American Institutions					
PSYCH 1	General Psychology					
PSYCH 2	Abnormal Psychology					
PSYCH 3	Developmental Psychology					
PSYCH 4	Personal Psychology					
PSYCH 5	Biology Psychology					
PSYCH 5	Law & Psychology					

Welcome Week Chart

Tuesday, August 17, 2010	
8:45 AM to 10:45 AM	Dean's Welcome Day Coffee, Juice, water, Donuts Deans-Bob, Marlon, Jose, Jody Other K.C. Family Health EECU
Wednesday, August 18, 2010	
10:00AM to 2:00PM	SGA & Club Rush Day and Student Athletes
6:00PM to 7:00PM	
	Blood Drive K.C.F.H EECU
Thursday, August 19, 2010	
11:00 AM to 1:00 PM	President's BBQ Day Don - Certificated sauce maker Hotdogs & hamburgers, condiments, & water Volunteers:

REVISED ACCREDITATION REPORT TIME LINE

West Hills College Lemoore

July 2—Revisions from Standard Administrative Chairs to Writer

July 15—Revised Draft from Writer

--Revised Draft to Standard Teams for Near Final Review

August 11—Send to District Office, Standard Teams, etc., for Review

August 25—Due Date From District Office Staff

September 1—Review by College Governance Groups and College Staff

October 6—PGC, 1st Reading

October 20—PGC, 2nd Reading

October 25—To Printer, 75 Copies?

November 16—BOT, 1st Reading

December 7—BOT, 2nd Reading

January 18—BOT, Last Chance for Approval

January 19—Mail to Visitation Team Members

March 6-10—Site Visit

**West Hills College Lemoore
Planning and Governance Council
Wednesday – November 21, 2007 - 1:30 p.m.
Conference Rm. 124**

Minutes

Members Present:

Don Warkentin, President
Marty Ennes, CTA/Faculty Representative
Angela Tos, CTA/Faculty Representative
Kyalo Mativo, Curriculum Committee Chair
Ron Oxford, Librarian
Jan Young, Counselor/Advisor
Jose Lopez, Dean of Students
Allen Moore, Interim Director of Facilities & Auxiliary Services
James Preston, Academic Senate President
America Infante, CSEA/Classified Representative

Members Absent:

Rene Sanchez, Curriculum Committee Chair
Teresa Macias-Quilici, CSEA/Classified Representative
Dave Bolt, Vice President of Educational Services
Marlon Hall, Associate Dean of Educational Services, Evening College
Yarely Herrera, Student Government Association Representative

Call to Order

Mr. Warkentin called the meeting to order at 1:32 p.m.

Approval of minutes

The minutes of the November 7, 2007 meeting were approved on a motion by Marty Ennes, seconded by Ron Oxford, all in favor, motion passed.

Action items

- **Employee Development and Success Committee Governance Group Request (revised).** In the absence of Marlon Hall, this item will be postponed.

- **Program Review – Education/Education Assistant (EDUC/EA) Arts and Letters**

James Preston recommends that this program review remain status quo. They will continue to seek grant funds. Marty Ennes asked about the status of the counselor position. James responded that they are working on designating someone 40% but no one has been formally designated. The majority of allocated monies will go to Angela Tos and Marta Hendrickson. The grant funds are only for one year. Marty asked if it would be helpful to make a recommendation for someone to be designated? James responded negatively. There are funds for this position, even if it is an increase to a current person. Is there enough money to identify someone full-time temporary? Mr. Warkentin announced the budget expenditure cutoff date is as of February 1 in anticipation of budget cuts from the Governor. He recommended the use of general funds prior to restricted funds. Ken Stoppenbrink has stated that with contract obligations for next year, \$1.9 million district-wide are needed. The restricted monies deadline is May 1, 2008. A caveat, Mr. Warkentin stated, could be the Governor's budget. We cannot hire permanent staff, only temporary. Dave recommended a

program review schedule. Mr. Warkentin reported that as part of institutional effectiveness we want program reviews to come to this body to be reviewed and approved. Angela Tos announced that she has the program review for Student Services completed and it will be brought to the next meeting. James believes a schedule would be helpful. Marta asked if we could come up with a similar schedule process as in the Curriculum Committee. James recommended that this program review remain status quo. Marty Ennes motioned to approve the Education/Education Assistant (EDUC/EA) Arts and Letters Program Review, it was seconded by Angela Tos, all in favor, motion passed.

Information/discussion items

1. Mid Term Report Final Draft (first reading)

Mr. Warkentin stated that the Report will need to go to the board in January for final approval at the February board meeting. He suggested that all members read the Report closely and question as they read if it answers the recommendation. James announced that this is on the agenda for Senate this Monday.

2. Student Learning Outcomes

Dr. Mativo reported on behalf of Rene Sanchez. The next meeting is scheduled on November 28 at 12:00 noon in the Senate office. Rene has requested all faculty to attend if possible as this is a general education curriculum meeting for identification for articulation requirements to CSU's and UC's. Next semester they will contact instructors about courses to be deleted or revised. 71% of the slo's are complete. This does not include non instructional programs which have been turned into Angela Tos. Ten percent have been assessed. Half of the staff are writing assessments. 29% are without slo's at this time. Some of the courses may not be offered and may be inactivated. There are still a large number in areas that do not have full-time faculty. You cannot inactivate a course that is part of the program, i. e. Chem 55, if it is listed in the major. There are some issues and they are being identified. Angela believes these have to be submitted to the State Chancellor's office. The percentages may be off. Mr. Warkentin is concerned about courses we now teach that don't have slo's. If it is a part-time faculty or full-time faculty they need to be contacted.

3. Library Positions

Ron Oxford explained that they are attempting to stabilize the staffing in the library. Russell Bellamy has moved to an adjunct position to free up funds for one 19 hr. library specialist. The new position will be paid more than the full-time person (Frances Andrade) and they are trying to figure out the path to bring these positions into alignment, therefore, Dave Bolt has referred Ron to this Council. There are not funds currently, but the amount of monthly increase to Frances' position amounts to \$79-100 more. Frances has the same responsibilities. Mr. Warkentin responded that he is aware of many positions in this situation and consultants have been hired for a classification study to look positions and re-classifications. Until the study is complete re-classifications will not be approved. This may be positive for some staff, but could also result negatively for some. Ron asked if they look at the structure of the positions. Mr. Warkentin responded affirmatively, as was done in a previous study. Upon completion of the study the effective date would most likely be July 1, 2008 for any reflected

changes. Budget requests will be submitted in the spring as per the process and requests will be prioritized.

4. Academic Senate Report

James reported that at their last meeting they approved AP 3435. BP 3435 is currently being revised at the Chancellor's level. The Senate has asked that the black out resolution be adhered to. This specifies that college meetings not be scheduled during finals week and the first week of each semester. James passed out a draft of flex day activities and updated faculty committee involvement appointments. He also passed out a list of the new learning area realignment model. Administrators assigned to each learning area is still to be discussed. James was pleased to announce that counseling faculty are adopting a learning area and will attend the meetings. This builds a bridge between instruction and student services with many perspectives, placement testing, course scheduling, where to refer students, etcetera. The last Senate meeting for the semester is this Monday with focus to be on the Basic Skills Initiative (BSI).

5. Accreditation Rubric for Institutional Effectiveness

This item will be postponed. This is rubric of the planning, slo's, and program review. We are beyond the awareness stage, through development stage, and through the proficient stage with a report due on March 10.

6. Report from Committee Representative

a) Student Learning Committee

In the absence of Dave Bolt, Mr. Warkentin provided input sent from Chairman Bolt via his e-mail to state that this committee recommends changing their role regarding program reviews. The SLC recommends that program reviews now be sent directly to the Planning and Governance Council and then on through the budget development process.

b) Budget Allocation Committee

In the absence of Dave Bolt, Mr. Warkentin read some comments from Chairman Bolt via his email. James asked the status of the electronic bulletin board for the front area. Mr. Warkentin stated that he has asked the company, Datronics, to provide a quote for an electronic bulletin board. Angela reported that after conversation with several students they had commented that the current administration bldg. lobby screens are not in the best location. Ron stated that the library's screens are not up as yet and he intends to check at UC Merced to see their flat screens and where they are located. The architect has been asked to address this issue. James referred to the Lemoore High electronic board which is place at the corner of their lot. Marty likes the idea of the Student Learning Committee's role change. Angela concurred. Program reviews will now go to PGC, then through the budget allocation process.

c) Facilities, Safety and Auxiliary Services Committee

Allen Moore reported the broken blue call center had been repaired. The Health Department was on campus for an inspection last week. Fly control is a concern in both the snack bar and culinary lab areas, Scheduled maintenance will be used to purchase fans for fly control, also a refrigerator needs to be fixed. There was a central plant problem where the chiller starts on its own. The vendor was called and a switch needed replacement. Allen is looking into a performance contract to step side huge expenses concerning the heating/cooling system. The CDC landscape has been maintained by

two companies and this has caused concern between the two companies regarding the sprinklers, ect. A drain has been listed for scheduled maintenance dollars at the CDC, then a lawn to be rolled in. The maintenance schedule plan has 15 items and has been submitted. Allen may propose training opportunities for his staff to this committee to enhance some of their skills, i.e. sprinkler system training, key access systems, and weed control. Marty commented that dusting needs to be done. The carpets are being cleaned in the library. A couple of 19 hour positions have been approved and hours have been changed around which will lend to more work completed. There have been no incidents to report. Mr. Lopez reported a couple of students disruptive in a night class. There was also an incident in the library in which a under age student had stepped off campus with an adult. Mr. Rosas of the charter school is looking into this. Also, the Police Dept. is investigating a possible drug sale. Ron would like to look at who gets staff i.d. cards. There has been some confusion between students and staff. Jose reported the possibility of counterfeit \$100 bills being passed on campus. This was caught by the bank.

d) Student Success Committee

Jose would like to have Tammy Larsen report on what has been accumulated in retention studies.

e) Employee Success and Development Committee

Jan Young reported a big evening planned for the Christmas party. Thanksgiving was a success and \$215 raised from the centerpiece silent auction. The employee newsletter is being revamped and a short staff development activity is being planned before end of the semester.

f) Technology Committee

Ron Oxford reported that had held a meeting on November 13. Membership is being discussed and representation is needed. They reviewed norms. The intent is to maintain an environment of openness and productivity; putting students first. Michelle Kozlowski attended to provide a history of TAT and WHCIST. A future agenda item is budget for the replacement cost of computers. They plan to map communication flow to TAT to WHCIST. Allen asked if computer leasing had been considered.

g) Student Learning Outcomes Committee

In the absence of Rene Sanchez, no report was given.

7. Student Government Association

Mr. Lopez reported that the subcommittee is setting up meetings. A workshop for the student services site visit is scheduled on December 3 for ½ day workshop. March 9, 2008 is the date of the site visit.

8. WHCIST

In the absence of Dave Bolt, no report was given.

9. Strategic Planning Committee Meeting

Mr. Warkentin reminded all of the Strategic Planning Committee Meeting is on November 30, 2007 10:00 a.m. This meeting will occur twice per semester. Topics of discussion will be what went right this semester and future planning.

10. Agenda items for next meeting

- Program review – Student Services, Angela Tos
- Learning Communities – James

- Mid Term Report
- Retention Report - Tammy Larsen

11. Other

Mr. Warkentin reported that an administrative internship program has been developed and the consensus is to have one instructional internship position. The job description will be finalized to advertise in January with a selection to be made by April and a start date of July 1, 2008 for one year. The normal application process will occur with a selection committee and formal interviews. There will be an intern in Lemoore and also one in Coalinga. The original plan was to have two internship positions at each college. The pitfalls are backfill concerns. Hopefully an adjunct can be found. Also a possible pitfall is should there be a budget crisis and no monies to backfill. Should this be a concern it may be put on hold. James stated that the district was also to have an internship. Mr. Warkentin replied that there is no more information learned on this as yet. They will recommend this to the Chancellor. Colleges can develop a timeline. America questioned that if a classified staff member could apply. Mr. Warkentin responded that if the staff member meets the qualifications that can indeed apply. It is easier for classified position as they are most likely a 12 month employee. James stated that the State Academic Senate is also advocating this type of internship.

12. Adjournment

Mr. Warkentin adjourned the meeting at 2:52 p.m.

Next Meeting – December 5, 2007

Counseling Faculty Learning Area Meeting

Agenda: 5/12/10

1. Call to Order
2. Changes to Agenda
3. Approval of Minutes
4. Reports
 - a. Senate
 - b. Curriculum
 - c. Student Success
 - d. Student Learning Outcomes
 - e. Basic Skills
 - f. Transfer/Career
 - g. Articulation
 - h. PGC
 - i. Technology Committee
 - j. Advisor Meeting Update
 - k. Learning Areas
 - i. Arts and Letters
 - ii. Social Science
 - iii. Career Technical Education
 - iv. Health and Wellness
 - v. Math and Science
5. Action Items

6. Agenda items for next meeting

Next meeting is scheduled for May 26th??????

Counseling Faculty Learning Area Meeting

Minutes: 3/24/10

1. Call to Order:
2. Changes to Agenda
3. Members
 - a. Present: Tiffani McGee, Mike Rodriguez, Ann Barr, Marta Hendrickson, Sylvia Dorsey-Robinson, Angela Tos, Linda Amaya, Veronica Grijalva, Rupinder Rai, Maria Gonzalez, Lataria Hall
4. Absent: Gary Sedgwick
5. Reports
 - a. Senate:
 - i. Discussed new faculty list: 1. Psych 2. ESL 3. Humanities 4. Developmental English 5. Nursing
 - b. Curriculum
 - i. PE 45 was approved
 - ii. Education 5 was approved for 5 year review
 - iii. English 89 to 100/GS 61 to 101 were both approved for a second reading
 - iv. Intro to nursing courses was approved for second reading
 - v. Deleted Humanities degree because of new liberal arts degree
 - vi. Program revision for LVN to RN and RN were approved
 - c. Student Success
 - i. Prioritized student town hall matrix
 - ii. Reviewed Student Equity Plan
 - iii. Revised governance statement
 - d. Student Learning Outcomes
 - i. Discussed that adjunct faculty need to assess SLO's because we are not getting credit through WASC for the assessment unless every section of the course is assessed.
 - e. Basic Skills
 - i. Discussed goals for next semester
 - f. Transfer/Career
 - i. Transfer Dinner on May 20th
 - ii. UC Merced is opening doors for Spring 2011. Also accepting TAG agreements for Spring 2011
 - g. Articulation
 - i. Marta went to DeVry University presentation. They offer 16 week sessions with 8 week session incorporated. They also have degree completion programs. The cost to attend is \$580 per unit for the first 11 units and \$350 per unit for the 12th unit and above. See Marta for the catalog
 - ii. Online Biology 10 lab is being rescinded (online part)
 - iii. Update on Bio 35L-only students who have take our Bio 35 online or currently taking our Bio 35 online and plan to transfer to CSUF

or another campus that does not take our Bio 35 online should take this one unit lab course.

- iv. Geol 9 Update-will not be cross-listed with Geog 1. B. Hall plans to create geology as a new stand alone class (earth science)
- h. PGC
 - i. Discussed program review for Snack Bar and UBMS-approved
 - ii. Middle College Accreditation-received an "A" letter grade-suggestion to get separate campus
 - iii. Evelyn Sue Westover-honorary degree/PGC approved-going to Board for final approval
 - iv. Relay for Life update-made \$1500 and received a bronze medal
 - v. SGA elections were held on May 12th
- i. Technology Committee
 - i. Has not met
- j. Advisor Meeting Update
 - i. Not met yet since last meeting-SDR provided update
 - ii. Met w/Cindy Homburg from HHS-discussed concerns and protocol for next semester
 - iii. A few advisors and SDR are going on a field trip next Monday to visit a few local high schools-plans to get a sense of their needs and we can do to improve our services to their campuses.
 - iv. LHS has not responded to our invitation for a meeting to discuss concerns
- k. Learning Areas
 - i. A & L-Discussed new faculty list
 - ii. Social Science-has not met since last meeting
 - iii. Career Technical Education-Discussed AOJ and SLO's
 - iv. Health and Wellness-Discussed nominations for new faculty
 - v. Math and Science-has not met
- 6. Action Items
 - a. Give comp time usage for remaining of the semester to SDR ASAP
 - b. Transcript evaluations
 - i. Commitment to students-transcripts will be evaluated and posted w/in 10 days of receiving them.
 - ii. SDR gathering funds-had conversation w/Jewel—take over Fall 2010 transcript evaluation process w/front counter(stamped, dated)
 - c. Request for conferences
 - i. SDR will post excel spreadsheet on portal for requests. She wants to honor as many requests as possible
 - d. Summer Coverage
 - i. Calendars to SDR by 6/1/10
 - e. Next SSM meeting is 5/21/10 from 8:30-10:00 with all student services staff
 - f. Lunch schedule for next year
 - i. Will stagger lunches (11:30-12:30, 12:00-1:00, 12:30-1:30) Monday through Thursday only

ii. Will discuss at flex day when discussing committee responsibilities

7. Items for next meeting:

- a. Flex Day 8/10/10-committee assignments/coordinate lunch schedule
- b. Discuss position for dual enrollment
- c. Petition to graduate changes (2 campuses)
- d. Review of progress on SLO's and assessment cycle
- e. What does Early Alert look like next year?

August 20, 2010

Greetings:

Welcome back to a new academic year! I think we all survived the first week without too much stress even though we had our typical long lines in the administration building, phones ringing off the hook, counselors and advisors booked to the max, and standing room only in many of our classes. Even after adding additional sections and juggling seats, we still have approximately 32% of our course sections closed (116 sections). Our enrollment headcount at the end of the first week is up 7.2% compared to this time last year and Pedro reports that we will meet our FTES target for the year, barring any major crisis. Specifically, we exceeded our summer FTE target by 89 FTE or 2.4% and he is projecting we will easily meet our fall target when we include our positive attendance at the end of the semester.

Ken keeps yelling at us for enrolling more students than we will get paid for, but Willard and I keep reminding him that we are within our budget and our goal is to serve as many students as possible. This is a pleasant conundrum!

I want to thank our faculty for their patience and willingness to take more students and for their assistance in guiding students to open sections. I also want to thank our counselors/advisors, registration, and financial aid staff for their patience and willingness to work long hours to assist students.

Ron Oxford reports that the library is busting at the seams. Students are requesting more laptops than we have available and his staff are busy creating student photo IDs. Ron keeps asking for more money and I keep reminding him that it's coming ...someday.

- **Rumor Control and an item for the end of the year bloopers** – Christian is on an extended contract due to the needs of the Culinary Program and when he turned in his calendar for the year. Marlon noticed he again included his furlough days as Christian had listed 10 furlough days for 2010/2011. I'm sure Christian has been keenly focused on menu development and fine dining, but somehow he must have thought the ending of furloughs was only a rumor.
- **Welcome Week** – Thanks to Sylvia, Jose, and our Student Services staff for a great Welcome Week. I had the pleasure of barbecuing hamburgers and hotdogs yesterday for our students. We served 350 hamburgers, 80 hotdogs, and 60 linguica links for almost 500 students. This was a record and we still had students in line after we ran out. It was a great event and we'll know to order more next year. Good job all!

- **Accreditation** – We have completed the draft of our self study document and Dave has distributed copies to key faculty, staff members and also to district office staff. We are using this time for making changes and updates and will begin the formal review and approval process next month. Thanks to all standard team members and to everyone who have contributed to this task. Also, I have been asked to serve as team chair for Evergreen Valley College's accreditation visit in October. Evergreen is part of the San Jose/Evergreen Community College District and is located in east San Jose. Sylvia will serve as team assistant. I attended team chair training in Oakland this week and am reminded about the focus from WASC concerning our progress as we prepare for our visit in March 2011. I believe we will be in good shape for our visit. Dave and Sylvia are working with faculty and staff to complete our remaining tasks.
- **Evening Dean** – Dr. Marlon Hall will be serving as our evening dean this year. As you may recall we experimented with rotating evening coverage amongst our administrators, but with one person serving in this role, we will be able to provide continuity and better direction for our evening students. Marlon will be able to focus on evening student success and retention as he develops the evening schedule for the campus and LNAS. Thanks Marlon, for agreeing to assume this role again.
- **Athletic Orientation** – A big thank you goes out to Bob, his coaches, and his athletic support staff for a job well done. Yesterday afternoon and evening we held our annual student-athlete orientation and coaches/staff in-service training. Bob invited our Central Valley Conference Commissioner, Logan McKechnie, to address the staff concerning the COA constitution and by-laws. Logan, in his former life, served as the attorney for the San Diego Padres. The orientation is an annual requirement in that athletic staff receives training and serves as a means to clarify specific issues with our sport teams. A thank you goes out to Teresa, Elva, Lataria, Maria, Sylvia, and Angela for attending. Also thanks to Ron, Rose, Angela, Teresa, Mike, Sylvia, Ryan Cardoza and Maleny Rodriquez (SGA reps.) for serving as presenters during the athlete portion of the orientation. This evening, our women's soccer team kicks off the season with a scrimmage vs. our Golden Eagle alumni on our Golden Eagle field. Also our men's soccer team has a scrimmage tomorrow night in Fresno against Fresno Pacific at 7:00pm at Fresno Pacific. Tomorrow morning Dave Neer and Coach Wahl are having their annual Golden Eagle Golf Tournament at the Lemoore Golf Course. Tee off is 8:00 am and proceeds help support the men and women's golf teams. Go Eagles!

Have a great weekend!

August 27, 2010

Greetings:

I want to thank Angela Tos for organizing our first Engineering Scholars reception last evening in the conference center. We have sixteen new Engineering Scholars and Angela invited them, their families, and fellow engineering students to a welcome reception. Our featured speaker was Dale Melville, an engineer in the firm of Provost & Pritchard, who discussed his career field and some of the projects he has designed over the year. Angela also had a student panel of current engineering students who described their experiences at West Hills. It was a great evening and something that made our new scholars welcomed at West Hills. Thanks Angel!

- **USDA Grant** – As a requirement of receiving our United States Department of Agriculture grant, Dave Bolt will be traveling with student Nathaniel Issacson to Washington D.C. on September 26-29. Nathaniel has been selected to represent West Hills College Lemoore for the Agricultural Sciences Leadership Program sponsored by USDA. While in Washington, Nathaniel will meet with Agriculture Department staff to discuss relevant California issues and participate in a policy seminar.
- **Anniversary of Women's Suffrage** – I suspect many of us didn't know that yesterday was the 90th anniversary of Women's Suffrage. Rene Sanchez, Vera Kennedy, Stephanie Droker presented special lessons in their classes informing students about women's suffrage (the right to vote for women). Rene added a special touch by dressing up as Elizabeth Cady Stanton who was the founder of the Women's Suffrage movement in the U.S. Rene was dressed in period garb and brought the movement to life in her classes. Thanks Rene, Vera, and Stephanie for keeping students abreast of great events in our history.
- **Accreditation** – It is my intent to update everyone each week on the progress of our self study document and our preparation for our accreditation visit in March. We have sent copies of our draft self study to district office staff and asked for their input. Standard chairs are busy gathering our evidence documents and have begun the scanning process to create links in the document that our reviewers can refer to. We have distributed copies of our self study to key staff and campus shared governance members for their review. Finally, we are waiting for the results of our various campus surveys assessing our effectiveness and will be incorporating those results into our document. Our goal is to have a quality document that fully describes all the great things that you do. More to come!
- **Program Review and SLOs** – Last week David Babb and Ron Oxford gave an update to the President's Executive Cabinet on our progress with course level and program level SLOs. Although we have much work this semester at the program SLO level, I feel optimistic that we have a comprehensive plan and that faculty

and staff are busy completing their assessments. Dave is planning a program review session for next Friday and this will provide an additional training session for faculty and staff to complete their program reviews and their program level SLO assessments. Again more to come!

- **Student Educational Plans** – Thank you to our counseling staff for taking an afternoon Tuesday to assist student athletes to complete their Student Educational Plans. Counselors worked with our coaching staff to bring in all new athletes who have not yet completed an ed plan or wanted to update their educational plan. Approximately 70 Student Ed Plans were completed. Sylvia and counseling/advising staff will coordinate additional workshops this semester to ensure our freshman students have completed ed plans on file. Our goal is that all freshmen will have student educational plans.
- **MAA Week** – Today marks the end of our first time survey week for Medi-Cal Administrative Activities. I want to thank all our MAA time survey participants for their efforts this past week. Not only are we providing a service to our students/parents, but we are also generating dollars for the campuses that will allow us to continue all the great opportunities we provide. Our vendor, MBT, informed Kyle and I that West Hills is the model they refer to when they work with other community colleges throughout the state. Thank you for a job well done!
- **Athletics** – We have almost 100 student athletes enrolled in our fall program. Bob and his coaches have spent numerous hours getting everyone enrolled in the mandatory 12 units, getting their eligibility forms complete, and completing their educational plans. We anticipate a great season in all our sports and we thank our faculty and registration staff for their assistance given to our athletes. Today our men's and women's soccer teams are in action against Ohlone College on our Golden Eagle soccer fields. The women begin at 3:00pm and the men at 5:00pm. Come out and root for your team. By the way, our women's soccer team beat our Eagle alumni last Friday by a score of 1-0 and our men beat Fresno Pacific College by a score of 2-0. These actually were scrimmages so no official score was kept, but both teams looked great.

Have a great weekend!

Sending on behalf of President Warkentin:

September 3, 2010

Greetings;

I had the opportunity to attend our counselor and advisors meeting this morning and provided a state of the college update. Our campus enrollment is down approximately 200 headcount from this time last year; however, our FTES is on or exceeds our target. As you may recall, our district generated approximately 500 FTES last year more than we were paid for. Thus our course offerings for this fall semester have been reduced from previous fall semesters. However, our counseling, registration, and library staff doesn't think our headcount is down due to the traffic they have experienced the past few weeks. They still had long lines. But, I appreciate everyone's hard work these past few weeks.

I also reiterated to our counselors and advisors that we have two major goals this year. Our first goal is to increase our high school participation rates and our second goal is to significantly increase the number of students with Student Educational Plans. Sylvia and our counselors/advisors have already been working on these goals with increased outreach opportunities and targeting our freshmen students for educational plans. We have already been asked to visit Kingsburg High School this month to participate in the college night activity. Sylvia and her staff have met with our student athletes and completed ed. plans for this group. Our veterans have already completed their educational plans.

I believe we will meet our goals and I appreciate everyone's dedication and efforts in this endeavor.

- **Program Review** – Following the counselors/advisors meeting, I had the opportunity to attend Dave's Program Review Party. I want to thank Pedro and Priscilla for attending and helping our faculty begin the program review process for this year. Program faculty in attendance represented Nursing, Liberal Arts, Art, Culinary, Biology, Chemistry, Social Science, CIS, and Psychology. These programs are due for review this year along with AOJ. This was also an opportunity for these areas to develop or update their Program Level SLOs. Thanks go to Dave for organizing this workshop and future workshops.
- **Nursing** – Charles, Marleen, and Cynthia report that three of our current nursing students have received the Aetna Scholarship with Adventist Health Hospitals. This scholarship allows them to train with Adventist Health and when they complete the program they will give two years to Adventist Health Hospital. Congratulations to Angela Rosati, Kathleen Chapa, and Victoria Weeks. Our

Nursing staff also report that our pass rate for the state Licensing exam from our May graduates is at 91% overall and at 92.3% for the LVN to RN Bridge program. We still have a few more students to take their "boards" so we hope to have even higher numbers. The state requires programs to be at the 75% pass rate or higher. Congratulations to all!

- **PGC** – Our Planning and Governance Council met yesterday for the first meeting of the year. We had a lengthy discussion on revising our membership's voting members and non voting members who serve as chairs of governance committees. For example, our Academic Senate President is a voting member and since the Curriculum Committee Chair and the Student Learning Outcomes Committee Chair are subcommittees of the Senate, they **may** (and I emphasize **may**) be non-voting members. One of the suggestions was that each group has two voting members – 2 admin, 2- faculty, 2- classified, and 2 students. Our governance groups have been asked to take these suggestions back to their membership and we will be discussing this again at the next meeting. Other items on the agenda were the approval of the Student Success Committee governance form changes and the improvements to our Strategic Planning document and our Planning and Governance Manual. I want to thank Stephanie Droker for her efforts to provide improvements to our planning documents. Also, David Baab reports he is still accepting SLO assessment results from several of our programs. We need to increase these assessment numbers as we get closer to our accreditation visit this spring.
- **Accreditation** – District office staff are still reviewing their portions of the standards and we should be getting their input this week. Some have already submitted their suggestions and Dave is incorporating those into our document. Our standard chairs are also reviewing our document and key shared governance leaders are doing likewise.
- **Athletics** – Our women's soccer team has played three contests thus far and has a record of 1-2. Our sole victory was over Monterey Peninsula College yesterday by a score of 6-0. We previously lost to Ohlone College 4-2 and lost to Skyline 1-0. Our men's team has played only one game thus far and was victorious over Skyline 4-2. Our women's golf team traveled to Modesto last Tuesday to compete in a pre-conference tournament. Our women played the tough Del Rio Country Club and only one team member was able to break a 100 for 18 holes. Dave says they have lots of potential and some more work to do as they prepare for conference play.

Have a great weekend and be sure to take Monday off!

September 10, 2010

Greetings,

This coming Monday Sylvia and I will be visiting Evergreen Valley College and the San Jose/Evergreen Community College District for our pre-accreditation visit. I will be chairing a visiting team to Evergreen scheduled for the week of October 18 and Sylvia will be my team assistant. We have had several communications with Evergreen's accreditation liaison and key staff and I can report they are as nervous as we will be in March prior to our visit. The Evergreen folks have been very cooperative and are bending over backwards to accommodate all of our requests.

Following our meeting with Evergreen, Sylvia and I will be traveling to Los Angeles for WASC accreditation team training on Tuesday. We will be meeting with our Evergreen team and undergo training for each of the standards. Also this week Jose is attending team training in preparation for his visit to San Diego Miramar College next month. Susan is also on a visiting team for Oxnard College and just returned from her team training. The point of all this is to inform everyone that we are doing all we can to be well informed about our accreditation requirements and be well prepared for our accreditation visit.

- **9/11 Ceremony** - Many thanks to Jody Ruble and our WHCL Veterans Club for organizing our September 11 Remembrance Ceremony today. Our Veterans Club had several members offer insight about their experiences in the military and how 9/11 has affected their lives. Dr. Hall also offered his thoughts about commitment and sacrifice and respect for our veteran students. Lemoore Police Chief Jeff Laws also spoke and offered a poem summarizing his thoughts and remembrances about that tragic day. The day culminated in a BBQ lunch provided by the Culinary Program. Next year will be the 10th anniversary and we are already making plans for great ceremony.
- **Facilities Construction** – I spoke with the construction superintendent today and can report that our Golden Eagle Arena is about 50% complete. Roads and hard-scape (curbs and walkways) have been installed and landscaping is beginning today with trenching work. Also next week the construction crew will be pouring concrete on the upper level for the second story seating and running track area. The steel framers will be finishing their work within the next two weeks and then we will see exterior Dineglass (sheetrock) erected around the exterior walls. We are still targeting March as the completion date.

- **Athletics** - Our women's soccer team was victorious last Tuesday at Hartnell College in Salinas by a score of 7-0. Our women are now 2-2 for the year and next compete against Modesto this afternoon. Come out and support our Lady Eagles. Our men's team was victorious against Gavilan College in Gilroy last Wednesday by a score of 3-1. Our men are undefeated with a record of 2-0. They travel to Santa Maria today to compete in the Allan Hancock Tournament. Our wrestling team will be having their annual Blue & Gold Inter-squad Scrimmage tonight at 5:00pm in front of the Library. Our lady golfers open the conference with a match at Fig Garden CC in Fresno Tuesday and posted a team score of 433. Unfortunately that earned them fifth out of five teams competing. Other teams competing were Canada College from San Bruno, Fresno City, Reedley and COS. Go Eagles!

Have a great weekend!

September 17, 2010

Greetings:

Today we were host to the annual training of the Tri-County Virtual Enterprise teams. Teams from area high schools such as Kingsburg, Laton, Lemoore, Oroshi, McLane, Roosevelt, Fresno, Fowler, Parlier, Reedley, Golden West, and Liberty from Madera Ranchos were all on our campus learning about business, banking, accounting, advertising, salesmanship, invoicing, and website development in order to create a new business. One team developed a printing business and their motto was “**You think it, We print it.**” These folks will definitely be our next entrepreneurs. We were fortunate to have a great bunch of kids on our campus. Thanks Jody for assisting with this event.

- **President’s Scholars Reception** - Last night we welcomed our incoming and returning President’s Scholars with a reception to introduce them to key college faculty and staff and to demonstrate our commitment to their success as President’s Scholars. Sylvia and her staff had organized an event in the conference center to include music provided by the Hanford West High School Jazz Band and hors d’oeuvres by Dan Beeler and culinary students. Our faculty and administrators were able to meet each of our scholars and interact with them about what our roles are at the college. Approximately 15 of our scholars were in attendance and I think they went away feeling very welcomed and that West Hills really cares about their success.
- **Corcoran High School Visit** - Yesterday Sylvia, Angela Tos, and I traveled to Corcoran to meet with Superintendent Rich Merlo and Principal Chuck Gent to discuss how West Hills can better serve students at Corcoran High School. Corcoran has a goal that every student who graduates will have completed two college level courses. We will be providing them a suggested course schedule using our online program beginning with College Success that we hope to implement this spring semester. Using online classes eliminates the issue of college boundaries. Jan Young and Eva Jimenez were out there that same day providing advising services for several students planning on attending West Hills.
- **Athletics** – Our men’s and women’s soccer teams were victorious this past Tuesday with victories over Cabot College in Hayward. Our women won by a score of 3-0 and our men won by a score of 1-0. Our lady golfers placed fourth in their third conference meet yesterday at Kings Country Club. Janice Geide led the Eagles with a score of 91. Our wrestlers travel to Mt. San Antonio College this weekend with a tournament on Saturday. Our men’s and women’s cross country team travel to Cuesta College for the Cuesta College Invitational also on Saturday. **Go Eagles!**

Have a great weekend!

**West Hills Community College District
Strategic Planning Committee**

April 28, 2010

MINUTES

Committee members present:

Pedro Avila, Anita Bart, Jana Cox, Carole Goldsmith, Frank Gornick, Edna Ivans, Susan Whitener, Michelle Kozlowski, Willard Lewallen, Nina Oxborrow, Phyllis Roberts, Sylvia Dorsey-Robinson, Frances Squire, Jill Stearns, Keith Stearns, Don Warkentin, John Wright

Welcome and Introductions

Pedro Avila welcomed those in attendance and announced that we have had some changes among the group. He announced that Susan Whitener is now an Associate Vice Chancellor, Carole Goldsmith and I are now Vice Chancellor's, Sylvia Dorsey-Robinson is now Vice President of Student Services in Lemoore, Frances Squire is now Director of Foundation and Marketing and Jill Stearns is now Vice President of Educational Services.

Pedro announced that this committee has been meeting now for five years. He stated that today we are going to go over our goals and performance indicators and talk about what we have learned over the last five years. We also want to identify key questions for our next cycle of strategic planning. We will be looking at our scorecard and take a look at a comprehensive assessment model. We will go over what our next steps will be to increase participation from industry and community members so that we can conduct a new strategic planning initiative in fall 2010.

Review Goals and Performance Indicators

Pedro distributed a hand out of a power point presentation to everyone on The Strategic Plan 2006 – 2010 Five Year Review Cycle.

FTES Growth Target

Pedro reviewed the FTES growth targets with the group. Pedro asked Jill if she wanted to make any comments about next year's schedule. Jill responded that there should be a better balance between fall and spring then we experienced this year. Don commented that we are forced to reduce our schedule due to funding. In our location we are starting to have concerns about classroom utilization. Don stated we are starting to see competition from our sister college COS in Hanford. Don expressed that the one thing we have to be cognizant of is that word doesn't get out that West Hills doesn't have anything to offer. Sylvia stated that one of the things we are doing is meeting one on one with the counselors and career technicians to find out how we can support them and help them. We recognized that COS is there and we are going in with

District Strategic Planning Committee – Minutes

April 28, 2010

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a systemic point of view trying to grow this piece realizing over time we will have solidified ourselves.

Enrollment Efficiencies

Pedro discussed the enrollment efficiencies. He stated that the reduction in budget is not a direct impact on FTES and even though we have fewer sections we have more students in our classrooms. He explained that three years ago the average class size was 26 students and now its 35 students. Keep in mind that a lot of it has to do with online classes which have an average class size of 40 to 45 students.

Pedro asked Anita Bart to talk about her class sizes. Anita explained that almost all of her classes are video conference between Coalinga and Firebaugh. She stated that this year both classes on both campuses are full and already have students asking how soon can I get into the classes for fall. She stated that the increase in students in her classes have been explosive.

Pedro expressed that one of the requests from faculty was a waitlist process to help faculty and staff coordinate how to get students into a classroom after the first day of class. He stated that we were able to implement a waitlist process. He stated starting April 20, whenever a class is full students can now add themselves to a waitlist.

Pedro asked Keith Stearns to give an update on the waitlist process.

Keith responded that the first day of registration was on April 20 and that day we had a class in Firebaugh fill up with three people on the waitlist and then we had a student drop so that opened up the class for the waitlist. He stated up until today we have 89 students with permission to register so far 49 of those have enrolled. Keith stated that the automated part of the waitlist system seems to be working well.

Pedro explained that with registration we always have a number of issues because everyone is utilizing the system, the system can get really slow. He stated what we did for this registration period we broke up students into three groups. The first group was the priority registration groups which is the categorical and special groups. The second group, early registration, was based on a recommendation from the colleges, students who had 45 to 70 units and that were currently enrolled in spring. The third group was based on 12 to 44.9 units. Pedro indicated that they have seen some improvements. The system is slow on the first day of each group but it hasn't been as slow as in the past. Don questioned if we keep experiencing system slow down what would be the next solution. Pedro explained that the next solution would be to spread it out even more or have enrollment by appointment. The group discussed including high school students into the priority enrollment.

Pedro asked the group if our goal, Meet or Exceed FTES Growth would still be a relevant goal for our next phase of strategic planning. Dr. Gornick responded that it may not be our number one goal like it was our first five years but I think it's an indicator that we have to look at particularly what is occurring in the national level.

Focus Marketing Efforts on District-Wide Stories

Pedro explained that there was a group that met and were concerned that there was a negative perception of the district from our communities. This is the reason why

District Strategic Planning Committee – Minutes

April 28, 2010

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marketing was our second goal. This is why we focused so much on district wide stories so that we could improve the perception of the district.

Frances stated that the nice thing about the newsletter is that Dennis Gallegos who is a consultant that we have worked with it the past year or two. Dennis did a lot of one on one interviews throughout the communities to talk to people about dialogue. Dennis talked to a lot of people about the dialogue and got a lot of feedback on what people were thinking about dialogue. Dennis made a number of suggestions that we then incorporated into this new format that you see. Pedro stated that our marketing focus has changed. One of the new things that we have come out with in marketing is the new post card. It's basically a way to communicate with the communities to let them know what activities are occurring at the colleges.

Willard shared that he has had a lot of positive feedback on the design of the post card. He thinks it's an attractive and informative and very eye catching design.

Pedro stated another thing you will see will be billboards. The billboards are coming out in May. He stated that we are putting up billboards with students on the billboards from their particular community. Frances stated the billboards will be going up in Firebaugh, Mendota, Five Points, Hanford and Lemoore. She indicated that right now there are not any billboards available in Coalinga.

Pedro expressed that our marketing focus has shifted from increasing enrollment to building a presence. Pedro briefly went over the lessons learned with the group.

Frances expressed that we need a way for students to engage in reading the portal postings. Michelle stated that there are too many postings, we need to focus are a very few that are relevant. The students will look at two or three not ten or twelve at least that is the issue that comes up a lot. Frank Gornick questioned is there a way for us to track how the students are using the portal. Pedro stated that is a good question and we will look into that. Sylvia suggested that we have a conversation with the students they are the users and they are very savvy with what is in and what isn't.

Frank Gornick expressed that everything that we use like our iphones have icons. He thinks that is the way everything is moving is towards icons. He suggested maybe we need an app for West Hills. Pedro indicated that what he is hearing is outreach being the goal. Pedro stated that there are a lot of different groups. We have future students, current students, parents of students and former students.

WHCCD Will Annually Increase Community Participation Rates

Pedro indicated that proximity has a lot to do with participation. He stated that the closer the city is to one of our colleges the higher the participation rate and the cities with the farthest proximity have the lowest rates of participation.

Pedro questioned do we want to develop specific strategies to target those communities. Carole stated we are doing a lot with our cities and local high schools. She stated that the colleges are to really be commended because they do an extremely amount of work with limited resources. Carole indicated that since we have been providing classes through the WIT we have served close to 2000 students.

Carole stated that in terms of preliminary discussion, which will probably be various levels of discussion. I know that Jill, Willard and I have had discussions on how we can better serve Tranquility and San Joaquin. Willard stated that the center we are trying to

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establish in San Joaquin is already on the way. We just recently signed the MOU with them to use a facility that they have given us. We will be making improvements to it. He stated our goal is to be in there in the fall. Don stated that they are working with Riverdale. We have a million dollars earmarked for Riverdale with our measure E bond and we have met a couple of times with their Superintendent to the unified school district to see what we could do as far as a presence for West Hills in Riverdale. So far they have been focused on upgrading their facilities because the high school is the focus for the community for recreational activities. Don stated that we are looking at a regular educational center in Avenal. We have had several discussions with the city manager and her staff, the mayor and the high school unified district. Everybody is on board.

Carole asked Jill to speak a little bit about the position we are going to try and bring on. Jill explained the position combines a generalized student services assistant with an instructional assistant. So when someone walks in through the door of one of the outreach centers they can be the face of West Hills College and help the student through the application enrollment and payment process and also be there to assist them with any technology regarding distance learning whatever it takes to help facilitate them in getting engaged. Carole stated that Ken will be meeting with CSEA to bring this new position on. Carole that tomorrow we are taking a bus load of faculty and a few key staff to Cisco. Susan and Michelle have been putting together looking at different venues on how to do distance education, video conferencing and web streaming.

Maintain Success Rates Within the CA CC Statewide Average

Susan reported that our face-to-face success rates are identical to California Community College face-to-face rates. The online success rates are below not comparable to the California Community College success rates and we want to address that. We have held strategic planning processes for distance learning and we are going to continue to do that. Susan indicated our lessons learned retention rates are lower and must be analyzed separately than our face-to-face for online as well as the success rates. She stated that we have also experienced issues with our success rates our career technical education. We went through the distance Ed strategic planning process and that is going to the Board of Trustees as an informational item. We have just approved a help desk specialist and what that is will be someone to answer the phone and not only reset your password but interject with the student and head them in the right direction to help them with their online success and retention. It's for every student, not just online students that call the help desk. Susan explained that we had an online student services audit. So that the student could see where they need to go if they are a DSPS student, can they see who they need to call if they want child care services. We have a list of items that will help the students understand this is what I need. Susan stated that the updated learning management system, blackboard 9 we implemented it in the spring of this year. We have implemented the student portal the portal is live and active.

Carole reported that one of the issues we are having is success rates in our technical programs. She stated that one of our core missions is making sure that we are preparing our workforce, for the student who can make a good living and for our

community members who are our employers so they will have qualified people taking those jobs. Carole reported that specifically looking at our CTE courses; we are looking at data from our ARCC report. Carole stated that our program review, we have the Chancellor's website page where we can look at our reports and it drills down by course and program. It shows how our students are succeeding. The Chancellor's office brings that information from EDD and looks at it. One of the problems is that not all the employers report information to EDD. A prime example would be the Psych Tech program. The state hospital does not report a lot of their commission to EDD so our numbers look skewed. So it also brings up what can we do to get that information into the system. So we are going to look into ways to do better follow up. Our program review is a key to how we go back and look at ways to improve. She stated that how do we keep people successful. One of the things that we have done and will continue to do is work with our workforce investment boards. We have been very successful in Fresno and Kings and now we are expanding it to Tulare and Madera.

Maintain Transfer Rates Within the CA CC Average

Pedro reported that they still haven't released the new cohort rates. He stated that one thing we have learned is that transfer rates are very sensitive to tuition rates. He stated that he is going to go quickly through these and if anyone has any questions to let him know. He stated that we now have access to instate, out of state and private transfer rates. This is information that is coming from the national clearing house. He stated that based on the last eight years the majority of students transfer to four year institutions. Pedro stated that what we have learned is that our rates are within the state average. Our transfer rates are very sensitive to CSU tuition increases. The number of students transferring has increased and we have acquired access to data on transfers to out of state and private institutions.

Pedro explained that one of the questions we need to ask ourselves is how are students doing at the next level. He indicated that one of the reports we now have access to is a Fresno State Report where they actually compare student transfer from both colleges against each other. We have a lot of information from Fresno State that we can utilize on how well the students are doing.

Maintain Graduation Rates Within the CA CC Average

Pedro explained that considering the reduction in sections some of the questions we may want to ask is what is the average number of semesters and units it takes a WHCCD student to complete a degree certificate. What percent of our first-term students are provided with an educational plan? This would be critical to make sure they are taking the right classes and graduate in a timely manner. What percent of all students are provided with an educational plan? He stated that these are all good questions that support degreed completions. Can we convert some of our internal certificates to official certificates and increase completion rates. There may be a way that we can tweak those certificates like add a couple more units so that we can increase our completion rates.

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Become the Preferred Choice of Students Through Ongoing and Active Recruitment

Pedro reported that high schools with the closest proximity to our colleges have the highest participation rates. He stated that Riverdale sends many of their high school graduates to four year schools. It is difficult to collect data from the high schools and the CA department of education in a timely fashion. He stated that about half of our feeder high schools have agreed to upload data to the Cal-Pass system.

Pedro indicated that some questions to look at for the next strategic planning process would be how has the reduction of courses impacted enrollment from high school graduates? What strategies can we implement to increase high school graduates participation rates? Do we need high school counselors to be part of our strategic planning committee? How can we encourage or assist our feeder high schools to share data with Cal-Pass? How can Cal-Pass assist us in strengthening relationships with our feeder high schools?

West Hills Community College District Score Card

Pedro indicated the areas where we are struggling are Community Participation Rates, Online Success Rates and High School Participation Rates.

Comprehensive Effectiveness Model

Pedro expressed that he would like to introduce the Comprehensive Effectiveness Model that is from a book called Core Indicators of Effectiveness that was published by the American Association of Community Colleges. He stated that what is interesting is we are doing a lot of what is in the book already. This would be something for us to think about for our next strategic planning process.

Next Steps

Pedro announced that we need to update our strategic planning membership to increase participation from the working industry and community members. Pedro stated that we will conduct our new strategic planning initiative in fall 2010.

Survey

Pedro announced the last item on our agenda is the West Hills Community College District Strategic Planning Evaluation. Pedro asked the group to please fill out the survey and provide the name of three people that you feel should be a part of this committee. He suggested community members, industry members and co-workers.

Meeting was adjourned at 1:57 p.m.

WEST HILLS COMMUNITY COLLEGE DISTRICT



STRATEGIC PLAN 2006-2010



Five Year Review Cycle



Agenda

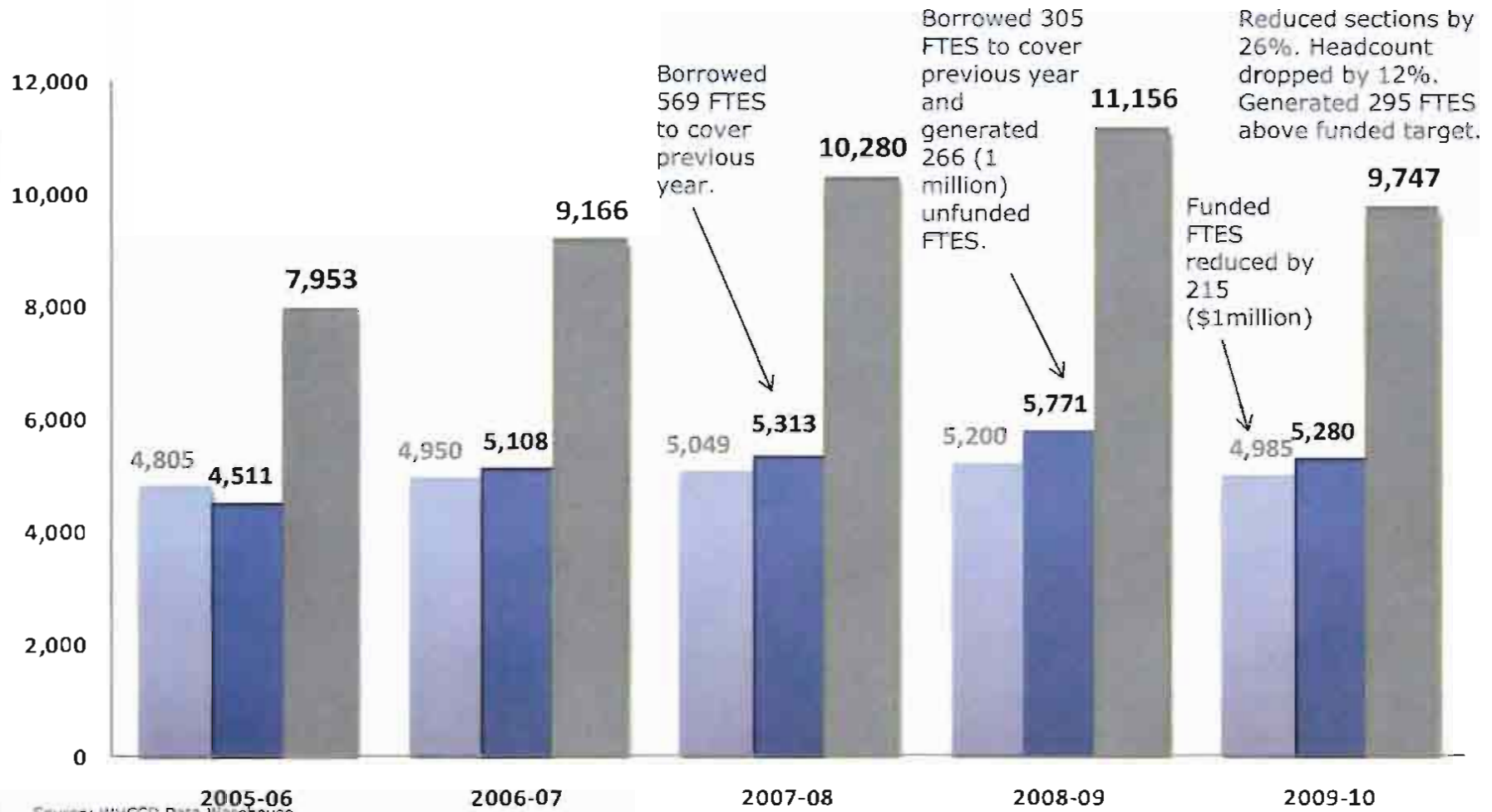


1. Final review of goals and performance indicators
 - a. Lessons learned from our five year strategic planning cycle.
 - b. Identify key questions to help drive our next cycle of strategic planning.
2. Final review of strategic planning scorecard
3. Comprehensive Assessment Model
4. Next steps
5. Five year cycle evaluation

Goal 1 – Meet or Exceed FTES Growth Targets



■ Full-Time Equivalent Students (FTES) Reported ■ FTES Generated ■ Unduplicated Headcount



Source: WHCCD Data Warehouse

Enrollment Efficiencies



Goal 1 – Questions for next strategic planning process



1. What impact did the reduction of courses have on the following:
 - a. Retention Rates
 - b. Success Rates
 - c. Degree and Certificate Completion Rates
 - d. Transfer Rates
 - e. Student groups (Gender, Age, Ethnicity)
2. Is this goal still relevant to strategic planning?
3. Would productivity (WSCH/FTEF) be a more appropriate goal?

Source: WHCCD Data Warehouse

Goal 2 – Focus Marketing Efforts on District-Wide Stories



Dialogue/@West Hills College

Year	2006	2007	2008	2009
Frequency	4	6	4	2
Distribution	3,000	82,000	82,000	76,000



Year	2007	2008	2009
Published Stories	293	275	240

Goal 2 – Focus Marketing Efforts on District-Wide Stories



Good things are happening at WEST HILLS COLLEGE COALINGA 300 Cherry Lane, Coalinga

<p>Friday - Saturday, March 26-27</p> <p>WHCC Spring Rodeo, Farm of the Future Rodeo Grounds on Gayle Ave.</p>	<p>Monday, April 12</p> <p>Alumnus of the Year Nominations Due http://westhillscollge.com/coalinga/announcements/alumnus.pdf</p>	<p>Tuesday, April 20</p> <p>Registration for Summer/Fall Begins @ www.westhillscollge.com</p>	<p>April 16, 17, 18, 25, 26 7 p.m., May 8th 1:30 p.m.</p> <p>Annie, WHCC Theatre</p>
<p>Saturday, May 8th</p> <p>Barbecue Festival, Softball Field</p>	<p>Monday, May 10th 10 a.m.</p> <p>West Hills Community College Foundation Golf Tournament at Kings Country Club supporting the President's Scholar Program, which offers a scholarship to high school seniors with a 3.5 or higher GPA. \$175 per player includes lunch, dinner, tee prizes and each team wins a prize. Call 559.934.2129 to register.</p>	<p>Saturday - Sunday, May 15-16</p> <p>WHCC hosts Relay for Life, Football Practice Field</p>	<p>Friday, May 28th</p> <p>WHCC Graduation with Ambassador Phillip Sanchez Speaking</p>

Visit www.westhillscollge.com/coalinga for all the latest news on campus events, sports and scholarship deadlines that are approaching.

*Once you go here...
you can go anywhere.™*

Goal 2 – Focus Marketing Efforts on District-Wide Stories



Good things are happening at WEST HILLS COLLEGE LEMOORE

Friday, March 19
6-11 p.m.

Bet on Education Casino Night 2010 benefiting the T.E.A.M. Teach Program and scholarships for 5th-8th grade students hoping to attend the WHCL SC Experience summer camp. Call 559.934.2129 for tickets. \$30 per person (must be over 21).

Wednesday, April 14th
6-8 p.m.

Introduction to Voice Overs taught by a professional voice acting coach/producer. \$30. Call **559.925.3224** to register.

Friday- Sunday,
April 16-18

Central Valley Pizza Festival April 16-18. Visit LemooreChamberofCommerce.com or call **559.924.6401** for details.

April 30th

Miss CA speaks about her plans to become a pediatric surgeon and shares her insight on college success 11-12:30 Conference Center

Monday, May 10th
10 a.m.

West Hills Community College Foundation Golf Tournament at Kings Country Club. Be among the first to enjoy the new clubhouse while supporting the President's Scholars Program, which offers a scholarship to high school seniors with a 3.5 or higher GPA. \$175 per player includes lunch, dinner, tee prizes and a prize for each team. Call 559.934.2129 to register.

Ongoing aerobics classes.

\$45 for six week sessions. Call **559.925.3224** to register.

Visit Kings County's largest library at WHCL.

Hours are 7:30 a.m.-8 p.m. Monday-Thursday and 7:30-4 p.m. on Fridays. Community members are welcome to use our computers, including extensive databases, and our reference library, which houses an extensive collection of medical reference and cookbooks (serving our health careers and culinary students).



555 College Ave.
Lemoore, CA 93245

*Once you go here...
you can go anywhere.™*


Visit www.westhillscollge.com for all the latest news on campus events and scholarship deadlines that are approaching.

Goal 2 – Focus Marketing Efforts on District-Wide Stories




West Hills College
Congratulates

2010
The Class of



Once You Go Here, You Can Go Anywhere.™
Coalinga • Lemoore • Firebaugh • Online
westhillscollge.com



Goal 2 – Focus Marketing Efforts on District-Wide Stories



Lessons Learned:

1. The district newsletter format was revamped after extensive interviews with community members and the name changed to @West Hills College.
2. Budget cuts changed our marketing strategy from "increasing enrollment" to "promoting activities" and "maintaining our presence."
3. Social media has become the preferred method of communication for students (Facebook and YouTube).
4. It is difficult to measure the effects of marketing based solely on published stories and distribution of newsletters.

Questions for next strategic planning process:

1. This goal was established to improve community perception of WHCCD. Is this goal still relevant?
2. Can marketing help the district generate revenue?
3. Are we utilizing the right channels of communication?
4. How well are we maintaining our internal and external branding (image)?
5. Are we utilizing the appropriate measures to evaluate the effectiveness of marketing efforts?

Goal 3 – WHCCD Will Annually Increase Community Participation Rates



Percent of Population Enrolled at WHCCD

City	2007-2008	2008-2009	2009-2010
Tranquillity	3.40	3.73	1.88
San Joaquin	3.25	2.60	2.27
Mendota	2.71	3.28	2.66
Kettleman City	2.50	3.20	2.69
Huron	3.18	3.36	3.17
Avenal**	3.78	4.13	4.00
Hanford	4.42	4.78	4.05
Armona	5.22	5.55	4.49
Riverdale	4.84	5.76	5.09
Cantua Creek	7.08	5.18	5.21
Laton	5.70	6.64	5.59
Stratford	6.14	6.35	5.75
WHCCD Average	5.94	6.53	5.82
Firebaugh	7.32	8.25	6.22
CCC Statewide			8.90
Lemoore	10.00	11.19	9.90
Coalinga**	10.75	12.33	12.73

** Removed Inmate population

Sources: WHCCD Data Warehouse, Department of Finance Population Growth Estimate, CityData.com

Goal 3 – WHCCD Will Annually Increase Community Participation Rates



Lessons Learned:

1. Communities with the closest proximity have the highest level of participation.
2. Communities with the farthest proximity have the highest rates of participation in distance education.

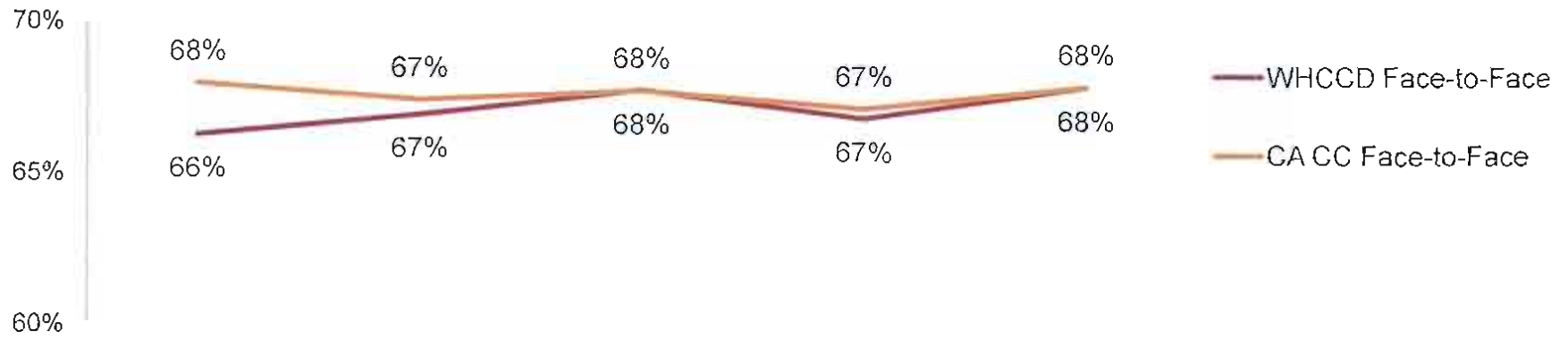
Questions for next strategic planning process:

1. Do we want to develop outreach strategies for cities with the lowest participation rates?
2. How can we use distance education and Career Technical Education (CTE) initiatives to increase community participation rates?
 - a. Mendota WIT
 - b. Preliminary discussion about opening a community centers in Avenal, Riverdale, and San Joaquin.
 - c. Distance Ed Partnership with three rural high schools: Tranquillity, Firebaugh and Mendota.
 - d. Establishing e-Campus and services. *(More info under goal 4)*
 - e. Implement Community Education module into student system – will help capture additional students into our participation rates.

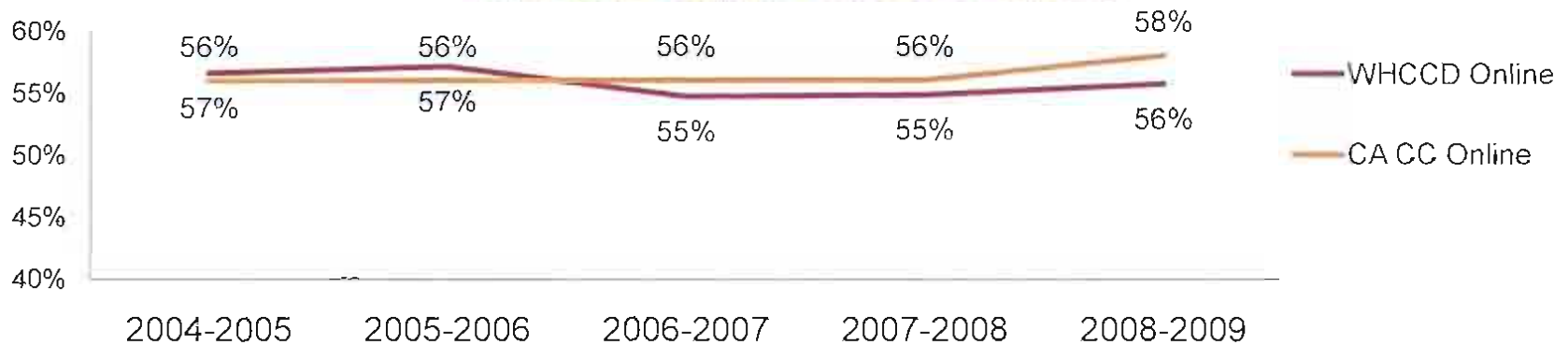
Goal 4.1 – Maintain Success Rates Within the CA CC Statewide Average



WHCCD Face-to-Face Success Rates



WHCCD Online Success Rates



Source: WHCCD Data Warehouse; CA Chancellor's Office Data Mart



Goal 4.1 – Maintain Success Rates Within the CA CC Statewide Average

Lessons Learned:

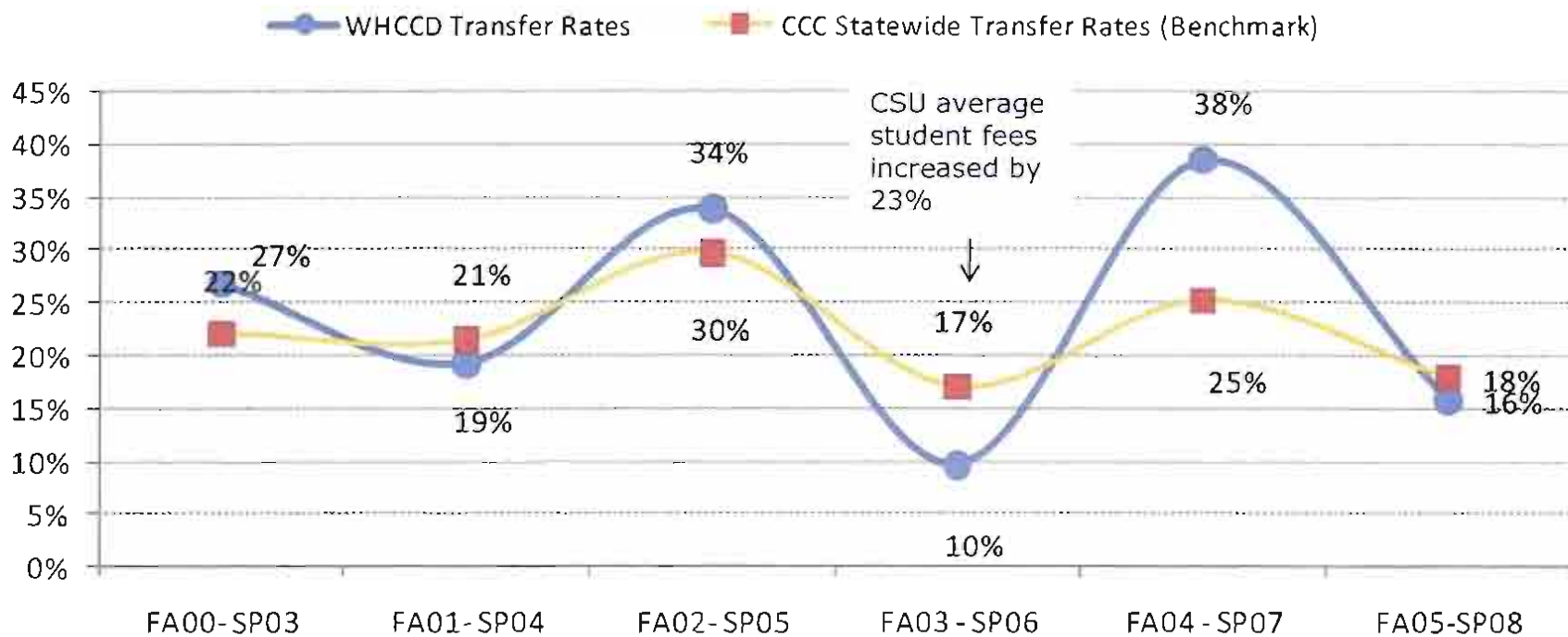
1. Online courses' retention rates are lower than face-to-face and must be analyzed separately and compared to different benchmarks
2. Experienced issues with success rates in some of our Career Technical Education (CTE) courses.

Questions for next strategic planning process:

1. What are we doing to improve online retention rates?
 - a. Distance Education Strategic Plan
 - b. E-campus
 - c. Help Desk Specialist
 1. Online Student Services Audit
 2. Updated Learning Management System
 3. Implemented Student Portal
2. What are we doing to improve CTE success rates?
 1. Reviewing program data from ARCC
 2. CTE Performance Indicators Review (Faculty, Deans, and VC)
 3. Program Review
 4. Created partnerships with Workforce Investment Boards that provide additional supportive services to students.

Goal 4.2 – Maintain Transfer Rates Within the CA CC Average

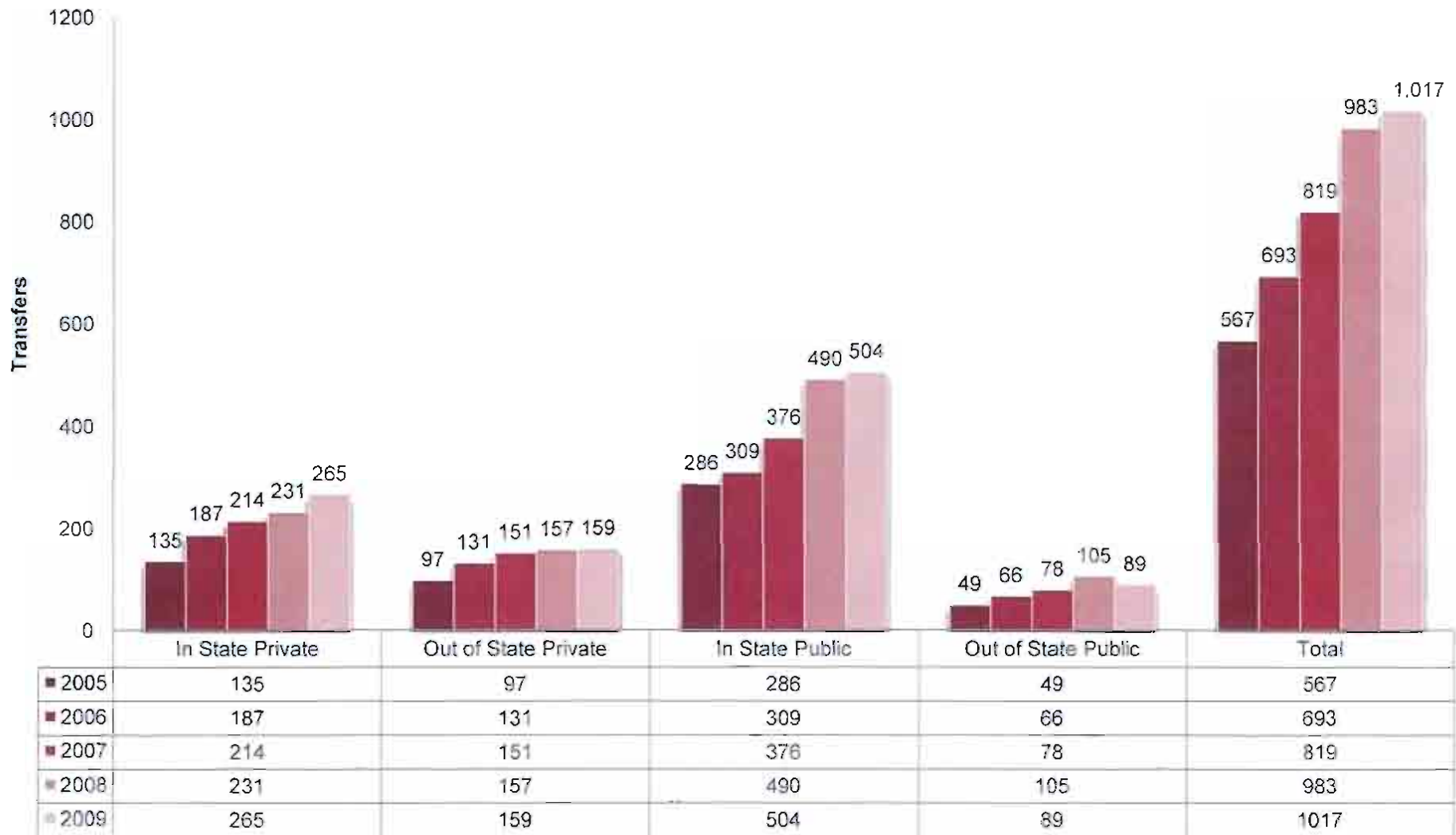
WHCCD First-Term Students' Cohort Transfer Rates



Source: California Community College Systems Office Student Right to Know

Note: Cohort based on a group of first time freshmen who are enrolled full-time in a fall term and are seeking transfer. The tracking period of the cohorts is three years.

NSCH Data – WHCCD Transfers to Four Year Institutions



NSCH Data – WHCCD Transfers to Four Year Institutions



Rank	Top 10 Transfer Four-Year Institutions - 2001 to 2009	Transfers
1	CALIFORNIA STATE UNIVERSITY - FRESNO	1,900
2	CHAPMAN UNIVERSITY	460
3	UNIVERSITY OF PHOENIX	427
4	FRESNO PACIFIC UNIVERSITY	411
5	NATIONAL UNIVERSITY	172
6	COLUMBIA COLLEGE	169
7	CHAPMAN UNIVERSITY-ORANGE	149
8	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	110
9	CALIFORNIA STATE UNIVERSITY - BAKERSFIELD	68
10	EMBRY-RIDDLE AERONAUTICAL UNIV.-WORLDWIDE CAMPUS	68



Goal 4.2 – Maintain Transfer Rates Within the CA CC Average

Lessons Learned:

1. Rates are within the state average.
2. Transfer rates are very sensitive to CSU tuition increases.
3. Number of students transferring has continuously increased.
4. Acquired access to data on transfers to out-of-state and private institutions.

Questions for next strategic planning process:

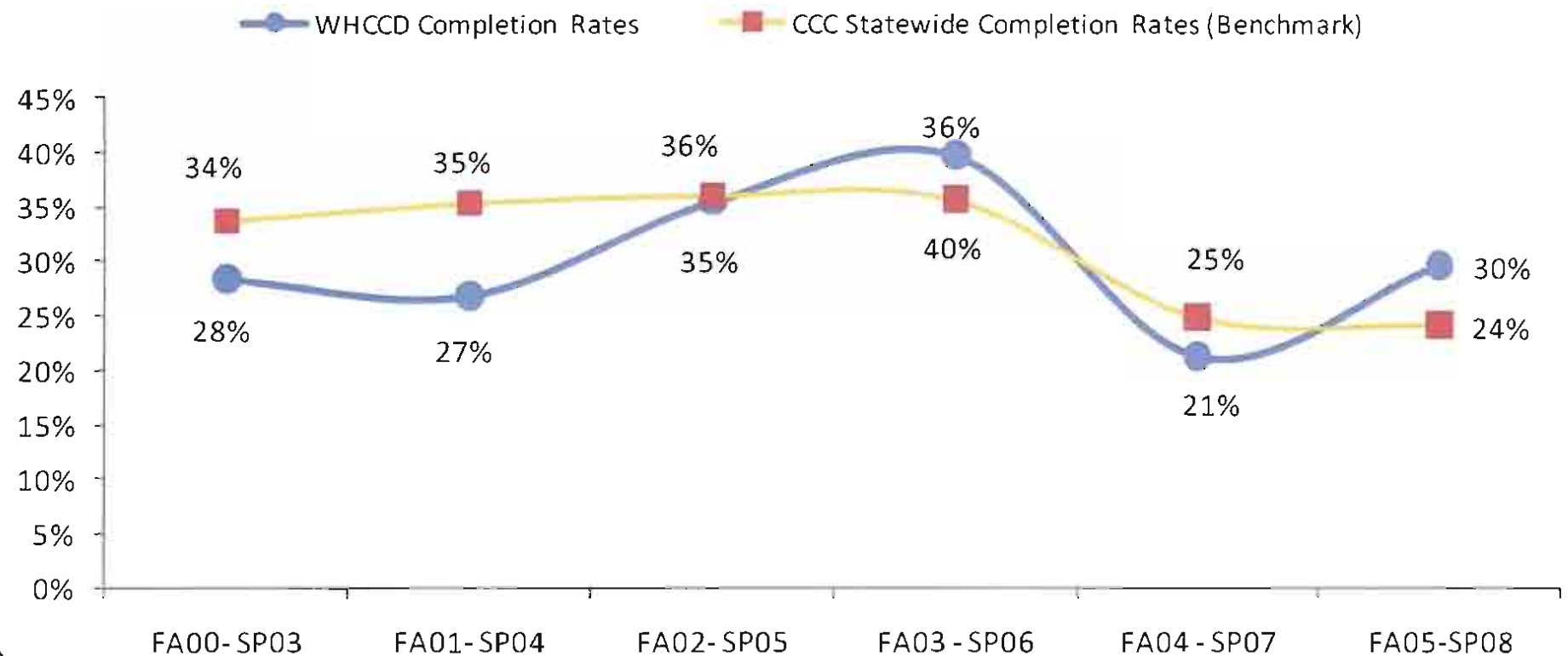
1. How are our students performing at transfer institutions? (Fresno State Report)
2. How are capacity issues at CSU impacting our students who intend to transfer?

Source: California Community College Systems Office Student Right to Know

Note: Cohort based on a group of first time freshmen who are enrolled full-time in a fall term and are seeking transfer. The tracking period of the cohorts is three years.

Goal 4.3 – Maintain Graduation Rates Within the CA CC Average

Degree & Certificate Completion Rates by Freshmen Cohorts



Source: California Community College Systems Office Student Right to Know

Note: Cohort based on group of students who are first-time freshmen, who are enrolled full-time in a fall term, and are seeking a degree. The tracking period of cohorts is three years.



Goal 4.3 – Maintain Graduation Rates Within the CA CC Average

Questions for next strategic planning process:

1. What is the average number of semesters and units it takes a WHCCD student to complete a degree?
2. What percent of our first-term students are provided with an educational plan?
3. What percent of all students are provided with an educational plan?
4. Can we convert some of our internal certificates to official certificates and increase completion rates?

Goal 5 – Become the Preferred Choice of Students Through Ongoing and Active Recruitment



Percent of High School Graduates Enrolled at WHCCD

High School	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Tranquillity	17%	13%	6%	7%	7%
Laton	30%	9%	15%	12%	?
Hanford West	22%	15%	19%	31%	15%
Hanford	19%	30%	31%	17%	20%
Firebaugh	33%	32%	33%	25%	23%
Riverdale	9%	18%	24%	9%	23%
Avenal	36%	69%	40%	38%	26%
Lemoore	35%	39%	44%	30%	27%
State Rate (Benchmark)					30%
Mendota	25%	28%	26%	31%	32%
Coalinga	39%	52%	43%	39%	32%
WHCCD Total	27%	32%	31%	21%	22%
Total Graduates	1,814	1,817	1,697	1,794	1,862

Source: California Department of Education; WHCCD Data Warehouse; Local HS Data

Goal 5 – Become the Preferred Choice of Students Through Ongoing and Active Recruitment



Lessons Learned:

1. High schools with closest proximity to our colleges have highest participation rates.
2. Riverdale sends many of their HS graduates to four year schools.
3. It is difficult to collect data from the high schools or the CA Department of Education in a timely fashion.
4. After schools programs have an impact on recruitment (Avenal After School Program)
5. It is critical to create and maintain good relationships with high school counselors.
6. Half of our feeder high schools have agreed to upload data to the Cal-Pass system.

Questions for next strategic planning process:

1. How has the reduction of courses impacted enrollment from high school graduates?
2. What strategies can we implement to increase high school graduates' participation rates?
3. Do we need high school counselors to be part of our strategic planning committee?
4. How can we encourage/assist our feeder high schools to share data with Cal-Pass?
5. How can Cal-Pass assist us in strengthening relationships with our feeder high schools? (Custom reports & Professional Learning Councils)

WHCCD SCORE CARD

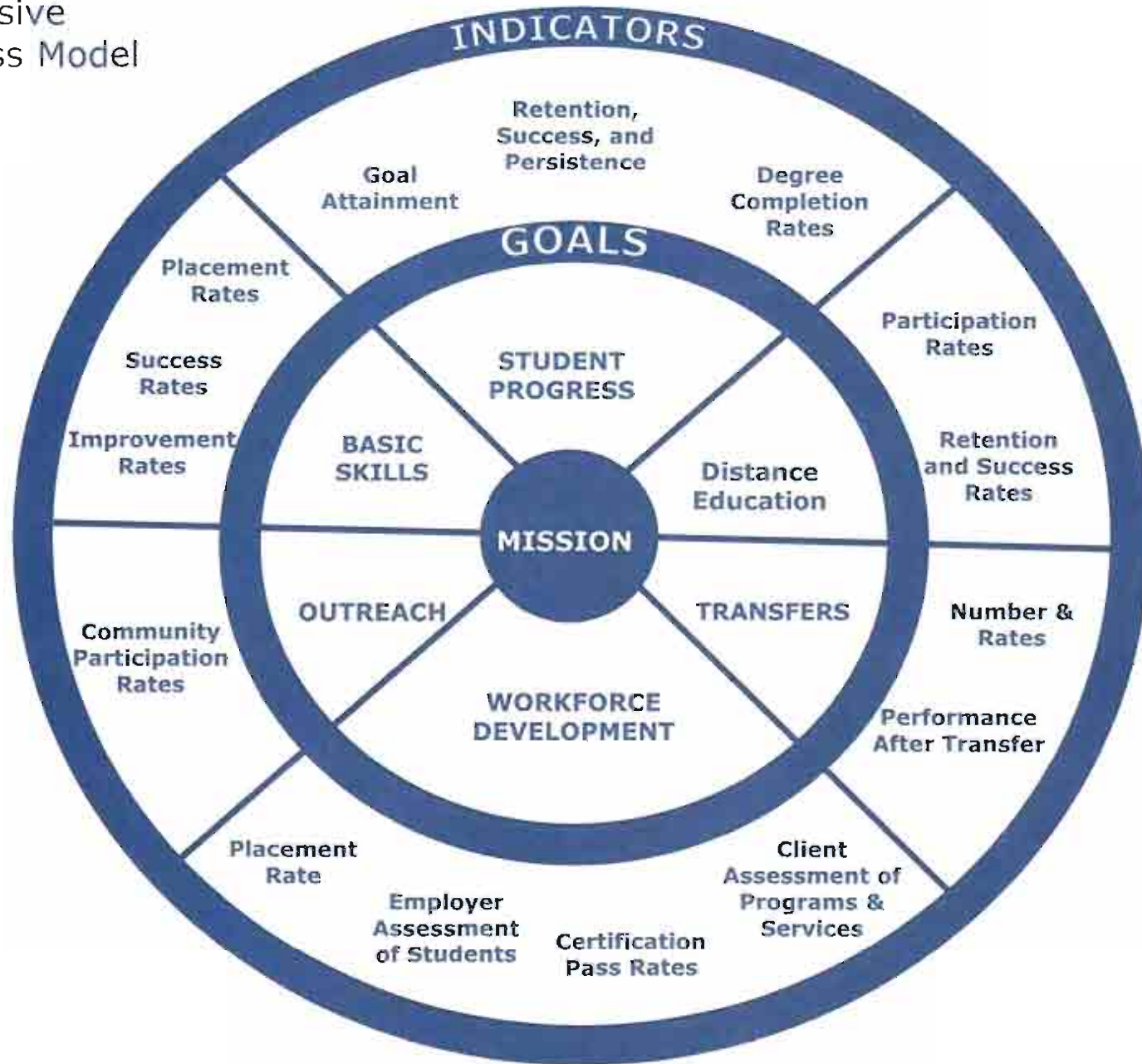


WHCCD Performance Indicators	05-06	06-07	07-08	08-09	09-10	
1. Meet FTES Growth Target						
2. Marketing	Developing Baseline					
3. Community Participation Rates						
4.1 Face-to-Face Success Rates						
4.1 Online Success Rates						
4.2 Student Transfer Rates*						
4.3 Student Graduation Rates*						
5. High School Participation Rates*						

* Based on student cohorts

- Exceeds Benchmark
- Meets Benchmark
- Slightly Below Benchmark
- Below Benchmark
- Increasing Trend
- Steady Trend
- Declining Trend

Comprehensive Effectiveness Model



Next Steps



Next Steps

1. Update strategic planning membership to Increase participation from industry and community members.
2. Conduct new strategic planning initiative in fall 2010

Survey





**West Hills Community College District
WHCCD**

Strategic Planning for 2010-2015

Summary Report

**Based on Planning Sessions - July 14 and 15, 2010
Harris Ranch, Coalinga, California**

**Submitted by:
The Eaton Cummings Group**

**Dr. Kathleen E. Guy
Dr. William M. Craft
Founding Partners**



West Hills Community College District

Draft Strategic Plan 2010-2015
Based on Planning Sessions - July 14 and 15, 2010
Harris Ranch, Coalinga, California

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Introduction

The West Hills Community College District (WHCCD) is charting its next five years in service to students and the community. Three priorities stand out:

- Student success,
- K-12 partnerships, and
- Workforce development in support of the Valley's residents, employers and overall regional economic development.

These priorities are the outgrowth of collaborative dialogue involving the WHCC District Office, the District's two Colleges, West Hills College Coalinga and West Hills College Lemoore, and the West Hills North District Center. Within the West Hills mission these priorities are considered likely to have the greatest positive influence on the future vitality of the Central Valley and its residents.

With economic uncertainty more pronounced than ever in the Central Valley, the role of local initiative in building a robust economic future is critical. With emphasis on the three priorities, the WHCCD seeks to energize faculty/staff and formal and informal leaders to work aggressively in support of an improved future for the Central Valley.

Each of the priorities listed above has been subjected to intense review, first by district-wide leadership and then by planning teams carefully selected to bring special expertise and useful insight to the task. The planning teams have specified the scope and meaning of each priority and identified the most productive next steps in moving the WHCCD agenda forward.

Planning Approach

Planning sessions for each of the priorities were held on July 14 and 15, 2010. Student Success was addressed during the morning of July 14th, K-12 Partnerships during the afternoon of July 14th and Workforce Development and Economic Development in a daylong session on July 15th. All sessions involved a high level of participant interaction organized around structured group work dealing with specific topics relating to the West Hills role in each of the three priority area listed above. Participants in the three planning sessions were frequently recombined in work groups in order to ensure that all had an opportunity to benefit from the range of insight, intuition and impressive expertise represented by participants.

This report chronicles the work of the three planning sessions and summarizes participants' insights regarding the future role of the WHCCD and its institutions together with recommendations for immediate next steps. The material is presented with minimal editing in order to preserve the integrity of participant discussions and decisions.

During the planning sessions no effort was made to fully confirm facts or evidence presented. As appropriate, recommendations from these planning sessions should be further vetted in light of relevant data, market research and the opinion of those considered essential to the future success of WHCCD.

The names of those in attendance are listed in Attachment A of this report. Drs. Kathleen Guy and William Craft of the Eaton Cummings Group facilitated the planning sessions.

Goals for the Three Planning Sessions

- Engage participants in a facilitated dialogue about the future of the WHCCD – its mission, values and future vision with specific reference to: Student success, K-12 partnerships, and Workforce development in support of the Valley's residents, employers and overall economic development.
- Give each participant an opportunity to benefit from the full range of experience and expertise of those present
- Establish a future vision for WHCCD in reference to the three priorities
- Establish a priority list of next steps focusing on high yield strategies likely to move WHCCD forward as a robust contributor to the Central Valley – its people, its culture and its economy.

SS. Student Success Workshop

July 14, 2010

9:00 a.m.-12 noon

SS 1. Goals and Agenda

SS 1.1 Goals

- Focus attention and confirm strategies to strengthen WHCCD's student success culture
- Briefly review accomplishments since the last strategic planning session
- Achieve common definition/understanding of student success
- Engage best thinking of participants
- Understand strategies and related metrics tied to improve student success

SS 1.2. Agenda

- Welcome Dr. Gornick
 - What is student success?
 - Why does student success demand our attention?
 - We need your help to strengthen our thinking as we formulate the most effective strategies, focus attention, and seek to enhance student success.
- Introductions/brief warm up Facilitators/All
- Review of goals and accomplishments - Dr. Gornick, Pedro Avila
 - Scorecard review
 - New metrics related to student success
- Distance Education Trends (opportunities to support student success in a world of reduced resources) - Susan Whitener

Student Success Workshop – Agenda (continued)

- Facilitated Group Discussions Facilitators/All
 - Identify barriers to student success [informed by IR data]
 - Identify strategies to reduce/eliminate barriers
 - What should we be doing more of?
 - What should we be doing differently?
 - What should we stop doing?
 - Prioritize student success strategies/goals and refine metrics as appropriate
- Next Steps Facilitators/All
- Close Dr. Gornick

SS 2. Student Success – As Defined by Participants

Working in table groups, participants reflected on their personal interpretation of the phrase “student success” as it relates to formal education in order to identify and reach consensus regarding characteristics that describe student success and help to provide an operational definition. For the purposes of the planning session “student success” may encompass a range of meanings including:

- Personal growth: enhanced self-esteem, socialization skills, improved critical thinking skills and content mastery
- Becoming self sufficient, contributing member of society
 - Employed or otherwise productively engaged with the world
 - Active and inquiring mind
- Accomplishing individual goals as enumerated by each student: graduate with degree, transfer, successful participation in selected courses, gaining a certificate, advancing in career or broadened employment opportunities
- Completion of a specific degree or certificate program
- Transfer to a 4-year institution
- Detailed exploration of a student’s interest in a specific subject or body of knowledge
- Completing a specific course or courses for personal, career or academic reasons

SS 3. Individualize Educational Planning

Clearly, for WHCCD and for WHCCD students, “student success” means many things. Institutionally, student success tends to be measured in persistence – at the micro level course to course, semester to semester and at the macro level, degree or certificate completion. At a deeper level, the key to understanding and assisting students to achieve their definition of success is knowledge of their individualized educational plans. Currently an underutilized mechanism exists to assist students to think through and create their individualized educational plans. Although the details of the individualized educational planning process were not fully explored in the planning session, there was general agreement that more students could benefit from the process. WHCCD should seek to increase the number of students developing personalized education plans with the support of trained WHCCD personnel. Key elements of the educational planning process include:

- Identifying personal goals—each student defines his/her own
- A viable educational pathway to reaching individual goals
- A delineation of and access to appropriate support services
- An emphasis on lifelong learning with encouragement to continue to the next level
- Consideration of certificate and degree options including transfer to upper division programs
- Personal growth/education
- Leadership development

SS 4. Student Success—New Ideas and Opportunities for Improvement at WHCCD

Following the work on defining student success and the role of individualized student educational planning, attention was directed to a consideration of new ideas (brainstorming) and opportunities for WHCCD to positively influence student success. Briefly stated, the results of these discussions suggest the following opportunities:

- Creating/emphasizing a culture that is fixated on student success,
- Employing technology to a greater degree to promote and monitor individualized student educational plans,
- Establishing systems/processes that reinforce the need for and uses of individualized student educational plans,
- Expanding opportunities for partnerships, tutoring, and advising in support of the educational planning process, providing periodic review and updating of student plans – encouraging the talented to excel, engaging those at risk to help them persist and managing a process that encourages greater numbers to complete degree and certificate requirements.

SS 5. Topics for Further Consideration

1. **Open access vs. more rigorous criteria for student placement in programs.** Is it time to re-think/establish entrance criteria for admission to certain programs?
2. **Clarify the definition of student success:** Externally imposed (degree and certificate completion) vs. student success goals generated through the educational planning process. Which is the priority for WHCCD?
3. **Enhanced tools to support student success.** Determine priority and necessary investment in order to:
 - a. Enhance orientation to programs of study.
 - b. Increase student participation in the educational planning process. Currently 80% of WHCCD student lack individual educational plans. Do these plans correlate with persistence and degree/certificate attainment? Does there need to be a process that engages students in face-to-face relationship-building leading to individualized educational planning with trained West Hills professionals?
 - c. Encourage all students to participate in an educational assessment process in order to guide appropriate course placement. Does the management of this process need to be improved? Are there opportunities for students to assume responsibility through online assessment strategies?
 - d. Clarify the role of individualized assistance and follow-up regarding individual educational plans.
 - e. Strengthen the early warning alert system regarding student persistence and performance.
 - f. Re-design appropriate orientation programs based on age, stage in educational process.
 - g. Provide more opportunities for career planning including service learning internships, work experience, etc.
 - h. Enhance tutoring and mentoring services.
 - i. Create a more formal “first year” experience.
 - j. Ensure adequate resources to address student financial aid needs.
 - k. Re-think the role of the college catalog – consider its current form and ensure consistency of information about programs and services in all modes of WHC information dissemination.
 - l. Expand extracurricular opportunities to emphasize student life and reasons to engage outside of class.
4. **Improved systems and processes internal to WHCCD**
 - a. Ensure access to courses needed to graduate—including expanded access to on-line courses.
 - b. Establish a 1-year schedule/calendar of courses.
 - c. Enhance collaboration between instruction and student services.
 - d. Expand hours for support services: counseling, financial aid, help desk, food service.
 - e. As processes change (due to technology) be sure that key constituents, internally and externally, knows what the changes are and how to access/use them.

5. College going culture

- a. Strengthen K-12 relationships to develop early identification system for likely West Hills students in order to begin outreach to potential 1st generation students and families; be culturally sensitive; encourage gifted and talented students to choose and then be well served by WHCCD.

6. Customer Service

- a. First impressions are key to continuing positive relationships.
- b. Need mechanisms to respond to those who are lost, intimidated, confused, unsure.
- c. Student ambassador program.
- d. Welcome week.
- e. Name badges.
- f. Emphasize customer-friendly approaches through communications and personal interaction.

7. Partnerships

- a. Engage in more extensive collaboration with K-12 systems.
- b. Coordinate student support programs for prospective students and current students.

SS 6. Priority List – Areas for Improvement

Participants ranked the totality of items identified by the table groups and identified the following as priorities most likely to strengthen student success at WHCCD.

1. Emphasize the “First Year Experience”-think beyond “this semester.”
2. Build comprehensive one-year course schedules/calendars.
3. Create a “process map” to assist students in drafting individualized educational plans.
4. Design and resource a student-to-student ambassador program.
5. Expand placement testing and associated academic counseling – support developmental programming, general programming and specially targeted efforts for the gifted and talented.
6. Streamline processes for financial aid and identify additional funding sources for emergency and special purpose financial aid.
7. Expand and introduce more effective applications involving social media – communicating the look and feel of WHCCD institutions; engage prospective students in individualized, user friendly efforts to construct educational plans; build a broader-based virtual community of persisting WHCCD students.

8. Cultivate a culture of connections/relationships—make it “cool” to be connected with the WHCCD community – face to face and virtually – emphasizing the benefits of student-to-student, faculty-to-student networks.

SS 7. Immediate Next Steps – As identified by participants using the open-space planning technique

1. Develop metrics relevant to WHCCD definitions of student success – with targets set through 2015. Examples include: number of students working from individualized educational plans, relative success of those following educational plans, persistence measures (course to course and semester to semester), measures of degree and certification completion, individualized transfer and transfer success data
2. Prioritize opportunities for “program and process improvement and new ideas” identified in previous sections of this report and create implementation plans.
3. Communicate results of Student Success Planning to all faculty/staff – identify and distribute a short list of talking points to be used/referred to by workshop participants.
4. Establish and continue to strengthen a detailed inventory of the tools available to promote student success – oversee and coordinate their use – provide training and supportive technology to faculty and staff.
5. Clarify assignments – make it clear who is responsible for each element of the student success strategy – establish the longer term goals and intermediate milestones – provide conspicuous support and encouragement to the formal and informal leaders charged with moving WHCCD to a demonstrably higher level of student success.

HSO. High School Outreach Workshop
July 14, 2010
1:00-4:00 p.m.

HSO 1. Goals and Agenda

HSO 1.1. Goals

- Focus attention and practical action on increasing the college-going culture among high school students/graduates in the Central Valley
- Identify and share what WHCCD and high schools are currently doing to encourage college enrollment in general and, more specifically, enrollment at WHCCD colleges—the “IS MAP”
- Engage the best thinking of participants to outline strategies to strengthen the college-going culture in the Valley
- Co-create strategies and related metrics to increase enrollment of area high school graduates at WHCCD colleges

HSO 1.2. Agenda

- Welcome Dr. Gornick
 - Why education beyond high school is important—to students, families, economic development, and the Valley
 - WHCCD is a partner with the public schools, helping students to succeed beyond high school; increased college attendance and student success is our bottom line goal
 - We are eager to work with you to increase the college-going culture of the Valley and to make WHCCD colleges a top choice for your graduates
- Introductions/brief warm up Facilitators/All
- Current high school participation data and Cal Pass Pedro Avila
- What are we currently doing to encourage college attendance?
 - WHC outreach strategies including Early Registration for High School Graduates Sylvia Dorsey/Jill Stearns
 - High school strategies High School Principals

High School Outreach Workshop Agenda Continued

- Break
- Facilitated Work Topics Facilitators/All
 - Identify barriers to college enrollment anywhere and at WHCCD colleges
 - Identify collaborative strategies to reduce/eliminate barriers.
 - What should we be doing more of?
 - What should we be doing differently?
 - What should we stop doing?
 - Prioritize strategies/goals and define metrics
 - Determine how/how often to communicate results/issues
- Next Steps Facilitators/All
- Close Dr. Gornick

HSO 2. “IS MAP” of High School efforts (outline of current school/college initiatives as described by principals and superintendents attending the workshop)

HSO 2.1. Lemoore High School (LCS)

General

- Cal State Fresno president’s scholarship
- Fresno State—weekly mentoring at LHS

Specific to WHCCD

- LHS all seniors apply to WHC
- LHS works actively with WHC counselors to do on-site advising with LHS students
- Attend WHC classes while in high school
- WHC faculty visit high school campus
- Raised questions regarding Cal-PASS. Is data complete? Who is responsible?

HSO 2.2. Coalinga High School

Specific to WHCCD

- Pathways-Perkins—just starting to collaborate with WHC on this
- Established lists of students going to WHC—work with WHC advisors
- Articulations/dual enrollment
- Need “IS MAP” of informal activities in place with faculty and other personnel

HSO 2.3. Faith Christian Academy (FCA) - Independent (Private)

Specific to WHCCD

- WHC administers placement test at FCA, discusses curriculum pathways
- Enroll 8th graders at WHC—removes fear of unknown
- WHC administers placement test at FCA, discusses curriculum pathways
- Students take field trips to WHC
- Dual credit—college is free while students are still in high school

HSO 3. Addressing High School Outreach Goals

HSO 3.1. Participants working in table groups confirmed the importance of the following goals:

- Improving the College Going Culture in the Valley, and
- Benchmarking the participation rate at WHCCD of students from feeder schools in the WHCCD service region at or above the state average for California community colleges

HSO 3.2. With specific reference to WHCCD table groups recommended:

- WHCCD increase efforts to learn from K-12 systems what they are doing now to encourage a college-going culture, and
- Prioritize approaches identified in HSO 2 (above) together with additional new ideas in order to determine where to increase emphasis and focus resources.

HSO 3.3. Priorities identified include:

- 1) Website (29 votes) - enhance the WHCCD website (including the Colleges and Centers) making the presentation more user-friendly, creative, interesting and useful. Include a “student planning” application to try out various programs and also a twelve month calendar of courses for use in students’ individual educational planning as suggested in the Student Success portion of the WHCCD plan.
- 2) Communications (28 votes)—
 - Emphasize enhanced communication with K-12 systems including:
 - a. Engagement with professional colleagues in K-12 schools
 - b. Students starting at the middle schools – identify prospective students early, encourage all to enroll in college, make special efforts with the gifted and talented with regard to opportunities and choices in higher education, etc.
 - c. Parents – cultivate and involve parents in encouraging students to move on to WHCCD colleges and centers.
 - Employ the full range of communications tools including:
 - a. Surveys/focus groups of students and other key audiences to determine WHCCD features to emphasize, best modes/times of communication, etc.
 - b. Establish capability to “Know” when a student enters the WHCCD data system (initial inquiry) and then enable the system to automatically create a systematic follow-up process
 - c. Develop protocols to effectively engage the full range of communications tools—social media, web, print, email, phone, FTF, etc. at tolerable cost to the system
 - d. Ensure that timely, up-to-date, consistent and accurate information is available across WHCCD, reinforce the need for regular contact and share information appropriate to various target audiences
 - e. Enhanced E-Team capability (materials, presentations, communications skills, and always dressed for success).
- 3) Road Map (22 votes)
 - a. Invest in a comprehensive enrollment management process
 - b. Design straightforward pathways that make clear and accessible the way from High School to West Hills to certificates, associate degrees and bachelor’s degrees – emphasize that support is available along the way to enhance the likelihood of student success and completion
 - c. Make the pathways easy to navigate electronically, including simplified search and find

- d. Build cohort groups—package degree programs to be completed in two years leading to transfer
 - e. Ensure that everyone in the region’s high schools completes an application and takes placement tests—build momentum with sophomore/junior outreach
 - f. Streamline all WHCCD policies, procedures and curriculum before mapping success pathways
 - g. Exaggerate the user-friendliness of WHCCD—simplify the processes required to get information and transact business
- 4) Field Trips to West Hills colleges (20 votes)
 - a. Organize or provide transportation to and from WHCCD campuses – partner with K-12s
 - b. Create “breathtaking” College Day Programs for visiting secondary school students
 - 5) Connect High School Counselors to WHCCD Portal (15 votes)
 - 6) Enhanced presence of West Hills in the public schools and independent schools (11 votes)
 - a. Be present on K-12 campuses—via technology and in person
 - b. Attend school and community events—be visible and approachable and able to share the WHCCD story

HSO 4. Immediate Next Steps (responsible party noted in () as identified by session participants)

- HSO 4.1. Start now to provide portal access to high schools (Pedro Avila)*
- HSO 4.2. Complete “IS MAP” of formal and informal processes that contribute to WHCCD/high school outreach – Create matrix describing who is doing what (Chancellor/Presidents to determine assignments and oversee liaison with the school systems)*
- HSO 4.3. Hold strategic planning session between WHCCD and high schools in early-mid August (Chancellor/Presidents and superintendents) to strengthen current efforts and outline steps to implement additional WHCCD/high school efforts*
- HSO 4.4. Improve communication with students who are in the pipeline now (Registrar/IT)*
- HSO 4.5. Examine project management tools and select one that may help with this process (Pedro Avila)*
- HSO 4.6. Communicate WHCCD goals/metrics for enrollment of high school students at WHCCD—expectation is to enroll numbers at or above the state average of college-going students from area high schools at West Hills (Pedro Avila)*
- HSO 4.7. Identify process to implement early registration with high school students—criteria, timing, etc. (As assigned by Presidents)*
- HSO 4.8. Provide summary of today’s goals, work and next steps to all who need to know (Chancellor)*

EWD. Economic and Workforce Development Workshop

July 15, 2010

9:00 a.m.- 4:00 p.m.

EWD 1. Goals and Agenda

EWD 1.1. Goals

- Identify Strengths and Opportunities that may exist in the Central Valley
- Envision the “new or emerging economy” in the Central Valley
- Identify workforce development requirements for the new economy
- Focus attention and identify practical action steps – by engaging the best thinking of participants
- Co-create strategies to effectively shape the new economy
- Co-create strategies for meeting related workforce development needs

EWD 1.2. Agenda

- Welcome Dr. Gornick
 - The Central Valley must be prepared to shape and respond to the new economy in order for the region and families to survive and thrive
 - WHCCD and its colleges are strategic partners in planning for and helping to create road maps to provide hope as our economy is transformed
 - We’re partners in workforce development, helping students and businesses to succeed
 - We want to draw on your best thinking today to help envision our economic and workforce future
- Today’s Central Valley Economy WIB and EDC Representatives
- Brief Overview: Current WHCCD Workforce Development Activity Carole Goldsmith

Economic and Workforce Development Workshop Agenda (continued)

- Introductions and Table Discussions
Valley Strengths and Opportunities Facilitators/All
- Working Groups: Trends that will Impact
the Future of the Central Valley
- Working Groups: Comparing the current Central Valley Workforce
with what will be needed in three to five years
- Working Groups: Workforce Gaps/Needs/Social Consequences
- Working Groups: Our Future Vision for Economic Development
in the Central Valley
- Working Groups: Our Vision in Action
- Working Groups: Roles and Opportunities
 - Who does what?
 - Who else needs to be at the Table?
- Working Groups: Communications Strategies
- Working Groups: Next Steps
- Close Dr. Gornick

EWD 2. Strengths inherent in the Central Valley

Working in table groups participants were asked to identify the strengths common to the Central Valley. The question posed was “What Central Valley attributes would you stress in order to convince friends and relatives to invest in or relocate here?” The responses are as follows:

- Affordable cost of living
- Quality of life
- Diversity – people
- Willing and effective collaboration among post-secondary institutions
- Geographic location – ease of access to many resources – reasonable distance to Pacific beaches, major cities, outdoor recreation,
- Temperate weather/climate – number of “sun days” and the connection to solar power generation
- Workable population density – the ratio of people to land area is relatively low and attractive to those seeking fewer people and more space
- Agriculture - abundance of locally produced, high quality food
 - Crop diversity
 - Resources in support of agriculture
 - Research –technology (industry driven)
 - Workforce
- The region has the ability to accommodate growth
- The people of the Valley are community oriented
- Abundance of educational access – quality institutions, wide variety of programs and effective supportive services
- Values held and expressed in practice—strong work ethic, neighborly, welcoming.

EWD 3. Opportunities inherent in the Central Valley

Working in table groups participants were asked to identify the opportunities inherent in the Central Valley. The question posed was “What opportunities are most apparent for economic development in the Central Valley? The responses are as follows:

- Capacity to absorb and deal effectively with growth
- Branding the Valley—what do we want people to know and remember about us; telling our story
- Strengthen collaboration between colleges, universities, public schools, local, state and federal agencies, WIBs, and business
- Changing workforce needs in agriculture
- Environmental issues that have potential to create jobs (e.g. water)
- Collaboration to seek funding from federal/state sources
- Large and willing workforce
- Attract businesses from high cost urban areas
- Opportunities to add value to commodities
- NAS Lemoore high tech industries
- Develop water and energy resources
- Diverse population available for training
- Basic skills training with technical training integrated
- Educational infrastructure
- Diversity of employment opportunities
- Accessible via interstate, air
- Vertical integration of agriculture
- Alternative energy – “Solar Sun Days a Valley Energy Resource”
- Business retention and expansion

EWD 4. Trends –Identified by participants as most likely to influence the future success of WHCCD in contributing to workforce and economic development– either as a helping trend or as a hurting trend

Working in small task groups, participants identified a broad range of trends in assigned categories including “Environment/natural resources,” “Social/demographic,” “Government/regulatory,” “Investment opportunities,” “Technology,” and “Competition.” Trends identified were in turn, prioritized using a three choice open voting system. Trends perceived by participants to have the greatest influence on the future contribution of WHCCD to workforce and economic development are summarized as follows.

EWD 4.1. Social/Demographic

Helping Trend

- Aging population—the region may be a target for retirement living. (6 votes)

Hurting Trend

- Lack of basic academic skills among students. (6 votes)
- Negative consequences of state economic condition. (11 votes)

EWD 4.2. Government/regulatory

Hurting

- More regulation, much of it focusing on air quality (11 votes)

EWD 4.3. Investment opportunities

Helping Trend

- Energy efficiency and renewable energy resources (solar) (18 votes)

Hurting Trend

- Lack of capital availability (5 votes)
- Land use balancing (4 votes)

EWD 4.4. Competition

Helping Trend (How the Valley is meeting the competition)

- WHCCD on-line distance learning (17 votes)
- Quality of WHCCD education in general (4 votes)
- WHCCD workforce training (1 vote)
- The Valley has readily available, strong educational resources (3 votes)
Total of 25 votes recognizing the various forms of education at WHCCD and the availability of quality educational resources throughout the Valley – “educational opportunity - a sustaining asset for the valley”
- The Valley is becoming more conscious of its positive attributes and adept at perfecting and broadly sharing the positive Valley story (4 votes)

EWD 5. Future Vision

The Future Central Valley will:

- Offer a seamless web of education: K-12, community college, universities –in support of economic development
- Provide a culture of support for businesses and entrepreneurs
- Keep the knowledge base here
- Be a global hub for agricultural education; advancing agricultural technology
- Be California’s center for renewable resource industries and training; there is a role for education in teaching people about impending consequences of regulation and legislation
- Be a center for entrepreneurial activity—with special emphasis on environmental innovations
- The place where today’s workforce meets tomorrow’s technology
- Be a great place to live, work and play
- Be California’s economic experiment in building the future economy—a tax and regulation free zone (like charter schools) in coordination with the region’s tribal governments

EWD 6. Vision in Action

The Central Valley will focus on:

- 1) Becoming California's center for renewable resource industries and training
- 2) Educating
 - a) Employers/business and employees
 - b) Contractors—residential and commercial
 - c) Residents
- 3) Retaining business—providing support for business lifecycle training—introducing new methods and processes, attracting new technologies
- 4) Communicating
 - a) What is our economic development vision? Our Central Valley “brand promise?”
 - b) Who is the audience?
 - c) What do we want them to do?
 - d) Where/how do we reach them?
- 5) Aligning resources around the vision
- 6) Becoming the global hub for agricultural education – the Valley will host visiting delegations from countries worldwide who come to learn about vertical integration of farm to market, low water crops and 21st century use of minimal pesticides, water and fertilizers
- 7) Training health care workers for the aging population; cultural sensitivity; collaborate with health care organizations re: current needs in health care training, e.g. educational reform

- 8) Creating a culture of expectation among faculty/staff—help students to “see” that the classes they are taking lead to job readiness and employment
- 9) Supporting employer retention strategies through incumbent worker training
- 10) Considering technology applications as part of tool kit for education and training
- 11) Communicating internally the process for employer feedback—identify ways in which the process can be improved
- 12) Developing a plan to acquire the educational lead role in the California center for renewable resource industries and training
- 13) Providing appropriate advocacy for partners who are seeking grant funding for related projects
- 14) Defining WHCCD’s role in promoting the “centers of excellence” concept (agriculture, energy, entrepreneurship), including consideration of incubation and technology transfer
- 15) Identifying resources for entrepreneurial education

EWD 7. Immediate Next Steps

EWD 7.1. Share results of planning day with internal and appropriate external audiences—in summary form

EWD 7.2. Provide executive cabinet report for Board of Trustees

EWD 7.3. Develop strategies, time lines, etc. for 5-year plan

EWD 7.4. WTB-EDC - share and communicate more regularly to foster alignment of vision and plans

Note: All attachments to be provided by WHCCD

Attachment A

Names of participants in each of the three planning workshops

Attachment B

PowerPoint: Review of Goals and Accomplishments

Attachment C

PowerPoint: Distance Education Trends

Attachment D

PowerPoint: College Going Rates

Attachment E

PowerPoint: WHC Outreach Strategies

Attachment F

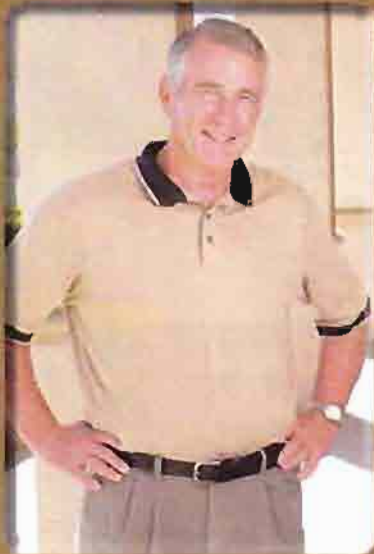
Economic Development PowerPoints and Handouts

**West Hills
Community College District**

2009

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Trustees



*Mark McKean
President*



*Bill Henry
Vice President*



*Nina Oxborough
Clerk*



Steve Cantu



Edna Ivans



Jeff Levinson



Jack Mirmitee

Administrators



*Dr. Frank Gornick
Chancellor*



*Ken Stoppenbrink
Vice Chancellor/
Business Services*



*Pedro Avila,
Vice Chancellor/
Institutional
Effectiveness/
Enrollment
Management*



*Dr. Cavole Goldsmith
Vice Chancellor/
Educational
Services/Workforce
Development*



*Susan Whitener
Associate Vice
Chancellor/
Educational
Planning*



*Dr. Willard Letwallen
President, WHC
Coalition*



*Don Warkentin
President, WHC
Lemoore*

Mission

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

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

Vision

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

- Its status as the preferred choice of students, and the employer of choice for faculty and staff;
 - The highest percentage of students completing courses;
 - Its recognized excellence; and
 - The generally ascribed accolade, "heartbeat of the community."
-

District Timeline 2008-2009

Aug



- WHCC bid approval for \$10 million for wellness center
- Xtreme Registration at WHCL
- West Hills' enrollment up 20% since previous year

Jan.

- Construction starts on the WHCC gym and wellness complex

Feb.

- West Hills Chancellor Frank Gornick honored at state level

Mar.

- Bridge Out of Poverty conference with guest speaker Ruby Payne
- Valley Fever Forum at WHCC



Sept.

- Noted Author Gary Soto speaks at WHCL
- WHCL trike-a-thon raises funds for St. Jude's Children's Hospital



April

- Phyllis Roberts donates \$25,000 for scholarship endowment.



May

- Vince Motte donates \$12,593 to help fund a new weather station for Coalinga

Oct.



- WHCC 12th Annual Athletic Hall of Fame
- UC Merced Chancellor Sung-Mo "Steve" Kang visits WHCC
- Third Annual WHCL Veterans Appreciation Luncheon



- WHCC and WHCL awarded more than 700 degrees and certificates



Nov.

- School facilities improvement districts approved by local voters providing \$11.6 million for WHCC and \$31 million for WHCL. Firebaugh passed its bond measure June of 2008.

Dec.

- West Hills College wins \$792,920 grant to serve veterans



- Sandy Cavins, the district's longest-term employee, retires after 40 years

West Hills College Coalinga

Mission Statement

To commit college-wide staff and resources to the student learning process. To provide educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve.

Vision Statement

West Hills College Coalinga strives to become a premiere interactive learner-centered community college recognized for its contribution to the educational, social, cultural, and economic vitality of the region and the state.

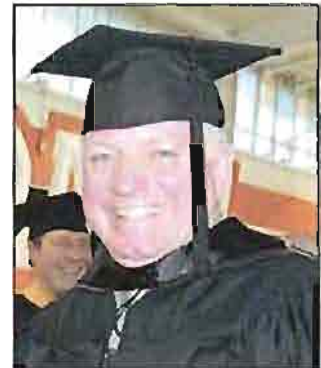
Achieving goals despite economic challenges

The economic challenges of these past few years have not deterred us from achieving our mission. Despite significant budget reductions, our enrollment for 2008-09 was 13 percent higher compared to 2007-08. This is directly attributable to our talented faculty and staff who have found ways to be more efficient and productive with fewer resources to ensure student access and success.

In June 2008, citizens in the northern part of the district passed Measure Q, an \$11.8 million general obligation bond measure. In November 2008, citizens in the Coalinga-Huron area passed Measure C, an \$11.6 million general obligation bond measure. These bond measures will provide resources for facilities improvements that will impact current and future generations.

General obligation bond funds have already made a difference. Significant improvements have been completed at the North District Center in Firebaugh. A facilities planning team has been working with campus architects to design a new building to replace the existing campus center.

Major improvements have also been completed on the Coalinga campus. The men's residence hall (Gordon Hall) received a facelift. Two new relocatable buildings were added to the child development center. Bond funds have been used to assist with the wellness center project (gym renovation and additional 10,000 sf building) and the ag science facility. The wellness center is scheduled for occupancy in the fall 2010.



Providing access to high quality education opportunities for all residents in our service area continues to be the focus of our overall mission. In 2010-11 we will open learning/outreach centers in several of the smaller communities within our service area.

Improvements to institutional effectiveness processes have taken center stage. We are now utilizing measurable outcomes on a regular basis to guide planning and resource allocation decisions. Results from the assessment of performance indicators, program review, and other evaluative processes are being used to make improvements to student learning. The results of some of these assessments can be found at http://www.westhillscollege.com/coalinga/about/governance_planning/college_consultation/index.asp.

Our vision of becoming "a premiere interactive learner-centered community college" continues to guide our efforts in making a difference in the lives of our students and in contributing to the vitality of the communities we serve.

Willard Lewallen
President, West Hills College Coalinga



Grants:

Total grant funding in 2008-09 exceeded \$5 million for WHCC.

President's Scholars:

A total of 22 students received President's Scholars scholarships for 2008-09. This scholarship covers enrollment fees and provides a book allowance each term.

Successful Transfer:

The number of students transferring to four-year institutions in 2008 increased by 58% from 2007.

West Hills College Lemoore

Mission

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision

Learning Through Excellence and Innovation

WHCL planning for the future with new programs, facilities

The academic years 2008-09 and 2009-10 will have seen extraordinary cuts to community colleges as the result of the state's recent economic downturn. West Hills College Lemoore will have reduced its operating budget by over \$2.2 million while at the same time maintaining its priority and focus on students.



Course offerings were reduced yet we were able to maintain our commitment to general education, basic skills, workforce development, and degree level courses.

With all the reductions to the general fund, WHC Lemoore still celebrated its groundbreaking for the new \$24 million multi-use sports complex that begins phase three of the college's master plan. It is scheduled to open in March 2011.

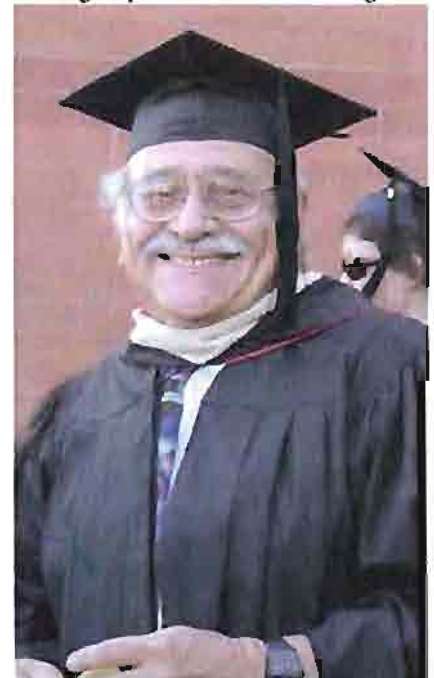
Our Allied Health program has been able to withstand budget reductions and will expand its offerings with new courses. Highly skilled technical program training will remain a strong demand throughout the state and West Hills is positioned to provide training.

Our newly developed Engineering Scholars Program provides financial support to more students by providing full tuition and books to qualified students. WHCL will play a key role in preparing students for great career opportunities.

All this is just a small list of the many ways West Hills is a leader in providing quality educational opportunities for the communities that we serve. Even in times of great difficulty, with hard work and teamwork, great things can still happen.



West Hills College Lemoore will continue to be a leader in assisting the state to recover from its economic downturn.



Don Warkentin
President, West Hills College Lemoore

Grants:

Total grant funding in 2008-09 exceeded \$3 million for WHCL.

President's Scholars:

A total of 48 students received President's Scholars scholarships for 2008-09. This scholarship covers enrollment fees and provides a book allowance each term.

Successful Transfer:

The number of students transferring to four-year institutions in 2008 increased by 22% from 2007.

Foundation helps students realize dreams

The students at West Hills College are our future. Helping them realize their dreams of a college education will positively impact our communities and enhance the quality of life we appreciate now and in the years ahead.

As a proud member of the foundation board of directors, I've been privileged to work with a dedicated team of individuals who support the students of West Hills through their time, energy, leadership and philanthropy. Our foundation board consists of community members, civic leaders, businesswomen and men and agriculturalists from across our service area who value education and want to expand the higher educational opportunities for our children and local residents.



Special thanks go to three individuals who made substantial gifts to the foundation during 2009. Phyllis Roberts donated \$25,000 for an endowed scholarship at WHCC. Vince Motte contributed \$12,500 to help fund a new weather station at the WHCC Farm of the Future. George Ollikkala donated a substantial art collection to libraries throughout the district. We thank them and the many others who contributed to help our students realize their dream of a college education.

Ernest "Ernie" Drewry
President, WHCC Foundation



Board Members

- Ernie Drewry, President, Community Director*
- Leonard Falter, Chief Financial Director, Community Director*
- Don Forth, Vice President, Community Director*
- Brad Gleason, Community Director*
- Sharon Gordon, Community Director*
- Frank Garnick, Ph.D., Chancellor*
- Edna Evans, R. Ph., Trustee Director*
- Sheilah Kryenhagen, Community Director*
- Willard Lewallen, Ph.D., Staff Director*
- Laura Mendes Moore, Community Director*
- Nancy Oliveira, Community Director*
- Nina Oxbarrow, Trustee Director*
- Bill Pucheu, Community Director*
- Oscar Sablan, M.D., Community Director*
- Marc Scott, CPA, Community Director*
- Ann Stone, Secretary, Community Director*
- Ken Stoppenbrink, Chief Financial Officer*
- Don Warkentin, Staff Director*



Dr. Rick Post
Interim Executive Director

Foundation Mission

The West Hills Community College Foundation enthusiastically engages residents, corporations, foundations and communities of the San Joaquin Valley in financial support and advocacy for the West Hills Community College District. We are entrepreneurial partners with the colleges as we plan and implement programs to build relationships and raise funds.

The Foundation Vision

Our vision is to be a dynamic, legacy organization recognized for:

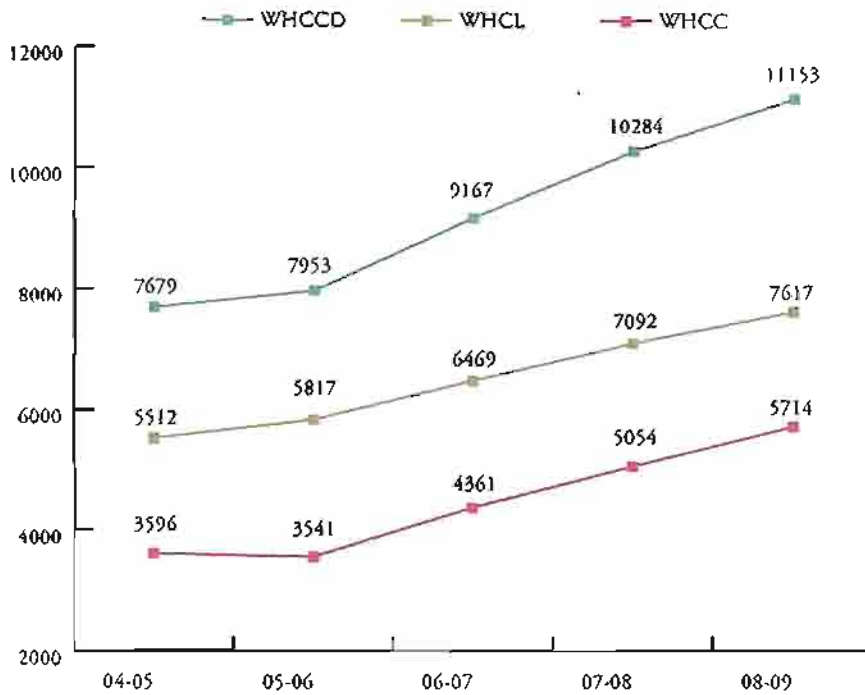
- The Foundation's \$5 million endowment (by 2008),
- 140 new scholarship funds,
- Establishment of a successful "new alumni" fundraising program,
- An effective and engaged board,
- Significant contributions to the "K-16 Dream" (creating a college-going culture among K-12 students) and,
- Sponsorship of cultural, educational and economic development programs.

The Foundation— Guiding Principles

The West Hills Community College Foundation applies the following guiding principles in its conduct of business:

- Advocate for education and its ability to change lives,
- Practice responsible stewardship,
- Maintain respect for others,
- Conduct business in an open and transparent manner,
- Support diversity and inclusiveness,
- Demonstrate reliability and accountability; and
- Exemplify a commitment to serve students and the community

Enrollment

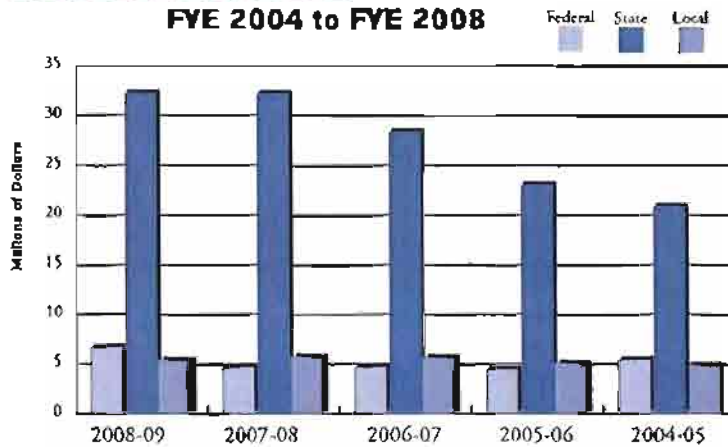


Source: WHCCD Data Warehouse

Note: Adding WHCL and WHCC exceed the total of students enrolled at WHCCD due to duplication from students who are enrolled at both institutions.

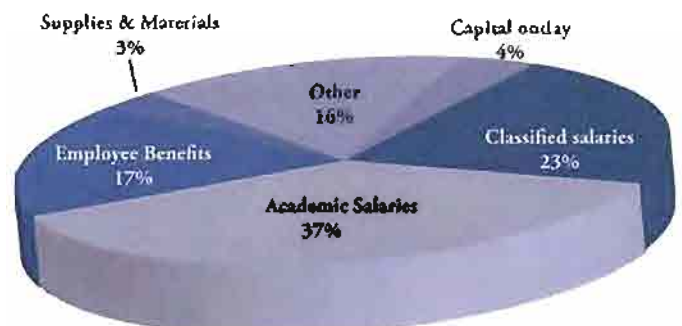
Revenues

FYE 2004 to FYE 2008



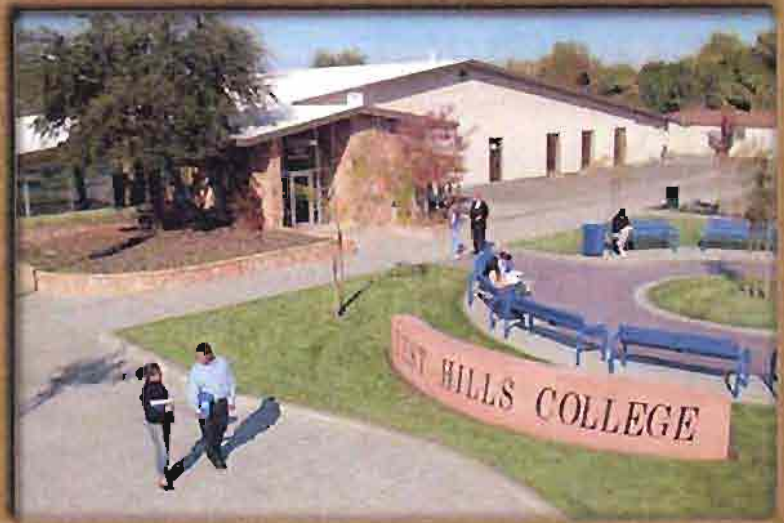
Expenditures

FYE 2004- FYE 2008





WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT



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you can go anywhere.™*



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District Technology Council
November 19, 2009
District Office Board Room/Lemoore Rm 124
10:00 a.m.

Minutes

Members Present: Pedro Avila, Carole Goldsmith, Susan Whitener, Keith Stearns, Tammy Weatherman, Ken Stoppenbrink, Jana Cox, Michelle Kozlowski, Jill Stearns, Jose Lopez, Elaine Howard

Members Absent: Richard Post, Dave Bolt

Guest: No Guests

1. **Call to order:** 10:17 a.m. by Carole Goldsmith

2. **Approval of Minutes:**

Jill Stearns moved to approve minutes of October 22, 2009 as corrected. Motion seconded by Carole Goldsmith

Action on Motion: Passed unanimously

3. **New Projects**

3.1. Follett Book Look – Ken Stoppenbrink – Brief Update

Ken reported that the book store now has a list of the books to provide students in excel document format. Ken forwarded the information to Greg Kiryakakis, the Follett Regional Manager.

This will be looked at again after the first of the year.

Carole indicated that before moving on to project updates that she would like for the group to have discussion on reviewing the priority items and the definitions of the priorities. Carole explained that a priority 1a is a mandatory priority; a 1b is an urgent or in process priority and 1c is a standard priority.

Carole stated that she would also like to have a discussion on aligning DTC projects to the district strategic goals. Michelle asked if our college goals are pretty much the same as the district goals. Jill answered yes, the college goals are tied to the district goals. Jose stated that aligning is a good idea. Jana also stated that it is a good idea.

Action: Re-visit this at the next meeting.

4. **Project Updates**

4.1. Review Project List

Datatel Server Upgrade to 64bit – Michelle Kozlowski

Michelle reported that they are working on security issues and that they will be testing extensively.

Michelle stated that their goal is to get tested and tried by December and January.

Target Date: February 2010

Datatel User Interface 4.0 – John Wright

Not present to report.

Target Date: Spring 2010

Textbook Compliance – Ken Stoppenbrink

Ken reported that they should have a solution by the first of the year.

Target Date: In progress

CB21-Below College Level Basic Skills – Jill Stearns/Dave Bolt

Jill reported that the final training was December 3, 2009 that they were not ready for the colleges. Keith stated that the codes have to be recoded into Datatel. Jill stated that the target date was pushed to March.

Target Date: March 2010

P/NP Grading

Action: Add Pedro Avila as a manager.

Target Date: Ongoing

Blackboard 9 Upgrade – Susan Whitener

Susan reported that it is on target and that students will be trained as well.

There will be some online training and on campus training. Susan stated that this will be ongoing for quite some time.

Target Date: January 2010

Address Review & Update – Keith Stearns

Keith suggested that the name of the project be changed to Address Review & Update. Keith reported that there are six components to this project:

- **Usernames**
It has been cleaned up for students and employees.
- **Constituencies**
It has been cleaned up for staff. The students clean up is still ongoing.
- **Email Addresses**
Staff has been cleaned up. Students have been cleaned up. We are working on types and policies for when to use types.
- **Phone Numbers**
Not started yet.
- **Naming Conventions**
Not started yet.
- **Street Addresses**
Not started yet.

Portal Tab Redesign – Pedro Avila
Pedro was assigned as manager.

Website Redesign – Pedro Avila
Pedro was assigned as manager.

Portal 2.0 – Michelle Kozlowski
Michelle reported that the test system is up and when Tanner returns from vacation he will be able to work on it. Change the target date to ongoing.
Target Date: Ongoing

VTEA Project Import – Carole Goldsmith
Carole reported that there appears to be a gap in the collected data in regards to student demographics. Additionally, our current method of collecting data does not have a high response rate. This is negatively impacting our VTEA funding and possible other categorical areas too. Accurate data and increased response rates will lead to get extra funds. Carole stated that Sacramento City uses a form of a supplemental application to update information every semester, in order to keep information current. Michelle suggested that we should update every semester. There was discussion about re-naming this project and making it a new project – Student Demographic Acquisition with a priority 1a. Carole volunteered herself for a new project.

Drop Dates Publication – Pedro Avila
Ongoing project

HR Workflow – Ken Stoppenbrink
Ken requested that this project be removed from the project list it has been completed.

Datatel Access Profile – Pedro Avila
In progress.

Class Roster Format – Pedro Avila
Status is in progress.

Waitlist – Pedro Avila
Pedro reported that this project is in progress. He now has a full team and will have a quick meeting to touch basis with everyone. Pedro stated that Elaine is working on a meeting date.

SARS Grid – Jose Lopez/Jill Stearns
Jose reported that there are still some glitches but over all going really smooth. Jill stated the only dislike is that they have to sync it at the end of every day. SARS Grid is completed.

The group decided that they need to add three new projects associated with SARS.

- **E-SARS** – So students can go in and make their own appointments. This project was given a priority 1b. The following leaders/managers assigned were Jose Lopez, Jill Stearns and Pedro Avila.
Target Date: May 2010
- **SARS Track for Grid**
Leaders assigned to this project were Jill Stearns and Jose Lopez. This project was given a priority 1c.
Target Date: May 2010
- **SARS Import** – Takes the data in SARS and puts it into Datatel. The leader assigned is John Wright, with a priority 1a.
Target Date: May 2010

WEB Time Card Entry – Ken Stoppenbrink/Tammy Weatherman

Ken reported that they are still testing.

Tammy stated that everything is moving along, the biggest issue is getting people in.

Technology Strategic Plan – Michelle Kozlowski

Michelle reported that the plan is completed. It hasn't been routed yet there are a few minor revisions that need to be made. She asked that it be removed from active project list to complete. She and Carole will be routing it in the spring.

e-Brochure – Frances Squire

Pedro reported that they are very close to finalizing it, that they have received some good reviews from their group. Pedro also reported that they are about 80% complete. The group decided to change the name of this project to e-Brochure for Prospective Students.

Online Degree Audit – Pedro Avila/Sandy McGlothlin

Susan Whitener asked that she be removed from this project.

Pedro stated that they are working on making some corrections.

Target Date: March 2010

Graduation Petitions Online – Angela Tos/Marlene Roton/Pedro Avila

Pedro stated that he will give an update at the next meeting.

Waiting on Events

Live@EDU – Michelle Kozlowski

Michelle reported that they are waiting on Microsoft to release some enhancements.

Document Imaging – Hershey Transcript Importing – Michelle Kozlowski
Michelle stated that she will need to revisit this and that this would be a discussion for the next meeting.

Automatic Approvals – Tammy Weatherman
Tammy reported that this project is on hold. Move to on hold status.

On Hold

Faculty Section Change Forms – Pedro Avila
Susan stated that this needs to be an active project. Pedro is the leader.

eAdvertising/Ed Plans – Jose Lopez

As is, on hold.

Carole stated that we will take a look at this in April. Carole asked Jana to give an update at the April 2010 meeting.

Reporting Solution – Zogotech – Pedro Avila
Move this project up, is still looking for funding source.

BOGG Waiver through CCCApply – Jana Cox
Move this project up to active list. Need more research.

Position Budgeting Module – Ken Stoppenbrink
Ken stated that this doesn't work well. Remove.

Positive Attendance Entry on Web
Remove.

CCC Apply Electronic Transcripts – Carole Goldsmith
Remove Michelle as leader and put Carole as leader. Carole stated she would like to take a look at it again. Move this project to the Active list. There will be a presentation at the next meeting.

Faculty Drop Students Online – Dave Bolt/ Susan Whitener/Carole Goldsmith
Move this project up to Active.

6. Announcements

Carole announced to remove number five, Team Updates from the Agenda.

Carole asked Susan to give a Project overview on Web Streaming and Classroom Capture.

Susan reported that the project is for the Westside and Lemoore. Willard asked her to come up with a solution that will service the off campus sites with web streaming and classroom capture. Ken stated that what has not been identified to him yet is on the line item – multiple components, how much is specifically dedicated for technology? Ken stated he is waiting for that answer. Susan stated a commitment was made to Coalinga and District to provide educational services. There will need to be a presentation to the facilities committee. Ken stated the committee will need to be aware of the impact it will have on the bond money. Susan stated that they have two vendors. Carole requested to have a meeting off line with Susan on the details of this project.

7. **Adjourn:** Meeting was adjourned at 11:58 a.m.

/eh

District Technology Council
February 25, 2010
Coalinga Sam B /Lemoore Rm 124 via Video Conference
10:00 a.m.

Minutes

Members Present: Pedro Avila, Dave Bolt, Carole Goldsmith, Susan Whitener, Keith Stearns, Jana Cox, Michelle Kozlowski, Jill Stearns, Sylvia Dorsey-Robinson, Stephanie Droker, Elaine Howard

Members Absent: Richard Post, Ken Stoppenbrink, Tammy Weatherman

Guest: Lenny Robinson Project Manager, eTranscript

1. Call to order: 10:15 a.m. by Carole Goldsmith

Lenny Robinson gave a presentation to the group via CCC Confer on CCC Apply Electronic Transcripts. Lenny explained that eTranscript California is the statewide internet-based system for requesting, transmitting, tracking, downloading and viewing academic transcripts among authorized educational institutions and their trading partners. The power point presentation is posted on the Portal.

The meeting reconvened at 11:09 a.m. via video conference after the presentation.

2. Approval of Minutes:

Susan Whitener moved to approve minutes of November 19, 2009. Motion seconded by Jill Stearns

Action on Motion: Passed unanimously

3. Discussion regarding e-Presentation

Carole asked the group for comments or thoughts on e-Transcript.

Susan commented that it sounds good. Keith stated that most of our institutions are not using it. At this time none of the community colleges receive transcripts into Datatel. Jill shared that the state needs to release a concept. Keith stated that he thinks that we would be able to push it through to Fresno State. Pedro expressed that it would be a huge savings in Maria's time. Carole asked Keith who we would talk to in regard to the process and how it's working. Keith responded that we need to talk with other Datatel schools.

Carole announced that the new project leader for this project is now Keith Stearns, registrar.

4.1. Follett Booklook

Carole asked Jill and Dave to give an update on Follett booklook system.

Jill expressed that if the responsibility falls on Follett to keep the spread sheet current every time a book price changes and doesn't fall back on us to keep it current, it would be a good thing. Jill also stated that if the solution clearly puts it in their ball park once that connection is made and Follett has that responsibility spelled out that it is theirs; I think it is the way to go.

Dave stated that he and Jill have talked with Ken and Ken supported the position. Dave expressed the need to let Greg at Follett know the deadline date of when we were going to be on board with the Follett plan. Carole asked Jill and Dave if they would remind Ken to get the deadline date information to Greg at Follett.

Susan asked Keith what his thoughts were on the Datatel Solution, has anything come out? Keith responded, Datatel has released their solution and the issue with Datatel Solution is that someone has to go in and update the information which means typing in ISBN numbers. It is difficult to do.

Susan stated her concern was that Follett their book prices may change but I think what is really going to change is the cost that the service has and I think we are just going to have to pay it.

Carole stated that right now I don't think they have talked about charging a fee have they?

Susan responded that once it is implemented and we have done our code and we have done everything to integrate it. Carole stated then it is going to cost one way or the other.

Keith explained that he has gone to a couple of places actually Lee University that has implemented the booklook solution into Datatel and they basically have had to add another column that has a link to booklook. The other issue is that Datatel has come out with a Portal class search which we are looking into so we will have to find a place there to put it into also. This is a whole different ball of wax. Keith gave the website if you want to find it; it is web.leeuniversity.edu and search for classes.

Dave asked Keith if that is the link to another page with all the book prices on it.

Keith responded, the way booklook works from what I can tell is that you provide a link to their booklook software and you tell it what section it is and it pops up with the book information and the cost for that particular section.

Dave stated that it is convenient for the student but if the link went to a general page that required the student to navigate around a little bit to find it that would satisfy the requirements as well.

Dave expressed that the method that Keith just identified still requires tremendous amount of linking the link to the specific page.

Keith explained that the way their booklook solution works is that you pass it section information it shows you book information for that section. That is the advantage of their solution.

Jill stated, I think this solution helps us in terms of the number of students we have that take courses across campuses and particular online because once they click a specific section it gets them the correct textbook for that section.

6. Announcements

Carole announced that the next DTC meeting will be held on April 15, 2010 and at that meeting we will go over team updates and also Carole would like to go over how we assign our priority on projects.

7. Adjourn

Meeting was adjourned at 11:29 a.m.

District Technology Council
September 17, 2009
District Boardroom/Lemoore Rm. 124
10:00 AM

Minutes

Members Present: Pedro Avila, Susan Whitener, Priscilla Balcazar, Jill Stearns, Keith Stearns, Dave Bolt, Michelle Kozlowski, Jose Lopez

Members Absent: Tammy Weatherman, Richard Post, Dolores Smith, Ken Stoppenbrink, Jana Cox

Guest: Carole Goldsmith

1. **Call to order:** 10:01 by Pedro Avila

2. **Approval of Minutes:**

M. Kozlowski moved to approve minutes of August 27, 2009. Motion seconded by S. Whitener.
Action on Motion: Passed unanimously.

3. **New Project:**

3.1 **AlertU Emergency Notification – S. Whitener**

S. Whitener stated Frances Squire is not on this committee but has sat in on discussions regarding the emergency alert system. We currently have Call-All but there is no way to alert students elsewhere on campus or off-campus. Some members thought a committee has already studied this issue and P. Avila clarified that the committee originally talked about a text messaging system to communicate with students and it was dropped from the projects list due to a lack of student interest. The other piece was AlertU in which Frances and Anne Jorgens would work with college representatives and they have not returned to this committee with a decision. There was some confusion as to whether a decision had been made and S. Whitener responded, if there has been a decision it was made without the college presidents' approval.

P. Avila added we need to make sure Frances has met with the Emergency Response Team on both campuses and S. Whitener asked why Frances is responsible for this project as this is clearly a technology issue. P. Avila responded that Frances is the Public Information Officer and she expressed an interest in this topic.

ACTION: Check back with Frances and Anne to meet with presidents and colleges.
Frances Squire attend next meeting.

3.2 **Follett Booklook – K. Stoppenbrink**

- To the question of who was responsible for this project, S. Whitener stated K. Stoppenbrink forwarded message to her and she forwarded it to M. Kozlowski. M. Kozlowski reported there are new requirements regarding textbooks and at this time

she doesn't know if this program will work for us. D. Bolt and J. Stearns will stay on top of this.

- J. Stearns stated an incredible burden is being put on colleges to include textbook prices on class schedules. She would like the college to be aware of all that is in the Follett contract and put the burden of making this information available on them. She stated K. Stoppenbrink is the official owner of this project so he needs to be significantly involved in the project.
- M. Kozlowski indicated this is a complex, confusing issue for us now and the mandate does offer alternatives.
- D. Bolt asked if this needed to be made a project and M. Kozlowski stated it needs to be a project as we have to do something by next summer. K. Stearns stated this project needs to be added to our projects list but needs to be evaluated.
- S. Whitener asked if anyone from IT had sat in on the webinars and M. Kozlowski replied, "No". S. Whitener requested she be included on project.

ACTION: **Project Name**—Textbook Compliance **Priority**—1A
Project Manager—K. Stoppenbrink, J. Stearns and D. Bolt – co-project leaders.
Committee Member – S. Whitener

4 **Project Updates.**

4.1 **VTEA Survey Import** – P. Avila

P. Avila reported that previous minutes had been reviewed to see what decisions had been made about this project and that due its similarity to placement test score import it had not been made a separate project.

ACTION: **Project Name**—VTEA Project Import **Priority**—1B
Project Manager—C. Goldsmith

At this point M. Kozlowski stated she would like to add new projects to our list due the new role the District Technology Council has taken.

1. **Datatel User Interface 4.0**
Project Manager—John Wright **Priority**—1A
Target Date—Launch in spring 2010
2. **Datatel Server Upgrade** to 64bit server. **Priority**—1A
Project Manager—M. Kozlowski
Target Date—Hope to complete prior to January 2010. Will be implemented either during Thanksgiving or Christmas holidays.
3. **Portal 2.0** soon to be released and needs to be evaluated. **Priority**—1B
Project Manager—M. Kozlowski
M. Kozlowski asked S. Whitener if Tanner Naeher needed this information.
K. Stearns stated he would send Tanner the documentation.
4. **Website Redesign** – this project is ongoing and never completed.
Project Manager—S. Whitener **Priority**—1B

5. **Portal Tab Redesign**—this project consists of substantial redesign of portal and how it will work. Communication needed so everyone understands what they are supposed to do.

Project Manager—S. Whitener

Priority—1B

4.2 Review Project List

- **CB21** (K. Stearns): Final rubrics not yet released. Once released will meet with faculty.
ACTION: Change Project Manager to **J. Stearns and D. Bolt**

- **P/NP** – K. Stearns: Catalogs and transcripts need to be updated. More information needed before project can be completed but we are making progress.
ACTION: Delete K. Stearns as Project Manager. **Target Date:** Dec. 15, 2009
Status: Update catalog and transcripts.

- **BlackBoard 9** (S. Whitener): Project on target.
ACTION: Change Target Date to **January 2010**.

- **Foundation (Alumni)** – P. Avila asked if project should be named Colleague Advancement. M. Kozlowski reported there are continual ongoing enhancements being implemented. Designate as completed.
ACTION: Change project name to **Advancement Implementation**.
Change status: To Completed.

- **Address Review & Update/Naming Conventions** (K. Stearns): Working on email address as it is the simplest task. Have fixed 500 email accounts as of this morning. Project deals with getting standards in place & documentation. It is hoped this project will take no longer than a year to complete.
ACTION: **Project Manager-** K. Stearns **Target Date:** Open

- **SharePoint Workflow** (S. Whitener): This is an ongoing project which will be picked up again after October.
ACTION: Change project name to **Faculty Section Change Forms**
Change status: To Hold

- **Drop Dates on Class Schedule** (M. Kozlowski): Project needs project manager and still working on pieces of the project. P. Avila stated that in last discussion it was suggested to show drop date information in “MySchedule”.
ACTION: Change project name to **Drop Dates Publication**.
Project Manager: P. Avila

- **HR Workflow** (J. Cox): Not present to report.

- **Graduation Petitions Online** (P. Avila): In the July minutes it was noted that a form needed to be created and that has been done.

- **SARS Grid (J. Lopez):** M. Kozlowski reported that the training schedule is moving along. J. Lopez added that Lemoore has training dates and those will be distributed. J. Stearns reported the same for the Coalinga campus.
ACTION: Project Managers – J. Lopez and J. Stearns
- **Web Time Card Entry (J. Cox):** Not present to report. K. Stearns reported this system will be going live in a week or two for part-time and temporary employees who turn in timecards on the 10th or 11th of each month.
- **Technology Strategic Plan (P. Avila):** Asked that the plan be routed to Donna Isaac for distribution to the Planning and Governance Councils at Coalinga and Lemoore.
- **Admission Application Communications (eBrochure) (K. Stearns):** K. Stearns asked that the project manager be changed to Tanner Naehar. This project involves three discussion port projects—admission application, inquiry (F. Squire), and follow-up (registrar).
ACTION: Leave project as is and wait for clarification. **Project Manager:** Delete K. Stearns' name
- **Web Portal/New Student Email System (S. Whitener):** Project on target for fall 2010.
ACTION: Change project name to **Live@EDU**
- **Online Degree Audit (P. Avila):** Waiting as degree audit system needs to be updated with new catalog information.
ACTION: Change status to **ACTIVE**
- **Document Imaging – Hershey transcript importing (M. Kozlowski):** Project continues on waiting.
- **CCC Apply Electronic Transcripts (M. Kozlowski):** Changing partners and program currently not being used so continue project on hold.

5. Announcements

- A. D. Bolt reported that faculty has renewed their interest on having a waitlist based on full classes.
During discussion K. Stearns reported current system was written in 2005 and issue is that a registrar is needed to run it. P. Avila asked how long it would take to implement and added that in a year from now with an improved economy, this may no longer be an issue. K. Stearns asked who would be responsible for doing this work. M. Kozlowski stated K. Stearns could give an update and explain waitlist process at next months' meeting.
ACTION: Include **Waitlist** on next month's agenda.
- B. M. Kozlowski asked the committee to again consider the Maintenance Window for ITS. Currently maintenance is performed the 4th Friday from 6-9 p.m. and more time needed for all the servers. Windows for maintenance have been explored and options were

proposed at the Technology Advisory Team meeting. M. Kozlowski would like the maintenance to occur on a Saturday morning so staff could flex their schedules, thereby making overtime unnecessary. Maintenance could occur from 6am to 11am or noon and would take 30 minutes to an hour to complete. There is the question of blackboard interruption and midterm week. There is no perfect time but a change needs to occur and more time is needed to perform the maintenance.

7. **Adjourn: 11:00**

District Technology Council
October 22, 2009
District Boardroom/Lemoore Rm. 124
10:00 AM

Minutes

Members Present: Pedro Avila, Carole Goldsmith, Susan Whitener, Priscilla Balcazar, Keith Stearns, Dave Bolt, Tammy Weatherman, Ken Stoppenbrink, Maria Lourenco, Jana Cox,

Members Absent: Richard Post, Dolores Smith, Jill Stearns, Michelle Kozlowski, Jose Lopez,

Guest: Frances Squire, Anne Jorgens

1. **Call to order:** 10:05 by Pedro Avila
2. **Approval of Minutes:**
K. Stearns moved to approve minutes of August 27, 2009, as corrected. Motion seconded by P. Avila.
Action on Motion: Passed unanimously.
3. **Transition of DTC Responsibilities – Pedro Avila/Carole Goldsmith:**
P. Avila explained that due to the reorganization at the District Level responsibility for DTC was now given to C. Goldsmith. At this point Carole assumed conducting of the meeting.
4. **New Project**
 - 4.1 **Emergency Alert – Frances Squire/Anne Jorgens**
F. Squire reported she had attended the Lemoore Cabinet meeting this week and made a presentation on Emergency Alert and President Don Warkentin wanted to implement an emergency alert system but this item was going to another committee for discussion. Who will be responsible for this system at each campus and where will the funding come from is needed. F. Squire would like to involve the Grants office for possible funding resources and would like to check with Homeland Security as well. F. Squire has explored six different systems and indicated a need to identify what we want to accomplish with this system. Pre-tested messages are favored and Child Development indicated 50% of the parents do not speak English. C. Goldsmith indicated she would like both parents to sign-on. F Squire stated she is willing to do the research but will need help with the technology part. C. Goldsmith expressed that she would like F. Squire to take the lead on this project. She would like a vendor list and when a vendor is selected that it be taken to IT.

J. Lopez and F. Squire will be meeting with a billboard vendor.
ACTION: Discuss at next meeting. Waiting for presidents approvals.

4.2 Wait List – Dave Bolt/Pedro Avila:

P. Avila reported that faculty Marty Ennes and Stephanie Droker are requesting a waitlist, not necessarily a Datatel waitlist. They would like control—if student is attending class, would like faculty to have ability to add student into a class. An issue could be if there is a waitlist and a week later there is an opening and student is added into the class. What happens if the student is no longer interested in that class? We need a process and we need to look at our technology. D. Bolt stated faculty wants flexibility in drop a student. P. Avila suggested a committee of two CIO (S. Whitener volunteered), counselor/faculty from each college, Maria Lourenco and Pedro. When he asked if anyone else was interested D. Bolt nominated Bob Gibson. Members were reminded that the Academic Senate would have to approve faculty membership and D. Bolt stated he would talk with Academic Senate.

At this point K. Stearns suggested “Enrollment Management” as a new title for this project. D. Bolt suggested “Roster Management”. C. Goldsmith requested a registration task force.

ACTION: Priority 1b

4.3 Prerequisites Issues and Registration – P. Avila:

Another issue arose at this point about students who failed a prerequisite still being able to enroll in a class. K. Stearns stated there is a Datatel report that lists students who have failed a prerequisite. This report was difficult to read so D. Georgatos had him rewrite it. K. Stearns stated 50% of students want an override in order to enroll in a class and automation does not allow for that so perhaps manual process is better for this.

4.4 Class Rosters Format – P. Avila:

P. Avila requested this issue be made a project. It was reported that faculty have complained of the difficulty in downloading their rosters from Datatel. K. Stearns responded that is easy to fix and should be brought forward as a project.

ACTION: In progress

4.5 SharePoint Test Server – C. Goldsmith:

ACTION: Table until next meeting when M. Kozlowski can be present.

4.6 Direct Loan Program – C. Goldsmith:

The federal government wants to get rid of the FFEL program. We need to have the direct loan program implemented by July 1, 2010. This will require business office and IT involvement. Relatively simple setup and testing will need to be done.

4.7 Datatel Gradebook – K. Stearns:

K. Stearns reported that Datatel changed the grading with a new module called “Gradebook”. Online courses would use this new gradebook and traditionally-taught courses can use their preference. P. Avila asked if we own this module.

ACTION: Table until next meeting when J. Stearns can be present.

Manager: Carole Goldsmith

4.8 Bookstore – K. Stoppenbrink:

The Higher Opportunity Act mandates that colleges publish prices and titles and putting this information on the class schedule could be an option. It must be published, perhaps in the catalog, at some time as Follett can provide a link to help us with this. The onus will be on faculty to make book choices available so Follett can build a list of prices. K. Stoppenbrink asked if he still needed to be project manager and D. Bolt stated K. Stoppenbrink is the liaison with Follett at District. S. Whitener stated this project had been discussed at the TAT committee and it was felt book price information needed to be left out of the catalog. She stated only 5% of faculty would not get their information in on time and felt 95% compliance would be okay. K. Stoppenbrink stated he will need an ITS person on this task force.

5. Team Updates

- 5.1 ST – Pedro Avila: P. Avila stated he is now leading this committee. Meetings have not been held regularly and he will be contacting both colleges for membership.
- 5.2 TAT – Susan Whitener: This committee met on September 30th and discussed Follett, the Library reported 53,000 sheets of paper were printed within three weeks. K. Stoppenbrink stated the best way to track the count of copies would be standalone PC counting. An accurate count will be made by December 10th and recommendations will be made based on that data.
- 5.3 AR/CF – Tammy Weatherman: T. Weatherman had nothing to report. Work is currently being done with Datatel on GL/PO issues – nothing major.
- 5.4 FA – Jana Cox: J. Cox reported she had not had an opportunity to meet with Dolores Smith and they are still working on FA committee meeting schedule.
- 5.5 HR – K. Stoppenbrink: Trial run of Web-time entry, for the most part, went well. There are still some glitches. The committee is meeting next week and is working on solutions. Paper for those timecards is a somewhat expensive and they are considering electronic timecards. A number of supervisors said they had not been aware of training that was offered. There will be retraining next week. Jana Cox has helped employees and supervisors on the Lemoore campus. Tammy Weatherman added that there are leave and overtime issues. **Direct Deposit** will go into effect January 2010 and want 100% compliance. Pay Advices will soon be available on the portal. Employees will be able to view and print their check stubs for all of 2009. An email was sent to all supervisors asking them to share this news with the temporary employees and work study students. The committee asked K. Stoppenbrink to make Pay Advice access instructions available on the portal we well. K. Stoppenbrink stated that approximately \$500 will be saved in printing costs by going Direct Deposit.

- 5.6 Cross Team – All: P. Avila asked that two projects be added. The purpose of the Datatel Access Profile project will be to see that everyone in Datatel has access to screens they need to perform their jobs.

ACTION:

- 1) **Name:** Datatel Access Profile **Priority:** 1b
Status: In progress **Target Date:** December 2009
- 2) **Name:** Online Grading Fix **Priority:** 1b
Status: In progress

6. **Other**

- 6.1 **Update Team Memberships – Pedro Avila:**

ACTION: Tabled until next meeting as key members missing today.

K. Stearns reported on the Address Review and Update project: Have started working on email addresses and is working on address updates. A small group of representatives from student areas is needed to work with him on this project. Keith will send an email. S. Whitener suggested Idelle Mahrt be part of that group.

5. **Announcements**

7. **Adjourn:** 11:30

DTC Leaders

February 25, 2010

10:00 am

Sam B/Room 124 - Lemoore

Revised Abridged - A G E N D A

CCC Apply Electronic Transcripts Presentation at 10:15 am via CCC Confer

DTC will reconvene via video-conference after e-Transcript Presentation.

1. Call to order
2. Approval of minutes
3. Discussion regarding e-Presentation
4. New Projects – Brief Update
 - 4.1. Follett booklook – K. Stoppenbrink
5. Brief Team updates
 - 5.1. ST – Pedro
 - 5.2. TAT - Susan
 - 5.3. AR/CF – Tammy
 - 5.4. FA - Jana
 - 5.5. HR - Ken
 - 5.6. Cross Team - All
6. Announcements
7. Adjourn

District Technology Council

May 13, 2010

Revised Time 11:00 am

WHC Coalinga SAM B/WHC Lemoore Room 124 Via Video Conferencing

AGENDA

1. Call to order
2. Discussion – DTC Priorities - Alignment to Goals
3. New Projects – Brief Update
4. Project Updates – Review Task Log
5. Old Business
 - 5.1. Cisco Visit
 - 5.2. Booklist Project
6. Announcements
7. Adjourn

DTC Projects

Revised : 11-19-09

#	Priority	Team	Open Date	Target Date	Project	Project Manager	Last Status Date	Status
Active Projects								
1	1a	TAT	9/17/2009	Feb 2010	Datatel Server Upgrade to 64bit	Michelle Kozlowski	11/19/2009	Working on security issues.
2	1a	TAT	9/17/2009	SPR 2010	Datatel User Interface 4.0	John Wright	9/17/2009	
3	1a	ST	9/17/2009	In Progress	Textbook Compliance	Ken Stoppenbrink/Dave Bolt/Jill Stearns	11/19/2009	Should have a solution by the first of the year Final rubrics not released yet. When released will meet w/faculty
4	1a	ST	7/30/2009	Mar 2010	CB21 - Below College Level Basic Skills	Jill Stearns/Dave Bolt	11/19/2009	
5	1a	ST	7/30/2009	Ongoing	P/NP Grading	Pedro Avila	11/19/2009	Update catalogs and transcripts
6	1a	TAT	7/30/2009	Jan 2010	Blackboard 9 Upgrade	Susan Whitener	11/19/2009	On target
7	1a	Cross	1/1/2005	?	Address Review & Update	Keith Stearns	11/19/2009	Need to form committee to assist w/project. Will send email soliciting membership. Idelle Mahrt suggested. Substantial redesign of portal. Communication so everyone understands how it works.
8	1b	TAT	9/17/2009	?	Portal Tab Redesign	Pedro Avila	11/19/2009	
9	1b	TAT	9/17/2009	Ongoing	Website Redesign	Pedro Avila	11/19/2009	
10	1b	TAT	?	Ongoing	Portal 2.0	Michelle Kozlowski	11/19/2009	Needs to be evaluated
11	1b	ST	5/13/2009	Ongoing	Drop Dates Publication	Pedro Avila	11/19/2009	Working on pieces of project
12	1a		11/19/2009	In Progress	Student Demographic Acquisition (VTEA Project Import)	Carole Goldsmith	11/19/2009	New project
13	1b	ST	10/22/2009	9/1/2009	Datatel Access Profile	Pedro Avila	11/19/2010	In progress
14	?	ST	10/22/2009	In Progress	Class Roster Format	Pedro Avila	11/19/2009	In progress
15	1b	ST	10/22/2009	In Progress	Waitlist	Pedro Avila	11/19/2009	In progress
16	1b	ST	11/19/2009	May 2010	E-SARS	Jose Lopez/Jill Stearns/Pedro Avila	11/19/2009	New Project
17	1c	ST	11/19/2009	May 2010	SARS Track for Grid	Jill Stearns/Jose Lopez	11/19/2009	New Project
18	1a	ST	11/19/2009	May 2010	SARS Import	John Wright	11/19/2009	New Project
19	1b	HR	6/1/2008	1/5/2009	Web Time Card Entry	Ken Stoppenbrink/Tammy Weatherman	11/19/2009	Still Testing
20	1b	ST	1/1/2005	12/1/2007	e-Brochure for Prospective Students	Frances Squire	11/19/2009	About 80% complete
21	1b	ST	10/1/2005	Mar 2010	Online Degree Audit	Pedro Avila/Sandy McGlothlin	11/19/2009	Working on making some corrections
22	1c	ST	1/1/2005	8/1/2007	Graduation Petitions Online	Angela Tos / Marlese Roton/Pedro Avila	11/19/2009	Will get an update next meeting
23	1b	TAT	7/31/2009	Ongoing	Faculty Section Change Forms	Pedro Avila	11/19/2009	Moved to Active list
24	1b	FA		Fall 2009	BOGG Waiver through CCCApply	Jana Cox	11/19/2009	Moved to Active list - more research needed
25	1c	ST	1/1/2005		Faculty Drop Students Online	Dave Bolt/Susan Whitener/Carole Goldsmith	11/19/2009	Need to revisit project with faculty to identify project goals.
Waiting on Events								
26	1b	TAT	8/1/2008	Fall 2010	Live@EDU	Susan Whitener/ Michelle Kozlowski	11/19/2009	Waiting on Microsoft to release enhancements

a - mandatory
b - urgent / in progress
c - standard

#	Priority	Team	Open Date	Target		Project	Project Manager	Last Status	
				Date				Date	Status
27	1b	Cross	10/1/2006	?		Document Imaging - Hershey Transcript Importing	Michelle Kozlowski	11/19/2009	Document imaging templates needed.
28		Cross	11/17/2008	Spring 2009		Reporting Solution - Zogotech	Pedro Avila	11/19/2009	Working on contract details with Zogotech. Need Funding
29	3	ST	4/16/2008	?		CCC Apply Electronic Transcripts	Carole Goldsmith	11/19/2009	Carole would like to take a look at it again.
On Hold									
30	1c	ARCF	5/1/2006	6/30/2008		Automatic Approvals	Tammy Weatherman	11/19/2009	Waiting on resources
31	1c	ST	7/1/2005	?		eAdvising/Ed Plans	Jose Lopez	11/19/2009	On hold; current interface is not student friendly (Jill S.)

a - mandatory
b - urgent / in progress
c - standard

INSTRUCTIONAL PROGRAM REVIEW

West Hills College Lemoore

I. General Information

- A. Instructional Program: _____
B. List of Full Time Program Faculty and Staff:

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*
- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated _____ Classified Professional _____ Volunteer _____
Student Workers _____

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

- A. Attach dashboard statistics here.
- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific program. *(250 words or less)*
- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services).
- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

IV. Professional Development

- A. What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify.
- B. Relate how the professional development activities have improved student learning outcome attainment.
- C. Describe the program's plans for staff development over the next four years.

V. Curriculum and Student Learning Outcomes

- A. List your Instructional Program-Level Student Learning Outcomes.
 - 1. Have any Instructional Program-Level Student Learning Outcomes been changed from the completion of the previous program review? What are the changes? Attach documentation.
 - 2. Describe the assessment used to improve student learning. Cite a specific example.
- B. Explain how Instructional Program-Level Student Learning Outcomes are used to measure quality and success of this department/service area.
- C. Review course outlines and prerequisites. List all courses that apply to this program requiring a five-year course outline review.
 - 1. Describe the curriculum changes anticipated in the next two years. (These changes would include major course revisions, deletions, new courses, revised or new options within a program, or a proposed new program).
- D. To what extent is technology being used in the program?
- E. How does the program ensure that the current curriculum is adequately meeting the needs of the students?

VI. Career Technical Education Only

- A. Does your program result in providing licensing or certification to its program graduates which will enhance opportunities for employment? If yes, list.
- B. Discuss the opportunities available to students who plan to transfer to an institution of higher learning.
- C. Discuss the effectiveness of your program in terms of:
 - 1. Entry-level job placement as a result of training.

2. Effectiveness of continuing education to meet the need for advanced training and/or training in emerging technologies.
 3. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).
 4. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. *(250 words or less)*
- D. What would be the preferred sequence of courses to be taken to achieve your program's goal of a degree or certificate?
 - E. How does the program ensure that the current curriculum is adequately meeting the needs of students?
 - F. Excluding curriculum validation, discuss community involvement in the program.
 - G. List any special accreditations, external regulations, or advisory committees that have oversight to your program.
 - H. List any special regulations, space requirements, staff training, etc. required by your program.
 - I. List any program initiatives to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.).
 - H. Discuss the program's use of external funding, including grants, if applicable.

VII. Summary and Recommendations

- A. Based on analysis of the information provided in Sections I through VI above, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.
 1. Program strengths:
 2. Areas that need improvement:
 3. Strategies and actions for program enhancement and improvement:
- B. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

NON-INSTRUCTIONAL PROGRAM REVIEW
West Hills College Lemoore

I. General Information

- A. Non-Instructional Program: _____
- B. List of Full Time Program Faculty and Staff:

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*
- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated _____ Classified Professional _____ Volunteer _____
Student Workers _____

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

- A. Attach dashboard statistics here.
- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. *(250 words or less)*
- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services)
- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

IV. Professional Development

- A. What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify.
- B. Relate how the professional development activities have improved student learning outcome attainment.
- C. Describe the program's plans for staff development over the next four years.

V. Curriculum and Student Learning Outcomes

- A. List your Non-Instructional Program-Level Student Learning Outcomes.
 - 1. Have any Non-Instructional Program-Level Student Learning Outcomes been changed from the previous program review? What are the changes? Attach documentation.
 - 2. Describe the assessment used to improve student learning. Cite a specific example.
- B. Explain how Non-Instructional Program-Level Student Learning Outcomes are used to measure quality and success of this department/service area.
- C. To what extent is technology being used in the program?
- D. How does the program ensure that current delivery of service is adequately meeting the needs of students?
- E. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).
- F. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. *(250 words or less)*
- G. Excluding curriculum validation, discuss community involvement in the program.
- H. Do special accreditations, external regulations, or advisory committees regulate the program? Yes No (if yes, list)
- I. Does the program have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate)
- J. Is there evidence of unmet student needs in the program? Yes No (if yes, elaborate)

- K. Describe the initiatives the program has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.)
- L. Discuss the program's use of external funding, including grants, if applicable.

VI. Summary and Recommendations

- A. What actions have been taken to address the assessment and improvements of program learning outcomes?
- B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.
 - 1. Program strengths
 - 2. Areas that need improvement
 - 3. Strategies and actions for program enhancement and improvement.
- C. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Revised: 4/10

Completed Projects

9/23/2010

Updated: 11/19/09

#	Project	Date	Team	Project Manager
1	Technology Strategic Plan	November-09	TAT	Michelle Kozlowski/Pedro Avila
2	Online Grading Fix	November-09	ST	Pedro Avila
3	SARS Grid	November-09	ST	Jose Lopez/Jill Stearns
4	Advancement Implementation	September-09	Foundation	Rick Post
5	Automate import of placement test scores into Datatel	Aug-09	ST	Pedro Avila/Sandy McGlothlin/Angela Tos
6	"Search and Register" screens	Aug-09	ST	Keith Stearns
7	Online Orientation	April-09	ST	Pedro Avila
8	Modification to Class Search Screen	April-09	ST	Darlene Georgatos, Susan Kincade
9	FRx*	April-09	ARCF	Tammy Weatherman - *Not purchased yet
10	School Dude - M&O Work Orders	April-09	ARCF	Michelle K.
11	Payroll	April-09	HR	Ken Stoppenbrink
12	Data Warehouse - HR data	December-08	Cross	Pedro Avila
13	Data Warehouse - MIS integration	December-08	Cross	Pedro Avila
14	Assignment contracts revision	December-08	HR	Jana Cox
15	Data Warehouse - Student address	December-08	Cross	Pedro Avila
16	Data Warehouse - Placement test	December-08	Cross	Pedro Avila
17	Data Warehouse - Financial Aid data	December-08	Cross	Pedro Avila
18	R2T4 Communication Management	August-08	FA	Dolores Smith
19	CA State tax subroutine	December-08	HR	Jana Cox
20	Benefit deductions	December-08	HR	Jana Cox
21	Student & adult temp hires thru HR	December-08	HR	Jana Cox
22	Student Tracking (SARS)	December-08	TAT	McGlothlin
23	Single password sign on LDAP	December-08	TAT	Michelle Kozlowski
24	Web Requisitions	May-08	ARCF	Tammy Weatherman
25	Implement Fixed Assets module	April - 08	ARCF	Tammy Weatherman / Anne Jorgens
26	Financial Aid Annual Setup	April - 08	FA	Dolores Smith
27	Datatel version 18	December-07	Cross	Keith Stearns/John Wright
28	Access to electronic library resources	October-07	TAT	Susan Kincade/Ron Oxford / Matt Magnuson
29	survey	November-07	Cross	Pedro Avila
30	data	November-07	Cross	Pedro Avila
31	MIS - New CalWorks MIS report	October-07	ST	Keith Stearns
32	Web Datatel User Interface	September-07	Cross	Keith Stearns
33	Clickers	August-07	TAT	Susan Kincade
34	Title IV award split for Lemoore	May-07	FA	Jana Cox
35	split complete	May-07	ST	Darlene Georgatos
36	Room Scheduling software	April-07	ST	Dave Bolt
37	handling	April-07	ST	Keith Stearns
38	Online application college handling split	April-07	ST	Keith Stearns
39	Crystal Report Server	March-07	Cross	Pedro Avila
40	Data Warehouse - Counselor Contacts	February-07	Cross	Pedro Avila
41	change	February-07	ST	Keith Stearns
42	change	February-07	ST	Keith Stearns
43	UNIX to Windows conversion of Datatel	January-07	Cross	John Wright
44	Data Warehouse- Student update only	January-07	Cross	Keith Stearns
45	Off campus access procedure	January-07	Cross	Keith Stearns
46	Web Advisor 3.0	December-06	Cross	Pedro Avila
47	Data Warehouse - Program tables	November-06	Cross	Pedro Avila
48	Hershey Transcript scanning	November-06	ST	Susan Kincade
49	Datatel User Interface - 1.5	October-06	Cross	Keith Stearns
50	Online application catalog college split	September-06	ST	Keith Stearns
51	Data Warehouse - FTES 320 reports	September-06	Cross	Pedro Avila
52	Student worker access procedure	September-06	Cross	Keith Stearns

Completed Projects

9/23/2010

#	Project	Date	Team	Project Manager
53	Spanish version of online application	August-06	ST	Darlene Georgatos
54	SAN System	August-06	Cross	Michelle Kozlowski
55	EECU	August-06	FA	Jana Cox
56	Search Online schedul in My West Hills	July-06	ST	Keith Stearns
57	Platform change evaluation UNIX to Windows	July-06	Cross	John Wright
58	Multi-College changes / revision	July-06	Corss	Keith Stearns
59	UniData 7.1	July-06	Cross	John Wright
60	Exit Interviews	May-06	ST	Angela Tos / Marlese Roton
61	Cybrarian	May-06	TAT	Ron Oxford
62	DMI 3.6 Upgrade	April-06	Cross	John Wright
63	06-07 Award Year setup	April-06	FA	Jana Cox
64	Online budget inquiry	April-06	CF	Tammy Weatherman
65	Online reimbursement claim inquiry	April-06	CF	Tammy Weatherman
66	Data Warehouse - student cohorts	March-06	Cross	Pedro Avila
67	Workflow management	March-06	HR	Keven Backman
68	Account creation workflow	March-06	HR	Keven Backman
69	Prereq exception report	March-06	ST	Dave Bolt / Sandy McGlothin
70	Card integrators upgrade	February-06	TAT	Ron Oxford
71	1098T by eMail	January-06	AR/CF	Tammy Weatherman
72	signature	January-06	ST	Darlene Georgatos
73	Satisfactory Academic Process review	January-06	FA	Jana Cox
74	automatic	November-05	Cross	Pedro Avila
75	automatic	November-05	Cross	Pedro Avila
76	signature	November-05	HR	Keven Backman
77	HR Info for Data Warehouse	November-05	HR	Keven Backman
78	6	September-05	Cross	Darlene Georgatos
79	Datatel Loan Module	August-05	FA	Jana Cox
80	ELM Staffor Loans	August-05	FA	Jana Cox
81	Payment at registration - phase 2	May-05	Cross	Ken Stoppenbrink
82	eMail communications management	May-05	FA	Jill Stearns
83	Financial Aid screens in My West Hills	April-05	FA	Jill Stearns
84	Transcript print	April-05	ST	Darlene Georgatos
85	Student cohort tracking	April-05	ST	Darlene Georgatos
86	AR/BOGG exception report	March-05	FA/CF	Jill Stearns
87	Registration rewrite implementation	March-05	ST	Darlene Georgatos
88	Academic standing	March-05	ST	Darlene Georgatos
89	SIRSI library system	March-05	TAT	Susan Kincade
90	Online refund request	February-05	AR/CF	Tammy Weatherman
91	WHCIST website	February-05	Cross	Keith Stearns
92	Leave balance reports	February-05	HR	Keven Backman
93	Payment at Registration - Phase 1	January-05	Cross	Ken Stoppenbrink
94	Search for classes sort fix	January-05	ST	Darlene Georgatos
95	eCommerce	December-04	ARCF	Tammy Weatherman
96	Account summary by term - MWH	November-04	ARCF	Tammy Weatherman
97	National Student Loan Clearinghouse - Degree Verify Service	November-04	FA	Jill Stearns
98	Online Request for Transcripts - MWH	November-04	ST	Darlene Georgatos
99	Real-time captioning recommendation	November-04	TAT	Susan Kincade
100	West Hills Online website redesign	November-04	TAT	Susan Kincade
101	Test web server in place	October-04	Cross	Keith Stearns
102	Return to Title IV	October-04	FA	Jill Stearns
103	Acceptable Use on web	October-04	TAT	Susan Kincade
104	Academic Honesty on web	October-04	TAT	Susan Kincade
105	MIS Financial Aid beta	September-04	FA	Jill Stearns

West Hills Community College District
Chancellor's Executive Cabinet Meeting
December 15, 2010
8:30 a.m.
District Office Conference Room

AGENDA

8:30 a.m. – 12:00 noon

Review Task Log

Evaluation Checklist Document

Frank Gornick

Job Description Language

Frank Gornick

Adult Temporary Position

- Community Education Instructor

Willard Lewallen
Ken Stoppenbrink

Clarification of Eligibility for Hiring Under PSAs

Ken Stoppenbrink

Strategic Plan Report

Pedro Avila

Drug Testing for Students

Ken Stoppenbrink

Student Use Fee for Fitness Centers

Willard Lewallen

ABC Licenses for Outside Events

Don Warkentin

Community College Leadership Forum

Pedro Avila

Exemption Criteria for Matriculation

Library Fines (AP 4045 currently in progress)

Don Warkentin

Faculty Grievance on Duty Day

Frank Gornick

12:00 noon – 1:00 p.m.

Lunch Break

1:00 p.m. – 2:30 p.m.

Board Policy and Administrative Procedure Review

- BP & AP 6450, Wireless or Cellular Telephone Use
- BP & AP 4050, Articulation
- BP 7215, Faculty, Counselor and Librarian Responsibilities

Ken Stoppenbrink

Carole Goldsmith

Frank Gornick

- AP 3050, Code of Ethics
- BP & AP 3550, Drug Free Environment and Drug Prevention
- AP 6225, Resource Allocation

Frank Gornick
Ken Stoppenbrink

Ken Stoppenbrink

The following agenda item deals with confidential personnel and/or budget issues. The Chancellor will determine who is to be present for this discussion.

Reorganization Proposals

TASKS ASSIGNED AT CHANCELLOR'S EXECUTIVE CABINET MEETINGS

	Task	Responsible Individual(s)	Date Assigned	Notes/Progress
1.	Work with Christian Raia on point of sale	Ken Stoppenbrink	4/14/10	<p>5/12/10 – Ken has not yet met with Christian.</p> <p>6/9/10 – Ken met with Christian and identified stakeholders who need to be involved with the point of sale process. The group will need to meet and determine overall needs.</p> <p>7/19/10 – Ken to follow up with Christian on point of sale and provide more information at next Chancellor's Executive Cabinet meeting.</p> <p>7/20/10 – Ken sent email to Christian and have not received any response back yet.</p> <p>8/14/10 – Christian is meeting with ABC Director of Operations on September 10, 11 and 13; is also meeting with Disney Executive Chef and can plan a sight visit following the meeting. Will keep Ken informed.</p>
2.	Incorporate suggested changes in evaluation checklist document for further discussion	Donna Isaac	4/14/10	<p>5/12/10 – Additional changes were suggested. Document to be reviewed again at an upcoming Chancellor's Executive Cabinet meeting.</p> <p>7/8/10 – This item will be reviewed at the August Chancellor's Executive Cabinet meeting.</p> <p>8/3/10 – Need to contact Key Writing for draft document.</p> <p>8/11/10 – Draft document to be reviewed by Presidents before submitting to Key Writing for further comments. Review to occur at September Chancellor's Executive Cabinet meeting.</p> <p>** THIS ITEM WILL BE ON SEPTEMBER AGENDA **</p>
3.	Designate appropriate administrator on campus to extract references in faculty evaluation concerning success and retention data. Instructors to review and sign revised evaluations. Evaluations to be sent to Ken Stoppenbrink for Human Resources files. To be completed by the end of August.	Willard Lewallen Don Warkentin	8/11/10	
4.	Arrange for Microsoft training to occur throughout the district	Carole Goldsmith	5/12/10	7/19/10 – A trainer has been identified and training will begin in September. Susan Whitener's office will be coordinating this effort.

	Task	Responsible Individual(s)	Date Assigned	Notes/Progress
5.	Work on legal ramifications with regard to traffic school and the access to traffic school on the west side	Frances Squire Ken Stoppenbrink	5/12/10	7/19/10 – Frances reported that cost to get program running again is between \$5,000 and \$10,000. Need to determine if we want to do this. 8/3/10 – Frances provided an update via email. We have applied to the court for a new traffic school and have ordered the lesson plans. We are still awaiting word from DMV on cancelled check balance due. 8/11/10 – Frances to provide an update at September Chancellor's Executive Cabinet meeting.
6.	Work with Susan Whitener on lists of equipment and prices for Cisco equipment. Carole Goldsmith and Michelle Kozlowski to be involved in the process	Ken Stoppenbrink	7/19/10	8/3/10 – Ken met with Susan. Need to ask Cisco to provide us a demonstration with our bandwidth before making any recommendations. 8/11/10 – Ken reported more information is needed before a decision can be made. Frank reported Susan is working on this task.
7.	Coordinate notifications to colleges regarding adjustments in inventory for equipment provided by AOS	Ken Stoppenbrink	7/19/10	7/20/10 – Ken Contacted AOS. They are working with Mark Millett to coordinate the moving of equipment. Waiting for this to be fit into other priorities. 8/11/10 – Task in progress.
8.	Develop a plan based on retiree health benefits survey responses	Ken Stoppenbrink	7/19/10	7/28/10 – Ken completed draft and sent to legal counsel for review 8/11/10 – Legal counsel is reviewing draft.
9.	Ask Kevin Cobb to provide some benchmarks on savings with regard to energy and sustainability for inclusion in the proposed Board policy	Ken Stoppenbrink	7/19/10	7/20/10 – Sent email to Kevin Cobb. Waiting for response. 8/11/10 – Waiting for response.
10.	Provide information to Ken Stoppenbrink on where copiers for student use are to be located	College Presidents	7/19/10	8/11/10 – Ken is waiting for information from Presidents
11.	Follow up with AOS to implement RouteXpress at the colleges	Ken Stoppenbrink	7/19/10	7/28/10 – Ken had discussion with AOS and both librarians about software. Fees for RouteXpress have increased tenfold and there are other options that may be more viable and less cumbersome for us to consider. AOS will be providing us with an update as to these options. 8/11/10 – New software coming out. AOS, ITS and college librarians will discuss and review.

**West Hills Community College District
District Leadership Council (DLC) Meeting**

**November 2, 2010
2:00 p.m.**

**Meeting to be held at
West Hills Community College District
Conference Room**

A G E N D A

1. Update and Progress on Accreditation
Jill Stearns
(for Willard Lewallen)
Don Warkentin
2. SB 1440
Frank Gornick
3. Board Policies and Administrative Procedures
Frank Gornick
Donna Isaac
 - BP 4030, Academic Freedom – *Currently under review by various college groups (sent for review on September 16, 2010). No comments received to date. First reading by Board of Trustees scheduled for December 7, 2010. Consideration scheduled for January 18, 2011.*
 - AP 4045, College Library Fines – *Currently under review by various college groups (sent for review on October 28, 2010).*
 - BP* & AP* 4110, Honorary Degrees – *Currently under review by various college groups (sent for review on October 28, 2010). First reading by Board of Trustees scheduled for January 18, 2011. Consideration scheduled for February 15, 2011.*
4. District Mission and Vision Statement
Frank Gornick
5. Other Business

**District Leadership Council
November 2, 2010**

MINUTES

Members present:

Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Anita Bart, Academic Senate President, West Hills College Coalinga
Marty Ennes, CTA Representative
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Frank Gornick, Chancellor
Jill Stearns, Vice President of Educational Services, West Hills College Coalinga
(for Willard Lewallen, President, West Hills College Coalinga)
Kurt Sterling, Academic Senate President, West Hills College Lemoore
Ken Stoppenbrink, Vice Chancellor of Business Services
Don Warkentin, President, West Hills College Lemoore

Others present:

Donna Isaac, Executive Assistant

Members absent:

John Ieronimo, CSEA President

Update and Progress on Accreditation

Frank Gornick briefly commented on the Leadership Retreat held on Friday, October 29 and the presentation by Norval Wellsfry with regard to the colleges' accreditation self studies.

Don Warkentin stated that it was interesting to have a Commissioner from the Accrediting Commission make comments about the self studies. He stated that he thinks there is a disconnect between the training that is provided to colleges and what the Commissioners are looking for when they read the reports. Don reported that he has Norv's annotated comments and has shared them with his staff and they will now be reviewing the report in their specific areas of expertise. The self study will be ready for a first reading by the Board of Trustees in December, with approval to follow in January. Don explained that one of the areas of the self study for West Hills College Lemoore that needs attention is to emphasize the importance of the self evaluation piece.

Jill Stearns reported that she and Sarah Shepard will be meeting later in the week to determine how to reevaluate the work that has been done on the self study. West Hills College Coalinga was hoping to be able to have the final bound document for the Board of Trustees at their January meeting.

Discussion took place concerning the evidence that will be linked to the self study. It was agreed that a CD of the documentation will be an easy way to handle this.

Don initiated discussion on the need for a code of ethics for employees. He stated that this needs to be in place prior to the visit. Frank stated that this policy can be added to the Policy and Procedure Review Schedule.

SB 1440 Implementation

Anita Bart reported that a webinar is being held on Wednesday, November 3 for the Academic Senate. Frank stated that the webinar should provide good information for faculty, counselors and advisors. Kurt Sterling discussed information on the course identification program (C-ID). He stated that agriculture and communication courses are done and sociology has been finalized.

Board Policies and Administrative Procedures

The following Board Policies and Administrative Procedures were reviewed by the group:

- BP 4030, Academic Freedom – Kurt reported that he sent out a request to Academic Senate Presidents asking for examples of updated policies and the faculty are actively working on this. Marty Ennes stated that the language in the current policy is out of date. Frank stated that a first reading of the policy by the Board of Trustees is scheduled for December 7, 2010. Consideration is scheduled for January 18, 2011.
- AP 4045, College Library Fines – The group agreed to the proposed changes. Frank stated that the procedure is currently under review by the various college groups.
- BP & AP 4110, Honorary Degrees – The group agreed to the proposed new policy and procedure. Frank reported that the policy and procedure are currently under review by the various college groups. A first reading by the Board of Trustees is scheduled for January 18, 2011. Consideration is scheduled for February 15, 2011.

District Mission and Vision Statement

Frank explained that the district mission and vision statements are in the process of being reviewed. The goals will also need to be updated. Pedro Avila reported that he and Carole Goldsmith will be working on the new goals that were determined as a result of the Strategic Planning Retreat and should have them ready before the end of the year.

Marty requested that the draft revision be sent electronically.

Other Business

Completion by Design – Frank reported that staff are working with a consultant and are in the process of pulling together the application for the Gates Foundation grant. West Hills will serve as the lead agency and several other colleges will join us. He explained that we are going to try to do things based on research including first generation, low income and underserved populations.

District Leadership Council

October 5, 2010

Page 3

Frank reported that a One Year Schedule Task Force is being formed and he will keep the group updated on their progress.

The next meeting of the District Leadership Council is scheduled for Monday, December 6.

/di

**Leadership Retreat
October 29, 2010
8:30 a.m.
Harris Ranch, Golden Gate Conference Room**

A G E N D A

8:30 a.m.	Retreat Begins	
8:30 – 8:35 am	Welcome and Opening Remarks	Frank Gornick
8:35 – 9:00 a.m.	Succession Planning	Frank Gornick
9:00 – 12:00 noon	Accreditation Self Study Discussion <ul style="list-style-type: none">• West Hills College Coalinga• West Hills College Lemoore	Norval Wellsfry
12:00 noon	Working Lunch <ul style="list-style-type: none">• SB 1440 Implementation Discussion	
12:45 – 1:15 p.m.	Accreditation Update <ul style="list-style-type: none">• Timeline• Visiting Team Chairs and Details for Visit	Willard Lewallen Don Warkentin
1:15 – 2:15 p.m.	Closing the Gap Project Update <ul style="list-style-type: none">• Collaboration Among College and District Boards of Trustees	Frank Gornick Elaine Cash
2:15 – 2:30 p.m.	Meeting Wrap Up and Closing Comments	Frank Gornick
2:30 p.m.	Retreat Adjourns	

WEST HILLS COMMUNITY COLLEGE DISTRICT



STRATEGIC PLAN 2006-2010



Five Year Review Cycle

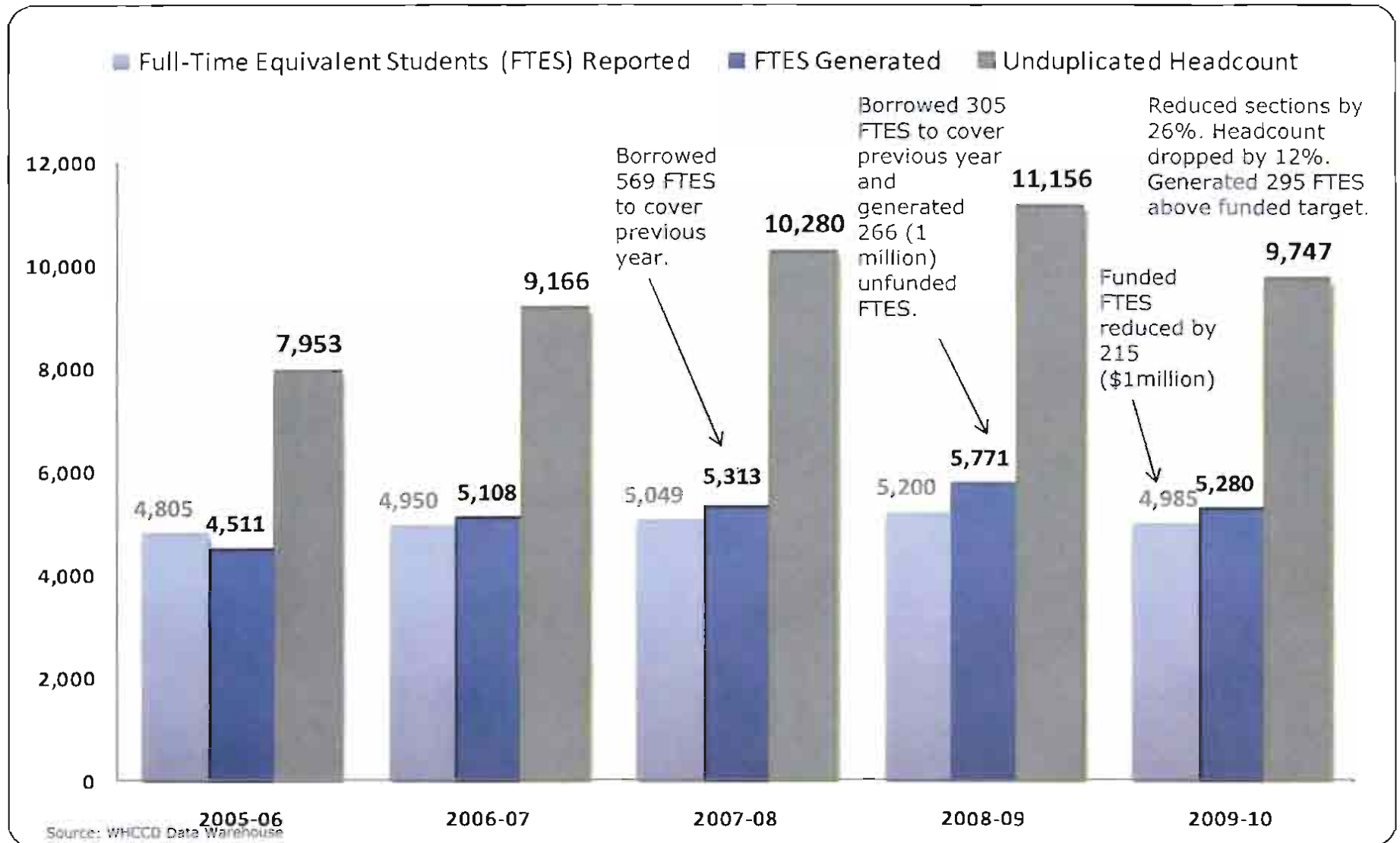


Agenda

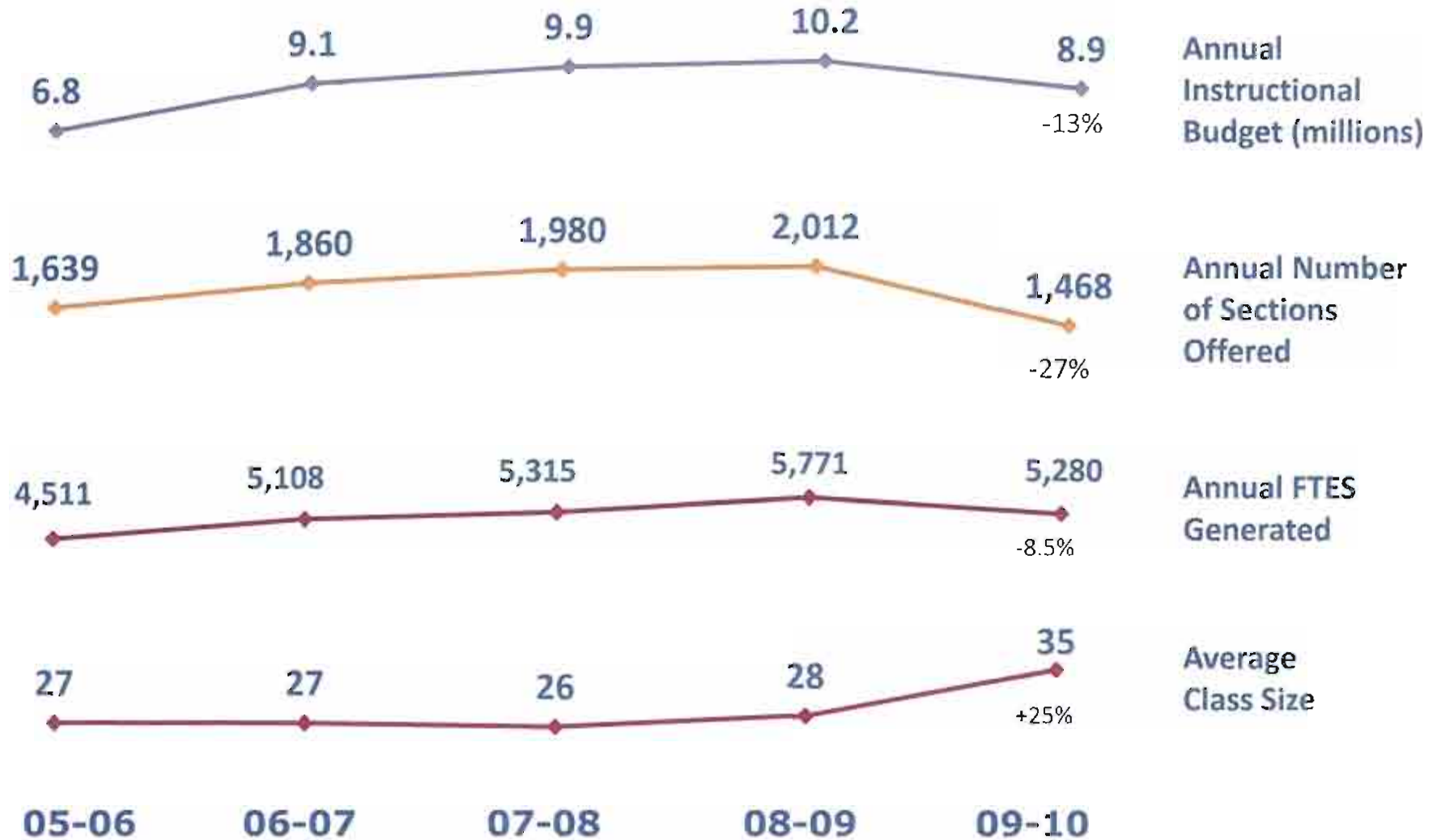


1. Final review of goals and performance indicators
 - a. Lessons learned from our five year strategic planning cycle.
 - b. Identify key questions to help drive our next cycle of strategic planning.
2. Final review of strategic planning scorecard
3. Comprehensive Assessment Model
4. Next steps
5. Five year cycle evaluation

Goal 1 – Meet or Exceed FTES Growth Targets



Enrollment Efficiencies



Goal 1 – Questions for next strategic planning process



1. What impact did the reduction of courses have on the following:
 - a. Retention Rates
 - b. Success Rates
 - c. Degree and Certificate Completion Rates
 - d. Transfer Rates
 - e. Student groups (Gender, Age, Ethnicity)
2. Is this goal still relevant to strategic planning?
3. Would productivity (WSCH/FTEF) be a more appropriate goal?

Source: WHCCD Data Warehouse

Goal 2 – Focus Marketing Efforts on District-Wide Stories



Dialogue/@West Hills College

Year	2006	2007	2008	2009
Frequency	4	6	4	2
Distribution	3,000	82,000	82,000	76,000



Year	2007	2008	2009
Published Stories	293	275	240

Goal 2 – Focus Marketing Efforts on District-Wide Stories



Good things are happening at WEST HILLS COLLEGE COALINGA 300 Cherry Lane, Coalinga

Friday - Saturday,
March 26-27

WHCC Spring Rodeo,
Farm of the Future
Rodeo Grounds on
Gayle Ave.

Monday, April 12

Alumnus of the Year
Nominations Due
<http://westhillscollge.com/coalinga/announcements/alumnus.pdf>

Tuesday, April 20

Registration for
Summer/Fall Begins @
www.westhillscollge.com

April 16, 17, 18, 25, 26 7 p.m.,
May 8th 1:30 p.m.

Annie,
WHCC Theatre

Saturday, May 8th

Barbecue Festival,
Softball Field

Monday, May 10th
10 a.m.

West Hills Community College
Foundation Golf Tournament at Kings
Country Club supporting the
President's Scholars Program, which
offers a scholarship to high school
seniors with a 3.5 or higher GPA. \$175
per player includes lunch, dinner, tee
prizes and each team wins a prize. Call
559.934.2129
to register.

Saturday - Sunday,
May 15 - 16

WHCC hosts Relay
for Life, Football
Practice Field

Friday, May 28th

WHCC Graduation
with Ambassador
Phillip Sanchez
Speaking

Visit www.westhillscollge.com/coalinga for all the latest news on campus events, sports and scholarship deadlines that are approaching.

*Once you go here...
you can go anywhere.™*

Goal 2 – Focus Marketing Efforts on District-Wide Stories



Good things are happening at WEST HILLS COLLEGE LEMOORE

<p>Friday, March 19 6-11 p.m.</p> <p>Bet on Education Casino Night 2010 benefiting the T.E.A.M. Teach Program and scholarships for 5th-8th grade students hoping to attend the WHCL SC Experience summer camp. Call 559.934.2129 for tickets. \$30 per person (must be over 21).</p>	<p>Wednesday, April 14th 6-8 p.m.</p> <p>Introduction to Voice Overs taught by a professional voice acting coach/producer. \$30. Call 559.925.3224 to register.</p>	<p>Friday- Sunday, April 16-18</p> <p>Central Valley Pizza Festival April 16-18. Visit LemooreChamberofCommerce.com or call 559.924.6401 for details.</p>	<p>April 30th</p> <p>Miss CA speaks about her plans to become a pediatric surgeon and shares her insight on college success 11-12:30 Conference Center</p>
<p>Monday, May 10th 10 a.m.</p> <p>West Hills Community College Foundation Golf Tournament at Kings Country Club. Be among the first to enjoy the new clubhouse while supporting the President's Scholars Program, which offers a scholarship to high school seniors with a 3.5 or higher GPA. \$175 per player includes lunch, dinner, tee prizes and a prize for each team. Call 559.934.2129 to register.</p>	<p>Ongoing aerobics classes.</p> <p>\$45 for six week sessions. Call 559.925.3224 to register.</p>	<p>Visit Kings County's largest library at WHCL</p> <p>Hours are 7:30 a.m.-8 p.m. Monday-Thursday and 7:30-4 p.m. on Fridays. Community members are welcome to use our computers, including extensive databases, and our reference library, which houses an extensive collection of medical reference and cookbooks (serving our health careers and culinary students).</p>	 <p>WEST HILLS COMMUNITY COLLEGE DISTRICT 555 College Ave. Lemoore, CA 93245</p>

Visit www.westhillscollge.com for all the latest news on campus events and scholarship deadlines that are approaching.


*Once you go here...
you can go anywhere.™*

Goal 2 – Focus Marketing Efforts on District-Wide Stories




West Hills College
Congratulates

2010
The Class of



Once You Go Here, You Can Go Anywhere.™
Coalinga • Lemoore • Firebaugh • Online
westhillscollge.com



Goal 2 – Focus Marketing Efforts on District-Wide Stories



Lessons Learned:

1. The district newsletter format was revamped after extensive interviews with community members and the name changed to @West Hills College.
2. Budget cuts changed our marketing strategy from "increasing enrollment" to "promoting activities" and "maintaining our presence."
3. Social media has become the preferred method of communication for students (Facebook and YouTube).
4. It is difficult to measure the effects of marketing based solely on published stories and distribution of newsletters.

Questions for next strategic planning process:

1. This goal was established to improve community perception of WHCCD. Is this goal still relevant?
2. Can marketing help the district generate revenue?
3. Are we utilizing the right channels of communication?
4. How well are we maintaining our internal and external branding (image)?
5. Are we utilizing the appropriate measures to evaluate the effectiveness of marketing efforts?

Goal 3 – WHCCD Will Annually Increase Community Participation Rates



Percent of Population Enrolled at WHCCD

City	2007-2008	2008-2009	2009-2010
Tranquillity	3.40	3.73	1.88
San Joaquin	3.25	2.60	2.27
Mendota	2.71	3.28	2.66
Kettleman City	2.50	3.20	2.69
Huron	3.18	3.36	3.17
Avenal**	3.78	4.13	4.00
Hanford	4.42	4.78	4.05
Armona	5.22	5.55	4.49
Riverdale	4.84	5.76	5.09
Cantua Creek	7.08	5.18	5.21
Laton	5.70	6.64	5.59
Stratford	6.14	6.35	5.75
WHCCD Average	5.94	6.53	5.82
Firebaugh	7.32	8.25	6.22
CCC Statewide			8.90
Lemoore	10.00	11.19	9.90
Coalinga**	10.75	12.33	12.73

** Removed inmate population

Sources: WHCCD Data Warehouse; Department of Finance Population Growth Estimate; CityData.com

Goal 3 – WHCCD Will Annually Increase Community Participation Rates



Lessons Learned:

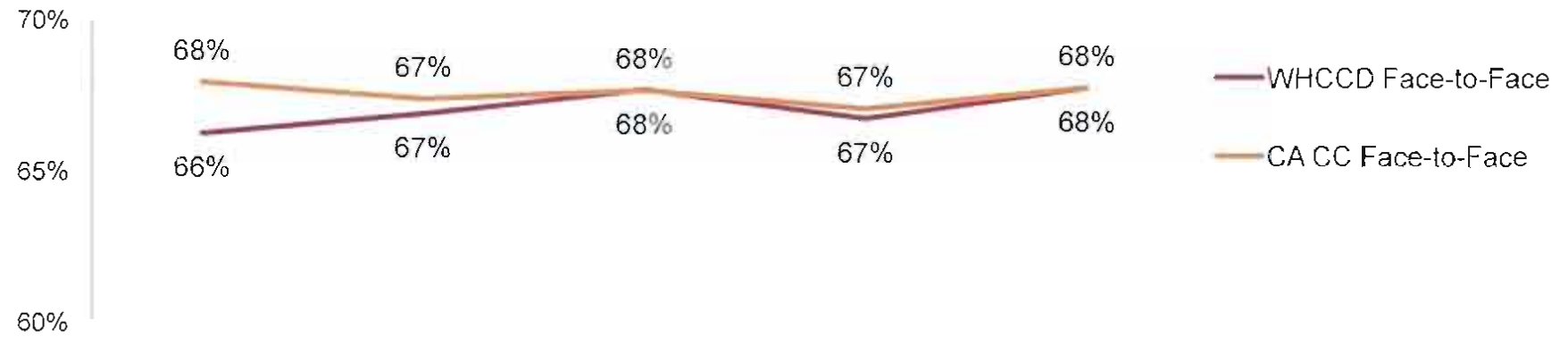
1. Communities with the closest proximity have the highest level of participation.
2. Communities with the farthest proximity have the highest rates of participation in distance education.

Questions for next strategic planning process:

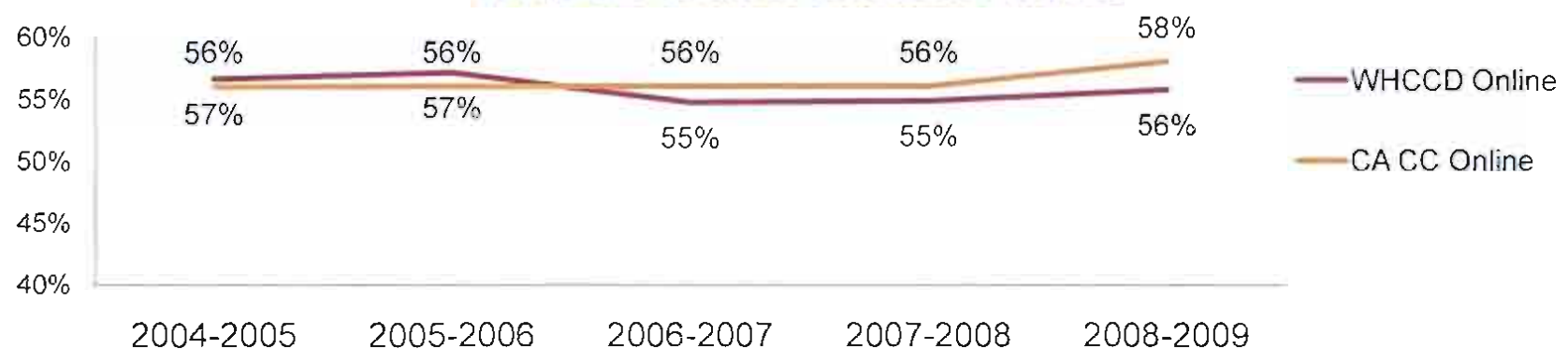
1. Do we want to develop outreach strategies for cities with the lowest participation rates?
2. How can we use distance education and Career Technical Education (CTE) initiatives to increase community participation rates?
 - a. Mendota WIT
 - b. Preliminary discussion about opening a community centers in Avenal, Riverdale, and San Joaquin.
 - c. Distance Ed Partnership with three rural high schools: Tranquillity, Firebaugh and Mendota.
 - d. Establishing e-Campus and services. *(More info under goal 4)*
 - e. Implement Community Education module into student system – will help capture additional students into our participation rates.

Goal 4.1 – Maintain Success Rates Within the CA CC Statewide Average

WHCCD Face-to-Face Success Rates



WHCCD Online Success Rates



Source: WHCCD Data Warehouse; CA Chancellor's Office Data Mart



Goal 4.1 – Maintain Success Rates Within the CA CC Statewide Average

Lessons Learned:

1. Online courses' retention rates are lower than face-to-face and must be analyzed separately and compared to different benchmarks
2. Experienced issues with success rates in some of our Career Technical Education (CTE) courses.

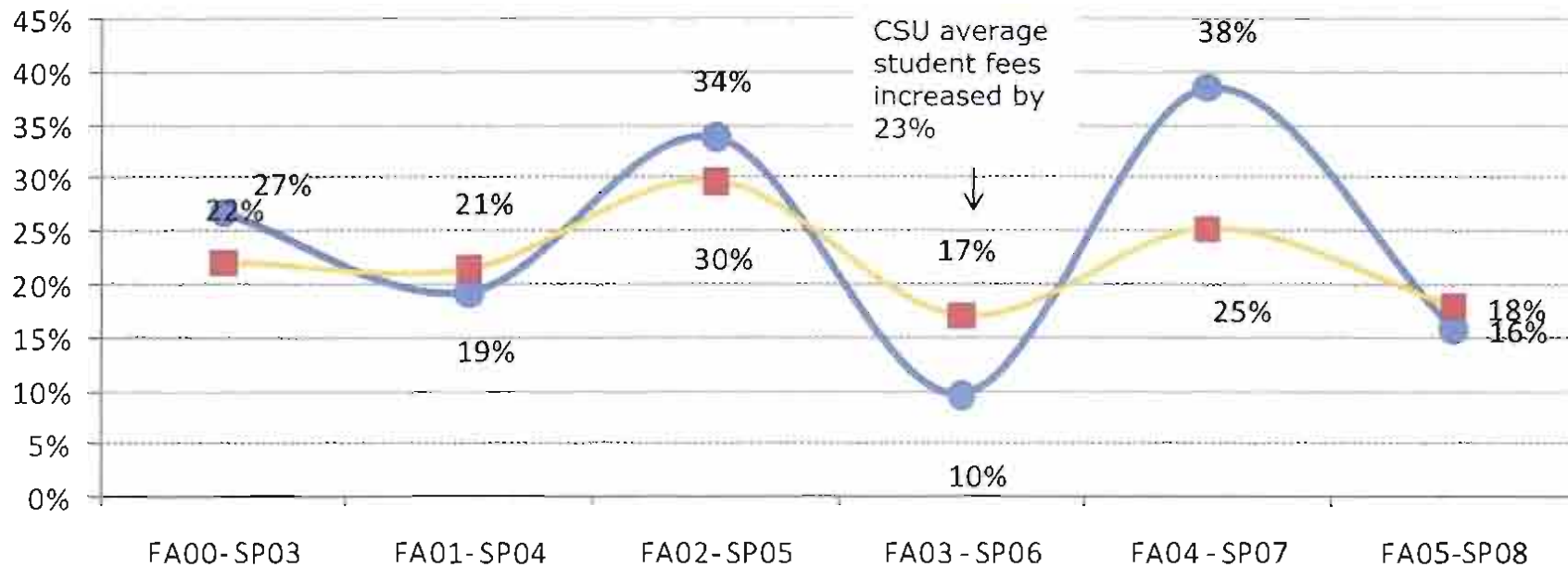
Questions for next strategic planning process:

1. What are we doing to improve online retention rates?
 - a. Distance Education Strategic Plan
 - b. E-campus
 - c. Help Desk Specialist
 1. Online Student Services Audit
 2. Updated Learning Management System
 3. Implemented Student Portal
2. What are we doing to improve CTE success rates?
 1. Reviewing program data from ARCC
 2. CTE Performance Indicators Review (Faculty, Deans, and VC)
 3. Program Review
 4. Created partnerships with Workforce Investment Boards that provide additional supportive services to students.

Goal 4.2 – Maintain Transfer Rates Within the CA CC Average

WHCCD First-Term Students' Cohort Transfer Rates

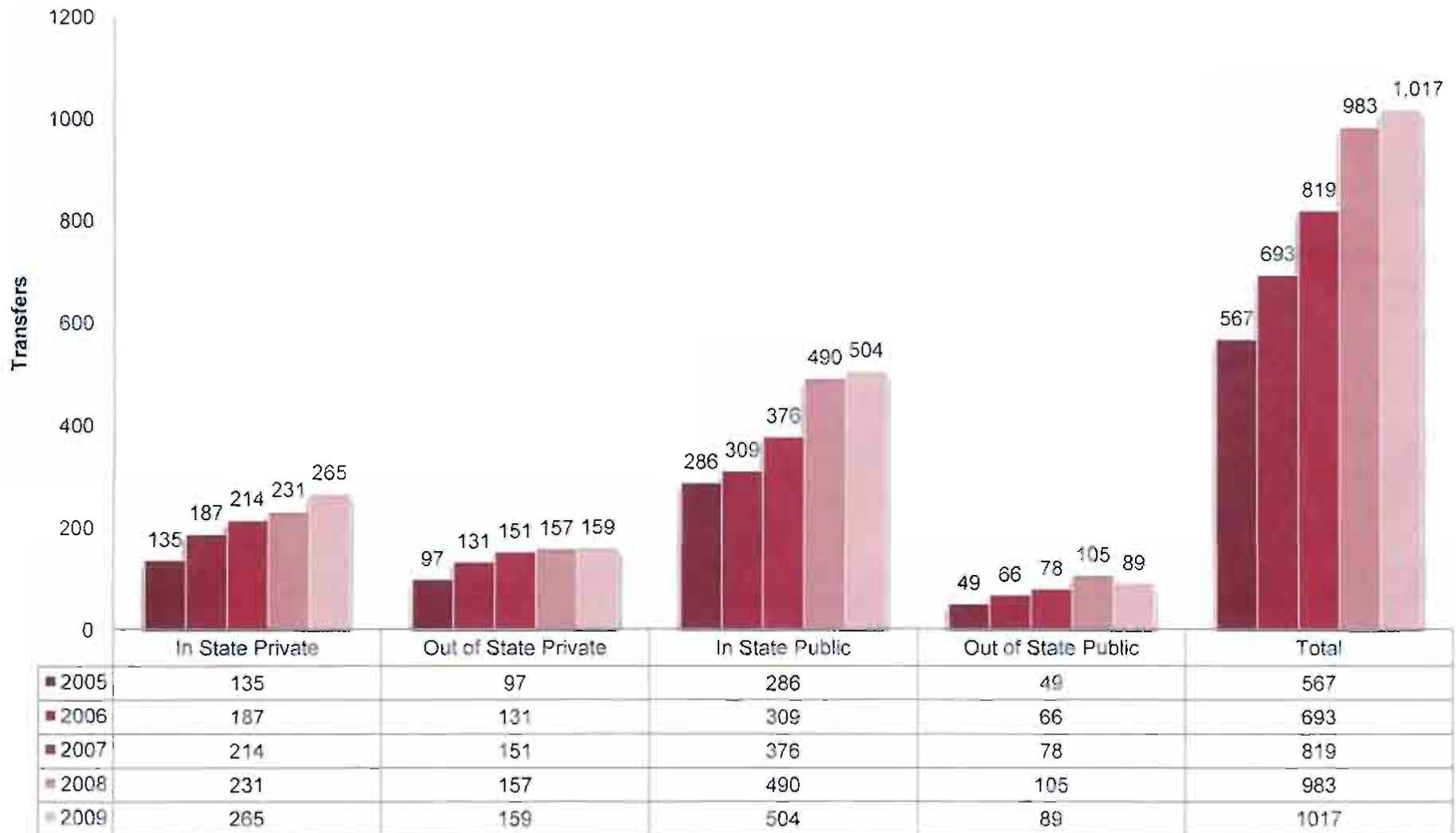
—●— WHCCD Transfer Rates —■— CCC Statewide Transfer Rates (Benchmark)



Source: California Community College Systems Office Student Right to Know

Note: Cohort based on a group of first time freshmen who are enrolled full-time in a fall term and are seeking transfer. The tracking period of the cohorts is three years.

NSCH Data – WHCCD Transfers to Four Year Institutions



NSCH Data – WHCCD Transfers to Four Year Institutions



Rank	Top 10 Transfer Four-Year Institutions - 2001 to 2009	Transfers
1	CALIFORNIA STATE UNIVERSITY - FRESNO	1,900
2	CHAPMAN UNIVERSITY	460
3	UNIVERSITY OF PHOENIX	427
4	FRESNO PACIFIC UNIVERSITY	411
5	NATIONAL UNIVERSITY	172
6	COLUMBIA COLLEGE	169
7	CHAPMAN UNIVERSITY-ORANGE	149
8	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	110
9	CALIFORNIA STATE UNIVERSITY - BAKERSFIELD	68
10	EMBRY-RIDDLE AERONAUTICAL UNIV.-WORLDWIDE CAMPUS	68



Goal 4.2 – Maintain Transfer Rates Within the CA CC Average

Lessons Learned:

1. Rates are within the state average.
2. Transfer rates are very sensitive to CSU tuition increases.
3. Number of students transferring has continuously increased.
4. Acquired access to data on transfers to out-of-state and private institutions.

Questions for next strategic planning process:

1. How are our students performing at transfer institutions? (Fresno State Report)
2. How are capacity issues at CSU impacting our students who intend to transfer?

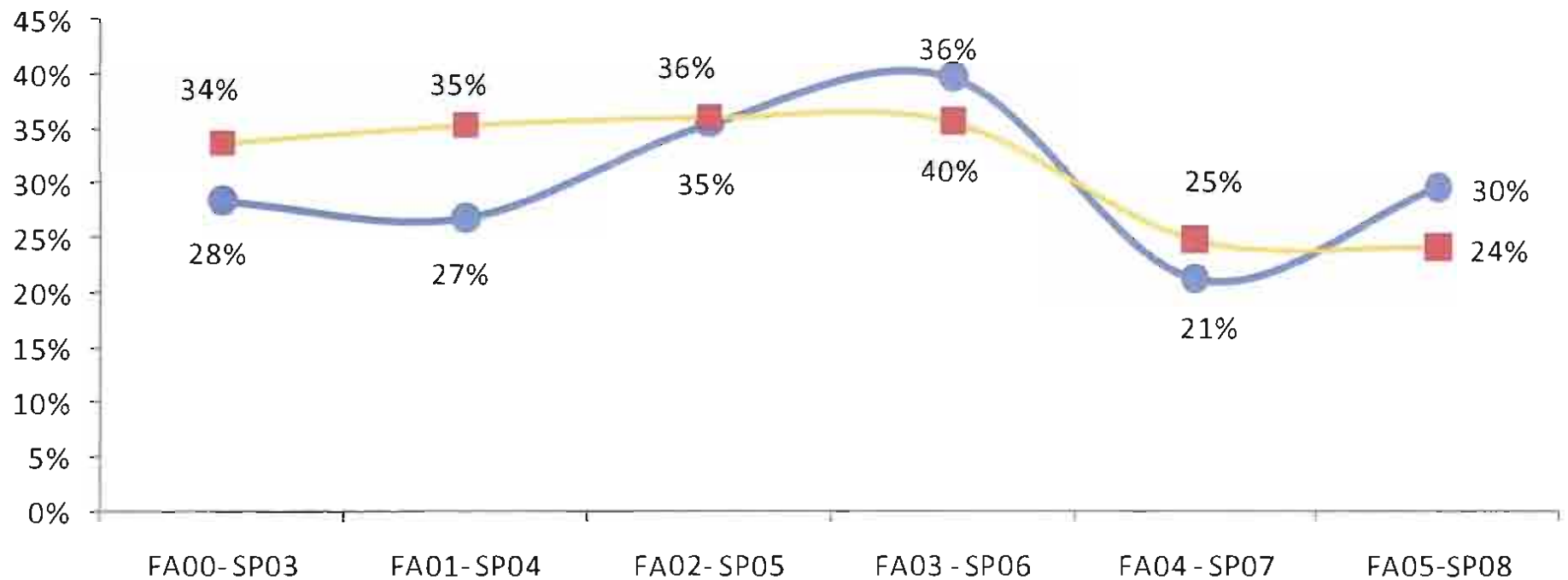
Source: California Community College Systems Office Student Right to Know

Note: Cohort based on a group of first time freshmen who are enrolled full-time in a fall term and are seeking transfer. The tracking period of the cohorts is three years.

Goal 4.3 – Maintain Graduation Rates Within the CA CC Average

Degree & Certificate Completion Rates by Freshmen Cohorts

● WHCCD Completion Rates
 ■ CCC Statewide Completion Rates (Benchmark)



Source: California Community College Systems Office Student Right to Know

Note: Cohort based on group of students who are first-time freshmen, who are enrolled full-time in a fall term, and are seeking a degree. The tracking period of cohorts is three years.

Goal 4.3 – Maintain Graduation Rates Within the CA CC Average

Questions for next strategic planning process:

1. What is the average number of semesters and units it takes a WHCCD student to complete a degree?
2. What percent of our first-term students are provided with an educational plan?
3. What percent of all students are provided with an educational plan?
4. Can we convert some of our internal certificates to official certificates and increase completion rates?

Goal 5 – Become the Preferred Choice of Students Through Ongoing and Active Recruitment



Percent of High School Graduates Enrolled at WHCCD

High School	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Tranquillity	17%	13%	6%	7%	7%
Laton	30%	9%	15%	12%	?
Hanford West	22%	15%	19%	31%	15%
Hanford	19%	30%	31%	17%	20%
Firebaugh	33%	32%	33%	25%	23%
Riverdale	9%	18%	24%	9%	23%
Avenal	36%	69%	40%	38%	26%
Lemoore	35%	39%	44%	30%	27%
State Rate (Benchmark)					30%
Mendota	25%	28%	26%	31%	32%
Coalinga	39%	52%	43%	39%	32%
WHCCD Total	27%	32%	31%	21%	22%
Total Graduates	1,814	1,817	1,697	1,794	1,862

Source: California Department of Education; WHCCD Data Warehouse; Local HS Data

Goal 5 – Become the Preferred Choice of Students Through Ongoing and Active Recruitment



Lessons Learned:

1. High schools with closest proximity to our colleges have highest participation rates.
2. Riverdale sends many of their HS graduates to four year schools.
3. It is difficult to collect data from the high schools or the CA Department of Education in a timely fashion.
4. After schools programs have an impact on recruitment (Avenal After School Program)
5. It is critical to create and maintain good relationships with high school counselors.
6. Half of our feeder high schools have agreed to upload data to the Cal-Pass system.

Questions for next strategic planning process:

1. How has the reduction of courses impacted enrollment from high school graduates?
2. What strategies can we implement to increase high school graduates' participation rates?
3. Do we need high school counselors to be part of our strategic planning committee?
4. How can we encourage/assist our feeder high schools to share data with Cal-Pass?
5. How can Cal-Pass assist us in strengthening relationships with our feeder high schools? (Custom reports & Professional Learning Councils)

WHCCD SCORE CARD



WHCCD Performance Indicators	05-06	06-07	07-08	08-09	09-10	
1. Meet FTES Growth Target						
2. Marketing	Developing Baseline					
3. Community Participation Rates						
4.1 Face-to-Face Success Rates						
4.1 Online Success Rates						
4.2 Student Transfer Rates*						
4.3 Student Graduation Rates*						
5. High School Participation Rates*						

* Based on student cohorts

- Exceeds Benchmark
- Meets Benchmark
- Slightly Below Benchmark
- Below Benchmark
- Increasing Trend
- Steady Trend
- Declining Trend

Comprehensive
Effectiveness Model



Next Steps



Next Steps

1. Update strategic planning membership to Increase participation from industry and community members.
2. Conduct new strategic planning initiative in fall 2010

Survey





**West Hills Community College District
WHCCD**

Strategic Planning for 2010-2015

Summary Report

**Based on Planning Sessions - July 14 and 15, 2010
Harris Ranch, Coalinga, California**

**Submitted by:
The Eaton Cummings Group**

**Dr. Kathleen E. Guy
Dr. William M. Craft
Founding Partners**



West Hills Community College District

Draft Strategic Plan 2010-2015
Based on Planning Sessions - July 14 and 15, 2010
Harris Ranch, Coalinga, California

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Introduction

The West Hills Community College District (WHCCD) is charting its next five years in service to students and the community. Three priorities stand out:

- Student success,
- K-12 partnerships, and
- Workforce development in support of the Valley's residents, employers and overall regional economic development.

These priorities are the outgrowth of collaborative dialogue involving the WHCC District Office, the District's two Colleges, West Hills College Coalinga and West Hills College Lemoore, and the West Hills North District Center. Within the West Hills mission these priorities are considered likely to have the greatest positive influence on the future vitality of the Central Valley and its residents.

With economic uncertainty more pronounced than ever in the Central Valley, the role of local initiative in building a robust economic future is critical. With emphasis on the three priorities, the WHCCD seeks to energize faculty/staff and formal and informal leaders to work aggressively in support of an improved future for the Central Valley.

Each of the priorities listed above has been subjected to intense review, first by district-wide leadership and then by planning teams carefully selected to bring special expertise and useful insight to the task. The planning teams have specified the scope and meaning of each priority and identified the most productive next steps in moving the WHCCD agenda forward.

Planning Approach

Planning sessions for each of the priorities were held on July 14 and 15, 2010. Student Success was addressed during the morning of July 14th, K-12 Partnerships during the afternoon of July 14th and Workforce Development and Economic Development in a daylong session on July 15th. All sessions involved a high level of participant interaction organized around structured group work dealing with specific topics relating to the West Hills role in each of the three priority area listed above. Participants in the three planning sessions were frequently recombined in work groups in order to ensure that all had an opportunity to benefit from the range of insight, intuition and impressive expertise represented by participants.

This report chronicles the work of the three planning sessions and summarizes participants' insights regarding the future role of the WHCCD and its institutions together with recommendations for immediate next steps. The material is presented with minimal editing in order to preserve the integrity of participant discussions and decisions.

During the planning sessions no effort was made to fully confirm facts or evidence presented. As appropriate, recommendations from these planning sessions should be further vetted in light of relevant data, market research and the opinion of those considered essential to the future success of WHCCD.

The names of those in attendance are listed in Attachment A of this report. Drs. Kathleen Guy and William Craft of the Eaton Cummings Group facilitated the planning sessions.

Goals for the Three Planning Sessions

- Engage participants in a facilitated dialogue about the future of the WHCCD – its mission, values and future vision with specific reference to: Student success, K-12 partnerships, and Workforce development in support of the Valley's residents, employers and overall economic development.
- Give each participant an opportunity to benefit from the full range of experience and expertise of those present
- Establish a future vision for WHCCD in reference to the three priorities
- Establish a priority list of next steps focusing on high yield strategies likely to move WHCCD forward as a robust contributor to the Central Valley – its people, its culture and its economy.

SS. Student Success Workshop

July 14, 2010

9:00 a.m.-12 noon

SS 1. Goals and Agenda

SS 1.1 Goals

- Focus attention and confirm strategies to strengthen WHCCD's student success culture
- Briefly review accomplishments since the last strategic planning session
- Achieve common definition/understanding of student success
- Engage best thinking of participants
- Understand strategies and related metrics tied to improve student success

SS 1.2. Agenda

- Welcome Dr. Gornick
 - What is student success?
 - Why does student success demand our attention?
 - We need your help to strengthen our thinking as we formulate the most effective strategies, focus attention, and seek to enhance student success.

- Introductions/brief warm up Facilitators/All

- Review of goals and accomplishments - Dr. Gornick, Pedro Avila
 - Scorecard review
 - New metrics related to student success

- Distance Education Trends (opportunities to support student success in a world of reduced resources) - Susan Whitener

Student Success Workshop – Agenda (continued)

- Facilitated Group Discussions Facilitators/All
 - Identify barriers to student success [informed by IR data]
 - Identify strategies to reduce/eliminate barriers
 - What should we be doing more of?
 - What should we be doing differently?
 - What should we stop doing?
 - Prioritize student success strategies/goals and refine metrics as appropriate
- Next Steps Facilitators/All
- Close Dr. Gornick

SS 2. Student Success – As Defined by Participants

Working in table groups, participants reflected on their personal interpretation of the phrase “student success” as it relates to formal education in order to identify and reach consensus regarding characteristics that describe student success and help to provide an operational definition. For the purposes of the planning session “student success” may encompass a range of meanings including:

- Personal growth: enhanced self-esteem, socialization skills, improved critical thinking skills and content mastery
- Becoming self sufficient, contributing member of society
 - Employed or otherwise productively engaged with the world
 - Active and inquiring mind
- Accomplishing individual goals as enumerated by each student: graduate with degree, transfer, successful participation in selected courses, gaining a certificate, advancing in career or broadened employment opportunities
- Completion of a specific degree or certificate program
- Transfer to a 4-year institution
- Detailed exploration of a student’s interest in a specific subject or body of knowledge
- Completing a specific course or courses for personal, career or academic reasons

SS 3. Individualize Educational Planning

Clearly, for WHCCD and for WHCCD students, “student success” means many things. Institutionally, student success tends to be measured in persistence – at the micro level course to course, semester to semester and at the macro level, degree or certificate completion. At a deeper level, the key to understanding and assisting students to achieve their definition of success is knowledge of their individualized educational plans. Currently an underutilized mechanism exists to assist students to think through and create their individualized educational plans. Although the details of the individualized educational planning process were not fully explored in the planning session, there was general agreement that more students could benefit from the process. WHCCD should seek to increase the number of students developing personalized education plans with the support of trained WHCCD personnel. Key elements of the educational planning process include:

- Identifying personal goals—each student defines his/her own
- A viable educational pathway to reaching individual goals
- A delineation of and access to appropriate support services
- An emphasis on lifelong learning with encouragement to continue to the next level
- Consideration of certificate and degree options including transfer to upper division programs
- Personal growth/education
- Leadership development

SS 4. Student Success—New Ideas and Opportunities for Improvement at WHCCD

Following the work on defining student success and the role of individualized student educational planning, attention was directed to a consideration of new ideas (brainstorming) and opportunities for WHCCD to positively influence student success. Briefly stated, the results of these discussions suggest the following opportunities:

- Creating/emphasizing a culture that is fixated on student success,
- Employing technology to a greater degree to promote and monitor individualized student educational plans,
- Establishing systems/processes that reinforce the need for and uses of individualized student educational plans,
- Expanding opportunities for partnerships, tutoring, and advising in support of the educational planning process, providing periodic review and updating of student plans – encouraging the talented to excel, engaging those at risk to help them persist and managing a process that encourages greater numbers to complete degree and certificate requirements.

SS 5. Topics for Further Consideration

1. **Open access vs. more rigorous criteria for student placement in programs.** Is it time to re-think/establish entrance criteria for admission to certain programs?
2. **Clarify the definition of student success:** Externally imposed (degree and certificate completion) vs. student success goals generated through the educational planning process. Which is the priority for WHCCD?
3. **Enhanced tools to support student success.** Determine priority and necessary investment in order to:
 - a. Enhance orientation to programs of study.
 - b. Increase student participation in the educational planning process. Currently 80% of WHCCD student lack individual educational plans. Do these plans correlate with persistence and degree/certificate attainment? Does there need to be a process that engages students in face-to-face relationship-building leading to individualized educational planning with trained West Hills professionals?
 - c. Encourage all students to participate in an educational assessment process in order to guide appropriate course placement. Does the management of this process need to be improved? Are there opportunities for students to assume responsibility through online assessment strategies?
 - d. Clarify the role of individualized assistance and follow-up regarding individual educational plans.
 - e. Strengthen the early warning alert system regarding student persistence and performance.
 - f. Re-design appropriate orientation programs based on age, stage in educational process.
 - g. Provide more opportunities for career planning including service learning internships, work experience, etc.
 - h. Enhance tutoring and mentoring services.
 - i. Create a more formal “first year” experience.
 - j. Ensure adequate resources to address student financial aid needs.
 - k. Re-think the role of the college catalog – consider its current form and ensure consistency of information about programs and services in all modes of WHC information dissemination.
 - l. Expand extracurricular opportunities to emphasize student life and reasons to engage outside of class.
4. **Improved systems and processes internal to WHCCD**
 - a. Ensure access to courses needed to graduate—including expanded access to on-line courses.
 - b. Establish a 1-year schedule/calendar of courses.
 - c. Enhance collaboration between instruction and student services.
 - d. Expand hours for support services: counseling, financial aid, help desk, food service.
 - e. As processes change (due to technology) be sure that key constituents, internally and externally, knows what the changes are and how to access/use them.

5. **College going culture**
 - a. Strengthen K-12 relationships to develop early identification system for likely West Hills students in order to begin outreach to potential 1st generation students and families; be culturally sensitive; encourage gifted and talented students to choose and then be well served by WHCCD.
6. **Customer Service**
 - a. First impressions are key to continuing positive relationships.
 - b. Need mechanisms to respond to those who are lost, intimidated, confused, unsure.
 - c. Student ambassador program.
 - d. Welcome week.
 - e. Name badges.
 - f. Emphasize customer-friendly approaches through communications and personal interaction.
7. **Partnerships**
 - a. Engage in more extensive collaboration with K-12 systems.
 - b. Coordinate student support programs for prospective students and current students.

SS 6. Priority List – Areas for Improvement

Participants ranked the totality of items identified by the table groups and identified the following as priorities most likely to strengthen student success at WHCCD.

1. Emphasize the “First Year Experience”-think beyond “this semester.”
2. Build comprehensive one-year course schedules/calendars.
3. Create a “process map” to assist students in drafting individualized educational plans.
4. Design and resource a student-to-student ambassador program.
5. Expand placement testing and associated academic counseling – support developmental programming, general programming and specially targeted efforts for the gifted and talented.
6. Streamline processes for financial aid and identify additional funding sources for emergency and special purpose financial aid.
7. Expand and introduce more effective applications involving social media – communicating the look and feel of WHCCD institutions; engage prospective students in individualized, user friendly efforts to construct educational plans; build a broader-based virtual community of persisting WHCCD students.

8. Cultivate a culture of connections/relationships—make it “cool” to be connected with the WHCCD community – face to face and virtually – emphasizing the benefits of student-to-student, faculty-to-student networks.

SS 7. Immediate Next Steps – As identified by participants using the open-space planning technique

1. Develop metrics relevant to WHCCD definitions of student success – with targets set through 2015. Examples include: number of students working from individualized educational plans, relative success of those following educational plans, persistence measures (course to course and semester to semester), measures of degree and certification completion, individualized transfer and transfer success data
2. Prioritize opportunities for “program and process improvement and new ideas” identified in previous sections of this report and create implementation plans.
3. Communicate results of Student Success Planning to all faculty/staff – identify and distribute a short list of talking points to be used/referred to by workshop participants.
4. Establish and continue to strengthen a detailed inventory of the tools available to promote student success – oversee and coordinate their use – provide training and supportive technology to faculty and staff.
5. Clarify assignments – make it clear who is responsible for each element of the student success strategy – establish the longer term goals and intermediate milestones – provide conspicuous support and encouragement to the formal and informal leaders charged with moving WHCCD to a demonstrably higher level of student success.

HSO. High School Outreach Workshop
July 14, 2010
1:00-4:00 p.m.

HSO 1. Goals and Agenda

HSO 1.1. Goals

- Focus attention and practical action on increasing the college-going culture among high school students/graduates in the Central Valley
- Identify and share what WHCCD and high schools are currently doing to encourage college enrollment in general and, more specifically, enrollment at WHCCD colleges—the “IS MAP”
- Engage the best thinking of participants to outline strategies to strengthen the college-going culture in the Valley
- Co-create strategies and related metrics to increase enrollment of area high school graduates at WHCCD colleges

HSO 1.2. Agenda

- Welcome Dr. Gornick
 - Why education beyond high school is important—to students, families, economic development, and the Valley
 - WHCCD is a partner with the public schools, helping students to succeed beyond high school; increased college attendance and student success is our bottom line goal
 - We are eager to work with you to increase the college-going culture of the Valley and to make WHCCD colleges a top choice for your graduates
- Introductions/brief warm up Facilitators/All
- Current high school participation data and Cal Pass Pedro Avila
- What are we currently doing to encourage college attendance?
 - WHC outreach strategies including Early Registration for High School Graduates Sylvia Dorsey/Jill Stearns
 - High school strategies High School Principals

High School Outreach Workshop Agenda Continued

- Break
- Facilitated Work Topics Facilitators/All
 - Identify barriers to college enrollment anywhere and at WHCCD colleges
 - Identify collaborative strategies to reduce/eliminate barriers.
 - What should we be doing more of?
 - What should we be doing differently?
 - What should we stop doing?
 - Prioritize strategies/goals and define metrics
 - Determine how/how often to communicate results/issues
- Next Steps Facilitators/All
- Close Dr. Gornick

HSO 2. “IS MAP” of High School efforts (outline of current school/college initiatives as described by principals and superintendents attending the workshop)

HSO 2.1. Lemoore High School (LCS)

General

- Cal State Fresno president’s scholarship
- Fresno State—weekly mentoring at LHS

Specific to WHCCD

- LHS all seniors apply to WHC
- LHS works actively with WHC counselors to do on-site advising with LHS students
- Attend WHC classes while in high school
- WHC faculty visit high school campus
- Raised questions regarding Cal-PASS. Is data complete? Who is responsible?

HSO 2.2. Coalinga High School

Specific to WHCCD

- Pathways-Perkins—just starting to collaborate with WHC on this
- Established lists of students going to WHC—work with WHC advisors
- Articulations/dual enrollment
- Need “IS MAP” of informal activities in place with faculty and other personnel

HSO 2.3. Faith Christian Academy (FCA) - Independent (Private)

Specific to WHCCD

- WHC administers placement test at FCA, discusses curriculum pathways
- Enroll 8th graders at WHC—removes fear of unknown
- WHC administers placement test at FCA, discusses curriculum pathways
- Students take field trips to WHC
- Dual credit—college is free while students are still in high school

HSO 3. Addressing High School Outreach Goals

HSO 3.1. Participants working in table groups confirmed the importance of the following goals:

- Improving the College Going Culture in the Valley, and
- Benchmarking the participation rate at WHCCD of students from feeder schools in the WHCCD service region at or above the state average for California community colleges

HSO 3.2. With specific reference to WHCCD table groups recommended:

- WHCCD increase efforts to learn from K-12 systems what they are doing now to encourage a college-going culture, and
- Prioritize approaches identified in HSO 2 (above) together with additional new ideas in order to determine where to increase emphasis and focus resources.

HSO 3.3. Priorities identified include:

- 1) Website (29 votes) - enhance the WHCCD website (including the Colleges and Centers) making the presentation more user-friendly, creative, interesting and useful. Include a “student planning” application to try out various programs and also a twelve month calendar of courses for use in students’ individual educational planning as suggested in the Student Success portion of the WHCCD plan.
- 2) Communications (28 votes)—
 - Emphasize enhanced communication with K-12 systems including:
 - a. Engagement with professional colleagues in K-12 schools
 - b. Students starting at the middle schools – identify prospective students early, encourage all to enroll in college, make special efforts with the gifted and talented with regard to opportunities and choices in higher education, etc.
 - c. Parents – cultivate and involve parents in encouraging students to move on to WHCCD colleges and centers.
 - Employ the full range of communications tools including:
 - a. Surveys/focus groups of students and other key audiences to determine WHCCD features to emphasize, best modes/times of communication, etc.
 - b. Establish capability to “Know” when a student enters the WHCCD data system (initial inquiry) and then enable the system to automatically create a systematic follow-up process
 - c. Develop protocols to effectively engage the full range of communications tools—social media, web, print, email, phone, FTF, etc. at tolerable cost to the system
 - d. Ensure that timely, up-to-date, consistent and accurate information is available across WHCCD, reinforce the need for regular contact and share information appropriate to various target audiences
 - e. Enhanced E-Team capability (materials, presentations, communications skills, and always dressed for success).
- 3) Road Map (22 votes)
 - a. Invest in a comprehensive enrollment management process
 - b. Design straightforward pathways that make clear and accessible the way from High School to West Hills to certificates, associate degrees and bachelor’s degrees – emphasize that support is available along the way to enhance the likelihood of student success and completion
 - c. Make the pathways easy to navigate electronically, including simplified search and find

- d. Build cohort groups—package degree programs to be completed in two years leading to transfer
 - c. Ensure that everyone in the region’s high schools completes an application and takes placement tests—build momentum with sophomore/junior outreach
 - f. Streamline all WHCCD policies, procedures and curriculum before mapping success pathways
 - g. Exaggerate the user-friendliness of WHCCD—simplify the processes required to get information and transact business
- 4) Field Trips to West Hills colleges (20 votes)
- a. Organize or provide transportation to and from WHCCD campuses – partner with K-12s
 - b. Create “breathtaking” College Day Programs for visiting secondary school students
- 5) Connect High School Counselors to WHCCD Portal (15 votes)
- 6) Enhanced presence of West Hills in the public schools and independent schools (11 votes)
- a. Be present on K-12 campuses—via technology and in person
 - b. Attend school and community events—be visible and approachable and able to share the WHCCD story

HSO 4. Immediate Next Steps (responsible party noted in () as identified by session participants)

- HSO 4.1. Start now to provide portal access to high schools (Pedro Avila)***
- HSO 4.2. Complete “IS MAP” of formal and informal processes that contribute to WHCCD/high school outreach – Create matrix describing who is doing what (Chancellor/Presidents to determine assignments and oversee liaison with the school systems)***
- HSO 4.3. Hold strategic planning session between WHCCD and high schools in early-mid August (Chancellor/Presidents and superintendents) to strengthen current efforts and outline steps to implement additional WHCCD/high school efforts***
- HSO 4.4. Improve communication with students who are in the pipeline now (Registrar/IT)***
- HSO 4.5. Examine project management tools and select one that may help with this process (Pedro Avila)***
- HSO 4.6. Communicate WHCCD goals/metrics for enrollment of high school students at WHCCD—expectation is to enroll numbers at or above the state average of college-going students from area high schools at West Hills (Pedro Avila)***
- HSO 4.7. Identify process to implement early registration with high school students—criteria, timing, etc. (As assigned by Presidents)***
- HSO 4.8. Provide summary of today’s goals, work and next steps to all who need to know (Chancellor)***

EWD. Economic and Workforce Development Workshop

July 15, 2010

9:00 a.m.- 4:00 p.m.

EWD 1. Goals and Agenda

EWD 1.1. Goals

- Identify Strengths and Opportunities that may exist in the Central Valley
- Envision the “new or emerging economy” in the Central Valley
- Identify workforce development requirements for the new economy
- Focus attention and identify practical action steps – by engaging the best thinking of participants
- Co-create strategies to effectively shape the new economy
- Co-create strategies for meeting related workforce development needs

EWD 1.2. Agenda

- Welcome Dr. Gornick
 - The Central Valley must be prepared to shape and respond to the new economy in order for the region and families to survive and thrive
 - WHCCD and its colleges are strategic partners in planning for and helping to create road maps to provide hope as our economy is transformed
 - We’re partners in workforce development, helping students and businesses to succeed
 - We want to draw on your best thinking today to help envision our economic and workforce future
- Today’s Central Valley Economy WIB and EDC Representatives
- Brief Overview: Current WHCCD Workforce Development Activity Carole Goldsmith

Economic and Workforce Development Workshop Agenda (continued)

- Introductions and Table Discussions
Valley Strengths and Opportunities Facilitators/All
- Working Groups: Trends that will Impact
the Future of the Central Valley
- Working Groups: Comparing the current Central Valley Workforce
with what will be needed in three to five years
- Working Groups: Workforce Gaps/Needs/Social Consequences
- Working Groups: Our Future Vision for Economic Development
in the Central Valley
- Working Groups: Our Vision in Action
- Working Groups: Roles and Opportunities
 - Who does what?
 - Who else needs to be at the Table?
- Working Groups: Communications Strategies
- Working Groups: Next Steps
- Close Dr. Gornick

EWD 2. Strengths inherent in the Central Valley

Working in table groups participants were asked to identify the strengths common to the Central Valley. The question posed was “What Central Valley attributes would you stress in order to convince friends and relatives to invest in or relocate here?” The responses are as follows:

- Affordable cost of living
- Quality of life
- Diversity – people
- Willing and effective collaboration among post-secondary institutions
- Geographic location – ease of access to many resources – reasonable distance to Pacific beaches, major cities, outdoor recreation,
- Temperate weather/climate – number of “sun days” and the connection to solar power generation
- Workable population density – the ratio of people to land area is relatively low and attractive to those seeking fewer people and more space
- Agriculture - abundance of locally produced, high quality food
 - Crop diversity
 - Resources in support of agriculture
 - Research –technology (industry driven)
 - Workforce
- The region has the ability to accommodate growth
- The people of the Valley are community oriented
- Abundance of educational access – quality institutions, wide variety of programs and effective supportive services
- Values held and expressed in practice—strong work ethic, neighborly, welcoming.

EWD 3. Opportunities inherent in the Central Valley

Working in table groups participants were asked to identify the opportunities inherent in the Central Valley. The question posed was “What opportunities are most apparent for economic development in the Central Valley? The responses are as follows:

- Capacity to absorb and deal effectively with growth
- Branding the Valley—what do we want people to know and remember about us; telling our story
- Strengthen collaboration between colleges, universities, public schools, local, state and federal agencies, WIBs, and business
- Changing workforce needs in agriculture
- Environmental issues that have potential to create jobs (e.g. water)
- Collaboration to seek funding from federal/state sources
- Large and willing workforce
- Attract businesses from high cost urban areas
- Opportunities to add value to commodities
- NAS Lemoore high tech industries
- Develop water and energy resources
- Diverse population available for training
- Basic skills training with technical training integrated
- Educational infrastructure
- Diversity of employment opportunities
- Accessible via interstate, air
- Vertical integration of agriculture
- Alternative energy – “Solar Sun Days a Valley Energy Resource”
- Business retention and expansion

EWD 4. Trends –Identified by participants as most likely to influence the future success of WHCCD in contributing to workforce and economic development– either as a helping trend or as a hurting trend

Working in small task groups, participants identified a broad range of trends in assigned categories including “Environment/natural resources,” “Social/demographic,” “Government/regulatory,” “Investment opportunities,” “Technology,” and “Competition.” Trends identified were in turn, prioritized using a three choice open voting system. Trends perceived by participants to have the greatest influence on the future contribution of WHCCD to workforce and economic development are summarized as follows.

EWD 4.1. Social/Demographic

Helping Trend

- Aging population—the region may be a target for retirement living. (6 votes)

Hurting Trend

- Lack of basic academic skills among students. (6 votes)
- Negative consequences of state economic condition. (11 votes)

EWD 4.2. Government/regulatory

Hurting

- More regulation, much of it focusing on air quality (11 votes)

EWD 4.3. Investment opportunities

Helping Trend

- Energy efficiency and renewable energy resources (solar) (18 votes)

Hurting Trend

- Lack of capital availability (5 votes)
- Land use balancing (4 votes)

EWD 4.4. Competition

Helping Trend (How the Valley is meeting the competition)

- WHCCD on-line distance learning (17 votes)
- Quality of WHCCD education in general (4 votes)
- WHCCD workforce training (1 vote)
- The Valley has readily available, strong educational resources (3 votes)
Total of 25 votes recognizing the various forms of education at WHCCD and the availability of quality educational resources throughout the Valley – “educational opportunity - a sustaining asset for the valley”
- The Valley is becoming more conscious of its positive attributes and adept at perfecting and broadly sharing the positive Valley story (4 votes)

EWD 5. Future Vision

The Future Central Valley will:

- Offer a seamless web of education: K-12, community college, universities –in support of economic development
- Provide a culture of support for businesses and entrepreneurs
- Keep the knowledge base here
- Be a global hub for agricultural education; advancing agricultural technology
- Be California’s center for renewable resource industries and training; there is a role for education in teaching people about impending consequences of regulation and legislation
- Be a center for entrepreneurial activity—with special emphasis on environmental innovations
- The place where today’s workforce meets tomorrow’s technology
- Be a great place to live, work and play
- Be California’s economic experiment in building the future economy—a tax and regulation free zone (like charter schools) in coordination with the region’s tribal governments

EWD 6. Vision in Action

The Central Valley will focus on:

- 1) Becoming California's center for renewable resource industries and training
- 2) Educating
 - a) Employers/business and employees
 - b) Contractors—residential and commercial
 - c) Residents
- 3) Retaining business—providing support for business lifecycle training—introducing new methods and processes, attracting new technologies
- 4) Communicating
 - a) What is our economic development vision? Our Central Valley “brand promise?”
 - b) Who is the audience?
 - c) What do we want them to do?
 - d) Where/how do we reach them?
- 5) Aligning resources around the vision
- 6) Becoming the global hub for agricultural education – the Valley will host visiting delegations from countries worldwide who come to learn about vertical integration of farm to market, low water crops and 21st century use of minimal pesticides, water and fertilizers
- 7) Training health care workers for the aging population; cultural sensitivity; collaborate with health care organizations re: current needs in health care training, e.g. educational reform

- 8) Creating a culture of expectation among faculty/staff—help students to “see” that the classes they are taking lead to job readiness and employment
- 9) Supporting employer retention strategies through incumbent worker training
- 10) Considering technology applications as part of tool kit for education and training
- 11) Communicating internally the process for employer feedback—identify ways in which the process can be improved
- 12) Developing a plan to acquire the educational lead role in the California center for renewable resource industries and training
- 13) Providing appropriate advocacy for partners who are seeking grant funding for related projects
- 14) Defining WHCCD’s role in promoting the “centers of excellence” concept (agriculture, energy, entrepreneurship), including consideration of incubation and technology transfer
- 15) Identifying resources for entrepreneurial education

EWD 7. Immediate Next Steps

EWD 7.1. Share results of planning day with internal and appropriate external audiences—in summary form

EWD 7.2. Provide executive cabinet report for Board of Trustees

EWD 7.3. Develop strategies, time lines, etc. for 5-year plan

EWD 7.4. WIB-EDC - share and communicate more regularly to foster alignment of vision and plans

Note: All attachments to be provided by WHCCD

Attachment A

Names of participants in each of the three planning workshops

Attachment B

PowerPoint: Review of Goals and Accomplishments

Attachment C

PowerPoint: Distance Education Trends

Attachment D

PowerPoint: College Going Rates

Attachment E

PowerPoint: WHC Outreach Strategies

Attachment F

Economic Development PowerPoints and Handouts

Community College Survey of Student Engagement
Means Summary Report: All Students

West Hills College Lemoore

Item	Class	Your College		Other Small Colleges		2008 CCSSE Cohort	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
		All Student N = 423		All Other Small N = 11700		All Other Colleges N = 247000	

COLLEGE ACTIVITIES

Academic, Intellectual and Social Experiences

4. In your experiences at this college during the current school year, about how often have you done each of the following? *1=Never 2=Sometimes 3=Often 4=Very often*

Item	Class	Mean	Std. Dev.	Effect Size	Significance
a. Asked questions in class or contributed to class discussions	All Students	2.93	2.96		
b. Made a class presentation	All Students	2.18	2.05		
c. Prepared two or more drafts of a paper or assignment before turning it in	All Students	2.56	2.47		
d. Worked on a paper or project that required integrating ideas or information from various sources	All Students	2.82	2.71		
e. Came to class without completing readings or assignments	All Students	1.83	1.84		
f. Worked with other students on projects during class	All Students	2.65	2.49		* 0.21
g. Worked with classmates outside of class to prepare class assignments	All Students	1.96	1.96		
h. Tutored or taught other students (paid or voluntary)	All Students	1.33	1.38		
i. Participated in a community-based project as a part of a regular course	All Students	1.31	1.32		
j. Used the Internet or instant messaging to work on an assignment	All Students	3.00	2.84		
k. Used email to communicate with an instructor	All Students	2.53	2.52		
l. Discussed grades or assignments with an instructor	All Students	2.55	2.56		
m. Talked about career plans with an instructor or advisor	All Students	2.10	2.09		

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College		Other Small Colleges		2009 CCSSE Cutoff	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.

COLLEGE ACTIVITIES

Academic, Intellectual, and Social Experiences continued

1=Never, 2=Sometimes, 3=Often, 4=Very often

n. Discussed ideas from your readings or classes with instructors outside of class	All Students	1.77	1.78	1.73		
o. Received prompt feedback (written or oral) from instructors on your performance	All Students	2.76	2.68	2.66		
p. Worked harder than you thought you could to meet an instructor's standards or expectations	All Students	2.55	2.56	2.53		
q. Worked with instructors on activities other than coursework	All Students	1.37	1.44	1.40		
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	All Students	2.68	2.57	2.56		
s. Had serious conversations with students of a different race or ethnicity than your own	All Students	2.70	2.29	2.37	0.40	0.32
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	All Students	2.48	2.30	2.33		
u. Skipped class	All Students	1.61	1.54	1.57		

Character of Mental Activities

5. During the current school year, how much has your coursework at this college emphasized the following mental activities?

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	All Students	2.82	2.81	2.82		
b. Analyzing the basic elements of an idea, experience, or theory	All Students	2.85	2.82	2.84		
c. Synthesizing and organizing ideas, information, or experiences in new ways	All Students	2.72	2.70	2.71		
d. Making judgments about the value or soundness of information, arguments, or methods	All Students	2.66	2.54	2.55		
e. Applying theories or concepts to practical problems or in new situations	All Students	2.83	2.85	2.84		
f. Using information you have read or heard to perform a new skill	All Students	2.77	2.78	2.75		

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College		Other Small Colleges		2009 CCSSE Cohort	
		Mean	Sig.	Mean	Sig.	Mean	Effect Size
COLLEGE ACTIVITIES							
Reading and Writing		1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20					
6. During the current school year, about how much reading and writing have you done <u>at this college</u> ?							
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	All Students	2.81		2.89		2.86	
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	All Students	2.12		2.06		2.08	
c. Number of written papers or reports of any length.	All Students	2.88		2.84		2.83	
Nature of Exams		1=Extremely easy to 7=Extremely challenging					
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college							
All Students	5.04		5.05		5.00		
OPINIONS ABOUT YOUR SCHOOL							
Institutional Emphasis		1=Very little, 2=Some, 3=Quite a bit, 4=Very much					
9. How much does <u>this college</u> emphasize each of the following?							
a. Encouraging you to spend significant amounts of time studying	All Students	3.00		2.97		2.96	
b. Providing the support you need to help you succeed at this college	All Students	3.05		2.98		2.96	
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	All Students	2.71		2.45	* 0.26	2.47	* 0.24
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	All Students	2.05		1.96		1.93	
e. Providing the support you need to thrive socially	All Students	2.27		2.15		2.11	
f. Providing the financial support you need to afford your education	All Students	2.49		2.48		2.38	
g. Using computers in academic work	All Students	3.27		3.15		3.11	

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College		Other Small Colleges		2009 CCSSE Cohort	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.

WEEKLY ACTIVITIES

10. About how many hours do you spend in a typical 7 - day week doing each of the following?		0=None, 1=1-5 hours/week, 2=6-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5=More than 30 hours/week					
a. Preparing for class (studying, reading, writing, researching, doing homework, or other activities related to your program)	All Students	1.88	1.93			1.90	
b. Working for pay	All Students	2.95	3.04			3.19	
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	All Students	0.25	0.31			0.27	
d. Providing care for dependents living with you (parents, children, spouse, etc.)	All Students	2.07	1.98			1.79	
e. Commuting to and from classes	All Students	1.25	1.33			1.32	

Quality of Relationships

11. Mark the box that best represents the quality of your relationships with people at this college.		1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging					
a. Relationships with other students	All Students	5.48	5.60			5.43	
		1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic					
b. Relationships with instructors	All Students	5.66	5.74			5.67	
		1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible					
c. Relationships with administrative personnel (and offices)	All Students	4.81	5.15	*	-0.22	4.98	

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College		Other Small Colleges		2009 CCSSE Cohort	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
EDUCATIONAL AND PERSONAL GROWTH							
Knowledge, Skills & Personal Development							
12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?							
1=Very little, 2=Some, 3=Quite a bit, 4=Very much							
a. Acquiring a broad general education	All Students	3.00	2.95			2.94	
b. Acquiring job or work-related knowledge and skills	All Students	2.90	2.57			2.58	
c. Writing clearly and effectively	All Students	2.75	2.70			2.69	
d. Speaking clearly and effectively	All Students	2.70	2.62			2.60	
e. Thinking critically and analytically	All Students	2.88	2.90			2.87	
f. Solving numerical problems	All Students	2.54	2.52			2.59	
g. Using computing and information technology	All Students	2.83	2.78			2.71	
h. Working effectively with others	All Students	2.83	2.77			2.71	
i. Learning effectively on your own	All Students	2.94	2.93			2.89	
j. Understanding yourself	All Students	2.88	2.62			2.58	
k. Understanding people of other racial and ethnic backgrounds	All Students	2.55	2.34	*	0.21	2.36	
l. Developing a personal code of values and ethics	All Students	2.43	2.38			2.34	
m. Contributing to the welfare of your community	All Students	2.08	2.04			2.00	
n. Developing clearer career goals	All Students	2.74	2.70			2.64	
o. Gaining information about career opportunities	All Students	2.69	2.60			2.53	

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College			Other Small Colleges			2008 CCSSE Cohort		
		Mean	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size		
STUDENT SERVICES										
13.1 How often do you use the following services?		<i>0=Don't know/NA, 1=Rarely/never, 2=Sometimes, 3=Often</i>								
a. Frequency: Academic advising/planning	All Students	1.74	1.80			1.75				
b. Frequency: Career counseling	All Students	1.58	1.43	*	0.23	1.43	*	0.23		
c. Frequency: Job placement assistance	All Students	1.27	1.28			1.24				
d. Frequency: Peer or other tutoring	All Students	1.27	1.46	*	-0.28	1.46	*	-0.27		
e. Frequency: Skill labs (writing, math, etc.)	All Students	1.77	1.73			1.71				
f. Frequency: Child care	All Students	1.23	1.21			1.18				
g. Frequency: Financial aid advising	All Students	1.81	1.66			1.79				
h. Frequency: Computer lab	All Students	2.07	2.16			2.10				
i. Frequency: Student organizations	All Students	1.35	1.38			1.34				
j. Frequency: Transfer credit assistance	All Students	1.63	1.56			1.55				
k. Frequency: Services to students with disabilities	All Students	1.30	1.31			1.29				

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College		Other Small Colleges		2008 CCSSE Cohort		
		Mean	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size
STUDENT SERVICES								
13.2 How satisfied are you with the services?								
<i>0=None, 1=Not at all, 2=Somewhat, 3=Very</i>								
a. Satisfaction: Academic advising/planning	All Students	2.22	2.26			2.22		
b. Satisfaction: Career counseling	All Students	2.15	2.07			2.05		
c. Satisfaction: Job placement assistance	All Students	1.77	1.88			1.83		
d. Satisfaction: Peer or other tutoring	All Students	1.97	2.17	*	-0.29	2.15	*	-0.28
e. Satisfaction: Skill labs (writing, math, etc.)	All Students	2.28	2.27			2.26		
f. Satisfaction: Child care	All Students	1.76	1.90			1.77		
g. Satisfaction: Financial aid advising	All Students	2.25	2.25			2.19		
h. Satisfaction: Computer lab	All Students	2.59	2.52			2.48		
i. Satisfaction: Student organizations	All Students	2.02	2.00			1.97		
j. Satisfaction: Transfer credit assistance	All Students	2.16	2.00			2.07		
k. Satisfaction: Services to students with disabilities	All Students	2.12	2.04			2.01		

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College			Other Small Colleges			2008 CCSE Cohort		
		Mean	Mean	Effect Size	Mean	Effect Size	Mean	Effect Size		
STUDENT SERVICES										
13.3 How important are the services to you? 1=Not at all, 2=Somewhat, 3=Very										
a. Importance: Academic advising/planning	All Students	2.57	2.52		2.51					
b. Importance: Career counseling	All Students	2.51	2.28	0.30	2.29	0.28				
c. Importance: Job placement assistance	All Students	1.98	2.05		2.02					
d. Importance: Peer or other tutoring	All Students	2.09	2.10		2.10					
e. Importance: Skill labs (writing, math, etc.)	All Students	2.23	2.19		2.18					
f. Importance: Child care	All Students	1.81	1.76		1.74					
g. Importance: Financial aid advising	All Students	2.36	2.44		2.38					
h. Importance: Computer lab	All Students	2.43	2.48		2.44					
i. Importance: Student organizations	All Students	1.83	1.84		1.83					
j. Importance: Transfer credit assistance	All Students	2.31	2.21		2.24					
k. Importance: Services to students with disabilities	All Students	2.07	2.05		2.04					

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College			Other Small Colleges			2003 CCSSE Cohort		
		Mean	Mean	Sig. Effect Size	Mean	Sig. Effect Size	Mean	Sig. Effect Size		
COLLEGE EXPERIENCES										
14. How likely is it that the following issues would cause you to withdraw from class or from this college? <i>1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely</i>										
a. Working full-time	All Students	2.40	2.14	* 0.23	2.17					
b. Caring for dependents	All Students	2.16	1.93	* 0.21	1.92					
c. Academically unprepared	All Students	1.74	1.64		1.68					
d. Lack of finances	All Students	2.37	2.43		2.40					
e. Transfer to a 4-year college or university	All Students	2.62	2.30	* 0.26	2.46					
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>										
15. How supportive are your friends of your attending this college?	All Students	3.34	3.27		3.23					
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>										
16. How supportive is your immediate family of your attending this college?	All Students	3.59	3.54		3.50					
<i>0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5= over 60 credits</i>										
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	All Students	1.94	2.04		2.02					
<i>1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more</i>										
25. How many classes are you presently taking at OTHER institutions?	All Students	1.55	1.42		1.42					
<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>										
27. How would you evaluate your entire educational experience at this college?	All Students	3.19	3.18		3.16					

West Hills College Lemoore

Educational Master Plan
2008



V.4.2
December 2, 2008

President's Message



West Hills College Lemoore, one of California's newest community colleges, is well prepared to meet the educational needs of the twenty-first century. Our Educational Master Plan will demonstrate that we are on the cutting edge and have the capacity to adapt to new and emerging educational technologies to serve a wide variety of student needs.

Our facilities, instructional programs, support services, and technology are state of the art and will allow us to keep pace in an ever-changing environment. As you read through our Educational Master Plan, you will see how we value our demographic and student data in the decision making processes. We also utilize information from our area employers in job forecasting and training needs. Information is vital to keeping our offerings current and providing the support mechanisms and resources to ensure our students are the best educated and prepared to reach their educational goals.

The development of a comprehensive educational master plan requires many hours of planning, discussions, meetings, and research involving all constituents throughout the college and also district office personnel. A plan of this nature not only informs us about who we are, but where we will be heading for the next several years. Our plan will serve as a foundation, but it also will be a template for many future updates as the college continues to grow and serve the communities of the south valley.

We hope you will find this document to be both informative and also a guide to our continued growth and expansion of the campus. You will continue to see new facilities emerge and new programs come online, adhering to our processes outlined in our Educational Master Plan.

I look forward with great anticipation to the next several years with West Hills College Lemoore.

Don Warkentin
President
West Hills College Lemoore

Acknowledgements

The WHC Lemoore Educational Master Plan (EMP) development process was facilitated by GKK Works planning consultants and by the WHCCD Office of Institutional Effectiveness and Planning. The Office of Institutional Effectiveness was responsible for providing data and coordinated communication between GKK and the college. GKK consultants were responsible for the design of the document, data analysis, key findings and recommendations. The WHC Lemoore EMP framework is based on the Cypress Community College EMP which has been identified as a best practice by the CA Research and Planning group.

The process began with a kick-off meeting on April 18, 2008 to discuss the EMP framework. A follow-up meeting took place on May 13, 2008 where faculty representatives and administrators reviewed the first draft of the EMP and provided feedback and direction. A third meeting was held on July 28, 2008 where a preliminary draft of the EMP was presented to faculty representatives and college administrators. It is important to note that the program goals, found under the instructional section of the EMP, were directly derived from the college's program review documents. During the fall 2008 Duty Day (August 8, 2008), the instructional section of the EMP was reviewed by Lemoore faculty in attendance. The preliminary draft of the EMP is scheduled for a first reading by the Board of Trustees on October 28, 2008 and by the Lemoore Planning and Governance Council on November 6, 2008.

WHC Lemoore is immensely grateful to these individuals who have volunteered to assist with this important plan. Their work will continue as we implement and refine our plan in the coming years. Participants are as follows:

Stephanie Atkinson-Alston - Dean of Educational Services, WHCL
Pedro Avila – Director of Institutional Effectiveness & Planning, WHCCD
Dave Bolt – VP of Educational Services, WHCL
David Babb – Biology Instructor/SLO Coordinator, WHCL
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Stephanie Droker – Work Experience Instructor/Academic Senate President, WHCL
Dr. Carole Goldsmith – Director of Title V/Workforce Connection, WHCCD
Dr. Frank Gornick – Chancellor, WHCCD
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Rene Sanchez – History Instructor/Curriculum President, WHCL
Don Warkentin – President, WHCL
Susan Whitener – Dean of Learning Resources & Web Services, WHCCD

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Intent of the Educational Master Plan

The West Hills College Lemoore Educational Master Plan (EMP) provides a reference point and framework for the future of the college. It includes a thorough data review of the recent past and present of the college's overall instructional program. While maintaining the integrity of the college's vision, mission and strategic goals, the EMP draws a blueprint for implementing emerging educational objectives.

More specifically, the EMP focuses on the service area, students, staff, and programs of West Hills College Lemoore. Matriculation rates from regional high schools provide a basis for enrollment projections. An analysis of economic trends in the area and a review of emerging labor market information inform the consideration of new programs. An examination of instructional programs and disciplines along with student performance assess current effectiveness and point the way for change.

Utilizing this quantitative and qualitative data, key findings have been identified to inform the process for rational planning to occur in a culture of evidence and history. Unanticipated events, emerging issues in the region, and changing demographics in the service area demand that the Educational Master Plan be treated as a living, fluid document that will guide decisions regarding the educational programs of the college.

The EMP is conceived to exist in a cycle of six years. The current iteration comes at the midpoint of the college's accreditation cycle -- following the submittal of the college's Midterm Focused Report to the Accrediting Commission for Community and Junior Colleges. That midterm report was a summary of the college's institutional actions and progress made in response to the prior recommendations of the Accrediting Commission. West Hills College Lemoore is in the process of implementing actions and plans described in the report.

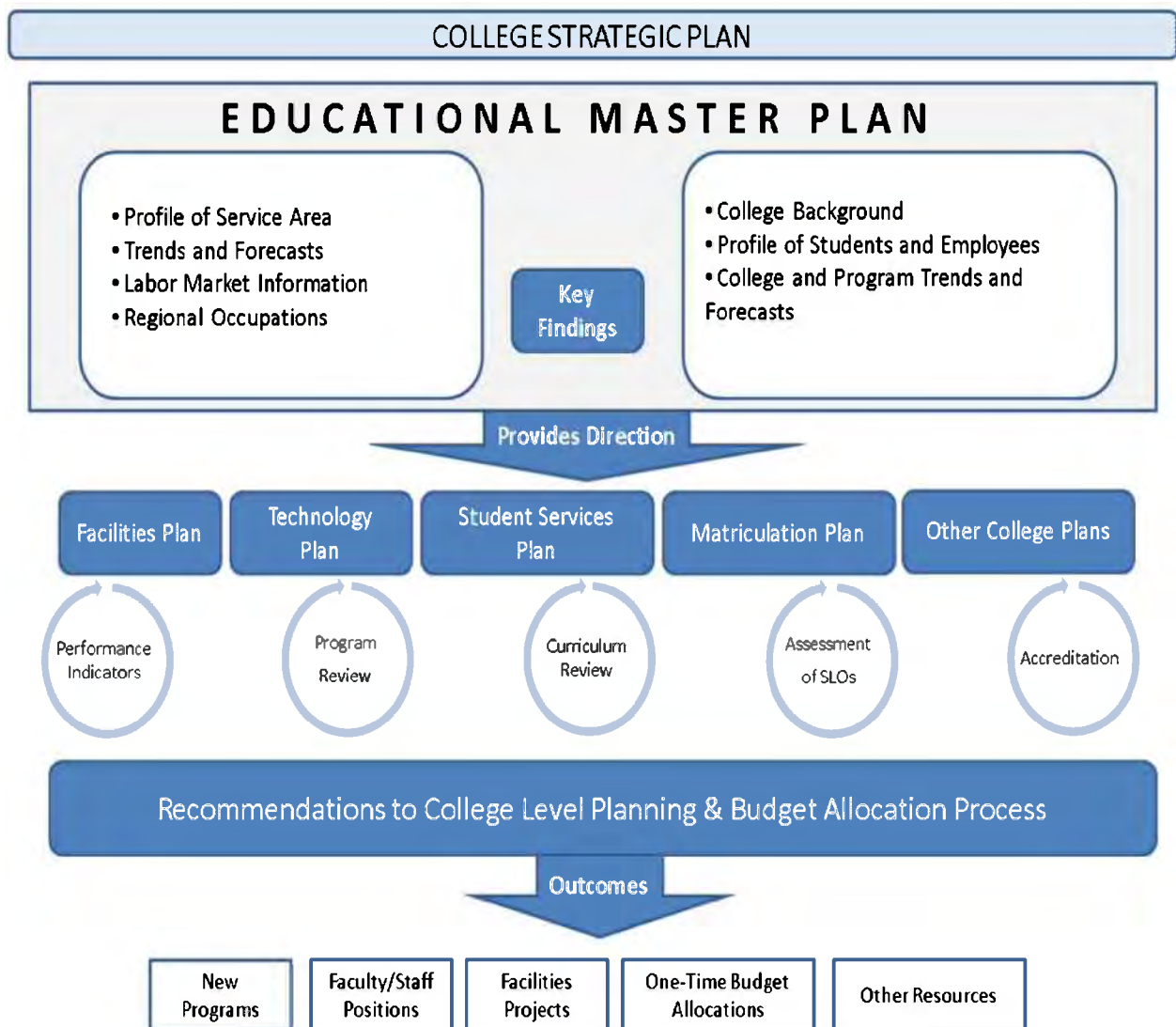
The Educational Master Plan for West Hills College Lemoore is directed by the college's strategic plan and the strategic plan of West Hills Community College District. Both of these plans are cited in the EMP as they provide the overarching direction and core values that guide the college.

Master Plan Framework

This Educational Master Plan of West Hills College Lemoore is being constructed at a particularly important juncture in our history as a college. WHC Lemoore received initial accreditation from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges in June 2006. As one of the newest colleges in the California community college system, we are poised to realize our vision as a premiere, interactive learner-centered college.

Our Educational Master Plan gives direction to the planning processes of the college by providing a clear snapshot of our educational programs. It provides a thorough examination of internal and external trends. It serves as a primary resource for the development and update of other college plans. And it helps to identify our strengths, limitations, and capabilities -- and offer possibilities for the future.

The framework of this plan provides for an Educational Master Plan that is fluid and vital so we can respond to the community we serve.



Section I: College Background

COLLEGE HISTORY

The establishment of a college for the Coalinga Union High School District was proposed in the spring of 1932. The official beginning of the Coalinga Extension Center of Fresno State College dates from October 3, 1932. In September 1941, Coalinga Junior College became an independent unit under the direction of the Governing Board of the Coalinga Union High School District. Construction of a new campus on Cherry Lane near the northern limit of the City of Coalinga was begun on October 3, 1955, and the buildings were occupied on September 13, 1956.

In November of 1961, the voters of Coalinga Union High School District approved the formation of a separate junior college district, and in June of 1962, the voters of Lemoore High School District voted to annex to the college district, as did voters of Riverdale and Tranquillity High School Districts in December of 1962. Effective July 1, 1969, the official name of the college was changed to West Hills College in keeping with the nature of the expanded district.

In order to effectively serve the college district, West Hills College built the North District Center in the city of Firebaugh in 1971. In 1979, the District purchased land in the City of Lemoore, and in 1981, a classroom building and an office were erected. This was the Kings County Center until January 2002. On September 26, 2000, the Board of Trustees signed and accepted the "Agreement of Donation of Land for the West Hills College Lemoore" a generous donation from Robert and Mardell Pedersen and Lionel and Lola Simas.

Opening its doors to students on January 14, 2002, West Hills College Lemoore featured 18 classrooms, a state-of-the-art science wing called a Collaboratory, the largest and most technologically advanced library in Kings County, a multipurpose conference center, a full-service student services and administration building, as well as an outdoor amphitheater for students and community members.

COLLEGE MISSION

WEST HILLS COLLEGE LEMOORE ENRICHES THE LIVES OF OUR STUDENTS AND THE COMMUNITY WE SERVE BY BEING DEDICATED TO QUALITY EDUCATIONAL LEARNING OPPORTUNITIES AND PARTNERSHIPS. THE COLLEGE PROVIDES A POSITIVE ENVIRONMENT THAT IS COMMITTED TO STUDENT LEARNING AND EMPOWERING STUDENTS TO ACHIEVE THEIR EDUCATIONAL GOALS.

COLLEGE VISION

LEARNING THROUGH EXCELLENCE AND INNOVATION.

COLLEGE GOALS

1. WHCL IS COMMITTED TO PROVIDE QUALITY EDUCATION TO STUDENTS AND THE COMMUNITY.
2. WHCL IS COMMITTED TO EMPOWER STUDENTS TO ACHIEVE THEIR EDUCATIONAL GOALS.
3. TO SUPPORT STUDENT LEARNING, WHCL WILL EFFECTIVELY MAINTAIN AND INCREASE ITS RESOURCES AND PRODUCTIVITY.

GUIDING PRINCIPLES

WEST HILLS COLLEGE LEMOORE IS STUDENT-CENTERED AND IS DEDICATED TO PROVIDING HIGH QUALITY LEARNING OPPORTUNITIES. WE ARE GUIDED BY OUR CORE VALUES:

- **ACCESS:** ENSURE ACCESSIBILITY TO ALL OUR PROGRAMS AND SERVICES.
- **COLLABORATION:** EMPHASIZE EFFORTS TO UNDERSTAND AND MEET COMMUNITY NEEDS AND GARNER COMMUNITY SUPPORT. SUPPORT COLLABORATIVE DECISION-MAKING PROCESSES.
- **COMMUNITY:** DEVELOP AND FOSTER A SENSE OF COMMUNITY WITHIN THE COLLEGE.
- **DIVERSITY:** RESPECT AND EMBRACE DIVERSITY IN OUR PROGRAMS AND LEARNING ENVIRONMENTS.
- **EXCELLENCE:** PROVIDE HIGH QUALITY LEARNING, TEACHING, AND SERVICE OPPORTUNITIES.
- **INNOVATION:** SUPPORT INNOVATION AND TECHNOLOGY TO ENHANCE LEARNING ENVIRONMENTS, SERVICES, AND COMMUNICATION.
- **INTEGRITY:** ADVOCATE AND DEMONSTRATE HONESTY, TRUTHFULNESS, EQUITY, AND ETHICS.
- **MUTUAL RESPECT:** PROMOTE AN ENVIRONMENT OF OPEN COMMUNICATION

Section II: Profile of Students, Employees, and Service Area

This internal scan of West Hills College Lemoore is an opportunity to assess, over academic years, the demographics and characteristics of our students and their educational goals. We use this data to discern patterns and trends and review our institutional educational plans to best serve our students.

WEST HILLS COLLEGE LEMOORE, OVERALL STUDENT DEMOGRAPHICS

During the 2007-08 academic year, West Hills College Lemoore, including the students on its campus on College Avenue, at the Naval Air Station, and students enrolled in online classes, totaled 7,091 unduplicated students, a 9.62% increase in students served from the previous academic year. The growth in student population at West Hills College Lemoore is expected to continue on its upward trend.

Unduplicated Student Headcount

Year	Count	% Change
2002-03	5,468	-9.24
2003-04	5,010	-8.38
2004-05	5,512	10.02
2005-06	5,817	5.53
2006-07	6,469	11.21
2007-08	7,091	9.62

Source: WHCCD Data Warehouse

- The last four years show a pattern of steady growth.

ETHNICITY	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	109	1.99	201	4.01	239	4.34	336	5.78	365	5.64	327	4.61
African American	351	6.42	327	6.53	357	6.48	358	6.15	419	6.48	547	7.71
Filipino	220	4.02	190	3.79	213	3.86	215	3.70	239	3.69	274	3.86
Hispanic	1883	34.44	1,789	35.71	2,025	36.74	2,124	36.51	2,458	38.00	2803	39.53
Native American	70	1.28	69	1.38	80	1.45	70	1.20	79	1.22	86	1.21
Other	37	0.68	51	1.02	63	1.14	84	1.44	97	1.50	84	1.18
Pacific Islander	27	0.49	27	0.54	27	0.49	33	0.57	28	0.43	33	0.47
White	2573	47.06	2,185	43.61	2,275	41.27	2,298	39.50	2,444	37.78	2563	36.14
Unknown/DTS	198	3.62	171	3.41	233	4.23	299	5.14	340	5.26	374	5.27
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- The proportion of enrollment for most ethnic populations remains fairly stable.
- Among Hispanic students there has been a 5% increase over the time shown while white student enrollment has decreased by approximately 10%.

GENDER	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	3398	62.14	3,168	63.23	3,473	63.01	3,597	61.84	4,015	62.07	4392	61.94
Male	2038	37.27	1,842	36.77	2,036	36.94	2,206	37.92	2,391	36.96	2650	37.37
Unknown/DTS	32	0.59	0	0.00	3	0.05	14	0.24	63	0.97	49	0.69
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- Overall distribution of male/female students is stable over the six years observed.

AGE	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	1,386	25.35	1,204	24.03	1,437	26.07	1,515	26.04	1,578	24.39	1817	25.62
20-24	1,477	27.01	1,592	31.78	1,749	31.73	1,855	31.89	2,098	32.43	2194	30.94
25-29	722	13.20	721	14.39	764	13.86	826	14.20	959	14.82	1089	15.36
30-49	1,566	28.64	1,260	25.15	1,278	23.19	1,367	23.50	1,536	23.74	1651	23.28
50+	314	5.74	233	4.65	283	5.13	253	4.35	295	4.56	334	4.71
Unknown/DTS	3	0.05	0	0.00	1	0.02	1	0.02	3	0.05	6	0.08
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- Overall distribution of age is stable over the six years observed.

Summary of Overall Student Characteristics:

Students at WHCL are increasingly Hispanic and decreasingly white. Gender distribution has remained relatively consistent over the six years observed at about 62% female and 38% male. The distribution of age is also relatively stable with over 55% of students in '07-'08 24 years or under, and 38% 25-49 years old – fairly consistent with the ages of students during the five years prior.

Note: In the following section, the 2002-2008 data for the individual college entities -- Lemoore campus, Naval Air Station Lemoore (NASL), and online classes -- is broken out into separate sections. This separation provides a comparison of student demographics among the three different entities.

WEST HILLS COLLEGE LEMOORE CAMPUS, 2002-2008 DEMOGRAPHICS

Unduplicated Student Headcount

Year	Count	% Change
2002-03	4,293	-16.8
2003-04	4,013	-6.5
2004-05	4,494	12.0
2005-06	4,722	5.1
2006-07	4,796	1.6
2007-08	5,276	10.0

Source: WHCCD Data Warehouse

- The student headcount at WHC Lemoore campus has been increasing over the past four years.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	83	1.93	158	3.94	196	4.36	278	5.89	293	6.11	233	4.42
African American	287	6.69	276	6.88	299	6.65	272	5.76	295	6.15	411	7.79
Filipino	200	4.66	167	4.16	191	4.25	189	4.00	194	4.05	233	4.42
Hispanic	1,472	34.29	1,386	34.54	1,634	36.36	1,777	37.63	1,912	39.87	2,199	41.68
Native American	63	1.47	59	1.47	68	1.51	61	1.29	58	1.21	67	1.27
Other	26	0.61	41	1.02	55	1.22	74	1.57	79	1.65	49	0.93
Pacific Islander	17	0.40	18	0.45	22	0.49	27	0.57	20	0.42	21	0.40
White	1,996	46.49	1,774	44.21	1,842	40.99	1,810	38.33	1,702	35.49	1,800	34.12
Unknown/DTS	149	3.47	134	3.34	187	4.16	234	4.96	243	5.07	263	4.98
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The student ethnicity of WHC Lemoore campus is primarily Hispanic and white, with a growing African American population.
- The Hispanic student population has been steadily increasing.
- White student population by numbers has remained relatively constant, although the % of white students at the college has decreased.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	2,692	62.71	2,518	62.75	2,869	63.84	2,903	61.48	2,971	61.95	3,254	61.68
Male	1,577	36.73	1,495	37.25	1,623	36.11	1,811	38.35	1,810	37.74	1,984	37.60
Unknown/DTS	24	0.56	0	0.00	2	0.04	8	0.17	15	0.31	38	0.72
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The gender makeup of the students at the WHC Lemoore campus has been primarily female and stable over the past six years. This mirrors the pattern of overall enrollment.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	1,199	27.93	1,026	25.57	1,235	27.48	1,321	27.98	1,258	26.23	1,494	28.32
20-24	1,109	25.83	1,237	30.82	1,364	30.35	1,433	30.35	1,534	31.98	1,577	29.89
25-29	529	12.32	558	13.90	608	13.53	639	13.53	674	14.05	752	14.25
30-49	1,179	27.46	982	24.47	1,027	22.85	1,104	23.38	1,078	22.48	1,157	21.93
50+	274	6.38	210	5.23	259	5.76	224	4.74	249	5.19	290	5.50
Unknown/DTS	3	0.07	0	0.00	1	0.02	1	0.02	3	0.06	6	0.11
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The majority of the students at the WHC Lemoore campus are 24 years old and younger.
- The age distribution of students at the WHC Lemoore campus has been fairly consistent over the years observed, similar to the overall pattern of enrollment.

Summary of WHC Lemoore Campus Student Demographics:

The demographics of the 5,276 students at the WHC Lemoore campus are generally reflective of the overall college. 42% of students are Hispanic, 34% are white – with a trend reflecting a diminishing number of white students during the six years observed. 62% are female and 57% of the student population in '07-'08 are 24 years or younger. 22% of students on campus are 30-49 years of age. Head count of students on campus has increased during the last four years.

NAVAL AIR STATION (NASL) 2002-2008 DEMOGRAPHICS

Unduplicated Student Headcount

Year	Count	% Change
2002-03	462	-23.3
2003-04	414	-10.4
2004-05	258	-37.7
2005-06	162	-37.2
2006-07	103	-36.4
2007-08	143	38.8

Source: WHCCD Data Warehouse

- There has been a steady decline in the student headcount at the Naval Air Station Lemoore (NASL), with an increase only in the past academic year of 40 more students than in 2006-07
- By contrast, the Main Campus grew by nearly 500 students in the same time frame.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	8	1.73	10	2.42	5	1.94	10	6.17	5	4.85	5	3.50
African American	37	8.01	43	10.39	33	12.79	18	11.11	13	12.62	21	14.69
Filipino	34	7.36	29	7.00	23	8.91	11	6.79	2	1.94	11	7.69
Hispanic	140	30.30	105	25.36	74	28.68	33	20.37	30	29.13	53	37.06
Native American	8	1.73	3	0.72	2	0.78	4	2.47	0	0.00	0	0.00
Other	4	0.87	5	1.21	2	0.78	3	1.85	1	0.97	0	0.00
Pacific Islander	3	0.65	4	0.97	3	1.16	0	0.00	0	0.00	0	0.00
White	219	47.40	199	48.07	105	40.70	78	48.15	47	45.63	44	30.77
Unknown/DTS	9	1.95	16	3.86	11	4.26	5	3.09	5	4.85	9	6.29
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- The student ethnicity of NASL is primarily Hispanic, white, and increasingly African American.
- The Hispanic student population decreased from 140 students in '02-'03 to 53 students in '07-'08.
- The white student population has decreased from 219 students in '02-'03 to 44 students in '07-'08.
- The African American student population has decreased from 37 students in '02-'03 to 21 students in '07-'08.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	257	55.63	234	56.52	152	58.91	106	65.43	58	56.31	92	64.34
Male	202	43.72	180	43.48	106	41.09	56	34.57	44	42.72	51	35.66
Unknown/DTS	3	0.65	0	0.00	0	0.00	0	0.00	1	0.97	0	0.00
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- The gender makeup of the students at NASL continues to be primarily female.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	77	16.67	61	14.73	33	12.79	19	11.73	17	16.50	14	9.79
20-24	160	34.63	158	38.16	93	36.05	57	35.19	40	38.83	56	39.16
25-29	83	17.97	86	20.77	56	21.71	29	17.90	23	22.33	37	25.87
30-49	130	28.14	105	25.36	73	28.29	56	34.57	21	20.39	35	24.48
50+	12	2.60	4	0.97	3	1.16	1	0.62	2	1.94	1	0.70
Unknown/DTS	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- Age distribution remains older than Main Campus.

Summary of Naval Air Station Lemoore (NASL) Student Demographics

The number of students taking classes at NASL has declined from 462 students in '02-'03 to 143 in '07-'08. The ethnicity of students varies from the main campus, with a larger percentage of white and African American students making up the composition of students taking classes at NASL. More females than males take classes on site, and the age distribution of students is older than that on the Main Campus.

ONLINE INSTRUCTION 2002-2008 DEMOGRAPHICS

WHC Lemoore Unduplicated Online Enrollment

Year	WHCL Online Enrollment	% Change	*Enrolled in Online & Face-to-Face	% Concurrently Enrolled
2002-03	2,068	24.5	1,368	66.2%
2003-04	1,792	-13.3	1,246	69.5%
2004-05	1,948	8.7	1,332	68.4%
2005-06	2,142	10.0	1,368	63.9%
2006-07	3,019	40.9	1,695	56.5%
2007-08	3,161	4.7	1,702	53.9%

*Students enrolled at any WHCCD face-to-face location

Source: WHCCD Data Warehouse

- Over the last five years observed, there is a consistent downward trend in the percentage of students concurrently enrolled in online and face-to-face classes. During the same period, there is a consistent upward trend of the numbers of students enrolled in online classes.
- The ratio between students enrolled in online classes versus students enrolled concurrently in online and face to face classes has widened over the last five years, with more students enrolled solely online.
- The number of students taking classes online solely or concurrently has grown in total number, reflective of the growth at the college and the accessibility of the online delivery system.

As a point of comparison the following table shows the online and face-to-face enrollment in the entire West Hills Community College District.

WHCC District Unduplicated Online Enrollment

Year	WHCCD Online Enrollment	*Enrolled in Online & Face-to-Face	% Concurrently Enrolled
2002-03	2,068	1,368	66.2%
2003-04	1,792	1,246	69.5%
2004-05	2,557	1,729	67.6%
2005-06	2,979	1,878	63.0%
2006-07	3,998	2,258	56.5%
2007-08	4,497	2,312	51.4%

*Students enrolled at any WHCCD face-to-face location

Source: WHCCD Data Warehouse

- In '02-'03, 700 students were solely enrolled in online courses in the district. By '07-'08, the number of students who were only enrolled in online courses had grown to 2,185.
- There is a consistent downward trend during the last five years observed in the percentage of students who are concurrently enrolled in online and face-to-face classes. There is a consistent upward trend during the same period of students who are enrolled online.
- Total number of all students taking online classes solely or concurrently has grown in number reflective of the growth at the district and the accessibility of the online delivery system.

The table below shows the city of residence for online only students at WHCCD.

City	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Service Area Cities	57.9%	59.9%	61.6%	55.2%	55.1%	58.4%
Outside Service Area						
Fresno	8.9%	8.1%	8.6%	12.5%	12.4%	13.0%
Visalia	3.9%	3.1%	2.2%	2.5%	4.4%	4.4%
Clovis	2.9%	2.2%	2.7%	3.2%	3.3%	2.7%
Tulare	2.0%	2.0%	0.7%	1.2%	1.7%	1.4%
Other Cities Outside Service Area	24.6%	24.7%	24.3%	25.3%	23.0%	20.1%
Total Headcount	700	546	828	1,101	1,740	2,185

Source: WHCCD Data Warehouse

- Online classes offered by WHCCD primarily serve the cities of the district, although 40% of students come from outside the service area.
- Outside of the service area, students in Fresno are the highest users of online classes and services, and this has increased during the six years observed.

The following three tables – Ethnicity, Gender, and Age – show demographic data for online students at WHCL specifically.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	41	1.98	50	2.79	54	2.77	76	3.55	103	3.41	128	4.05
African American	120	5.80	98	5.47	124	6.37	144	6.72	189	6.26	227	7.18
Filipino	67	3.24	55	3.07	52	2.67	71	3.31	103	3.41	98	3.10
Hispanic	673	32.54	634	35.38	712	36.55	756	35.29	1,095	36.27	1,155	36.54
Native American	23	1.11	20	1.12	25	1.28	32	1.49	37	1.23	38	1.20
Other	14	0.68	12	0.67	20	1.03	29	1.35	43	1.42	48	1.52
Pacific Islander	14	0.68	10	0.56	8	0.41	10	0.47	16	0.53	20	0.63
White	1,032	49.90	842	46.99	861	44.20	915	42.72	1,270	42.07	1,252	39.61
Unknown/DTS	84	4.06	71	3.96	92	4.72	109	5.09	163	5.40	195	6.17
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- In '07-'08 the largest percentage of online students was white – but during the six years observed, this percentage is steadily declining.
- Hispanic online enrollment has been constant, consisting of approximately 35-36 percent over six years; on the Main Campus, Hispanic students make up 39% of the student body.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	1,312	63.44	1,210	67.52	1,263	64.84	1,432	66.85	1,969	65.22	2,057	65.07
Male	747	36.12	582	32.48	684	35.11	708	33.05	1,043	34.55	1,089	34.45
Unknown/DTS	9	0.44	0	0.00	1	0.05	2	0.09	7	0.23	15	0.47
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- The majority of the online students are female at 65 percent.
- Percentage of female online enrollment is slightly higher than overall percentage of females enrolled.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	416	20.12	352	19.64	408	20.94	483	22.55	677	22.42	714	22.59
20-24	645	31.19	639	35.66	710	36.45	783	36.55	1,063	35.21	1,088	34.42
25-29	322	15.57	291	16.24	324	16.63	338	15.78	489	16.20	543	17.18
30-49	629	30.42	471	26.28	458	23.51	491	22.92	717	23.75	750	23.73
50+	56	2.71	39	2.18	47	2.41	47	2.19	72	2.38	64	2.02
Unknown/DTS	0	0.00	0	0.00	1	0.05	0	0.00	1	0.03	2	0.06
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- In 2007-08, 57 percent of online students were below the age of 24 years old
- The online student age distribution has remained constant since 2003 which is consistent with overall college pattern.

Summary of Online Student Demographics

There is significant growth in the district and at the college among students who only take online classes. In '02-'03, 66% of the district's students who took online classes were also enrolled in classes on a campus or at a center. By '07-'08, throughout the district the percentage of students who were enrolled concurrently had dropped to 51.4%. At Lemoore, the same trend is reflected – by '07-'08, 53.9% of students were enrolled concurrently, dropping from the 66% concurrent students in '02-'03.

Online students are 39% white and 36% Hispanic which differs from main campus students in which the ethnic predominance is reversed. Age and gender of students parallel those of the main campus, being predominantly young and female. The majority of online students come from our service area.

STUDENT CHARACTERISTICS – FALL 2007

Student Educational Goals - Fall 2007	N	%
Obtain an associate degree and transfer to a 4-year institution.	1,325	31.96
Undecided on goal.	676	16.30
Unknown/Declined to State	581	14.01
Obtain a two year associate's degree without transfer.	341	8.22
Transfer to a 4-year institution without an associate degree.	291	7.02
Educational development (intellectual, cultural).	214	5.16
Prepare for a new career (acquire job skills).	156	3.76
Complete credits for high school diploma or GED.	133	3.21
Earn a vocational certificate without transfer.	96	2.32
Advance in current job/career (update job skills).	68	1.64
Discover/formulate career interests, plans, goals.	63	1.52
Maintain certificate or license (e.g. Nursing, Real Estate)	57	1.37
Improve Basic Skills in English, reading or math.	54	1.30
Obtain a two year vocational degree without transfer.	53	1.28
4 year college student taking courses to meet 4 year college requirements.	37	0.89
To move from noncredit coursework to credit coursework.	1	0.02
Total	4,146	100

Source: WHCCD Admission Application; Data Warehouse

- The highest percentage of students identify as their goal the desire to obtain an associate degree and transfer to a four year institution.
- 40% of students identify transfer to a four year institution as their educational goal.

Admission Survey

As part of the admissions application, students are requested to participate in a supplemental survey. This survey identifies family income levels, as well as level of education attained by the parents. It provides a more in depth look into the student's characteristics and provides information for future planning.

Highest Education Level Attained by Mother or Father, Fall 2007	%
Below College or University	67
College or University Degree	33

Source: WHCCD 2007-2008 admission application supplemental survey

Survey participation rate: 42%; Margin of error: 1.3%

- 67% of WHC Lemoore students are first-generation students.

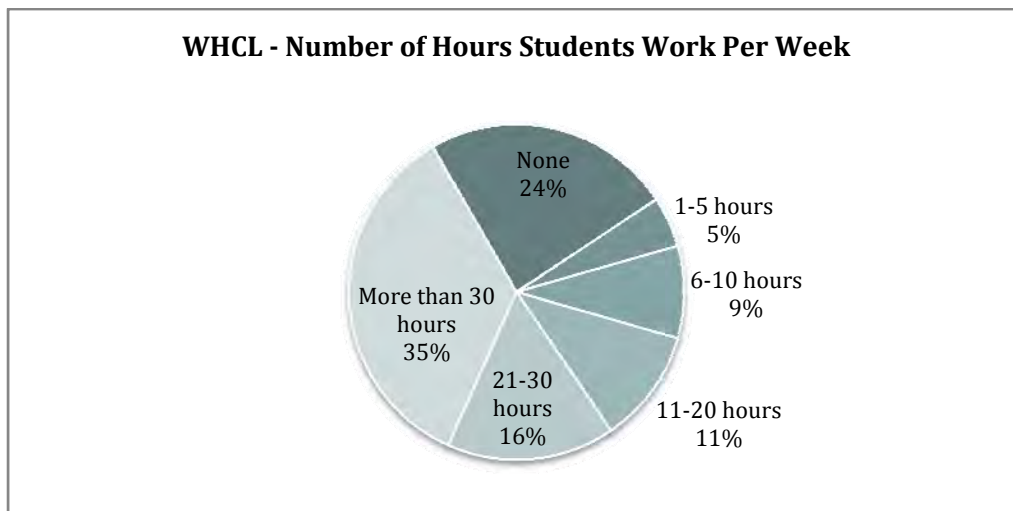


Source: WHCCD 2007-2008 admission application supplemental survey

Survey participation rate: 40%; Margin of error: 1.4%

- 45% of students have family income of \$25,000 or less
- According to the US Census Bureau, the median household income for the State of California is \$56,645 and nationally is \$48,451.

Hours Worked Per Week



Source: Community College Survey of Student Engagement

+/- 5% margin of error

- 76% of students work while attending college.
- 51% of students work over 20 hours a week.

City of Residence - Fall 2007	%		%
Lemoore	34.0	Laton	1.1
Hanford	32.6	Clovis	1.0
Fresno	4.5	Firebaugh	0.9
Coalinga	3.2	Tulare	0.7
Armona	2.8	Caruthers	0.6
Corcoran	2.5	Kettleman City	0.4
Visalia	2.4	Mendota	0.4
Avenal	2.1	Madera	0.4
Riverdale	1.8	Selma	0.4
Huron	1.6	All Others	5.5
Stratford	1.2		
Total	4,146	Applicants	100%

Source: WHCCD Admission Application; Data Warehouse

- 7% of students indicate Fresno and Coalinga as their cities of residence. These may be online students or students coming to the college for a particular program.

Summary of Student Characteristics

40% of students express a goal of transferring to a four year institution. 67% of students do not have a parent who attended college. 45% of students have a family income of \$25,000 or less and in '07-'08 this compares to a median household income in California of \$56,645. Over 50% of students work more than 20 hours a week. 66% of our students identify Lemoore and Hanford as their cities of residence.

FULL-TIME EMPLOYEE CHARACTERISTICS

The following tables describe employee characteristics by job classifications.

Administration

Age	n	%	Ethnicity	n	%	Gender	n	%
35-54	5	55.6%	African-American	3	33.3%	Female	2	22.2%
55-59	2	22.2%	Hispanic	1	11.1%	Male	7	77.8%
60-64	2	22.2%	White	5	55.6%	Total	9	100.0%
Total	9	100.0%	Total	9	100.0%			

- 44% of administrators are 55 years or older.

Classified Management

Age	n	%	Ethnicity	n	%	Gender	n	%
35-54	4	80.0%	African-American	1	20.0%	Female	4	80.0%
65+	1	20.0%	White	4	80.0%	Male	1	20.0%
Total	5	100.0%	Total	5	100.0%	Total	5	100.00%

- N is too small to warrant generalization

Faculty

Age	n	%	Ethnicity	n	%	Gender	n	%
25-34	9	19.1%	African-American	2	4.3%	Female	22	46.8%
35-54	25	53.2%	Filipino	1	2.1%	Male	25	53.2%
55-59	4	8.5%	Hispanic	6	12.8%	Total	47	100.0%
60-64	5	10.6%	Native American	1	2.1%			
65+	4	8.5%	Other	1	2.1%			
Total	47	100.0%	White	36	76.6%			
			Total	47	100.0%			

- 27% of faculty is 55 and older, 72% is below 55 years. Ethnicity is not reflective of service area.

Classified

Age	n	%	Ethnicity	n	%	Gender	n	%
20-24	1	2.2%	African-American	1	2.2%	Female	33	73.3%
25-34	18	40.0%	Filipino	1	2.2%	Male	12	26.7%
35-54	23	51.1%	Hispanic	27	60.0%	Total	45	100.0%
55-59	2	4.4%	White	16	35.6%			
60-64	1	2.2%	Total	45	100.0%			
Total	45	100.0%						

- 93% of classified staff is 54 years and below, predominantly Hispanic and female.

Summary

An overall scan of employee age, ethnicity, and gender reveals:

- There is a high probability of significant retirement in the next 10 years in the administrative ranks.
- Faculty is relatively young, although 27% are 55 and above.
- Faculty ethnicity does not reflect that of region.
- Classified staff is predominantly young, female, and Hispanic.

WEST HILLS COMMUNITY COLLEGE DISTRICT REGIONAL AREA

A regional scan was performed by Economic Modeling Specialists, Inc. on ten counties that are a part of and surround the West Hills Community College District. These ten counties include: Fresno, Kern, Kings, Madera, Mariposa, Merced, San Benito, San Joaquin, Stanislaus, and Tulare. The region covered was identified by the district as the region where students are most likely to obtain jobs and establish residency. A scan of the ten counties revealed:

- Total regional attainment of a college degree is below average compared to the state and the nation (See Regional Educational Level, Age 25+ below)
- The educational attainment of individual ethnic groups of the region is below average compared to the state and nation (See Race/Ethnicity below)
- By 2012, the age group of 30 to 34 year olds is expected to experience the highest growth
- Racial/ethnic groups with the highest expected growth are Hispanics
- Total population is expected to change ten percent, double the expected change of the State (5 percent)

Regional Education Level, Age 25+	2007 Total	% of Region	% of State	% of Nation
Less than 9th Grade	327,883	14.0	9.8	5.5
9th Grade to 12th Grade	291,573	12.5	9.5	9.0
High School Diploma	591,750	25.3	20.0	28.7
Some College	569,142	24.3	23.2	22.1
Associate’s Degree	160,073	6.8	6.9	6.5
Bachelor’s Degree	272,916	11.7	19.6	18.0
Graduate Degree and Higher	126,555	5.4	11.0	10.3

Source: EMSI, September 2007

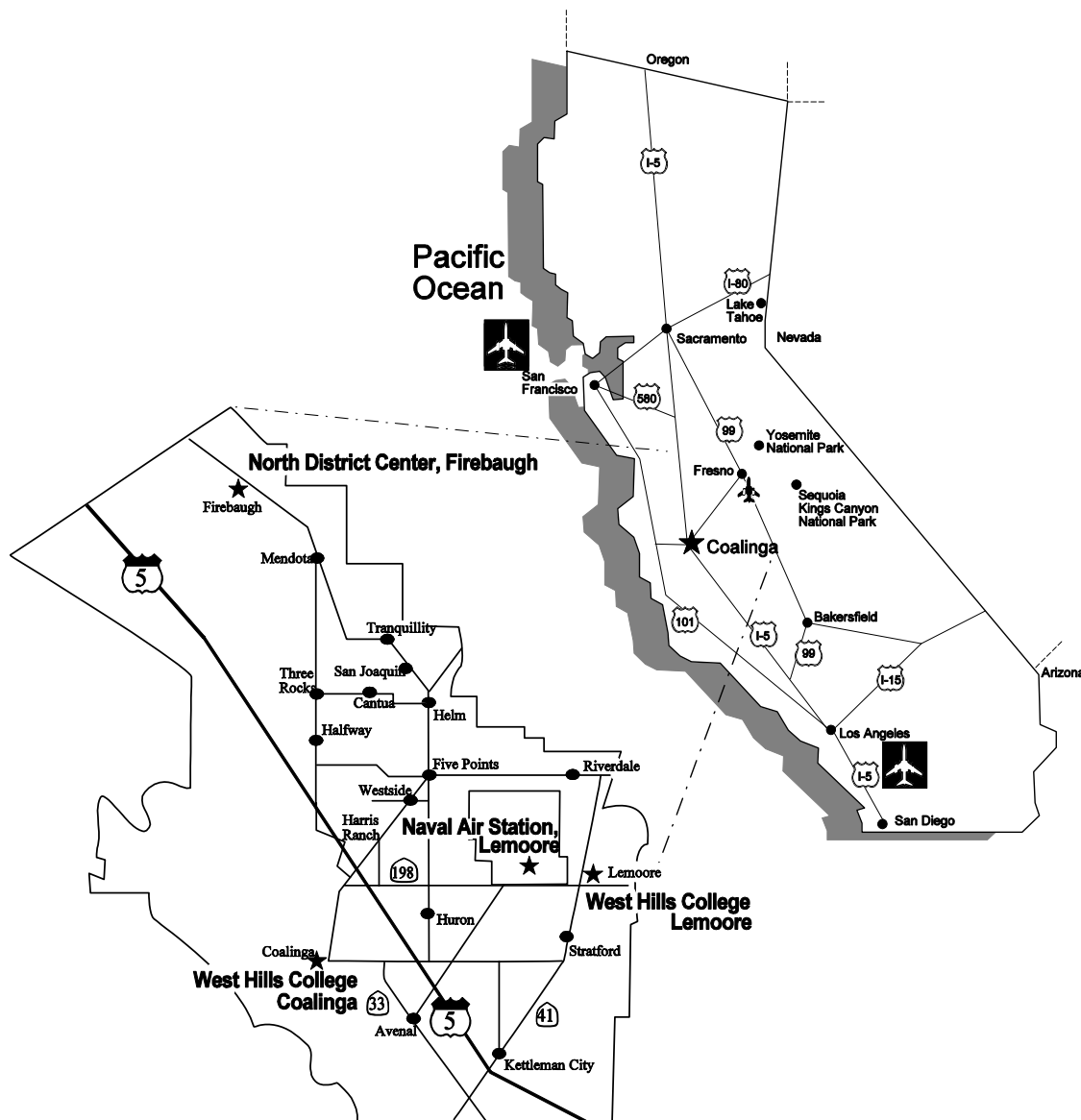
Race/Ethnicity	% Difference in College Attainment from State	% Difference in College Attainment from Nation
White, Non-Hispanic	-14.5	-7.5
White Hispanic	-3.7	-8.0
Non-White Hispanic	-2.8	-7.3
Black or African American	-10.0	-.06
American Indian or Alaska Native	-5.8	-1.4
Asian	-15.7	-15.0
Native Hawaiian and other Pacific Islander	-3.0	-2.0
Two or more races	-12.4	-7.0

Source: EMSI, September 2007

WEST HILLS COMMUNITY COLLEGE DISTRICT SERVICE AREA

The West Hills Community College District was first started in 1932 as a college for the Coalinga Union High School District. It now has a total area of 3,464 square miles and includes portions of five counties: Fresno, Kings, Madera, Monterey and San Benito. The West Hills College Coalinga campus on Cherry Lane in Coalinga opened in 1956 and in 1971, the North District Center was established in Firebaugh, in the most northern part of the district. In 1962 Lemoore High School District residents voted to annex to the college district. From 1962 to 1979 classes were offered primarily at the Lemoore Naval Air station and Lemoore High School. The facility was called The Kings County Center in 1981 when it operated in portable buildings on five acres in the city of Lemoore. In 1998, approved by 70% of the voters in Kings County, a \$19 million bond was passed for the new construction of the Lemoore campus. The construction was completed in 2002. WHC Lemoore became fully accredited as a college in West Hills Community College District in 2006.

West Hills Community College District Map



WEST HILLS COLLEGE LEMOORE SERVICE AREA

While the West Hills Community College District is comprised of parts of five counties, the service area for West Hills College Lemoore primarily includes ten cities-- Armona, Avenal, Hanford, Helm, Kettleman City, Laton, Lemoore, Stratford, Five Points, and Riverdale.

The West Hills College Lemoore service area is relatively young, with 34 percent of its population between 20-39 years old. The ethnic demographics reveal that 49 percent of the population is Hispanic and 39 percent is white, with considerably lower percentages for all other ethnicities.

Age	WHCL Service Area (10 Cities in 5 Counties)		WHCCD Regional Area (10 Counties)	
	2008 Population	% of Population	2007 Population	% of Population
Under 5 years	12,541	9%	337,083	9%
5 to 9 years	10,441	8%	293,468	7%
10 to 14 years	10,197	7%	314,059	8%
15 to 19 years	10,746	8%	334,459	8%
20 to 24 years	11,950	9%	322,009	8%
25 to 29 years	13,065	10%	338,361	9%
30 to 34 years	11,166	8%	275,845	7%
35 to 39 years	10,110	7%	263,290	7%
40 to 44 years	9,383	7%	262,290	7%
45 to 49 years	8,683	6%	261,039	7%
50 to 54 years	7,079	5%	228,674	6%
55 to 59 years	5,471	4%	188,076	5%
60 to 64 years	4,227	3%	147,057	4%
65 to 69 years	3,361	2%	108,816	3%
70 to 74 years	2,696	2%	86,553	2%
75 to 79 years	2,089	2%	71,602	2%
80 to 84 years	1,497	1%	55,147	1%
85 years and over	1,518	1%	53,143	1%
Total	136,219		3,940,970	

Source: EMSI, September 2007

- The age distribution of the WHCL Service Area is consistent with the District's Regional Area.

Race/Ethnicity	WHCL Service Area (10 Cities in 5 Counties)		WHCCD Regional Area (10 Counties)	
	2008 Population	% of Population	2007 Population	% of Population
Hispanic	66,972	49.2%	1,589,076	40%
White	53,681	39.4%	1,772,197	45%
Black or African American	6,607	4.9%	187,650	5%
Asian	4,817	3.5%	30,344	1%
Two or more races	2,673	2.0%	263,639	7%
American Indian or Alaska Native	1,229	0.9%	8,143	0%
Native Hawaiian and other Pacific Islander	240	0.2%	89,920	2%
Total	136,219		3,940,970	

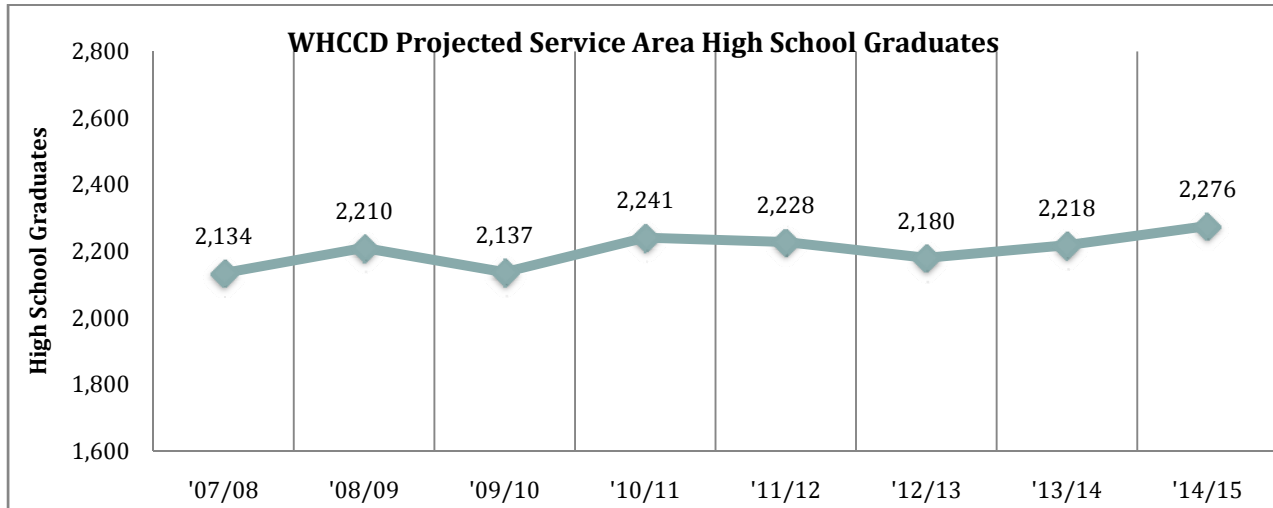
Source: EMSI, September 2007

- The race/ethnic distribution of the WHCL Service Area is more Hispanic and less white than the District's Regional Area.

Gender, WHCL Service Area (10 Cities)	2008 Population	% of Population
Females	63,172	46%
Males	73,046	54%
Total	136,219	

Source: EMSI, September 2007

PROJECTED HIGH SCHOOL GRADUATES FOR THE SERVICE AREA



Source: California Department of Education

- The number of projected high school graduates for area remains static for the next seven years

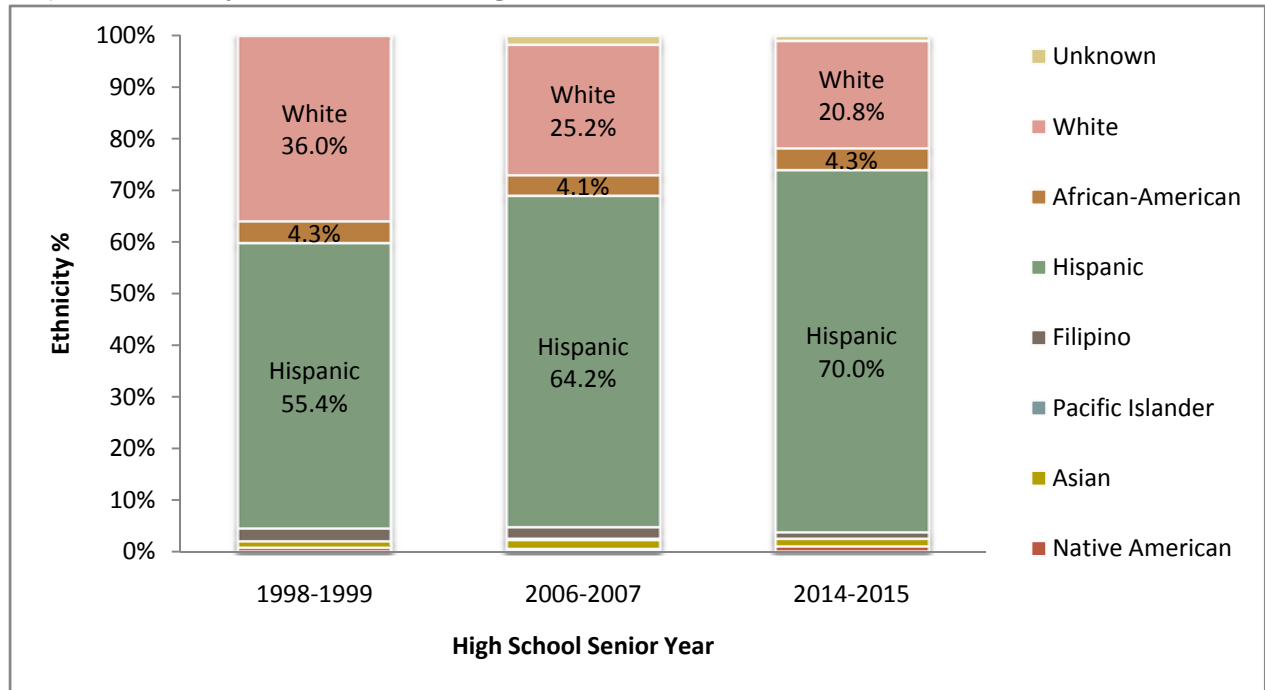
Ethnicity of Students in District Area High Schools, 2006-07

School	Native Amer.	Asian	Pacific Islander	Filipino	Hispanic	African Amer.	White	Multi/ No Resp.	Total Enrolled
Avenal High	0	1	0	0	597	5	24	0	627
Caruthers High	0	57	0	0	416	3	137	5	618
Coalinga High	1	14	6	3	876	19	238	14	1,171
Corcoran High	0	5	0	3	698	33	143	2	884
Firebaugh High	0	1	0	0	696	5	49	5	756
Hanford High	11	22	5	24	797	86	824	28	1,797
Hanford West	7	50	6	55	954	145	496	123	1,836
Laton High	0	1	0	1	165	4	37	1	209
Lemoore High	42	29	11	163	798	163	857	41	2,104
Mendota High	0	3	0	0	600	0	3	1	607
Riverdale High	0	2	0	0	443	6	107	0	558
Tranquillity High	0	7	0	1	428	2	19	1	458
Total	61	192	28	250	7,468	471	2,934	221	11,625
% of Total	0.5%	1.7%	0.2%	2.2%	64.2%	4.1%	25.2%	1.9%	

Source: California Department of Education

- Ethnicity of high school students in the service area differs from college student ethnicity
- 25.2% of [feeder] high school students are white, 36% of WHCL students are white.
- 64% of [feeder] high school students are Hispanic, the college's student population is 38% Hispanic.
- CCCCO asserts that by 2011 Hispanics are projected to be the state's largest ethnic group, the majority population in public schools by 2013 and the overall majority by 2040.

Projected Ethnicity of District Feeder High Schools – Class of 2015



Source: CA Department of Education
Based on 6th grade enrollments for service area schools.

Assessment:

- The projected ethnicity of students from district feeder high schools shows a growing Hispanic student population and a declining white student population.

Top 10 Feeder High Schools - Fall 2007		Enrolled	% of WHCL Student Enrollment
1	Lemoore High School	767	18.5%
2	Hanford High	590	14.2%
3	Unknown/Decline to State	569	13.7%
4	Hanford West High	356	8.6%
5	Coalinga High School	144	3.5%
6	Avenal High School	109	2.6%
7	Riverdale High School	92	2.2%

8	Corcoran High School	78	1.9%
9	Out of State High School	64	1.5%
10	All Other	1,377	33.2%
	Total	4,146	100.0%

Source: WHCCD Data Warehouse

Test Scores for Selected Schools

The California Standards Tests (CST) is administered to students in California Public Schools in English/Language Arts, mathematics, science, and history/social science. They are also referred to as the STAR tests. CST scores are used in calculating each school's Academic Performance Index (API). The test is administered in the 11th grade. The data below regarding students in our feeder high schools reveals the majority of feeder high schools exhibit a low percentage of students at the proficient or advanced level in English and math.

Note: The California High School Exit Exam (CAHSEE) is a completely different test. It can be taken by students at any time during their high school career. While the CAHSEE is required for high school graduation, students can pass the test with 8th grade math skills and 9th grade writing and language skills.

High School	CST English/Language Arts (2007) Percent Proficient or Advanced	CST Summative High School Math (Grade 9-11) (2007) Percent Proficient or Advanced
Avenal High School*	24%	0%
Coalinga High School*	28%	34%
Corcoran High School	26%	61%
Hanford High West	28%	32%
Hanford High School*	33%	15%
Laton High School**	31%	0%
Lemoore High School*	35%	30%
Riverdale High School	34%	75%

Source: California Department of Education

- Many 11th graders from the high schools in the service area do not test at a proficient level or higher in English.
- However Corcoran High and Riverdale High school have exceedingly high proficiency scores in math.
- Schools with 0 percent proficient or advanced CST Summative High School Math may be due to non-testing conditions.

Summary

The feeder high schools of Lemoore and Hanford send the college more students than other high schools in the area. The Hispanic student population at the college is significantly smaller than their numbers in our feeder schools. Students test at a low level of proficiency with two startling exceptions in math – Corcoran High and Riverdale High. The projected number of high school graduates is static for the next 7 years.

Section III: Educational Programs Trends and Forecasts

INTRODUCTION

This data provides us with an ability to examine our students' success in a quantitative manner. It allows us to measure the strategies we have employed against general key performance indicators. From this we ascertain key findings and develop strategies to meet our goals.

DEFINITION OF TERMS

Duplicated Enrollment

This is the number of actual enrollments in any given class or program. Under this definition, a student enrolled in multiple courses is counted multiple times at the program, campus, or institutional level.

Unduplicated Enrollment, (Headcount)

This is the number of actual students. One student, taking five classes, is counted as one student. If there are 20 students in a program in which all students are enrolled in five classes, there are 100 duplicated enrollments, but a 20 student headcount.

Full Time Equivalent Student (FTES)

A full time equivalent student is one student taking 15 hours of instruction per week for two semesters of 17.5 weeks. While most of our students do not necessarily enroll in 15 hours of instruction per week, we calculate aggregated student attendance in this manner for both funding purposes as well as a measure for the college of how many full time equivalent students are participating in any given class or program, or are enrolled at the college.

Weekly Student Contact Hours (WSCH)

This is a measure of the number of students enrolled in a course multiplied by the number of hours the course meets per week. If a class meets for three hours a week and has 30 students enrolled, the WSCH is 90.

Full Time Equivalent Faculty (FTEF)

One full time faculty member teaching the equivalent of a full load of classes equals 1.0 FTEF. Most often FTEF is aggregated to provide the college with a measure of the number of faculty teaching. The loads of adjunct faculty and full time faculty are summed to provide an aggregate number for the program or college.

WSCH per FTEF

This calculation, sometimes called 'productivity,' is the number of weekly student contact hours (WSCH) per Full Time Equivalent Faculty (FTEF). Some colleges establish a target number to ensure fiscal viability.

The college community is made up of departments and programs with a wide variety of needs. Some disciplines have mandates from external sources that keep class size low. A college supports this diversity of discipline needs and strives for general support and cooperation to best serve students in meeting their educational needs while understanding the fiscal pressures of the institution. That is the purpose of understanding this formula.

Environmental Scan

An environmental scan considers present and future factors that can influence the direction and goals of an organization. Environmental scans include both external elements (e.g., service area demographics, state requirements, industry demands, marketing trends, etc) and internal elements (e.g., infrastructure, personnel, programs, abilities, etc). These are evaluated in terms of their potential impact on the organization and its ability to meet its present and future strategic goals.

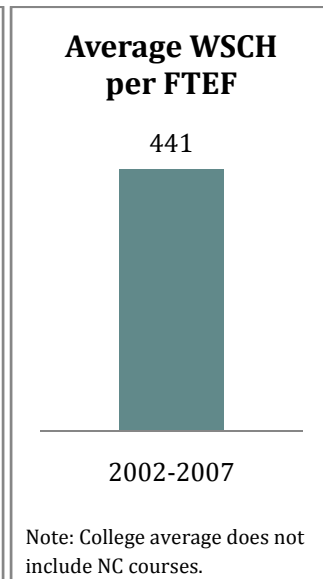
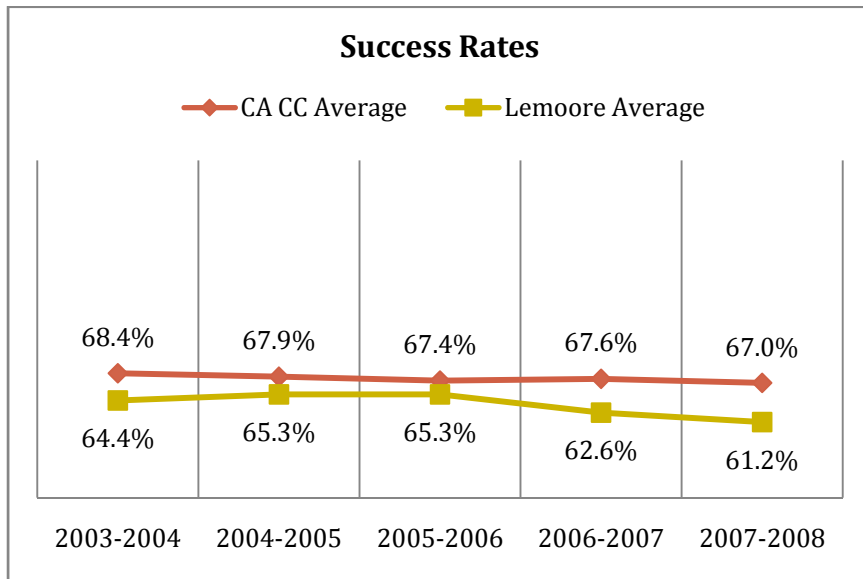
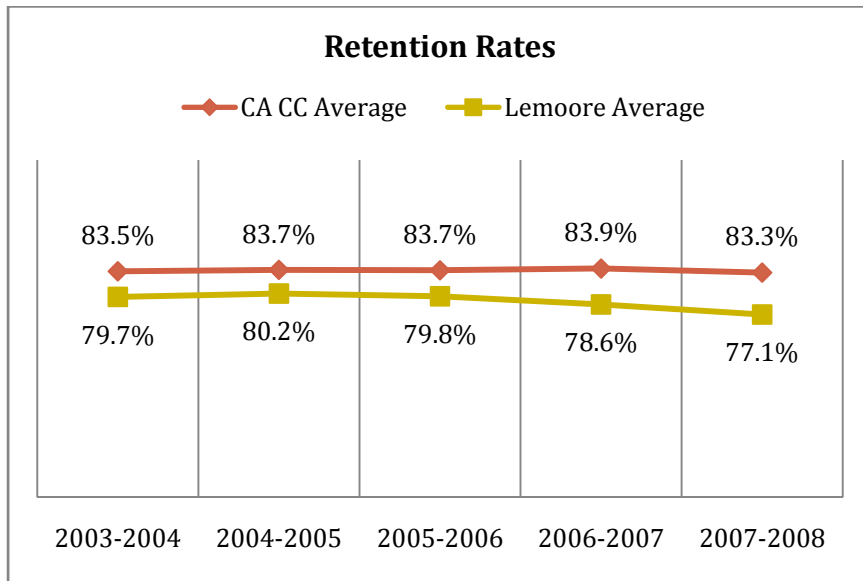
Course Retention Rate

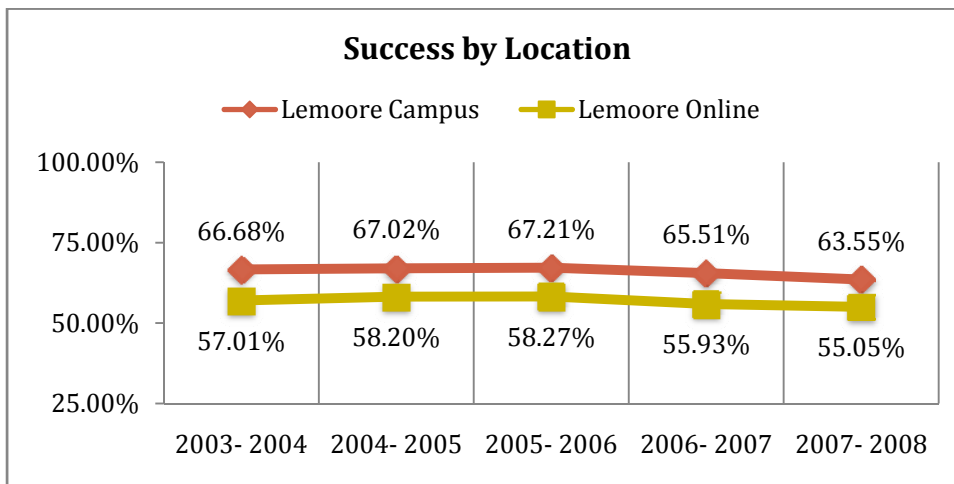
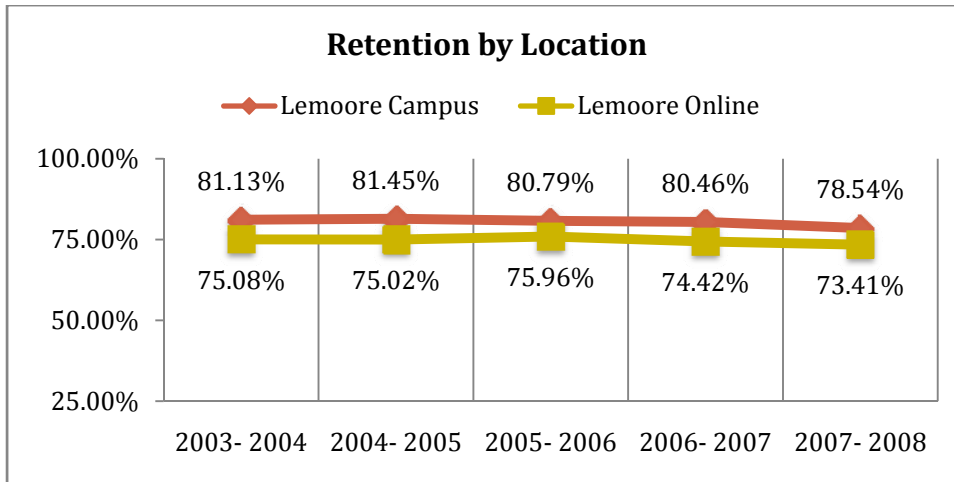
This is a measure of the number/percent of students who remain in the course after the census date until the end of the term.

Course Success Rate

This is a measure of the number/percent of students who earn a grade of A, B, C, or CR in the class. Course grades of NC, D, F, I or W are considered to be unsuccessful.

AVERAGE COURSE SUCCESS, COURSE RETENTION, AND WSCH PER FTEF





Notes:

In 2003-2004, the college responded to the statewide budget crisis and reduced the number of sections it offered. This drop in enrollment is seen significantly in some departments. It should be noted that some departments responded to the cutback in sections by enrolling larger number of students in their classes (see Basic Skills Math). This significantly increased their productivity ratio or WSCH per FTE.

Prior to 2004-2005, online instruction was offered by WHC Lemoore. Coalinga students enrolled in online courses but headcount was attributed to WHC Lemoore.

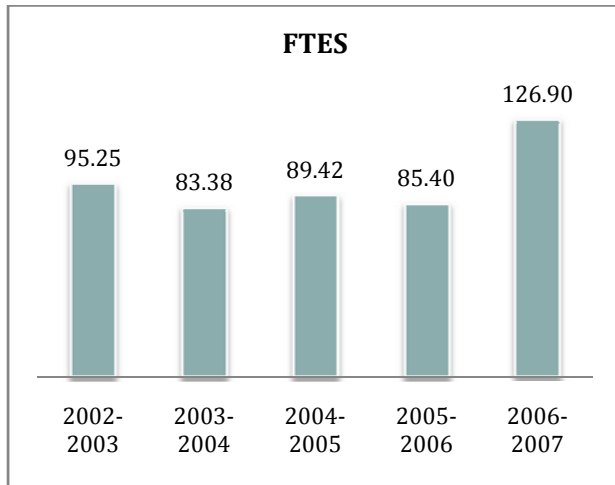
The information included in the program sections is based on submitted program reviews. The college has a developed program review process that is still being refined, but one in which a template and process are in place. Any editing was done for clarity and brevity and was not intended to change the intent of the review or plans of the program. Items under the heading “Program Plans” were derived from the program reviews. Items under the heading “Challenges and Opportunities” are not from the program reviews but have been selectively added to suggest strategic options for programs.

If a program does not offer a degree, the listing under Degrees Awarded is stated as “N/A.” If a program offers a degree but none were awarded, the listing under Degrees Awarded is stated as “0.”

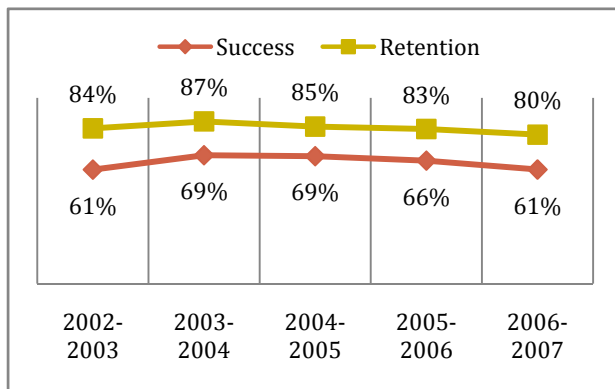
INSTRUCTIONAL PROGRAMS

Discipline Area

Administration of Justice



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	976	853	925	889	1,299
FTEF	6.75	4.56	5.14	5.95	8.35
WSCH per FTEF	412	533	507	419	443



	02-03	03-04	04-05	05-06	06-07
Sections	40	28	29	33	46
% of Online Enrollment	60%	37%	40%	32%	38%
Degrees/Certificates Awarded		15	29	28	30

Description:

The AOJ program offers the student a variety of educational and career pathways. The student may elect to enroll in a program leading to an Associate Degree with the emphasis on the Law Enforcement Option or the Corrections Option. Both provide a path to a four year institution. Presently, CSU Fresno offers classes on the Lemoore campus for those seeking a Baccalaureate Degree in Criminology.

Assessment

- FTES growth in 2006-2007 corresponds to increase in number of sections offered
- Online enrollment decreased over years observed
- Increase in numbers of degrees awarded
- Retention rate is stable and above college average
- Success rate is at college average

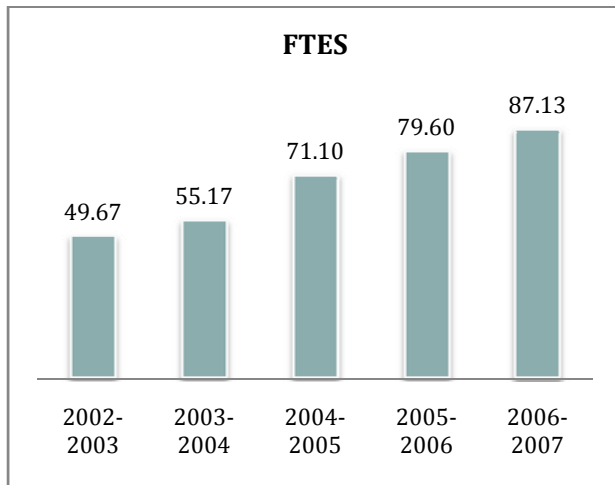
Program Goals from 2004 and 2006

Program Review

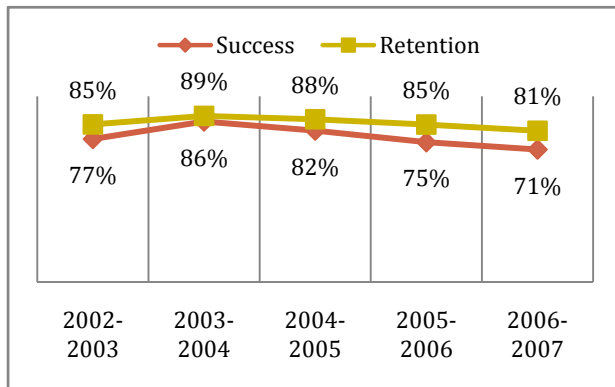
- Continue to update all curriculum and create six new courses.
- Develop more short term and online courses so employed individuals can quickly update their skills or obtain job ready skills.
- Include learning activities with specific learning outcomes in all curricula.
- Market the program at high school job fairs and utilize AOJ students as ambassadors.

Discipline Area

Art



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	379	399	536	567	594
FTEF	7.44	5.98	4.70	4.80	5.99
WSCH per FTEF	195	269	441	484	424



	02-03	03-04	04-05	05-06	06-07
Sections	59	74	111	96	73
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	7.4%
Degrees/Certificates Awarded		1	0	1	1

Description:

The Art program provides classes which meet the General Education requirement and course work that prepares art students for transfer. Classes also serve as enrichment experiences for many students. Students from diverse backgrounds work in an environment that affords a common, visual language.

Assessment

- High growth in FTES in years observed
- Number of sections offered in Art declined after the 2004-2005 academic year, but FTES has continued to increase, as has the WSCH per FTEF.
- Online courses begin in '06-'07, note FTES increase in that year
- Retention rate is fairly stable and exceeds college average
- Success rate is strong, fairly stable, and exceeds college average

Program Goals from 2006 Program Review

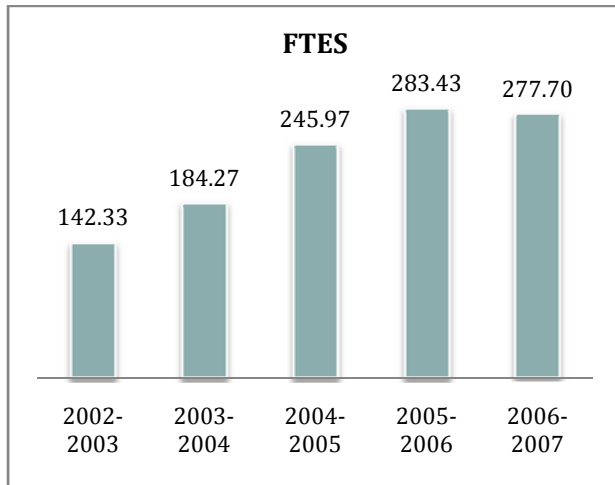
- Curricula is being developed for several computer generated Arts courses, including Photoshop, Illustrator, and others
- Art 15A Painting is being revised to articulate transferability to Fresno State University
- Student learning outcomes will be addressed

Challenges and Opportunities

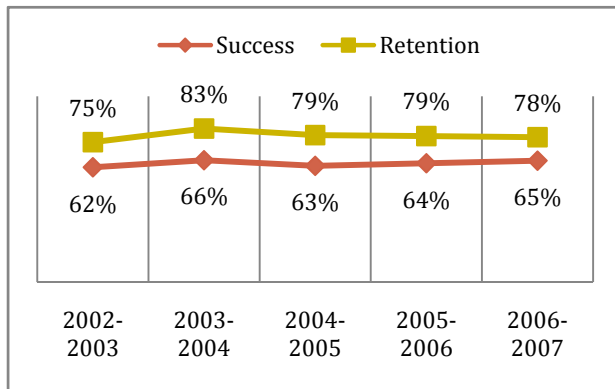
- High enrollment, strong retention and success rates suggest opportunities for further growth, for example, expanded online offerings.

Discipline Area

Biology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	782	991	1301	1496	1,460
FTEF	10.36	12.32	16.37	17.97	18.20
WSCH per FTEF	401	436	438	460	445



	02-03	03-04	04-05	05-06	06-07
Sections	68	80	106	126	132
% of Online Enrollment	14.6%	17.0%	11.8%	14.4%	27.1%
Degrees/Certificates Awarded		0	1	1	1

Description:

The main courses offered by the Biology department include general biology, human anatomy, human physiology, and microbiology. These primarily serve as prerequisites for students going into teaching or the allied health professions. The department offers majors-level biology courses as well as courses for non science majors to fulfill the life science general education requirement.

Assessment

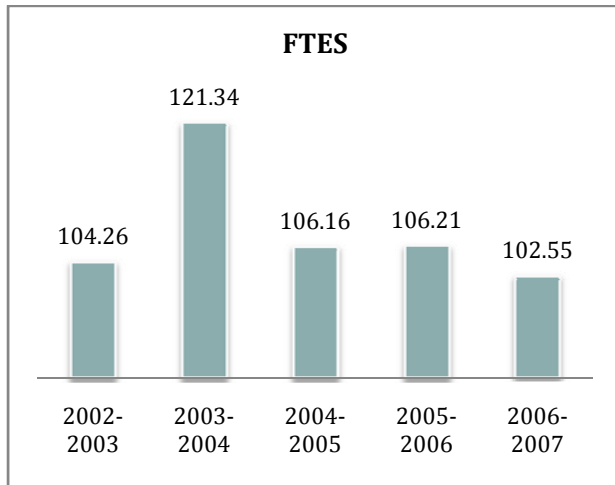
- FTES in years observed is increasing
- Percentage of online enrollment fluctuates, highest 2006-2007
- WSCH per FTEF has fluctuated but remained productive
- Success rate is stable and at the college average
- Retention rate is stable and at the college average
- Degree and certificates awarded are minimal because courses primarily serve as requirements for the allied health programs

Program Goals from 2007 Program Review

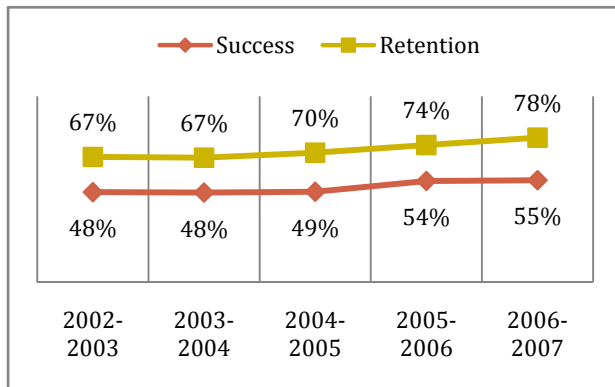
- Schedule biology major preparation courses once a year and work on maintaining transferability.
- Continue to add new transferable courses for the non biology major
- Offer field trips and out of classroom experience in Biology

Discipline Area

Business Administration



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1.101	1.212	1,075	992	1,008
FTEF	10.80	7.69	5.76	7.75	7.13
WSCH per FTEF	282	460	537	399	419



	02-03	03-04	04-05	05-06	06-07
Sections	94	85	84	80	89
% of Online Enrollment	0.0%	7.5%	5.8%	10.8%	19.8%
Degrees/Certificates Awarded		29	32	37	48

Description:

Business Administration is an integral part of the CIS, Business, and HRCM service area. The curriculum is intended for those interested in transferring to a four year college or university to earn a baccalaureate degree.

Assessment

- FTES increase in '03-'04 academic year with decline following
- WSCH per FTEF has been erratic
- Success rates below college average
- High number of degrees awarded
- Retention rate rising and matches college average in '06-'07

Program Goals from 2007 Program Review

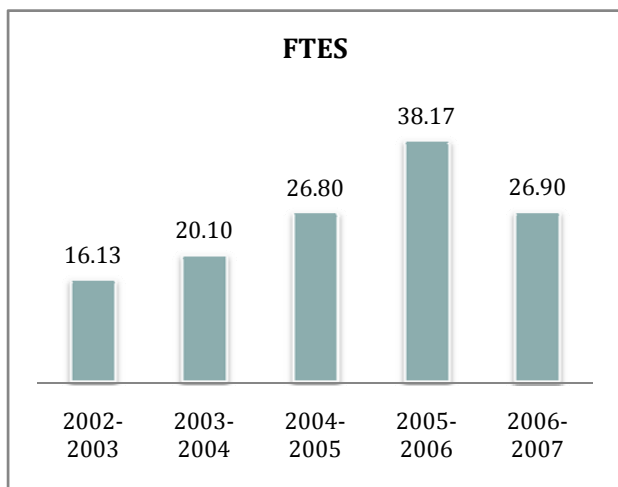
- Work toward providing students with placement services
- Follow up on recently submitted certificate options
- Follow up on faculty development, particularly in regards to SLOs
- Address diversity of staff

Challenges and Opportunities

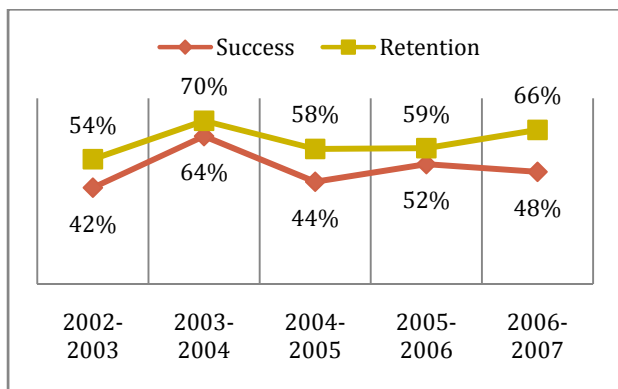
- Develop strategies to increase success rate

Discipline Area

Chemistry



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	106	91	177	275	122
FTEF	1.83	1.48	2.37	3.21	2.55
WSCH per FTEF	257	396	330	346	308



	02-03	03-04	04-05	05-06	06-07
Sections	10	8	14	21	14
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The chemistry department provides the initial training in chemistry for a broad range of careers and focuses as well on chemical education for the public sector. The careers include the traditional sciences, engineering, pre-professional, allied health professions, agriculture, forestry, and the many emerging cross-disciplinary or interdisciplinary programs such as oceanography, aqua-culture, environmental health, and atmospheric science.

Assessment

- FTES shows steady increase then drops in 2006-2007
- WSCH per FTEF has been stable over the five year observed but is below the college average
- Success rate is unstable and below college average
- Retention is unstable and below college average

Program Goals from 2004 Program Review

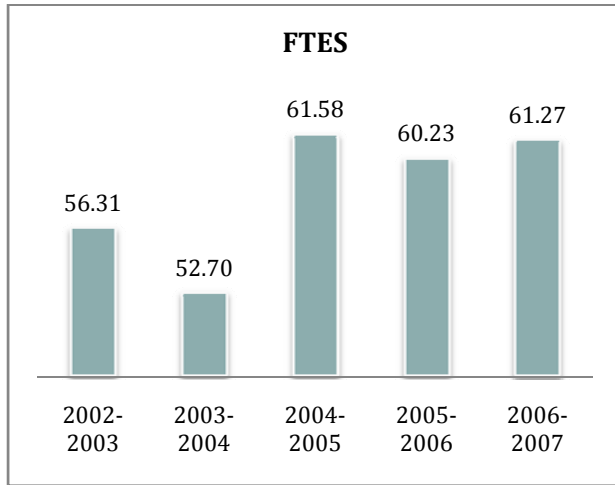
- Shift the design of the Chem 2A/B sequence for allied health students to include more directly related allied health applications.
- Maintain and extend recently acquired modern analytical instrumentation and add additional software licensing for simulations
- Expand and integrate the “Collaboratory” computerized lab platform
- Stabilize current enrollment to establish offering patterns that allow completion of an AS degree in chemistry.
- Increase student retention in all offerings
- Initiate T1 link capability so students can download data from their graphing calculators into the “Collaboratory” platform to bridge their math skills to practical applications.
- Extend software licensing to provide students with take home versions of software used in class
- Develop initial course offerings at the NDC site, complete with labs.

Challenges and Opportunities

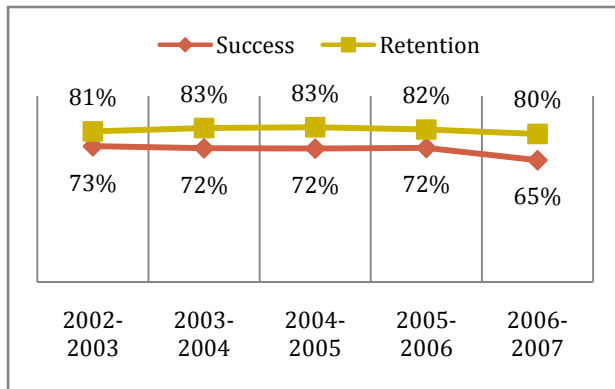
- Develop strategies to increase retention and success rates

Discipline Area

Child Development



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	714	572	766	680	660
FTEF	4.04	3.06	3.77	4.29	4.85
WSCH per FTEF	407	502	476	410	368



	02-03	03-04	04-05	05-06	06-07
Sections	31	23	28	31	33
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	5.0%
Degrees/Certificates Awarded		19	2	0	7

Description:

The Child Development program offers a comprehensive background in the field of child growth and development. Students are offered information and skills for potential employment in federal, state, non-profit, or privately owned early childhood educational programs or schools. Courses help students qualify for a Child Development Certificate and partially qualify the student for a Child Development Permit from the State of California, Commission for Teacher Preparation and Licensing.

Assessment

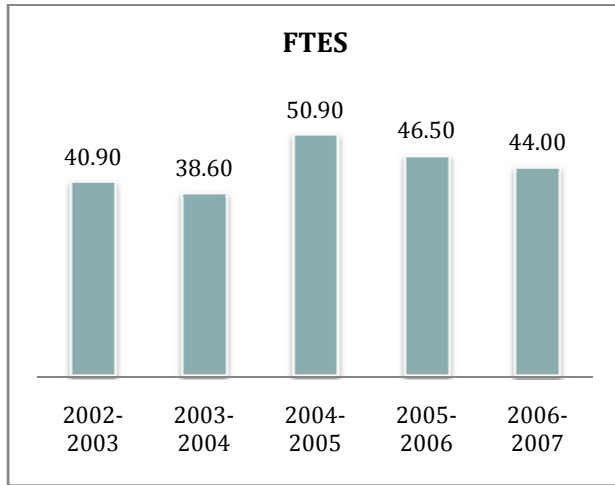
- Growth in FTES in years observed
- Number of sections offered in Child Development is steady
- Retention is steady and slightly higher than college average
- Success rate dropped in '06-'07 but is higher than the college average

Program Goals from 2007 Program Review

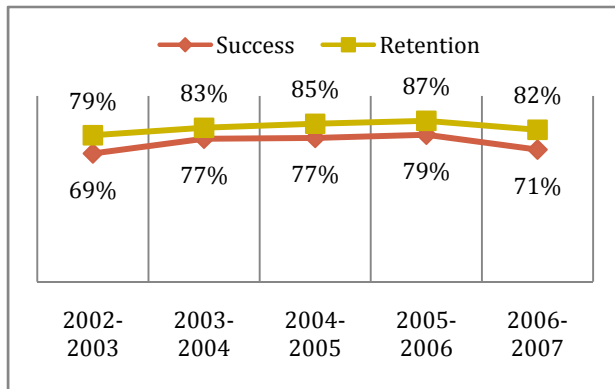
- Student learning outcomes and their measurement are being addressed with adjunct faculty.
- Update of 2+2 agreement with Hanford High and the Naval Base child care program for module credit transfer to specific courses.
- Create a math and possibly music and science courses for young children
- Potentially offer online classes
- Explore ways to gather information on where our students are employed

Discipline Area

Communications



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	407	386	509	465	440
FTEF	3.00	3.00	4.00	4.40	4.20
WSCH per FTEF	398	375	371	308	306



	02-03	03-04	04-05	05-06	06-07
Sections	15	15	20	22	21
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

Provides the College with speech communication courses that parallel lower division classes at four year colleges and universities. Speech 1 is required within Area A of designated transfer courses. Speech 51 is an applied communications course emphasizing communication in the work place.

Assessment

- Retention rate is higher than college average
- Success rate is generally 10% higher than college average
- WSCH/per FTEF decreased in the last two years

Program Goals from 2004 Program Review

- Develop a course in organizational communications
- Develop a course in voice and diction
- Revise and update Speech 5, Interpersonal Communications
- Explore distance learning options

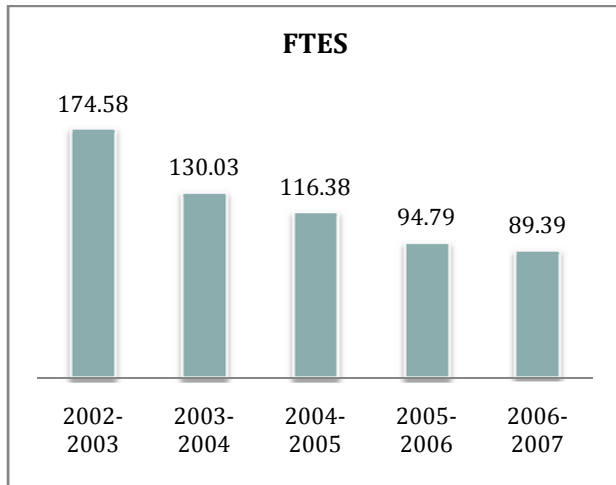
From Program Review 2004

Challenges and Opportunities

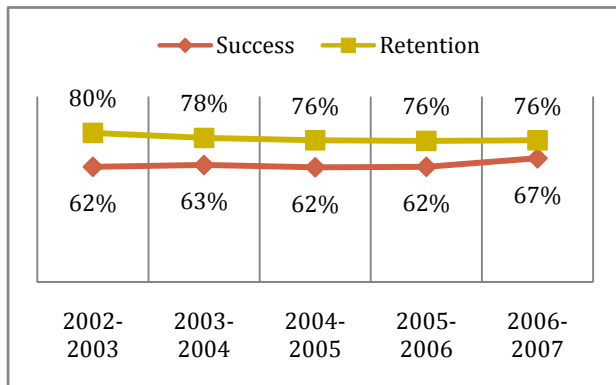
- Develop strategies to improve productivity

Discipline Area

Computer Information Systems



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,237	996	858	711	671
FTEF	10.96	7.49	5.74	7.52	6.20
WSCH per FTEF	465	506	591	368	421



	02-03	03-04	04-05	05-06	06-07
Sections	78	61	60	61	64
% of Online Enrollment	38.5%	29.1%	19.2%	21.7%	28.0%
Degrees/Certificates Awarded		13	7	10	10

Description:

The Computer Information Systems program teaches concepts, procedures, and terminology, as well as the skills and applications necessary to operate computers and network systems.

Assessment

- FTES in years observed is declining significantly
- WSCH per FTEF has fluctuated, but remains at a productive level
- Success stable and improved in 2006-2007 when it exceeded the college average
- Retention rate is stable but slightly below the college average

Program Goals from 2007 Program Review

- Maintain and revise CIS Open Entry/Open Exit entry level courses to provide students with marketable job skills specifically geared toward the needs of reentry, traditional, and lifelong learning students. The department is in the process of changing its core curriculum from Office 2000 to Office 2007.
- Maintain and revise Comp-TIA (A+), WOW Web Development and reestablish the MOU certification programs.
- Continue the ongoing development of the Web Developer Certification program to include a Cyber Forensic, and Project Management components with current, emerging web technologies.
- Infusion of information technology components into established curricula, such as Administration of Justice, Math, Geography, etc.
- Revise curricula to implement in conjunction with the OE Department, the MOU certification program.
- Develop, maintain, and revise Internet-based courses
- Establish a full CIS AA degree online.

Challenges and Opportunities

Develop strategies to raise retention rate

Discipline Area**Culinary Arts**

*Waiting for Approval from CA Community College
Chancellor's Office*

Description:

The Culinary Arts department has developed a full range of curricula which is available to students. Certifications from this program exist in the areas of ServSafe, Deli Cook and Baker certification, Baker Certification, Bartending Certification, Dining Room Staff Certification, and Chef Apprentice Certification. Courses provide a knowledge base that allows students to more easily obtain entry level or higher positions in this field.

Assessment

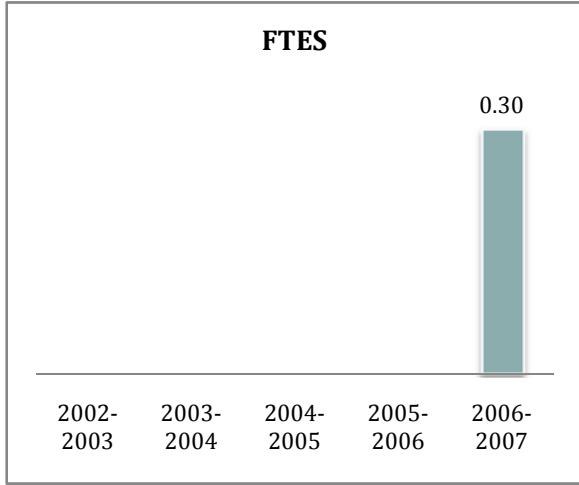
No data available

Program Goals from 2006 Program Review

- Additional curricula will be developed including Commercial Food prep as the prerequisite to most courses.
- The program will seek American Culinary Federation accreditations
- More community outreach
- Develop a job placement program

From Program Review September 2006

Discipline Area Engineering



Description:

A new Engineering Program was launched Fall 2008.

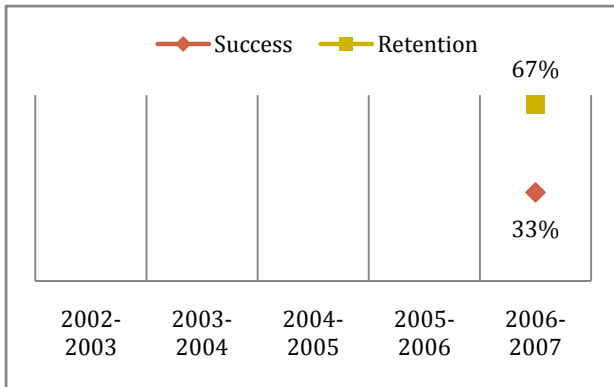
Assessment

TBA

Program Goals:

TBA

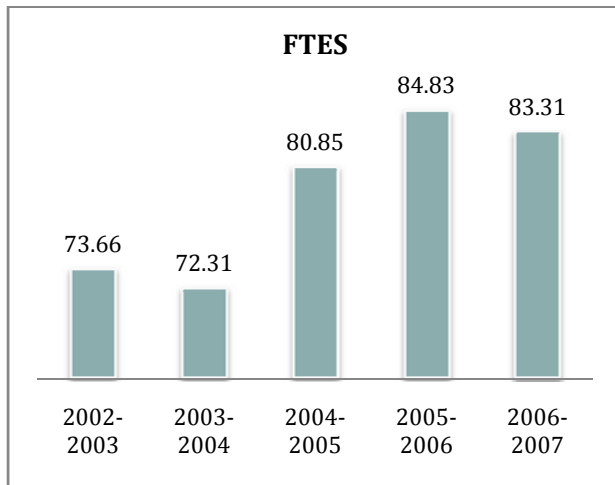
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	N/A	N/A	N/A	N/A	3
FTEF	N/A	N/A	N/A	N/A	0.20
WSCH per FTEF	N/A	N/A	N/A	N/A	44



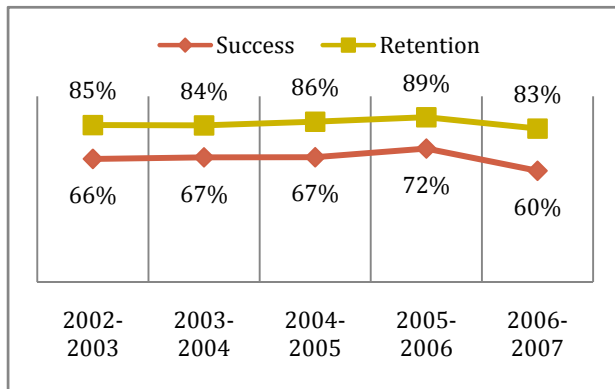
	02-03	03-04	04-05	05-06	06-07
Sections	N/A	N/A	N/A	N/A	1
% of Online Enrollment	N/A	N/A	N/A	N/A	0.0%
Degrees/Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Discipline Area

Geography



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	576	569	607	640	639
FTEF	4.45	4.05	4.80	5.48	6.10
WSCH per FTEF	483	521	491	451	398



	02-03	03-04	04-05	05-06	06-07
Sections	25	22	27	32	34
% of Online Enrollment	23%	22%	17%	15%	26%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The Geography department offers a wide variety of introductory classes including Cultural Geography and Physical Geography. Cultural Geography introduces students to the spatial and diverse cultural milieu that is the basis for the Social Sciences and Humanities. Physical Geography focuses on the spatial relations of the various physical and earth sciences.

Assessment

- Growth in FTES
- Number of sections offered in Geography has increased
- Retention is steady and exceeds college average
- Success rate was steady but fell below college average in 2006-2007
- There is an observed increase in % of online enrollment that same year

Program Goals from 1998-99 Program Review

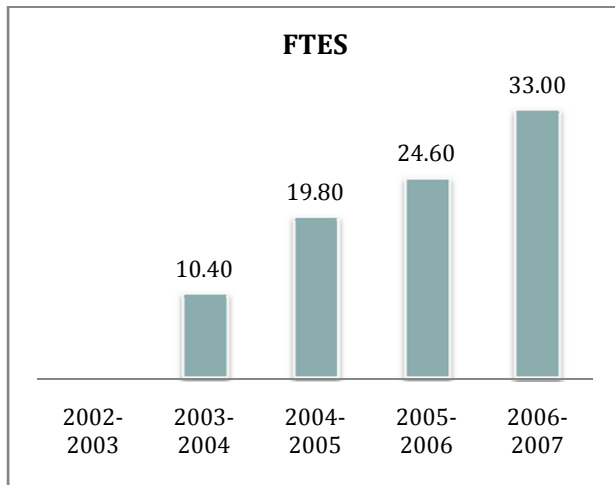
- Continue to build on the base courses
- Bring electronic learning into the program, using more computers in lab and lecture
- Insure course articulation for all types of teaching techniques
- Promote collaboration in lab settings
- Add to the online course offerings

Challenges and Opportunities

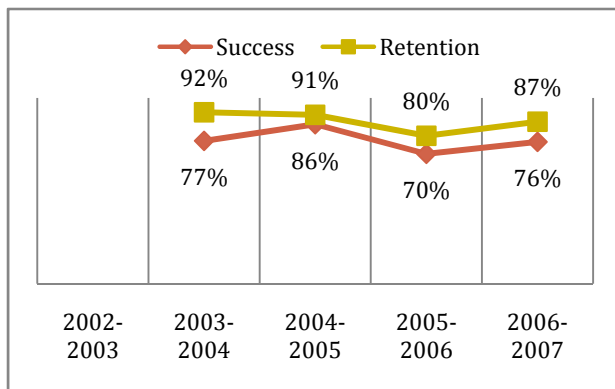
- Consider strategies to address lower success rates that began in '06-'07
- Develop strategies for a degree program

Discipline Area

Geology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	N/A	52	99	123	165
FTEF	N/A	0.70	1.05	1.40	2.45
WSCH per FTEF	N/A	433	550	513	393



	02-03	03-04	04-05	05-06	06-07
Sections	N/A	4	6	8	14
% of Online Enrollment	N/A	0%	36%	60%	74%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

Program review needed.

Assessment

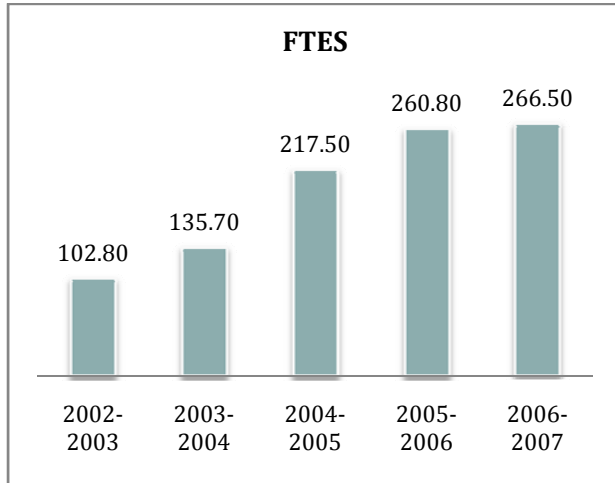
- High growth in FTES in years observed with a large percentage of online enrollment
- From 2004-2005 to 2005-2006 % of online enrollment almost doubled
During the same timeframe, success and retention tended to decrease
- Large increase in FTES in '06-'07 and the WSCH per FTEF decreases
- Success rate is strong and consistently higher than college average
- Retention rate is steady and exceeds college average

Program Goals

TBA

Discipline Area

Health Science (General)



Description:

Program review needed.

Assessment

- FTES in years observed is increasing
- Increase in online courses in years observed
- WSCH per FTEF has remained steady
- Success rate steady and near the college average
- Retention rate is steady but slightly below the college average
- The number of degrees awarded is substantial

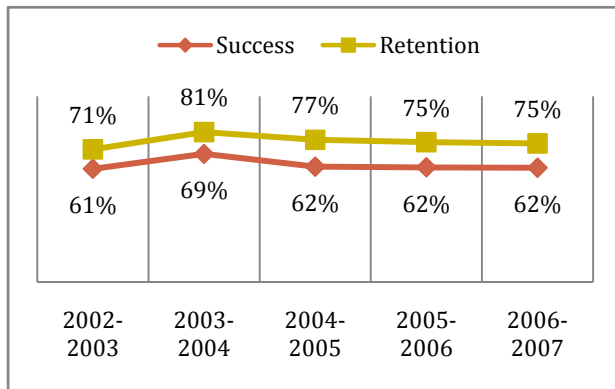
Program Goals

TBA

Challenges and Opportunities

- Develop strategies to increase retention rate

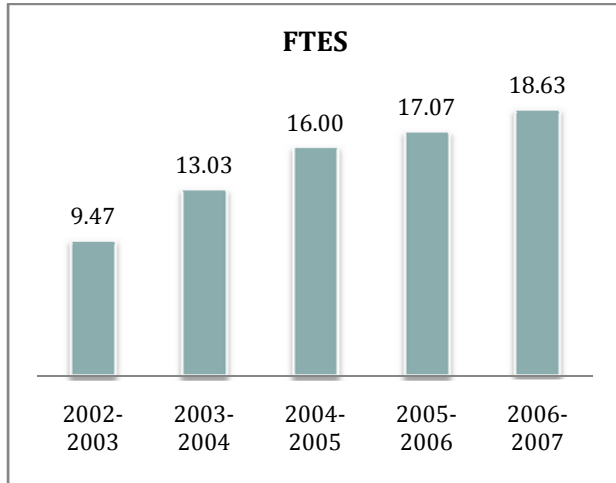
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	592	755	1,218	1,457	1,547
FTEF	7.60	8.93	13.90	16.80	17.45
WSCH per FTEF	395	443	456	453	445



	02-03	03-04	04-05	05-06	06-07
Sections	42	52	81	105	113
% of Online Enrollment	0.0%	0.0%	0.0%	4.6%	31.0%
Degrees/Certificates Awarded		21	26	31	20

Discipline Area

Health Science (Pre Professional)



Description:

Program review needed.

Assessment

- FTES in years observed is increasing
- WSCH per FTEF has been erratic and low
- Success rate unstable but above college average in '06-'07
- Retention rate is unstable and below college average

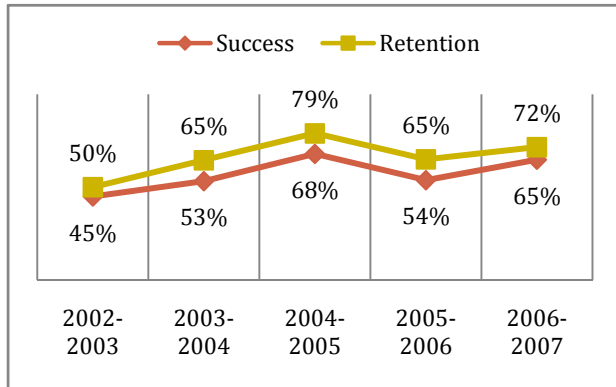
Program Goals

TBA

Challenges and Opportunities

- Develop strategies to increase retention rate

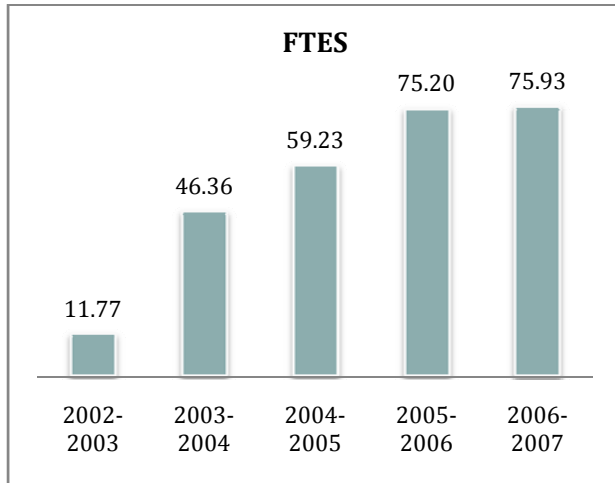
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	40	62	81	80	88
FTEF	1.66	1.16	2.19	2.70	3.03
WSCH per FTEF	56	328	213	185	179



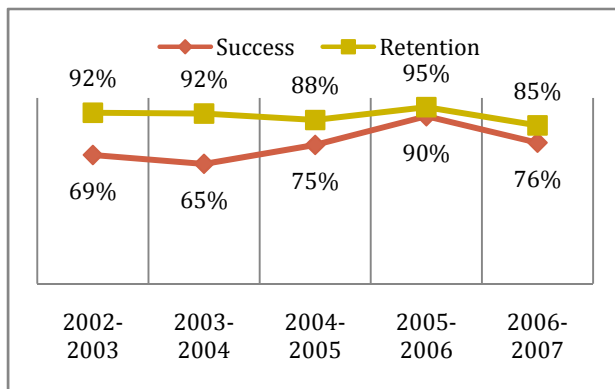
	02-03	03-04	04-05	05-06	06-07
Sections	6	5	10	11	13
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Discipline Area

Hotel, Restaurant and Casino Management (HRCM)



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	101	372	380	449	461
FTEF	0.85	3.27	3.89	4.63	5.52
WSCH per FTEF	404	414	444	474	401



	02-03	03-04	04-05	05-06	06-07
Sections	5	27	29	37	44
% of Online Enrollment	64%	34%	17%	0%	0%
Degrees/Certificates Awarded		1	0	0	1

Description:

This is a program to certify students to work in the fields of hotel, restaurant, and casino management. All courses offered promote practical job skills and have resulted in students receiving certificates in Dining Room Management, Pastry and Bakery Arts, and Beverage Management.

Assessment

- FTES in years observed is increasing
- WSCH per FTEF has been erratic, but productive
- Success rate high in 2005-2006 and exceeds college average
- Retention rate high and steady and exceeds college average

Program Goals from 2008 Program Review

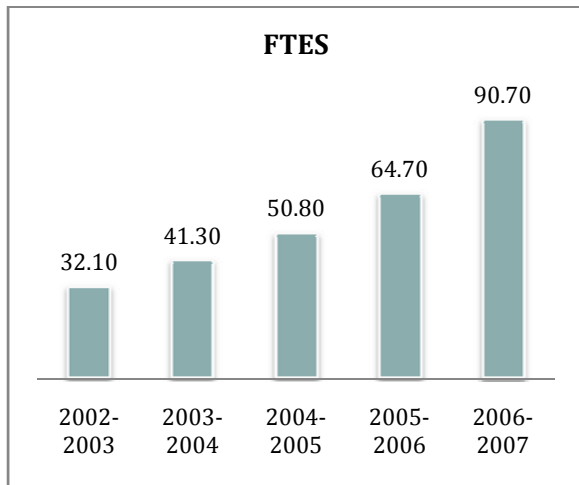
- Sequence course work to articulate with 4 year institutions
- Achieve accreditation for the program
- Build new course curricula
- Modify current courses as needed to improve student learning outcomes

Challenges and Opportunities

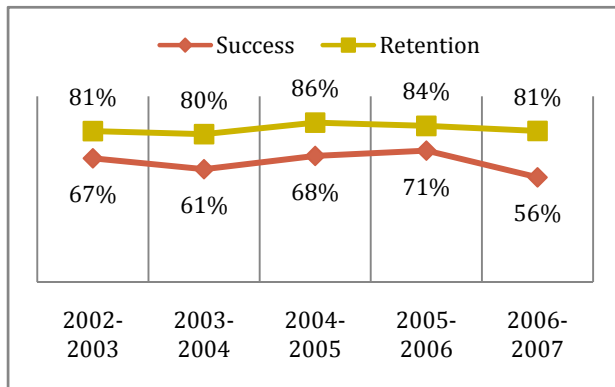
- Develop strategies to increase degrees awarded

Discipline Area

Humanities



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	321	413	508	647	906
FTEF	2.20	2.40	3.20	4.40	6.40
WSCH per FTEF	426	502	463	429	413



	02-03	03-04	04-05	05-06	06-07
Sections	11	12	16	22	32
% of Online Enrollment	0.0%	11.6%	8.3%	25.7%	59.3%
Degrees/Certificates Awarded		1	0	1	2

Description:

This program serves students seeking AA degrees in Humanities and Social Sciences. It is an interdisciplinary program.

Assessment

- High growth in FTES in years observed
- Large percentage of online enrollment
- Online enrollment more than doubled from 2005-2006 to 2006-2007
- Success rate is unstable, fell below college average by 8% in '06-'07
- Retention rate is stable

Program Goals from 2006 Program Review

- Begin a Native American course
- Begin a cross cultural course
- Put Women's Studies under the Ethnic Studies program
- Participate in recruitment events at high schools in our service area

Challenges and Opportunities

- Review variances in success rates and seek to increase

Discipline Area**Liberal Studies/Liberal Arts**

	02-03	03-04	04-05	05-06	06-07
Degrees/ Certificates Awarded		137	158	189	212

Description:

The program is currently under review and modification.

Assessment

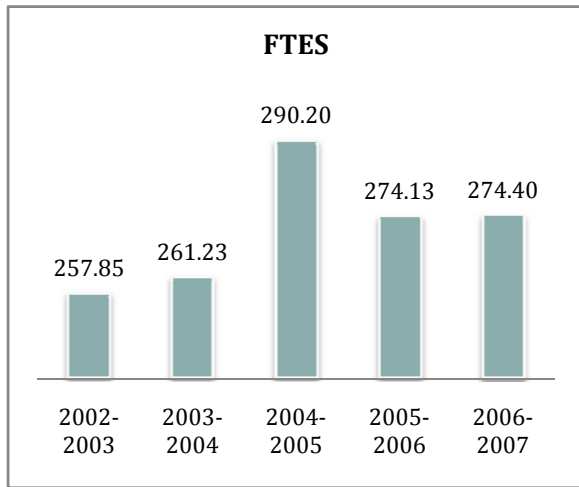
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Program Goals

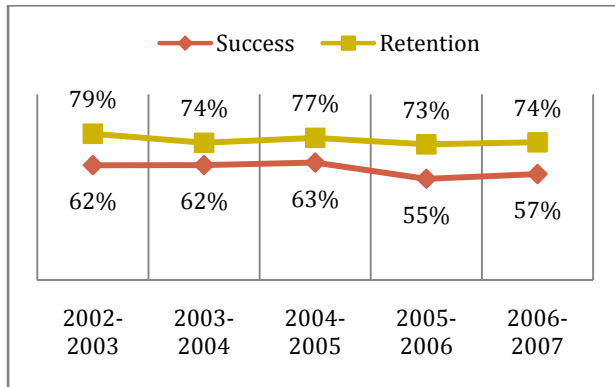
TBA

Discipline Area

Mathematics



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,825	1,801	1,981	1,919	1,908
FTEF	16.16	15.48	17.98	20.24	19.53
WSCH per FTEF	465	492	471	395	410



	02-03	03-04	04-05	05-06	06-07
Sections	58	55	62	74	78
% of Online Enrollment	26.8%	19.4%	16.4%	20.2%	29.2%
Degrees/Certificates Awarded		2	4	2	2

Description:

The Math program consists of a full spectrum of courses ranging from developmental to advanced level mathematics. Courses are designed to satisfy the certificate, associate degree, and transfer level needs for both the technical and non-technical student.

Assessment

- FTES increased until '05-'06
- Significant increase in sections during the years observed
- WSCH per FTEF has decreased overall
- Success rate is decreasing and is below the college average
- Retention is relatively stable but below college average

Program Goals from 2004 Program Review

- Add student learning outcomes to all course outlines
- Increase number of Math 64 sections
- Establish an effective assessment test that accurately places students in Math 101, 61, 63 or Math 15.
- Create an assessment policy for online classes

Challenges and Opportunities

- Develop strategies to increase success and retention rates

Discipline Area

Nursing

Description:

A new Nursing Program was launched Fall 2008.

Assessment

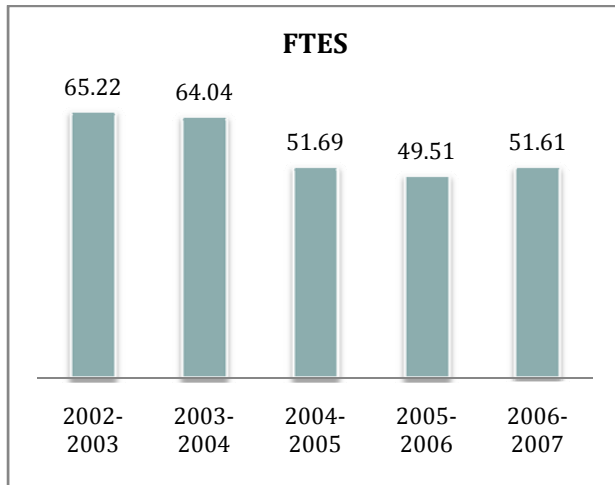
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Program Goals

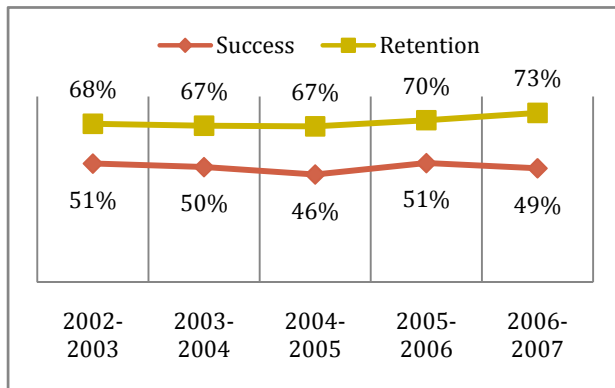
TBA

Discipline Area

Office Management and Technology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	655	645	545	520	499
FTEF	4.58	3.26	2.10	3.80	3.26
WSCH per FTEF	415	574	717	380	462



	02-03	03-04	04-05	05-06	06-07
Sections	48	41	39	42	44
% of Online Enrollment	7.0%	14.1%	11.4%	20.6%	31.3%
Degrees/Certificates Awarded	N/A	6	3	3	3

Description:

The Office Management and Technologies program offers a variety of options that guide students toward successful employment in business and government. The certificate programs include an Office Management and Technology Certificate, a Clerk Typist Certificate, and a Secretary/Word Processing Certificate. Completion of the Certificate program and the general education and District requirements qualifies students for an associate degree.

Assessment

- FTES in years observed is decreasing
- Percentage of online courses is steadily increasing
- WSCH per FTEF has been erratic, but generally productive
- Success rate well below the college average
- Retention is improved but below the college average

Program Goals from 2004 Program Review

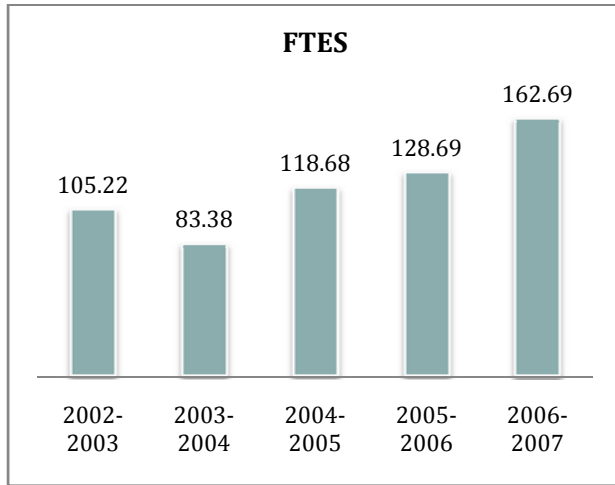
- Increase business community involvement in the design of classes and certificates/degrees
- Improve the business community's perception of the college's certificates/degrees
- Develop a path for students' transition from education to employment
- Investigate cross discipline course offerings to enhance employability
- Integrate certificates and degrees to articulate a path to four year institutions
- Improve student access with convenient course designs
- Develop more short term and online courses so employed individuals can quickly update their skills or the unemployed can obtain job ready skills

Challenges and Opportunities

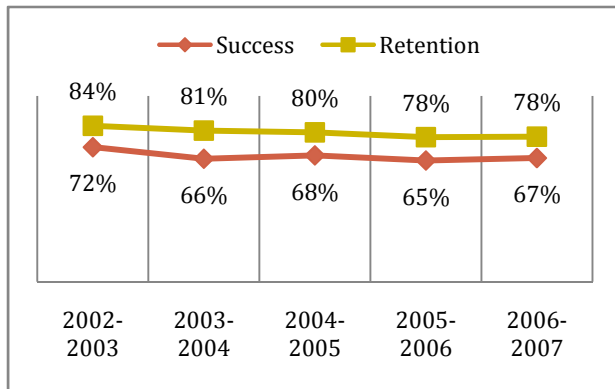
- Develop strategies to raise retention and success rates

Discipline Area

Physical Education



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,158	879	1,136	1,244	1,735
FTEF	7.94	5.67	8.18	8.83	12.37
WSCH per FTEF	386	429	423	425	383



	02-03	03-04	04-05	05-06	06-07
Sections	98	58	68	78	106
% of Online Enrollment	0.0%	0.0%	0.0%	2.7%	19.3%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The Physical Education curriculum is designed to provide the opportunity to achieve an associate degree in the student's area of specialization.

Assessment

- FTES in years observed is increasing
- WSCH per FTEF had been steady, but decreased in 2006-2007 and is below the college average
- Success rate is stable and slightly above college average
- Retention has slightly declined but at college average

Program Goals from 2007 Program Review

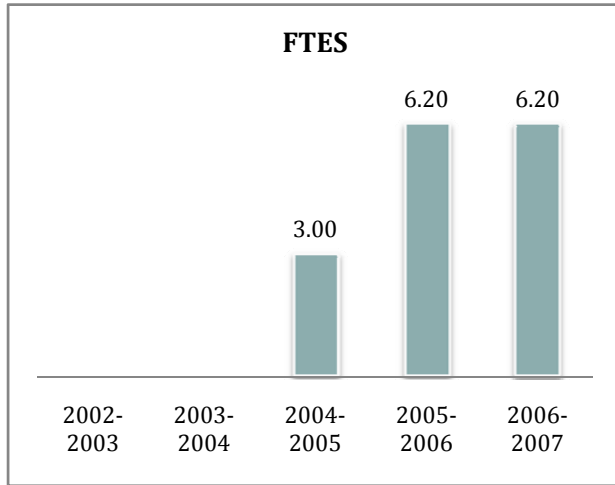
- Increase course offerings
- Standardize tests between instructors to be more consistent in grading
- Develop and revise the degree

Challenges and Opportunities:

- Develop strategies to increase productivity of classes
- Develop strategies to increase degrees awarded

Discipline Area

Physics



Description:

Program review needed

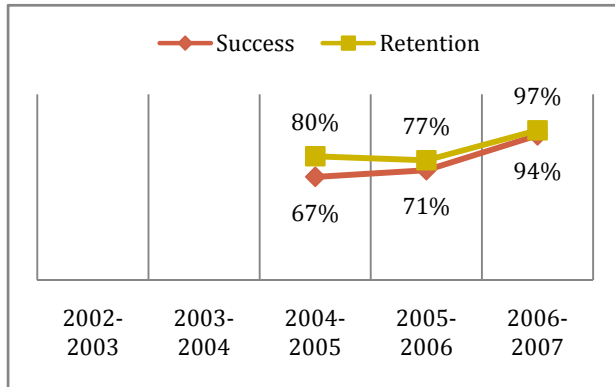
Assessment

- Sections increasing
- FTES increasing
- Success & retention high in 2006-2007 and both exceed the college averages that year
- WSCH per FTEF is low relative to other programs on campus

Program Goals

TBA

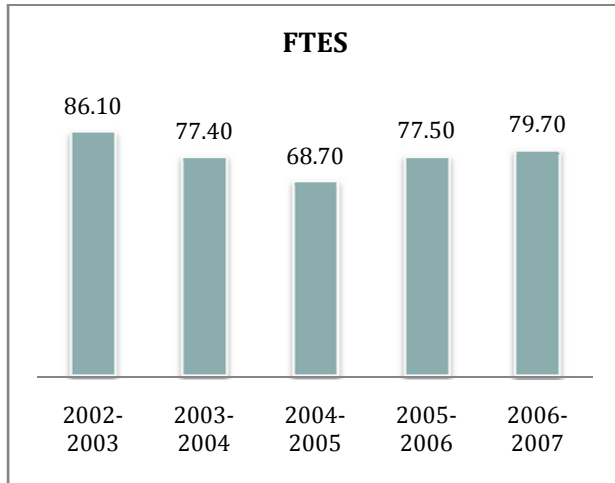
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	NA	NA	15	31	31
FTEF	NA	NA	0.70	1.05	1.75
WSCH per FTEF	NA	NA	125	172	103



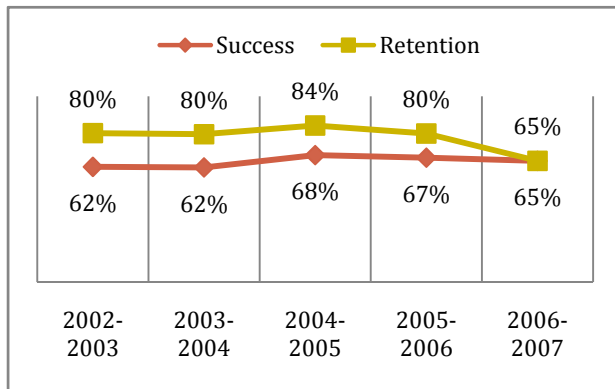
	02-03	03-04	04-05	05-06	06-07
Sections	NA	NA	4	6	10
% of Online Enrollment	NA	NA	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Discipline Area

Psychology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	859	805	683	775	797
FTEF	5.06	4.60	4.20	5.40	6.00
WSCH per FTEF	496	491	477	419	387



	02-03	03-04	04-05	05-06	06-07
Sections	27	23	21	27	30
% of Online Enrollment	46.0%	28.0%	31.0%	36.8%	48.6%
Degrees/Certificates Awarded		6	14	13	18

Description:

The Psychology Associate Degree program is designed to provide entry-level skills and knowledge for the student transferring to a four year institution with a major in psychology. The psychology major prepares students for programs with emphasis in psychology, counseling, child development, educational psychology, education, social work, sociology, human services, and nursing.

Assessment

- No [overall] growth in FTES in years observed
- FTES dipped in 2004-2005 and increased by 2006-2007
- Large percentage of online enrollment
- Substantial number of degrees awarded.
- Success rate is relatively stable and at the college average
- Retention rate has been stable then declined and in '06-'07 fell 14% below the college average

Program Goals from 2004 Program Review

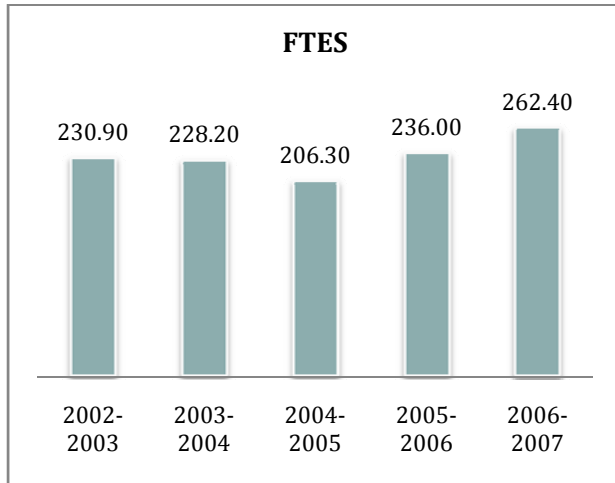
- Develop hybrid Psychology courses
- Revise curriculum to ensure currency with statewide curricular trends
- Develop student learning outcomes for Psych 1
- Expand Learning Community course offerings
- Expand offerings of hybrid Psych courses

Challenges and Opportunities

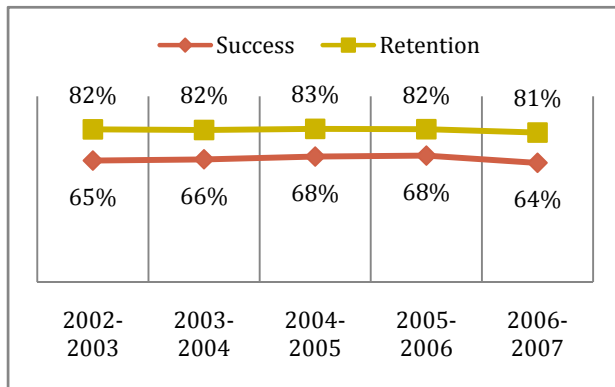
- Develop strategies to address recent retention rate decrease

Discipline Area

Social Science



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	2,298	2,281	2,061	2,359	2,623
FTEF	14.00	11.80	12.00	14.80	16.80
WSCH per FTEF	481	564	501	465	456



	02-03	03-04	04-05	05-06	06-07
Sections	70	59	60	74	84
% of Online Enrollment	49.8%	47.6%	41.6%	44.0%	51.4%
Degrees/Certificates Awarded		3	4	8	12

Description:

The Social Science Associate Degree program is designed to provide the transfer social science major the opportunity to achieve an associate degree with specialization of the student's choice. The major is made up of 24 units in the fields of Economics, Geography, History, Political Science, Psychology, and Sociology.

Assessment

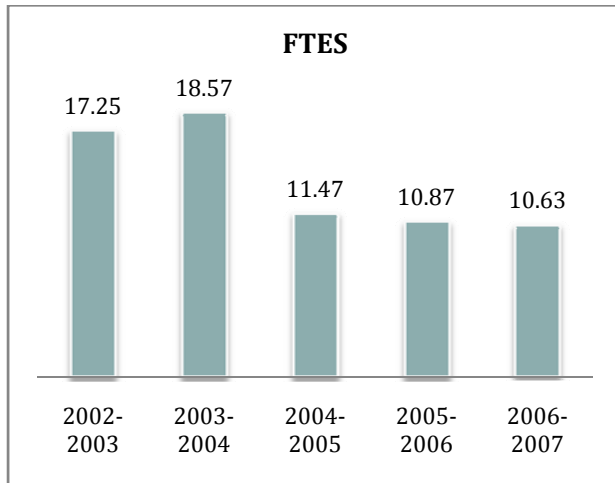
- Slight growth in FTES in years observed
- FTES dropped in 2004-2005 and has been steadily increasing
- Large percentage of online enrollment
- Retention rate is stable and higher than the college average
- Success rate is stable and higher than the college average

Program Goals from 2004 Program Review

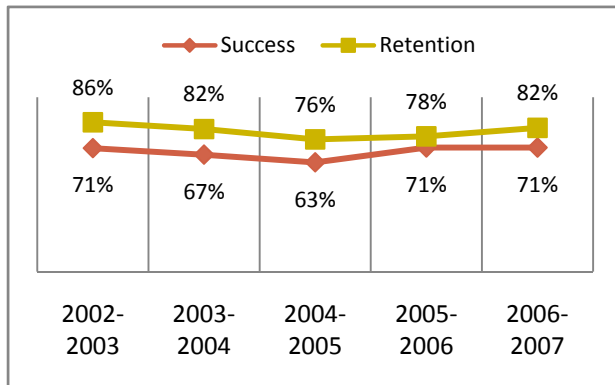
- Bring Social Science 32A and B into the history department
- Develop a cultural/ethnic studies program
- Develop courses such as Native American and Asian Pacific Islander history, with potential to expand into family and gender studies

Discipline Area

Teaching Assistant (Education Assistant)



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	250	246	190	156	142
FTEF	1.86	1.81	1.24	1.25	1.27
WSCH per FTEF	271	299	270	253	245



	02-03	03-04	04-05	05-06	06-07
Sections	18	14	11	12	11
% of Online Enrollment	34.8%	41.5%	59.5%	46.8%	38.0%
Degrees/Certificates Awarded		1	0	0	1

Description:

The Education/Education Assistant (EDUC/EA) program provides courses and experiences for prospective teachers. The program awards a certificate as a Teaching Assistant. It is a program that has been actively involved in partnerships with Upward Bound Math and Science, Educational Talent Search, University Charter School, and Middle College High School. The teacher preparation effort is now called T.E.A.M. Teach and comes out of the Education/Education Assistant program.

Assessment

- Number of FTES as well as sections offered in Teaching Assistant declined over past five academic years
- Retention and success rates are above college average
- WSCH per FTEF is below college average.

Program Goals from 2007 Program Review

- Identify a counselor who will work specifically with T.E.A.M Teach students
- Write student learning outcomes for all remaining EDUC/EA courses
- Review and revise education assistant certificate to meet current needs of workplace and students
- Implement student learning outcome evaluation cycle in EDUC 1
- Write curriculum for CBEST prep classes to offer as nontransferable one unit courses in test preparation, reading, writing, and math
- Develop stronger articulation agreements at local high schools
- Develop strong student learning outcome assessment cycles for EDUC 1 and EDUC 5 that include adjunct faculty

Challenges and Opportunities

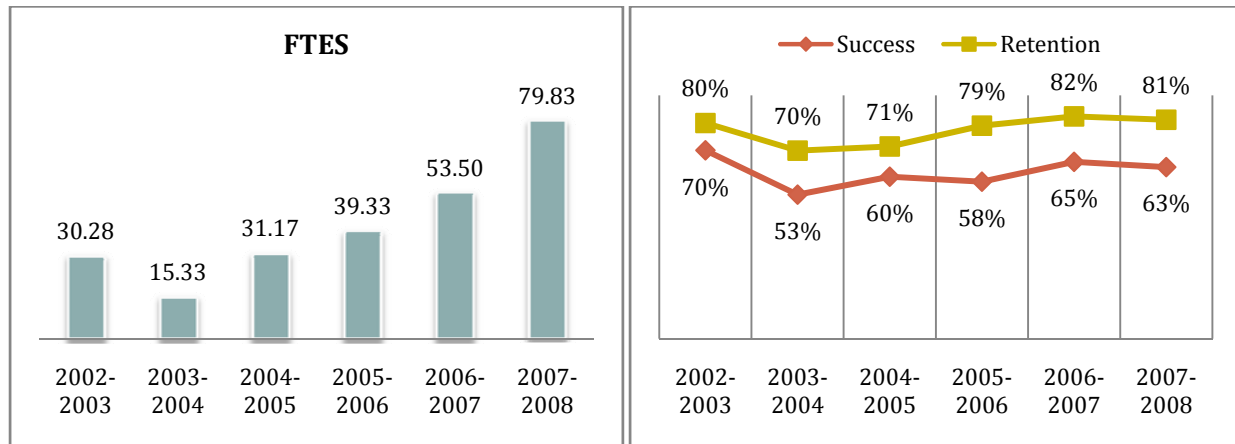
- Develop strategies to increase enrollment, retention, and success rates, and increase productivity

BASIC SKILLS

Basic Skills are the foundation for student success. Sometimes called developmental education or pre-collegiate skills, they are needed by many students entering all segments of higher education in order to be successful in college coursework. The statewide course success rate at community colleges in Basic Skills is 60.5%, about 10 % lower than that for other courses.

At Lemoore, students in Basic Skills classes are successful at a rate close to or above the statewide average. All Basic Skills classes have grown in enrollment over the six years represented below.

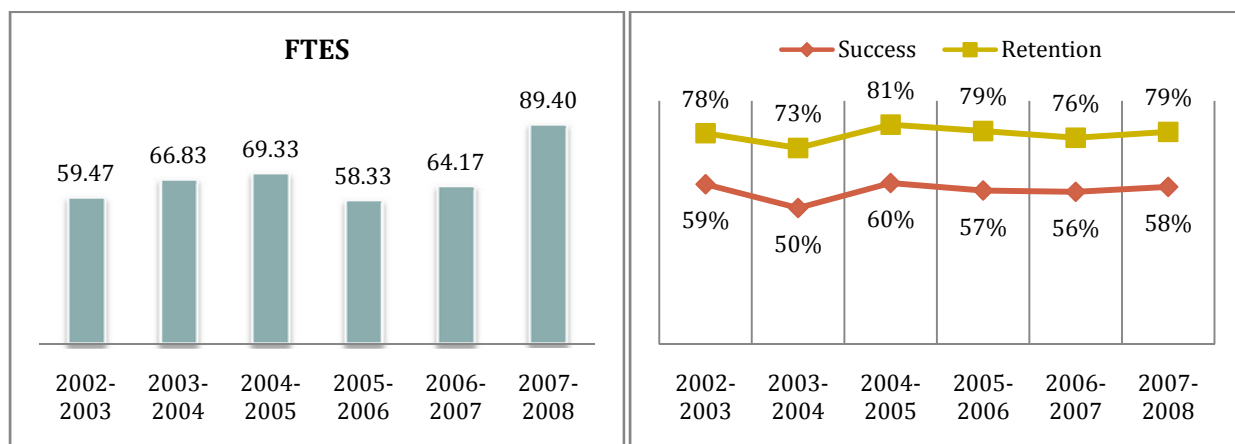
Basic Skills Math



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	8	4	5	7	9	13
Duplicated Enrollment	188	92	187	236	321	479
FTEF	2.46	1.32	1.65	2.32	3.00	4.33
WSCH per FTEF	359	339	551	494	520	537

- Math Basic Skills classes have increased both in sections and enrollment. Students are more successful than the statewide average of 52%. (Source: Board of Governor’s Report on System’s Basic Skills)
- The program has high productivity and strong retention

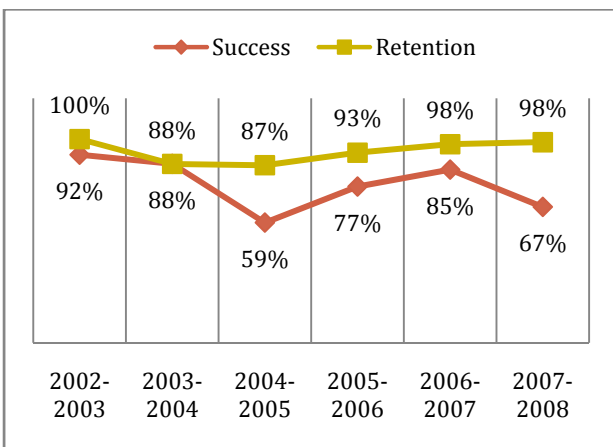
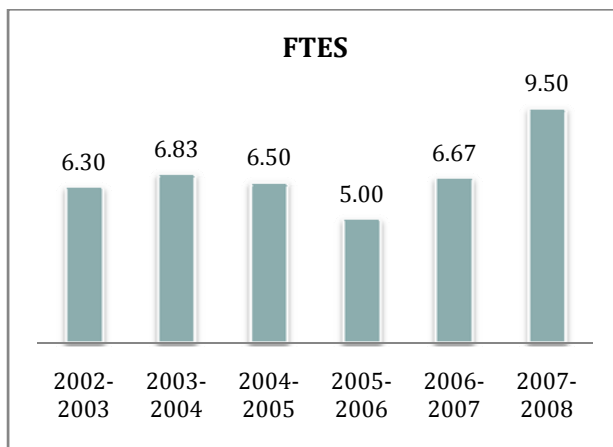
Basic Skills English



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	35	19	22	19	22	31
Duplicated Enrollment	360	401	416	350	385	648
FTEF	7.71	4.76	6.16	5.34	5.93	7.13
WSCH per FTEF	225	410	328	318	315	366

- English Basic Skills classes are building back from '02-'03. Note that with fewer sections in '07-08 they have significantly surpassed the number of enrollments they had in '02-'03 with more sections, a sign of a productive efficient program -- particularly considering that the success and retention of their students have remained steady.
- Success rates are generally comparable to statewide average of 59.3%. (Source: Board of Governor's Report on System's Basic Skills).

English as a Second Language (ESL)



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	15	6	6	6	6	7
Duplicated Enrollment	52	41	39	30	40	66
FTEF	1.27	1.40	1.12	0.56	0.85	0.67
WSCH per FTEF	145	142	169	259	229	411

- Notable drop in sections after '02-'03, but enrollments now surpass the enrollment when the program had double the number of sections.
- No ESL courses scheduled during the day were offered between 2002-03 to 2007-08
- Success rates are mostly above statewide average of 70.6%. (Source: Board of Governor's Report on System's Basic Skills)

Basic Skills Placement

Students who enroll in courses that are appropriate for their preparation levels are much more likely to succeed in college. The assessment process should provide information and support to students so they can make appropriate educational choices. Below are charts that reveal the number of first term students who were assessed and placed into Basic Skills classes in English and math. The ESL program does not have a formal assessment mechanism.

WHC Lemoore Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	1,534	575	37.5%	203	35%	223	39%
2005-2006	1,702	927	54.5%	349	38%	413	45%
2006-2007	1,613	798	49.5%	317	40%	355	44%
2007-2008	1,843	859	46.6%	411	48%	437	51%

- In the four years observed, an average of 47 percent first term students at the WHC Lemoore campus were assessed for course placement
- Of the numbers assessed, an average of 48 percent of students were placed into Basic Skills English
- Approximately 45 percent of students assessed were placed in Basic Skills Math, with the greatest percentage (51%) in the 2007-08 academic year

NASL Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	40	16	40.0%	2	13%	4	25%
2005-2006	25	14	56.0%	3	21%	9	64%
2006-2007	22	11	50.0%	3	27%	3	27%
2007-2008	19	5	26.3%	0	0%	1	20%

- A declining number of students are being assessed at NASL.

Online Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	519	204	39.3%	23	11%	48	24%
2005-2006	695	382	55.0%	54	14%	118	31%
2006-2007	988	459	46.5%	48	10%	119	26%
2007-2008	1162	313	26.9%	80	26%	125	40%

- The percentage of students assessed for the online campus has been declining over three years
- An average of 15 percent of students assessed for the online campus were placed into Basic Skills English
- An average of 30 percent of students assessed for the online campus were placed into Basic Skills Math

TOP TEN INSTRUCTIONAL DISCIPLINES BY FTES, 2003-2007

2003-2004		2004-2005		2005-2006		2006-2007	
Program	FTES	Program	FTES	Program	FTES	Program	FTES
Math	261	Math	290	Biology	283	Biology	278
Social Science	228	Biology	246	Math	274	Math	274
Biology	184	Health Science (General)	218	Health Science (General)	261	Health Science (General)	267
Health Science (General)	136	Social Science	206	Social Science	236	Social Science	262
Computer Information Systems	130	Physical Education	119	Physical Education	129	Physical Education	163
Business	121	Computer Information Systems	116	Business	106	AOJ	127
AOJ	83	Business	106	Computer Information Systems	95	Business	103
Physical Education	83	AOJ	89	AOJ	85	Humanities	91
Psychology	77	Geography	79	Geography	85	Computer Information Systems	89
Geography	72	Art	71	Art	80	Art	87

- Math, Biology and Health Science are among the three largest FTES generators in the past four years observed. Social Science has remained in the top five.
- The top ten programs have remained consistent during this time.

AVERAGE WSCH PER FTEF, 2002-2007

Program	Average	Program	Average
Office Management	510	Child Development	433
Social Science	493	HRCM	427
Geography	477	Business	420
Geology	472	Physical Education	409
Computer Information Systems	470	Art	363
AOJ	463	Chemistry	327
Psychology	454	Communications	306
Math	447	Teaching Assistant	268
Humanities	447	Health Science (Pre-Professional)	192
COLLEGE AVERAGE, 2002-07	441	Physics	134
Health Science (General)	438	Engineering*	44
Biology	436		

*New Engineering program started in fall 2008

AVERAGE SUCCESS 2002-2007

Program	Success	Program	Success
Art	78%	Humanities	65%
Geology	77%	Psychology	65%
Physics	77%	Biology	64%
HRCM	75%	COLLEGE AVERAGE, 2002-07	64%
Child Development	71%	Computer Information Systems	63%
Communications	71%	Health Science (General)	63%
Teaching Assistant	69%	Math	60%
STATEWIDE AVERAGE, 2003-08	68%	Health Science (Pre-Professional)	57%
Physical Education	68%	Business	51%
Geography	66%	Chemistry	50%
Social Science	66%	Office Management	50%
AOJ	65%	Engineering	33%

- Students are least successful in Business, Chemistry, and Office Management over a 5 year span. Business and Chemistry also fall below the college average in WSCH/FTEF; Office Management has the highest WSCH/FTEF at the college.
- Students are most successful in Art, Geology, HRCM, and Physics.

AVERAGE RETENTION, 2002-2007

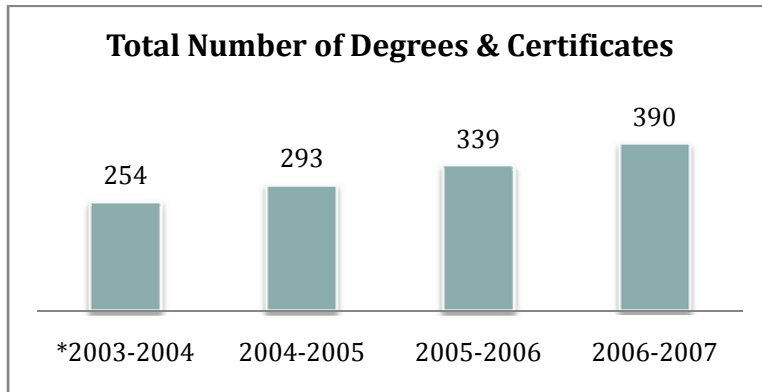
Program	Retention	Program	Retention
HRCM	90%	Physical Education	80%
Geology	88%	Biology	79%
Art	86%	COLLEGE AVERAGE, 2002-07	79%
Geography	85%	Psychology	78%
Physics	85%	Computer Information Systems	77%
STATEWIDE AVERAGE, 2003-08	84%	Health Science (General)	76%
AOJ	84%	Math	75%
Child Development	82%	Business	71%
Communications	82%	Office Management	69%
Humanities	82%	Engineering	67%
Social Science	82%	Health Science (Pre-Professional)	66%
Teaching Assistant	81%	Chemistry	61%

- Student retention is highest in programs that also reflect a high success rate – HRCM, Geology, Art, and Physics.
- Student retention is lowest in programs that reflect a lower success rate – Business, Office Management, Health Science, and Chemistry.
- The California Community Colleges System Strategic Plan of January 2006 notes that efforts are needed to improve semester to semester persistence, especially into the second year of college study.

DEGREES AND CERTIFICATES

From Fall 2003 to Fall 2007, West Hills College Lemoore conferred a total of 1,276 degrees and certificates in various disciplines. Over 50 percent of these were Associate of Arts in Liberal Arts. The Liberal Arts Program has been renamed Liberal Studies and is currently under review and modification.

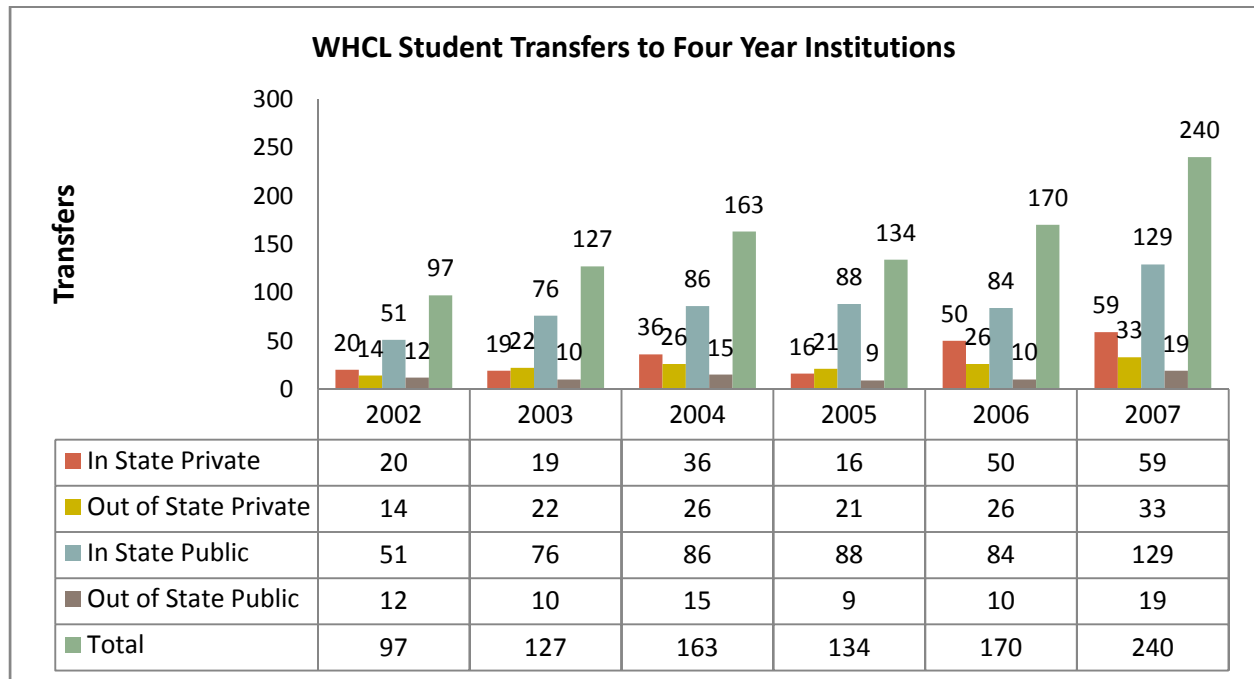
The total number of degrees and certificates conferred by West Hills College Lemoore has been steadily increasing over the past four years.



Top 20 Programs by Total Number of Degree/Certificate Conferred, 2003-2007

Program Title	2003-04*	2004-05	2005-06	2006-07	Total
Liberal Arts - AA	137	158	189	212	696
Business Administration - AA	19	25	29	33	106
Health Science - General - AS	20	25	0	19	64
Administration of Justice - Law Enforcement - AA	6	18	16	23	63
Psychology - AA	5	14	13	18	50
Child Development - AA	0	9	10	17	36
Health Science - General - AA	1	0	31	1	33
Social Science - AA	3	4	8	12	27
Computer Information Systems - AA	8	4	9	6	27
Administration of Justice - Corrections Option - AA	2	7	9	2	20
Business - AA	2	2	4	4	12
Computer Information Systems - AS	5	2	1	4	12
Child Development - Certificate	0	2	3	6	11
Bookkeeping Fundamental - Certificate	2	2	2	5	11
Mathematics - AA	2	4	2	2	10
Office Management & Tech. - AA	2	3	2	1	8
Administration of Justice - Law Enforcement - AS	0	3	2	2	7
Business Management - Certificate	3	2	0	2	7
Child Development Admin. - Certificate	4	1	0	2	7
Retail Business Management - Certificate	1	1	0	4	6

TRANSFERS TO FOUR YEAR INSTITUTIONS

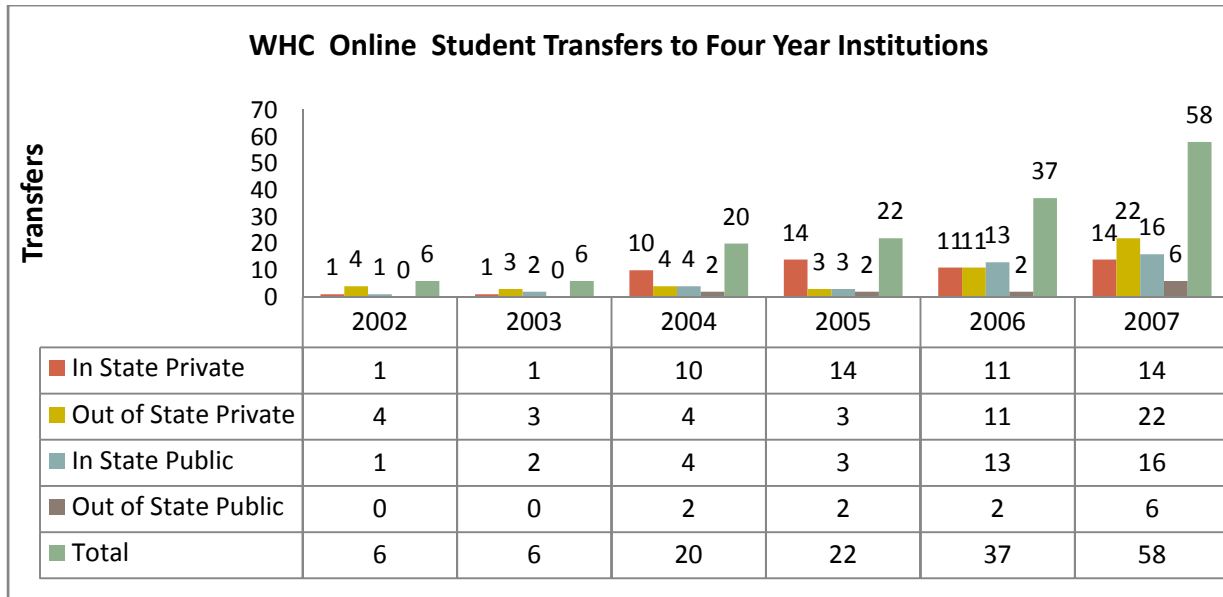


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: The annual numbers of transfers to four-year institutions were determined by students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- In '07, 92 students transferred to public four year institutions; 148 students transferred to private four year institutions.
- In the six years observed, more students transferred to California private institutions each year than transferred to California public institutions.
- The number of students transferring continues to increase with the most significant gains occurring at California private four year institutions.

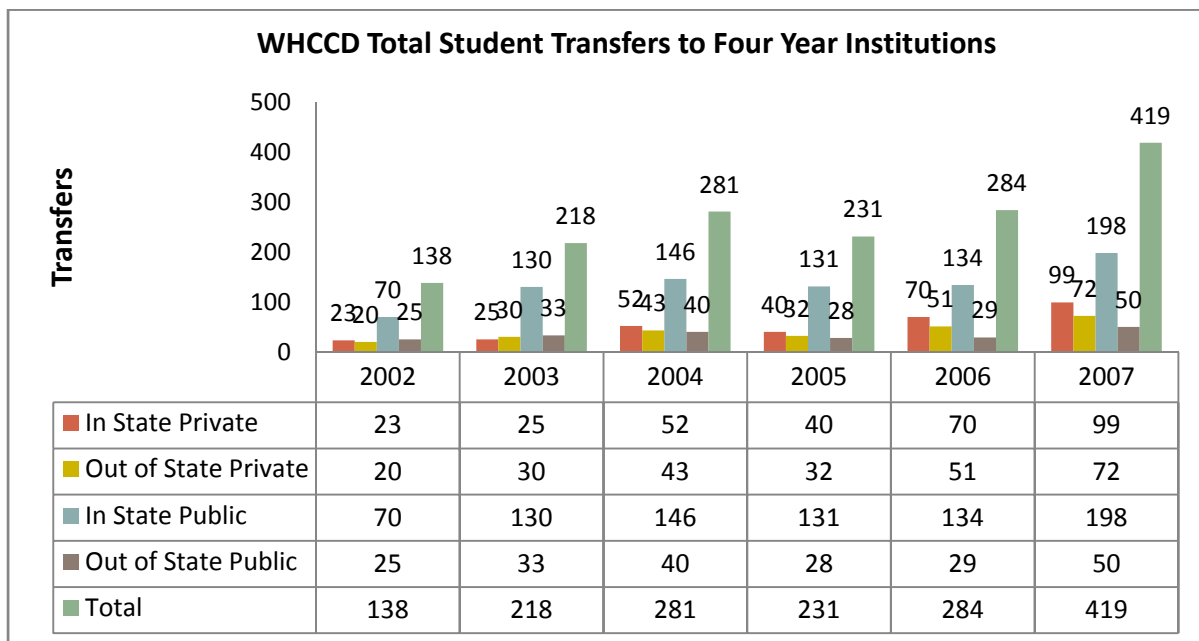


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: Based on WHCCD students who completed at least 12 units primarily online from a combination of online courses from WHCC and WHCL and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- The number of online transfers has significantly increased over the six years observed.
- Significant gains have been made in the number of students transferring to out of state public institutions.



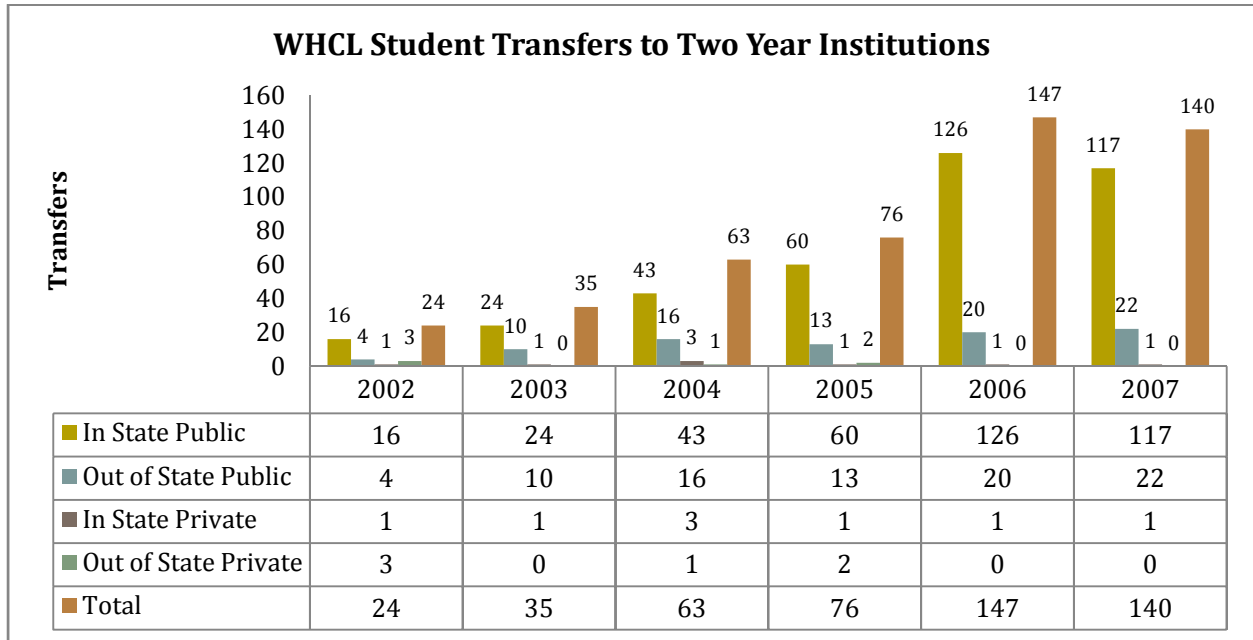
Data Source: National Student Clearing House; WHCCD Data Warehouse

WHC Lemoore Top 20 Transfer Four-Year Institutions, 2002-2007

	Name of Institution	Number	%
1	CALIFORNIA STATE UNIVERSITY - FRESNO	381	40.9%
2	CHAPMAN UNIVERSITY-AC 1	71	7.6%
3	FRESNO PACIFIC UNIVERSITY	58	6.2%
4	UNIVERSITY OF PHOENIX	54	5.8%
5	COLUMBIA COLLEGE-EV SESSION	40	4.3%
6	CHAPMAN UNIVERSITY-ORANGE	34	3.7%
7	CALIFORNIA STATE UNIVERSITY - CHICO	12	1.3%
8	NATIONAL UNIVERSITY	12	1.3%
9	CALIFORNIA STATE UNIVERSITY - SACRAMENTO	10	1.1%
10	UNIVERSITY OF CALIFORNIA-DAVIS	10	1.1%
11	UNIVERSITY OF MARYLAND - UNIVERSITY COLLEGE	10	1.1%
12	EMBRY-RIDDLE AERONAUTICAL UNIV.-WORLDWIDE CAMPUS	9	1.0%
13	SAN DIEGO STATE UNIVERSITY	9	1.0%
14	SAN FRANCISCO STATE UNIVERSITY	8	0.9%
15	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	7	0.8%
16	CALIFORNIA STATE UNIVERSITY - FULLERTON	7	0.8%
17	UNIVERSITY OF CALIFORNIA-BERKELEY	7	0.8%
18	CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	6	0.6%
19	EMBRY-RIDDLE AERONAUTICAL UNIVERSITY - DAYTONA	6	0.6%
20	OLD DOMINION UNIVERSITY	6	0.6%
	Other Four Year Institutions	174	18.7%
	Total	931	

Data Source: National Student Clearing House; WHCCD Data Warehouse

TRANSFERS TO TWO YEAR INSTITUTIONS



Data Source: National Student Clearing House; WHCCD Data Warehouse

Totals includes In State Public, Out of State Public, In State Private and Out of State Private Two Year institutions.

Definitions

- Lemoore Total:** The annual number of transfers to two-year institutions was determined by students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a two year institution.

Assessment

- The number of students transferring to two year institutions has increased over the six years observed.
- Exit interviews could reveal reasons for these transfers that will assist the college in educational planning.

WHC Lemoore Top 20 Transfer Two-Year Institutions, 2002-2007

	Name of Institution	Number	%
1	COLLEGE OF THE SEQUOIAS	134	27.6%
2	FRESNO CITY COLLEGE	91	18.8%
3	REEDLEY COLLEGE	17	3.5%
4	CUESTA COLLEGE	13	2.7%
5	BAKERSFIELD COLLEGE	7	1.4%
6	SAN DIEGO CITY COLLEGE	7	1.4%
7	SOUTHWESTERN COLLEGE	7	1.4%
8	FULLERTON COLLEGE	6	1.2%
9	GROSSMONT COLLEGE	6	1.2%
10	AMERICAN RIVER COLLEGE LOS RIOS CC DISTRICT	5	1.0%
11	COASTLINE COMMUNITY COLLEGE	5	1.0%
12	COSUMNES RIVER COLLEGE-LOS RIOS CC DISTRICT	5	1.0%
13	ITT TECHNICAL INSTITUTE	5	1.0%
14	PENSACOLA JUNIOR COLLEGE	5	1.0%
15	SAN DIEGO MESA COLLEGE	5	1.0%
16	TIDEWATER COMMUNITY COLLEGE	5	1.0%
17	COLLEGE OF SOUTHERN MARYLAND	4	0.8%
18	HEALD COLLEGE - FRESNO	4	0.8%
19	OXNARD COLLEGE	4	0.8%
20	SAN DIEGO MIRAMAR COLLEGE	4	0.8%
	Other Two Year Institutions	146	30.1%
	Total	485	

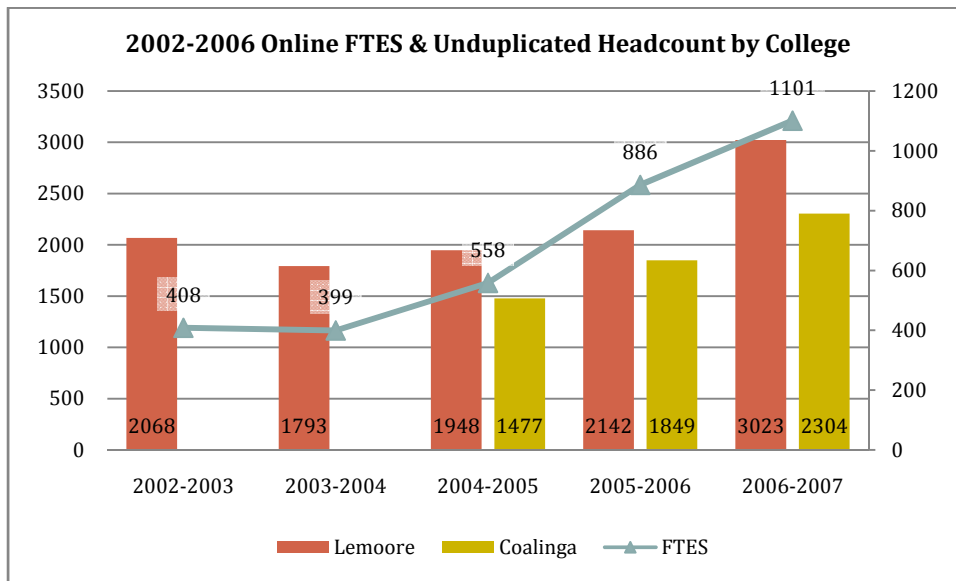
Section IV: Student Services

Student services are an important and integral function at West Hills College Lemoore. The college develops and offers a wide scope of support services that are dedicated to supplementing and complementing instructional programs and providing educational and cultural resources to students, faculty, and the community.

For the purposes of this Educational Master Plan, the student services included are those dealing with the Department of Learning Resources, Financial Aid, the Matriculation process and the following categorical programs: CalWorks, CARE, DSP&S, and EOPS.

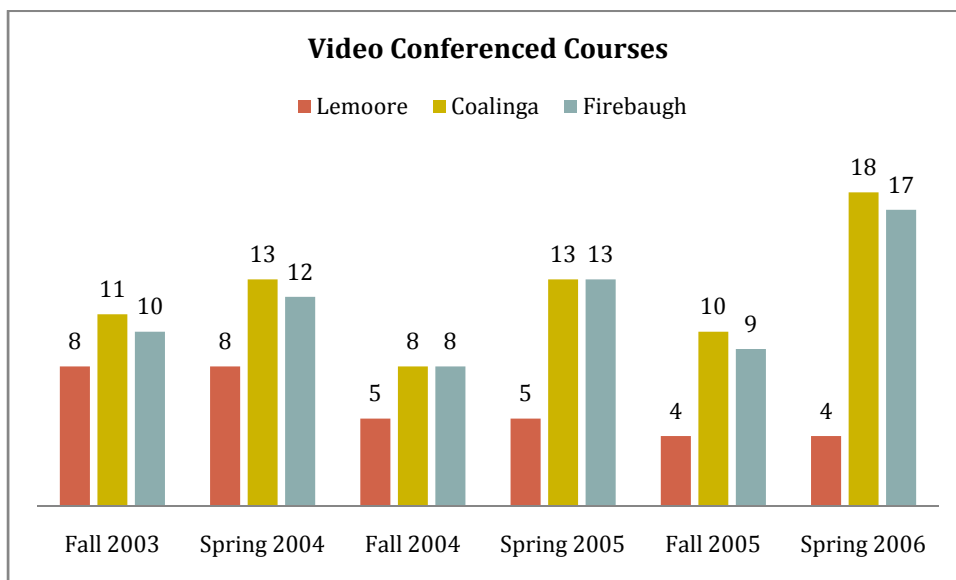
Department of Learning Resources

Description: The Department of Learning Resources is responsible for supporting the colleges in their teaching/learning and service process through the development and administration of an academic online and video conference program that provides faculty training, help desk support, and videoconference technology installation and support.

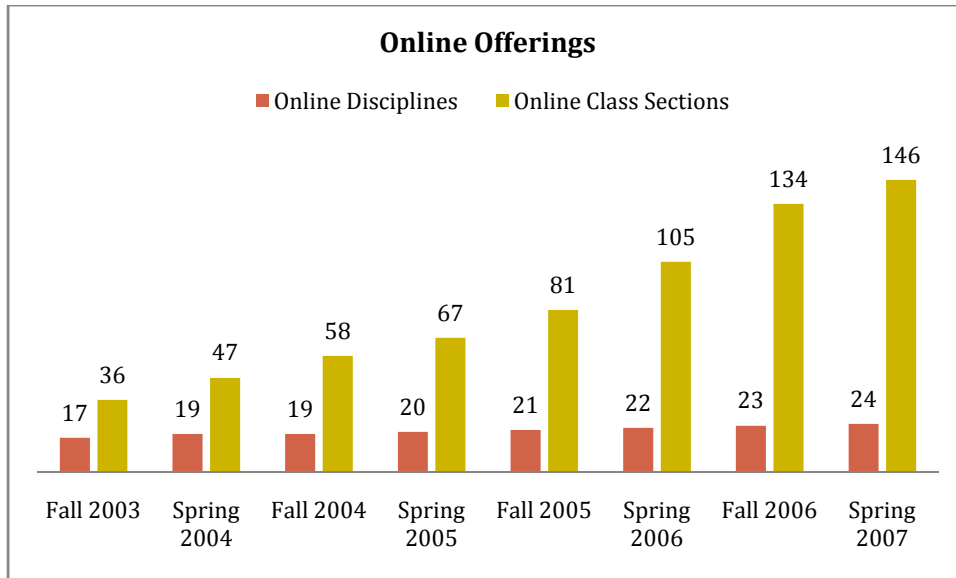


Note: Prior to 2003-2004, all online courses were offered by WHCL

- There is significant growth in the online FTES and headcount at each campus.



- The number of video conference courses offered at Lemoore has been decreasing



- While the number of disciplines available online has remained steady, the number of sections has increased significantly.

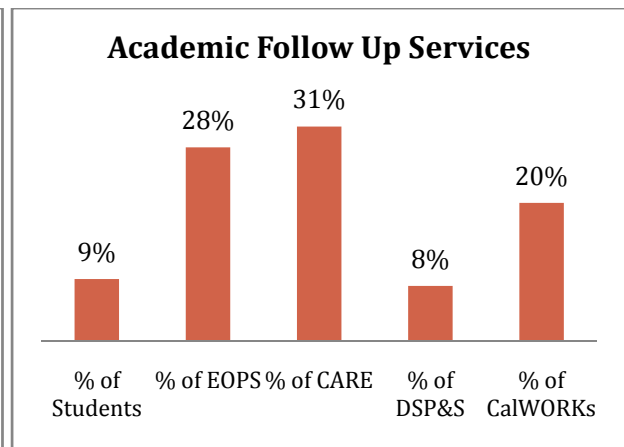
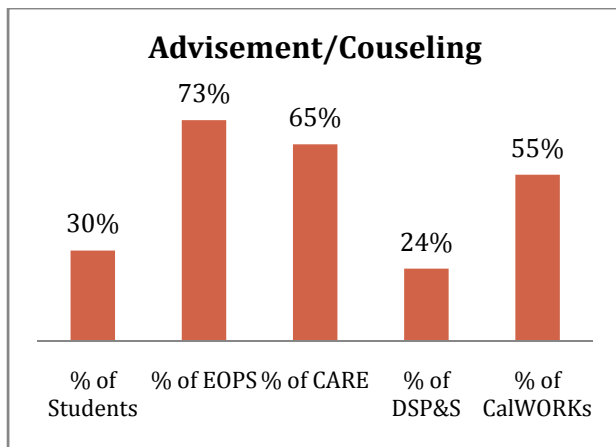
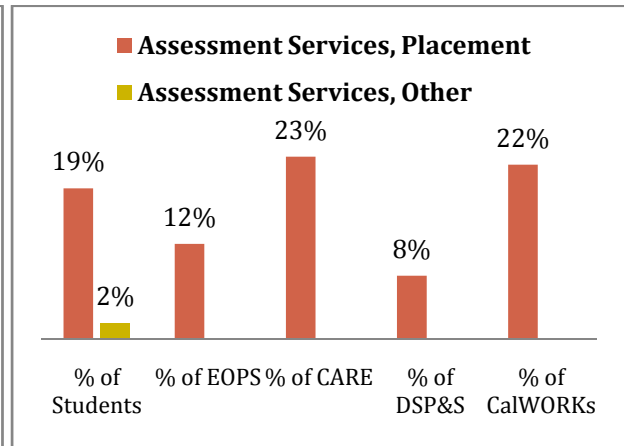
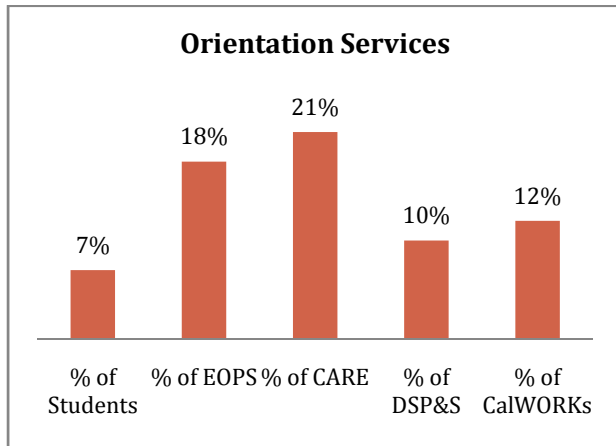
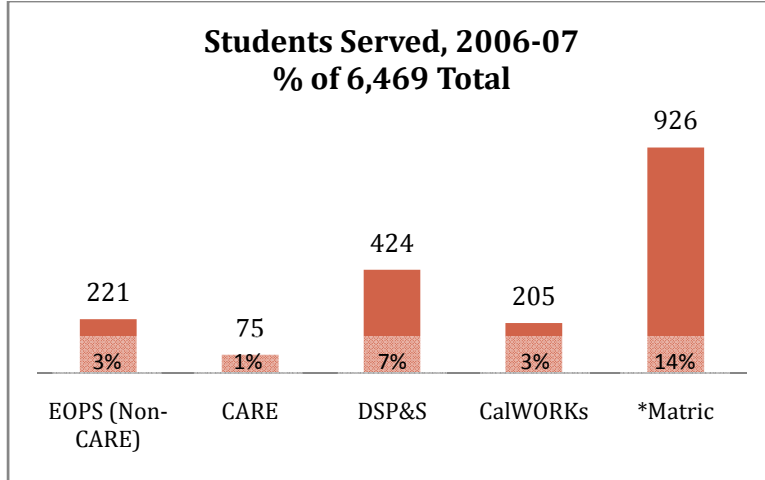
Department Plans:

- Provide online students with active, hands-on, concrete experiences through technological media through collaboration of Learning Resources online staff and online instructors
- Develop and implement Student Technology and Online Readiness Self Assessment Tools
- Increase student technology literacy and independence through enhanced online orientations, student-friendly sites, and online training in courses
- Research and work with CENIC on all aspects of captioning for video conference courses
- Research and present to faculty new classroom mediated technologies
- Provide consultation and research services to the college academic communities.

From Program Review of Spring 2007

Matriculation

Description: The matriculation Process at WHC Lemoore provides an admission process, an orientation to college programs, services, and procedures; pre-enrollment assessment and counseling for course selection, a suitable curriculum, and a continuous follow up on student progress with referral to support services.

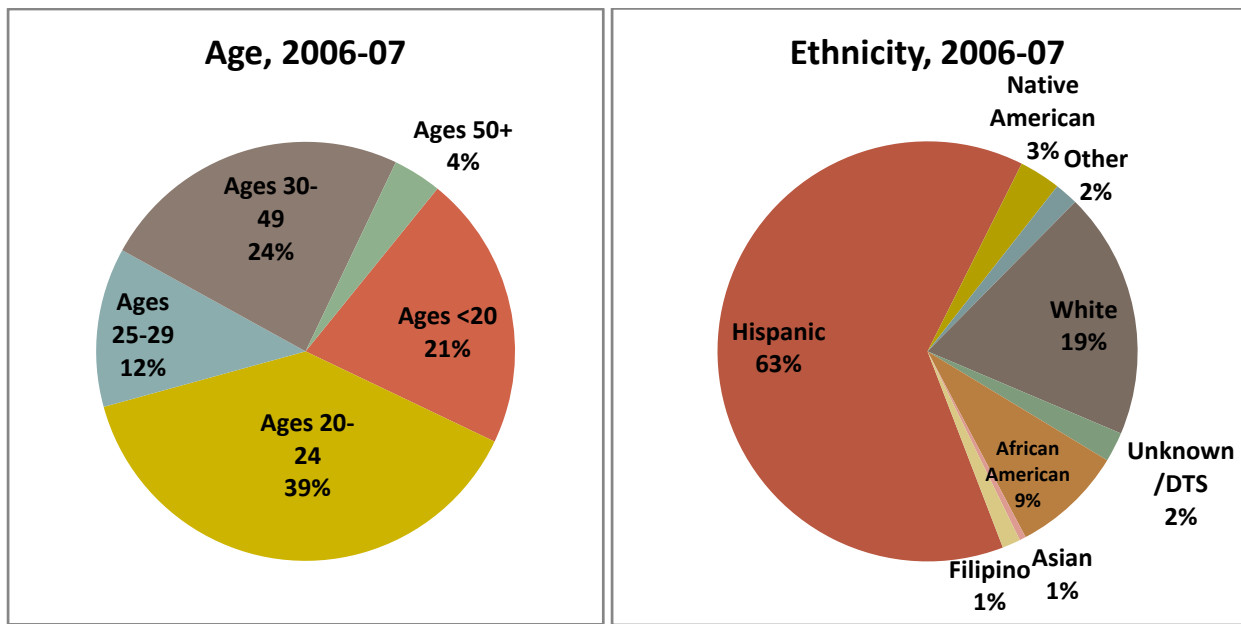


* Matriculation is based on students receiving assessment and counseling or orientation services.

Extended Opportunity Program and Services (EOPS)

Description: The EOPS program and services is a state funded program that provides supplemental support services to students with financial and educational needs. Eligibility is determined by income level and demonstration of need.

2006-07	EOPS (Non-CARE)	% of EOPS	% of All (6,469)
Enrolled in CREDIT	221	100%	4%
Credit FTES	216	100%	8%
Enrolled in NONCREDIT	18	8.1%	5%
Noncredit FTES	0	0%	0%

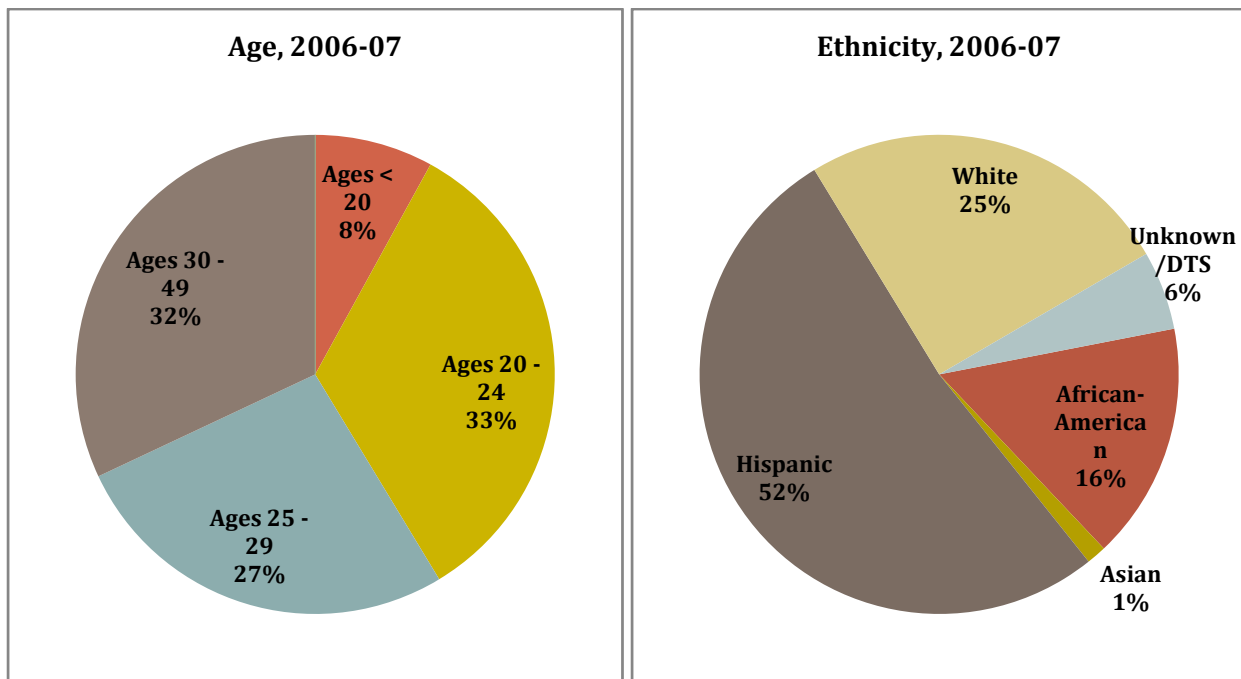


- The primary age group served by EOPS is students 20 to 24 years of age
- The majority of the students are Hispanic

Cooperative Agencies Resources for Education (CARE)

Description: The CARE Program is a cooperative effort between Kings County Human Services System, the Employment Development Department, and the college’s EOPS program. The focus of the program is to assist single parents on AFDC via supplemental grants and workshops that will provide them support for their academic success and retention.

2006-07	CARE	% of CARE	% of All (6,469)
Enrolled in CREDIT	75	100%	1%
Credit FTES	75	100%	1%
Enrolled in NONCREDIT	66	100%	3%
Noncredit FTES	6	8%	2%

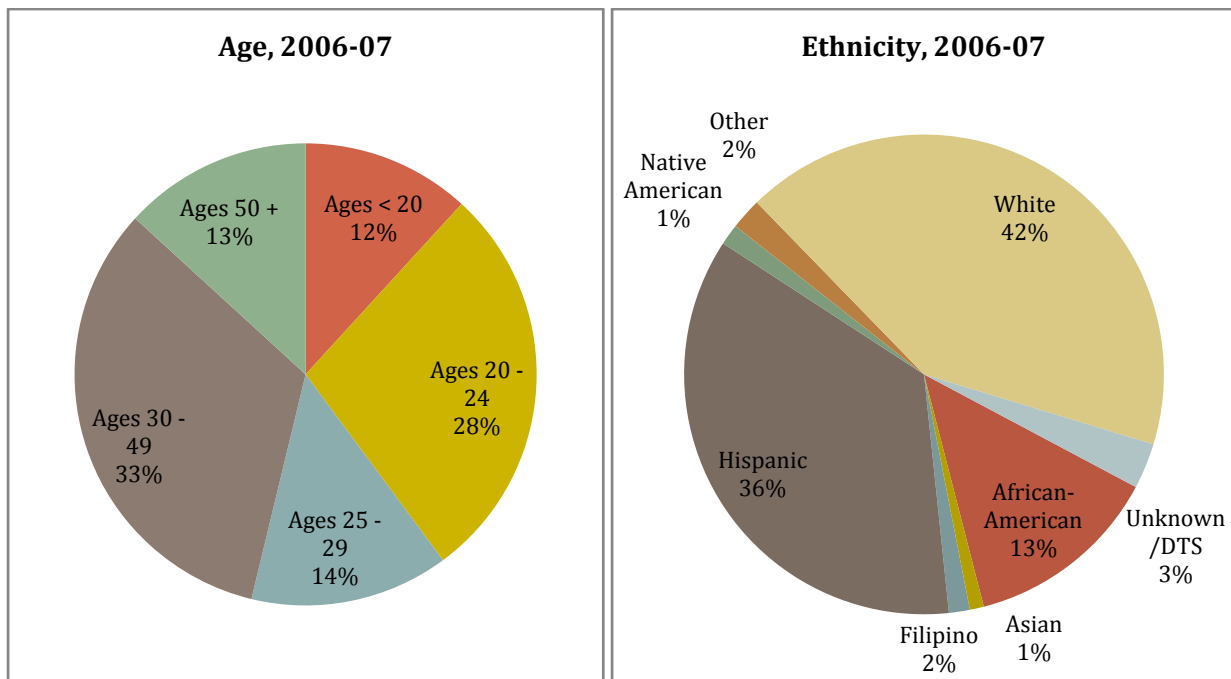


- The majority of students in CARE are below 30 years of age
- The ethnic composition of CARE students varies from the college ethnic composition: CARE: 52% Hispanic, college: 39% Hispanic, CARE: 25% white, college: 36% white, CARE: 16% African American, college 7% African American

Disabled Students Programs and Services (DSPS)

Description: The DSPS program provides equal access to education for disabled persons. The college's office provides services to students with physical, learning, and psychological disabilities with a large range of support services.

2006-07	DSP&S	% of DSP&S	% of All (6,469)
Enrolled in CREDIT	234	55%	4%
Credit FTES	154	32%	6%
Enrolled in NONCREDIT	215	51%	60%
Noncredit FTES	327	68%	95%

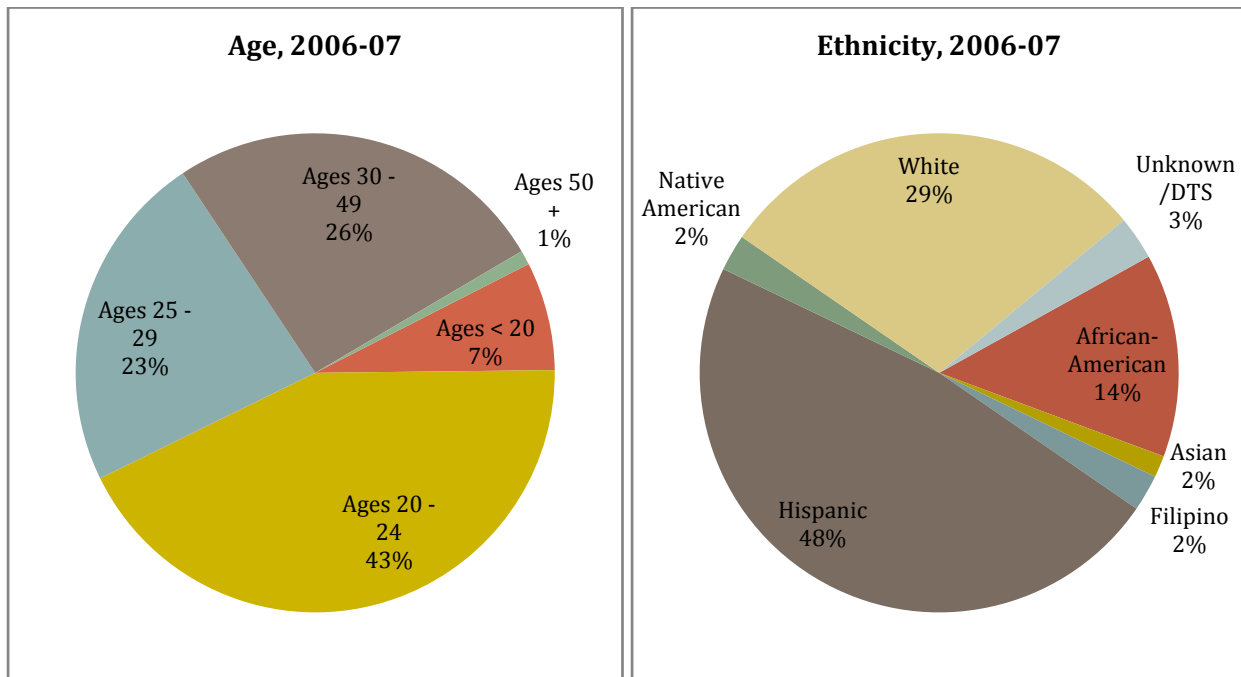


- The largest percentage of any age group in the DSPS program is 30 to 49 years
- The ethnic composition in DSPS varies from the college: DSPS: 42% white, college: 36% white; DSPS: 36% Hispanic, college: 39% Hispanic; DSPS: 13% African American, college: 7% African American

Cal WORKs

Description: The Cal WORKs program is a state funded program to assist families who have received state aid. It provides an opportunity to return to college and receive education and training to become employable.

2006-07	Cal WORKs	% of Cal WORKs	% of All (6,469)
Enrolled in CREDIT	201	98%	3%
Credit FTES	144	100%	5%
Enrolled in NONCREDIT	19	9%	5%
Noncredit FTES	0.70	0%	0%



- 50% of Cal Works students are 24 years of age or below and 50% are 25 to 49
- The ethnic composition varies from the overall college: Cal Works: 48% Hispanic, college 39%, Cal Works: 29% white, college: 36% white, Cal Works: 14% African American, college: 7% African American

Financial Aid

Description: This department assists students through the various financial aid programs administered by the college. Financial aid is funding provided by federal and state governments and institutional sources to help students with their educational expenses. The funding is made up of grants, scholarships, and loans. Loans have several repayment options.

WHC Lemoore	Enrolled	Received Financial Aid	% of Students Receiving Financial Aid
2002-2003	5,468	1,692	31%
2003-2004	5,010	1,828	36%
2004-2005	5,512	2,153	39%
2005-2006	5,817	2,361	41%
2006-2007	6,469	2,583	40%
2007-2008	7,091	2,721	38%

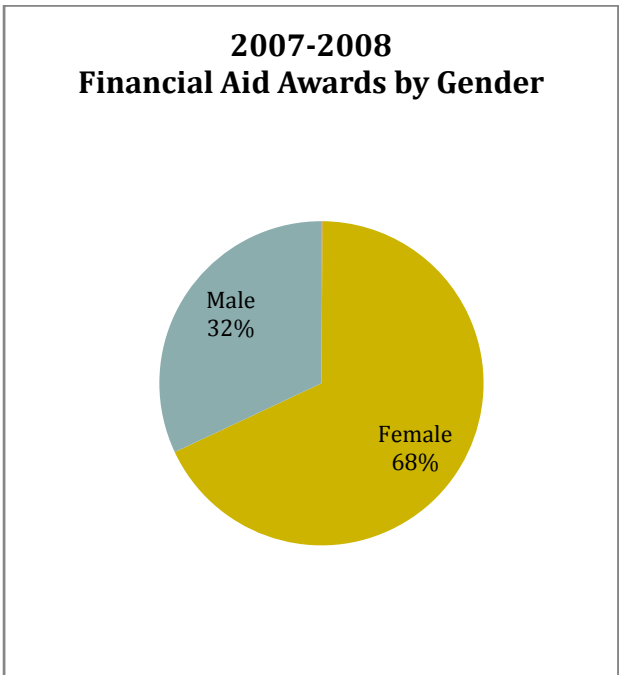
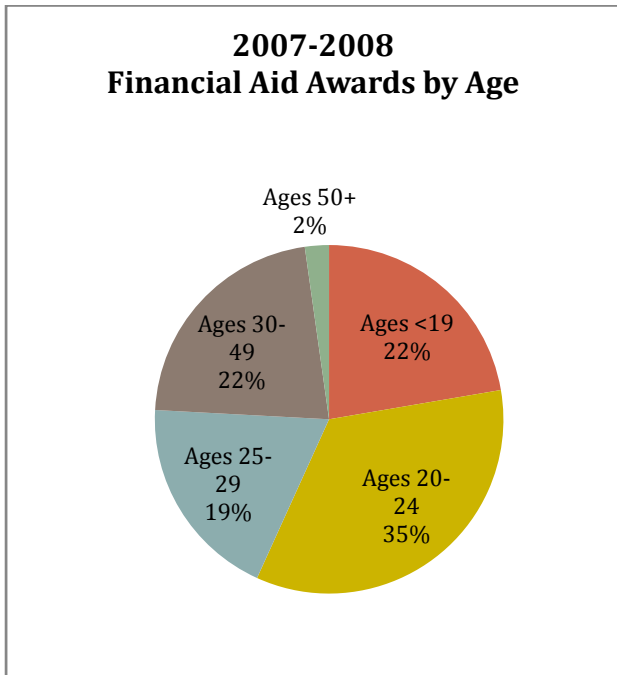
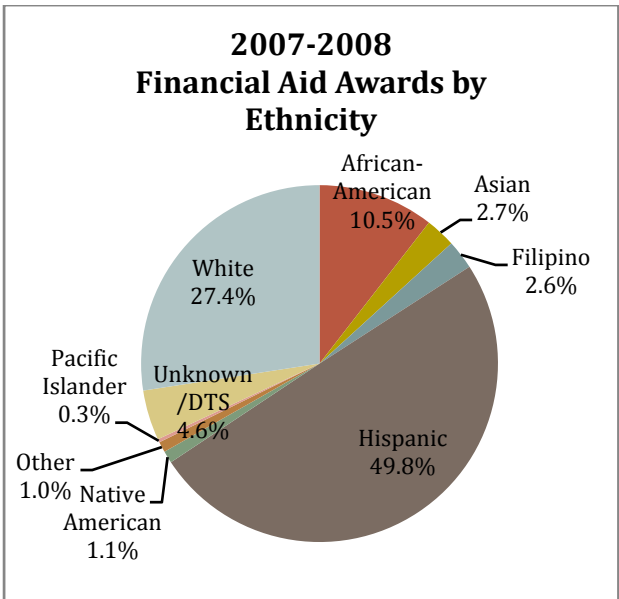
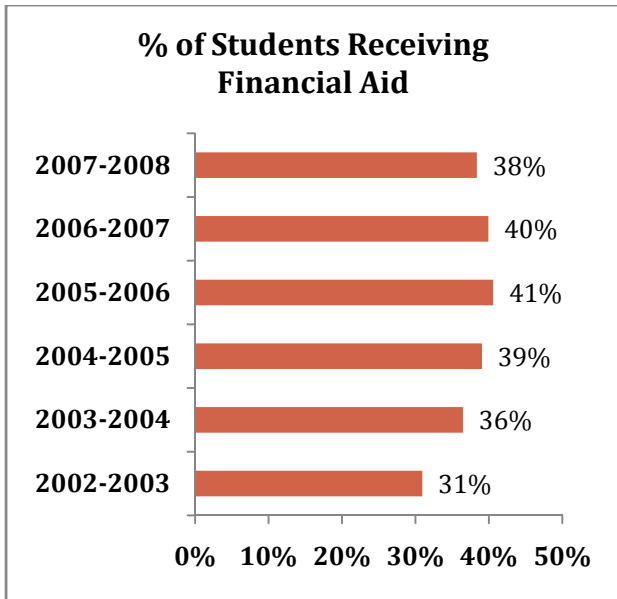
- The number of students receiving financial aid has increased over the six years observed.
- The percentage of students receiving financial aid has decreased while the student population has grown.

WHCCD Enrollment of Students Receiving Financial Aid Awards

Academic Year	Students Awarded Financial Aid	Enrolled at WHCCD	% Enrolled
2002-2003	3,494	2,563	73.4%
2003-2004	3,500	2,720	77.7%
2004-2005	4,007	3,146	78.5%
2005-2006	4,371	3,359	76.8%
2006-2007	4,614	3,645	79.0%
2007-2008	4,848	3,903	80.5%

Source: Datatel; WHCCD Data Warehouse

- The number of students receiving financial aid awards has increased over the six years observed.
- The percentage of students who were awarded financial aid and enrolled at WHCCD has increased during six years observed.



- The gender of students receiving financial aid differs from student population which is 61.94% female, 37.37% male.
- The age of students receiving financial aid differs slightly from the student population: 25.62% are under 19; 30.94% are 20-24; 15.36% are 25-29; 23.28% are 30-49.

Section V: Labor Market Information

INTRODUCTION

The college is committed to providing students with relevant education and training for career technical and professional programs. Consequently, we examine labor market information for this region and compare it to the programs we offer. We use this information to plan for the development of new programs.

ECONOMY OF THE SAN JOAQUIN REGION, OVERVIEW

The Educational Master Plan for West Hills College Lemoore primarily utilizes our district service area that encompasses parts of five counties (Fresno, Kings, Madera, Monterey, San Benito) for demographic data. However, for the economic and labor market section we have also included the counties of Tulare, Kern, Merced, Stanislaus and San Joaquin. The reason for this is the impact of the larger geographical region's economy on college planning for the West Hills Community College District. Employment options for our students also take into consideration a greater area than the college district.

Among the ten counties under consideration by West Hills Community College District for its Educational Master Plan, six are among the top ten counties in the state in the value of their agricultural production: Fresno, Tulare, Kern, Merced, Stanislaus and San Joaquin. Of the ten counties drawing students to the West Hills colleges, only Mariposa County, with nearly half of its land on Federal lands, has an economy not based on agriculture.

While farming and agriculture define the region to a great extent, the counties of the San Joaquin Valley differ considerably in their economic make-ups. Madera and Tulare County have about three times the proportion of employment in agriculture as San Joaquin and Stanislaus. The others fall in between. Likewise, manufacturing is a more prominent part of the employment picture in Merced and Stanislaus counties than in other counties and government is a larger sector of employment in Kings County than in the others. This suggests that educational planners need to consider the diverse employment options in the region as well as the large distances in the rural landscape.

Population Growth

The population of the region is expected to grow approximately ten percent between 2007 and 2012, compared to the state's projected growth of five percent during the same period. The greatest growth will occur among adults aged 30 to 34 years and children under ten years of age (106,284). (Source: *Regional Scan and Program Demand Report, 2007*) This growth will have an impact on the need for job training and re-training and for education of children, and related services.

Income Levels and Unemployment

Per capita personal income varies in the San Joaquin Valley counties, but is below the state average in each. For comparison, the average per capita personal income in California for 2006 was \$39,626. Among the ten counties of the San Joaquin region, Fresno had the highest per capita income, \$27,081; Kings had the lowest at \$22,771. (Source: Table CA1-3, Regional Economic Accounts, Bureau of Economic Analysis, April 2008)

A recent survey of student applications for admission to West Hill College Lemoore and West Hills College Coalinga shows 45 and 48 percent of applicants, respectively, have family incomes of \$25,000 or less. (Source: WHCCD 2007-2008 admission application supplemental survey) The lower than average incomes in the region are consistent with agricultural regions across the country.

Unemployment also reflects the agricultural economic base of the region. Unemployment tends to be higher in the San Joaquin Valley region than the state average. The seasonality of agriculture and the relatively low wage scale account for some of the disparity between this region and other parts of the state. Counties in the San Joaquin Valley also have higher than average poverty rates.

Employment

The top industry sectors in the region, those with over 100,000 jobs, were government, agriculture (including forestry, fishing and hunting), retail trade, health and social assistance, manufacturing, construction, and accommodation and food services in 2007. Construction ranked at the top in earnings per worker (\$54,440) and accommodation and food services ranked last in the group (\$16,554). The greatest growth among all industry sectors by 2012 is projected to be in health care and social assistance. (Source: Chart of Industry Sectors, Region and State, 2007-2012).

Those occupations requiring training and/or education and showing the most growth across all industries in the region in 2007 include:

- Registered nurses
- First-line supervisors/managers of retail sales workers
- Elementary school teachers, except special education
- Business operation specialists
- Truck drivers, heavy and tractor-trailer
- Medical assistants
- Customer service representatives
- Accountants and auditors
- Nursing aides, orderlies, and attendants
- Carpenters

(Source: EMSI Top-Ranked Occupations by Total Growth, 2007-2012. *Note: The list above includes the top ten occupations, all with over 17,000 employees.*)

At the time of the *Regional Scan and Program Demand Report*, West Hills Community College District offered curriculum directly related to six of the twelve high-demand occupations.

Planning for future educational programs and services at the college will take into account the agricultural character of the region, the needs of its growing population for general education and workforce training, and the need to keep pace with demands of the economy.

REGIONAL REPORT

The following information was obtained from the Regional Scan & Program Demand Report prepared for West Hills Community College District by Economic Modeling Specialist Inc.

The Regional Scan included data from ten counties: Fresno, Kern, Kings, Madera, Mariposa, Merced, San Benito, San Joaquin, Stanislaus, and Tulare. The industry and occupation employment numbers are based on numerous published sources from the federal Bureau of Labor Statistics, Bureau of Economic Analysis, Bureau of the Census, and the National Center for Education Statistics. These ten counties span a region where the West Hills Community College District students are likely to seek work.

Occupation Demand and Program Enrollment Comparison

This section compares regional occupations with the most annual openings to the college's current enrollment by program, with the goal of indicating where the college might look to increase its capacity. The occupations are taken directly from the "Top-Ranked Occupations by New + Replacement Jobs" table. "Related programs" associated with occupations are identified using a crosswalk developed by the U.S. Department of Education with some customization by EMSI. College enrollment numbers by Classification of Instructional Programs (CIP) code are provided by West Hills Community College District.

Note that many occupations have multiple related programs and vice versa, so students enrolled in a program may be included in more than one row in the table above. "Average annual openings" is total new and replacement jobs divided by the number of years in the given timeframe.

Description	2007-2012 Avg. Annual Openings	Median Hourly Earnings	Annual Enrollment at WHCCD, All Related Programs
Registered Nurses	1,715	\$34.79	36
Elementary School Teacher, Except Special Education	1,426	\$26.07	225
Truck Drivers, Heavy and Tractor-Trailer	1,047	\$17.08	60
Business Operation Specialists, All Other	945	\$27.01	107
First-line Supervisors/Managers of Retail Sales of Workers	848	\$15.29	107
Medical Assistants (Psychiatric Technicians)	735	\$12.28	37
Customer Service Representatives	735	\$14.23	
Carpenters	649	\$20.03	
Nursing Aides, Orderlies and Attendants	646	\$10.72	36
Maintenance and Repair Workers, General	642	\$16.40	50
Secondary School Teachers, Except Special and Vocational Education	613	\$29.03	225
Accountants and Auditors	612	\$24.85	50
Bookkeeping, Accounting and Auditing Clerks	585	\$14.83	50
First-Line Supervisors/Managers of Office and Administrative Support Workers	581	\$20.61	96
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	565	\$24.34	107
Dental Assistants	507	\$13.40	
Executive Secretaries and Administrative Assistants	490	\$17.73	107
Automotive Service Technicians and Mechanics	461	\$17.66	50
Preschool Teachers, Except Special Education	454	\$12.08	225
First-Line Supervisors/Managers of Food Preparation and Serving Workers	428	\$11.20	27
Team Assemblers	409	\$11.36	

Source: Economic Modeling Specialists Inc. (9/2007).

Enrollment totals are based on programs that might lead students into the occupation of demand.

Color Key:

	Occupations with programs or training available at WHCL and WHCC are highlighted yellow.
	Occupations with programs or training available at WHCC are highlighted green.
	Occupations with programs or training available at WHCL are highlighted blue.
	Occupations with programs or training <u>not</u> available at WHCCD .

Highest-Growth Regional Industries, 2007-2012

These industries are projected to add the most total jobs in the ten county region. The Earning Per Worker (EPW) is an average of occupations throughout all industries in 2006.

Description	2007 Jobs	2012 Jobs	Change	% Change	2006 EPW
Local Government	202,525	214,695	12,170	6%	\$54,832
Child Day Care Services	28,142	36,277	8,135	29%	\$13,429
Temporary Help Services	27,479	35,111	7,632	28%	\$20,607
General Medical and Surgical Hospitals	35,685	40,401	4,716	13%	\$65,179
Department Stores	29,990	34,426	4,436	15%	\$21,238
Offices of Physicians	25,526	29,559	4,033	16%	\$79,186
Support Activities for Crop Production	116,491	119,796	3,305	3%	\$22,301
Limited Service Eating Places	49,920	52,693	2,773	6%	\$13,499
Other Activities Related to Real Estate	11,134	13,688	2,554	23%	\$31,819
Accounting and Bookkeeping Services	13,438	15,746	2,308	17%	\$31,442
State Government	32,770	34,860	2,090	6%	\$61,388
Offices of Dentists	10,144	11,980	1,836	18%	\$45,506
Full-Service Restaurants	35,493	37,224	1,731	5%	\$16,466
Home Health Care Services	6,110	7,756	1,646	27%	\$32,259
Community Care Facilities for the Elderly	6,772	8,344	1,572	23%	\$25,429
Other Technical Consulting Services	5,385	6,837	1,452	27%	\$40,678
All Other Specialty Trade Contractors	10,129	11,552	1,423	14%	\$56,082
Offices of Real Estate Agents and Brokers	22,651	24,040	1,389	6%	\$30,975
General Warehousing and Storage	11,125	12,463	1,338	12%	\$44,920
Home Centers	7,913	9,242	1,329	17%	\$24,961

Source: Economic Modeling Specialists Inc. (9/2007)

Top 25 Critical Occupations in High Growth Industries

The following table shows the top 30 highest growth occupations (in top 10 industries) from 2007-2012. They provide a business oriented view of the most in-demand jobs over that timeframe, and the demand-driven college will seek to align its offerings accordingly. Many jobs found here, especially with an education level of “short-term” or “moderate-term-on the job training” (ST OJT or MT OJT) are likely to be good candidates for industry oriented continuing education programs. * (other abbreviations are decoded below)

Industry	Occupation	Job Growth (In Industry)	Median Hourly Wage (All Industries)	Average Education
Child day care services	Child care workers	6,634	\$8.69	ST OJT
Support activities for crop production	Farmworkers and laborers, crop, nursery, and greenhouse	2,924	\$7.72	ST OJT
Local Government	Elementary school teachers, except special education	2,117	\$26.07	Bachelor's
Department stores	Retail salespersons	2,001	\$9.29	ST OJT
General medical and surgical hospitals	Registered nurses	1,748	\$34.79	Associate's
Offices of physicians	Medical assistants	1,060	\$12.28	MT OJT
Limited-service eating places	Combined food preparation and serving workers, including fast food	1,039	\$7.96	ST OJT
Accounting and bookkeeping services	Accountants and auditors	990	\$24.85	Bachelor's
Offices of physicians	Physicians and surgeons	858	\$74.93	Prof. DG
Other activities related to real estate	Real estate sales agents	788	\$25.08	PS Award
Other activities related to real estate	Real estate brokers	786	\$30.99	Exp. In Field
Local Government	Teacher assistants	750	\$12.34	ST OJT
Temporary help services	Laborers and freight stock, & material movers, hand	720	\$10.12	ST OJT
Local Government	Secondary school teachers, except special and vocational education	717	\$29.03	Bachelor's
Child day care services	Preschool teachers, except special education	689	\$12.08	PS Award
Limited-service eating places	Cooks, fast food	667	\$7.74	ST OJT
Local Government	Postsecondary teachers	650	\$27.43	N/A
Department stores	Cashiers, except gaming	619	\$8.64	ST OJT
Department stores	Stock clerks and order fillers	565	\$10.21	ST OJT
Local Government	Middle school teachers, except special and vocational education	530	\$28.77	Bachelor's
Other activities related to real estate	Property, real estate, and community association managers	488	\$12.47	Bachelor's
Offices of physicians	Registered nurses	471	\$34.79	Associate's
Temporary help services	Office clerks, general	454	\$11.65	ST OJT
Local Government	Police and sheriff's patrol officers	402	\$29.57	LT OJT
Local Government	Teachers and instructors, all other	367	\$19.95	Bachelor's

Source: Economic Modeling Specialists Inc. (9/2007)

*Education level abbreviations:

ST OJT: Short-term on-the-job training; **MT OJT:** Moderate-term on-the-job training; **LT OJT:** Longterm on-the-job training; **Exp. in field:** Work experience in a related field; **PS Award:** Postsecondary award; **Associate's:** Associate's degree; **Bachelor's:** Bachelor's degree; **DG + Exp.:** Degree plus work experience; **Master's:** Master's degree; **Doctoral:** Doctoral degree; **Prof. DG:** First professional degree

Major Occupation Groups, Region and State, 2007-2012

The following table summarizes regional occupations by major group, sorted by total 2007 jobs. On average, the median earnings in the region are below State median earnings.

Description	REGION					STATE		
	2007 Jobs	2012 Jobs	% Change	Repl. Jobs	Median Earning	State 2007	State 2012	State Median Earnings
Office and administrative support occupations	241,667	248,688	3%	35,159	\$13.94	3,109,445	3,190,115	\$15.18
Sales and related occupations	218,367	233,731	7%	31,233	\$15.63	2,838,820	3,047,879	\$17.60
Transportation and material moving occupations	134,629	142,930	6%	20,424	\$13.11	1,239,652	1,299,665	\$13.07
Management occupations	131,242	136,078	4%	12,474	\$29.23	1,628,200	1,745,178	\$38.83
Education, training, and library occupations	116,361	126,788	9%	18,839	\$22.84	1,107,877	1,214,480	\$22.82
Food preparation and serving related occupations	109,731	116,539	6%	27,504	\$8.58	1,353,628	1,445,569	\$8.74
Construction and extraction occupations	107,133	112,507	5%	13,132	\$19.10	1,122,501	1,166,693	\$20.56
Production occupations	97,379	103,520	6%	12,423	\$13.41	1,106,780	1,122,699	\$13.04
Business and financial operations occupations	74,717	82,004	10%	9,671	\$25.54	1,190,971	1,290,508	\$27.22
Farming, fishing, and forestry occupations	74,356	78,178	5%	23,763	\$8.06	203,602	211,977	\$8.56
Personal care and service occupations	72,832	79,585	9%	10,361	\$9.25	733,217	772,088	\$9.75
Healthcare practitioners and technical occupations	65,726	74,886	14%	12,334	\$35.92	775,205	852,351	\$37.12
Installation, maintenance, and repair occupations	65,332	69,079	6%	9,875	\$18.44	665,549	706,644	\$19.24
Building and grounds cleaning and maintenance occupations	62,779	63,406	1%	9,116	\$10.32	816,748	853,872	\$10.21
Arts, design, entertainment, sports, and media occupations	41,833	46,435	11%	3,894	\$17.66	830,415	916,115	\$19.80
Healthcare support occupations	38,188	44,344	16%	8,427	\$11.55	391,113	444,565	\$12.50
Protective service occupations	29,250	31,133	6%	6,241	\$21.25	367,534	391,109	\$20.79
Architecture and engineering occupations	27,850	31,428	13%	4,027	\$32.74	405,122	428,153	\$34.71
Community and social services occupations	20,839	23,332	12%	4,327	\$18.93	242,798	267,462	\$19.54
Computer and mathematical science occupations	20,425	23,464	15%	3,590	\$30.90	511,992	577,823	\$35.21
Military occupations	17,295	16,316	-6%	2,156	\$24.76	220,882	208,382	\$24.61
Life, physical, and social science occupations	16,953	18,333	8%	2,447	\$27.34	245,888	262,408	\$29.79
Legal occupations	11,032	12,275	11%	1,216	\$41.88	190,232	207,973	\$45.34

Source: Economic Modeling Specialists Inc. (9/2007)

Top-Ranked Occupations by New + Repl. Jobs, 2007-2012

The following chart exhibits the top ranked occupations by new and replacement jobs from 2007 to 2012. The occupations have been filtered by average education level to include only those between “Moderate-term on-the-job training” and “Bachelor’s degree” inclusive.

Description	2007 Jobs	2012 Jobs	New + Repl. Jobs	Median Earnings	Education Level
Registered Nurses	21,893	25,446	8,576	\$34.79	Associate's
Elementary School Teacher, Except Special Education	27,226	29,446	7,129	\$26.07	Bachelor's
Truck Drivers, Heavy and Tractor-Trailer	27,383	29,146	5,235	\$17.08	MT OJT
Business Operation Specialists, All Other	15,263	17,164	4,724	\$27.01	Bachelor's
First line Supervisors/Managers or Retail Sales of Workers	26,522	28,857	4,239	\$15.29	Exp. In Field
Medical Assistants	7,077	8,692	3,674	\$12.28	MT OJT
Customer Service Representatives	12,964	14,470	3,674	\$14.23	MT OJT
Carpenters	17,639	18,896	3,245	\$20.03	LT OJT
Nursing Aides, Orderlies and Attendants	11,429	12,735	3,231	\$10.72	PS Award
Maintenance and Repair Workers, General	13,460	14,502	3,210	\$16.40	MT OJT
Secondary School Teachers, Except Special and Vocational Education	11,522	12,265	3,064	\$29.03	Bachelor's
Accountants and Auditors	11,596	12,994	3,060	\$24.85	Bachelor's
Bookkeeping, Accounting and Auditing Clerks	22,782	23,207	2,923	\$14.83	MT OJT
First-Line Supervisors/Managers of Office and Administrative Support Workers	15,631	16,367	2,905	\$20.61	Exp. In Field
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	12,070	12,872	2,824	\$24.34	MT OJT
Dental Assistants	4,832	5,863	2,535	\$13.40	MT OJT
Executive Secretaries and Administrative Assistants	12,703	13,277	2,448	\$17.73	MT OJT
Automotive Service Technicians and Mechanics	8,556	9,155	2,307	\$17.66	PS Award
Preschool Teachers, Except Special Education	5,685	6,632	2,269	\$12.08	PS Award
First-Line Supervisors/Managers of Food Preparation and Serving Workers	9,161	9,737	2,139	\$11.20	Exp. In Field

Source: Economic Modeling Specialists Inc. (9/2007)

Based on programs offered by WHCCD that might lead students into the occupation of demand.

Color Key:

	Occupations with programs or training available at WHCL and WHCC are highlighted yellow.
	Occupations with programs or training available at WHCC are highlighted green.
	Occupations with programs or training available at WHCL are highlighted blue.
	Occupations with programs or training <u>not</u> available at WHCCD .

2007 FRESNO COUNTY EMPLOYMENT STUDY

In 2007 the Fresno County Workforce Investment Board conducted a survey of Fresno County employers to collect data relevant to guide the county's potential and job growth and employment trends. A total of 1,004 surveys were completed. They included small, medium, and large employers from seven sectors.

Below is a summary of the findings. The original data set was sorted to include only those occupations with 20 or more Projected Positions in Year 1. Occupations with no employers requiring High School Diplomas or Certification were then removed. The top 25 occupations remaining are listed below sorted by the Projected Positions in Year 3.

Salaries reported are based on the employers in the Fresno County region.

Occupation	Projected Positions (Yr.1)	Projected Positions (Yr.3)	High School Diploma Required	Certification Required	Salary Estimate (Low)	Salary Estimate (Mid)	Salary Estimate (High)
Production Laborers	1662	3946	33%	0%	\$8.54	\$0.00	\$11.50
Sales Representatives, Wholesale/Manufacturing, Except Technical & Scientific Products	266	456	53%	10%	\$17.70	\$0.00	\$24.98
Registered Nurses	379	418	86%	81%	\$23.35	\$29.39	\$33.74
Psychiatric Technicians	386	386	100%	0%	\$12.00	\$14.00	\$16.00
Farmworkers, Farm and Ranch Animals	235	374	33%	0%	\$7.75	\$9.00	\$10.00
Licensed Practical and Licensed Vocational Nurses	281	320	92%	84%	\$15.35	\$18.96	\$22.69
Computer Programmers	228	298	74%	20%	\$18.32	\$29.05	\$30.00
Automotive Service Technicians and Mechanics	185	290	32%	41%	\$12.15	\$14.38	\$23.22
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	193	280	4%	0%	\$8.23	\$0.00	\$11.33
Truck Drivers, Heavy and Tractor-Trailer	178	256	36%	60%	\$12.60	\$14.69	\$17.90
Office Clerks, General	125	236	59%	1%	\$10.18	\$12.27	\$14.17
Automotive Specialty Technicians	129	222	20%	18%	\$8.62	\$12.38	\$15.19
Heating, Air Conditioning, & Refrigeration Mechanics & Installers	170	207	25%	50%	\$10.43	\$15.33	\$20.80
Electricians	81	168	76%	30%	\$15.30	\$19.20	\$27.15
Operating Engineers and Other Construction Equipment Operators	158	158	61%	17%	\$13.63	\$0.00	\$17.83
Parts Salespersons	89	158	72%	2%	\$8.82	\$15.35	\$16.47
Cleaners of Vehicles and Equipment	97	145	62%	54%	\$8.23	\$15.00	\$16.83
Truck Drivers, Light or Delivery Services	54	120	34%	17%	\$11.07	\$0.00	\$16.32
Maintenance and Repair Workers, General	57	119	47%	6%	\$11.47	\$13.41	\$16.10
Freight, Stock, and Material Movers, Hand	59	117	0%	50%	\$12.00	\$0.00	\$18.00
Automotive Body and Related Repairers	73	105	26%	44%	\$11.40	\$16.75	\$21.40
Cashiers	63	102	86%	0%	\$8.01	\$9.15	\$11.83
Financial Managers	59	95	87%	0%	\$23.44	\$24.47	\$32.49
Electronics Engineering Technicians	44	89	63%	4%	\$20.67	\$23.00	\$24.87
Physicians and Surgeons, All Other	29	88	90%	90%	\$28.00	\$0.00	\$52.00

Source: Fresno County Workforce Investment Board

Section VI: Key Findings and Strategies

STRENGTHS OF WEST HILLS COLLEGE LEMOORE

West Hills College Lemoore's fully accredited college status that was granted by the Accrediting Commission for Community and Junior Colleges in 2006 was well deserved. The campus features the largest and most technologically advanced library in Kings County, 18 lecture classrooms, computer labs, and three science collaboratories. Working in this state of the art facility contributes to the high morale and 'can do' attitude of the faculty and staff. In the accreditation self study the college describes itself as having a "healthy governance environment."

The partnerships that have been developed with other educational segments have been significant and positive. The partnership with University Charter School on the Lemoore campus brings in 5th through 8th grade students who are seeking a non-traditional educational setting. The Lemoore High School Middle College program is exemplary and continues to increase in scope and size. The alliance with Cal State University, Fresno, which allows students to earn a bachelor's degree while attending classes at the Lemoore site, is a partnership that every community college in the state should have. A program with Americorps has provided tutors. In 2008, a nursing program that had been the result of a partnership with Fresno City College will break out as a stand alone nursing program. The teacher preparation program T.E.A.M. Teach addresses the need for well prepared educators in our communities.

The college has responded well to the demands of business and industry. The region's emerging hotel, restaurant, and Casino management industry resulted in the development of a program to train managers in these areas. A new engineering program was started in fall 2008.

Naval Air Station Lemoore, located five miles from the Lemoore campus has a rich and enduring presence with the college. Faculty and staff have noted that the presence of students from NASL has enriched their classes and the college community because of a global knowledge base and experiences. Its proximity to the Lemoore campus influences the college and provides a unique perspective not available to many community colleges.

Student Services: New leadership in the student services area has resulted in innovative and effective approaches to serving students. An example of this is X-treme Registration that provides students with a unique college event and services to register at the last possible moment. Another example is bilingual orientation that was scheduled to be in place in 2007 and online orientation planned for implementation by spring '08.

Instructional Services: A consensus was reached on the definition of an instructional program that has facilitated the implementation of the program review process. There has been a concerted amount of effort in working toward a college wide completion of student learning outcomes for each course, projected to be in place by the end of 2008.

The college's continued focus on improving and refining all aspects of the curriculum development process will be important to the creation of classes, programs, and services that will lead the way to an educated work force in this region. Its state of the art technology and physical plant, the growth in the area surrounding the college, and its vital faculty and staff are hallmarks of West Hills College Lemoore.

KEY FINDINGS & STRATEGIES FOR WEST HILLS COLLEGE LEMOORE

COLLEGE WIDE: MULTIPLE DELIVERY SYSTEMS – ONLINE, VIDEO CONFERENCE, WEB BASED

Key Findings

The West Hills Community College District service area spans a wide swath of the San Joaquin Valley and encompasses five counties in mostly rural environments. The area is large and the need for educational access to the population is great. Students facing time and geographical barriers to education must have their needs met through the access provided by online courses and programs and video conference courses.

Online enrollments across the district continue to grow. The majority of the students who are enrolling in online classes are from our service area, although approximately 40% are from outside the service area. The success and retention rates for students in online classes throughout the district is below classroom rates, but remains fairly consistent for Lemoore students at 55% success rate and 73% retention.

At WHC Lemoore during the '07-'08 academic year, there were 3,155 unduplicated students enrolled in online classes. On the campus at Lemoore there are 5,276 students enrolled.

With high school graduation rates projected to be static for the next 7 years, increased offerings of classes and programs in multiple delivery systems, will be a major factor for growth at the college.

Recommended strategies to address key findings:

- More development of multiple delivery methods for classes and programs throughout the curriculum, including online, video conference, web based classes, hybrid classes and traditional classes utilizing new formats.
- Development of an array of Basic Skills classes in multiple delivery methods to provide access for students in need of pre collegiate work.
- More development of degrees and certificates that can be earned online.
- Increase student services and support for online students
- Research on staffing levels needed to support growth and development of online and video conference classes
- Close attention to the technological resources and facilities needed to maintain and increase online and video conference classes.
- Develop and market programs targeting non-traditional students.

The findings and strategies address goals from:

- District strategic plan: #1 Achieve growth targets, #4 improve transfer, completion and graduation rates
- College guiding principle: Access
- State strategic plan: College awareness and access

COLLEGE WIDE: NAVAL AIR STATION

Key Findings

The enrollment at the Naval Air Station (NASL) has been in a steep decline for the last five years, with a slight uptick in 2007-2008.

Among the factors that may have contributed to the decline are the opening of the new Lemoore campus which has attracted military students to enroll on campus, changes to military tuition assistance, deployment during the Iraq war, and the increased availability of online courses.

Students at NASL have preferred evening courses. Some student characteristics are notably different from other entities – students are older, and there are generally more white students and fewer Hispanics.

In 2007-2008, the Naval Air Station center had 143 students, down from a high of 462 in 2002-2003.

The Lemoore Naval Air Station is important to the college and the region. The Naval Air Station is a unique resource with a stable population of 10,200 employees plus 5,335 affiliated dependents that have educational needs.

Recommended strategies to address key findings:

- Formation of a widely representative advisory committee to discuss the issues of enrollment at NASL.
- Discussions with leadership at NASL in regards to their concerns, forecasted changes and/or program development, resource sharing
- Involvement of campus leadership for ideas, concerns
- Brainstorm ideas in regards to adult learners, under skilled workers, retraining and reentry training
- Offer alternative scheduling, short term curricular modes, weekend classes
- Consider new joint use ideas, non credit, and focused programs with cohorts

Addresses Goals From:

- District Strategic Plan:# 3 Community participation rates
- College Guiding Principle: Collaboration, community
- State Strategic Plan: Goal: A#3 Innovative programs and outreach

COLLEGE WIDE: COORDINATION OF PROGRAM AND COURSE DEVELOPMENT

Key Findings

There has been coordination between WHC Lemoore and WHC Coalinga in the development and offering of courses and programs.

A number of factors make coordination in coming years even more complex. Among them are the substantial and growing offerings online and the fully accredited status of the college.

In the data regarding students' identification of city of residence, a significant percentage of students come from cities such as Fresno, Coalinga, Visalia, and Avenal. While some of these residents may only be enrolled in online classes, we can also infer that these students may be willing to take classes some distance from their homes because of the desirability of a specific program.

The alignment of courses and programs within the college district and with all segments of education are essential to student access and success. Coordination would allow the college to maximize the development of courses and programs unique to its community, area, and facilities – and provide students with more choices and venues. These are essential to student access and success.

Recommended strategies to address key findings:

- Continue to coordinate the development of courses and programs with WHC Coalinga to ensure comprehensive offerings to all students in the service area.
- Interface Lemoore's Student Learning Committee with Coalinga's Instructional Services Council on a regular basis to discuss and make recommendations for approval of new courses and programs.
- Consider the formation of a district committee for review, coordination, and recommendation for approval of courses and programs.
- Develop a process to ensure colleges adhere to the Rule of 5 in which course number, title, prefix, units, and transferability are coordinated and discussion and coordination take place that ensure students have a seamless experience in their access to curriculum at WHCCD.

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion, and graduation rates
- College Guiding Principle: Access
- State Strategic Plan: #1 College awareness and access

COLLEGE WIDE: ADDRESS THE CHANGING DEMOGRAPHICS

Key Findings:

An analysis of the demographic data for WHC Lemoore reveals that students in the age group of 30-49 have increased slightly at the college from 1,566 in '02-'03 to 1,651 in '07-'08. On the Lemoore campus, this group has dropped slightly from 1,179 to 1,157 during this time frame. But the number of online students in this age group has risen from 629 in '02-'03 to 750 in '07-'08.

The Regional Scan and Program Demand Report from Economic Modeling Specialist Inc. (EMSI) projects that the greatest growth in our region will occur among adults aged 30 to 34 years and children under 10 years of age during the period of '07-'12.

The female student population at WHC Lemoore continues to be significantly greater than the male population reflecting a state and national trend. In '07-'08 females comprised 62% of the student body.

The Bureau of Labor Statistics reports that for the first time since the modern women's movement came to life, an economic recovery has come and gone, and the percentage of women at work has fallen, not risen. A congressional study released on July 23, 2008, offers the explanation that women are dropping out of the workforce for awhile as jobs and wages shrink, to return to the family and to potentially retrain. At WHC

Lemoore 30-49 year olds are a larger proportion of the student population than those 25-29.

With the projected service area high school graduates remaining static into 2015, the college needs to focus on the demographic that may offer the most growth and also have a growing educational need in this region – students, primarily women, in the 30-49 year old age group.

Recommended strategies to address key findings:

- Consider workforce programs that would attract students who are seeking retraining for the next stage of their work life.
- Query students in this age group about their needs – scheduling of classes, academic support, child care, programs that they seek, etc.
- Target marketing to this group of potential students in the community

Addresses goals from:

- District strategic plan: #1 Achieve growth targets, #4 Improve transfer, completion, and graduation rates
- College Guiding Principle: Access, Diversity
- State Strategic Plan: College awareness and readiness

INSTRUCTIONAL PROGRAMS: BASIC SKILLS

Key Findings

Levels of proficiency in English/Language Arts and Mathematics of students at the 11th grade level in feeder high schools to WHC Lemoore are low. This implies a potential need for more Basic Skills sections available to first term students matriculating to the college.

Of first term students who were assessed, 48% assessed into Basic Skills English and 51% assessed into Basic Skills Math.

Data from the California Community College Chancellor's Office reports that when students do not receive the Basic Skills education they need, less than 10 % will survive the college experience.

Successful participation at the college level is dependent on preparation math and English skills. According to the CCCCCO, more than half of entering community college students require some Basic Skills education due in part to the fact that K-12 curriculum and assessments do not always adequately prepare students for college level work.

Students at Lemoore are generally successful in Basic Skills classes. In math and English the college has continued to increase sections after the reduction in '03-04, showing programs committed to Basic Skills offerings. Math and ESL have high productivity levels, and the success rate in both programs is above the California Community College average. English, math, and ESL Basic Skills classes all have high retention rates.

Recommended strategies to address key findings:

- Offer more sections of Basic Skills Classes in English, ESL, and math
- Consider a college wide committee to address Basic Skills and preparedness for college level curricula
- Work to ensure that all general education and vocational courses include specific activities designed to reinforce key reading, writing, speaking, and computational competencies
- Offer alternative pathways to Basic Skills preparation – e.g., intensive short-term courses, open skill building tutorials, etc.
- Focus professional development on student success, providing faculty with incentives to integrate the development of essential academic skills in their students
- Track students success from Basic Skills through college level curriculum
- Seek innovative ways to offer and deliver Basic Skills classes.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, graduation rates
- College guiding principle: Access
- State Strategic Plan: Goal B, Student success and readiness, Basic Skills as the foundation for student success

INSTRUCTIONAL PROGRAMS: ENGLISH AS A SECOND LANGUAGE

Key Findings

Even with a significant reduction in ESL class sections that occurred after '02-'03 and little growth in additional sections following that, the enrollment has remained high. In '07-08, there are more enrollments in the 7 sections offered than the 15 sections in '02-03.

The retention rates are high in classes with success rates of 67% slightly below the statewide average of 70.6%.

The college does not offer college-level ESL classes. ESL offerings have had limited scheduling, primarily offered in the evening, although expansion into day time slots occurred in fall '08.

Hispanics are projected to become the State's largest ethnic group by 2011 and the majority population in public schools by 2013. The college's predominantly Hispanic student body, which is also reflected in the region, strongly suggests that a fully developed ESL program that leads to success in college level transfer classes and programs is essential.

Data from the Public Policy Institute of California notes that the educational attainment of Hispanics

falls short of residents overall and short of what the economy will demand by 2015.

Recommended strategies to address key findings:

- Develop a full curriculum of ESL courses that lead to college level offerings
- Develop an assessment and placement system for ESL students
- Offer more sections of Basic Skills classes in ESL in multiple delivery methods and time slots throughout the schedule
- Track ESL students into college level classes

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion and graduation
- College guiding principles: Access, Diversity
- State Strategic Plan: Goal B, Basic Skills as the foundation for student success

INSTRUCTIONAL PROGRAMS: THE ARTS

Key Findings

Art classes at Lemoore are among the highest in retention and success rates, and FTES at the college.

The location of Lemoore and the resources it provides the community suggests that it will develop as a cultural center in the community.

A recent community survey revealed that approximately 65% of respondents indicated that they would be somewhat-to-much-more-likely to vote for a local higher education bond if funds were used to construct a performing arts center for college and community use.

Music programs exist in the community and at selected high schools.

Recommended strategies to address key findings:

- Develop a program in the arts and performing arts
- Develop an advisory committee from the community to determine interests and needs

Addresses goals from:

- District Strategic Plan: #3 Increase community participation
- College guiding principles: Community, Excellence
- State Strategic Plan: #1 College awareness and access

INSTRUCTIONAL PROGRAMS: LOWER DIVISION TRANSFER CURRICULUM

Key Findings

On the admission application 39% of West Hills College Lemoore students state that their primary goal is to transfer to a 4 year institution.

The geographic distances inherent in West Hills Community College District make access to educational opportunities challenging. The college's partnership with CSU Fresno and Fresno Pacific University are significant as students interested in going on to a baccalaureate degree can do so by completing requirements on the Lemoore campus. Access to a wide array of lower division transfer curriculum, articulation agreements and transfer agreements facilitate a student's continued educational pursuits.

The community survey revealed a priority interest in university classes. Close to 90% of respondents indicated that they would be somewhat-to-much-more-likely to vote for the bond if funds were used to construct a university center where university classes would be offered to complete advanced college degrees.

Graduating seniors from public high schools in this region are 7 per cent less likely to attend a community college and 4 per cent are less likely to attend a UC than graduating seniors statewide.

Lemoore student transfers to four year institutions continue to grow, with CSU Fresno

being a main transfer site. Notably, an increasing number of WHCCD online students are transferring. With the opening of the UC Merced campus, more articulation and transfer agreements for Lemoore students should be forged. In addition, many students from Lemoore transfer to in state private colleges and universities – in fact, more students go on to private institutions than matriculate to public institutions.

Recommended strategies to address key findings:

- Increase the development of lower division transfer classes that fulfill IGETC requirements
- Align student learning outcomes in critical course sequences
- Discuss and coordinate with like discipline areas across the district
- Meet regularly to align curriculum with high school partners and 4 year partners, including both public and private institutions.

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion, graduation rates
- College Guiding Principles: Excellence
- State Strategic Plan: Goal B, #4 Intersegmental transfer

INSTRUCTIONAL PROGRAMS: ECONOMIC TRENDS and WHC LEMOORE PROGRAMS

Key Findings

In a scan of the economic forecasts and the projected labor market for the region against the backdrop of existing instructional programs at the college, a number of occupations in a handful of areas continue to surface.

Examples of these areas are: medically related health careers, management/supervision in the areas of retail and government, teacher education, and child care workers.

At Lemoore, the child development program is particularly well developed with its certificates and degrees. The program is layered with many options. Agreements with Hanford High and the NASL child care programs are creative. Online classes are being considered. The Education/Education Assistant program has been actively involved in partnerships with the University Charter School and highly successful Middle College High School, but appears to be shrinking. These programs can play an important role in the economic development of the region placing their graduates in the growing field of education and child care.

WHC Lemoore is well positioned to provide timely education and job training in health related fields. The new nursing program started in fall '08 and other programs are being explored.

The college has been proactive in partnering with the Health and Human Services Department of Kings County, which is with the college to provide workforce training programs for the CalWorks population in fields such as office technology.

The importance of the Naval Air Station to the college is obvious. Declining enrollment at NASL requires a fresh look at possibilities in terms of workforce training. Discussions with the NASL, college faculty and staff, environmental scans, and labor market projections should provide a foundation for the decision-making process.

In environmental scans of any region, projects or areas surface that haven't yet made the radar screens of labor market surveys. One such project is the Quay Valley Ranch, a proposed planned community consisting of about 12,000 acres in unincorporated Kings County. It is planned to be a new, sustainable, solar-powered model town of about 150,000 people. The potential for partnership, the development of programs in sustainable energy, the need for education, jobs, and services is large. The college must play a role.

Recommended strategies to address key findings:

- WHC Lemoore has already forged many strategies to respond to labor market needs. But the process to find ways to collaborate with local, regional, and state partners takes constant attention & effort.
- Monitoring economic trends and corresponding program development and expansion must continue. Employee demographics suggest that significant administrative and faculty retirements may occur in the next ten years. Staffing decisions must be considered.
- Program review and coordination at the college and district level may reveal areas of collaboration or unique pursuit because of geography, program interest or expertise, or facilities.
- Work force training is as important as the preparation of students in the Basic Skills. Contextualization – the concept that students learn essential skills best in practical, experiential contexts is ideal in that environment. Links with Basic Skills and work force training can be employed in programs at a college like Lemoore, where collegiality and communication are stated values.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, graduation rates
- College guiding principles: Excellence, Collaboration
- State strategic plan: Goal C Partnerships for economic and workforce development

STUDENT SERVICES: ASSESSMENT PLACEMENT SERVICES

Key Findings

In '07-08, 46% of first-term students were assessed and 48% of them placed into Basic Skills English and 51% placed into Basic Skills math.

District wide, about 14% of students who did not receive assessment had educational goals that required assessment in order to succeed at the college level.

A small percentage of 11th grade students at feeder high schools to WHC Lemoore test as proficient or advanced in English or math.

Assessment and placement are a foundation for college success and students most at risk are those who have not been assessed.

Recommended strategies to address key findings:

- Develop programs to ensure that the majority of incoming students receive assessment placement services to provide them with information to access classes that will prepare them to succeed academically.
- Work across the curriculum to insure that classes that will help students succeed academically are available to them.
- Students in categorical programs compose about 63% of Basic Skills English enrollment. Develop collaboration between categorical programs and Basic Skills English faculty to improve success rates

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion, graduation rates
- College Guiding Principles: Access, Excellence
- State Strategic Plan: Goal B, Student success and readiness, Assessment and placement

STUDENT SERVICES: MULTIPLE DELIVERY SYSTEMS FOR STUDENT SERVICES

Key Findings

The remarkable growth in students taking online classes necessitates a rethinking throughout the college about new ways to support their learning and success.

The college has an unduplicated head count of online students that is equal to 49% of on-campus students. There were 3,161 online students in the '07-'08 school year. The projected development and growth of multiple delivery systems for classes will necessitate new strategies for student services.

With relatively new leadership in student services at Lemoore, new perspectives and ideas are being implemented. The goal to provide online and bilingual orientation, counseling, testing and guidance service to new and continuing students is being implemented. (Institutional self study report, '06)

Although 49% of first term students received assessment placement, 18% of all students used assessment placement services in '06-'07, with only 8% of the college's students using follow up academic services.

The success and retention rates for students taking classes online are below the rates of students taking classes on campus. Online students in '07-'08 had a success rate at Lemoore of 55% and a retention rate of 73%. On campus

students had a success rate of 63% and a retention rate of 78%.

Recommended strategies to address key findings:

- Develop a means to provide more students with matriculation services, with a focus on students who are enrolled in online and video conference classes
- Develop methods to more effectively assess the student preparedness levels of online students
- Develop a student services strategic plan with multiple delivery systems as a main theme. Because of the existing initiative to start online and bilingual services, the college may already be developing a model program to be replicated.
- Consider the efficacy of joint online student services with WHC Coalinga so students at either college would have seamless, well supported services available in an expansive time frame.

Addresses goals from:

- District Strategic Plan: Goal #4 Improve transfer, completion, graduation rates
- College Guiding Principles: Access, Innovation
- State Strategic Plan: Goal B, Student Success and Readiness

PROGRAM REVIEW SCHEDULE

District Office

Midterm Due
 Program Review Due

Program Name	Date of Most					
	Current Program Review	2009	2010	2011	2012	2013
Business Services						
Human Resources						
Foundation						
Web Services						
Chancellor's Office						
Enrollment Services						
Financial Aid	2004e					
Workforce Development						
Child Development Centers						
Learning Resources	2007					
ITS						
Student Support Services						
Grants	2006					
After School	2008					

WEST HILLS COLLEGE LEMOORE

PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS UNIT PLANNING GUIDE - NON-INSTRUCTIONAL DEPARTMENTS & AREAS TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

I. General Information

Department/Service: Educational Services / LIFE After School Program

Date Prepared: 10/14/2008

Prepared By: Riley Talford

Staff: Riley Talford, Jorge Pulido, Laura Santillan, (49 staff at 8 school sites)

II. Program Overview

A. State the program mission.

West Hills College LIFE After School Program enriches lives, builds community, and enhances educational growth and development through quality learning opportunities. We provide a quality enrichment environment that fosters learning, sparks creativity, enhances social skills, and bridges the gap between home and school. It is our belief that all students can gain an understanding of and reach their full potential by providing structure, discipline, creative expression, and nurturing. As a new program we realize that by encouraging students to dedicate themselves to academic achievement they can utilize education as a vehicle to propel them to future life endeavors.

B. Briefly describe the current state of the program/department/service area.

The LIFE Program is in its 7th year of operation. Since its inception in 2002 the program has grown from being in operation at 3 schools to now serving 7 elementary schools and 1 high school program. Each school day the program serves approximately 760 elementary to high school students between the hours of 2-6 p.m. Students enrolled in the program receive a daily regiment of home work assistance, curriculum based educational programs, and various fun and learning filled enrichment activities.

Program operations at our elementary schools remain consistent and effective. The program has maintained 100% attendance at each school site since its inception. To achieve this mark 77- 84 students must attend the program daily at each school site. Our average daily attendance at each school site ranges from 85 – 100 students. Our newest program operating at Avenal High School will challenge us to maintain this record. The approach towards high school students differs from that of elementary students.

Our approach towards high school students is to provide them with: 1) opportunities to earn credit towards graduation, 2) skills to prepare them for work

force, and 3) activities that will excite their appetite for further education in a specific field of study.

Program staffing now includes 4 full time staff and approximately 49 part-time employees. The bulk of our employment ranks consist of West Hills College graduates and current students.

C. Describe how the program/department/service area goals and objectives are aligned to the advancement of the college mission, goals and objectives.

The LIFE After School Program advances the mission of WHCCD in the following ways: providing powerful and effective on the job learning opportunities for students working towards careers in teaching, promoting education as a vehicle to future life endeavors to the young students we supervise, and providing a safe and enriching environment that parents and school district administrators can feel safe entrusting their children to.

Many of our student workers have identified teaching as their career field of choice. As a member of the LIFE team they get first hand experience as managers of classrooms. Many of our staff members learn and practice the following teacher related activities: writing effective lesson plans based upon California Content Standards for the grades they teach, lesson delivery and evaluation, time management, organization, and behavior management.

School age students under our care are routinely encouraged to do well in school. Students who excel in our setting (perfect homework completion, activity participation, perfect attendance, etc) are routinely rewarded and receive recognition for their accomplishments.

Each year the program conducts surveys of students and parents. The overwhelming majority rated that they feel students are safe in the program. Furthermore, school site principals and teachers have commended program staff for the work performed with students and the care/respect shown to the school sites.

D. List any recommendations from the most recent college/program/department accreditation and/or previous review.

Not applicable.

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

- Enrollment Trends
- Student Retention Rates/Student Success Rates (if applicable)
- WSCH/FTEF (if applicable)
- Full-time to Part-time Faculty Ratio

- Number of Students Earning Degrees (if applicable)
 - Number of Students Earning Certificates (if applicable)
 - Job Market Analysis (if applicable)
 - Student Demographics
 - Grade Distribution (if applicable)
 - Student Survey Data (if applicable)
1. **Enrollment Trends** – The program operates on a first come / first serve basis. Enrollment at all elementary school sites routinely reaches max capacity by the first week of school. There is currently no data available for the high school program
 2. **Student Retention/Success Rates** – Not applicable
 3. **WSCH/FTEF** – Not applicable
 4. **Full-time to Part-Time Faculty Ratio** – 4 full time staff to 49 part time staff. 7 of the 49 part time staff positions are designated as part time – permanent.
 5. **Number of Students Earning Degrees / Certificates** – Not applicable.
 6. **Job Market Analysis** – Not applicable.
 7. **Student Demographics** – data is not tabulated as it is not applicable to the LIFE After School program
 8. **Grade Distribution** – Not applicable
 9. **Student Survey Data:** Data not available at time of submission; Data will be available for review on 11/25/08

B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service.

The LIFE Program has been a consistent pillar in the communities served. The enrollment trends and retention rates displayed provides a strong indication of program success. There is also a high degree of satisfaction reported among students and parents served in the program. The success of the LIFE program has led to healthy and sustained growth which extends WHCCD's sphere of influence throughout the Central Valley.

C. Attach the following data maintained for your program/department/service area:

1. Budget information regarding costs per program/department/service area on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the service as reflected by student enrollment.

**Avenal High School Life After School Program
PROGRAM 2008 - 2009**

<u>Proposed Number of Students Served</u>	<u>Funds Available</u>
High School 132	\$205,000

Total 132 students (1 school site) x \$5.75 /day x 180 school days
Activities & School Materials and Supplies for Activities/Program

West Hills Community College Districts Costs

Program Director for After School Program			
25% of \$75,547		18,887	
Benefits @ 35% of \$21,909		<u>6,610</u>	
			25,497
Program Assistant / Site Supervisor 100% FTE			
100% @ \$34,956		34,956	
Benefits @ 35% of \$34,956		12,235	
After School Senior Secretary			
25% of \$38,488		9,622	
Benefits @ 35% of \$11,162		3,368	
After School Accounting Services			
10% of \$42,000		4,200	
Benefits @ 35% of \$4,200		<u>1,470</u>	
			65,850
Tutors/Activity Directors			
Academic Tutor			
4 hrs/day x 188 days @ \$13 /hr		9,776	
Benefits @ 11% of \$9,776		1,075	
Year Round School Site Activity Leaders (4)			
4 @ 4 hrs/day x 188 days @ \$10 /hr		30,080	
Benefits @ 11% x \$30,080		<u>3,309</u>	
			44,240
Specialty Instructors/Hourly		26,643	
Benefits @ 11% of \$24,700		2,931	
High School Activity Assistants			
1 @ \$50/mo x 9 mo		<u>450</u>	
			30,024
Operational Costs			
Life Scans 6 @ \$90		540	
Summer Institute 6 x \$500		3,000	

Staff Training

How to Tutor 36 hrs

Discipline Techniques 36 hrs

Instructional Materials 10,459

Supplies @ \$200 / month 2,400

Mileage

Coordinator/Assistant

60 mi.x 43 days x .585 1,509

17,908

Student Field Trips

Transportation Costs

\$1,750/bus x 2 buses x 2 trips 7,000

Van Rental 4000 miles x .65 2,600

Field Trip Meals

\$25 per student x 132 students x 2 trips 6,600

Activity Costs

\$20 per student x 132 students x 2 trips 5,280

21,480

TOTAL

\$205,000

**Avenal Elementary Life After School Program
PROGRAM 2008 - 2009**

<u>Proposed Number of Students Served</u>		<u>Funds Available</u>
Avenal	90	
Tamarack	80	\$264,000
Kettleman	80	

Total 250 students (3 school sites) x \$5.75 /day x 180 school days
Activities & School Materials and Supplies for Activities/Program

West Hills Community College Districts Costs

Program Director for After School Program			
32% of \$75,547		24,175	
Benefits @ 35% of \$		8,461	32,636
Program Assistant Coordinator / Site Supervisor 100% FTE			
43% @ \$34,956		15,031	
Benefits @ 35% of \$ 15,031		5,261	
After School Senior Secretary			
32% of \$38,488		12,316	
Benefits @ 35% of \$12,316		4,311	
After School Accounting Services			
10% of \$42,000		4,200	
Benefits @ 35% of \$4,200		1,470	42,589
Tutors/Activity Directors			
Lead Tutor / Activity Director (3 - 1 per site)			
3 @ 5 hrs/day x 188 days @ \$13 /hr		36,660	
Benefits Perm/PT 2 @ \$24.5%/1 @ 11%		7,332	
Year Round School Site Activity Leaders 5 per site			
14@ 4 hrs/day x 188 @10/hr		105,280	
Benefits @ 11% x \$105,280		11,581	160,853
High School Activity Assistants			
2 per site @ \$50/mo x 9 mo x 3 sites		0	0
Operational Costs			

Life Scans 10 @ \$90	900	
Summer Institute 3 x \$500	1,500	
Staff Training		
How to Tutor 36 hrs		
Discipline Techniques 36 hrs		
Instructional Materials	14,567	
Supplies @ \$100 / month	1,200	
Mileage		
Coordinator/Assistant		
Lemoore Supervision Trips		
60 mi. x 50 days x .585	1,755	
		19,922
Student Field Trips		
Transportation		
Costs		
\$2000/bus x 1 bus x 1 trip	2,000	
Field Trip Meals		
\$25 per student x 100 students x 1 trip	2,500	
Activity Costs		
\$35 per student x 100 students x 1 trip	3,500	
		8,000
TOTAL		\$264,000

**Lemoore Elementary Life After School Program
PROGRAM 2008 - 2009**

<u>Proposed Number of Students Served</u>		<u>Funds Available</u>
Lemoore	84	
Cinnamon	84	\$347,760
Meadow Lane	84	
P.W. Engvall	84	
Total	336 students (4 school sites) x \$5.75 /day x 180 school days Activities & School Materials and Supplies for Activities/Program	

West Hills Community College Districts Costs

Program Director for After School Program			
43% of \$75,547		32,485	
Benefits @ 35% of \$37,018		<u>11,370</u>	
			43,855
Program Assistant / Site Supervisor 100% FTE			
57% of \$34,956		19,925	
Benefits @ 35% of \$34,956		6,974	
After School Senior Secretary			
43% of \$38,488		16,550	
Benefits @ 35% of \$16,550		5,792	
After School Accounting Services			
15% of \$42,000		6,300	
Benefits @ 35% of \$6,300		<u>2,205</u>	
			57,746
Tutors/Activity Directors			
Lead Tutor / Activity Director (4 - 1 per site)			
4 @ 5 hrs/day x 188 days @ \$13 /hr		48,880	
Benefits Perm/PT 4 @ \$24.5%		11,986	
Year Round School Site Activity Leaders 5 per site			
20 @ 4 hrs/day x 188 days @ \$10 /hr		150,400	
Benefits @ 11% x \$150,400		<u>16,544</u>	
			227,810
High School Activity Assistants			
2 per site @ \$50/mo x 9 mo x 4 sites		<u>0</u>	
			0

Operational Costs

Life Scans 13 @ \$90	1,200	
Summer Institute 4 x \$500	2,000	
Staff Training		
How to Tutor 36 hrs		
Discipline Techniques 36 hrs		
Instructional Materials	9,391	
Supplies @ \$30 / month	354	
Mileage		
Coordinator/Assistant		
Lemoore Supervision Trips		
60 mi. x 40 days x .585	1,404	
		14,349

Student Field Trips

Transportation Costs		
	0	
Field Trip Meals		
	0	
Special Activity Costs		
	4,000	
		4,000

TOTAL

\$ 347,760

2. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.

Employee Classification:

Certificated _____ Class. Professional 11 Student Worker 41
Volunteers _____

Diversity (Race/Ethnicity)

1 Native Am. /Alaskan Nat.	3 African/African-American/Non-Hispanic
1 Asian/Pacific Islander	3 Caucasian/Non-Hispanic
44 Hispanic	Filipino
Mixed	

3. Describe the certificated and classified staffing requirements of the existing program/department/service area, as well as the effect any proposed curricular or instructional changes would have in the next three years.

The LIFE Program currently consists of 1 full time program Director (upgraded from program Coordinator), 1 full time Assistant Coordinator, 1 full time Senior Secretary, 1 full time Site Supervisor the high school program, 7 part-time (soon to be classified as part-time permanent) Site Supervisors, and 41 part time Activity Leader positions. An abbreviated account of these positions is provided below:

Program Director

Directs and oversees the operations of the after school program department that consists of 8 schools, 52 full and part-time staff, and over 760 primary grade school students.

Assistant Coordinator

As a direct managerial assistant to the program director, the assistant coordinator plays an active role with the logistics of program operations. In addition to those duties this position also supervises Site Supervisors and assists with daily operations at program school sites.

Senior Secretary

The Senior Secretary serves in a vital supportive role to the program Director. This position handles the procurement of supplies and materials, handles the hiring process of potential program employees, maintains employee files, and other duties as assigned.

Site Supervisors

Program Site Supervisors manage the daily operations at assigned school sites. They directly supervise 5 staff and approximately 100 students at assigned school sites.

Activity Leaders

Program Activity Leaders supervise classes of up to 20 students per activity leader. Persons serving in this capacity carry-out the daily program plan that consists of homework help/supervision, educational lessons, and enrichment electives.

Going forward the following positions have been identified as being necessary if the program continues to grow as expected:

District Coordinator

I envision the title and role of the Assistant Coordinator to change to District Coordinator and adding a second District Coordinator. Under the direction of the Program Director the District Coordinator would be responsible for the operations of all programs within an assigned district and would directly supervise program Site Supervisors within their district.

Trainer

1 Program trainer with a teaching background would be hired to conduct on going staff development training. This position would also collaborate with regular school day teachers to ensure that students receive follow up activities during the extended after school program day.

Program Counselor

Contingent with funding the person filling this role would conduct family workshops, and student group counseling sessions at program school sites.

D. Identify and discuss the effect that trends may have on the program/department/services area's organization, structure, and nature over the next two to four years.

Funding for After School Programs has been consistent for the past 7 years; however there have been challenges to its guaranteed funding as outlined in Proposition 49. Attempts to change legislation that directly impacts program funding levels have thus far been thwarted, but with the ever changing climate of the nation's economic woes funding in the future can once again be threatened. As the program continues to grow with the procurement of new grants and or contracts to facilitate programs for new school districts the size of the department could grow to by another 20 – 40 full and part time employees. West Hills Community College District will continue to have an influence on where families that are served choose to continue their education.

E. What resources are required to maintain program/department/service area, and what additional resources are necessary to improve or expand it? The LIFE Program is funded by state (Prop. 49 ASES) and federal (21st Century ASSETS) grants for After School programs. As additional revenue sources become available (primarily other grants supporting after school programs) the program will seek to expand its operations to other surrounding school districts and or current schools within our current districts that are not presently served.

F. Discuss staff training, academic and professional currency.

Program employees receive professional development training primarily during two distinct times of the year: end of summer and spring. Most trainings are conducted at WHC Lemoore by leading professionals in the field of After School education. Employees also receive training on the implementation of new curriculum, as well as update training on CPR and First aid. All training is contingent upon funding within the program's budget.

G. Excluding curriculum validation, discuss community involvement in the operation of the program/department/service area.

The LIFE program has received generous donations from businesses within our surrounding communities'. The program has also hosted community based events such as plays, carnivals, and community food drives. Avenal hosted a Christmas play in 2008, spring carnival joint community organizations effort also in Avenal, most of staff reside in the communities they serve.

IV. Professional Development

A. What professional development activities have staff participated in?

Employees in the LIFE program receive 24 hours of training prior to the beginning of each program year. Employees receive training in classroom management, writing effective lesson plans, learning and teaching strategies, and program specific operations.

B. How does this professional development affect Student Learning Outcomes for your program/department/service area?

Training provided to program employees provides them with the tools necessary to affect growth in the students we served. Program staff are more confident in delivering program content which has a direct impact on student academic improvement.

C. Describe the program/department/service area's plans for staff development over the next four years. Staff development within the program is ongoing. Each year management and supervisory staff attend Conferences and workshops that are geared to increasing the academic performance/effectiveness of after school programs operated at local school sites. Conferences provide training on "Best Practice" approaches for delivering student learning activities, Effective Management of Programs, Building Effective Partnerships, Grant Writing, and other professional development themed topics. Line level staff receive quarterly training on the following topics that are geared for equipping them with tools for effective delivery of LIFE program offerings: Classroom Management, Effective Tutoring Tactics, Lesson Planning, Working with Students with Special Needs, CPR/First Aid, and Incorporating Behaviors that Effect Positive Change.

C. Discuss the effectiveness of continuing education requirement to meet the need for advanced training and/or training in emerging technologies.

V. Student Learning Outcomes

A. List all Student Learning Outcomes for this program/department/service. Student Learning Outcomes for the LIFE program are as followed:

1. To improve Baseline California Standardized Test Scores in English Language Arts and Mathematics from previous year
2. To promote to next grade level

During the 2007-2008 academic year, over 880 K-6th grade students were served 1 day more in LIFE After School Programs operated at Lemoore Union & Reef Sunset Unified School Districts. 580 of those students were serviced at Lemoore schools. Out of those 580 students, 428 attended the program for at least 90 days. Out of those 428 students 214 improved their CST ELA scores and 218 improved their CST Math scores. Promotion to next grade rates for students, according to affiliated school district personnel, was well above 95%. (*CST data for individual students attending Reef-Sunset Schools was not available at time for this report, but overall CST scores for the Reef-Sunset District showed at least a 30% improvement for all students within the district). The Evaluation Report for programs operated in Lemoore has been submitted with this report.

B. Explain how Student Learning Outcomes are used to measure quality and success of this program/department/service area.

The LIFE Program is funded by California's Prop. 49 which provide After School Funding for Title I Schools that show a need for improvement. To remain eligible for funding each program is evaluated on its effectiveness. Program effectiveness is measured by student utilization of the program (attendance), and student achievement (CST scores, academic performance, promotion rates, home work completion). Attendance and CST data is tabulated for each student and submitted to California Department of Education (CDE) After School Programs Office yearly. The LIFE Program has been noted for its effectiveness achieving the goals of the grant.

C. Based upon the results of the program SLO assessments, what improvements have been identified?

Current program operation is effective in achieving student learning outcomes.

VI. General Operations

A. How does the program/department/service area ensure that current curriculum/delivery of service is adequately meeting the needs of students?

The LIFE Program is judged upon its ability to maintain a robust enrollment, and its ability to increase student proficiency with quality homework completion and reading. As a result of program staff hard work and dedication many students who attended the program for at least 6 months showed marked improvement in their state standardized tests scores (see attached document).

B. Do special accreditations, external regulations, or advisory committees regulate the program/department/service area? Yes No (if yes, elaborate.)

The LIFE program is regulated by state and federal standards for after school programs. The program must submit an annual report on its performance. The program is also subjected to Categorical Program Management (CPM) audits conducted by California Department of Education (CDE).

C. Does the program/department/service area have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate.)

The LIFE Program must abide by regulations set forth by state and federal standards set forth for after school program operations. Some of the more common regulations are as followed:

- Programs must operate all 180 school days.
- All programs must operate until 6:00 p.m. each school day.
- Programs must start as soon as the regular school day ends which includes early out days.
- Student enrollment in after school programs are on a first come, first serve basis.
- Program staff must meet the minimum requirements set forth by the local school district for an educational assistant.

D. Is there evidence of unmet student needs caused by your program/department/service area? Yes No (if yes, elaborate.)

E. How does the program/department/service area address cultural diversity?

Students enrolled in the program participate in activities that promote cultural diversity and recognize the accomplishments of others. The programs celebrate and promote events like Black History Month, Hispanic Heritage Month, Cesar Chavez and Martin Luther King Day's are only a few examples.

F. Describe the initiatives the program/department/service area has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical mental disabilities, re-entry, gender, etc.).

The LIFE Program promotes equal access to all students regardless of social-economic status, ability level, or physical/mental limitations. The program enrolls students on a first come first serve basis. All activities within the program practice inclusion – in

other words all students are expected / encouraged to participate. Accommodations are made as necessary to meet the needs of students with special needs.

G. Discuss the program/department/service area's use of external funding, including grants and collaborative partnerships, if applicable.

The LIFE Program receives its funding for all elementary school operations from the state After School Education & Safety Grant. Funding for high school operations is provided by the federal governments After School Safety Enrichment Training grant. These grants provide sufficient funding for the following after school related services: tutoring, home assistance, educational enrichment activities, physical fitness, and or job training (high school only). Collaborative partnerships with multiple agencies have been established that provide support for staff training/development, program technical assistance, curriculum offerings, and or supportive services for students and their families. Other partnerships have been established with local businesses that provide financial or supplies support for program related activities.

H. To what extent is technology being used in the program/department/service area?

Students attending LIFE programs at affiliated school sites are provided access to computers. Students utilize these computers to work with educational enrichment software programs or web based educational programs that promote reading comprehension. Program Site Coordinators utilize a program specific database that aids in the collection of data on the LIFE Program's effectiveness. This data includes but not limited to attendance records, state test scores, and participation in program activities.

I. Describe the supply requirements for your existing program/department/service area, as well as the effect that any proposed changes would have on the supplies in the next four years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.

As previously stated, the LIFE program's needs are met by state and federal grants that provide sufficient funding for program activities. Each year the LIFE program's department head budgets appropriately for supplies needed for projected program operations. These supplies consist of arts-n-crafts material, educational curriculum, workbooks, reading books, enrichment materials, and other supplies as needed. Supplies cost per site range on average between \$10,000 - \$15,000 per year.

J. Describe the need for facility modifications within your existing program/department/service area or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next four years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.

All LIFE programs are operated at Lemoore Elementary Unified and Reef-Sunset Unified District schools. Facility usage at these schools is at the discretion of school site administrators. Although facility usage at most school sites are adequate for program

needs, an expansion of facilities at Avenal elementary and Avenal High school would be of tremendous benefit for students enrolled in the program at these schools.

VIII. Summary and Recommendations

A. What actions have been taken to address the assessment and improvements of program learning outcomes?

Program employees have been provided training in areas deemed critical to achieve the goals of student learning outcomes. Program curriculum additions were made based upon the educational, emotional, and physiological needs of students

B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.

1. Program strengths:

Well rounded curriculum and a great team of careering staff members that strive to help students improve academically and socially.

2. Areas that need improvement:

Additional professional development training for employees in the area of classroom management, new and exciting educational practices that activate student desire for learning, and refresher courses in upper level math (geometry, algebra I, algebra II).

3. Strategies and actions for program enhancement and improvement.

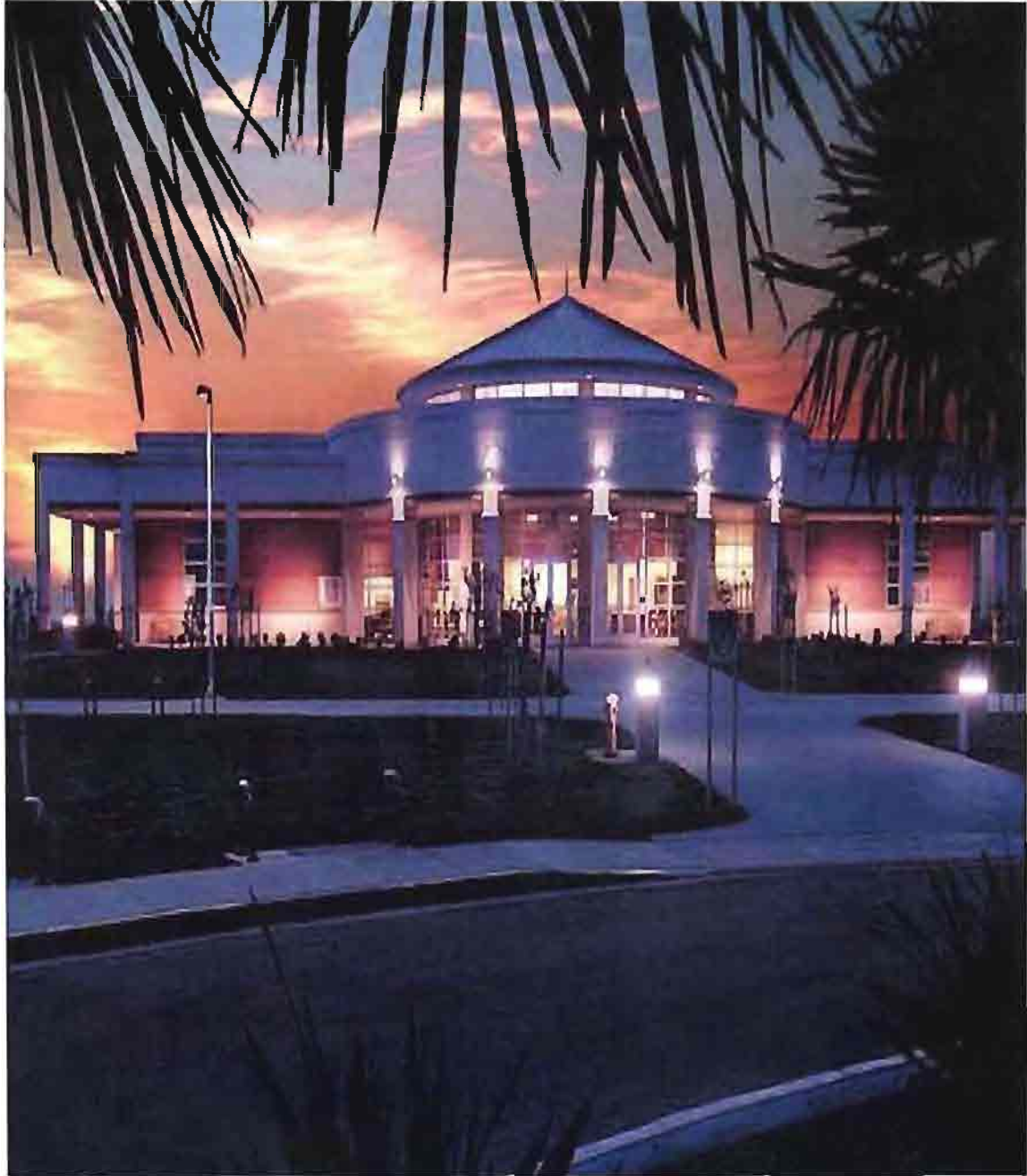
The LIFE Program as an organization is operating at a very high level in its primary mission of meeting the needs of program students.

Upon the receipt of additional funds program services will be extended to assess and meet the needs of not only students, but their families'.

C. Attach your Program Planning and Evaluation Assessment Grid. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Planning and Governance Manual

West Hills College Lemoore



2010 - 2011

Planning and Governance Manual

2010–2011

Mission Statement

“West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.”

© West Hills College Lemoore
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Lemoore, CA 93245
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Originated: March 2004

Revised: September 2006, August 2007, January 2008, January 2009, August 2009, December 2009, August 2010, PGC Approved 10/6/2010

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**Planning and Governance Council Meetings
2010 - 2011**

Meeting Time: 2:00 p. m.

Location: Conference Center 256

First and third Wednesday of each month (only one meeting in December and January).

First Wednesday	Third Wednesday
September 1 *8/25	September 15 *9/8
October 6 *9/29	October 20 *10/13
November 3 *10/27	November 17 *11/10
December 1 *11/24	Finals week – no meeting
Holiday Break – no meeting	Start of semester – no meeting
February 2 *1/26	February 16 *2/9
March 2 *2/23	March 16 *3/9
April 6 *3/30	April 27 *4/20
May 4 *4/27	May 18 *5/11

*agenda items/handouts due date

Planning and Governance Council Membership as of September 15, 2010

Voting Members:

Don Warkentin, Chairperson/President (votes in case of a tie)

Jose Lopez, Dean of Students

Marlon Hall, Associate Dean of Educational Services, Evening College

Ryan Cardoza, Student Government Association Representative

Brittany Burkhardt, Student Government Association Representative

Kurt Sterling, Academic Senate President

Marty Ennes, WHC Faculty Association Representative

Keith Brock, Classified School Employees Association Representative

Lenore Simonson, Classified School Employees Association Representative

Non Voting/Reporting Members:

David Babb, Student Learning Outcomes Committee Chair

Sylvia Dorsey-Robinson, Student Success Committee Chair

Marlon Hall, Employee Development and Success Committee Chair

John Bernal, Facilities, Safety and Auxiliary Committee Chair

Ron Oxford, Technology Committee Chair

Dave Bolt, Budget Allocation Committee Chair

Dave Bolt, Institutional Effectiveness and Program Review Committee Chair

Eva Jimenez, Advisor/Counselor

Rene Sanchez, Curriculum Committee Chair

Ron Oxford, Librarian

Linda Amaya-Guenon, WHC Faculty Association Representative

Governance Structure

Introduction

The West Hills College Lemoore governance structure and process is designed to be inclusive and collaborative. It involves faculty, staff, students, community members and administrators in the planning and operation of the college. The governance structure and practices were developed collaboratively and support the participatory approach to decision-making. The Board of Trustees is the final authority for governance at West Hills College Lemoore, and delegates its authority to the District Chancellor who in turn delegates authority to the College Presidents. The College President then solicits and receives input through the participatory governance decision-making process at the college level.

Organization

The Planning and Governance Council (PGC), as the principal participatory governance body of the College, creates the processes for recommending College policies and governance committee structures (see AP 2410). The PGC reviews recommendations and requests of committees, planning groups, and task forces in order to determine appropriate actions. The PGC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. The PGC develops, implements, evaluates, and revises, if necessary, the College's plans and initiatives, both long-term and short-term. All decision making is based on the college's mission and vision statements, as well as the strategic plan and educational master plan.

The Strategic Plan (developed and revised by the WHCL Strategic Planning Committee) outlines the tasks and actions to be accomplished during the upcoming year. The PGC reviews the Strategic Plan and evaluates progress toward achieving the college goals. Each governance committee is responsible for achieving the tasks and actions as outlined for each committee within its goals, roles, and products. The governance committees report directly to the PGC and each has a representative on the PGC. The College President serves as the chair of the PGC. All governance committee representatives on the PGC report progress on their assigned goal, objectives, and activities at the PGC meetings.

Representation

The governance structure provides for representation from five recognized constituencies at West Hills College Lemoore: Students, Academic Senate, Faculty Association (WHCFA), Classified Staff (CSEA), and administrators.

Planning and Governance meetings are public. In addition, to representation afforded to individuals through constituencies, other individuals and groups may be heard in any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda.

Appointments from the constituencies, when not specified by position, are made by the following:

- SGA – students
- Academic Senate – faculty
- WHCFA – faculty
- CSEA – classified staff
- President – administrators

The constituent appointees serve the length of term designated by the constituency group and/or the President.

Responsibilities of Representatives

The primary responsibilities of representatives are as follows:

- Prepare for and attend meetings
- Communicate with individual constituencies. All representatives are responsible for keeping their respective constituencies informed of the proceedings and recommendations
- Contribute to informed decision-making

Meetings and Actions

The agenda of each meeting shall be prepared by the chair (College President or his/her designee) and shall be posted (on the college website and intranet team site) at least 72 hours in advance of the meeting. All meeting minutes will be posted following approval of the council.

The latest edition of Robert's Rules of Order shall be the authority on parliamentary procedure in all PGC meetings.

The chair or his/her designee and a simple majority of the members of the council shall constitute a quorum.

The council shall attempt to achieve consensus for any and all actions. When consensus cannot be reached, a majority of members shall determine the recommendation.

The process for presenting items first for information, then for action at a subsequent meeting shall be followed. The PGC will have 60 days in which to complete the review and approval process of board policies and administrative procedures at the college level and submit final comments, recommendations or actions taken with regard to the policy/procedure to the Chancellor's Office (AP 2410). Allowance will be made for suspending this process when deemed appropriate by a majority.

Definitions

Council: A group of constituency representatives designated or selected to act in an advisory capacity that meets on a regular basis. The charge of a council entails college-wide issues and is the designated governance group.

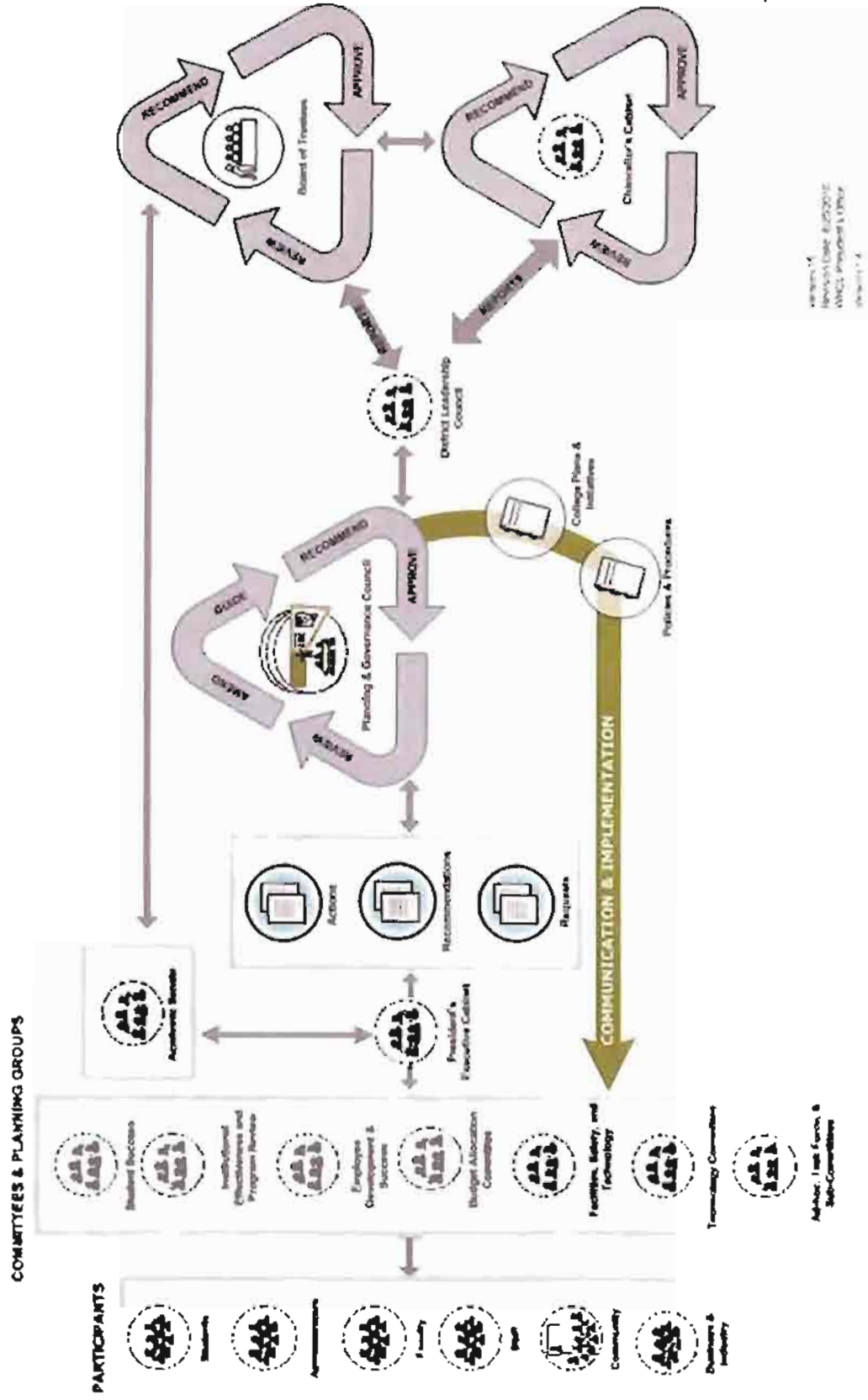
Standing Committee: A permanent committee of constituency representatives intended to consider all matters pertaining to a designated subject that meets on a regular basis. A standing committee is part of the governance structure and reports to a Council.

Permanent Sub-Committee: A permanent sub group of a standing committee designated to consider specific subjects in detail for recommendations back to the standing committee. The chair must be a member of the committee to which it reports. Other members need not be members of the committee to which it reports.

Ad Hoc Committee: A committee created by a council or standing committee to address and make recommendations on a particular subject as needed and meets until a task is completed. The members need not be from a council or standing committee.

Task Force: A constituency-represented group created to address a special college-wide subject/issue and meets until the subject/issue is resolved.

West Hills College Lemoore Governance Process



Planning and Governance Council

Role: The PGC represents all constituent groups of WHCL, develops or revises and approves governance policies and communicates with the respective groups. The strategic planning process guides budget priorities. Recommendations made by the PGC reflect the values and support the mission of the College and are in the best interest of improving student success and serving the community. The PGC, as the recognized participatory governance body of the College, creates the processes for recommending College policies and governance committee structures. The PGC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal external environments. The PGC develops, implements, evaluates continuously and revises, if necessary, the College plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement the Master Plan. The PGC has oversight of college standing committees and receives and monitors reports. Communication with individual constituencies and participation in the Council meetings are primary responsibilities of the PGC members.

Products: Annual evaluation of the institutional outcomes, Strategic Plan and program reviews, annual progress report, policies and procedures recommendations.

Diversity Statement: The PGC will review all new committee structures, policies, or procedures for the diversity statements, holding the "requesting" individual or group accountable for including the consideration of appropriate diversity issues into their processes.

PGC Membership (Approved: 9/15/2010)

Voting Members

- 1 - Chairperson - College President (votes only in case of a tie)
- 1 - WHC Faculty Association (WHCFA)
- 1 - Academic Senate
- 2 - Classified School Employees Association (CSEA)
- 2 - Administrators
- 2 - Student Government Association (SGA)

Non Voting Members

- | | |
|--------------------------------|-----------------|
| 1 - Counselor/Advisor | 1 - Chair, SLOC |
| 1 - Curriculum Committee Chair | 1 - Chair, SSC |
| 1 - Librarian | 1 - Chair, EDSC |
| 1 - Chair, BAC | 1 - Chair FSAC |
| 1 - Chair, IEPRC | 1 - Chair TC |

Reporting Relationship: The PGC Chairperson reports to the District Leadership Council, Chancellor, and Board of Trustees.

Meeting Schedule: Twice per month; first and third Wednesday.

Council/Committees

The following councils/committees' are represented on the Planning and Governance Council. All input derived from these groups is incorporated into the college's decision making and planning processes.

Budget Allocation Committee

Goal: To build and foster a strong commitment to the use and development of community, technology, education, and funding in order to effectively increase the resources and productivity at West Hills College Lemoore.

Role: The WHCL Budget Allocation Committee has the responsibility of soliciting budget proposals from its staff for the purposes of conducting business. Area Budget Sub-Committees from: 1) Arts and Sciences 2) Occupational Education 3) Student Services and 4) Maintenance and Operations will provide input to the Budget Allocation Committee. Once received, the Budget Allocation Committee will prioritize these requests based on their impact on student success and the college's mission and vision statements. The college's budget recommendations and priorities will be sent to the Planning and Governance Council.

Products: Prioritized list of budget recommendations to be sent to the Planning and Governance Council.

Diversity Statement: WHCL is committed to the appropriation of resources that includes thoughtful consideration of the special needs of its diverse students, faculty, staff, and community populations. It is expected that the Budget Allocation Committee will actively implement diversity issues into their budget processes. When forwarding action and/or information items to the PGC, the Budget Allocation Committee will identify the items addressed in each item.

Membership: (Chairperson to be elected by the committee membership)

- 2 – Administrators
- 2 – WHC Faculty Association (WHCFA)
- 2 – Classified School Employees Association (CSEA)
- 1 – Student Government Association (SGA)

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Every two weeks beginning in January and continuing until April.

Employee Development and Success Committee

Goal: West Hills College Lemoore recognizes the importance of institutional development. To this end, Institutional Development will act as a catalyst to support and enhance the other four goals.

Role: The Employee Development and Success Committee (EDSC) will develop, implement, and monitor issues and activities related to helping all WHCL employees maximize their success in the workplace. Areas of responsibility include professional development activities, training needs, employee recognition activities, and employee social activities and celebrations. The EDSC will survey college employees bi-annually for training and professional development needs resulting in an annual schedule of programs and events. The EDSC will plan and implement these programs and events in collaboration with the Academic Senate, CSEA, and college administration. The EDSC will plan and coordinate various college employee social activities, including end-of-year celebration of programs and events and prepare an annual report.

Products: Annual professional development plan; employee notification of programs and events; evaluation of programs and events; annual plan.

Diversity Statement: The EDSC will actively address issues of diversity in the workplace including but not limited to: access, gender, age, culture, race, religion, experience and education.

Membership: (Chairperson to be elected by committee membership)

- 3 – Classified School Employees Association (CSEA)
- 1 – Student Government Association (SGA)
- 3 – WHC Faculty Association (WHCFA) (one from Educational Services)
- 3 – Student Services Representatives
- 1 - Associate Dean of Educational Services, Evening College

Reporting Relationship: Planning and Governance Council

Meeting Schedule: First and third Thursdays of every month August to May

Facilities, Safety and Auxiliary Services Committee

Goal: To support the mission of the college by maintaining the appearance, functionality, accessibility, safety, technology, and cleanliness of current and future facilities conducive to a quality educational environment.

Role: The FSAC, representing all constituent groups of WHCL, develops, monitors, and has implementation oversight of the Facilities Master Plan, Site Safety, and Emergency Preparedness Plan. The FSAC evaluates and recommends revision of plans and standards and communicates with the respective groups involved. The aforementioned planning process guides budget priorities. Recommendations made by the FSAC reflect the values and support the mission of the College and are in the best interest of improving student success and serving the community. The FSAC develops, implements, evaluates continuously, and revises if necessary, the FSAC plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement all FSAC plans. The individual constituencies and participation in the committee meetings are primary responsibilities of the FSAC members.

Products: Facilities Master Plan, Site Safety, Emergency Preparedness Plan

Diversity Statement: The Facilities, Safety and Auxiliary Services Committee will address diversity into all planning and implementation processes as appropriate. Diversity issues will include but are not limited to access, use, learning experience, and indoor/outdoor environment. When forwarding action and/or information items to the Planning and Governance Council. The Facilities and Safety Committee will identify the diversity items addressed in each item.

Membership: (Chairperson to be elected by the committee membership)

- 1 – Director of Facilities Services
- 1 – Media Services Representative
- 1 – DSPS Representative
- 1 – ITS Representative
- 1 – Student Government Association (SGA)
- 1 – WHC Faculty Association (WHCFA)
- 1 – Classified School Employees Association (CSEA)
- 1 – Administrative Representative

Reporting Relationship: Planning Governance Council

Meeting Schedule: Monthly/first Friday of the month

Institutional Effectiveness and Program Review Committee

Goal: To provide positive and energetic teaching and learning environments to further our commitment to student-centered, outcome based education using relevant goals, innovations, strategies, and partnerships.

Role: The Institutional Effectiveness and Program Review Committee (IEPRC) monitors Program Review process Representation on this committee is from all constituency groups of WHC Lemoore.

Products: Program Review and accreditation reports

Diversity Statement: It is expected that the Institutional Effectiveness and Program Review Committee will actively incorporate all facets of diversity in the systematic evaluation and planning processes. When forwarding action and/or information items to the Planning and Governance Council, the Institutional Effectiveness and Program Review Committee will identify the diversity items addressed in each item.

Membership:

- 1 - Vice President of Educational Services – Chairperson
- 1 - Dean of Educational Services
- 2 - WHC Faculty Association (WHCFA)
- 2 - Classified School Employees Association (CSEA)
- 1 – Student Government Association (SGA)
- 1 - Accreditation Liaison
- 1 - Student Services Representative
- 1 - Director of Admissions/Records (Ad Hoc)

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Monthly with more frequent meetings as needed

Student Learning Outcomes Committee

Goal: To support faculty and staff in the development and assessment of learning outcomes.

Role: The purpose of the Student Learning Outcomes Committee is to coordinate the various efforts on the West Hills College-Lemoore campus to create, implement, assess, and implement student learning on our campus. The SLOC will facilitate discussion among the various interested parties including, but not limited to: faculty, administration, and support staff regarding student learning.

Products: WASC Student Learning Outcomes reports, support and training to faculty and staff in creating, implementing, assessing, and evaluating results of student learning.

Diversity Statement: Ethnic and gender diversity will be taken into account when organizing the SLOC and creating, implementing, assessing, and evaluating student learning outcomes.

Chair: Faculty Student Learning Outcomes Coordinator

Reporting Relationship: College Administration

Membership:

- 1- Student Learning Outcomes Coordinator—faculty—Chair
- 1- Student Learning Outcomes Coordinator—non-teaching faculty—Co-Chair/Vice-Chair
- 6- Six faculty from the following learning areas as chosen by the Academic Senate: Arts and Letters (1), CIS/Business/CTE (1), Math/Science/PE (1), Health and Wellness (1), Social Science (1), Counseling (1)
- 4- Staff members to represent support programs
 - 1-Student Government Association (SGA)
 - 1- Instructional Administrator
 - 1- Non Instructional Administrator

Meeting Schedule: To be determined

Student Success Committee

Goal: To support the mission of the college by providing the services and supports necessary to students for them to achieve their educational goals.

Role: The Student Success Committee develops, implements, and monitors campus-wide services and activities necessary to ensure WHCL students maximize their success. This includes student services, academic support and recognition activities. This will be accomplished by making data driven decisions, incorporating essential planning documents and ensuring alignment with applicable regulations.

Products: Matriculation Plan, Student Equity Plan, Student Handbook, Transfer Plan, and other documents affecting institutional effectiveness.

Diversity Statement: We promote the exploration and celebration of differences and uniqueness in people, languages, and cultures. The Student Success Committee will actively address student diversity at every level of service including but not limited to enrollment trends, outreach, registration/enrollment access, advising, retention, and student clubs and associations. When forwarding action and/or information items to the Planning and Governance Council, the Student Success Committee will identify the diversity items addressed in each item.

Membership:

- 1 - Vice President of Student Services - Chair
- 1 - Dean of Student Services
- 1 - WHC Faculty Association (WHCFA)
- 1 - Classified School Employees Association (CSEA)
- 1 - Counselor
- 1 - Representative from Student Support Services
- 1 - Director of Categorical Programs
- 1 - Matriculation Coordinator
- 1 - Transfer Counselor
- 1 - Financial Aid Coordinator
- 1 - Representative from Office of Institutional Effectiveness and Enrollment Management
- 1 - Front Counter Representative
- 2 - Student Government Association (SGA)

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Monthly/Second Friday 1:30-3:30

Revised/approved: 10/6/2010

Technology Committee

Goal: To support the mission of the college by maintaining technology conducive to a quality educational environment.

Role: The technology committee has the responsibility of assessing IT related policies, procedures, and planning, as they relate to WHC Lemoore. The central focus is the intersection of instruction, administrative support and technology in regards to students and their ability to meet their educational goals. WHCL has a student-centered environment that relies heavily on technology and the committee's objective will be increasing communication among the various constituencies in order to meet this goal. Open communication, collaboration and feedback related to technology needs and availability will be a key function. The committee will be representative of all campus constituencies and align to the Mission and Vision statements of the College.

Products: Technology plan (annually) in coordination with the Budget Allocation Committee.

Diversity Statement: The Technology Committee will actively address issues of diversity in the workplace including but not limited to: access, gender, age, culture, race, religion, experience and education.

Chair: Recommended by the President

Membership:

- 1- Librarian
- 1- Maintenance and Operations Representative
- 1- Student Services Assistant/Office Manager
- 1- Counselor/Advisor
- 2 - WHCA Faculty Association (WHCFA)
- 1- Student
- 1- Media Technician
- 1- DSPS Assistive Technology Specialist

Reporting Relationship: Reports to the Planning and Governance Council

Meeting Schedule: Every two weeks initially, and then upon committee consensus

Revised/Approved: 10/6/2010

Administrative Procedure 2410

Policy and Administrative Procedure

Reference: *Education Code Section 70902*

Board Policies and Administrative Procedures are regularly reviewed by the Chancellor's Office. The Chancellor makes recommendations to the Board of Trustees concerning revisions to existing policies and procedures or the development of new policies and procedures to ensure that they are current and comply with state and federal laws.

Any employee, student, or member of the public may initiate a review or development of any policy or procedure by submitting a request or recommendation in writing to the Chancellor's Office.

Review and Approval Process

Upon receipt of the request or recommendation, the Chancellor's Office may refer to the Community College League's Policy and Procedure Service for recommended or legally advised language. The Chancellor's Office may also use the Policy and Procedure listserv to query other districts for related Board Policies or Administrative Procedures. In some instances, the Chancellor's Office may request that legal counsel review the policy or procedure language. Other employees with expertise in specific areas governed by a Board Policy or Administrative Procedure may also be consulted during the review process.

After initial review by the Chancellor's Office, the policy and/or procedure will be routed to the supervisor, manager or Dean of the appropriate department, if applicable, for review (i.e. Student Services, Human Resources, Business Office, etc.). Following the applicable review, the policy and/or procedure will be routed as follows:

1. Policy and/or procedure to be reviewed and discussed by the Chancellor's Executive Cabinet.
2. After review by the Chancellor's Executive Cabinet, the policy and/or procedure will be sent to the College Consultation Council (CCC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore (through the College Presidents) for review and approval, if applicable. Simultaneously, the policy and/or procedure will be sent to the Academic Senate Presidents and the Faculty Association President as a courtesy.
3. Review and approval by the Academic Senate Presidents will be requested only if the policy and/or procedure deal(s) with academic and professional matters. Review and approval by the Faculty Association President will only be requested if the policy and/or procedure has or will have a significant effect on faculty.
4. After review by the CCC and the PGC, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the College Presidents. In the case of review and approval by the Academic Senate Presidents or Faculty Association President, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the individuals

serving in those capacities. As a courtesy, the comments, recommendations or actions taken should also be sent to the College Presidents.

5. The Chancellor's Office will take the policy and/or procedure to the District Leadership Council (DLC) for review and approval.

6. After DLC review, and upon final review by the Chancellor, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.

Submission of Policies and Procedures for Review

When submitted to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President, and the DLC, the policy and/or procedure shall be accompanied by a routing form which will include the following information:

- Policy/Procedure Number
- Policy/Procedure Name
- Indication of new or revised policy/procedure
- Initiator of proposed new or revised policy/procedure
- Purpose for new or revised policy/procedure
- Anticipated timeline for review and approval process

New policies and procedures will be submitted to the appropriate groups as a "clean" copy.

Revised policies and procedures will be submitted to the appropriate groups using the following editing marks:

- Deleted text to be shown in
- Added text to be shown in bold print

Nonsubstantive ("clean up" or "housekeeping") revisions to policies and procedures (i.e. names, title changes, addition or deletion of references) that do not change the intent or meaning of the policy or procedure may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Policies and procedures dealing strictly with the Board of Trustees may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents ~~and~~, the Faculty Association President and the DLC as a courtesy. New or revised procedures that outline an existing process may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Timeline

In most instances, policy and procedure review and approval will be based on a two-month cycle at the college level. Once the Chancellor's Executive Cabinet agrees to move new or revised policies and/or procedures forward to the CCC, PGC, the Academic Senate Presidents and the Faculty Association President, the review and approval process timeline officially begins. The groups will have 60 days in which to complete the review and approval process at the college level and submit final comments, recommendations or actions taken with regard to the policy and/or procedure to the Chancellor's Office.

At the completion of the 60 days (or sooner if the appropriate groups have completed their review and approval process), the policy and/or procedure will be placed on the DLC agenda for review and approval if applicable. Following DLC review, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting. The Board of Trustees will be provided with the Chancellor's final recommendation, along with the completed routing form which will include the comments, recommendations and actions taken by the appropriate groups.

The timeline may be shorted due to various circumstances including, but not limited to, changes in law or urgent need. However, the Chancellor's Office shall notify all applicable groups of the shortened timeline.

After approval by the Board of Trustees, policies and procedures will be posted to the District's website. The College Presidents and Academic Senate Presidents will also be notified as to the status of the proposed or revised policies and procedures.

Board approval date: 3/7/06

Revised policy approval date: 6/26/07

Administrative Procedure 2510 Participation in Local Decision Making

Reference: *Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq; 51023.5; 51023.7 Accreditation Standard IV.A.2; IV.A.5*

The Board directs the Chancellor to develop operating procedures to facilitate the process of the work of the District Leadership Council (DLC), the College Consultation Council (CCC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore. The procedures shall recognize the following relationships among the participating groups:

1. The Board – The Board retains all powers implied or granted by the law. The members of the Governing Board, as elected officials, recognize their accountability to the electorate with the District and their responsibility under law to make policy decisions affecting the District.

2. Faculty

- a. West Hills College Faculty Association

1. The West Hills College Faculty Association shall be provided opportunities to participate in the formulation and development of District policies and procedures which the Board determines, in consultation with faculty, has or will have a significant effect on faculty.

2. Except in unforeseeable or emergency situations, the Board shall not take action

on matters significantly affecting faculty until it has provided faculty an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board.

b. The Academic Senate

The Academic Senate shall have two (2) representatives on the DLC (the Academic Senate President from each college). However, the Board recognizes that the Academic Senate has a special role with the Board when adopting policies and procedures on academic and professional matters. This relationship provides for the Board of Trustees or their representative to consult collegially and to rely primarily on the advice and judgment of the Academic Senate.

1. The curriculum matters for which the Board shall rely primarily upon the Academic Senate include the following:
 - a. Curriculum development;
 - b. Establishing prerequisites and placement of courses within disciplines;
 - c. Standards or policies regarding student preparation and success;
 - d. Degree and certificate requirements;
 - e. Grading policies.

In keeping with the spirit and intent of the Board and the concept of sharing the governance of the college, the Academic Senate shall provide, as an information item to the DLC, any action taken by the Senate on the above listed curriculum matters. Once reviewed by the DLC, the policy shall be sent to the Chancellor to be placed on the Board's next meeting agenda. The recommendations of the Academic Senate will normally be accepted. The Board of Trustees may refuse to adopt the recommendations of the Academic Senate on these matters only in exceptional circumstances or for compelling reasons. If a recommendation is not accepted, the Board, through its designee, shall promptly communicate its reasons for rejection of the recommendation in writing to the Academic Senate. The Board shall also provide the Academic Senate the opportunity to respond in writing prior to final action by the Board.

2. In all other academic and professional matters, the DLC shall be the forum where the Academic Senate has mutually agreed to meet with the appropriate administrators and constituent groups, when appropriate, to formulate recommendations, review policy, and provide the mechanism for shared governance. The other matters that shall be considered by the DLC are defined as follows:

- a. Educational program development;
- b. Faculty roles and involvement in accreditation processes including self study and annual reports;
- c. Establishing policies for faculty professional development;
- d. Process for program review;
- e. Processes for institutional planning and budget development;
- f. Hiring policies, procedures, and criteria for contract faculty and administration;
- g. District and college governance structures as related to faculty roles;
- h. Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senates. In all non-academic and professional matters, the Board shall retain its traditional authority as prescribed by law.

3. Staff

- a. Staff shall be defined as classified employees who are eligible to be members of the bargaining unit represented by CSEA.
- b. Staff shall be provided opportunities to participate in the formulation and development of District policies and procedures which the Board determines, in consultation with Staff, has or will have a significant effect on Staff.
- c. Except in unforeseeable or emergency situations, the Board shall not take action on matters significantly affecting Staff until it has provided Staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board.

4. Students

- a. Students shall have the opportunity to participate in the formulation and development of District policies which will have a significant effect on students, including the opportunity to participate in jointly developing recommendations to the Board as enumerated in Title V.
- b. Except in unforeseeable or emergency situations, the Board shall not take action on matters significantly affecting students until it has provided students an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board.
- c. The Board shall give reasonable consideration to any written recommendations or positions developed by students regarding District policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

5. Administration

- a. Administration shall be provided opportunities to participate in the formulation and development of District policies and procedures which the Board determines, in consultation with Administration, has or will have a significant effect on Administration.
- b. Except in unforeseeable or emergency situations, the Board shall not take action on matters significantly affecting Administration until it has provided Administration an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board.

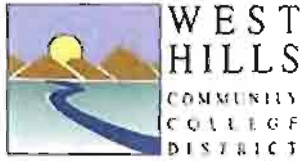
6. Rights and Responsibilities – Nothing in this policy shall be construed to impinge on the rights and responsibilities of the Governing Board, the Chancellor and administration, or on the rights of faculty, staff, or students, not to detract from any negotiations or negotiated agreement between collective bargaining agents and the Board of Trustees as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to the Academic Senate or to staff by this policy.

7. Status of DLC – The DLC shall only have the powers and duties set forth in these policies and procedures or applicable law and regulations. The DLC shall not be a legally constituted entity.

WEST HILLS COLLEGE LEMOORE
Institutional Effectiveness Planning Calendar

DATE	ITEM	RESPONSIBILITY
Fall	Review Mission/Vision Statement & Goals, Performance Indicators	Strategic Planning Committee/PGC
Summer	Update Planning & Governance Manual	President's Office
September	Review Accreditation Timeline	PGC
September	Strategic Planning Committee Retreat/Strategic Plan (Mission/Vision Statement)	Strategic Planning Committee
December	Strategic Planning Committee Retreat/Strategic Plan (Guiding Principles)	Strategic Planning Committee
February	Student Strategic Planning Retreat	Student Services
February	Strategic Planning Committee Retreat/Strategic Plan (Performance Indicators, ARCC Report)	Strategic Planning Committee
March	WASC Annual Report	PGC
March	College Operations Budget Changes	PGC
May	Strategic Planning Committee Retreat (End of year wrap up, Evaluation of planning process)	Strategic Planning Committee
May	Approved Budget Priority/Staff Requests	PGC
December/May	Approve Program Review Plans	PGC
April/May	Review PGC Committee Membership	PGC
Monthly	Board Policies and Administrative Procedures	PGC
Annually	Review of Technology Strategic Plan	PGC
Biannually	Evaluation of Shared Governance Process	PGC
Biannually	Review Educational Master Plan	PGC, Committees

Updated: 2/2/2010 PGC



Flex Day

West Hills College Lemoore

Thursday, August 12, 2010

8:30-9:00 a.m.	Continental Breakfast		Conf. Center
9:00-9:15	Welcome back & Kick-off	Kurt Sterling	Conf. Center
9:15-11:15	"Generational & Cultural Diversity In the Classroom"	Susanne Valery, Ed.D.	Conf. Center
11:15-11:30	Break		
11:30 – 12:15	Break Out Session (Please Choose One) "Social Networking and Education" David Babb "ADA compliance in online classes" David M. Rengh. "Infection control and hand-washing" Marleen Smart		Room xxx Room xxx Room xxx
12:15-1:45pm	Lunch – WHCFA Meeting Or On Your Own	Marty Ennes	Room 239
1:45- 2:30	englb4u	Stephanie Droker Jacqui Shehorn Neomi Daniels	Conf. Center
2:30 – 3:15	Learning Area Connect Committee Representatives SLO ???	Senate Reps	Conf. Center
3:15-4:00pm	Office Time		



Duty Day West Hills College Coalinga Friday, August 13, 2010

8:30 – 9:00	Continental Breakfast	<i>WHCC Cafeteria</i>
9:00 – 9:10	Welcome & Introductions	President Willard Lewallen <i>Theatre</i>
9:10 – 10:10	State of the District	Chancellor Frank Gornick <i>Theatre</i>
10:10 – 10:20	Break	<i>Chess Board Area</i>
10:20 – 12:00	To Be Determined	
10:20 – 12:00 <i>(every 15 minutes)</i>	Tours of Health and Wellness Center	Mark Gritton <i>Chess Board Area</i>
12:00 – 1:00	Lunch (provided)	<i>WHCC Cafeteria</i>

AFTERNOON SESSIONS **West Hills College Lemoore**

1:00 – 2:00	President's/Administrative Update	President Don Warkentin <i>Library/Learning Resource Center</i>
2:00 – 2:15	Snack Break	
2:15 – 4:00	Learning Area Meetings/ Accreditation Self Study	????/ D. Bolt <i>Library/Learning Resource Center</i>

West Hills College Coalinga

1:00 – 2:00	President's/Administrative Update	President Willard Lewallen <i>WHCC Cafeteria</i>
2:00 – 2:15	Snack Break	
2:15 – 4:00	Learning Area Meetings/ Accreditation Self Study	S. Shepard/J. Stearns



WHC Lemoore Flex Day

Thursday, August 13, 2009

AGENDA

8:30-9:00am	Continental Breakfast		Conference Center
9:00-9:30	NISOD	Marty E./Brian A.	Conference Center
9:30-10:30	Basic Skills Group	Team BSI	Conference Center
10:30-10:45	Break		
10:45 – 11:45	Break Out Session (Please Choose One)		
	Brain-Based Learning	Joel R.	Room 274
	Turnitin.com Webinar	Lenore S.	Room 273
	Reading Across The Curriculum	Jacqui S.	Room 239
11:45 -1:00pm	WHCFA Lunch Meeting Or On Your Own	Marty E.	Room 239
1:00- 1:30	Information Competency	Ron O.	Conference Center
1:30 – 2:00	Curriculum Process	Rene S.	Conference Center
2:00 – 2:15	VA Update	Gary S.	Conference Center
2:15 – 2:30	Break		
2:30-3:30pm	Learning Area Connect <ul style="list-style-type: none">• Committee Representatives• Senate Constitution/Bylaws		Conference Center
3:30-4:00pm	Office Time		



Friday, August 14, 2009 Duty Day West Hills College Lemoore

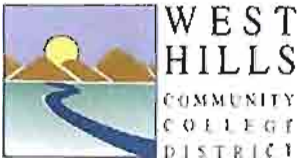
8:30 – 9:00	Continental Breakfast	<i>Conference Room 253</i>
9:00 – 9:15	Welcome & Introductions	President Don Warkentin <i>Conference Room 253</i>
9:15 – 10:45	State of the District	Chancellor Frank Gornick <i>Conference Room 253</i>
10:45 – 12:00	Classroom Technology	<i>Conference Room 253</i>
12:00 – 1:00	Lunch (provided)	<i>Conference Room 253</i>
<i>West Hills College Lemoore</i>		
1:00 – 2:00	President's/Administrative Update	President Don Warkentin <i>Library/Learning Resource Center</i>
2:00 – 2:15	Snack Break	
2:15 – 3:00	Learning Area Meetings	<i>Library/Learning Resource Center</i>
	Arts and Letters	Marlon Hall
	Counseling	Jose Lopez
	CTE and Math/Science	Stephanie Atkinson-Alston
	Health and Wellness	B. Clement/C. Freeman
	Social Sciences	Dave Bolt
3:00 – 4:00	Program Review or Office Time	Stephanie Atkinson-Alston <i>Library/Learning Resource Center</i>

West Hills College Coalinga

1:00 – 2:15	Speed Round	<i>Conference Room 253</i>
	<ul style="list-style-type: none">• Pandemic Prep• Certificate & Degree Completion• DSPS• Faculty Team Portal Site• Career Technical Education• Accreditation Self Study Kick Off	Frances Squire Sandy McGlothlin Dave Reynolds Jill Stearns Carole Goldsmith S. Shepard, J. Stearns
2:15 – 2:30	Snack Break	<i>Conference Room 253</i>
2:30 – 4:00	Accreditation Standards	S. Shepard, J. Stearns <i>Conference Room 253</i>

**West Hills College Lemoore
Flex Day - August 7, 2008**

8:30 - 9:00am	Continental Breakfast	Conf. Center
9:00 - 9:15am	Kick Off - Stephanie D.	Conf. Center
9:15 - 9:30am	Brand New Stuff - Frances S.	Conf. Center
9:30 - 10:30am	Movie - "Discounted Dreams"	Conf. Center
10:15 - 10:30am	Break	Conf. Center
10:30 - 11:00am	Student Success - Mike R.	Conf. Center
11:00 - 11:45am	Breakout Sessions (Choose 1)	
	NISOD - Joel Rogers/	Room 235
	Looking Good, Mon! - Frances S.	Room 278
11:45 - 1:00pm	CTA Lunch	Conf. Center
1:00 - 1:45pm	From Polynomial Algorithms to Multi Variant Qualitative Analysis (SLO Assessments) Jameson B.	Conf. Center
1:45 - 2:15pm	Come Together: Academics and Vocations Unite! - Carole G.	Conf. Center
2:15 - 3:00pm	Learning Area Connect - Senate Reps.	Conf. Center
3:00 - 4:00pm	YO!	Your Office



Friday, August 8, 2008 Duty Day West Hills College Coalinga

8:30 – 9:00 a.m.	Continental Breakfast	<i>Cafeteria</i>
9:00 – 9:15	Welcome & Introductions	President Willard Lewallen <i>Theatre</i>
9:15-10:45	State of the District	Chancellor Frank Gornick <i>Theatre</i>
10:45 – 11:00	Break	
11:00 – 12:00pm	My West Hills Portal Technology Is Here!	Dean Susan Whitener <i>Theatre</i>
12:00 – 1:00	Lunch (provided)	<i>Cafeteria</i>
1:00 – 4:00	Coalinga Faculty AG/BUS/CIS/CWEE Allied Health Arts and Letters Math/Science/PE Non Teaching Faculty Social Science/Public Service	Learning Area Meetings <i>Everett Hall</i>
1:00 – 4:00	Lemoore Faculty <i>Program Review</i> Arts and Letters Health and Wellness Career Technical Education Math/Science Counseling Social Sciences	Learning Area Meetings <i>Library</i>

President's Intercommunication Team

September 9, 2010 –10:00 – 11:00 a.m.

WHCL Conference Rm. 124

Coalinga, District Office Bd. Rm.

MINUTES

Members Present:

Don Warkentin, President

Marlon Hall, Associate Dean of Educational Services, Evening College

Susan Whitener, Associate Vice Chancellor of Educational Planning

Cathy Barabe, Director of Grants (by phone)

Ken Stoppenbrink, Vice Chancellor of Administrative Services (by phone)

Bob Clement, Athletic Director

John Bernal, Director of Maintenance & Operations

Frances Squire, WHCCD Foundation Executive Director, Director of Marketing

Members Absent:

Pedro Avila, Vice Chancellor of Institutional Effectiveness & Enrollment Services

Dave Bolt, Vice President of Educational Services

Jana Cox, WHCL Financial Aid Director

Sylvia Dorsey-Robinson, Vice President of Student Services

Kurt Sterling, Academic Senate President

Charles Freeman, Director of Nursing

Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development

Michelle Kozlowski, Director of ITS

Jose Lopez, Dean of Student Services

Jody Ruble, Director ETS/UB/Americorp

John Ieronimo, CSEA President Representative

Ryan Cardoza, Student Representative

Mr. Warkentin called the meeting to order at 10:13 a.m.

1.0 Accreditation Update

Mr. Warkentin reported that the WHCL accreditation visit will be March 7 – 10. The team members will arrive on Sunday and make a visit to the district office on Monday morning. Both WHCC and WHCL will be visited. WHCC's team chair will be the president from the Ventura College District. WHCL's team chair will be Rosa Carlson, president of Porterville College. The WHCC team will stay at Harris Ranch and the WHCL team will stay at the Tachi Hotel. A month prior to the visit the team chairs and their assistants will meet with the colleges and district office. One aspect the team will look at is how we communicate with our district office staff. Mr. Warkentin reiterated that this committee, President's Intercommunication Team (PIT), conducts monthly meetings to dialogue with the district offices. He reviewed the PIT mission statement and its membership.

The WHCL self study draft has been sent out and we are awaiting feedback from the district office staff. The WHCL Planning and Governance Council (PGC) will take action on the self study in October with Board of Trustees action to follow in October/November. The Study will need to be mailed out to the team in January. Evidence documents will be scanned and accessible via links through the website. The WHCL team room will be in the conference center room 256. It will be partitioned off for individual meetings and opened up for the larger meetings.

Susan announced that she will be participating on an accrediting team in Oxnard and she has just returned from training. A few of the issues WASC has concern with are: Resource allocation (whether it is integrated into resource planning) also, whether colleges have a plan in place for reimbursement to reserves. SLO will not be a sanction; however, proficiency is expected by 2012; continuous quality improvement is the next level. Non proficiency by 2012 will be a recommendation. Mr. Warkentin added that recommendations may bring a follow up visit which he intends to avoid. Susan will send a bulleted list of her observations from the training. Additionally, she reported that she learned that the data we present should also be analyzed. Another issue concerns international students and if colleges are meeting their special needs. The data about incoming students should include international students. The international program at WHCCD generates about the equivalent of 200 FTES per year. WASC wants to see that SLO for online programs are managed the same as face to face and that success, retention, and persistence rates are comparative to face to face student achievement. Student achievement is certificates, degrees, and SLO (what they walk away with in their head).

Mr. Warkentin announced that he is chairing an accreditation team to Evergreen Valley College and Jose Lopez is on a team at Miramar College in San Diego in October. After all have participated on teams they will convene for dialogue.

2.0 Budget Update

Ken Stoppenbrink stated that the district budget for 2010-2011 was approved in August despite the fact the state does not have a budget. Communication from the chancellor's office is that there is a budget eminent. Apportionment has not been received and currently we are using reserves which should take us to October. The state is paying IOU's with the challenge being how long the banks will honor the IOU'S. Ken does not expect an approved budget soon. All districts will be in the same situation. Mr. Warkentin reported that he had spoken with EECU Manager, Lisa Franks, and EECU is preparing to provide interest free payroll loans. The loans would also be available to elementary and high schools in the valley. Frances interjected that there is speculation that a budget will be approved after the November elections are over. Ken stated that there are monies in capital outlay projects that could be pulled to put in the general fund if necessary. Frances will contact Lisa Franks to question the details. Bob asked if there would be concern with the bond monies and the continuance of construction. Ken does not see any delays in construction. Bob asked if budgets would be frozen. Ken responded that the same procedure as in past will likely be in place which would freeze budgets before the end of the fiscal year. He reiterated that the state is holding \$6 million a year out of our apportionment and will pay it next fiscal year. This is why a

freeze has to be put on our spending. Mr. Warkentin stated that he had been informed that we will not receive MAA checks until the state budget passes even though MAA is federal monies. Ken reported that WHCCD is in excellent shape. The normal budget planning process will continue in the spring.

Ken questioned if in WHCL'S perspective on budget if there is a flow or are there areas that need to improve. Mr. Warkentin replied that aside from no budget in the last few years, an area to strengthen is the need for a formal response from the district to acknowledge prioritized budget requests. Currently, when Anne Jorgens reports lottery dollars have been received, the Budget Allocation Committee revisits the priority lists. There needs to be a response form. As new monies become available we need a communication piece. Ken responded in agreement and recommends this be further discussed at the Chancellor's Executive Cabinet as it is needed district-wide. Cathy stated that she would like to see priority 3 lists to know what has been requested.

3.0 Program Review Schedule

Mr. Warkentin reviewed the district office program review schedule. If there are reviews not showing please let he or Dave Bolt know.

4.0 New Grants Program

Cathy Barabe reported that she had informed Mr. Warkentin about CTE equipment monies available. Additionally, she has found monies for two child development classes for spring and fall. She has talked to Dave Bolt about adding science classes for spring as there is funding for online and/or face to face classes. She is working with the Avenal school districts regarding the educational center and she needs feedback on signage, i.e. WHC Center at Avenal, WHC Avenal Learning Center. There will be staff stationed at the outreach sites. It is expected that the students will be nontraditional. Susan asked about the Title V grant approval. Cathy responded that she had not heard. The Student Services Grant will not be received.

5.0 FTES Update

In the absence of Mr. Avila, no report was given.

6.0 Other

Frances Squire made event announcements as follows:

- Washington Monthly magazine has named NDC the 34th best college in American based on SICEE survey rates. There will be a celebration on 9/23 at 5:00 p.m. in Firebaugh.
- On October 10th Karl Rove will be speaking at WHCC. This will be announced on KMJ. Rove's visit will be advertised in Paso Robles also. Tickets are \$30 in advance. Doors open at 5:00 p.m. with Rove to speak at 6:15 p.m. Seating will be on a first come, first served basis.
- On October 11th there will be an pianist/organist concert at WHCC.

- On October 16th is the Hall of Fame dinner at WHCC. A dedication of the gym will also be held that day.
- Veteran Student Club Association will hold a 9/11 event today (9/9/2010) with lunch provided and Dr. Marlon Hall will be the keynote speaker.

The next meeting is scheduled on October 14, 2010.

President's Intercommunication Team

September 9, 2010 –10:00 – 11:00 a.m.

WHCL Conference Rm. 124
Coalinga, District Office Bd. Rm.

AGENDA

- | | |
|-----------------------------|----------------------------------|
| 1.0 Accreditation Update | Don Warkentin |
| 2.0 Budget Update | Don Warkentin |
| 3.0 Program Review Schedule | Don Warkentin |
| 4.0 New Grants Progress | Carole Goldsmith
Cathy Barabe |
| 5.0 FTES Update | Pedro Avila |
| 6.0 Other | |

Next Meeting: October 14, 2010



Respondents by Category

	<u>n</u>	<u>%</u>
Certificated Faculty	15	46.9
Classified	9	28.1
Administrator	5	15.6
Classified Management	2	6.3
Student	1	3.1
TOTAL:	32	100.0

2010 WHCL Evaluation of Policies & Shared Governance Survey



Are you a member of any of the following groups? (Check all that apply)	Response Count	Response Percent
Strategic Planning Committee	12	15.6%
West Hills College Faculty Association (WHCFA)	11	12.5%
California School Employees Association (CSEA)	8	3.1%
Planning and Governance Council (PGC)	6	34.4%
Employee Development & Success Committee	6	25.0%
Student Success Committee	6	18.8%
Student Learning Outcomes Committee	6	15.6%
Academic Senate	5	18.8%
Budget Allocation Committee	5	9.4%
Institutional Effectiveness and Program Review Committee	4	12.5%
Curriculum Committee	4	8.3%
Facilities, Safety & Auxiliary Committee	3	18.8%
Other (please specify):	3	
Child Development		
Cal-Pass		
None		
Technology Committee	2	37.5%
Student Government Association (SGA)	1	18.8%

2010 WHCL Evaluation of Policies & Shared Governance Survey



The WHCL Shared Governance Process	Overall Average	Response Count	5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree
Faculty senate has a defined role in the shared governance process.	4.15	32	
WHC Faculty Association has a defined role in the shared governance process.	4.10	32	
CSEA has a defined role in the shared governance process.	4.07	31	
Drives institutional planning	4.06	32	
Administrators have a defined role in the shared governance process.	4.03	32	
Student government (SGA) has a defined role in the shared governance process.	4.00	32	
Follows agendas and disseminates minutes regularly via the web or public folders.	3.97	32	
The shared governance process supports the quality, integrity and effectiveness of student learning programs and services.	3.94	32	
Has clear and easy to follow procedures	3.87	31	
Provides an environment that encourages honesty	3.84	32	
Follows set procedures and rules.	3.84	32	
I feel I have the opportunity to voice my concerns within the framework of the shared governance process.	3.78	32	
All shared governance committees have clear goals and objectives.	3.71	32	
Members of your organization are satisfied with the ideas and recommendations provided to the college by the different shared governance committees.	3.71	32	
Members of your organization are kept informed about the work and the accomplishments of the shared governance process.	3.68	32	
Provides an environment that values different opinions.	3.65	32	
Reports recommendations and actions to appropriate committees within the system in a timely manner.	3.61	32	
Members of your organization understand how the shared governance process works.	3.52	32	

2010 WHCL Evaluation of Policies & Shared Governance Survey



Are there areas of the shared governance process that can be made more productive or effective? Explain.

- Curriculum Committee is very difficult to work in. While the individuals involved understand the process, the rules make it very difficult to implement anything related to curriculum.
- At the end of almost every semester the Board floods the processes with items they want instant answers on thereby circumventing the process. I.e. New or changes policies and procedures.
- All meeting minutes should be posted in the appropriate area on the WHCL website. A current flow chart showing how the shared governance process works with links to the areas on the website where more information can be found would be helpful.
- I don't know if it's considered part of the shared governance process, but I strongly believe that the process by which instructors receive tenure is highly flawed and is in desperate need of reform! Instructors are getting tenured who should NOT be teaching for us!
- The process isn't always followed; this is something we could and should work on.

2010 WHCL Evaluation of Policies & Shared Governance Survey



5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

Board policy 2510 - Participation in local decision making through the District Council on Student Learning.	Overall Average	Response Count
The District Council on Student Learning serves as an effective communication channel among the colleges and the district office to clarify decisions made regarding programming, staffing, and resources at the college level.	3.70	31
I am familiar with this board policy	3.52	32
Board policy and administrative procedure 2431 - Delineation of Authority to College Presidents and District Chancellor		
Board policy and administrative procedure 2431 clarify the roles and responsibilities of the chancellor and college president in the decision making process.	3.96	31
I am familiar with this board policy.	3.64	32

2010 WHCL Evaluation of Policies & Shared Governance Survey



5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

Board policy 3250 - District Strategic Planning	Overall Average	Response Count
The district strategic planning process acknowledges membership and input from the colleges.	4.00	30
I am familiar with this board policy.	3.93	32
The district strategic planning process serves as a guide for strategic planning at the college level.	3.92	30
Board policy 6225 - Resource Allocation		
The resource allocation policy clearly defines the process for distributing fiscal resources among the college campuses and district office.	3.78	30
I am familiar with this board policy.	3.75	32
The resource allocation policy is fair and reasonable.	3.63	31

2010 WHCL Evaluation of Policies & Shared Governance Survey



Do you have any comments regarding the policies mentioned above?

- Yes there is participation. However is recommendation from faculty are routinely disregarded then the process is flawed. Which it is.
- No I do not, but as I previously mentioned, our tenure process is flawed and needs to be fixed so that we can actually build a stronger faculty base.
- No
- You could share the concepts of these policies during duty day as a way to educate all staff, faculty, and administration.

**West Hills Community College District
Strategic Planning
July 14, 2010
Harris Ranch**

**Student Success Workshop
9:00 a.m.-12 noon**

Goals

- **Focus attention and confirm strategies to strengthen WHC's student success culture**
- Briefly review accomplishments since last strategic planning session
- Achieve common definition/understanding of student success
- Engage best thinking of participants
- Understand strategies and related metrics tied to improve student success

Agenda

- Welcome Dr. Gornick
 - What is student success?
 - Why does student success demand our attention?
 - We need your help to strengthen our thinking – as we formulate the most effective strategies, focus attention, and seek to enhance student success.
- Introductions/brief warm up Facilitators/All
- Review of goals and accomplishments - Dr. Gornick, Pedro Avila
 - Scorecard review
 - New metrics related to student success
- Distance Education Trends (opportunities to support student success in a world of reduced resources) Susan Whitener
-
- Break 10 min.
- Facilitated Group Discussions Facilitators/All
 - Identify barriers to student success [informed by IR data]
 - Identify strategies to reduce/eliminate barriers.
 - What should we be doing more of?
 - What should we be doing differently?
 - What should we stop doing?
 - Prioritize student success strategies/goals and refine metrics as appropriate
- Next Steps Facilitators/All
- Close Dr. Gornick

**West Hills Community College District
Strategic Planning
July 14, 2010
High School Outreach Workshop
1:00-4:00 p.m.**

Goals

- Focus attention and practical action on increasing the college-going culture among high school students/graduates in the Central Valley
- Sharing the “IS” map—what WHCCD and high schools are doing now to encourage college enrollment in general, and specifically at WHCCD colleges
- Engage best thinking of participants
- Co-create strategies and related metrics to improve student enrollment by area high school graduates at WHCCD colleges

Agenda

- Welcome Dr. Gornick
 - Why education beyond high school is important in today’s world—to students, families, economic development, the Valley
 - WHCCD is a partner with the public schools, helping students to succeed beyond high school; enhanced college attendance and student success is our bottom line goal
 - We are eager to work with you to increase the college-going culture and to encourage confidence in WHCCD colleges as a top choice of your graduates
- Introductions/brief warm up Facilitators/All
- Current high school participation data and Cal Pass Pedro Avila
- What are we currently doing to encourage college attendance?
 - WHC outreach strategies Sylvia Dorsey/Jill Stearns
 - Early Registration for High School Graduates
 - High school strategies High School Principals
- Break
- Facilitated Group Discussions Facilitators/All
 - Identify barriers to college enrollment anywhere and at WHCCD colleges
 - Identify collaborative strategies to reduce/eliminate barriers.
 - What should we be doing more of?
 - What should we be doing differently?
 - What should we stop doing?
 - Prioritize strategies/goals and define metrics
 - Determine how/how often to communicate results/issues
- Next Steps Facilitators/All
- Close Dr. Gornick

**West Hills Community College District
Strategic Planning
July 15, 2010
Harris Ranch**

**Workforce Development Workshop
9:00 a.m.-4:00 p.m.**

Goals

- Identify Strengths and Opportunities that may exist in the Central Valley
- Envision the “new or emerging economy” in the Central Valley
- Identify workforce development requirements for the new economy
- Focus attention and identify practical action steps – by engaging the best thinking of participants
- Co-create strategies to effectively shape the new economy
- Co-create strategies for meeting related workforce development needs

Agenda

- Welcome Dr. Gornick
 - The Central Valley must be prepared to shape and respond to the new economy in order for the region and families to survive and thrive
 - WHCCD and its colleges are strategic partners in planning for and helping to create road maps to provide hope as our economy is transformed
 - We’re partners in workforce development, helping students and businesses to succeed
 - We want to draw on your best thinking today to help envision our economic and workforce future -

- Introductions and Table Discussions Facilitators/All
 - Valley Strengths and Opportunities

- Today’s Central Valley Economy WIB and EDC Experts

- Brief Overview: Current WHCCD Carole Goldsmith
 - Workforce Development Activity

- Working Groups: Trends that will Impact the Future of the Central Valley

- Working Groups: Comparing the current Central Valley Workforce with what will be needed in three to five years

- Working Groups: Workforce Gaps/Needs/Social Consequences

Lunch

WHCCD

Eaton Cummings Group

Workforce Development Workshop
July 15, 2010
9:00 a.m.-4:00 p.m.

Agenda-Continued

- Working Groups: Our Future Vision for Economic Development in the Central Valley
- Our Vision in Action
- Roles and Opportunities
 - Who does what?
 - Who else needs to be at the Table?
- Communications Strategies
- Next Steps
- Close

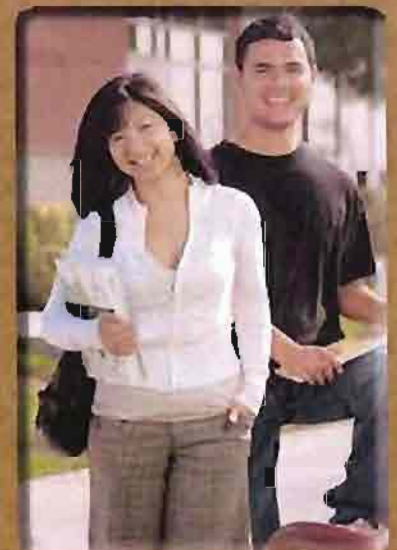
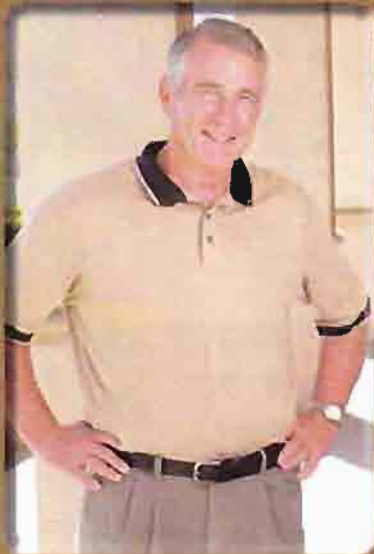
Dr. Gornick

**West Hills
Community College District**

2009

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Trustees



*Mark McKean
President*



*Bill Henry
Vice President*



*Nina Oxborough
Clerk*



Steve Cantu



Edna Ivans



Jeff Levinson



Jack Mirmitee

Administrators



*Dr. Frank Gornick
Chancellor*



*Ken Stoppenbrink
Vice Chancellor/
Business Services*



*Pedro Avila,
Vice Chancellor/
Institutional
Effectiveness/
Enrollment
Management*



*Dr. Cavole Goldsmith
Vice Chancellor/
Educational
Services/Workforce
Development*



*Susan Whitener
Associate Vice
Chancellor/
Educational
Planning*



*Dr. Willard Letwallen
President, WHC
Coalinga*



*Don Warkentin
President, WHC
Lemoore*

Mission

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

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

Vision

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

- Its status as the preferred choice of students, and the employer of choice for faculty and staff;
- The highest percentage of students completing courses;
- Its recognized excellence; and
- The generally ascribed accolade, "heartbeat of the community."

District Timeline 2008-2009

Aug



- WHCC bid approval for \$10 million for wellness center
- Xtreme Registration at WHCL
- West Hills' enrollment up 20% since previous year

Jan.

- Construction starts on the WHCC gym and wellness complex

Feb.

- West Hills Chancellor Frank Gornick honored at state level

Mar.

- Bridge Out of Poverty conference with guest speaker Ruby Payne
- Valley Fever Forum at WHCC



Sept.

- Noted Author Gary Soto speaks at WHCL
- WHCL trike-a-thon raises funds for St. Jude's Children's Hospital



April

- Phyllis Roberts donates \$25,000 for scholarship endowment.



May

- Vince Motte donates \$12,593 to help fund a new weather station for Coalinga

Oct.



- WHCC 12th Annual Athletic Hall of Fame
- UC Merced Chancellor Sung-Mo "Steve" Kang visits WHCC
- Third Annual WHCL Veterans Appreciation Luncheon



- WHCC and WHCL awarded more than 700 degrees and certificates



Nov.

- School facilities improvement districts approved by local voters providing \$11.6 million for WHCC and \$31 million for WHCL. Firebaugh passed its bond measure June of 2008.

Dec.

- West Hills College wins \$792,920 grant to serve veterans



- Sandy Cavins, the district's longest-term employee, retires after 40 years

West Hills College Coalinga

Mission Statement

To commit college-wide staff and resources to the student learning process. To provide educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve.

Vision Statement

West Hills College Coalinga strives to become a premiere interactive learner-centered community college recognized for its contribution to the educational, social, cultural, and economic vitality of the region and the state.

Achieving goals despite economic challenges

The economic challenges of these past few years have not deterred us from achieving our mission. Despite significant budget reductions, our enrollment for 2008-09 was 13 percent higher compared to 2007-08. This is directly attributable to our talented faculty and staff who have found ways to be more efficient and productive with fewer resources to ensure student access and success.

In June 2008, citizens in the northern part of the district passed Measure Q, an \$11.8 million general obligation bond measure. In November 2008, citizens in the Coalinga-Huron area passed Measure C, an \$11.6 million general obligation bond measure. These bond measures will provide resources for facilities improvements that will impact current and future generations.

General obligation bond funds have already made a difference. Significant improvements have been completed at the North District Center in Firebaugh. A facilities planning team has been working with campus architects to design a new building to replace the existing campus center.

Major improvements have also been completed on the Coalinga campus. The men's residence hall (Gordon Hall) received a facelift. Two new relocatable buildings were added to the child development center. Bond funds have been used to assist with the wellness center project (gym renovation and additional 10,000 sf building) and the ag science facility. The wellness center is scheduled for occupancy in the fall 2010.



Providing access to high quality education opportunities for all residents in our service area continues to be the focus of our overall mission. In 2010-11 we will open learning/outreach centers in several of the smaller communities within our service area.

Improvements to institutional effectiveness processes have taken center stage. We are now utilizing measurable outcomes on a regular basis to guide planning and resource allocation decisions. Results from the assessment of performance indicators, program review, and other evaluative processes are being used to make improvements to student learning. The results of some of these assessments can be found at http://www.westhillscollege.com/coalinga/about/governance_planning/college_consultation/index.asp.

Our vision of becoming "a premiere interactive learner-centered community college" continues to guide our efforts in making a difference in the lives of our students and in contributing to the vitality of the communities we serve.



Willard Lewallen
President, West Hills College Coalinga

Grants:

Total grant funding in 2008-09 exceeded \$5 million for WHCC.

President's Scholars:

A total of 22 students received President's Scholars scholarships for 2008-09. This scholarship covers enrollment fees and provides a book allowance each term.

Successful Transfer:

The number of students transferring to four-year institutions in 2008 increased by 58% from 2007.

West Hills College Lemoore

Mission

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision

Learning Through Excellence and Innovation

WHCL planning for the future with new programs, facilities

The academic years 2008-09 and 2009-10 will have seen extraordinary cuts to community colleges as the result of the state's recent economic downturn. West Hills College Lemoore will have reduced its operating budget by over \$2.2 million while at the same time maintaining its priority and focus on students.



Course offerings were reduced yet we were able to maintain our commitment to general education, basic skills, workforce development, and degree level courses.

With all the reductions to the general fund, WHC Lemoore still celebrated its groundbreaking for the new \$24 million multi-use sports complex that begins phase three of the college's master plan. It is scheduled to open in March 2011.

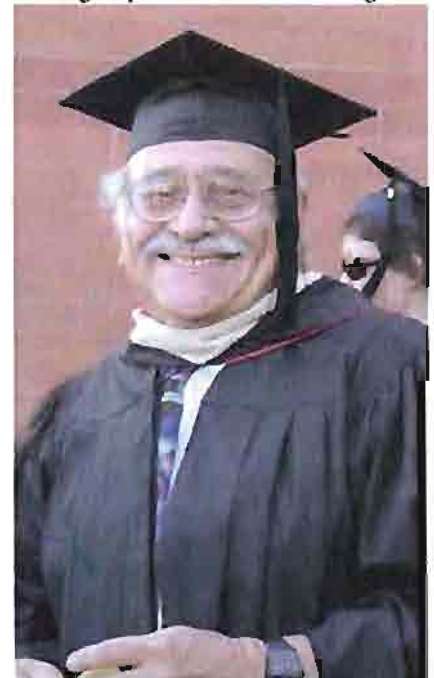
Our Allied Health program has been able to withstand budget reductions and will expand its offerings with new courses. Highly skilled technical program training will remain a strong demand throughout the state and West Hills is positioned to provide training.

Our newly developed Engineering Scholars Program provides financial support to more students by providing full tuition and books to qualified students. WHCL will play a key role in preparing students for great career opportunities.

All this is just a small list of the many ways West Hills is a leader in providing quality educational opportunities for the communities that we serve. Even in times of great difficulty, with hard work and teamwork, great things can still happen.



West Hills College Lemoore will continue to be a leader in assisting the state to recover from its economic downturn.



Don Warkentin
President, West Hills College Lemoore

Grants:

Total grant funding in 2008-09 exceeded \$3 million for WHCL.

President's Scholars:

A total of 48 students received President's Scholars scholarships for 2008-09. This scholarship covers enrollment fees and provides a book allowance each term.

Successful Transfer:

The number of students transferring to four-year institutions in 2008 increased by 22% from 2007.

Foundation helps students realize dreams

The students at West Hills College are our future. Helping them realize their dreams of a college education will positively impact our communities and enhance the quality of life we appreciate now and in the years ahead.

As a proud member of the foundation board of directors, I've been privileged to work with a dedicated team of individuals who support the students of West Hills through their time, energy, leadership and philanthropy. Our foundation board consists of community members, civic leaders, businesswomen and men and agriculturalists from across our service area who value education and want to expand the higher educational opportunities for our children and local residents.



Special thanks go to three individuals who made substantial gifts to the foundation during 2009. Phyllis Roberts donated \$25,000 for an endowed scholarship at WHCC. Vince Motte contributed \$12,500 to help fund a new weather station at the WHCC Farm of the Future. George Ollikkala donated a substantial art collection to libraries throughout the district. We thank them and the many others who contributed to help our students realize their dream of a college education.

Ernest "Ernie" Drewry
President, WHCC Foundation



Board Members

- Ernie Drewry, President, Community Director*
- Leonard Falter, Chief Financial Director, Community Director*
- Don Forth, Vice President, Community Director*
- Brad Gleason, Community Director*
- Sharon Gordon, Community Director*
- Frank Garnick, Ph.D., Chancellor*
- Edna Evans, R. Ph., Trustee Director*
- Sheilah Kryenhagen, Community Director*
- Willard Lewallen, Ph.D., Staff Director*
- Laura Mendes Moore, Community Director*
- Nancy Oliveira, Community Director*
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- Oscar Sablan, M.D., Community Director*
- Marc Scott, CPA, Community Director*
- Ann Stone, Secretary, Community Director*
- Ken Stoppenbrink, Chief Financial Officer*
- Don Warkentin, Staff Director*



Dr. Rick Post
Interim Executive Director

Foundation Mission

The West Hills Community College Foundation enthusiastically engages residents, corporations, foundations and communities of the San Joaquin Valley in financial support and advocacy for the West Hills Community College District. We are entrepreneurial partners with the colleges as we plan and implement programs to build relationships and raise funds.

The Foundation Vision

Our vision is to be a dynamic, legacy organization recognized for:

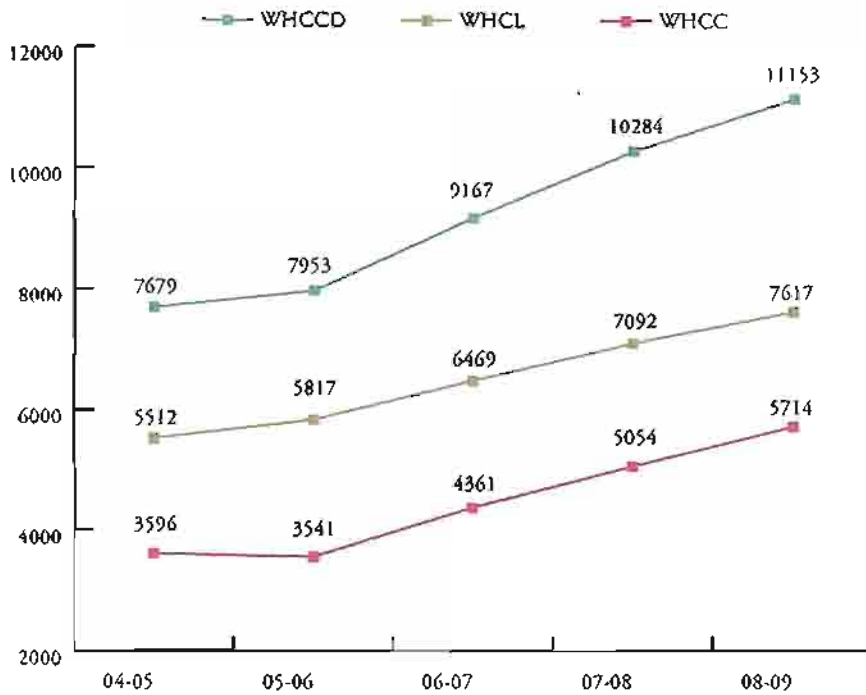
- The Foundation's \$5 million endowment (by 2008),
- 140 new scholarship funds,
- Establishment of a successful "new alumni" fundraising program,
- An effective and engaged board,
- Significant contributions to the "K-16 Dream" (creating a college-going culture among K-12 students) and,
- Sponsorship of cultural, educational and economic development programs.

The Foundation— Guiding Principles

The West Hills Community College Foundation applies the following guiding principles in its conduct of business:

- Advocate for education and its ability to change lives,
- Practice responsible stewardship,
- Maintain respect for others,
- Conduct business in an open and transparent manner,
- Support diversity and inclusiveness,
- Demonstrate reliability and accountability; and
- Exemplify a commitment to serve students and the community

Enrollment

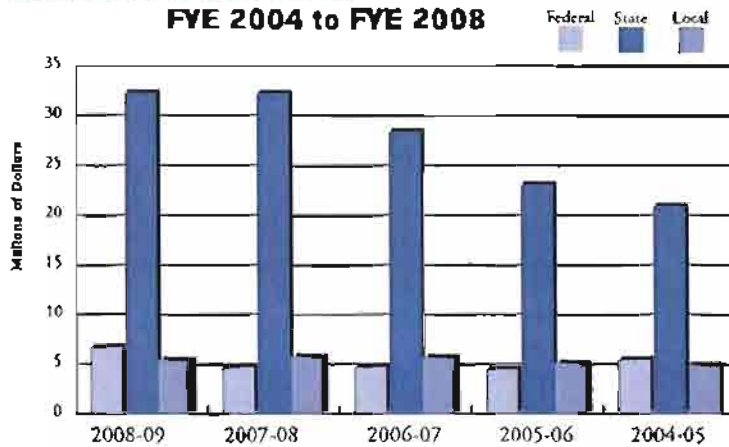


Source: WHCCD Data Warehouse

Note: Adding WHCL and WHCC exceed the total of students enrolled at WHCCD due to duplication from students who are enrolled at both institutions.

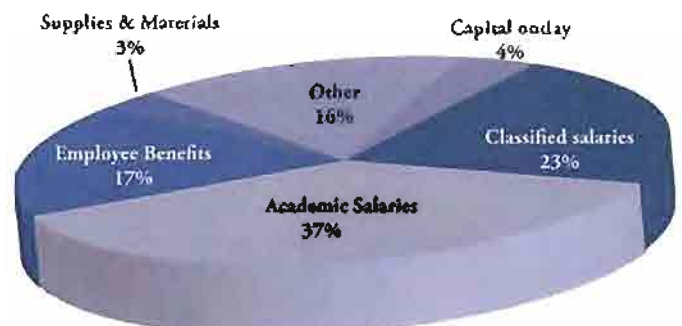
Revenues

FYE 2004 to FYE 2008



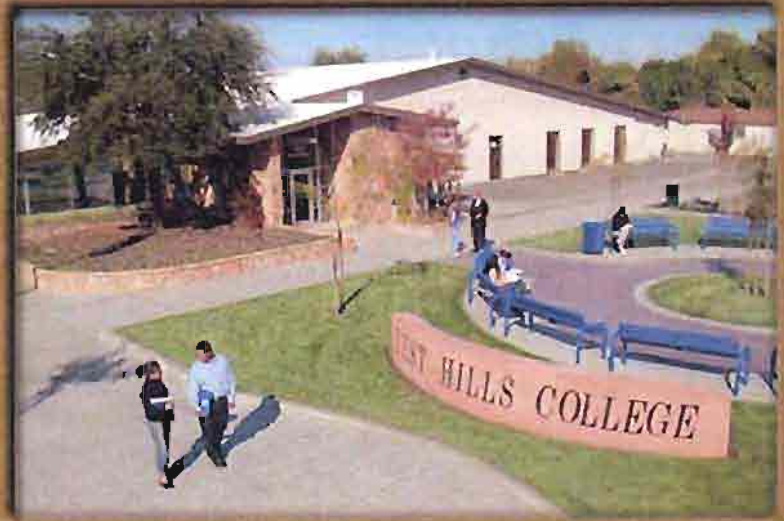
Expenditures

FYE 2004- FYE 2008





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COMMUNITY
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you can go anywhere.™*



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DIALOGUE



A WEST HILLS COLLEGE QUARTERLY

JANUARY 2008

VOL. 10 NO. 1

West Hills College All Class Reunion, Celebrating 75 years

West Hills Community College District will host an all class reunion on Saturday, April 26, 2008, in the West Hills College Coalinga gymnasium from 10 a.m. to 4 p.m.

"We are really excited about the all class reunion," said Barbara Caganich, executive director of the West Hills Community College Foundation. "Our hope is to create an event where individuals affiliated with West Hills can come together and celebrate the history of our district."

The reunion will include tours of the two campuses and the North District Center, Firebaugh, lunch and key note speakers. All West Hills' alumni, faculty, staff and friends are invited to participate in this day of celebrating 75 years of service to the San Joaquin Valley.

Admission to the all class reunion is free. A buffet style lunch will be served. Lunch tickets are on sale now and can be purchased through the West Hills Community College Foundation by calling Karen at (559) 934-2127. There is a discounted price for early bird purchases until Feb. 29, 2008. The last day to purchase lunch tickets is April 11, 2008.

The all class reunion is sponsored by Educational Employees Credit Union, Pepsi and West Hills Community College Foundation.



Coalinga College Class of 1939, graduates pose in front of Coalinga High School, the college's home until 1954

WHCCD Considering School Facility Districts

Making plans for the future is always on the agenda for the West Hills Community College District Board of Trustees and, as one of the fastest growing districts in the state, those plans include new buildings and facilities.

Paying for those new improvements is a challenge that the district is exploring with the help of possible school facility improvement districts, according to Mark McKean, a Riverdale farmer and president of the board.

Essentially, McKean said, a SFID is a designated area of the district where voters decide on a possible tax increase in their area with all funds generated staying in that area.

"At this point," McKean said, "the board is considering creating three SFIDs in WHCCD district—one centered in Firebaugh, another in Lemoore and one in Coalinga."

At its November and December meetings, the board heard presentations by representatives of Dale Scott & Company, a firm from San Francisco specializing in SFIDs.

Ray Giles outlined the process for trustees and presented a timeline for actions that would take the district up to a June 8, 2008, election.

McKean said that if the SFID method is pursued, the district would probably place the measure on the Firebaugh/Mendota area ballot first. If approved at a projected tax rate of \$18.75 per \$100,000 of assessed valuation, the district could raise \$12 million. That money would be used for a local match, which would probably be combined with State higher education bond monies to provide \$36 million for construction at the North District Center, Firebaugh and in other communities in the area.

The board heard additional information at its December meeting from Jon Isom from Dale Scott but no action was taken. Board members asked for additional information from Isom.



Mark McKean, Riverdale farmer and president of the WHCCD board

INSIDE

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International students.....	4	Xtreme Registration	7



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Stratford Women Share Journey to Become Teachers

Four Stratford women have an exceptional, and emotional, tale to tell about their road to becoming teachers for the Reef-Sunset School District, which serves Avenal and Kerleman City.

Zariana Camacho, Rafaela Llamas, Adelina Mora and Christina Meza are all neighbors and related not just by blood and marriage but also by their voyage to become teachers—a voyage with a send off that they attribute to Tom Hewitt, the now-retired principal at Stratford Elementary School where they all worked as teachers' aides.

A fifth woman, Cynthia Mora, is mid-way through the process of becoming a teacher and is a close part of the group.

Rafaela, the first to begin the journey, was working as an aide when Mr. Hewitt encouraged her to apply for a Kings County para-professional program that would pay all college expenses for her to become a teacher.

With two young children and a husband who counted on her being available, she was hesitant—but Mr. Hewitt persisted. She enrolled in classes at West Hills College Lemoore, found success in the education classes taught by James Preston and the rest is history—repeated four more times.

Adelina was next. She missed the deadline for applying for the para-professional program and Mr. Hewitt reminded her the following application cycle.

She, the group contends, is the rock. Through the tough times of dealing with marriages, small children, working long hours in two and sometimes three jobs at a time, Adelina was the shoulder to cry on, the person who took extra notes, or the one who drove them when they had car trouble.

"No matter how tired she was," Rafaela says, "she was always there for us."

She was also the least confident that she could succeed in college.

"I knew I wanted to be a teacher but I didn't think I could do it," she said. "I took classes right out of high school and I didn't succeed."

But succeed she did.

She said she kept hearing about this Mr. Preston. "Mr. Preston did this and Mr. Preston did that. I didn't think I was ever going to be able to take a class from him because I worked mornings when he taught."

But Mr. Hewitt stepped in and allowed her the flexibility to take a class from Mr. Preston and she joined the chorus of Mr. Preston's singers of praise.

Mr. Hewitt held graduation parties for the women and even sent them money when times were tough.

"I couldn't quit because of Mr. Hewitt," Adelina said.

Zariana says she always knew she wanted to be a teacher.

"My grandmother was a teacher in Mexico," she says. Now her son aspires to be an astronaut and she tells him that college makes anything possible.



Stratford teachers (l. to r.) Zariana Camacho, Cynthia Mora, Rafaela Llamas, Adelina Mora and Christina Meza.

Christina, the quietest of the group, says that she and her friends are now giving back some of what they got.

"Our teachers cared about us. They stayed in touch. We became a family and now it's time to give some of that back."

"We knew we were going to be good teachers because we cared so much. We are so much more than teachers out in that community (Avenal). It feels good to be that way."

"We love the kids and the community. The parents are appreciative. We understand them because we came from the same place—our parents were low income farm workers. We want to give back."

Cynthia, the youngest in the group, is now enrolled in an 18-month liberal arts program offered by Fresno Pacific University on the campus of West Hills

College Lemoore. No surprise. Mr. Preston told her about it.

"My goal was to go to Chico State," she says. She did go to San Francisco State for a while but came back to Stratford. After all, it's home. And it's where her sister, Adelina; her sister-in-law Zariana and her cousin, Christina, are all there to support her in her quest to be a teacher.

Spring semester classes start Jan. 14th—enroll today

A new semester kicks off Monday, January 14th, at West Hills College but there's still time to apply for admission and enroll in classes.

The district website, westhillscollege.com, offers 24/7 service to students including admissions applications, college catalogs and class schedules.

For those who need a more personal touch, Xtreme Registration is planned for Friday, Jan. 11th from 6 p.m. to midnight at West Hills College Lemoore. Faculty and staff members will be on hand to assist students with the enrollment process and counselors and advising specialists will meet with students on a first come/first serve basis. Placement tests will also be given that night.

This will be the third Xtreme Registration event at WHCL. As with the previous two, food and entertainment will also be featured along with a host of prizes including iPods, gift certificates and pen drives.

Comedian Phil Van Tee will appear at 7:30 and 9:30 p.m.



Discover the enriching experience of learning and improve your Spanish in

Costa Rica

March 13th - March 22nd

Immerse yourself in the beauty, history, culture and language of Spanish in Spring 2008. Short term classes will begin at West Hills College Lemoore, Coalinga/Firebaugh and continue in Heredia, Costa Rica.

Program Fee \$1,795, includes round trip air and ground transportation, hotel and two meals per day

For more information contact Raquel Rodriguez at 934-2218 or raquelrodriguez@westhillscollege.com or Connie Flores at 934-2223 or connieflores@westhillscollege.com



ng a Difference

h "There is potential within every human being. We should teach this."

He talks of dealing with troubled students on a daily basis and using the words of the code to empower them and give them hope for a better future.

"I saw dead bodies as I walked to school in Harlem," he adds, "and I had students recite the code."

His Coalinga students are also challenged with hurdles in life. On a daily basis, he says, he tries to help students whose families are impacted by drugs and alcohol, physical abuse and poverty.

"There is potential within every human being," he says, noting that his Delano's Code is a foundation for teaching. "Our job is to inspire students and plant seeds. It's wonderful to have your students surpass you."

Notes from current and former students give a hint of his gift in the classroom.

"I want to tell you thank you for being such a great teacher and encouraging me to be better than I thought I could be...I hope your students value the rare instruction they are receiving from you."-Avril, now a Ph.D. student at the University of Memphis who is taking courses on Kant's Critique of Pure Reason, Global Ethics and Plato's Republic.

"Thank you for giving us the ability to feel like an adult, and for everything you are teaching us,"-Amber.

But Delano claims to be no different from his peers.

"I can't differentiate myself from other members of the staff (at Coalinga High School). They have energy, a love of learning, depth to their study and they pursue excellence."

fter Graduation

ng online classes at a full-time position he West Hills College

ing in everything I f who I am. You have tea of doing a good o teach them how to

ent days at West ey Fitch, for whom imed, made a huge members serving as president in 1965, now-retired WHCC ve Hedgecock, who 8 president in 1966.

oesn't look much different from when he graduated back es as clean and neat as it did then. But inside you notice the s modern with up-to-date technology in every classroom." n today's classrooms at West Hills are open to learning but d. When they leave, he wants them to be inquisitive and

career as a time when most people are planning retirement, son is. "I like people. I don't care whether they're young or person is capable of doing 10 or 12 times more than they k that I have a faithful view of the student's capabilities—



WHCC La

Abel Camarena was a Coal miner far from home. In go to college, West Hills Coll good fit.

"My family didn't travel m home body and so it was goo just right for me.

"It was a place where I cou out what I wanted to do."

But the college motto, "On anywhere," certainly held tru who was very competitive ac to take on the world.

West Hills helped launch C with the U.S. Forest Service, throughout the western U.S. biologist and manager. He is deputy regional forester—om members watching over fore national forests covering 21 r Texas, Oklahoma and his nos Mexico.

Camarena reminisced abou attending his hometown colli

"It was the late 60s," he sai a homey environment. Sever classmates were also there bu opportunity to connect with world.

"There were these two guys Chinese, who were real pisto straight A's and I tried hard to

"There were Hawaiians wh a memory he recalls while tal the Falconaires, a musical gro

Internatio

Jozef Mondac and Martina more and more visible on car

Far from their homes in Sv student age of 27. "When I- Jozef, who is ASB vice pres Colorado in Colorado Spring

"I have had one of the best people...It has far surpassed v

"Even though it's a small co want to experience American



International students Jozef

of U.S. Forest Service Manager

he area showcasing West Hills and its

is always been important to Camarena and he 'est Hills nourished his passion for music.

roduced him to his wife of 38 years, the hryn Chase, who grew up in Avenal and was job at West Hills.

marry her for her voice but she sure can play ie jokes.

in arena to U.C.

for a en on dt State

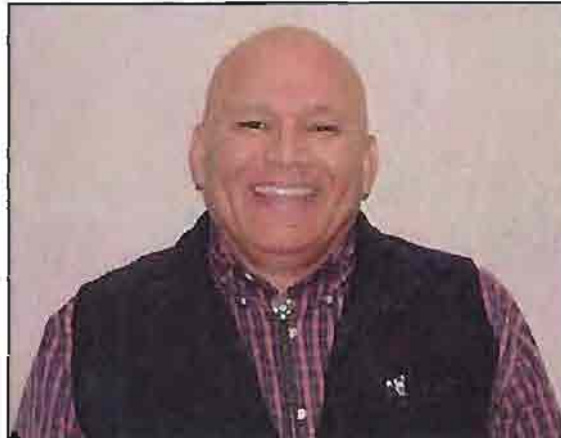
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California. J New



Abel Camarena remembers the 60s at WHCC

to New Mexico in 1994, he served for six rvisor of Gila National Forest, one of the yest and most scenic year-round recreation famous for being the home of Apache leader

He started his current assignment in the regional Forest Service office in 2000 and plans to continue to live in the area after retirement.

"New Mexico has become our home," he said, "but we have seven grandchildren and spend time with them in Tucson and Mesa, Arizona."

Camarena said they also frequently visit the San Joaquin Valley. His mother, Mary Nevarez, lives in

Lemoore now and Kathryn's parents, Mary Lou and Hillis Chase, live in Hanford.

And he also plans to pursue his musical passion. He's taken up fiddling and looks forward to taking his talent to shut-ins in nursing homes.

And then there are the "his and hers" motorcycles.

"There are lots of open roads," he says of New Mexico.

West Hills provided a good launching ground for

Abel Camarena Hard work and determination have taken him over many miles in a career of public service. Retirement offers new adventures.

"Once you go here, you can go anywhere," has certainly held true.

Enjoy Small College Atmosphere

government leadership team at West Hills College: Coalings and they represent a group that is becoming

a little older than most of the 120 WHCC international students but their ages reflect the average local of education," Jozef says.

st friend, Frank Sjoberg, who graduated from WHCC and is a now a student at the University of sint there.

says. "Being involved with associated student body, planning events, making new friends, meeting new

if you want to do things. This is a great place for your first year—especially for international students who

rtina adds, "This is a good school because classes are small and you get a lot of help if you want it."

ors, disabled students services and instructors who are willing to help outside of class are all things na says make the West Hills' experience special. She also notes that working on campus has been a good ience too.

ouple, who first met in Sweden, has also enjoyed the opportunity to go on field trips—Gilroy for sing, San Francisco, Los Angeles, Yosemite.

these are places I've read about but I just couldn't imagine that I could be there. We've experience so much y years," Martina says.

har I'm going to remember are the people," she adds. "I will be in touch with them for a long time. We invited to Thanksgiving with a local family—you can never replace that."

ef, who hopes to one day own his own company, says that his business classes at WHCC have been ng.

file listing several favorite instructors—Sarah Shepard, Scott Sutherland, Jim Granz, David Reynolds, Arce and Ken Sowden. Jozef and Martina say that all teachers have given them something.

s like the saying (Once you go here, you can go anywhere), says, "I'm ready for the next step."

Future of Special Needs Children is WHCL Workshop Topic

Planning for the future of special needs children will be the topic of a workshop at West Hills College Lemoore on Saturday Feb. 23rd from 9 a.m. until noon. Sylvia Dorsey-Robinson, associate dean at WHCL, says that the workshop is aimed at parents of children who are disabled.

The six topic areas that will be discussed are:

1. Overview of government benefits
2. Future planning including government benefits and eligibility for SSI and Medi-Cal
3. Legal aspects including wills, trusts, probate, guardianship, special needs trusts and conservatorship, client self-determination and advocacy issues
4. Financial aspects including housing needs and appropriate funding vehicles to guarantee quality of life
5. Guardian ad litem/letter of intent.
6. How to get started and the process.

Guest speaker at the event will be Helen Kim Bass, a financial representative with New England Financial and the mother of a special needs child.

With more than 20 years experience in the financial services industry, Bass is a specialist for MetLife's Division of Estate Planning for Special Kids. Her work with the special needs community stems from a traumatic brain injury to her youngest child, Daniel, in 1986.

To RSVP for the free workshop, contact Elva Torrez at (559) 924-3333. Reservations are limited to 100 people.

New AOJ Course Helps Students Identify Careers



Troy Holsonbake, AOJ Instructor

Beyond the Badge—a new administration of justice class (AOJ 12) at West Hills College has been designed to help students identify career opportunities in law enforcement, according to AOJ instructor Troy Holsonbake.

"Basically it is an introductory course set up for students coming into AOJ who don't have the slightest idea about the many different fields and the jobs within those fields that are available," he said. "The main objective is to have a student identify a position in an agency or area that interests them and map out the path to obtaining that goal. Whether that position is a

head cook supervisor in a maximum security prison or a sniper/spotter on the Secret Service's Counter Sniper Team, I want the student to understand they can achieve their goal, their "dream job." All they need is a determined mind, the right training and education, and the will to see it through.

"Sometimes, students are told by friends, family and advisors that they need to complete A, B, and C in order to do a certain job when in actuality the job requirements have changed. I am hoping this course will start them in the right direction and give them a plan and a contact person.

"I wish I had been given access to a class like this when I went through college," Holsonbake concluded.

For spring semester, the class will be offered in Coalinga, online and at WHC centers in Firebaugh and at Naval Air Station Lemoore.

For details visit the class schedule at westhillscollge.com.



NEWS AND NOTES



Skyler Norris, was named to the 2007 JC Grid-Wire Academic All-American Football Team. This is the 11th year in a row WHCC has had at least one player named to the team. Skyler was also the "Dick Woodson Academic Champion" this year for WHCC.



North District Center, Firebaugh hosts a new automated teller machine operated by Educational Employees Credit Union. WHC students now access their financial aid through debit cards at EECU and the ATM offers a full range of services to community members. Similar machines are in operation on the campuses of WHCC and WHCL.



WHCL's wrestling team finished 12th in the state in only their second year of competition. Bret Land was fourth at 133 pounds and Matt Garcia was fourth at 184 pounds.

Both qualified as All-Americans. John Newson was seventh at heavyweight.

Team members are (front row, l. to r.) Brett Land, Ramon Cabrera, Johnny Coronado,

Daniel Navarro, Luis Perez, Vincent Uribe. (middle row) Jonathan Luna, Matt Garcia,

Josh Newman, T.J. Weil, Michael Henderson, Mitchell Morales. (back row) Asst. Coach Justin McLeod,

Armando Gomez, Leonard Brown, Derek Sanchez, Adam Taylor, Asst. Coach Jim Macedo and Head Coach Kent

Olson. Not pictured is team member Mike Adams.

Not Everything is Pink *By Andres Zamudio*

Not everything is pink for the girls of our small communities. Just ask Laura, a young lady who just finished high school last June. Laura's difficult situation is rather singular, but no less adverse than what other girls are going through: teenage pregnancy, drugs, etc.

It is difficult for me to see that our small communities (communities that any stranger would think of as close and united) face very similar problems as those of the big city. But we can solve them; at least we try.

Laura has had to face a twofold crisis: her family and herself. On one hand, her father, a relatively young man in his 40s, is on disability and cannot work. Physical impotency can make a man explode, and such tension can fragment his family and kids.

On the other hand, now that Laura has finished high school she has to think of the unknown future. She has to think about what she must do and what she wants to do. She can do what many others do-- find a part time job, take it easy at the college and find a significant other to walk with at the park.

Laura has no time for all these. She has to help out with the finances of the family and the rest of the kids. And most importantly, Laura wants to be a children's physical therapist. A long way to go, no doubt about it, but not impossible either.

All of us at Workforce Connection know that Laura has a strong character and can strive to reach her goal. But how can someone do such a thing without being indifferent to her immediate family needs? In all honesty, I do not know. What I do



Andres Zamudio and Laura Montaño

know is that Laura can take one step at a time and start at West Hills College where plenty of people will help her.

Her personal situation is difficult. I know Laura. She's a great person. We'll see what we can do for her. But only she can make her dream come true.

No todo es color de rosa

Así es, no todo es color de rosa para las niñas de nuestras pequeñas comunidades. Basta con preguntarle a Laura, una chica que recién terminó la High School en junio. El difícil caso de Laura es muy singular pero no menos adverso al de las otras niñas, quienes a sus escasos 15 años de edad resultan embarazadas o adictas a las drogas. Caray, me



West Hills College Workforce Connection team includes (from row, 1. to r.) Omar Mendoza, Ana Espinoza, April Chavarria, Mary Ann Rodgers, Maria Bernal. (back row) Robert Pimentel, Andres Zamudio, Jahel Esparz and Gerardo "Jerry" Escalante

resulta difícil saber que en nuestras pequeñas comunidades (que cualquier extraño pensaría muy unidas) tenemos los problemas de las grandes ciudades. Pero también podemos darles solución.

Sigamos hablando de Laura. Ella más bien ha tenido que enfrentarse a una crisis familiar y personal. Por una parte su papá, un hombre relativamente joven de no más de 50 años de edad, se encuentra deshabilitado y por lo tanto no puede trabajar como algún día lo habrá hecho. Estos casos no son nada fáciles, cobran un caro saldo a las familias afectadas. La tensión de la impotencia física a menudo explota y sobrevienen los problemas familiares que tanto fragmentan a los hijos. Por otra parte la incertidumbre después de terminar algo, en este caso la escuela, ahora tiene a Laura pensando en lo que debe y quiere hacer con su vida. Se puede hacer lo que medio mundo hace: buscarse un trabajo de medio turno, sobrevolar los estudios en el Colegio y buscarse por allí una parejita con quien salir a pasear por las tardes.

Laura no tiene tiempo para todo esto. Tiene que aportar dinero para los gastos de la familia pues hay hermanitos que mantener. Aparte del deber Laura también tiene un sueño: quiere estudiar terapia física infantil. Sin duda alguna un largo camino por recorrer, pero no imposible. Nosotros los que trabajamos para Workforce Connection sabemos que Laura tiene el carácter y empeño para lograr su meta. ¿Cómo hacer tal cosa a pesar de

tanta dificultad, a pesar de no poder ser indiferente a las necesidades inmediatas de su familia? Pues yo no lo sé. Lo que sí sé es que Laura puede empezar el camino académico en West Hills College y dar un paso a la vez.

Es obvio que su actual situación familiar y personal es adversa. Yo en lo personal no creo en esa frase que dice que lo que no te mata te hace más fuerte. La persona humana ya es fuerte en tanto que es persona, simplemente tiene que vivir condiciones adversas que no hacen otra cosa más que humanizar. Conozco a Laura y sé que ella es un gran ser humano.

Editor's note: Andres Zamudio is a graduate of West Hills and Fresno Pacific University. He is now studying at Jesuit University, Guadalajara, Mexico, working on master's degrees in philosophy and social sciences. During vacations, he is a part of the Workforce Connection staff at West Hills College.

Celebrating 75 Years—A Profile of Students from the Past

Prii Patel is living an American dream. Born in London, the young woman arrived in Coalinga in 1987 when her parents, natives of South Africa, were hired to manage the Royal Lodge in Coalinga.

Prii, who considers Coalinga her second home, graduated from West Hills College in 1998 with an AA in liberal studies. She transferred to Fresno State and then to the University of California, San Francisco (UCSF).

The daughter of a family that treasures education, she completed a doctorate in pharmacy at UCSF in May 2004, and then did a one-year pharmacy residency at the Lucile Packard Children's Hospital at the Stanford Medical Center in pediatrics. She then took a position as a pediatrics clinical specialist pharmacist at Kaiser Permanente in Oakland.

Even with the specialized training in an exciting field, the Coalinga woman credits WHCC with part of her success. "I had a great time at West Hills and obtained an excellent education— an

education that enabled me to be successful at Fresno State and UCSF."

Prii attended West Hills College Coalinga during a time, she remembers, "when programs were expanding,



Prii Patel

the college was on the upswing. The sports programs were back and there was a lot of construction on campus, but the library and other major buildings were in place."

"One of these days I'll take the time to return to see what the campus looks like now and to see the new campus in Lemoore."

"The instructors at West Hills are dedicated and care about their students," Prii said. "Much of the instruction was one-on-one which provided the essential tools for a student to thrive and succeed. In addition

to the classroom, I had the opportunity to be a tutorial

specialist for Upward Bound and as a tutor helping high school students with their classes and providing motivation to obtain a college education."

Some of the instructors Prii remembered as outstanding included Dave Bolt, now vice president of educational services for West Hills College Lemoore; Mary Forth, retired sociology instructor; the late Dr. Bob Holmes, chemistry; the late Norine Oliver, poly sci and history; David Hedgecock, geography and Dr. Jeff Vaughn, retired humanities instructor. She also mentioned counselors Saundra McGloshlin, in Coalinga and Maria Henderickson, in Lemoore.

Apparently Prii's love of teaching continues as she holds an adjunct professor's position with the Thomas J. Long School of Pharmacy and Health Sciences at the University of the Pacific and works with pharmacy students as a preceptor.

Prii, now 28 and engaged to a fellow professional in Cleveland, Ohio, said she would pick West Hills College once again to start her path to her profession.

"Yes, I definitely would start with West Hills and I would continue to push younger people into getting an education— it's the key to a successful future. Education provides you with the essential skills and training to achieve your goals."

The young woman currently enjoys running, hiking, snowboarding and traveling, but deep down it seems that somewhere in her future the love of teaching — perhaps started with her mentors at West Hills — will move her back into the classroom.

WEST HILLS COLLEGE LEMOORE



Friday, January 11, 2008

Xtreme Registration

6:00 p.m. to 12:00 a.m.

- ◆ Comedian Phil Van Tee, show times 7:30 and 9:30
- ◆ Placement Testing
- ◆ Application Assistance
- ◆ Student Orientation
- ◆ Financial Aid Assistance
- ◆ Academic Counseling
- ◆ Drawings (gift cards, IPODS, Pen Drives, and much more)
- ◆ Music
- ◆ Snacks and Fun



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Business Administration	Office Management & Technologies
Chemistry	Physical Education
Child Development	Physics
Computer Information Systems	Psychology
Engineering	Social Science
Geography	Teaching Assistant
Geology	
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Sports Programs:

Men's and Women's Soccer
Wrestling
Men's and Women's Golf
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Administration of Justice/Corrections	Humanities
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Art	Mathematics
Biology	Office Management & Technologies
Business	Performing Arts
Business Administration	Psychiatric Technician
Child Development	Psychology
Computer Information Systems	Social Science
Geography	Teaching Assistant
Geology	Technical Theater
	Television Production



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Women's Volleyball
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559-934-2000

NORTH DISTRICT CENTER, FIREBAUGH
1511 Ninth Street
Firebaugh, CA 93622
559-659-1473

WEST HILLS COLLEGE LEMOORE
555 College Avenue
Lemoore, CA 93245
559-925-3000

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NAS Lemoore, CA 93246
559-925-3350

westhillscollge.com



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Lemoore, CA 93245



Good things are happening at WEST HILLS COLLEGE LEMOORE

**Friday, March 19
6-11 p.m.**

Bet on Education Casino Night 2010 benefiting the T.E.A.M. Teach Program and scholarships for 5th-8th grade students hoping to attend the WHCL SC Experience summer camp. Call 559.934.2129 for tickets. \$30 per person (must be over 21).

**Wednesday, April 14th
6-8 p.m.**

Introduction to Voice Overs taught by a professional voice acting coach/producer. \$30.
Call
559.925.3224
to register.

**Friday- Sunday,
April 16-18**

Central Valley Pizza Festival
April 16-18.
Visit
LemooreChamberofCommerce.com
or call
559.924.6401
for details.

April 30th

Miss CA speaks about her plans to become a pediatric surgeon and shares her insight on college success
11-12:30
Conference Center

**Monday, May 10th
10 a.m.**

West Hills Community College Foundation Golf Tournament at Kings Country Club. Be among the first to enjoy the new clubhouse while supporting the President's Scholars Program, which offers a scholarship to high school seniors with a 3.5 or higher GPA. \$175 per player includes lunch, dinner, tee prizes and a prize for each team. Call 559.934.2129 to register.

**Ongoing aerobics
classes.**

**\$45 for six week
sessions.**
Call
559.925.3224
to register.

**Visit Kings County's
largest library at WHCL**

Hours are 7:30 a.m.-8 p.m.
Monday-Thursday and 7:30-4 p.m. on Fridays. Community members are welcome to use our computers, including extensive databases, and our reference library, which houses an extensive collection of medical reference and cookbooks (serving our health careers and culinary students).



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Visit www.westhillscollage.com for all the latest news on campus events and scholarship deadlines that are approaching.

PROGRAM REVIEW SCHEDULE

Instructional Programs

Midterm Due
 Program Review Due

Program Name	Date of Most Current Program Review	Date of Most Current Program Review					
		2009	2010	2011	2012	2013	2014
Administration of Justice--Corrections	2008e						
Administration of Justice--Law Enforcement	2008e						
Art	1999						
Biology	2006						
Business	2009e						
Business Administration	2008						
Chemistry							
Child Development	2005						
CIS	2007e						
Culinary	2006						
Engineering/Physics	2008						
Geography	2008						
Geology							
Health Science (General)	2008						
Health Science (Pre-Professional)	2008						
HRCM	2008?						
Humanities	2006						
Liberal Arts--Arts and Humanities							
Liberal Arts--Communication							
Liberal Arts--Elementary Teacher Preparation							
Liberal Arts--Math and Science							
Liberal Arts--Social Sciences							
Math	2008						
Nursing							
Office Management and Technology	2008						
Physical Education	2008						
Psychology	2004						
Social Science	2008						
Community Education	2008						
Contract Education	2008						

PROGRAM REVIEW SCHEDULE

Non-Instructional Programs

Midterm Due
 Program Review Due

Program Name	Date of Most Current Program Review	2009	2010	2011	2012	2013
Administrative Offices	2008					
Transfer Center						
Upward Bound Math and Science	2008e					
Upward Bound Classic	2008e					
Career Technical Education						
NASL	2005					
DSPS	2007					
EOPS/CARE	2008					
Cal Works						
Library/LRC	2008e					
Student Activities						
Athletics	2008e					
Snack Bar						
Maintenance and Operations	2008					
Matriculation	2008					

Strategic Planning Committee
Friday, February 19, 2010, 2:00 p.m. – 4:00 p.m.
Conference Center

Minutes

Attendees:

Pedro Avila, Vice Chancellor of Enrollment Services
David Babb, Faculty
Dave Bolt, Vice President of Educational Services
Bob Clement, Athletic Director
Bob Hall, Faculty
Tammy Larson, Faculty
Jose Lopez, Dean of Students
Stephanie Droker, Academic Senate President
James Preston, Faculty
Joel Rogers, Faculty
Rene Sanchez, Faculty
Kim Sheffield, Faculty
Elva Torres, Classified Staff
Rebecca Riddle, Classified Staff
Don Warkentin, President

The meeting began at 2:14 p.m.

1. Accountability Report Community Colleges (ARCC)

Dave Bolt stated that this report (ARCC) comes from the State Chancellor's Office. It compares the CA Community Colleges. WHC Lemoore is above in some areas and below in some areas. Yearly we are asked to review our ARCC data. Mr. Bolt distributed copies of the ARCC 2009 College Self-Assessment/Response and the ARCC 2010 Report and made review of each. The report reflects data collected one year in arrears. The fact that we are a new college, we only have WHCL data for recent years to compare to data that was collected as a district. This has created a problem. Page 3 shows enrollment patterns, FTES generated and demographics. Peer grouping on page 5 is how we compare to others: Fresno City, College of Sequoias, Modesto, Merced, Porterville, and Taft. For each indicator the groups slightly change. The peer group average is 74% and we have 66.3%. The highest is 77.5%. We have to deal with the fact that we are the lowest in our peer group and decide what our plan is to

become higher. We may need to look at how we drop students and/or how to retain them. Jameson Birrell stated that he would like to see some policies. We have an early alert system and it needs to be used. We look at the success rates of our vocational classes and also look at the patterns. One program that had issues was Open Entry and this year we changed it. The 2009-2010 report may show a better result due to this. The faculty also analyzed the problems in their program review as a solution. There have been problems with sections in AOJ, specifically, students would take the firearms class but did not own a gun and they would drop out. Instruction had to buy fire arms. A narrative will be prepared to explain page 5. There are 3 levels of vocational education. CWEE has separate sections for each. Mr. Bolt stated that he likes to see each section broken out. Jameson Birrell asked how we compare with outside peer groups throughout the state. Is Basic Skills both English and math and what's an improvement rate? Pedro Avila stated that ESL has a much higher success rate. Coalinga has a large ESL class and we do not. The ESL success rate is 80-90%. Pedro is not favorable of the way this is calculated. The improvement rate is how they check by following the student over a 3 yr. period. James Preston asked if the English faculty could receive a breakdown. Pedro responded that these are reflected in the performance indicators. Math 61 is now considered basic skills. The report comes from the chancellor's office due to a requirement by the California Department of Finance. Stephanie Droker stated that she noticed that retention is not addressed on this report. Low retention impacts success rates. Retention defined is the percent of students who remain in class after census week.

2. Performance Indicators

Mr. Warkentin announced that our performance indicators are mapped back to our mission statement. Performance indicators are a way to measure and link to our goals. There is a lot of redundancy with the ARCC report. Goal 1 deals with quality education. We keep an eye on a percentage of population by city. Fluctuation might be demographic differences in each community. Part of it is out of our control. When we get to the 2010 census data this will reveal the accuracy of the data. This is mapped back to our educational plan, student equity, place, etc. Does it pick up the population who do not live in the city? It is tracked by zip code. These are reference points to keep in mind as compared to other colleges. Goal 1.b looks at high school graduates. The data is one yr. behind. 1.c looks at success and retention rates. We have a large online program

which drives down our success rate. Persistence is defined as what percentage of students returns from fall to fall; we have declined. Spring semester starting students are not traditional students so we want to compare apples to apples. Goal 2 breaks out changes made in basic skills that have had a positive impact, specifically on retention. ESL is a lot higher. Goal 2d reflects degrees and certificates conferred which has gone down and it is suspected it will go down more for the next year. This is something to monitor. Goal 2d refers to transfers to four-year institutions. Bob Clement asked how we know where students transfer. Pedro Avila responded that the info comes from the national data warehouse; they provide GPA and the student's major. 2e reflects the results of a national survey and a benchmark in 2007-08. We did very well. The benchmark was composed of over 500 community colleges across the nation. Stephanie Droker asked why the difference in 2007-08 could be the benchmark moved. We had very few underperforming questions from the 2007. One underperforming was Tutoring. These are use of service questions and customer satisfaction. The survey is on the portal on the program review team site. Goal 3: Even though there was a reduction in sections we generated more FTE. We had two sections of math generate 30 FTES, we cut to one and saved ½ and still kept enrollment. Bob Hall questioned if there is a problem if FTES increase with less money if the state would cut us back. We now have to grow FTE again. Student Services has to be funded and they do not cause FTES but are needed for services to support Instruction. Goals 3c refers to nearly \$5million in grants generated last year. 3d is revenue generated by outside capital and it is carry over money. MAA for 08-09 only reflects on the 1st quarter check. Overall we are doing good. Two areas of focus are: outreach & vocational classes.

3. Mission Statement

Mr. Warkentin stated that we need to look at our mission statement and if we feel it is still relevant it will go to the Planning and Governance Council (PGC) and then Board of Trustees. All were in consensus; the WHCL mission statement is relevant as is. It will be on the PGC and Board agendas for approval.

4. Institutional Effectiveness Calendar

Mr. Warkentin explained that this is a planning calendar as a matter of record outlining when various actions are to be taken toward institutional effectiveness, including some regulated reports, i.e. WASC report, etc.

5. Other

David Babb review the SLO's

Counseling: Represents IS and NC courses. David does not know who teaches this. If there is a course that is not taught then David recommends inactivating it. Who do we talk to about getting portal training? . Tom Robb can assist with portal concerns. This can be done with flows through the portal.

Don reported that at the recent board retreat Barbara Beno touched on SLO's. When we have our visit we need to show evidence that we have gone through one cycle of SLO's. If we cannot show this then we will have a follow-up visit. Many courses are taught by adjuncts and he believes learning areas need to determine when they are done. Courses not taught cannot be assessed, i.e. Political Science and Psych are taught by adjunct. If adjunct instructors are teaching the same learning area as full-time then the adjunct can join in to work on SLO's. Stephanie Droker is willing to write SLO's for Political Science courses that are needed. Submission will soon be made through the portal.

Program reviews show sustainable quality improvement.

NON-INSTRUCTIONAL PROGRAM REVIEW
West Hills College Lemoore

I. General Information

- A. Non-Instructional Program: _____
- B. List of Full Time Program Faculty and Staff:

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*
- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated _____ Classified Professional _____ Volunteer _____
Student Workers _____

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

- A. Attach dashboard statistics here.
- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. *(250 words or less)*
- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services)
- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

IV. Professional Development

- A. What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify.
- B. Relate how the professional development activities have improved student learning outcome attainment.
- C. Describe the program's plans for staff development over the next four years.

V. Curriculum and Student Learning Outcomes

- A. List your Non-Instructional Program-Level Student Learning Outcomes.
 - 1. Have any Non-Instructional Program-Level Student Learning Outcomes been changed from the previous program review? What are the changes? Attach documentation.
 - 2. Describe the assessment used to improve student learning. Cite a specific example.
- B. Explain how Non-Instructional Program-Level Student Learning Outcomes are used to measure quality and success of this department/service area.
- C. To what extent is technology being used in the program?
- D. How does the program ensure that current delivery of service is adequately meeting the needs of students?
- E. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).
- F. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. *(250 words or less)*
- G. Excluding curriculum validation, discuss community involvement in the program.
- H. Do special accreditations, external regulations, or advisory committees regulate the program? Yes No (if yes, list)
- I. Does the program have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate)
- J. Is there evidence of unmet student needs in the program? Yes No (if yes, elaborate)

- K. Describe the initiatives the program has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.)
- L. Discuss the program's use of external funding, including grants, if applicable.

VI. Summary and Recommendations

- A. What actions have been taken to address the assessment and improvements of program learning outcomes?
- B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.
 - 1. Program strengths
 - 2. Areas that need improvement
 - 3. Strategies and actions for program enhancement and improvement.
- C. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Revised: 4/10

INSTRUCTIONAL PROGRAM REVIEW
West Hills College Lemoore

I. General Information

- A. Instructional Program: _____
B. List of Full Time Program Faculty and Staff:

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*
- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated _____ Classified Professional _____ Volunteer _____
Student Workers _____

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

- A. Attach dashboard statistics here.
- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific program. *(250 words or less)*
- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services).
- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

IV. Professional Development

- A. What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify.
- B. Relate how the professional development activities have improved student learning outcome attainment.
- C. Describe the program's plans for staff development over the next four years.

V. Curriculum and Student Learning Outcomes

- A. List your Instructional Program-Level Student Learning Outcomes.
 - 1. Have any Instructional Program-Level Student Learning Outcomes been changed from the completion of the previous program review? What are the changes? Attach documentation.
 - 2. Describe the assessment used to improve student learning. Cite a specific example.
- B. Explain how Instructional Program-Level Student Learning Outcomes are used to measure quality and success of this department/service area.
- C. Review course outlines and prerequisites. List all courses that apply to this program requiring a five-year course outline review.
 - 1. Describe the curriculum changes anticipated in the next two years. (These changes would include major course revisions, deletions, new courses, revised or new options within a program, or a proposed new program).
- D. To what extent is technology being used in the program?
- E. How does the program ensure that the current curriculum is adequately meeting the needs of the students?

VI. Career Technical Education Only

- A. Does your program result in providing licensing or certification to its program graduates which will enhance opportunities for employment? If yes, list.
- B. Discuss the opportunities available to students who plan to transfer to an institution of higher learning.
- C. Discuss the effectiveness of your program in terms of:
 - 1. Entry-level job placement as a result of training.

2. Effectiveness of continuing education to meet the need for advanced training and/or training in emerging technologies.
 3. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).
 4. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. *(250 words or less)*
- D. What would be the preferred sequence of courses to be taken to achieve your program's goal of a degree or certificate?
- E. How does the program ensure that the current curriculum is adequately meeting the needs of students?
- F. Excluding curriculum validation, discuss community involvement in the program.
- G. List any special accreditations, external regulations, or advisory committees that have oversight to your program.
- H. List any special regulations, space requirements, staff training, etc. required by your program.
- I. List any program initiatives to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.).
- H. Discuss the program's use of external funding, including grants, if applicable.

VII. Summary and Recommendations

- A. Based on analysis of the information provided in Sections I through VI above, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.
1. Program strengths:
 2. Areas that need improvement:
 3. Strategies and actions for program enhancement and improvement:
- B. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Student Learning Outcomes Assessment Scheduling Form

CTE

Course	Infrequently Taught	Fall 2008	Spring 2009	Fall 2009	Spring 2010
AOJ 1				X	
AOJ 3					
AOJ 4					
AOJ 5					
AOJ 6					
AOJ 7					
AOJ 8					
AOJ 10					
AOJ 12				X	
AOJ 15X		X	X	X	X
AOJ 16					
AOJ 20				X	
AOJ 22					
AOJ 24					
AOJ 29					
AOJ 32					
AOJ 50A				X	
AOJ 50B				X	
BUS 1A		X	X	X	X
BUS 1B		X	X	X	X
BUS 13A					
BUS 13B					
BUS 15X		X	X	X	X
BUS 18			X		
BUS 20				X	
BUS 24				X	
BUS 28					
BUS 29					
BUS 32			X	X	X
BUS 35				X	
BUS 39					
BUS 50					
BUS 52					
BUS 54					
BUS 55	X				
BUS 56	X				
BUS 59					
BUS 62A					
BUS 62B					

Student Learning Outcomes Assessment Scheduling Form

BUS 62C					
BUS 62D					
BUS 63					
BUS 67					
BUS 69					
BUS 71					
BUS 74					
BUS 80A					
BUS 80B					
BUS 81A					
BUS 81B					
CM 10					
CM 11					
CM 12					
CM 61A					
CM 61B					
CM 61C					
CM 61D					
CM 63A					
CM 63B					
CM 64A					
CM 64B					
CM 65A					
CM 65B					
CM 65C					
CM 66A					
CM 66B					
CIS 4					
CIS 5					
CIS 6					
CIS 7					
CIS 8					
CIS 14					
CIS 15					
CIS 15X		X	X	X	X
CIS 16					
CIS 16A					
CIS 17					
CIS 17A					
CIS 17B					
CIS 18					
CIS 18A					

Student Learning Outcomes Assessment Scheduling Form

CIS 19B					
CIS 20					
CIS 21					
CIS 34					
CIS 35					
CIS 42					
CIS 67					
CIS 71					
CIS 73				X	
CIS 73A				X	
CIS 75				X	
CIS 76A				X	
CIS 80				X	
CIS 80A				X	
CIS 81A					
CIS 90					
CUL 2				X	
CUL 6				X	
CUL 50				X	
CUL 51			X		
CUL 52			X		
CUL 53		X			
CUL 54					X
CUL 55			X		
CUL 56			X		
CUL 57			X		
CUL 58				X	
CUL 59				X	
CUL 60			X		
CUL 60.1	X				
CUL 61				X	
CUL 64				X	
CUL 65			X		
CUL 66			X		
ECON 1A					X
ECON 1B					X
HM 10	X				
HM 11	X				
HM 12	X				
HM 61	X				
HM 63	X				
HM 64	X				

Student Learning Outcomes Assessment Scheduling Form

HM 65	X				
HM 66	X				
HRCM 1	X				
HRCM 3	X				
HRCM 4	X				
HRCM 5	X				
HRCM 15X		X	X	X	X
HRCM 62A	X				
HRCM 62B	X				
HRCM 62C	X				
HRCM 62D	X				
HRCM 67	X				
NC 160			X		X
RM 10	X				
RM 11	X				
RM 12	X				
RM 61		X			
RM 63					X
RM 64			X		
RM 65					X
RM 66	X				
WE 15XX		X	X	X	X
WKFSK 143			X		X
WKFSK 144			X		X
WKFSK 145			X		X

1.

We are evaluating the Library/Learning Resources Center and its website in order to provide you with the best services. Please take a few minutes to complete this survey. Thank you.

*** 1. Which of the following best describes you?**

- West Hills College-Lemoore (WHCL) student
- University Charter School student
- Middle College High School student
- Faculty
- Staff
- Member of the Community

*** 2. How often do you visit the WHCL Library/Learning Resource Center on campus?**

- Daily
- Two or more times per week
- Once a week
- Once a month
- Once or twice throughout the semester
- Never

*** 3. Please check all the reasons you visit the Library/Learning Resource Center in person. (Check ALL that apply)**

- | | |
|---|---|
| <input type="checkbox"/> Checkout, renew, or return library materials | <input type="checkbox"/> Use Internet for recreation (myspace/YouTube, games, etc.) |
| <input type="checkbox"/> Checkout a DVD or VHS | <input type="checkbox"/> Use study rooms for group work |
| <input type="checkbox"/> Checkout a laptop | <input type="checkbox"/> Use Disability Services Lab (OSPS) |
| <input type="checkbox"/> Use a Reserved Textbook or course material | <input type="checkbox"/> Use English Lab |
| <input type="checkbox"/> Access electronic databases | <input type="checkbox"/> See a tutor or tutor someone |
| <input type="checkbox"/> Access electronic books | <input type="checkbox"/> Get research assistance from library staff |
| <input type="checkbox"/> Access Blackboard for online classes | <input type="checkbox"/> Socialize |
| <input type="checkbox"/> Use copy machine | <input type="checkbox"/> Read a magazine or newspaper |
| <input type="checkbox"/> Use computers to print assignments | <input type="checkbox"/> Attend class |
| <input type="checkbox"/> Use Internet for research | |

*** 7. Please describe your overall satisfaction with the following:**

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not Apply
Computer accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copy machine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library/Learning Resource Center hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study room availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall condition and maintenance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Noise level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information and direction signs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 8. Please describe your overall satisfaction with the following Library/Learning Resource Center services:**

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not Apply
Staff courtesy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speed of service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff knowledge of Library/Learning Resource Center services and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fines handled fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop checking in and out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer lab assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying and printing assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Processing of student ID cards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 9. Do you feel students should be able to use computers for:**

	Yes	No
Myspace	<input type="radio"/>	<input type="radio"/>
Gaming	<input type="radio"/>	<input type="radio"/>
YouTube	<input type="radio"/>	<input type="radio"/>
Other recreational sites	<input type="radio"/>	<input type="radio"/>

*** 10. Have you received a Library/Learning Resource Center orientation in any of your classes?**

Yes

No

*** 11. If you received an orientation, did it fully explain the resources available?**

- Yes
- No
- Not applicable

*** 12. In general, how do you rank the WHCL Library/Learning Resource Center?**

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Does Not Apply

13. (FACULTY ONLY) How satisfied are you that your students are having their information needs met by the Library/Learning Resource Center?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Does Not Apply

*** 14. Please describe your feelings about the Library/Learning Resource Center Website?**

- Easy to use, with useful information.
- Useful information, somewhat difficult to navigate
- Not very useful
- Very difficult to use

15. Do you have any questions or suggestions for the Library/Learning Resource Center to serve you better?

WEST HILLS COMMUNITY COLLEGE DISTRICT BOARD POLICY AND ADMINISTRATIVE PROCEDURE ROUTING FORM

Review and approval by the various college/district governance groups is requested: Yes No

Policy/Procedure #: *Board Policy 6200*
 Policy/Procedure Name: *Budget Preparation*

New Revised Replaces existing policy/procedure: *BP 602, Budget Preparation*

New policy/procedure or revisions initiated/proposed by: *Vice Chancellor of Business Services*
 Reason for new policy/procedure or revisions: *Existing policy does not include correct Education Code and Title 5 references; Policy is legally advised*

Reviewing Group	Date	Approval/Comments
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Chancellor's Executive Cabinet	<i>8/12/09</i>	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Routed to:

- **College Presidents** *9/1/09*
- **Academic Senate Presidents** *9/1/09*
- **Faculty Association President** *9/1/09*

College Consultation Council (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Planning & Governance Council (West Hills College Lemoore)	<i>10/7/09</i>	Approved as presented <input type="checkbox"/> Approved with changes <input checked="" type="checkbox"/> Not approved <input type="checkbox"/>
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Comments: *3rd paragraph, first sentence should read: Utilizing the budget process for both resource and budget allocation.*

Academic Senate (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
---	--	---

Comments:

Academic Senate (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
--	--	---

Comments:

Faculty Association

Approved as presented
Approved with changes
Not approved

Comments:

District Leadership Council

9/8/09

Approved as presented
Approved with changes
Not approved

Comments:

Chancellor's Office Final Review

Comments:

Board of Trustees
(First Reading)

Approved as presented
Approved with changes
Not approved

Comments:

Board of Trustees
(Consideration)

Approved as presented
Approved with changes
Not approved

Comments:

ANTICIPATED TIMELINE

Board of Trustees first reading to occur on: 10/27/09
Board of Trustees consideration to occur on: 11/17/09

Additional comments:

WEST HILLS COMMUNITY COLLEGE DISTRICT BOARD POLICY AND ADMINISTRATIVE PROCEDURE ROUTING FORM

Review and approval by the various college/district governance groups is requested: Yes No

Policy/Procedure #: *Administrative Procedure 6200*
 Policy/Procedure Name: *Budget Preparation*

New Revised Replaces existing policy/procedure:

New policy/procedure or revisions initiated/proposed by: *Vice Chancellor of Business Services*
 Reason for new policy/procedure or revisions: *Procedure is legally required*

Reviewing Group	Date	Approval/Comments
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Chancellor's Executive Cabinet	<i>8/12/09</i>	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
---------------------------------------	----------------	--

Comments:

Routed to:

- **College Presidents** *9/1/09*
- **Academic Senate Presidents** *9/1/09*
- **Faculty Association President** *9/1/09*

College Consultation Council (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
--	--	---

Comments:

Planning & Governance Council (West Hills College Lemoore)	<i>10/7/09</i>	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
--	--	---

Comments:

Faculty Association
Approved as presented
Approved with changes
Not approved

Comments:

District Leadership Council 9/8/09 Approved as presented
Approved with changes
Not approved

Comments:

Chancellor's Office Final Review

Comments:

Board of Trustees
(First Reading) Approved as presented
Approved with changes
Not approved

Comments:

Board of Trustees
(Consideration) Approved as presented
Approved with changes
Not approved

Comments:

ANTICIPATED TIMELINE

Board of Trustees first reading to occur on: 10/27/09
Board of Trustees consideration to occur on: 11/17/09

Additional comments:



WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT

Board Policy 2410 Policy and Administrative Procedure

Reference: *Education Code Section 70902; Accreditation Standard IV.B.1.b and e*

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended.

Administrative procedures are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Chancellor.

The Chancellor shall, annually, provide each member of the Board with copies of the policies and administrative procedures or any revisions since the last time they were provided. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

All policies and administrative procedures shall be readily available through the Chancellor's Office and/or the District website.

Board approval date: 9/23/03

Revisions approved by the Board: 3/7/06



Administrative Procedure 2410 Policy and Administrative Procedure

Reference: *Education Code Section 70902*

Board Policies and Administrative Procedures are regularly reviewed by the Chancellor's Office. The Chancellor makes recommendations to the Board of Trustees concerning revisions to existing policies and procedures or the development of new policies and procedures to ensure that they are current and comply with state and federal laws.

Any employee, student, or member of the public may initiate a review or development of any policy or procedure by submitting a request or recommendation in writing to the Chancellor's Office.

Review and Approval Process

Upon receipt of the request or recommendation, the Chancellor's Office may refer to the Community College League's Policy and Procedure Service for recommended or legally advised language. The Chancellor's Office may also use the Policy and Procedure listserv to query other districts for related Board Policies or Administrative Procedures. In some instances, the Chancellor's Office may request that legal counsel review the policy or procedure language. Other employees with expertise in specific areas governed by a Board Policy or Administrative Procedure may also be consulted during the review process.

After initial review by the Chancellor's Office, the policy and/or procedure will be routed to the supervisor, manager or Dean of the appropriate department, if applicable, for review (i.e. Student Services, Human Resources, Business Office, etc.). Following the applicable review, the policy and/or procedure will be routed as follows:

1. Policy and/or procedure to be reviewed and discussed by the Chancellor's Executive Cabinet.
2. After review by the Chancellor's Executive Cabinet, the policy and/or procedure will be sent to the College Consultation Council (CCC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore (through the College Presidents) for review and approval, if applicable. Simultaneously, the policy and/or procedure will be sent to the Academic Senate Presidents and the Faculty Association President as a courtesy.
3. Review and approval by the Academic Senate Presidents will be requested only if the policy and/or procedure deal(s) with academic and professional matters. Review and approval by the Faculty Association President will only be requested if the policy and/or procedure has or will have a significant effect on faculty.
4. After review by the CCC and the PGC, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the College Presidents.

Administrative Procedure 2410 Policy and Administrative Procedure

5. In the case of review and approval by the Academic Senate Presidents or Faculty Association President, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the individuals serving in those capacities. As a courtesy, the comments, recommendations or actions taken should also be sent to the College Presidents.
6. The Chancellor's Office will take the policy and/or procedure to the District Leadership Council (DLC) for review and approval.
7. After DLC review, and upon final review by the Chancellor, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.

Submission of Policies and Procedures for Review

When submitted to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President, and the DLC, the policy and/or procedure shall be accompanied by a routing form which will include the following information:

- Policy/Procedure Number
- Policy/Procedure Name
- Indication of new or revised policy/procedure
- Initiator of proposed new or revised policy/procedure
- Purpose for new or revised policy/procedure
- Anticipated timeline for review and approval process

New policies and procedures will be submitted to the appropriate groups as a "clean" copy.

Revised policies and procedures will be submitted to the appropriate groups using the following editing marks:

- Deleted text to be shown in ~~striketrough print~~
- Added text to be shown in **bold print**

Nonsubstantive ("clean up" or "housekeeping") revisions to policies and procedures (i.e. names, title changes, addition or deletion of references) that do not change the intent or meaning of the policy or procedure may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Policies and procedures dealing strictly with the Board of Trustees may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy. New or revised procedures that outline an existing process may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and

Administrative Procedure 2410
Policy and Administrative Procedure

approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Timeline

In most instances, policy and procedure review and approval will be based on a two-month cycle at the college level. Once the Chancellor's Executive Cabinet agrees to move new or revised policies and/or procedures forward to the CCC, PGC, the Academic Senate Presidents and the Faculty Association President, the review and approval process timeline officially begins. The groups will have 60 days in which to complete the review and approval process at the college level and submit final comments, recommendations or actions taken with regard to the policy and/or procedure to the Chancellor's Office.

At the completion of the 60 days (or sooner if the appropriate groups have completed their review and approval process), the policy and/or procedure will be placed on the DLC agenda for review and approval if applicable. Following DLC review, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting. The Board of Trustees will be provided with the Chancellor's final recommendation, along with the completed routing form which will include the comments, recommendations and actions taken by the appropriate groups.

The timeline may be shorted due to various circumstances including, but not limited to, changes in law or urgent need. However, the Chancellor's Office shall notify all applicable groups of the shortened timeline.

After approval by the Board of Trustees, policies and procedures will be posted to the District's website. The College Presidents and Academic Senate Presidents will also be notified as to the status of the proposed or revised policies and procedures.

Board approval date: 3/7/06
Revised policy approval date: 6/26/07



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Board Policy 2410 Policy and Administrative Procedure

Reference: *Education Code Section 70902; Accreditation Standard IV.B.1.b and e*

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be amended, added to or amended at any regular board meeting by a majority vote. Proposals shall be introduced not less than one regular meeting prior to the meeting.

Proposals shall be introduced, added to or amended at any regular board meeting by a majority vote. Proposals shall be introduced not less than one regular meeting prior to the meeting.

Administrative procedures implementing Board Policy shall be consistent with the intent of the Board Policy. Administrative procedures shall be consistent with the intent of the Board Policy.

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1.45

Administrative procedures implementing Board Policy shall be consistent with the intent of the Board Policy. Administrative procedures shall be consistent with the intent of the Board Policy.

The Chancellor shall, in the administration of the District, reserve the right to take such action as may be necessary in the Chancellor's judgment, be inconsistent with the intent of the Board Policy.

The Chancellor shall, in the administration of the District, reserve the right to take such action as may be necessary in the Chancellor's judgment, be inconsistent with the intent of the Board Policy.

All policies and administrative procedures shall be available to the public through the Chancellor's Office.

All policies and administrative procedures shall be available to the public through the Chancellor's Office.

Board approval date: 9/23/03
Revisions approved by the Board: 3/7/06

POLICY AND PROCEDURE REVIEW SCHEDULE
2010-2011

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
BP & AP*	6550	Disposal of Property (Currently BP 704, Sale of District Personal Property)	7/19/10	N/A	N/A	8/24/10	9/28/10
BP* & AP*	5800	Prevention of Identity Theft in Student Financial Transactions	7/19/10	N/A	N/A	8/24/10	9/28/10
BP* & AP*	5850	Missing Student Notification	7/19/10	N/A	N/A	8/24/10	9/28/10
BP*	6818	Ergonomics Program	7/19/10	N/A	N/A	8/24/10	9/28/10
BP* & AP*	3900	Speech: Time, Place and Manner	9/17/10	N/A	N/A	N/A	9/28/10
BP & AP	6700	Facilities Use	7/19/10 8/11/10 9/15/10	N/A	N/A	9/28/10	10/26/10
BP*	6230	Energy and Sustainability	7/19/10 8/11/10 9/15/10	N/A	N/A	9/28/10	10/26/10
BP & AP	2410	Policy and Administrative Procedure	9/15/10	N/A	N/A	9/28/10	10/26/10
BP & AP*	4030	Academic Freedom (Currently BP 313, Academic Freedom)	9/15/10	9/16/10 – 11/16/10	12/6/10	12/7/10	1/18/11
BP & AP*	5010	Admissions and Concurrent Enrollment (Currently BP 503, Student Admissions)	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
AP*	5011	Admission and Concurrent Enrollment of High School and Other Young Students	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
BP & AP	5050	Matriculation	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
BP* & AP*	5700	Athletics	9/15/10 10/25/10	N/A	N/A	2/15/11	3/8/11
BP* & AP*	4050	Articulation	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
BP*		Catalog Rights	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
AP	4045	College Library Fines	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
BP* & AP*	4106	Nursing Programs	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
BP* & AP*	4110	Honorary Degrees	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
BP* & AP*	6450	Wireless or Cellular Telephone Use	7/19/10 8/11/10 11/15/10	N/A	N/A	11/16/10	12/7/10
BP	7215	Faculty, Counselor and Librarian Responsibilities	11/15/10	11/16/10 – 1/16/11	2/9/11	2/15/11	3/8/11
AP	7341	Sabbaticals (Currently BP & AP 322, Sabbatical Leave)	11/15/10	11/16/10 – 1/16/11	2/9/11	2/15/11	3/8/11
AP	7212	Temporary and Substitute Faculty Screening (Currently BP 304, Employment of Certificated Substitutes; and BP 305, Employment of Certificated Summer School Staff)	11/15/10	11/16/10 – 1/16/11	2/9/11	2/15/11	3/8/11
BP & AP*	7151	Evaluation of Certificated Staff (Currently BP 310, Evaluation of Full Time and Adjunct Certificated Staff)	11/15/10	11/16/10 – 1/16/11	2/9/11	2/15/11	3/8/11
AP	6225	Resource Allocation	12/15/10	12/16/10 – 2/16/10	3/1/11	3/8/11	4/26/11
BP & AP	7230	Employment of Classified Employees (Currently AP 402, Hiring Procedures and Guidelines for Classified Staff)	12/15/10	12/16/10 – 2/16/10	3/1/11	3/8/11	4/26/11
BP & AP*	3550	Drug Free Environment and Drug Prevention (Currently BP 810, Drug Free Workplace/Campus)	12/15/10	N/A	N/A	1/18/11	2/15/11

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
AP*	7337	Fingerprinting	12/15/10	N/A	N/A	1/18/11	2/15/11
BP & AP*	3300	Public Records (Currently BP 802, Public Records)	12/15/10	N/A	N/A	1/18/11	2/15/11
BP & AP*	2435	Evaluation of Chancellor (Currently BP 210, Evaluation of Chancellor)	1/20/11	N/A	N/A	2/4/11	2/15/11
BP & AP	2745	Board of Trustees Self Evaluation	1/20/11	N/A	N/A	2/4/11	2/15/11
BP* & AP*	2735	Board Member Travel	1/20/11	N/A	N/A	2/4/11	2/15/11
BP* & AP*	2105	Election of Student Members	1/20/11	N/A	N/A	2/4/11	2/15/11
BP & AP*	5030	Fees	1/20/11	1/21/11 – 3/21/11	4/5/11	4/26/11	5/24/11
BP & AP	4020	Program, Curriculum, and Course Development	1/20/11	1/21/11 – 3/21/11	4/5/11	4/26/11	5/24/11
BP & AP*	6750	Parking and Traffic Code (Currently BP 709, Parking and Traffic Code)	2/9/11	N/A	N/A	3/8/11	4/26/11
BP & AP*	6340	Bids and Contracts (Currently BP 603, Purchases Subject to Bid, and BP 604, Purchases Not Subject to Bid)	2/9/11	N/A	N/A	3/8/11	4/26/11
BP* & AP*	3900	Speech: Time, Place and Manner	2/9/11	N/A	N/A	3/8/11	4/26/11
BP*	3519	Children on District Facilities	2/9/11	N/A	N/A	3/8/11	4/26/11

* Denotes New Policy and/or Procedure

Note: Schedule subject to change as necessary

08/16/10

Revised: 8/20/10; 8/31/10; 9/14/10; 9/16/10; 10/5/10

Indicates final Board of Trustees approval

**Chancellor's Executive Cabinet Meeting
March 10, 2010**

MINUTES

Members present:

Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Frank Gorrnick, Chancellor
Donna Isaac, Executive Assistant to the Chancellor
Willard Lewallen, President, West Hills College Coalinga
Ken Stoppenbrink, Vice Chancellor of Business Services
Don Warkentin, President, West Hills College Lemoore

Others present at various times:

Susan Whitener, Vice Chancellor of Educational Planning

Task Log

The task log was reviewed as follows:

- Item 1 – Ken Stoppenbrink reported that Kevin Cobb is still working on developing a policy with regard to energy and sustainability. Carole Goldsmith volunteered to get some information from San Joaquin Valley Clean Energy Coalition. Frank Gornick directed her to work with Ken on this information.
- Item 2 – This item is on the agenda for discussion.
- Item 3 – This item is on the agenda for discussion.
- Item 4 – This item is on the agenda for discussion.
- Item 5 – This item is on the agenda for discussion.
- Item 6 – This item is on the agenda for discussion.
- Item 7 – Carole reported that she is working on a submission to ACCJC for both colleges. The substantive change information will be written separately for each college, but will be submitted at the same time. Frank stated that he wants to write a cover letter to go with the substantive change submittals.
- Item 8 – Ken reported that he has not talked to the campus bookstores yet as he was unclear on the task. Brief discussion took place regarding the possibility of students making purchases at the bookstores for additional print copies made in the libraries. Ken stated that he will talk to the bookstores.
- Item 9 – This item is on the agenda for discussion.
- Item 10 – Complete.

Chancellor's Executive Cabinet

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- Item 11 – A portion of the task has been completed. Discussion took place regarding the need for further information on the emergency loan process. Carole commented on following up with Rick with regard to the allied health emergency scholarship. The task will be revised to direct a process for establishing emergency funds with specific criteria for emergency loans.
- Item 12 – Complete. A meeting was held last Friday that included Carole, Pedro Avila, Ken and the College Presidents.
- Item 13 – Carole reported that Susan Whitener has been working with the college CIOs to review the existing schedule. The online schedule is almost complete. Pedro reported that West Hills College Coalinga has submitted summer and fall face to face classes. West Hills College Lemoore has submitted their summer classes. He stated that we are still on track. Pedro discussed the recent issue with loan disbursements with regard to financial aid.
- Item 14 – Complete.
- Item 15 – Complete.

Registration Priorities – Update

Pedro distributed the Summer/Fall 2010 Registration Schedule, stating that he has received good feedback. Discussion took place regarding the new tool that is being implemented for searching classes. Discussion also took place regarding high school graduates. Pedro stated that he will send out this information to the CIOs and the marketing department. Pedro stated that Administrative Procedure 5055, Enrollment Priorities, will need to be modified based on the new registration schedule.

Action Item

- ✓ Pedro Avila to send high school graduate information to CIOs and the marketing department
- ✓ Administrative Procedure 5055, Enrollment Priorities, to be modified based on the new registration schedule.

Process to Encumber Wages – Update

Ken and Carole reported that they are still working on the process to encumber wages. Carole commented on budget changes and identifying a solution to create a workflow. Frank suggested that we may need to call Rose & Tuck back in for consultation. Carole reported that she is making sure the information being put into Datatel is accurate. She stated that she will follow up with Rose and Tuck on the encumbrance model.

Action Item

- ✓ Carole Goldsmith to follow up with Rose and Tuck, consultants, on the encumbrance model.

District Educational Coordinating Council (DECC) – Update

Carole reported that the DECC proposal is being routed through the various college groups. It will be brought back to the Chancellor's Executive Cabinet for review at their next meeting.

Action Item

- ✓ Carole Goldsmith to provide review of DECC proposal at the Chancellor's Executive Cabinet meeting in April.

Student Debt / Online Payment Process – Update

Carole reported that she has not worked on this project yet; however, she will be bringing information to the next Chancellor's Executive Cabinet meeting.

Action Item

- ✓ Carol Goldsmith to provide information on student debt/online payment process at the Chancellor's Executive Cabinet meeting in April.

Residence Halls Registration – Update

Willard Lewallen stated that he will be providing information at the April Chancellor's Executive Cabinet meeting. Frank stated that he wants a year or two of demonstrated accountability on the registration made with funds in the black. He stated that this will be a positive step toward acquiring funding based on the income stream.

Action Item

- ✓ Willard Lewallen to provide information on the residence halls registration system at the Chancellor's Executive Cabinet meeting in April.

Copy Limits/Process for Students – Update

Ken stated that he will need feedback from the colleges about the number of copies that will be allowed for students. Frank stated that he wants this information provided at the next Chancellor's Executive Cabinet meeting. Willard commented on copy limits for faculty as well. Frank commented on the amount of paper we use and how this ties into an energy policy.

Action Item

- ✓ Copy limit information to be provided at the Chancellor's Executive Cabinet meeting in April.

Leadership Retreat/FranklinCovey 360 Evaluations

Donna reported that the FranklinCovey 360 Evaluations have been completed. A workshop will be held at the next Leadership Retreat on May 7 to learn how to interpret the evaluation reports. Frank stated that administrative evaluations will be moved to a calendar year (January – December) cycle. 2009-2010 will be a transition year. Administrative evaluations will be completed in June 2010 and then administrative evaluations will be completed again beginning in January 2011. Frank stated that he will talk to the Board about using a calendar year evaluation cycle versus a fiscal year cycle.

Evaluation Script

Frank distributed copies of an evaluation script prepared by legal counsel. Discussion took place concerning the script, along with the Presidential Expectations. Frank stated that he wants to review the script with Marty Ennes, Faculty Association President.

Discussion took place regarding email being the official form of communication.

Frank discussed the need to develop an administrative procedure in terms of faculty evaluation. He stated that he would also like to provide training on the evaluation script at the May 7 Leadership Retreat. Frank stated that he will be asking Key Writing to develop an online form for the script. He will be arranging for a meeting with Joe Zampi to discuss the script and will also share it with the Board of Trustees.

The following changes to page 1 of the script were discussed and agreed to:

- Include Presidential Expectations under "Review ingredients and objectives of evaluation"
- Remove the word 'possibly' from first bullet under "Review ingredients and objectives of evaluation"
- Remove the third bullet which begins "...review Presidential Expectations and determine if there are questions..."

Fast Track Degree

Frank questioned if we should develop a fast track associate degree for the fall as a way to save costs for students and families. He stated that if we can identify a way of getting the 64 units in three semesters, students can be finished sooner. The point is that we might be able to advertise it as a way of parents saving money. Don Warkentin commented on previous issues with this idea (i.e. block of classes were scheduled, but not enough enrollment in those classes). Frank stated that he wants to think out of the box a little. Carole commented on discussions with Jill Stearns and Dave Bolt

concerning moving to a cohort model. Discussion took place regarding selecting the menu for students and tracking them. Frank commented on focusing on 4 or 5 degrees. Don stated that it is not difficult on the schedule side, but is difficult on the student services side. We would need to identify someone to track the students and follow up with them to make sure students don't fall off track. We need to be able to provide the services. Frank stated that just because we are in down times doesn't mean we should stop thinking about how to benefit our students.

eCampus

Susan Whitener was invited to the meeting at this time. Susan reported that Pedro provided a list of faculty load for last fall and spring and it was determined how much was part of load and how much was overload. A preliminary schedule has been developed and we are going to work through what the CIOs want on their respective schedules. Susan stated that she worked with Lenore Simonson because she used to be an advisor. Lenore looked at all degrees and determined if what we offer online will meet all of the degrees. We want to meet the broadest range of students for the broadest range of degrees. Frank questioned the need for hiring and Susan responded that once we determine the full time faculty and sections available, we will then look at the need for adjunct faculty. She is currently having this discussion with both colleges. Frank stated that he does not want to hurt the integrity of our eCampus. Susan stated that we know who the faculty are. She discussed providing moderate feedback as to why some instructors shouldn't teach online, stating that online isn't for everyone. She also discussed training opportunities. Frank stated that the eCampus has to maximize our FTE. Susan stated that the summer schedule for both colleges is being finalized and we are maximizing what we can offer. The schedule should be finished by the end of the day tomorrow (March 11). Frank stated that there should be no expectation that anyone who retires as a teacher is going to teach online. Further discussion took place regarding training for teaching online courses. Susan distributed a distance education article from the most recent accreditation newsletter. Frank commented on Barbara Beno's recent visit.

Distance Education Strategic Plan

Susan reported that the Distance Education Strategic Plan is ready to go to the next step which will be an informational item to the Board of Trustees. She stated that this item can be taken in April or May.

Susan stated that a lot of conversations have been held on the campuses with regard to web streaming. A vendor presentation was provided in February, a visit has been made to Cisco headquarters, and staff participated in a webinar (Sonic Foundry). A good meeting was held yesterday between the IT and distance learning departments and they discussed vendor presentations. Susan stated that Cisco's product looks great but is not quite ready yet. Frank reported that he and Michelle Kozlowski met with Cisco's regional vice president. We provided him with the ROI numbers on VOIP and discussed developing a regional partnership. We want visibility and marketing. Frank stated that he wants to take another trip to Cisco for additional staff, faculty, and possibly a board member or two to view their products. We need to articulate what we

want to have in terms of a strategic partnership. Susan stated that Cisco is about six months away from release and thinks we have a temporary solution with using CCC Confer technology until we can get the Cisco products. Frank stated that we can do a couple of things. We can sell the existing equipment in Firebaugh and move to a Cisco solution. Pedro discussed the possibility of being a beta test site. He questioned if we could use the partnership to be a test site if we are concerned about a timeline. Frank stated that he wants it to be a comprehensive solution at all locations. If we are going to be a Cisco house, we minimize the number of people we need to have supporting it. He wants to keep it simple and there are some real benefits.

Job Descriptions

- Activities Specialist – After School Program – Ken stated that CSEA has agreed to incorporate the position into the collective bargaining agreement. Additional changes were made to the job description after meeting with them. The major change deals with education. The job description has been reviewed by Riley Talford. The salary grade was changed based on education. Ken stated that he will send the revised version to Nancy Vogel, CSEA Representative. He wants to put this job description on the agenda for the April Board meeting.
- After School Program Instructor – Ken stated that this job description has been reviewed and approved by CSEA. It is a part time position. Changes were made to the job description after the initial meeting with CSEA. The changes deal with credentialing and a lower salary grade. CSEA wanted credentialing to come out of the job description. Ken wants to put this job description on the agenda for the April Board meeting.
- Help Desk Advisor – Carole stated that this job description closely mirrors the job description for a regular advisor. Ken stated that this position would be on the adult/student temporary salary schedule. Susan stated that the position is integral to the eCampus. The salary grade was increased to \$22.50. This item will be placed on the agenda for the April Board meeting.

Don initiated discussion regarding the loss of TTIP funds and how it impacts library databases. Carole stated that VTEA dollars helped out last year. Don stated that the librarian says it is essential. Susan stated that we need this now as it is important for distance education as it relates to accreditation. Frank directed Susan to provide the information to Ken. Susan stated that she will list it as an augmented line item under the eCampus budget.

- Director of Special Grant Programs – Discussion took place regarding the changes made to the job description which include the education level. This is an administrative position. It was agreed by the group to include information in the job description that the position would handle multiple programs and initiatives. The job description will be on the April Board meeting agenda for a range change.

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- Coordinator of Special Grant Programs – Discussion took place regarding making changes to the summary section to include leadership and oversight for no more than two grant programs. Carole stated that she will make the changes. The job description will be on the April Board meeting agenda.

Susan Whitener left the meeting at this time.

At this time the group took a lunch break.

Following the lunch break, the group reconvened.

Equipment Coordinator Position

Willard stated that the recently resigned equipment manager was also receiving a stipend as assistant coach for football. Discussion took place regarding the issue of classified positions and additional compensation. Frank stated that the word 'coordinator' needs to be taken out of the position title, stating that we need an equipment manager. Frank stated that he does not want this position to be doing any coaching. Willard discussed rewriting the job description to include equipment and facilities. Ken stated that he needs direction on the current person in the position and if that person can also receive a coaching stipend and do the job on a temporary basis. Frank stated that he will allow for this to occur until June 30, 2010.

Don commented on the athletic trainer position being a certificated position. He stated that he only needs an athletic trainer for the fall semester at this time. He questioned if he can hire a temporary, one semester trainer. Ken stated that there is also an athletic trainer position in the classified ranks and suggested that this may be the way to go for Don's position.

Tenure Recommendations

Willard stated that he has three faculty that will be recommended for tenure at the April Board meeting. Discussion took place regarding tenure for faculty members who have had multiple years on a temporary contract. Ken stated that the Board of Trustees has the ability to allow all of the temporary contract years to count toward tenure if the faculty member is given a regular, tenure track contract.

Workflow Projects

Pedro stated that we have a consultant who can take care of workflow projects for us. He stated that Keith Stearns can also do this. They are going to start with Carole's workflows for budget change forms and section forms. Carole is going to put together the business rules and will submit them to the consultant for an approximate amount. Staff are also looking at grade changes, add/drops, student complaints, petitions to graduate, grievance, etc. Frank stated that he wants to have an update on workflow projects discussed at the next Chancellor's Executive Cabinet meeting. Pedro stated

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that he will put together a list of the forms that need workflows so that they can be prioritized.

Other Business

- Board Presentations – Frank stated that a couple of the Board members commented on the way the budget information was presented at the most recent Board meeting. Not only do they want to be made aware of the problem, they want to see the solution. We need to be more clear in the way we present the information.
- Athletic Report for June Board Meeting – Don stated that the Board of Trustees wants to hear about the current status of athletics; future plans; philosophy on athletics; and how the philosophy meshes with the college mission. Frank stated that he wants each president to develop a history of athletics at their respective college. We can't deny what has happened with physical education (degree requirements, etc.). There used to be a lot more physical education classes and inter mural activities.

Ken left the meeting at this time.

Discussion took place concerning wellness. Frank stated that the presidents need to integrate the concept of wellness in their report. The Board needs to see how it is reconciled with their mission and if there is still a place for wellness and intercollegiate athletics. He also directed the presidents to cover where are we going with athletics (i.e. fee based; taking over community recreational aspects) and stated that we need to take a look at how many student athletes transfer. This information needs to be compared to the student population. He stated that this could be a precursor to developing a strategic plan for athletics and wellness.

Board Policies and Administrative Procedures

- BP & AP 5520, Student Discipline – It was agreed to move this policy and procedure forward to the various college groups for review and approval.
- BP 5500, Standards of Conduct – Changes were suggested to include the language from the original draft version. Donna Isaac was directed to make the changes and forward to the various college groups for review and approval.
- AP 5530, Student Rights and Grievance – It was agreed to move this procedure forward to the various college groups for review and approval.
- BP 6816, Hearing Conservation Program – It was agreed to move this policy forward to the various college groups for review and approval.
- BP 6817, Transportation and Driver Selection – It was agreed to move this policy forward to the various college groups for review and approval.

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- AP 6700, Facilities Use – Several changes to the procedure were suggested. Frank directed Ken to continue his review of the procedure and bring it back to the next Chancellor's Executive Cabinet meeting.

Action Item

- ✓ Ken Stopperbrink to continue review of AP 6700, Facilities Use, and bring it back to the Chancellor's Executive Cabinet meeting in April.

Susan was invited back to the meeting at this time.

- BP & AP 5070, Attendance – It was agreed to change the last paragraph of the policy to read as follows:

*Attendance records shall be recorded and kept by faculty and the Office of Admissions and Records according to rules and regulations prescribed by the Board of Governors of the California Community Colleges. **The only official rosters for all classes are the records stored on the district student information system.** Therefore, prior to census date, each faculty member shall verify class rosters and no later than seven days after census date provide the Office of Admissions and Records a roster of currently enrolled students who meet the district policy on attendance.*

Several changes to the procedure were suggested. It was agreed to incorporate the changes and forward both the policy and procedure to the various college groups for review and approval.

Susan left the meeting at this time.

Other Business

- Cisco Visit – Frank directed Carole to work with Michelle on another trip to Cisco headquarters in San Jose. He stated that he wants to include some district and college staff, directors, deans, and faculty who will use the technology.
- Strategic Plan Update – Frank stated that the current strategic plan expires this year. Pedro reported that he and Carole are meeting on March 11 for a brainstorming session. They want to take what we have learned and determine what we want to keep and what we need to replace with regard to the strategic plan goals. Carole questioned if we still want to use our current goals and measurements. Frank stated that we want to revise them. Don stated that we need to review the educational master plan. Discussion took place regarding strategies for communities that have low participation rates. Frank stated that he wants to focus on student success and retention in the areas that are access related (math, English, basic skills). Discussion took place regarding goals and being a leader in the state with regard to retention, access and transfer. We have learned that we need more information; we are doing some things okay; we got the process started; and now we need to

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determine how we want to become better. Pedro stated that the idea is to drill down a little deeper. He wants Carole to bring in the employment and vocational element. Willard questioned if we really have an understanding of the needs of the communities we serve as we have not done a formal assessment of this. Pedro stated that a meeting will be held in April to close the loop and talk about next steps. Frank stated that we have done a great job in terms of the budget and enrollment. Pedro stated that he wants to see some of the administrators at the college level be more involved with the strategic plan. Frank stated that lessons learned would be a good start to the new strategic plan. He wants to take results on the road and present at conferences.

Ken returned to the meeting at this time.

- Athletic Report – Frank stated that he wants the presidents to include Title IX as an area in the athletic report. Title IX is not the numbers, it is interest, experience and ability.

Action Item

- ✓ Title IX information to be included in the athletic report to the Board of Trustees in June
- Bookstore – Frank stated that he wants the bookstore to carry first rate, high quality apparel and that we should look at providing merchandise at the local grocery stores, K-Mart, Walgreens, etc.
- Summer Program – Willard announced that West Hills College Coalinga is getting close to finalizing an exciting program for the summer. Twenty educators from China will be spending 7-8 weeks on the campus. They teach English as a second language in China and want to learn about American culture.

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**Chancellor's Executive Cabinet Meeting
April 14, 2010**

MINUTES

Members present:

Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Frank Gornick, Chancellor
Donna Isaac, Executive Assistant to the Chancellor
Willard Lewallen, President, West Hills College Coalinga
Frances Squire, Executive Director of West Hills Community College Foundation
Ken Stoppenbrink, Vice Chancellor of Business Services
Don Warkentin, President, West Hills College Lemoore

Others present at various times:

Cathy Barabe, Director of Marketing
Susan Whitener, Vice Chancellor of Educational Planning

Task Log

The task log was reviewed as follows:

- Item 1 – Ken Stoppenbrink reported that Kevin Cobb is still working on the policy.
- Item 2 – Carole Goldsmith reported that she has talked with representatives at the energy group and will pick up the information this week to give to Ken.
- Item 3 – Pedro Avila commented that the task was incorrectly stated and should have been to send priority registration information to the CIOs and marketing department. The task is complete and information was sent out to currently enrolled students.
- Item 4 – This item is on the agenda for discussion.
- Item 5 – Carole reported that she and Ken have talked about using the services of Rose & Tuck. Ken has talked to Darren Rose and he is available to help us do some programming. It will cost \$15,000 - \$20,000 to get it done. It was stated that Keith Stearns has the skill set, but may not have the time. Carole recommended that we move forward with Rose & Tuck and roll out the encumbrance model for the new fiscal year. Rose & Tuck have recommended not going to position budgeting as it will cause too many problems. We will be better off with programming for a report. Pedro stated that he and Keith want to be involved in the discussion with regard to the report as they want to make sure it is a report that we all want. He also wants to make sure that we have something that is flexible and usable by us. Frank stated what we want to have is a report that is accurate with regard to budget codes. He directed that Pedro, Keith, Carole, Tammy Weatherman, Ken, Cathy Barabe, and senior administrators from the colleges be involved in the process of developing the report. Pedro questioned the use of Rose & Tuck for this particular project. Carole questioned if we need a reporting solution or a customization of Datatel. Ken stated

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that we need to tell Rose & Tuck exactly what we need and find out what solution they give us. Pedro stated that he wants to back up and review what route to take. He questioned if Rose & Tuck are the best solution if what we need is a reporting solution. Frank stated that Michelle Kozlowski introduced us to Rose & Tuck and he has not been dissatisfied with them as they have delivered for us. Frank directed Ken to follow up on this project.

- Item 6 – This item is on the agenda for discussion.
- Item 7 – This item is on the agenda for discussion.
- Item 8 – This item is on the agenda for discussion.
- Item 9 – Carole reported that the substantive change has been submitted. This item will need to be voted on at the June Board meeting.
- Item 10 – Ken stated that he has received a response from Follett. Their solution is to go with a debit card and the bookstore are willing and able to do this for us. Discussion took place regarding the AOS solution and a student ID card. It was stated that a lot of data entry may be required. Ken commented on bringing AOS back in for this solution. Discussion took place regarding charging an instructional fee to get around all of the issues. Frank stated that he wants to pursue AOS for their thoughts and also research Chafee College's procedure of charging a general services fee. Willard stated that he will take a look the fee issue. Ken stated that he will reconvene with AOS.

Action Item

- ✓ Willard Lewallen to research instructional fees with regard to issue with the number of copies and print jobs being done by students
- ✓ Ken Stoppenbrink to reconvene with AOS for possible solutions.
- Item 11 – This item is on the agenda for discussion.
- Item 12 – Pedro reported that Jana has modified the process for emergency loans. What used to be a 10-day processing period, is now down to one day. The process begins in financial aid, but the business office cuts the check. Ken commented on emergency loans that he has denied. Discussion took place regarding who is making the determination about the loan – financial aid or business office. It was stated that the responsibility lies with the business office. Discussion took place regarding mixed messages that students receive with regard to the process starting with them. Pedro stated that the original issue was resolved but other issues have been discovered that need to be addressed. Frank stated that we need to make sure the criteria we have is very clear. An emergency is for food, transportation and books. It was suggested that child care should be included. Pedro stated that the approval has to start with financial aid and there should be a couple levels of review. Pedro stated that he will continue discussions with Jana about this matter.

Action Item

- ✓ Pedro Avila to have further discussions with Jana Cox about the process and review for emergency loans.
- Item 13 – This item is on the agenda for discussion.
- Item 14 – Willard and Don stated that they are working on their reports. Willard reported that he has laid out a plan for what should be included. Frank suggested that Pedro provide to the Presidents the amount of student debt by student, by sport as compared to other students.

NIFA Funds for HSI Agriculture Colleges

Cathy Barabe was invited to the meeting at this time.

Cathy reported that NIFA (National Institute of Food and Agriculture) is a new source of funding passed by federal legislation. West Hills College Coalinga is an HSI (Hispanic Serving Institution) ag college; however, West Hills College Lemoore is not yet. Cathy explained that food safety and culinary will count towards agriculture. She stated that we need to position ourselves now for West Hills College Lemoore to become an ag college. Frank questioned the amount of funding. Cathy stated that there will be \$10-12 million available annually for HSI ag colleges. The funding will probably be available next year. West Hills College Lemoore may miss the first funding cycle. Frank questioned the reason for the discussion and Cathy responded that she really wants us to participate so we can get more funding. Discussion took place regarding TOP codes for ag courses. Frank stated that maybe we focus on what we already have up and running and then begin researching possibilities for culinary. He directed Cathy to work with current faculty and staff at West Hills College Coalinga. Don questioned if we want West Hills College Lemoore to become an ag college. Cathy stated that she will work on researching the criteria.

Action Item

- ✓ Cathy Barabe to work with current faculty and staff at West Hills College Coalinga for possible receipt of NIFA funding.
- ✓ Cathy Barabe to work on researching criteria for West Hills College Lemoore to become an ag college.

Cathy left the meeting at this time.

Franklin University Commissions

Discussion took place concerning the commission funds that have been received from Franklin University. The money has been going to miscellaneous revenue. Frank questioned where the presidents want the funds to go. Willard stated that he would like for West Hills College Coalinga's portion to be placed in a foundation account and used

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for campus operations and events. Frank suggested that the funds be placed in the Presidents' Foundation accounts beginning with this fiscal year. Commission funds from previous years will not be included.

WICHE Audit

Susan Whitener was invited to the meeting at this time.

Susan reported that the presentation has been pared down but still needs some work. She stated that she needs feedback from the group. Discussion took place concerning only sharing the findings with the Leadership Retreat Group; where are we at and what are we going to do with the information; and branding and website navigation. Susan was directed to continue working on the presentation with Carole and Pedro. It was suggested that the presentation be given to smaller groups at the college level before providing the presentation to the Leadership Retreat group.

One Year Schedule

Susan stated that a schedule is being developed. As she talks with the CIOs, they determine what to offer based on what is being offered in the next semester. Logically, they want to develop a one year schedule. Frank stated that it is supported by the research. We can begin looking at cohort groups. Willard stated that given the compression of the schedule and limited opportunities for students, they can help us by providing their input. Frank stated that it allows us to begin looking at getting students out of here in four semesters. We can then get into a guaranteed schedule. Frank stated that this item will be discussed again at the May Chancellor's Executive Cabinet meeting. He directed the group to talk about it in their own areas and come to the meeting with feedback.

Action Item

- ✓ Chancellor's Executive Cabinet members to discuss the possibility of a one year schedule in their own areas and provide feedback at the May meeting.

Susan left the meeting at this time.

District Educational Coordinating Council (DECC) – Update

Carole distributed the DECC proposal and stated that this is not a new committee. One of the concerns of the groups is that the document looks different than when particular groups saw it. She stated that it was sent out to all of the groups and input was received and incorporated. The purpose of the committee is to make sure we are all on the same page. Frank questioned the process if we can't come to consensus. Carole stated that some issues will be related to Title V, but there will be others to which they will have to come to consensus. Discussion took place regarding how things get to the DECC. It was suggested that the group may need a flow chart. Carole stated her preference is to take a look at addressing issues that are going to the curriculum committees as they are being reviewed, not after the fact. The group will be looking at

models of other colleges. Frank questioned the flow of information to the committee and where it goes after. He stated that we can't be afraid of making recommendations. The committee will reach consensus to recommend the appropriate action. He prefers the recommendation come to the Chancellor's Executive Cabinet where the CEOs can talk about the issues.

Online Payment Process – Update

Carole stated that Ken has worked with the campuses to look at student debt. Jana has taken a look at what the student debt really is as it relates to financial aid. She is also looking at how disbursements can be made more frequently. Ken stated that he wants to know what decisions have been/are made without his consultation. Pedro stated that we are discovering the debt deals mostly with financial aid and residence halls, not students who aren't paying when they register. Carole stated that the process of workflows is really going to change how we do business. This project (online payment process), needs to be referred to as debt management as the online piece is working very well and is not an issue.

Residence Halls Registration – Update

Willard distributed a draft of eligibility requirements and steps for reserving a room on campus. Discussion took place regarding the procedure and deadlines. The next step is to get the website information updated for the residence halls.

Copy Limits/Process for Students – Update

See discussion on Task Log, Item 10.

Culinary/Food Service Budget and Programs

Frank stated that he has had discussions with the college presidents. This item has to do with keeping the director at West Hills College Lemoore in place and allowing him to oversee and coordinate some internships. Carole stated that the culinary program currently receives VTEA funds. In the future, additional VTEA funds can be given, but something else will suffer. Frank stated we need to get the appropriate people charged to the right place. Carole reported that she has had discussion with Ken about work experience opportunities in the snack bar. It was suggested that we offer a course. The staff in the current snack bar might be able to be an instructional aid. Frank stated we are getting sophomore students out of the culinary department. The director tries to give them catering and restaurant experience. Frank stated that the task is to look at funds for culinary and make sure a budget is set up. He directed Ken to work with Christian Raia on point of sale. Carole stated that we may be able to use some CTE dollars to make it a vocational program.

Action Item

- ✓ Review funds for culinary program and make sure a budget is in place.
- ✓ Ken Stoppenbrink to work with Christian Raia on point of sale.

Willard left the meeting at this time.

Missing Student Regulations

Ken stated that we need a policy/procedure on missing students. He distributed a summary of the federal laws and a draft policy and procedure. This information will be placed in the standard policy and procedure format and routed through the review and approval process.

Application Processing Fee for Foreign Citizens

Donna Isaac stated that the application processing fee for foreign citizens is on the April 20 Board of Trustees agenda for approval.

At this time the group took a lunch break.

Following the lunch break, the group reconvened.

Evaluation Script, Draft Form

Frank stated that the evaluation checklist document is a result of the evaluation script document received from Joe Zampi's office. For accreditation and quality control aspects, it was important to develop a checklist for administrators to use in the evaluation process. Discussion took place regarding suggested changes and additions to the checklist. Frank stated that he will discuss this draft document with Marty. Donna will incorporate the suggested changes in the draft document and it will be provided for further discussion. Discussion took place concerning the checklist being an appendix to an administrative procedure.

Action Item

- ✓ Donna Isaac to incorporate suggested changes in evaluation checklist document for further discussion.

Adult Temporary Tracking

Ken stated that we are beginning to have numerous issues and are beginning to own staff after the 194 days. The tracking tool gives advance notice for planning purposes and is distributed on a monthly basis. He stated that he does not know what else to do at this point. Frank stated this will be a topic on the Leadership Retreat agenda.

Job Descriptions

- Equipment and Event Coordinator – Willard commented on the current position being underutilized. The new proposed job description incorporates assistance with

coordinating events, physical education and wellness. Discussion took place regarding requirements. It was stated that this position has been used in the past to bring in assistant coaches. Frank stated that we will not be doing that anymore. The group agreed to move the job description to the union and then the Board of Trustees for approval.

- Summer Youth Program Staff – Carole stated that the job description was requested by the funding agency. The program runs May through September. These are temporary positions to be included on the adult/student temporary salary schedule. The department would be Workforce Investment and the WIA Coordinator would be the direct report. Don questioned how this is different from the 5Cs camp. Carol stated it is more job focused and includes a lot of case management, referrals, follow up with employers, etc. The group agreed to move the position forward to the Board of Trustees for approval.

Potential Layoff Notifications

Frank stated that the Board of Trustees will be presented with a layoff resolution on grant funded classified positions. In addition, letters will be sent to faculty who are on temporary contracts and are grant funded. Discussion took place and Ken stated that the intent is to inform the faculty that the grant funding is running out and we are doing our best to cover the costs. If funding cannot be found, they will be laid off. Don asked if it is prudent to have a meeting with the faculty prior to their receipt of a letter. Frank responded in the affirmative, stating that the worst case scenario is that they will not have a job when the grant runs out and the best case scenario is that they will be funded. Discussion took place regarding the Faculty Obligation Number (FON). Ken stated that the number is currently 94.5.

Board Policies and Administrative Procedures

- BP & AP 5055, Enrollment Priorities – Changes were suggested. The group agreed to move the procedure forward.

Action Item

- ✓ Donna Isaac to make changes as suggested and move policy and procedure forward.
- BP & AP 6700, Facilities Use – Discussion took place regarding facilities use. Ken stated that he looked at what other college districts do for facilities. He distributed information on the data he collected. Frank stated that we need to capture money for the use of our facilities. Discussion took place regarding charging those that have been using our facilities. Discretion is left up to the college presidents. Ken stated he thinks the rates need to be doubled. Fees were discussed. Ken reported that he will continue working on this policy and procedure. Frank stated that he wants to have something in 60 to 90 days for the colleges. They need to develop a brochure and post information on the website that incorporates the facilities use information for advertising purposes. Willard stated the facilities use policy and

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procedure do not currently include information about the use of the residence halls. Frank stated that this information needs to be included for groups that use the residence halls in the summer.

Action Item

- ✓ Ken Stoppenbrink to continue working on Facilities Use policy and procedure and include information about the use of the residence halls.

Frank discussed having a rededication ceremony for the Wellness Center at West Hills College Coalinga and a dedication ceremony for the Multi Use Sports Complex at West Hills College Lemoore.

- District Provided Cellular Telephones – Ken stated that his recommendation is to have two stipend levels (\$100/\$75). We need to look at what we are currently spending. The level for each individual would be determined by the Vice Chancellors and Presidents. The district is currently paying for many cell phones and plans. Frank commented that he is more comfortable settling on one number across the Board for all employees who are determined to be necessary. He stated that he wants to have a plan in place effective July 1, 2010. Ken stated that the IRS is looking at several areas of expenditure and if they look at this area, then we will be covered. Frank stated that the Presidents and Vice Chancellors need to take a look at this for their staff. He directed Ken to move forward with a policy and procedure regarding stipends for cellular telephones to be in place effective July 1, 2010.

Action Item

- ✓ Ken Stoppenbrink to develop a policy and procedure regarding stipends for cellular telephones to be in place effective July 1, 2010.
- BP & AP 5800, Prevention of Identity Theft in Student Financial Transactions – Frank directed Ken and Carole to work on this policy and procedure and bring it back to the May Chancellor's Executive Cabinet meeting for further discussion.

Action Item

- ✓ Ken Stoppenbrink and Carole Goldsmith to work on Board Policy and Administrative Procedure 5800, Prevention of Identity Theft in Student Financial Transactions.

Other Business

Frances Squire shared draft information on the billboards that will soon be going up around the district which express congratulations to the class of 2010.

Frank stated that the next Board meeting will be held at the North District Center in Firebaugh on April 20. He stated that when we close the books this year he wants to

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provide the Board with a summary of all auxiliary accounts and how they compare to three years ago.

Frances reminded the group of the Foundation's annual golf tournament which is scheduled for Monday, May 10.

/di

Program Review Summary Sheet for Planning/Institutional Effectiveness

I. General Information

Unit/Department/Service: Office of the President

Date Prepared: 9/19/2008

Prepared By: Don Warkentin

II. Summary and Recommendations

A. What actions have been taken to address the assessment and improvements of program learning outcomes?
 The Office of the President participates in the annual review of the college's institutional performance indicators for meeting desired goals. In addition, the college evaluates its performance as indicated in the state chancellor's ARCC report.

Strengths: Effectively organized to provide adequate supervision and direction to all areas of college operations. Diversity and experience of Administration and support staff.

Areas for Improvement: First program review, prior results not available for assessment.

Strategies for Program Enhancement: continue evaluation of performance indicators; continue review of programs and services; meet WASC rubric goals.

III.

	Training/Professional Development	Equipment	Facilities	Personnel/Staffing	Budget
	Accreditation Workshops, Professional workshops				Dues/Memberships: \$15,000 Supplies: \$12,000 Equipment: \$12,000 Travel: \$5,000

Approved by Planning and Governance Council (PGC)

Date:

Recommended Action by PGC:

Expand
 Maintain
 Eliminate

WEST HILLS COLLEGE LEMOORE
OFFICES OF THE PRESIDENT AND EDUCATIONAL SERVICES
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS
UNIT PLANNING GUIDE - NON-INSTRUCTIONAL
DEPARTMENTS & AREAS
TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

I. General Information

Department/Service: Offices of the President and Educational Services

Date Prepared: September 19, 2008

Prepared By: Don Warkentin, Glenda Oliver-Smith, Amber Avitia, Kyle Crider,
Donna Jimenez

II. Program Overview

A. State the program mission. If you don't have one, create one. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. (200 word limit)

The mission of the Offices of the President and Educational Services is to provide effective and quality leadership, decision-making, and superior faculty, staff and support services to assist learners to achieve their educational goals.

Goal: To employ highly qualified faculty and staff to assist students in completing requirements for an associate degree or certificate.

Goal: To ensure the college offers adequate transfer level courses to assist students in meeting their transfer requirements to two year and four year universities and colleges.

Goal: To provide quality job training programs to assist students who desire to improve job skills or seek new employment or personal enrichment.

B. Briefly describe the current state of the program/department/service area. (250 words or less)

The Office of the President provides supervision of the overall college operation to include Student Services, Administrative Services, Athletics and Academic Services. The President provides leadership that promotes the growth of the college in areas such as enrollment, facilities, and programs and services. The college has grown in enrollment averaging nine percent in each of the last six academic years. Current headcount enrollment has exceeded 12,000 students for the academic year. Full Time Equivalent Students (FTES) has increased approximately 4.5% over the previous academic year to approximately 3,100 FTES.

The college was recently successful in seeking voter approval for the passage of a general obligation bond (Measure E) that will bring approximately \$100 million in new facility

construction projects that will keep the college in construction mode to the year 2020. Additional programs, staff, and faculty positions will be added to meet student needs.

The Office of Educational Services oversees the academic and instructional programs of the college. Currently 46 full time certificated faculty are employed at the college. In addition, approximately 80 adjunct instructors are employed each semester. Educational Services provides staff development, evaluation, program review, catalog development, curriculum and schedule development, and accreditation oversight for the college. Educational Services assign administrative supervision to each of the colleges' academic learning areas and ensures regular monthly meetings to develop curriculum, budgets, and staffing requests.

C. Describe how the program/department/service area goals and objectives are aligned to the advancement of the college mission, goals and objectives. (250 words or less)

Highly qualified faculty and staff ensure student educational goals are met whether they be to earn a certificate or associate degree, transfer, or seek training to improve job skills. This is aligned to the college's mission and goals of providing quality education, assisting students to achieve their educational goals, and assisting the college to increase its productivity.

Providing adequate transfer level curriculum insures students the ability to meet their educational goals if transfer is their desired outcome. Articulation agreements with several four- year colleges and universities insure transparency in the transfer process. This is aligned with the college's mission and goals of empowering students to achieve their educational goals.

Quality job training programs assists students in obtaining jobs and provides a better educated workforce for the community. This is aligned to the college's goal of providing quality educational opportunities to the community.

D. List any recommendations from the most recent college/program/department accreditation and/or previous review. (250 words or less)

Recommendation 2: That the College integrate periodic review and update of the mission statement into other key College planning documents, such as the Planning and Governance Manual and the Institutional Student Outcomes Indicators plan, so that the institution's evolving educational purposes, intended student population, and commitment to achieving student learning are aligned with the mission statement. (Standard I.A, I.A.3)

Recommendation 3: That the College ensure that all programs, instructional and non-instructional, identify measureable goals and objectives, including those goals and objectives that support student learning; that these goals are incorporated in program review reports; that assessment of progress incorporates appropriate research data; that users of research data are properly trained; and that an effective mechanism for the timely implementation of improvements is in place for all programs. (Standard I.B.3, I.B.5, I.B.7)

Recommendation 4:

That the College implement a well-defined plan outlining the steps to identify and assess student learning outcomes for all courses, programs, degrees, and certificates and, as applicable, appropriate support

areas. The plan should establish a specific timeline for the completion of all tasks, including: identifying student learning outcomes; assessing student learning; training faculty; defining the role of institutional research in the process; and describing procedures for implementing improvements. (Standard II.A.1.c)

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

- Enrollment Trends – (see Attachment I)
- Student Retention Rates/Student Success Rates (if applicable) - (see Attachment II)
- WSCH/FTEF (if applicable) – (see Attachment III)

Lemoore College

02-03 to 03-04 = +114 WSCH/FTEF

03-04 to 04-05 = -26 WSCH/FTEF

04-05 to 05-06 = -67 WSCH/FTEF

05-06 to 06-07 = - 33 WSCH/FTEF

06-07 to 07-08 = +15 WSCH/FTEF

Lemoore Online

02-03 to 03-04 = +173 WSCH/FTEF

03-04 to 04-05 = -70 WSCH/FTEF

04-05 to 05-06 = -44 WSCH/FTEF

05-06 to 06-07 = -47 WSCH/FTEF

06-07 to 07-08 = -12 WSCH/FTEF

NAS

02-03 to 03-05 = +62 WSCH/FTEF

03-04 to 04-05 = -86 WSCH/FTEF

04-05 to 05-06 = -94 WSCH/FTEF

05-06 to 06-07 = -32 WSCH/FTEF

06-07 to 07-08 = +34 WSCH/FTEF

- Full-time to Part-time Faculty Ratio – 75/25 as required
- Number of Students Earning Degrees (if applicable) - (see Attachment IV)
- Number of Students Earning Certificates (if applicable) - (see Attachment IV)
- Job Market Analysis (if applicable) - (see Attachment V)
- Student Demographics (see Attachment I)
- Grade Distribution (if applicable) – Not applicable
- Student Survey Data (if applicable) - (see Attachment VI)

B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. (250 words or less)

1) State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).

The enrollment data indicate that the college has increased an average of 9% in student headcount each of the last four years. The college's FTES has increased 2005-2006 to

2006-2007 = Increased by 9.1%, 2006-2007 to 2007-2008 = Increased by 4.6%. The college's WSCH per FTEF has also increased as follows:

The total numbers of degrees and certificates has increased from 254 in 2003-2004 to 390 in 2006-2007 for an increase of 54 percent.

C. Attach the following data maintained for your program/department/service area:

1. Budget information regarding costs per program/department/service area on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the service as reflected by student enrollment.

Lemoore Revenue **\$18,877,140**

Lemoore Expenses **\$13,180.441**

2. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.

Employee Classification:

Administrative 4 Certificated 0 Confidential 1 Classified 3
Student Workers 2

Diversity (Race/Ethnicity)

Native Am. /Alaskan Nat. 2 African/African-American/Non-Hispanic
 Asian/Pacific Islander 5 Caucasian/Non-Hispanic
1 Hispanic Filipino
 Mixed

3. Describe the certificated and classified staffing requirements of the existing program/department/service area, as well as the effect any proposed curricular or instructional changes would have in the next three years. This statement should include the need to retrain, or to add staffing for new specialties. Finally, this statement should include the need to retrain or to add staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.

Certificated and instructional administrators are required to possess a master's degree at the minimum. Classified administrators and classified staff are required to have a high school diploma as a minimum and an associate degree for some areas. As the college grows and develops new programs additional administrative and classified staff will be required to provide supervision and operational support. Staff will be required to keep current with the district's management information systems (Datatel) and new software programs as they are developed.

D. Identify and discuss the effect that trends may have on the program/department/services area's organization, structure, and nature over the next two to four years.

The addition of new facilities as a result of the passage of Measure E most likely will result in the addition of new programs and services for the college. As these new programs and services come online the Office of the President and the Office of Educational Services will be required to devote additional time for the supervision and development of these new programs and services.

E. What resources are required to maintain program/department/service area, and what additional resources are necessary to improve or expand it?

Human resources include a campus president, vice president, academic deans and support staff along with an adequate budget to maintain the operation of the college. Additional resources have not yet been identified; however, as the college continues to grow additional administrative and support staff will be required to maintain and improve institutional effectiveness. For example, as the college develops new athletic and academic/vocational programs additional staffing may be necessary.

F. Discuss staff training, academic and professional currency.

All administrative staff meets or exceeds minimum qualifications. Support staff is adequately trained with the district's management information system. Some staff have undergone NIMS/SIMS Emergency Safety training.

G. Excluding curriculum validation, discuss community involvement in the operation of the program/department/service area.

Community members assist the college in its development by serving on advisory committees, ad hoc committees, and bond election steering committees. In addition, members of the program belong to several community organizations and participate in numerous community activities throughout the year.

IV. Professional Development

A. What professional development activities have staff participated in?

Administrative staff attends various state-wide conferences relevant to their areas of assignment, as well duty and flex days each semester, safety training/sexual harassment training as required. Classified staff have participated in various leadership conferences, time management conferences, portal training, adjunct instructor workshops, and classified staff development day.

B. How does this professional development affect Student Learning Outcomes for your program/department/service area?

By attending regional, state, and national conferences members of the departments keep current in areas such as accreditation, career and technical education, changes in laws and regulations, etc. All of the above helps the department support and improve student learning.

C. Describe the program/department/service area's plans for staff development over the next four years.

Members of the departments will continue to attend regional, state and national workshops and or conferences. In addition; relevant training opportunities will be brought to the campus for all to partake. For example, in March WASC will be on campus to train those involved in the accreditation self study preparation. Also all staff recently attended campus-wide training on the new district portal and received training in NIMS and SIMS.

D. Discuss the effectiveness of continuing education requirement to meet the need for advanced training and/or training in emerging technologies.

As new technologies emerge the department will continue to provide opportunities for members to maintain currency.

V. Student Learning Outcomes

A. List all Student Learning Outcomes for this program/department/service.

- Seventy percent of all students who indicate transfer as an educational goal will become transfer ready.
- Seventy percent of all students who indicate the attainment of an associate degree as an educational goal with meet all requirements for the associate degree.
- Seventy percent of all students who indicate the attainment of a certificate as an educational goal will meet all requirements for their individual certificate program.

These goals are to be measured annually.

B. Explain how Student Learning Outcomes are used to measure quality and success of this program/department/service area.

The above student learning outcomes, in part, determine the success of the college.

C. Based upon the results of the program SLO assessments, what improvements have been identified?

Assessments have not currently been conducted.

VI. General Operations

A. How does the program/department/service area ensure that current curriculum/delivery of service is adequately meeting the needs of students?

The CIO is an active member of the Curriculum Committee and as such ensures that curriculum and delivery of services meets the needs of students in obtaining their educational goals. In addition, academic deans regularly hold learning area meetings to evaluate curriculum delivery and schedule development. Faculty evaluations are utilized to improve the quality of instruction.

B. Do special accreditations, external regulations, or advisory committees regulate the program/department/service area? Yes No (if yes, elaborate.)

The college is accredited by the WASC and receives a visit every six years along with a mid-term report every three years. The Office of the President ensures that all vocational programs meet external agency requirements as applicable.

C. Does the program/department/service area have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate.)

D. Is there evidence of unmet student needs caused by your program/department/service area? Yes No (if yes, elaborate.)

E. How does the program/department/service area address cultural diversity?

The department serves as an example of cultural diversity for the college in that staff members represent many diverse ethnic groups.

F. Describe the initiatives the program/department/service area has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical mental disabilities, re-entry, gender, etc.)

The department works closely with faculty and staff as well as categorical programs within the college to ensure that these students are provided with opportunities to be successful regardless of their challenges.

G. Discuss the program/department/service area's use of external funding, including grants and collaborative partnerships, if applicable.

Several grant funded programs exist on the campus and add value and program support to the entire college. The college is also a leader in supporting instructional technology advancements in several areas across the campus.

H. To what extent is technology being used in the program/department/service area?

The college has a reputation in being a leader in the area of technology and continues to implement and develop new and advanced technology driven programs.

I. Describe the supply requirements for your existing program/department/service area, as well as the effect that any proposed changes would have on the supplies in the next four years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.

The department provides adequate funding in the area of supplies and equipment across the campus. In difficult budget periods the department reallocates resources to meet individual program needs and/or finds alternative sources of funding to maintain quality. As the college continues to grow, additional supplies will be required and the department will need to make decisions regarding prioritizing of supply and equipment needs.

J. Describe the need for facility modifications within your existing program/department/service area or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next four years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.

With continued growth and the passage of Measure E it is anticipated that an additional administrative building will be constructed to meet the needs of an expanding department.

Additional Information (optional)

Please provide any other information to describe, explain, justify, analyze, or clarify prospective program/department/service area changes or needs anticipated in the next four years.

A. What factors did you use in determining the quality and success of this program/department/service area?

The overall success of the department is based on the outcomes assessment of the institutional performance indicators.

B. Identify the best ways to measure the quality and success of this program/department/service area. Conduct an evaluation of the program/department/service area. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by this program/department/service area evaluate its adequacy or effectiveness? How do services compare to similar departments/service areas outside the College? By what processes does the program/department/service area deal with complaints and continually up-grade services? Other methods might include matching or exceeding nation-wide productivity measures, i.e., full-time staffing equivalent per square foot for

M & O and per number of employees for Human resources, feedback from campus “clients”, etc.)

C. Describe the annual scheduling patterns for courses impact your program/department/service areas. Consider interaction with other programs/departments/service areas, use of facilities and flexibility for students.

VII. Summary and Recommendations

A. What actions have been taken to address the assessment and improvements of program learning outcomes?

The department participates in the annual review of the college’s institutional performance indicators for meeting desired goals. In addition, the college evaluates its performance as indicated in the state chancellor’s ARCC report.

B. Based on analysis of the information provided in I through VII, describe the program’s strengths, areas that need improvement, and strategies and actions to make those improvements.

1. Program strengths

The college is effectively organized to provide adequate supervision and direction to all areas of the college. The diversity of experience and ethnic backgrounds of the administrators and support staff lends to variety of strengths.

2. Areas that need improvement

This is the first program review report prepared by the department. As such, prior results are not available to provide adequate assessment.

3. Strategies and actions for program enhancement and improvement.

- Continued evaluation of the college’s institutional performance indicators.
- Continued review of all programs and services.
- Continued participation in the accreditation process to reach a level of continuous sustainable improvement.

D. Attach your Program Planning and Evaluation Assessment Grid. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Program Review, Planning and Evaluation

West Hills College Lemoore

Mission:

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Assessment Grid

Program: Offices of the President and Educational Services

Contact Person/ext. Mr. Don Warkentin, President, Ext.3217

Mission: State the program/unit’s mission. If you don’t have one, create one. The mission statement should include the purpose of your program/unit, the ideals the program strives to attain, and whom the program/unit serves (student, staff, public, etc.). 200 words limit.

To provide direction for the total operation of the college in order to serve our students and community with their educational goals.

Submission Date: December 17, 2008

Midterm Report Date (2 years from submission/ 1 year CTE):

Program Goals/ Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
At least 3 short-term and up to 2 long-term goals. Instruction: At least three of your goals must be program specific student-learning outcome oriented.	The specific activities you will implement to accomplish the goals (e.g. implement a new course) and intended outcomes.	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)	
1. Goal: To employ highly qualified faculty and staff to assist students in completing	1. The CIO and President interview and select applicants for instructional openings.	1. Adequate funding to support instructional offerings.	1. Budget allocation process.	1. Timeline: Annually

<p>requirements for an associate degree or certificate.</p> <p>2. Goal: To ensure the college offers adequate transfer level courses to assist students in meeting their transfer requirements to two year and four year universities and colleges.</p> <p>3. Goal: To provide quality job training programs to assist students who desire to improve job skills or seek new employment or personal enrichment.</p>	<p>2. The CIO supervises the evaluation of instructional staff.</p> <p>3. Instructional administrators conduct learning area meetings to improve instructional quality.</p>	<p>2. Adequate funding for supplies and equipment.</p> <p>3.</p>	<p>2. Instructional staffing goals.</p> <p>3.</p>	<p>2.</p> <p>3.</p>
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Program Review, Planning and Evaluation

**West Hills College Lemoore
 Program Review, Planning and Evaluation
 Assessment Planning Logic Model
 Midterm Report**

Program:		Date:
Findings	Analysis	Actions
What are the actual quantifiable outcomes compared to those listed in column four of the Assessment Grid?	Your interpretation of the results (why the activities were not successful in achieving the goal)	Based on the Findings and Analysis, what is the next step(s) to program improvement?
<p>1. This is the first year of the program review report for the Office of the President and Educational Services therefore; the assessments have not been completed.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>

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**West Hills College Lemoore
Planning and Governance Council
Wednesday – April 21, 2010, 2:00 p.m.
Conference Center, Rm. 256**

MINUTES

Members Present:

Dave Bolt, Vice President of Educational Services
America Bryant, CSEA/Classified Representative
Sylvia Dorsey-Robinson, Vice President of Student Services
Stephanie Droker, Academic Senate President
Marty Ennes, CTA/Faculty Representative
Jose Lopez, Dean of Students
Keith Brock, CSEA/Classified Representative
John Bernal, Director of Facilities & Auxiliary Services
Ron Oxford, Librarian
Tiffani McGee for Angela Tos, CTA/Faculty Representative
Don Warkentin, President
Ryan Cardoza for Angel Isidoro, Student Government Association Representative

Members Absent:

David Babb, Student Learning Outcomes Chair
Marlon Hall, Associate Dean of Educational Services, Evening College
Rene Sanchez, Curriculum Committee Chair
Linda Amaya-Guenon, Counselor/Advisor

Call to Order

Mr. Warkentin called the meeting to order at 2:03 p.m.

Roll Call

A silent roll call was taken and a quorum was present.

Approval of minutes

The minutes of the April 7, 2010 meeting were approved by on a motion by Marty Ennes (with corrections as noted by Stephanie Droker), it was seconded by Stephanie Droker, all were in favor, motion passed.

Action Items

• **WHCL Mission/Vision Statements and Goals**

Stephanie Droker commented that the recommended changes from Myeisha Johnson were not electronically sent as she understood they would be after the last meeting. Stephanie expressed that the changes brought forward by Myeisha should have gone through the Student Government Association (SGA) as a cooperative recommendation, rather than from Myeisha personally. The mission statement was reviewed at the previous Strategic Planning Committee meeting which is the formal process. Marty Ennes motioned to approve the mission and vision statements as recommended by the Strategic Planning Committee, it was seconded by Stephanie Droker; all were in favor, the motion passed. America Bryant commented that she thought Myeisha's ideas for changes to the mission statement were really good and innovative; however, she agreed that they needed to be brought forward in the proper manner. Sylvia Dorsey-Robinson stated that Dean Lopez will be working with students to help them better understand

the participatory process. The WHCL Mission/Vision statements will be forwarded to the Board of Trustees for their May agenda.

- **Lottery Fund Budget Allocation Expenditure Request**

Stephanie Droker motioned to approve the Lottery Fund Budget Allocation Expenditure Report, it was seconded by Ron Oxford; all were in favor, the motion passed. Mr. Warkentin asked if there was further discussion. Dave Bolt reported that he had learned that the monies can now be rolled over for next year. Mr. Warkentin stated that these dollars have to be used for direct instruction items.

Information/Discussion Items

1. Board Policies and Administrative Procedures: (first reading)

- Revised BP 5520, Student Discipline (Replacement for BP 520, Student Discipline)
- New AP 5520, Student Discipline
- New BP 5500, Standards of Student Conduct
- Revised AP 5530, Student Rights and Grievances (Replacement for AP 523, Student Grievances)

Mr. Warkentin stated that these policies and procedures will need to go out to the constituency groups as part of the formal process. Marty Ennes stated that these have now been taken to the Faculty Association and comments are being received. She will e-mail the comments to all on the respective routing forms prior to the next meeting. Stephanie Droker reported that the Academic Senate had completed their review.

2. Program Review (second reading)

- **Snack Bar**

Dave Bolt reported that program reviews will remain on the PGC agenda for three consecutive meetings. An extra meeting has been being allowed for adequate review time. At the last meeting there were comments on the Snack Bar Program Review concerning the student learning outcomes. Ron Oxford stated that he had worked with Debra Christy, the originator, on the SLO'S. It was difficult to come up with SLO'S for this area; however, Ron feels we need to be consistent with each program review to include SLO'S. Marty Ennes commented that not every program is necessarily tied to student learning. Sylvia Dorsey-Robinson reflected on the survey taken and the data revealing that students wanted more variety and healthier choices offered in the snack bar. Mr. Warkentin commented that a recommendation may be that WHC Lemoore does not have to do program review for certain areas. There seems to be some disconnect between instructional and non instructional SLO'S. In this area we could easily evaluate this process, and if it fits, we will make it a SLO'S, but if not then a program outcome will be reflected. WASC is most concerned that program reviews are done and it is up to us how to go about it. Sylvia Dorsey-Robinson stated that a concern she has is if these outcomes may create a burden on the originator to track information. Discussion ensued regarding the need for the program review originator to attend a PGC meeting. Marty commented that she believes it should be up to the originator. This will be an action item at the next meeting.

- **Upward Bound Math & Science (UBM&S)**

There were no comments on the UBM & S Program Review. Action will be taken at the next meeting.

- **Upward Bound Math & Science (UBM&S) Classic**

Action will be taken on the UBM&S Classic Program Review at the next meeting.

3. WHCIST

Dave Bolt reported that the last WHCIST meeting was cancelled. Sylvia Dorsey-Robinson reported that at the meeting she last attended they went through the tasks that had been assigned. E-SARS was discussed which is the electronic version of SARS and allows students to make counseling appointments. Angela Tos will work on the implementation of e-SARS. Sylvia plans to coordinate an ad hoc committee. Ron Oxford expressed concern about the potential of SARS to be used for tutoring. Sylvia stated that e-SARS is expected to be in place in the fall.

4. Student Government Association (SGA)

Ryan Cardoza, SGA representative, reported that the Pizza Festival was held this past weekend and it was a great event. SGA had a donation box for the Relay for Life event to be held this weekend. Ryan stated, on behalf of Angel Isidoro, SGA President, he would like to ask for a donation from the PGC for Relay for Life. Sylvia Dorsey-Robinson responded that PGC could not donate monies, but West Hills College may be able to donate. Mr. Warkentin reported that WHCL had already donated \$500 for this event through our Medical Administrative Activities (MAA) dollars. Ryan reported that the SGA elections have been postponed due to the start of registration, and they will be rescheduled. Ron Oxford explained that there has been a great amount of work put into allowing elections via "My West Hills" and Ryan had experienced a significant amount of difficulty. Sylvia stated that this is the first year that SGA has taken a leadership role to allow access via the internet and there was bound to be glitches. She commended Ryan for his efforts and stated that he has done a fantastic job. Ryan reported that there is an SGA scholarship currently available for students to apply.

5. Curriculum Committee Report

Dave Bolt stated that he did not attend the Curriculum meeting today but he reported that there will be a training session at the next meeting regarding electronic submissions. Stephanie Droker reported that there are new course titles.

6. Academic Senate Report

a) Faculty resolution – two year schedule

Stephanie Droker reported that this resolution, coming from the Academic Senate, addresses the faculty's support of a two-year course schedule. It is college specific. This will come to the PGC council for approval. Dave Bolt stated that we have had a two-year schedule in the past; however, budget limitations prevented its adherence. Marty questioned if the old two-year schedule is something faculty could go through on a duty day and come up with a skeleton two-year schedule. Dave will bring the old two-year schedule to the next meeting. Tiffani McGee stated that she was involved in the creation of this resolution and they were more concerned about classes being offered. Stephanie announced that at yesterday's board meeting tenure was granted to Christian Raia, Joel Rogers, and Lataria Hall. Additionally she reported that Kurt Sterling had

been elected as the new Academic Senate president and Tammy Larson as the vice president. Kurt will be shadowing Stephanie for the remainder of the year as possible. Learning area awards have been determined in each discipline and will be presented at the Honors Brunch.

7. Accreditation

Dave Bolt reported that the substantive change report had been submitted. The accreditation self study standards are continuing to be reviewed by the President's Executive Cabinet (PEC). Dave stated that he is responsible for the self study introduction and eligibility requirements, including the history of the college. The accreditation visitation date has been determined and is March 7-10, 2011. Dave has received the annual report from WASC which relies on Dave Babb, Pedro Avila and Susan Whitener for information. The deadline is June 30. There are 31 questions to answer. Mr. Warkentin explained that the accrediting team members will arrive on Sunday, make a visit to the district office on Monday, and then be on campus Tuesday through Thursday. The team room will be conference room 256. Open forums will be held, and an exit interview will be on Thursday afternoon. Mr. Warkentin recalled that at the last accreditation visit there was several community members who came to express their appreciation of having a community college in Lemoore. The team member composition will be learned in December and January. The team will want to visit our college meetings.

8. Report from Committee Representative

a) Student Learning Outcomes Committee (SLO'SC)

In the absence of David Babb, Ron Oxford reported that there had not been a meeting.

b) Institutional Effectiveness and Program Review Committee (IEPRC)

Dave Bolt reported that IEPRC is re-writing the program review booklets, and they are close to completion.

c) Budget Allocation Committee (BAC)

Dave Bolt thanked all for approving the lottery fund budget. The BAC is currently reviewing the budget.

d) Employee Development and Success Committee (EDSC)

In the absence of Marlon Hall, Mr. Warkentin reported that the district is looking at forming a partnership with Cisco for video-conferencing. Staff will be going to San Jose for another visit to Cisco on April 29th.

e) Student Success Committee (SSC)

Sylvia Dorsey-Robinson reported that SSC has gone through the Strategic Planning Matrix and amended the document. They have identified the area of standards and where the area fell. Additionally, they have worked on the Student Town Hall Matrix. They are now working on the student equity plan. Sylvia and Dean Lopez conducted a conference call with Tammy Weatherman on the SGA account funds collected. They now have information on training student clubs on how to collect, deposit, and access the funds.

f) Facilities, Safety and Auxiliary Services Committee (FSAC)

John Bernal distributed the four-week construction schedule. The parking southeast entrance and exit will be closed until the construction in this area is done. College Avenue will be blocked just past the administration bldg. entrance within the next two weeks. There was an incident today with a student who backed into a pole. Also during

the Pizza Festival a lady vendor slipped and fell. Ryan Cardoza stated that he had learned that the steps in the amphitheatre are not visible in daylight. He recommended that they be painted for visibility. Victor Rosa, principal of the middle college would like the pot holes fixed. John is looking for suggestions for concerts to be held in the Multi-use Sports Complex. There will be 2,500 seats.

g) Technology Committee (TC)

Ron Oxford reported that the TC had met last Friday. They reviewed TAT minutes. An issue with faculty is when computers update; they shut down. There is a way to update and ITS can provide a cheat sheet for faculty to update prior to beginning their presentations. They additionally looked at the wait list. Ryan Cardoza reported that he has made a screen cast on how to use the search and register feature. Dean Lopez will check into getting information regarding assistance as a better contact for SGA is needed. There was also discussion about when the new wireless will go in, and there's concern regarding log on for non students.

9. Graduation Committee

Dean Lopez reported that the main graduation speaker will stay at the palace. The student speaker has become ill and they have a back up speaker. The Honors Dinner is on May 13th for scholarship recipients and their families. The Honors Brunch is on May 14th for program award recipients and their families. The Student Government Association (SGA) will also be recognized. Tiffani McGee questioned if the bookstore is in charge of the cap and gowns. Dean Lopez responded affirmatively. The bookstore does not have a list as yet. Petitions are just being finished and are in process. Jim Marvin will need the list for the student newspaper.

10. Other

Mr. Warkentin announced that the next Strategic Planning Committee (SPC) meeting is scheduled for April 30th and the focus will be on the College Strategic Plan. The Plan will first go to the SPC for review with recommendations to be sent to the PGC for their review and approval.

Mr. Warkentin gave a brief update on plans for the event center. He stated that we do not want to be in competition with Tachi Palace for the same type of events they might hold. A budget will be needed for operation costs. Ryan Cardoza asked when we will know how much money is needed. For example, using the Student Government Association (SGA), they could possibly charge every student each semester for discounted tickets to the event center activities. Dean Lopez asked if we were going to have the Pizza Festival on campus next year as he recommends we have an event similar to be coordinated by the college as a fund raiser. Mr. Warkentin replied that the Lemoore Chamber of Commerce sponsors the Pizza Fest and this year it was a cooperative outreach effort; although, we could do something similar. Marty Ennes commented that faculty was unaware that the parking lot would be closed off for the Pizza Festival, and there was one faculty member who was concerned about the grass. Mr. Warkentin reported that he had also been asked to host the July 4th event. America Bryant reported that the Financial Aid Department had a booth at Pizza Festival and they received positive feedback regarding the Pizza Festival being held at the college.

Dean Lopez reported that the Alpha Gamma Sigma club is planning to host the 2011 Alpha Gamma Sigma Society at WHC Lemoore and there will be 46 schools represented. This is the first time for this event to be held in the central valley.

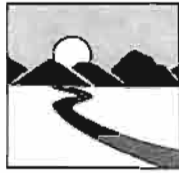
Ryan Cardoza stated that he is concerned with the membership of the Lemoore group of students on the server as it is not up to date and needs to be. He would like to know if there is any way to get SharePoint updated. Students who are not included cannot access the Student Government Association's election.

11. Agenda items for next meeting

- Two Year Schedule
- Board policies procedures
- Program Reviews

12. Adjournment

Mr. Warkentin adjourned the meeting at 3:25 p.m.



WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT

WEST HILLS COMMUNITY COLLEGE DISTRICT

Board of Trustees
9900 Cody Street
Coalinga, CA 93210
(559) 934-2100

MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD

May 18, 2010

CALL TO ORDER / OPEN SESSION

President McKean called the meeting of the Board of Trustees to order at 3:00 p.m.

Board members present:

Mark McKean, President
Bill Henry, Vice President
Nina Oxborrow, Clerk
Jeff Levinson
Edna Ivans
Jack Minnite
Steve Cantu

Board members absent:

Yohan Maeda, Student Trustee

Administrators present:

Frank Gornick, Chancellor
Ken Stoppenbrink, Vice Chancellor of Business Services
Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Willard Lewallen, President, West Hills College Coalinga
Don Warkentin, President, West Hills College Lemoore
Frances Squire, Executive Director of West Hills Community College Foundation
Susan Whitener, Associate Vice Chancellor of Educational Planning
Sylvia Dorsey-Robinson, Vice President of Student Services, West Hills College Lemoore
Jill Stearns, Vice President of Educational Services, West Hills College Coalinga
Dave Bolt, Vice President of Educational Services, West Hills College Lemoore
David Reynolds, Associate Dean of Student Services, West Hills College Coalinga
Kathy Watts, Director of Child Development Centers
Marcel Hetu, Director of North District Center, Firebaugh
Richard Larson, Director of Farm of the Future, West Hills College Coalinga
Bob Clement, Director of Athletics, West Hills College Lemoore
Jana Cox, Director of Financial Aid

Introduction of Guests

There were no guests introduced at this time.

Public Comments

There were no public comments made at this time.

REPORTS FROM ORGANIZATIONS / COLLEGES / DISTRICT OFFICE

Academic Senate Report – Ms. Anita Bart, Academic Senate President for West Hills College Coalinga, was not present to report at this time.

Ms. Stephanie Droker, Academic Senate President for West Hills College Lemoore, reported that the Senate's comments on the Board Policies and Administrative Procedures are included on the routing forms. The Senate has been working on flex day activities for the fall. Ms. Droker introduced Mr. Kurt Sterling, new Academic Senate President.

WHCFA Report – Ms. Marty Ennes, WHCFA President, reported that the Faculty Association's comments are also included on the routing forms for the Board Policies and Administrative Procedures. She stated that the Faculty Association very much appreciates the time that Mr. Ken Stoppenbrink and Dr. Willard Lewallen spent on meetings to discuss a revised agreement for the psychiatric technician contract reductions. The language has been ironed out and all sides are happy with the new agreement. She thanked the district for meeting halfway and stated that the students will not be in jeopardy because of the changes. Ms. Ennes reported that the year will end on a positive note and she appreciates this.

CSEA Report – Mr. John Ieronimo, CSEA President, was not present to report at this time.

Student Trustee Report – Mr. Yohan Maeda, Student Trustee, was not present to report at this time. Dr. Willard Lewallen reported that Mr. Maeda had to work today. He will be in Coalinga through the end of June and will then return to Japan as he will be finished with his education at West Hills College.

Trustee Cantu arrived at this time.

West Hills College Coalinga and North District Center, Firebaugh – Dr. Willard Lewallen, President, provided an update on summer activities occurring at West Hills College Lemoore. He stated that although the class schedule is significantly reduced, many groups will be on the campus this summer for various programs including a migrant student groups; an instructor group from China; a Hmong high school group for English immersion; and a group of 4th through 6th graders from the Fresno County Office of Education for a day program (another group will be at the North District Center in Firebaugh). Trustee Minnite questioned if these programs will be repeated

next year. Dr. Lewallen responded in the affirmative, stating that Fresno County Office of Education wants to lock in their dates now for next year.

West Hills College Lemoore – Mr. Don Warkentin, President, introduced Mr. Bob Clement, Athletic Director, and Mr. Dave Neer, Instructor/Golf Coach. Mr. Clement thanked the Board of Trustees for their support. He stated that the significance of yesterday's honor is difficult to put into words. The men's golf team accomplished the highest honor for community college athletics by finishing ahead of the elite top eight teams in the state to win the coveted men's state golf title. This honor goes along with the conference and regional championship accomplishments of the team earlier in the season. The team is made up of local students and to see their progress is truly a joy. Mr. Clement stated that he gives a lot of credit to Coach Dave Neer, Assistant Coach Tim Wahl, and the athletes. Mr. Neer thanked everyone for the congratulations. He stated that it has been a dream season and the students did a great job. The golf coach at Cal State East Bay (formerly Cal State Hayward) is very interested in a couple of the students. Mr. Clement announced that a ceremony will be held at a restaurant in Lemoore at 5:30 p.m. on Wednesday, May 19 to recognize the team.

Chancellor's Report - Dr. Frank Gornick, Chancellor, reported that Conne Cleveland, Site Supervisor at West Hills College Coalinga Child Development Center, was recognized in The Fresno Bee earlier this week for her work in the First 5 Fresno County Early Care and Education category.

Dr. Gornick invited the Board of Trustees to attend the Employee Scholars Program brunch that is being held on Monday, May 24 to recognize and honor those employees who have participated in the program.

Trustee Henry commented on the workshop sessions he recently attended at the California Community College Trustees (CCCT) Conference in Long Beach. The workshop sessions covered topics such as a fee schedule for classes (i.e. nursing); federal aid and aid for students; funding rates for transfer level courses; assessment issues; and the Brown Act. With regard to the Brown Act, Mr. Henry commented on some of the items he found interesting including serial meetings; requesting copies of the Board agenda; placing items on the agenda; comments made before the Board of Trustees; and closed sessions. A handout on the Brown Act workshop was distributed.

Dr. Gornick stated that it has been five years since we established district strategic planning goals and it is interesting to look back at what was identified as a goal and what we have accomplished. Mr. Pedro Avila reported that we have spent five years going through the strategic planning process. The strategic planning committee has met approximately three times each year. He summarized the goals, stating that the information is a summary of what we know now.

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- Goal 1 - Meet or Exceed FTES Growth Targets. Mr. Avila commented on the FTES numbers from 2005-2006 through 2009-2010. Discussion took place regarding the goal and changing it to read "Meet FTES Targets". The Board agreed that this would be a good change. Trustee Minnite questioned where we are getting input on growth or non-growth. Mr. Avila explained that discussions are held at the Chancellor's Executive Cabinet level and the numbers are based on the budget. Discussion took place regarding accreditation as it relates to growth targets.
 - Goal 2 - Focus Marketing Efforts on District-Wide Stories. Mr. Avila discussed perceptions in the communities and the change in marketing efforts. The Dialogue publication has been changed to @ west hills college and has been re-formatted. It is printed twice per year and is sent to 76,000 homes in the district. The marketing efforts were changed from promoting enrollment to instead focus on promoting events on campus and presence-building.
 - Goal 3 - WHCCD Will Annually Increase Community Participation Rates. Dr. Carole Goldsmith commented on outreach to the communities. She stated that because of the successful bonds, we will have outreach community centers in the rural cities (Mendota; Tranquillity; San Joaquin). A facility has been selected in San Joaquin; the memorandum of understanding is in place, and the funds have been identified that will expand distance education opportunities. Dr. Goldsmith commented on the Bridges Out of Poverty grant and stated that the WIT (Westside Institute of Technology) participation numbers are forthcoming. Discussion took place regarding participation rates and Dr. Goldsmith stated that we need to take a look at the rates of those with higher than a high school degree. Ms. Susan Whitener stated that one of the things we are doing is to look at webcasting, which is live web streaming with lecture capture. It is ADA compliant and is the way we are going to reach the rural locations. Discussion took place regarding the courses that would be offered and Ms. Whitener stated that they would be rolled out a little bit at a time.
 - Goal 4.1 - Maintain Success Rates Within the California Community College Statewide Average. Mr. Avila stated that separate benchmarks were developed for face-to-face and online success rates. Ms. Whitener commented on the audit that was conducted for online student services. She stated that we are working on making this component more robust.
 - 4.2 - Maintain Transfer Rates Within the California Community College Average. Mr. Avila commented on the transfer rates following the trend with fees at the UC and CSU systems. He also commented on West Hills Community College District transfers to four year institutions.

- 4.3 - Maintain Graduation Rates Within the California Community College Average. Mr. Avila reported on the degree and certificate rates by freshmen cohorts, comparing district completion rates to California Community College statewide completion rates.
- Goal 5 - Become the Preferred Choice of Students Through Ongoing and Active Recruitment. Mr. Avila stated that staff have been focusing a lot on this area in the past few months. A declining trend has been noticed with high school participation rates. Either students are not going anywhere or someone is beating us to them. We are going to begin finalizing our project with CalPASS which will provide us with more detailed information about where students are going. What we know is that the relationship with the counselors at the high schools is very critical. It is very important that we create and maintain the relationships. The college deans have been working hard to address the issue of participation rates. Mr. Avila stated that there is an overall trend and he is mostly concerned with the reduced number of sections and the priority registration process and how this affects the incoming high school students. There are a lot of questions and we are trying to find the answers. It is difficult to give a conclusion at this time. Dr. Gornick stated that he thinks we need to fight a little harder to maintain the percentages.

In addition to the goals, Mr. Avila commented on the District Score Card which summarizes the progress on each of the goals since 2005-2006. He also shared the Comprehensive Effectiveness Model with the Board.

Dr. Gornick questioned if the Board wants to include distance education, basic skills, and workforce in the new goals. The Board agreed and discussion took place concerning maintaining financial integrity. Mr. Avila commented on the strategic planning process that has been occurring at the college level, stating that they include basic skills and workforce in their planning. The Comprehensive Effectiveness Model would align with the colleges.

CONSENT AGENDA

The following consent agenda items were approved on a motion by Trustee Ivans, seconded by Trustee Levinson, and carried unanimously:

- CA-50** Minutes - The minutes of the April 20, 2010 Board of Trustees study session and Board of Trustees meeting were approved as submitted.
- CA-51** Warrants - The warrants were approved as submitted.
- CA-52** Surplus Property - The list of surplus property was approved as submitted.

CA-53 Adult/Student Temporary Salary Schedule - The changes to the adult/student temporary salary schedule were approved as submitted.

CA-54 Personnel Transactions - The list of personnel transactions were approved as submitted.

Trustee Cantu questioned when additional information would be received on the solar farm. Dr. Gornick stated that a lot of information is being collected and will be provided at a later date.

CHANCELLOR'S OFFICE

CO-31 Honorary Degrees - Mr. Warkentin reported that the recommendation to award an honorary degree to Ms. Evelyn Sue Westover was brought forward by the faculty. Ms. Westover passed away but was close to receiving her degree.

The following honorary degrees were awarded on a motion by Trustee Levinson, seconded by Trustee Minnite, and carried unanimously:

- Dolores Crabtree, West Hills College Coalinga
- Evelyn Sue Westover, West Hills College Lemoore

CO-32 West Hills College Coalinga Mission and Vision Statements and Goals - The West Hills College Coalinga Mission and Vision Statements and Goals were approved on a motion by Trustee Minnite, seconded by Trustee Cantu, and carried unanimously.

CO-33 West Hills College Lemoore Mission and Vision Statements - The West Hills College Lemoore Mission and Vision Statements were approved on a motion by Trustee Minnite, seconded by Trustee Ivans, and carried unanimously.

CO-34 Board of Trustees Meeting Schedule - The proposed Board of Trustees meeting schedule for 2010-2011 was approved on a motion by Trustee Cantu, seconded by Trustee Minnite, and carried unanimously.

CO-35 Board Policies and Administrative Procedures - Trustee Cantu questioned the issue with regard to the storage of firearms. Mr. Ken Stoppenbrink stated that staff are still working on resolving the memorandum of understanding with City of Lemoore with regard to storage. At this time they have possession of the firearms.

The following Board Policies and Administrative Procedure were approved on a motion by Trustee Cantu, seconded by Trustee Minnite, and carried unanimously:

- Board Policy and Administrative Procedure 3530, Weapons on Campus
- Board Policy and Administrative Procedure 4260, Prerequisites and Co-requisites
- Board Policy and Administrative Procedure 5040, Student Records, Directory Information and Privacy
- Administrative Procedure 5045, Student Records - Challenging Content and Access Log
- Board Policy 6816, Hearing Conservation Program
- Board Policy 6817, Transportation and Driver Selection

CO-36 Substantive Change Submittals to ACCJC - The submission of substantive changes to the Accrediting Commission for Community and Junior Colleges (ACCJC) for West Hills College Coalinga and West Hills College Lemoore was approved on a motion by Trustee Ivans, seconded by Trustee Minnite, and carried unanimously.

CO-37 Child Development Centers Annual Report - Ms. Kathy Watts, Director of Child Development Centers, provided a report on the child development centers. She stated that the child development center I sending 340 children ready for kindergarten to the local school districts. The child development centers currently have 10 4-year old student classrooms that focus on cognitive development; 7 3-year old student classrooms that focus on socio-emotional development; and 10 3- and 4-year old student blended classrooms. She reviewed the desired result indicators and the progress made from fall 2009 to spring 2010, along with the summary of findings from the fall 2009 assessment. Ms. Watts also reviewed the action plan and results with the Board.

Dr. Goldsmith stated that the child development program is an exemplary program as identified by First 5 Fresno County and is recognized throughout the state. She congratulated Ms. Watts for the success of the program.

The child development centers annual report was approved on a motion by Trustee Ivans, seconded by Trustee Oxborrow, and carried unanimously.

FISCAL SERVICES

FS-44 Fiscal Services Report - Mr. Ken Stoppenbrink, Vice Chancellor of Business Services, provided the fiscal services report. He stated that we are 83.4% through the fiscal year. General fund revenues are at 74.3% and general fund expenditures are at 71.5%.

Mr. Stoppenbrink reported on the budget outlook for the May Revise. We are not going to budget any COLA or growth and no new revenue will be built into the budget. The budget will be built on no furloughs and will include step increases. The budget will also include a 12% increase in health and welfare benefits. PERS and STRS increases are unknown at this time. The actual budget is subject to legislative action and the state is still short \$20 billion.

Trustee Cantu questioned the cost of PERS and STRS. Mr. Stoppenbrink responded that the district's contribution for PERS will increase to a little over 10% for 2010-2011 and STRS is at 8.25%.

Mr. Stoppenbrink summarized the 2010-2011 budget outlook and commented on the ending balance, revenue changes, expenses, and the 5% reserve. Discussion took place regarding cash flow and it was stated that we will have cash flow to meet payroll. We are in a much healthier cash flow position than we were last year. Mr. Stoppenbrink discussed cuts to the CalWORKs program; -.38% COLA; and \$1.2 million deferred apportionment. He stated that we are very well positioned in our district to deal with the cuts. Dr. Gornick thanked everyone for their sacrifices and willingness to make changes.

FS-45 Resolution - Mitigated Negative Declaration for North District Center - Trustee Cantu questioned how much the report cost. Mr. Kevin Cobb, district architect, responded that it was approximately \$35,000.

The resolution certifying the completion of the mitigated negative declaration for the North District Center expansion and adopting a mitigation monitoring plan was adopted on a motion by Trustee Cantu, seconded by Trustee Minnite, and carried unanimously.

PERSONNEL SERVICES

PS-9 Job Descriptions - Trustee Cantu stated that the position appears to be very important. It was explained that the position will be very important for the coordinating of the new Wellness Center facility in Coalinga and the Multi Use Sports Complex facility in Lemoore.

The following new classified job description was approved on a motion by Trustee Ivans, seconded by Trustee Cantu, and carried unanimously:

- Equipment and Event Coordinator

PS-10 Resolution – Reduction of Extended Contract Days – Mr. Stoppenbrink explained that the resolution is a result of the recent negotiations with the Faculty Association.

The revised resolution in the matter of the reduction of extended contract days for the psychiatric technician faculty for the 2010-2011 and 2011-2012 academic years was adopted on a motion by Trustee Minnite, seconded by Trustee Ivans, and carried unanimously.

BOARD REPORTS / COMMENTS / REQUESTS AND ANNOUNCEMENTS

Trustee Cantu congratulated the golf team for their success. Also thanked Mr. Avila for his presentation on strategic planning. He stated that he looks forward to coming to every meeting and seeing that we are still operating in the black.

Trustee Minnite echoed the comments made by Trustee Cantu. He expressed his thanks to Ms. Droker for her service as Academic Senate President at West Hills College Lemoore and stated that she will be missed. He expressed his appreciation to Mr. Avila, Ms. Whitener, Dr. Goldsmith and Ms. Watts for their reports. He congratulated the golf team, coaches and staff on their success and thanked everyone for their work.

Trustee Ivans expressed her congratulations to the golf team. She thanked Trustee Henry for attending the CCCT conference and stated that it is important for the Board members to attend these types of events. Trustee Ivans thanked Ms. Droker for her work as Senate President and thanked Mr. Avila and Ms. Watts for their reports, stating that she appreciates them. She also thanked Mr. Dave Bolt and Ms. Jill Stearns for their work on the substantive change reports submitted to the Accrediting Commission. Trustee Ivans expressed her appreciation to everyone for their hard work.

Trustee Henry echoed the comments made by his fellow Board members and stated that he finds the webcasting topic interesting. He commented on the CCCT conference and the issues that are discussed in the various workshops. He stated that it is a good feeling to know that with West Hills College, all phases of our institution are exemplary.

Trustee Oxborrow also echoed the comments made by the other Board members and stated that everyone has done a wonderful job. She stated that we are a family and we

take care of each other and she is proud to be a part of it. She thanked everyone for their hard work and stated that she will miss Ms. Droker.

Trustee Levinson expressed his thanks to Ms. Droker. He commented on the budget, stating that furlough are not fun and it is good to see that we will not be doing that in 2010-2011. He stated that the sacrifices everyone has made are appreciated.

President McKean echoed the comments made by the Board members. He expressed his thanks to Ms. Droker and thanked everyone for their great efforts. He congratulated the golf team, stating that it is a huge accomplishment.

President McKean announced that the next meeting of the Board of Trustees is scheduled for June 22, 2010.

CLOSED SESSION

The meeting was adjourned to closed session at 5:36 p.m.

- Public Employee Discipline/Dismissal/Release (as per Government Code Section 54957)
- Discussion of Land Acquisition/Disposition of Property (as per Government Code Section 54956.8). Property: Coalinga, California; Firebaugh, California; Lemoore, California
- Conference with Legal Counsel - Potential Litigation (as per Government Code Section 54956.9). 2 potential cases
- Conference with Legal Counsel - Pending Litigation (as per Government Code Section 54956.9). Caganich v. West Hills Community College District; CSEA and its Chapter 429 v. West Hills Community College District

ADJOURNMENT

There being no further business before the Board of Trustees, the meeting was adjourned at 6:26 p.m.

Nina Oxborrow
Clerk of the Board of Trustees

Personnel Transactions

1. New Hires

Name	Title & Location	Schedule	Salary Placement	Funding	Effective Date	Additional Information
Araiza, Jessica	Child Dev. Center Associate Teacher Avenal Child Development Center	19 hrs/wk 9 mo/yr	Range 30 Step A	Grant	5/17/10	Replacement for Ana Gutierrez
Guzman, Cynthia	Child Development Center Assistant Avenal Child Development Center	19 hrs/wk 9 mo/yr	Range 3 Step A	Grant	6/2/10	New position
Nava, Sarina	Child Dev. Center Associate Teacher Avenal Child Development Center	19 hrs/wk 9 mo/yr	Range 30 Step A	Grant	5/17/10	Replacement for Vanessa Pelletier
Sauceda, Nichole	After School Prog. Site Coordinator Avenal	19 hrs/wk 11 mo/yr	Range 40 Step A	Grant	5/3/10	New position
Shortnacy, Sheryl	After School Prog. Site Coordinator Avenal	40 hrs/wk 12 mo/yr	Range 40 Step C	Grant	5/17/10	Replacement for Anthony Alcala
Wright, Anita	Interim Dir. of Special Grant Programs District Office	40 hrs/wk 12 mo/yr	Range 41 Step 9	Grant	5/1/10	New position
Valle, Maria	Child Development Center Assistant Avenal Child Development Center	19 hrs/wk 9 mo/yr	Range 23 Step A	Grant	5/17/10	Replacement for Erika Solorio

2. Changes in Assignment

Name	Current Assignment	Change	Effective Date	Additional Information
Sabaranjan, Subothini Sri	Child Development Center Assistant West Hills College Lemoore 19 hrs/wk, 12 mo/yr	Child Development Center Assistant West Hills College Lemoore 19 hrs/wk, 9 mo/yr	7/1/10	
Torres, Elva	Secretary West Hills College Lemoore Range 36, Step F	Senior Secretary West Hills College Lemoore Range 40, Step D	6/1/10	Replacement for Wendy Paxton

3. Resignations / Retirements / Releases During Probation / Terminations

Name	Title & Location	Effective Date
Gonzalez, Renee	Program Eligibility Asst. Intake/Recruitment West Hills College Coalinga	4/30/10
Sexton, Sheri	Senior Employment Readiness Specialist West Hills College Coalinga	4/30/10
Wyman, Leisa	Psychiatric Technician Instructor West Hills College Coalinga	4/29/10

WHCL Leadership Retreat
Strategic Planning Committee
September 28, 2007, 10:00 a.m. – 1:00 p.m.
Conference Center, Rm. 256

AGENDA

- 1) Mission Statement – BOT Approved July 2007
 - a) Review Cycle for Mission/Vision, Goals, Institutional Outcomes
- 2) Performance Indicators
- 3) Definition of a Program
- 4) Accreditation Mid-Term Report
 - a) Planning Agendas
- 5) Student Learning Outcomes
 - a) Timeline
 - b) Assessment Process
- 6) Other

WHCL Leadership Retreat
Strategic Planning Committee
September 28, 2007, 10:00 a.m. – 1:00 p.m.
Conference Center, Rm. 256

NOTES

- 1) Mission Statement – BOT Approved July 2007
 - b) Review Cycle for Mission/Vision, Goals, Institutional Outcomes

The meeting began at 10:08 a.m. Mr. Warkentin stated that this group had last met in June for a retreat and it was discussed and approved at PGC to meet twice per semester. This is the first meeting of the fall semester. This body was previously referred to as the WHCL Leadership Team but will not become the Strategic Planning Committee. Ideas/suggestions and brainstorming take place at these meetings and are then moved forward to the Planning and Governance Council (PGC). As a new college, we are constantly evolving. As per a recommendation from the Accrediting Commission we need to have a formal review cycle statement for our mission/vision statements, institutional outcomes and learning indicators. Rene Sanchez stated that she believes outcomes and goals should be evaluated annually, but not necessarily the mission/vision statement. Marty asked if any had checked how often other colleges review. Other colleges are reviewing annually to three years. Marty suggested an annual review initially and then a three year cycle. James asked when the review should take place and what group should make the review. Mr. Warkentin replied at the fall retreats by the Strategic Planning Committee we could look at the previous year's data and then annually review in the spring and make recommended changes after action by the PGC. The following review cycle statement will be an action item on the October 3rd PGC agenda and if approved will be placed in the PGC Manual:

WHCL mission/vision, goals and performance indicators shall be reviewed by the Strategic Planning Committee each fall semester. Recommendations will be forwarded to the respective governance groups and then brought to the PGC for revision and adoption.

Pedro recommends that we stop referring to institutional outcomes as performance indicators.

2) Performance Indicators

Pedro stated that the Accreditation Recommendation Two Committee had met and come up with indicators that will evaluate our goals. Some are mandated by the state and others are part of the district strategic planning goals. We want to also have them as a college. We took our cities and counted the adult population our baseline is back in 04-05 and our benchmark 6.6% of all adults in CA participate in a community college annually. We want to be above the benchmark. In the case of Stratford, if we got five more students we could jump 10%. Pedro will include a total participation rate for Lemoore as a college. Angela recommended that Corcoran be included. Pedro will include Corcoran. Angela has a plan to improve this indicator (Hanford West rates). This is why it is important to have meetings and take minutes with all these ideas and suggestions which show evidence of trying to improve. Angela's experience has been the economy improves workforce. Both high schools will be visited on a weekly basis.

Mr. Warkentin stated that this body recommends that the Student Success Committee develop a plan to improve our participation rates. The Strategic Planning Committee applauds the efforts of the Student Success Committee in sustaining and improving high school participation rates. Angela suggested showing this to the high school superintendents/principals at the upcoming luncheon. Pedro is on the agenda for this purpose.

Our annual success rates we have been 5 points below the state average. Retention also needs to be considered. If we improve retention by 5% we would also improve our success. This has been discussed at various levels, due to retention rates. They are studying why students are dropping. Rosters need to be kept clear. This needs dialogue at the campus level and a recommendation. Angela – the mechanism for the prerequisite issue is huge. Pedro asked if counselors and faculty are informed about the way withdrawals work.

We need a recommendation from this body. Marty recommended that we have a rule in Datatel and students who have not completed prerequisites be automatically removed from classes. There is no mechanism in place to dis-enroll if not successful in a pre requisite. Instructors have no way of knowing if the student successfully completed the prerequisite. 1) The Strategic Planning Committee recommends that the Student Learning Committee (SLC) examine ways to have Datatel dis-enroll students who do not successfully complete prerequisite requirements. 2) The Strategic Planning Committee recommends that the SLC review student withdrawal data to determine ways to improve student success and retention rates.

3) The Strategic Planning Committee recommends that the Student Success Committee analyze financial aid data to determine what effect the financial aid processes have on student retention.

James questioned what is next. Do these recommendations go out to respective bodies and then come to PGC for adoption?

After today, recommendations go to the shared governance respective groups, then PGC.

Student persistence is following the methodology that the state uses. He has come up with rates for the college freshmen with 6 units in the fall semester. 61% of students return. We are below the State benchmark. The benchmark put us in a group with other community colleges. Marty asked if we will have transfer rate data in the future. Pedro replied that we do have a transfer rate. The State tracks it and by next year we can compare to the benchmark as we will have persistence rates.

1d): SLO's are 54% complete. Pedro is still missing data. He does not know about course level SLO. Angela is coordinating the non instructional program reviews. The last spring report to WASC reflected 46% programs, plus two. Angela will update the Office of Research and Planning with information on non instructional program reviews. Rene will refer to the WASC report and add two.

Goal 2: Pedro explained that he had included the college's success rates and the combined success rate is reflected. We are above the group average. He is using the highest peer group rate. We need to monitor these to make sure they stay here. Perhaps he needs to use a benchmark that is just for English, rather than State average. This data is just for Lemoore. If we look at our withdrawals, we can improve upon these rates. A recommendation coming from the Basic Skills folks is that we hire an ESL instructor. Each college gets its own report.

2b: When we look at success rates for vocational courses. The group average is 75.7% we were the lowest last year. What has lowered our success rates are the open entry labs. It is a retention issue due to the format. He thinks we need a recommendation. Incompletes do not affect success rate, only W's. Recommendation: The SPC recommends that SLC review vocational programs data for improvement of success and retention.

3d: We need to look at the rates instead of numbers, but they won't be available until next year. This is coming from the Chancellor's office.

CPEC keeps track of transfers.

3a: We have had good growth. Students were counted only once. District-wide we have the highest enrollment in history.

FTES goals: We won't know actual until we finish the semester. These are based on a 2% growth. The state allocated 2% for growth for every community college.

3c: These are Lemoore grants \$3 million in grants.

3d. MAA has brought dollars through outside capital activities. 5C is funded through college grants and school districts that sponsor students to attend.

Outcomes: What should our students be able to do when they leave?

Maybe information competency could be an institutional outcome. Institutional outcome (Marty) more umbrella i.e. certificates, program level outcomes that would include critical thinking outcomes.

SLO' are goals – Rene

Marty – Maybe we need to look at goals in order to write institutional outcomes appropriate for the institution as a whole. These should all be interlocked.

Angela – Matriculation SLO increase the number of students who have ed plans in place.

Pedro - All needs to support each other (course, program, institutional level)

James stated that a SLO college committee could address these issues.

Definition of a Program

It is the recommendation of the SPC that an instructional program be those programs that leads toward a degree or certificate. 11 non instructional programs. All have a funding source.

4) Accreditation Mid-Term Report

a) Planning Agendas

Mr. Warkentin distributed a letter from the Commission telling what we have to do to prepare a mid-term report.

Dave has found out from other schools that they have successfully submitted as to how the college plans to address the agenda items. We have thirty items.

Identify key events that have happened or a recommended plan.

Standard One:

- We have an annual review cycle. The SPC will review the mission statement on an annual basis.
- Pedro and Frances are beginning to help us with our annual report. The five governance committee's annual activities will be included in the annual report.
- We have an assessment cycle for course level programs; a course level SLO assessment cycle has been implemented.

Standard Two:

- The minutes from these minutes will prove regular meetings and topics. It has been recommended by SPC.

- We are doing program review and the definition of programs was defined by the Strategic Planning Committee at a retreat held on 9/28/07. Program reviews are reviewed by the Student Learning Committee.
- We are doing part of this as represented by the report for liberal studies. This can be cited. This planning agenda has been partially met by this report, and further review. UC Office of the President requires that individual schools supply this info. We need further work on this particular item.
- This has been answered in recommendation three.
- How will we do this? Marty stated that maybe we need to lump these two together and this is an area we need to work on. We have some information, but not all.
- Marta's time has been increased since three years ago. The articulation officer's assign time has increased from 10 to 50 percent.
- This has been Mr. Warkentin.
- A survey was added at the end of the application supplemental information was asked. Also a survey was created for a match for on-line classes. This was probably to assess or cause students to assess whether they are a good candidate for on-line classes. The college will do a yearly survey about staff and faculty diversity. Rene would question the numbers from the yearly survey. How did the numbers come? It came from HR from the initial application. This is optional information.
- This was conducted this year 2007. This will occur every semester. Pedro stated that 80% of the on-line bilingual orientation is complete.
- This was done July 2006.
- This has been changed to an on-line repository for on-line instructors for their use, rather than students. On-line students learn about the on-line library from their instructors.
- Librarian is not involved with, but he has cooperation.
- This cannot be Mr. Warkentin according to the librarian due to the licensing agreement with these databases.
- This has been Mr. Warkentin with Facilities, Safety and Technology Committee. The Incident Command Systems and committee to address the development of the first drill on 10/16.
- This is being done by Mr. Warkentin through our SLO and program review for the non instructional programs.

Standard Three:

- Flex day has been moved to the college level. Duty day is a shared event.
- This has not occurred. This is being discussed at WHCIST. There are problems within Datatel that this cannot occur. The current version does not support this.
- Regular budget meetings are held. They meet in Sept. and then December they meet frequently through April. The meet in August to review status, reassemble in December and then meet every two weeks through April.

Standard Four:

- This is being done by Mr. Warkentin
- We have revised our mission statement, goals, and performance indicators. The governance flow chart was revised at June retreat.
- A student worker was hire to help with file maintenance. We need someone beyond a student worker. Our course outlines are now available electronically. The minutes and agendas are on Blackboard.
- This is occurring.
- This has been developed last spring.
- There is a timeline for the district area program reviews.

5) Student Learning Outcomes

a) Timeline

A report was done for WASC last spring.

b) Assessment Process

There was no discussion.

6) Other

Tulare-Kings articulation day is October 9. Carole Goldsmith is going. Articulation agreements have been updated with local high schools. This is at Holiday Inn in Visalia.

Mr. Warkentin distributed the draft mid-term report. This will go to PGC in mid October for first reading.

Formal approval of the new name Strategic Planning Committee will be adopted at the October 3, PGC meeting.

Next Retreat: December 7, 2007 at 11:00 – 2:00 p.m.

**West Hills College Lemoore
Planning and Governance Council
Wednesday – October 17, 2007 - 1:30 p.m.
Conference Center Rm. 256**

MINUTES

Members Present:

Don Warkentin, President
Rene Curriculum, Curriculum Committee Chair
Marty Ennes, CTA/Faculty Representative
Marta Hendrickson, CTA/Faculty Representative
Teresa Macias-Quilici, CSEA/Classified Representative
America Infante, CSEA/Classified Representative
Ron Oxford, Librarian
Jan Young, Counselor/Advisor
Dave Bolt, Vice President of Educational Services
Marlon Hall, Associate Dean of Educational Services, Evening College
Jose Lopez, Dean of Students
Vince Montoya, Director of Facilities & Auxiliary Services
James Preston, Academic Senate President
Yarely Herrera, Student Government Association Representative

Members Absent:

No members were absent.

Others Present:

Susie Briones, Advising Specialist

Call to Order

Mr. Warkentin called the meeting to order at 1:34 p.m.

Approval of minutes - October 3, 2007

The minutes of the October 3, 2007 meeting were approved on a motion by Marty Ennes, seconded by Jan Young, all in favor, motion passed.

ACTION ITEMS

PGC Membership

Mr. Warkentin stated that a proposed membership was distributed at the last meeting with the directive to members to have discussion with each contingency group (see attached membership list). Jan stated that the CSEA consensus was to add one counselor/advisor in addition to the two CSEA representatives. Mr. Warkentin commented that a technology representative would need to be added with the new technology committee proposal. Marta stated that typically librarians are knowledgeable of technology and therefore the Librarian/technology chair could be combined. Marty asked if the chair is not the same person who would then make the determination of librarian or someone else. Mr. Warkentin responded that this committee would make the determination. Marty stated that she serves as a representative of CTA, questioning the desired perspective wanted on this committee. Mr. Warkentin asked if there was consensus to line out the Academic Senate representation assigned to the librarian/technology position and approve the membership with the recommended changes. Marlon Hall motioned to approve the PGC membership with the recommended changes, Ron Oxford seconded, all in favor, with one abstention (Teresa Macias), motion passed.

Approval of SLO Committee

Mr. Warkentin asked if there were questions or discussion about the addition of a Student Learning Outcomes committee to our governance structure. Rene Sanchez explained that the SLO committee is not a subcommittee of the Senate and is intended to be a campus wide committee, with each learning area represented, and the SLO coordinator as chairperson. The

concern of the committee will include course and program level student learning outcomes. Marty motioned to approve the addition of a SLO Committee, it was seconded by Marlon Hall, all in favor, motion passed. Mr. Bolt asked who would be responsible to complete the governance group request. Mr. Warkentin recommended that the responsible person be the current SLO Coordinator, Rene. Rene stated that she is working with David Babb to transition him into the role of the SLO coordinator. David will assume the SLO coordinator role beginning with the spring semester this January. Rene will complete the request form and get the committee off the ground and work with David to take over in January. First, the form will come to PGC for review and approval. Marty suggested that Rene coordinate with the deans to complete the governance group request.

Technology Committee

Marta suggested that the position of the DSPTS Assistive Technology Specialist be a representative on the Technology Committee. James asked if there needs to be someone from the audio/visual department. Ron responded that the audio/visual department is a district level department. The committee will work with TAT and WHCIST. Ron will take the approval of the new Technology Committee to TAT and discuss the membership makeup. He intends to invite the IT staff to the first couple of meetings. Scott Young, media technician, may agree to be a committee representative. Rene motioned to approve the governance group request to add a Technology Committee to our governance structure, along with the two recommended committee representatives (DSPTS Assistive Technology Specialist – 1 and Media Technician – 1), it was seconded by Marta, all in favor, motion passed.

Definition of a Program

Mr. Warkentin explained that a recommendation from one of the accreditation response teams was to formalize a definition of a program. This was achieved at the WHCL Leadership Retreat on September 28, 2007. James stated that these were discussed by Senate with no objections. Mr. Bolt motioned to approve the following definition of a program, it was seconded by Marlon Hall, all in favor, motion passed.

An instructional program is one that leads to a degree or certificate. A non instructional program is one that does not lead to a degree or certificate but has an ongoing identifiable funding source or a specified budget code.

Review Cycle (Mission/Vision, Goals, Institutional Outcomes)

Mr. Warkentin stated that it was recommended by the accreditation team to establish a review cycle for our mission/vision statements, goals and institutional outcomes. Review will be made in the fall semester of each year, annually, to include data from our institutional researcher, Pedro Avila. Marty motioned to approve the review cycle, it was seconded by James, all in favor, motion passed. The following statement will be included in the PGC Manual on page 9.

WHC Lemoore's mission/vision, goals and performance indicators shall be reviewed by the Strategic Planning Committee each fall semester. Recommendations will be forwarded to the respective governance groups and returned to the PGC for recommended revision/s and/or adoption.

Recommendations to Student Success Committee

Mr. Warkentin stated that at the WHCL Leadership Retreat on September 28, 2007, the following recommendations were made to the Student Success Committee. Mr. Bolt motioned to approve the following recommendations to the Student Success Committee, it was seconded by Mr. Lopez, all in favor, motion passed.

- i. SPC recommends that the SSC continue efforts to sustain and improve high school participation rates.***

- ii. SPC recommends that the SSC analyze financial aid data to determine what effects the financial aid processes have on student retention.*

Recommendations to Student Learning Committee

Mr. Warkentin stated that at the WHCL Leadership Retreat on September 28, 2007, the following recommendations were made to the Student Learning Committee. Marty moved to approved the recommendations to the Student Learning Committee, it was seconded by Jan Young, all in favor, motion passed.

- i. SPC recommends that the SLC examine ways to have Datatel disenroll students who do not successfully complete prerequisite requirements.*
- ii. SPC recommends that the SLC review student withdrawal data to determine ways to improve student success and retention rates.*

Formalize the name of WHCL Leadership Group to Strategic Planning Committee

Mr. Warkentin recommends that the name of the WHCL Leadership Group be changed to the Strategic Planning Committee. Marlon Hall motioned to approve, it was seconded by James Preston, all in favor, motion passed.

AP 2510 Participation in Local Decision Making

James Preston stated that the Senate would like another week to discuss this procedure. Mr. Warkentin would like to see this approved at this meeting with the recommended PGC membership changes. James asked if when the document comes back if it would reflect the recommended changes. Our new membership has been approved. James stated that he will abstain from voting on this. Marty suggested that this be approved today and forwarded on with the recommended membership changes. Marty motioned that AP 2510 be approved and forwarded on with the new membership to be inserted into Board Policy 2510, it was seconded by Mr. Bolt, all in favor, motion passed. James asked if it is still necessary for Senate to discuss and approve AP 2510. Mr. Warkentin responded in the affirmative and stated that this will come back on the agenda with the recommended changes after discussion at the Chancellor's Cabinet.

INFORMATION/DISCUSSION ITEMS

1. Mid Term Report Update

Mr. Bolt reported that Jacqui had received all the input for the report and has compiled a complete draft. He has sent the draft to many of the members of this committee with a two week period to return comments. Based on their input the information would go back to Jacqui with approval to occur by this Council in November or December. He has not as yet received any comments. Marty stated that she had had a request from faculty to review the report and they are trying to figure out how best to distribute the report. One suggestion is to convert it to a PDF file and send it out electronically. Hard copies have been distributed. The deadline is Monday of next week as Jacqui needs time to incorporate the changes. Mr. Bolt will work with Lenore to save the report to PDF. He believes the report needs to include more of a historical perspective. He does not want to leave to chance the possibility of it not including answers to the Commission's questions. Jose commented that now the document can be looked at as a whole and other response teams can contribute to the entire report. The November timeline is to allow time for printing, and for review by the Board, at two meetings, and to time for mailing to the Commission by mid March. Mr. Warkentin suggested that Jacqui and Dave schedule

meetings with the recommendation teams and fill in the blanks. Dave reported that Jacqui feels good about the content but more information is needed.

2. Program Review - Education

Mr. Warkentin explained that we need to show evidence of institutional effectiveness and communication for accreditation. One way to show evidence of communication is by bringing completed program reviews for approval to this body. The district office program reviews that were completed last year came to this body as a courtesy. Mr. Warkentin would like the program review preparer to attend the PGC meeting to review their specific program review. This process has not yet occurred as yet on our campus. The program review on the agenda today is the incorrect one. The correct one will be on the next agenda. James commented that when the program review is complete it is sent to the Student Learning Committee; they approve it, and then ask that the preparer to come to present it to the PGC. If we begin this process this year by our next accreditation visit we will be able to show the visiting team that these are being reviewed and approved. Mr. Bolt will prepare a program review schedule of the due dates of program review.

3. Academic Senate Report

James reviewed the faculty committee appointments made at their last meeting. He questioned if there needed to be a separate representative for the SLO Committee. Mr. Warkentin responded that a SLO representative will be needed beginning next semester. They have also completed the alignment for learning areas. An e-mail has been sent to faculty asking for responses to the learning areas alignment. To date, James has received twenty-two responses and is awaiting eighteen more.

4. Report from Committee Representative

a) Student Learning Committee

Mr. Bolt reported they had their first meeting. The discussion was on how program review is tied into staffing and facilities. The members of the committee did not see the connection until it was explained. The next meeting is scheduled in November.

b) Budget Allocation Committee

Mr. Bolt reported that they have had several meetings with the meetings consisting of review of the 07-08 adopted budget. The next meeting is tomorrow at 3:00 p.m. Ken Stoppenbrink and Anne Jorgens have been invited to discuss individual line items. Some funds have not yet been received and the lottery allocation is still unknown. The governor did approve the basic skills legislation and our school will receive \$100,000. DSPS has been notified that they will receive an additional \$370,000. Mr. Lopez stated that Matriculation had also received a \$125,000 additional allocation.

c) Facilities, Safety, and Auxiliary Services Committee

Vince reported that he had last met with the Incident Command Team on October 5 prior to the drill. Incident reports he reported were: A faculty member fainted on campus. On October 15 at 4:00 p.m. a car was vandalized in the 700 building parking lot, a police report was completed and a picture was taken. The drill was held yesterday. What went right: Much was learned about the process and the communication flow that transpires. The ICS team interacted with the press and the local jurisdictions quite well. The drill was to involve a plane crash to the east side of the library, however, there was some confusion and the crisis led to a fire scenario rather than a plane crash. All areas were videotaped. This was a good experience for the college and it will continue to be an annual activity with improvements each year.

d) Student Success Committee

Mr. Lopez reported that they had met last week. Tammy Larsen is leading a sub committee to look into the area of retention. They are gathering information and looking at what other schools are doing. The end result will be a retention plan. Susie Briones is working on the student handbook. Angela Tos is working on the Matriculation Plan.

e) Employee Development and Success Committee

Dr. Hall reported that they had met last Friday for a strategic planning retreat. They have made some changes to their membership and set the goal to plan a major event each semester. The newsletter name will be changed to the Eagle's Eye. They will reinstitute an employee of the month activity. December 7 is the date set for the Christmas celebration. Staff development, PERS and STRS activities are also to be planned. The sign language instructor has offered to provide some staff room lessons. They are planning two major staff development events per year; one each semester. Vince commented that he had observed that support staff are too busy on duty day to attend staff development activities. He believe there would be more support staff to attend if activities were held at a different time of year. Mr. Warkentin asked that the committees making changes to their roles to bring a revised governance group request to the PGC. EDSC will develop a staff development request procedure. James commented that he would like to see more faculty go to conferences. He believes faculty don't know the process to request conference/seminar attendance. For staff who do attend conferences a report needs to be given and how their conference attendance has benefited our staff and/or students. James reported on the success of a brown bag lunch, book read, that some faculty had participated in.

5. Student Government Association

Yarely reported that there would be a wrestling match at 5:00 p.m. and 7:00 p.m. this evening. There is also a car wash this coming Sunday in front of K-mart. SIFE is in charge of the Haunted House this year. Jan asked who would be assisting with the Haunted House activity in the absence of Dean Atkinson-Alston. Mr. Warkentin stated that it may be Stephanie Droker.

6. WHCIST

In the absence of Dave Bolt at this time in the meeting, no report was given.

7. Agenda items for next meeting:

- Education Program Review
- Employee Development and Success Committee revised governance request form
- SLO Governance Group Request (new)

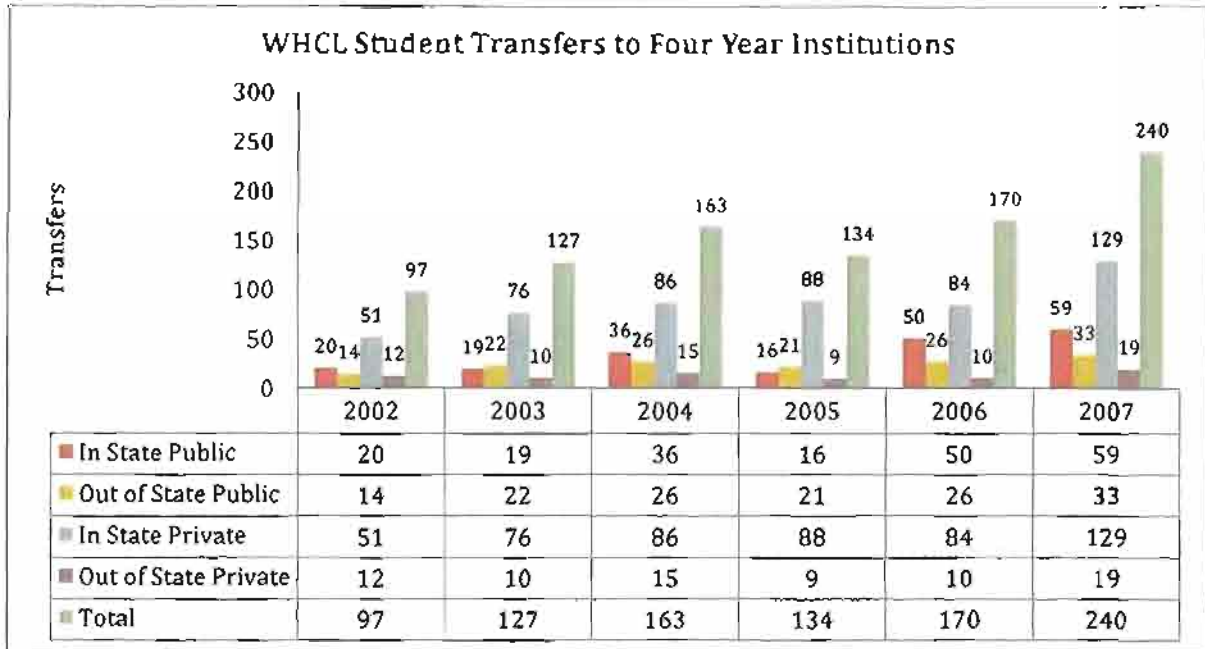
8. Other

Marty commented that suspension of classes on the evening of Thanksgiving had been disallowed by a previous president. The agreement is that all classes be suspended from 4:00 p.m. on the evening before Thanksgiving as specified in a memorandum of understanding between CTA and the District. Marty will send a copy of the memorandum to Mr. Warkentin.

9. Adjournment

The meeting was adjourned at 3:10 p.m.

TRANSFERS TO FOUR YEAR INSTITUTIONS

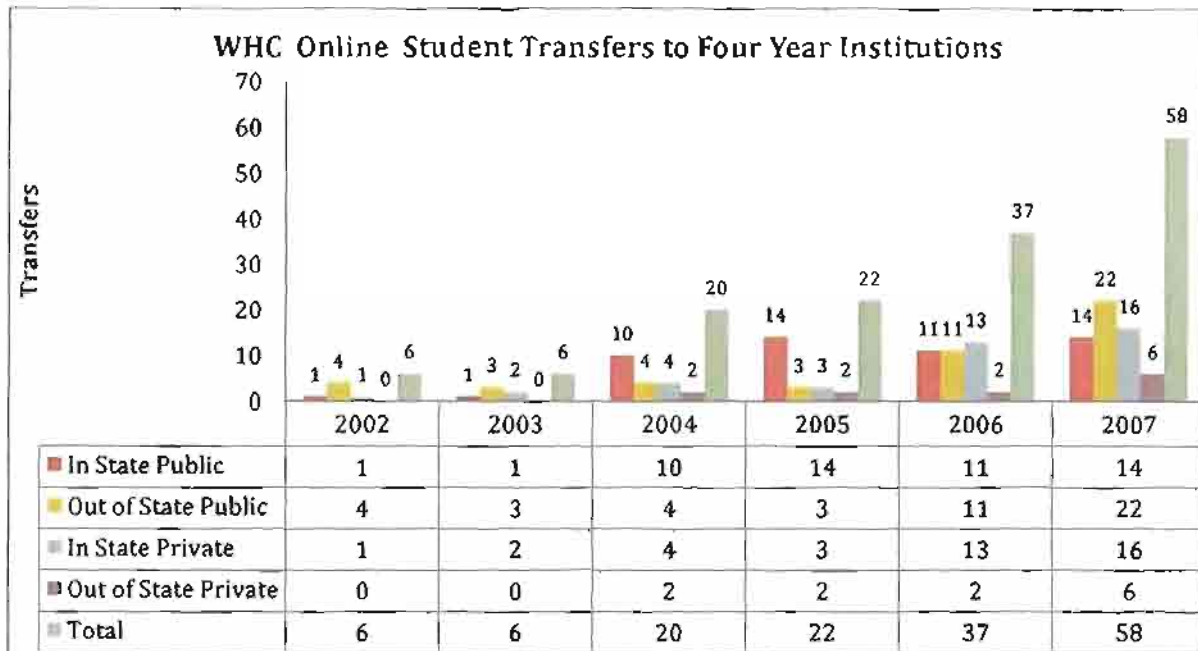


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: The annual numbers of transfers to four-year institutions were determined by students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- In '07, 92 students transferred to public four year institutions; 148 students transferred to private four year institutions.
- In the six years observed, more students transferred to California private institutions each year than transferred to California public institutions.
- The number of students transferring continues to increase with the most significant gains occurring at California private four year institutions.

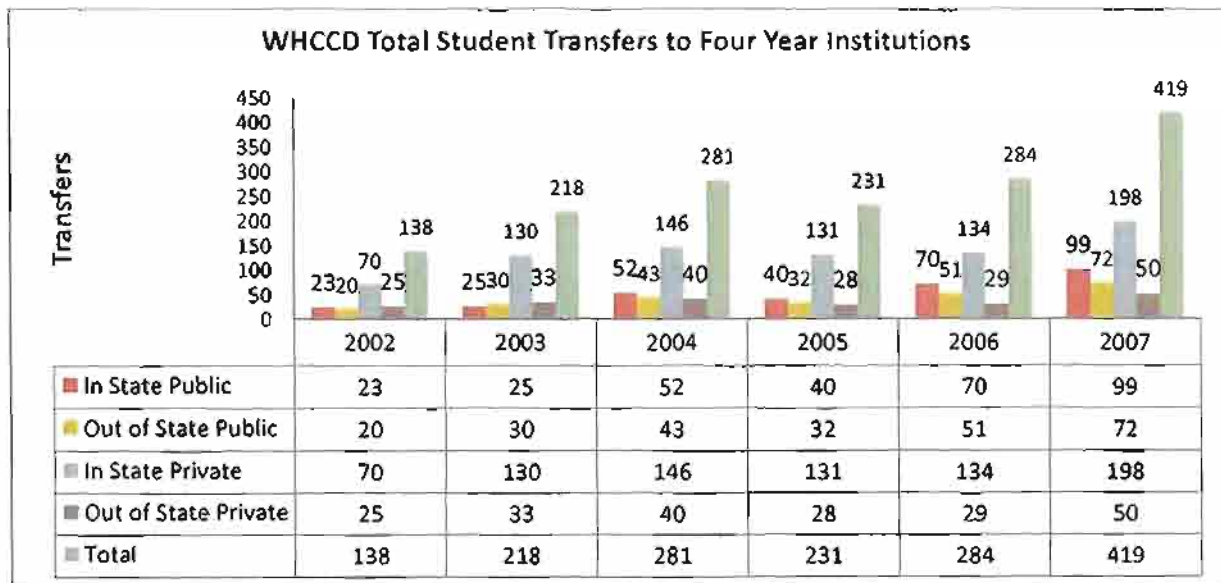


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: Based on WHCCD students who completed at least 12 units primarily online from a combination of online courses from WHCC and WHCL and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- The number of online transfers has significantly increased over the six years observed.
- Significant gains have been made in the number of students transferring to out of state public institutions.



Data Source: National Student Clearing House; WHCCD Data Warehouse

West Hills College Lemoore
College Strategic Plan



WEST HILLS COLLEGE LEMOORE

2009-2012

West Hills College Lemoore

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Introduction

West Hills College Lemoore (WHCL) opened its doors in January 2002 with initial facilities that included a library/learning resource center, academic learning center, and administrative/student services building. In 2005, the college added phase two facilities which included additional classrooms, vocational laboratories, and a child development center.

WHCL received its initial accreditation in June 2006 making it the only full service accredited college in Kings County. In November, 2008, the voters approved Measure E in the amount of \$31 million which is being used as matching funds to construct phase three facilities. These projects include a multiuse sports complex, additional field sports, an additional academic center, a performing arts center, and additional administrative offices. Phase three construction began in October 2009 with the ground breaking of the multiuse sports complex.

The College's Strategic Plan serves as the roadmap to guide the development of the college's Educational Master Plan, Facilities Master Plan, the Technology Master Plan, and the Distance Education Master Plan. Combined these plans assist the college in meeting its goals and evaluating its programs and services.

Each year, a broadly represented group of faculty, staff, students, community members and administration meet to review and revise the College's Strategic Plan to better identify and address the needs of the community we serve.

WHCL's mission statement appropriately identifies who our students are and signifies a commitment to student learning outcomes utilizing innovation, goal orientated strategies, and community partnerships to provide excellent learning opportunities. We have identified institutional outcomes that will ensure that our students are prepared with the skills and experiences needed to succeed in the world of work or to transfer to four year institutions of higher learning. These outcomes and their methods of assessments (including data, interpretations, and strategies for improvement) are detailed in this document (see the WHCL Institutional Outcome Short Form, pp. 21 - 24).

Through a process of regular evaluation and review, we will be able to constantly update and revise programs or develop new programs to meet current demand. Our faculty will be provided with the latest technology and means of delivery to provide high quality instructional experiences to our students. Faculty will have access to the latest training opportunities to further enhance their curriculum and course delivery modalities. Our administrators will have the tools and information available to make effective and reliable decisions that are based on sound leadership practices. Together, all of these efforts will provide our students with high quality learning and success toward their individual goals.

Executive Summary

From the beginning WHCL has recognized the importance of responding to the community. Through advisory committees meetings and meetings with public sector representatives, private industry, and neighboring institutions of higher learning, the college has developed programs and services that are proactively addressing community educational and workforce requirements. Not only do such programs meet the employer needs of the area, but they also offer work training opportunities to students who are underrepresented, many of whom struggle academically.

WHCL's collaborating partners are vital to our students' success. WHCL has on-going partnerships with the local hospitals, workforce investments boards (WIBS), county administrative offices, local feeder high schools, four year universities, as well as many industry representatives.

The development of recent educational programs such as the associate degree in nursing, culinary arts certificates, maintenance mechanic certificate, health and human services certificates, and the associate's degree in web development are shining examples of WHCL's commitment to collaboration, developing career pathways, and exceeding our local community's workforce development needs.

WHCL's commitment to the community is strengthened by supporting various programs and services on and off campus. These programs and services include a grant funded by Kings County to offer GED Preparation Classes to assist adults who have not yet graduated from high school, local business events like the Chamber of Commerce Pizza Festival to increase local business visibility, upper division and post baccalaureate courses from Fresno Pacific University and CSU Fresno, and community education courses that provide learning enrichment for our neighboring citizens.

In addition, the college is responsive to the needs of Naval Air Station Lemoore. With a base resident population of approximately 7,000 active military personnel and dependents, the college is a valued source of education for the base. The college maintains an office and classrooms on the base, but most base students also come to the college campus. The needs of these personnel are varied, ranging from newly enlisted servicemen who may have little education and are in need of basic classes, to highly educated military personnel and dependents. WHCL seeks to offer courses to meet the spectrum of requirements, and works closely with base officials to select and design these courses.

WHCL faculty, staff, and administrators also know that education does not only occur within the classroom. In order to enhance the learning opportunities of the community we serve, WHCL provides outreach services and brings local events to broaden social awareness of diverse socio-economic issues. Previous events have included nationally recognized authors, cultural celebrations, visiting delegates from other nations, and political activists.

Strategic Planning Process

As a result of the West Hills Community College District's strategic planning process, West Hills College Lemoore has developed its own strategic plan to align with the district's mission, vision, and strategic goals.

The strategic planning process begins each fall semester with the identification of administrators, faculty, staff, students, and community members who will make up the Strategic Planning Committee. The purpose of this committee is to evaluate, revise, and improve the college's strategic plan. Although this plan is a long term commitment to the college's mission and vision, annual review is required to keep our institution focused on current trends and changes that affect our students' total development. This annual review ensures accuracy, relevancy, and alignment with the district's overall mission. The college's performance indicators are assessed annually to ensure adherence to the college's mission and vision statements.

Planning meetings consist of information gathering sessions which include an internal and external scan. The internal scan includes discussion of student demographics (current and anticipated), student success indicators, college needs and challenges, and an assessment of our successes and our opportunities for growth. The external scan includes discussion of population trends, economic growth, job training needs, impact of the Lemoore Naval Air Station, and other external factors that will affect the college.

The success of the strategic planning process is dependent upon the college's shared governance system. Responses from the strategic planning sessions are tracked and mapped to specific committee or department personnel for implementation. Timelines are determined and a communication network has been developed to inform the college shareholders of these outcomes.

The Strategic Planning Committee (its participating students, faculty, staff, administrators, and community members) are to be commended for their commitment to our college and for their collaborative efforts in support of our comprehensive planning process. Successful implementation of the college strategic plan and its evaluation will require the ongoing participation of the shared governance process (councils/committees, college students, faculty and staff, and the community) as we work together to achieve our mission, vision, and goals.

Mission/Vision and Institutional Outcomes

Mission Statement

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision Statement

Learning Through Excellence and Innovation.

Institutional Outcome 1 - *WHCL is committed to provide quality education to students and the community.*

Measurements:

1. Community Participation Rates
2. High School Graduates Participation Rates
3. Overall Success Rates
4. Overall Retention Rates
5. Persistence Rates (continuous enrollment)
6. Student Learning Outcomes Implementation and assessment

Institutional Outcome 2 - *WHCL is committed to empower students to achieve their educational goals.*

Measurements:

1. Basic skills math successful course completion & retention
2. Basic skills ESL successful course completion & retention
3. Basic skills English successful course completion & retention
4. Vocational courses successful course completion & retention
5. Degree and certificate completion
6. Transfers to four year institutions

Institutional Outcome 3 - *WHCL will effectively maintain and increase its resources and productivity.*

Measurements:

1. Monitor Student Headcount
2. Meet Full-Time Equivalent Students (FTES) Goals
3. Successful Grant Acquisitions
4. Increase Revenue Generated by Outside Capitol Campaign Activities

Guiding Principles

West Hills College Lemoore is student-centered and is dedicated to providing high quality learning opportunities. We are guided by our core values:

- Access: *Ensure accessibility to all our programs and services.*
- Collaboration: *Emphasize efforts to understand and meet community needs and garner community support. Support collaborative decision-making processes.*
- Community: *Develop and foster a sense of community within the college.*
- Diversity: *Respect and embrace diversity in our programs and learning environments*
- Excellence: *Provide high quality learning, teaching, and service opportunities.*
- Innovation: *Support innovation and technology to enhance learning environments, services, and communication.*
- Integrity: *Advocate and demonstrate honesty, truthfulness, equity, and ethics.*
- Mutual Respect: *Promote an environment of open communication.*

Themes

There are several “themes” woven into each of the Institutional Outcomes and their respective success indicators.

Institutional Commitments to provide high quality educational programs and services consistent with the institutional and college mission by focusing on student learning;

Evaluation, Planning, and Improvement is an ongoing process that includes goal setting; distribution of funding, facilities and staffing; implementation, and reevaluation;

Student Learning Outcomes demonstrates the college’s effectiveness to produce and support student learning by developing student learning outcomes at the course, program, certificate, and degree level;

Organization is demonstrated by having adequate staff, resources and a shared governance decision-making process to identify and make public: student learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements;

Dialogue is open and honest participation in the college’s process of self-reflection based on reliable information about the college’s programs and services and evidence on how well the institution is meeting student needs;

Institutional Integrity is demonstrated by concern with honesty, truthfulness, and the manner in which the college represents itself to all communities, internal and external.

Data Analysis

Strategic Planning provides an opportunity to evaluate the demographics and characteristics of our students and their educational goals. We use this data (performance indicators) to discern patterns and trends. This information also provides different modalities of assessment to ensure that we are achieving our institutional outcomes.

WHCL's performance indicators are mapped back to our mission statement and institutional outcomes. Data is collected annually to address and measure each institutional outcome.

Institutional Outcome 1 - WHCL is committed to provide quality education to students and the community. Providing quality education is the mission of West Hills College Lemoore. In order to evaluate our performance for this institutional outcome, data is collected from different sources and used as key measurements to determine the college's level of achievement. Measurements include: Community Participation Rates, High School Graduates Participation Rates, Overall Success Rates, Overall Retention Rates, Persistence Rates (continuous enrollment), and Student Learning Outcomes Implementation and Assessment.

For the 2008 – 2009 academic year, it was noted that Avenal and Kettleman City have the lowest population participation rates (1.a). These two cities are located farthest from the WHCL campus. This data supports the idea that a campus center is needed in Avenal. *Strategy:* Funds from the recent bond measure have been allocated to develop a center (to provide classes and support programs) in Avenal.

Another trend to note concerns retention rates (1.c). Retention rates have been on a declining trend for the past four years. Retention has a direct impact on student success rates; therefore, success rates have declined at almost the same rate as retention. Online retention rates are about 5 percentage points below face-to-face retention rates. *Strategy:* This issue was discussed at the Distance Education Strategic Planning retreat and has become a top priority for the Distance Education program.

Student Learning Outcomes (SLO) Assessment (1.d) continues to drive the college's curricula evaluation review process. SLO have been written for all college courses, and faculty and staff have persisted to develop and assess outcomes for programs and services. *Strategy:* Continue SLO development and assessment to ensure curricula and support services are evaluated consistently and accurately.

Institutional Outcome 2 - WHCL is committed to empower students to achieve their educational goals. Empowering students is the mission of West Hills College Lemoore. Institutional outcome measurements are: Basic Skills Math Successful Course Completion and Retention Rates, Basic Skills English as a Second Language (ESL) Successful Course

Completion and Retention Rates, Basic Skills English Successful Course Completion and Retention Rates, Vocational Courses Successful Course Completion and Retention Rates, and Degree and Certificate Completion Rates, and Transfers Rates to Four Year Institutions.

For this institutional outcome, it is noted that Basic Skills English Success Rates are comparable to the statewide average. In addition, English as a Second Language (ESL) and Math success rates are well above the state wide average. It should be noted that about 50% of first-term students are placing into basic skills English and Math. WHCL's commitment to students who meet basic skills academic levels is commendable. Data supports the idea that WHCL's English Lab (a tutoring lab to support basic skills programs in this discipline) assists students to achieve their academic goals.

Vocational Courses Success and Retention Rates (2.b) continue to be below our peer group benchmark average. For the past three years, our vocational success rates have been one of the lowest in the state. It has become apparent that the classroom format (open entry lab) for the Business and Computer Science courses have consistently generated low success rates. Data supports the idea that an open entry classroom lab must be adjusted to a more traditional classroom format in order to promote student success. **Strategy:** Change Business and Computer Science courses from open entry lab format to traditional classroom format.

Institutional Outcome 3 - WHCL will effectively maintain and increase its resources and productivity. Measurements for this institutional outcome are: Monitor Student Headcount, Meet Full-Time Equivalent Students (FTES) Goals, Successful Grant Acquisitions, and Increase Revenue Generated by Outside Capitol Campaign Activities.

WHCL (and the district as a whole) has steadily increased student head count and full time equivalency rates (FTES). In fact, with the current state budget issues, the California Community College Chancellor's Office (system office), has *decreased* WHCL's FTES generation quota in order to meet the state budget cuts. These cuts are in spite of the increasing student enrollment that all California Community Colleges are facing.

WHCL has also been very successful with increasing access to soft money funding through grants and in-kind services. In the 2008 – 2009 academic year alone, WHCL received nearly \$5 million in soft money funding. **Strategy:** Continue to work with the district's grant and marketing departments to capitalize on additional grant acquisitions and in kind service donations to augment district budget cuts where possible.

Goal 1 - WHCL is committed to provide quality education to students and the community.

1.a – Population Participation Rates by City

CITIES	04-05 baseline	05-06	06-07	07-08***	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
ARCC Benchmark CCC Overall	NA	NA	8.5%	8.7%	8.8	TBD	Student Success Committee	Educational Master Plan, Student Equity Plan, Transfer Plan
Kettleman City	3.8%	4.8%	3.1%	2.5%	3.2%	TBD		
Hanford	5.2%	5.0%	5.9%	4.4%	4.8%	TBD		
Riverdale	6.6%	7.2%	5.8%	4.8%	5.8%	TBD		
Armona	NA	NA	6.2%	5.2%	5.5%	TBD		
Stratford	7.2%	9.5%	6.5%	6.1%	6.3%	TBD		
Avenal*	6.1%	6.7%	6.7%	3.8%	4.1%	TBD		
Laton	9.5%	8.9%	6.8%	5.7%	6.8%	TBD		
Lemoore	14.3%	14.8%	14%	10%	10.9%	TBD		
Overall	NA	NA	8%	5.8	6.4%	TBD		
Review Date	NA	NA	Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: US Census (2000); WHCCD Data Warehouse. *ARCC report Focus on Results: Accountability Reporting for the California Community Colleges; CA Department of Finance

*Inmate population was removed

Note: Population participation rate is determined by unduplicated annual student headcount from each city divided by total population of city.

** Data will be provided in next year's ARCC report

***City population data was updated with 2008 projections from CA Department of Finance

1.b - High School Graduates Participation Rates

HIGH SCHOOLS	2007 HS Graduates	2007 Fall Enrolled	2007 Target	Target @ 30% Enrollment +/-	2008 HS Graduates	2008 Fall Enrolled	2008 Target	Target @ 30% Enrollment +/-	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Benchmark: CCC Overall	30% Participation Rate				30% Participation Rate				Student Success Committee	Educational Master Plan Diversity Plan Student Equity Plan
Hanford High West	294	56	88	-32	308	37	92	-55		
Riverdale High	76	18	23	-5	124	11	37	-26		
Laton High	40	6	12	-6	41	3	12	-9		
Hanford High	303	94	91	+3	344	57	103	-46		
Lemoore High	358	153	107	+46	375	86	113	-27		
Avenal High	96	38	29	+9	65	25	20	6		
WHCL Total	1,167	365	350	+15	1,257	219	377	-158		
Review Date	Fall 2008				Fall 2009					

Source: WHCCD Data Warehouse; California Postsecondary Education Commission (CPEC)

Note: High school participation rates reflect the percentage of high school graduates attending WHCCD in the fall semester following their high school graduation.

~ Update in progress

1.c - Overall Student Success, Retention, and Persistence Rates

SUCCESS	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average	67.8%	67.3%	67.6%	67%	67.9%	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Annual Success Rate	65.5%	65.3%	62.6%	61.2	62.5	TBD		
+/- Benchmark	-2.3% pts.	-2% pts.	-5% pts.	-5.8% pts.	-5.4 pts	TBD		
Review Date			Fall 2007	Summer 2008	Fall 2009	Fall 2010		

Success rate is defined as percent of students retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

RETENTION	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average	83.7%	83.7%	83.7%	83.3	84.1	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Annual Retention Rate	80.5%	79.88%	78.6%	77.1	78.3	TBD		
+/- Benchmark	-3.2% pts.	-3.8% pts.	-5.1% pts.	-6.2% pts.	-5.8% pts	TBD		
Review Date			Summer 2007	Summer 2008	Summer 2009	Summer 2010		

Retention is defined as the percent of students retained from census date to the end of term.

PERSISTENCE	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
ARCC Benchmark: Average from Group	NA	66.6%	67.5	66.5	TBD	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Persistence Rate	59.3%*	61.9%*	68.2	61.4	TBD	TBD		
+/- Benchmark	Not Comparable	Not Comparable	+1.6	-5.1	TBD	TBD		
Review Date		Fall 2007	Fall 2008	Spring 2010	Spring 2011	Spring 2012		

Note: Persistence is defined as the percentage of cohort of first-time students with minimum of six units earned in their first fall term at WHCL who return and enrolled in the subsequent fall term anywhere in the WHCCD system or transferred to another institution.

* Update in progress

Source: WHCCD Data Warehouse; ARCC Report

* Does not exclude students who transferred to four year institutions.

** Data will be provided in next year's ARCC report

1.d - Student Learning Outcomes – Implementation, Assessment, Analysis, and Modifications.

Instructional SLOs - Course Level	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Defined Expected SLOs	54%	98%			Student Learning Committee Academic Senate	
Defined Assessment		98%				
Conducted Assessment		8%				
Analyzed Results	0%	5%				
Implementation of modifications	0%	2%				
Instructional SLOs - Program Level	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Defined Expected SLOs	0%	9%			Student Learning Committee	
Defined Assessment	0%	9%				
Mapping to course level	0%	9%				
Assessment	0%	9%				
Analyzed Results	0%	0%				
Implementation of modifications	0%	0%				
Student Support Services SLOs - Program Level	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Implementation	?	100%			Student Success Committee Employee Development and Success Committee	
Mapping to course level	?	65%				
Defined Assessment	?	100%				
Assessed	?	47%				
Analyzed Results	?	47%				
Implementation of modifications	?	0%				
Review Date	Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: SLO Committee; WASC Annual Report Update on Student Learning Outcomes 2007; 2008

Goal 2 - WHCL is committed to empower students to achieve their educational goals.

2.a - Basic Skills English, ESL, and Math Success & Retention

ENGLISH	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average		NA	NA	69.3%	TBD	TBD	Basic Skills Initiative Committee	ARCC
Annual Success Rate	60%	57%	56%	58%	63%	TBD			BSI Report
Retention (Monitor)	81%	79.3	76%	79%	82%	TBD	Student Learning Committee	Educational Master Plan
Review Date			Fall 2007	Fall 2008	Fall 2009	Fall 2010		

ESL	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average		NA	NA	70.6%	TBD	TBD	Basic Skills Initiative Committee	ARCC
Annual Success Rate	59%	76.7%	85%	67%	78%	TBD			BSI Report
Retention (Monitor)	87%	93.3%	98%	98%	96%	TBD	Student Learning Committee	Educational Master Plan
Review Date			Fall 2007	Fall 2008	Fall 2009	Fall 2010		

MATH	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average		NA	NA	52%	TBD	TBD	Basic Skills Initiative Committee	ARCC
Annual Success Rate	60%	58%	65%	63%	63%	TBD			BSI Report
Retention (Monitor)	71%	79%	82%	81%	81%	TBD	Student Learning Committee	Educational Master Plan
Review Date			Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: WHCCD Data Warehouse; ARCC Report; Statewide Basic Skills Report

Note: In order to align success rates with the ARCC benchmark, grades from high school students enrolled in basic skills courses were removed

** Data will be provided by next year's ARCC report

Success rate is defined as percent of students retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR

Retention is defined as the percent of students retained from census date to the end of the term.

2.b - Vocational Courses Success & Retention

VOCATIONAL	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
ARCC Benchmark: Group D2 Average		75.7%	74.9%	74.5%	74%	TBD	Student Success Committee Student Learning Committee	ARCC Educational Master Plan
Annual Success Rates	66.5%	68.2%	67%	66.1%	66.3	TBD		
Retention (monitor)	80.6%	80.6%	79.8	78.7	80%	TBD		
Review Date		Fall 2007	Fall 2007	Fall 2008	Spring 2010	Spring 2011		

Source: WHCCD Data Warehouse

** Data will be provided by next year's ARCC report

- Update in progress

2.c - Degrees and Certificates Completion

Degrees & Certificates Conferred	06-07 Baseline	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
AA	322	298	279	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
AS	27	49	49	TBD		
Certificate	24	34	19	TBD		
Total (monitor)	373	381	347	TBD		
Review Date	Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: CA Community College Chancellor's Office Data Mart

- Update in progress

Success rate is defined as percent of students retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Retention is defined as the percent of students retained from census date to the end of term.

2.d - Transfers to four year institutions

Transfers	06-07 Baseline	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Instate Public	94	101	126	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Out of State Public	12	24	10	TBD		
In-State Private	37	57	62	TBD		
Out-of-State Private	19	22	29	TBD		
Total (monitor)	162	204	227	TBD		
Review Date	Fall 2007	Fall 2008	Spring 2010	Fall 2010		

Source: National Student Clearing House

2.e Community College Survey of Student Engagement Results

Area of Measurement	WHC Lemoore 2007 Results	*Points above or below CCSSE comparison group	WHC Lemoore 2008 Results	*Points above or below CCSSE comparison group	2009	2010	2011
Active and Collaborative Learning	57.5	+7.5	53.4	+3.4	Review Findings and identify areas for intervention	implement interventions	Administer CCSSE Survey & Compare Results to Previous Years
Student Effort	55.8	+5.8	51.9	+1.6			
Academic Challenge	54.3	+4.3	51.1	+1.1			
Student-Faculty Interaction	55.3	+5.3	51.4	+1.4			
Support for Learners	54.7	+4.7	55	+5			

*Comparison group is based on average CCSSE group score of 585 participating colleges

Goal 3 - WHCL will effectively maintain and increase its resources and productivity.

3.a - Monitor Student Headcount

Unduplicated Headcount by Semester	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Summer	1,728	1,705	2,032	2,211	2,504	TBD	Student Success Committee	Educational Master Plan
Fall	3,519	3,490	3,850	4,148	4,421	TBD		
Spring	3,490	3,864	4,108	4,406	4,803	TBD		
Total Unduplicated	*5,512	*5,817	*6,474	*7,092	*7,617	TBD		
Review Date			Fall 2007	Summer 2008	Summer 2009	Summer 2010		

Source: WHCCD Data Warehouse

* Unduplicated student headcount for all three semesters combined (summer, fall, spring).

~ Update in progress

3.b - Meet Full-Time Equivalent Students (FTES) Goals

FTES Goals by Semester

Lemoore	FA2008	SP2009	SU2009	FA2009	SP2010
Goal	1,265	1,258	26% Section Reduction	12% Section Reduction	39% Section Reduction
Actual	1,410	1,471	464	1,409	993 Estimate
Difference	+145	+213	NA	NA	NA

Reviewed on a regular basis by the president and administrators

FTES = (Enrollment * Contact Hours)/525

3.c - Successful Grant Acquisitions

GRANTS	05-06 baseline	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Number of WHCL Active Grants	13	14	16	23	TBD	Budget Committee	
Total Amount (Monitor)	\$2,250,753	\$2,450,652	\$3,359,617	4,975,300	TBD		
Review Date		Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: WHCCD Grants Office

3.d - Increase Revenue Generated by Outside Capitol Campaign Activities

Events	04-05	05-06	06-07	07-08	08-09
Athletic Boosters Dinner/Auction	9,000	0	-6,679	3,263	0
Athletic Booster Membership	3,200	1,150	902	6,522	0
Progressive Dinner	2,500	0	0	0	0
Athletic Other	NA	NA	NA	NA	\$6,500
Concerts	6,800	4,500	1,972	0	0
Migrant Parent Dinner	800	30	1,490	0	0
5c Summer Camp	4,500	10,250	10,000	23,666	\$28,000
Medical Administrative Activity (MAA)	36,794	122,000	464,838	502,988	\$34,807
Soccer Program	NA	NA	NA	NA	\$3,456
Nursing	NA	NA	NA	NA	1,146
Child Development Center	NA	NA	NA	NA	\$3,292
Other (Book signing, special events...)	3,500	0	0	0	0
Total	\$67,094	\$137,930	\$472,523	\$536,439	\$77,201

Source: WHCCD Foundation

West Hills College Lemoore

Institutional Outcomes

Originator(s): Stephanie Droker – Faculty/Strategic Planning Committee

Date: 8/18/10

I. Expected Outcomes Defined

IO 1: WHCL is committed to provide quality education to students and the community.

IO 2: WHCL is committed to empower students to achieve their educational goals.

IO 3: WHCL will effectively maintain and increase its resources and productivity.

II. Mapping Institutional Outcomes to the College Mission Statement

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Institutional Outcome 1: WHCL is committed to provide quality education to students and the community. Mapping: “quality educational learning opportunities.”

Institutional Outcome 2: WHCL is committed to empower students to achieve their educational goals. Mapping: “empowering students to achieve their educational goals.”

Institutional Outcome 3: WHCL will effectively maintain and increase its resources and productivity. Mapping: “The college provides a positive environment that is committed to student learning.”

III. Defining Assessment of Institutional Outcomes

Identify appropriate assessment methodologies for the outcomes, including summative assessments where appropriate.

1.)

1. Community Participation Rates
2. High School Graduates Participation Rates
3. Overall Success Rates
4. Overall Retention Rates
5. Persistence Rates (continuous enrollment)
6. Student Learning Outcomes Implementation and assessment.

2.)

1. Basic skills math successful course completion & retention
2. Basic skills ESL successful course completion & retention
3. Basic skills English successful course completion & retention
4. Vocational courses successful course completion & retention
5. Degree and certificate completion
6. Transfers to four year institutions

3.)

1. Monitor Student Headcount
2. Meet Full-Time Equivalent Students (FTES) Goals
3. Successful Grant Acquisitions
4. Increase Revenue Generated by Outside Capitol Campaign Activities

IV. Assessing Institutional Outcomes, Planning, and Improvements

Assessments for all institutional outcomes are reviewed annually by the Strategic Planning Committee. Assessment data, results, interpretations, and resulting modifications are located within the Strategic Planning Manual.

Additionally, the college mission and vision statements (the originating document in which these institutional outcomes are derived), are reviewed annually by the Strategic Planning Committee. Suggestions for modifications of these statements are then forwarded to the Planning and Governance Council (which seeks input from all college constituencies) for approval, and if so moved, forwarded to the Board of Trustees for approval and implementation.

Strategic Planning Committee Membership

Linda Amaya-Guenon	EOPS Counselor
Frances Andrade	Library Technician
David Babb	Biology Instructor
Jameson Birrell	Math Instructor
Dave Bolt	Vice President of Educational Services
Sylvia Dorsey-Robinson	Vice President of Student Services
Stephanie Droker	Instructor CWEE/Political Science
Charles Freeman	Director of Nursing
Garrett Gudge	Student Representative
Marlon Hall	Associate Dean of Evening College
Robert Hall	Instructor Geography
Angel Isidoro	SGA President
Myeisha Johnson	SGA Vice President
Tammy Larson	Instructor Basic Skills
Jose Lopez	Dean of Students
Tiffani McGee	Student Support Services Counselor
Jose Murrieta	Advising Specialist
Dave Neer	Instructor/Golf Coach
James Preston	Instructor/TEAM Teach Director
Christian Raia	Culinary Instructor
Rebecca Riddle	Student/Financial Aid Assistant
Joel Rogers	Instructor/Biology/Health/Kinesiology
Joel Ruble	Director of Categorical Programs
Rene Sanchez	History Instructor/ Curriculum Committee
Kimberly Sheffield	Instructor/Basic Skills English
Anna Silvestre	Office Manager Student Services
Kurt Sterling	Instructor/Biology
Elva Torres	EOPS Secretary
Don Warkentin	President

INSTRUCTIONAL PROGRAM REVIEW

West Hills College Lemoore

I. General Information

- A. Instructional Program: _____
B. List of Full Time Program Faculty and Staff:

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*
- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated _____ Classified Professional _____ Volunteer _____
Student Workers _____

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

- A. Attach dashboard statistics here.
- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific program. *(250 words or less)*
- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services).
- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

IV. Professional Development

- A. What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify.
- B. Relate how the professional development activities have improved student learning outcome attainment.
- C. Describe the program's plans for staff development over the next four years.

V. Curriculum and Student Learning Outcomes

- A. List your Instructional Program-Level Student Learning Outcomes.
 - 1. Have any Instructional Program-Level Student Learning Outcomes been changed from the completion of the previous program review? What are the changes? Attach documentation.
 - 2. Describe the assessment used to improve student learning. Cite a specific example.
- B. Explain how Instructional Program-Level Student Learning Outcomes are used to measure quality and success of this department/service area.
- C. Review course outlines and prerequisites. List all courses that apply to this program requiring a five-year course outline review.
 - 1. Describe the curriculum changes anticipated in the next two years. (These changes would include major course revisions, deletions, new courses, revised or new options within a program, or a proposed new program).
- D. To what extent is technology being used in the program?
- E. How does the program ensure that the current curriculum is adequately meeting the needs of the students?

VI. Career Technical Education Only

- A. Does your program result in providing licensing or certification to its program graduates which will enhance opportunities for employment? If yes, list.
- B. Discuss the opportunities available to students who plan to transfer to an institution of higher learning.
- C. Discuss the effectiveness of your program in terms of:
 - 1. Entry-level job placement as a result of training.

2. Effectiveness of continuing education to meet the need for advanced training and/or training in emerging technologies.
 3. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).
 4. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. *(250 words or less)*
- D. What would be the preferred sequence of courses to be taken to achieve your program's goal of a degree or certificate?
- E. How does the program ensure that the current curriculum is adequately meeting the needs of students?
- F. Excluding curriculum validation, discuss community involvement in the program.
- G. List any special accreditations, external regulations, or advisory committees that have oversight to your program.
- H. List any special regulations, space requirements, staff training, etc. required by your program.
- I. List any program initiatives to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.).
- H. Discuss the program's use of external funding, including grants, if applicable.

VII. Summary and Recommendations

- A. Based on analysis of the information provided in Sections I through VI above, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.
1. Program strengths:
 2. Areas that need improvement:
 3. Strategies and actions for program enhancement and improvement:
- B. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

NON-INSTRUCTIONAL PROGRAM REVIEW
West Hills College Lemoore

I. General Information

- A. Non-Instructional Program: _____
- B. List of Full Time Program Faculty and Staff:

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*
- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated _____ Classified Professional _____ Volunteer _____
Student Workers _____

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

- A. Attach dashboard statistics here.
- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. *(250 words or less)*
- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services)
- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

IV. Professional Development

- A. What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify.
- B. Relate how the professional development activities have improved student learning outcome attainment.
- C. Describe the program's plans for staff development over the next four years.

V. Curriculum and Student Learning Outcomes

- A. List your Non-Instructional Program-Level Student Learning Outcomes.
 - 1. Have any Non-Instructional Program-Level Student Learning Outcomes been changed from the previous program review? What are the changes? Attach documentation.
 - 2. Describe the assessment used to improve student learning. Cite a specific example.
- B. Explain how Non-Instructional Program-Level Student Learning Outcomes are used to measure quality and success of this department/service area.
- C. To what extent is technology being used in the program?
- D. How does the program ensure that current delivery of service is adequately meeting the needs of students?
- E. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).
- F. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. *(250 words or less)*
- G. Excluding curriculum validation, discuss community involvement in the program.
- H. Do special accreditations, external regulations, or advisory committees regulate the program? Yes No (if yes, list)
- I. Does the program have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate)
- J. Is there evidence of unmet student needs in the program? Yes No (if yes, elaborate)

- K. Describe the initiatives the program has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.)
- L. Discuss the program's use of external funding, including grants, if applicable.

VI. Summary and Recommendations

- A. What actions have been taken to address the assessment and improvements of program learning outcomes?
- B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.
 - 1. Program strengths
 - 2. Areas that need improvement
 - 3. Strategies and actions for program enhancement and improvement.
- C. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Revised: 4/10

Planning and Governance Manual

West Hills College Lemoore



2010 - 2011

Planning and Governance Manual

2010–2011

Mission Statement

“West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.”

© West Hills College Lemoore
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Originated: March 2004

Revised: September 2006, August 2007, January 2008, January 2009, August 2009, December 2009, August 2010, PGC Approved 10/6/2010

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**Planning and Governance Council Meetings
2010 - 2011**

Meeting Time: 2:00 p. m.

Location: Conference Center 256

First and third Wednesday of each month (only one meeting in December and January).

First Wednesday	Third Wednesday
September 1 *8/25	September 15 *9/8
October 6 *9/29	October 20 *10/13
November 3 *10/27	November 17 *11/10
December 1 *11/24	Finals week – no meeting
Holiday Break – no meeting	Start of semester – no meeting
February 2 *1/26	February 16 *2/9
March 2 *2/23	March 16 *3/9
April 6 *3/30	April 27 *4/20
May 4 *4/27	May 18 *5/11

*agenda items/handouts due date

Planning and Governance Council Membership as of September 15, 2010

Voting Members:

Don Warkentin, Chairperson/President (votes in case of a tie)
 Jose Lopez, Dean of Students
 Marlon Hall, Associate Dean of Educational Services, Evening College
 Ryan Cardoza, Student Government Association Representative
 Brittany Burkhardt, Student Government Association Representative
 Kurt Sterling, Academic Senate President
 Marty Ennes, WHC Faculty Association Representative
 Keith Brock, Classified School Employees Association Representative
 Lenore Simonson, Classified School Employees Association Representative

Non Voting/Reporting Members:

David Babb, Student Learning Outcomes Committee Chair
 Sylvia Dorsey-Robinson, Student Success Committee Chair
 Marlon Hall, Employee Development and Success Committee Chair
 John Bernal, Facilities, Safety and Auxiliary Committee Chair
 Ron Oxford, Technology Committee Chair
 Dave Bolt, Budget Allocation Committee Chair
 Dave Bolt, Institutional Effectiveness and Program Review Committee Chair
 Eva Jimenez, Advisor/Counselor
 Rene Sanchez, Curriculum Committee Chair
 Ron Oxford, Librarian
 Linda Aznaya-Guennon, WHC Faculty Association Representative

Governance Structure

Introduction

The West Hills College Lemoore governance structure and process is designed to be inclusive and collaborative. It involves faculty, staff, students, community members and administrators in the planning and operation of the college. The governance structure and practices were developed collaboratively and support the participatory approach to decision-making. The Board of Trustees is the final authority for governance at West Hills College Lemoore, and delegates its authority to the District Chancellor who in turn delegates authority to the College Presidents. The College President then solicits and receives input through the participatory governance decision-making process at the college level.

Organization

The Planning and Governance Council (PGC), as the principal participatory governance body of the College, creates the processes for recommending College policies and governance committee structures (see AP 2410). The PGC reviews recommendations and requests of committees, planning groups, and task forces in order to determine appropriate actions. The PGC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. The PGC develops, implements, evaluates, and revises, if necessary, the College's plans and initiatives, both long-term and short-term. All decision making is based on the college's mission and vision statements, as well as the strategic plan and educational master plan.

The Strategic Plan (developed and revised by the WHCL Strategic Planning Committee) outlines the tasks and actions to be accomplished during the upcoming year. The PGC reviews the Strategic Plan and evaluates progress toward achieving the college goals. Each governance committee is responsible for achieving the tasks and actions as outlined for each committee within its goals, roles, and products. The governance committees report directly to the PGC and each has a representative on the PGC. The College President serves as the chair of the PGC. All governance committee representatives on the PGC report progress on their assigned goal, objectives, and activities at the PGC meetings.

Representation

The governance structure provides for representation from five recognized constituencies at West Hills College Lemoore: Students, Academic Senate, Faculty Association (WHCFA), Classified Staff (CSEA), and administrators.

Planning and Governance meetings are public. In addition, to representation afforded to individuals through constituencies, other individuals and groups may be heard in any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda.

Appointments from the constituencies, when not specified by position, are made by the following:

- SGA – students
- Academic Senate – faculty
- WHCFA – faculty
- CSEA – classified staff
- President – administrators

The constituent appointees serve the length of term designated by the constituency group and/or the President.

Responsibilities of Representatives

The primary responsibilities of representatives are as follows:

- Prepare for and attend meetings
- Communicate with individual constituencies. All representatives are responsible for keeping their respective constituencies informed of the proceedings and recommendations
- Contribute to informed decision-making

Meetings and Actions

The agenda of each meeting shall be prepared by the chair (College President or his/her designee) and shall be posted (on the college website and intranet team site) at least 72 hours in advance of the meeting. All meeting minutes will be posted following approval of the council.

The latest edition of Robert's Rules of Order shall be the authority on parliamentary procedure in all PGC meetings.

The chair or his/her designee and a simple majority of the members of the council shall constitute a quorum.

The council shall attempt to achieve consensus for any and all actions. When consensus cannot be reached, a majority of members shall determine the recommendation.

The process for presenting items first for information, then for action at a subsequent meeting shall be followed. The PGC will have 60 days in which to complete the review and approval process of board policies and administrative procedures at the college level and submit final comments, recommendations or actions taken with regard to the policy/procedure to the Chancellor's Office (AP 2410). Allowance will be made for suspending this process when deemed appropriate by a majority.

Definitions

Council: A group of constituency representatives designated or selected to act in an advisory capacity that meets on a regular basis. The charge of a council entails college-wide issues and is the designated governance group.

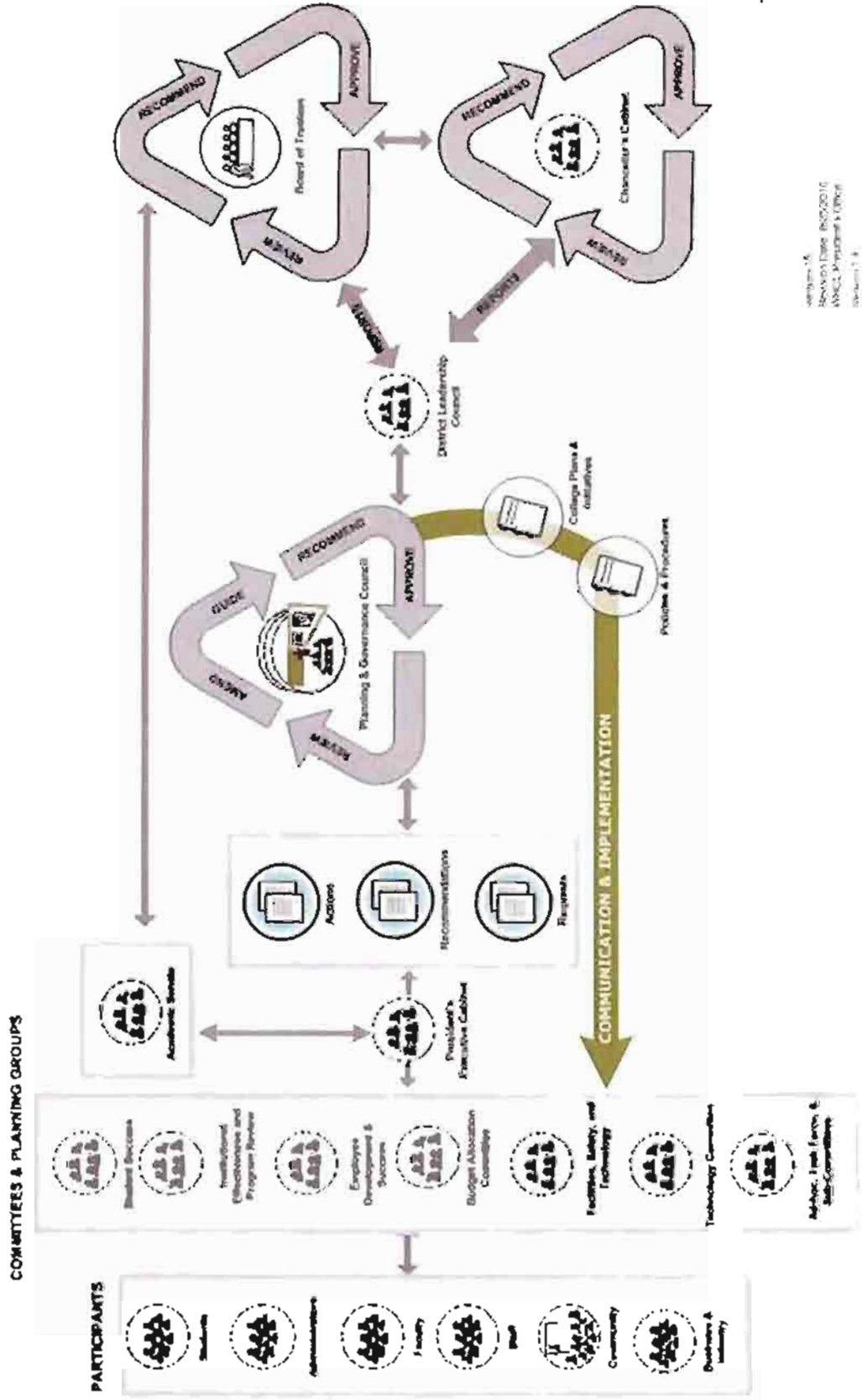
Standing Committee: A permanent committee of constituency representatives intended to consider all matters pertaining to a designated subject that meets on a regular basis. A standing committee is part of the governance structure and reports to a Council.

Permanent Sub-Committee: A permanent sub group of a standing committee designated to consider specific subjects in detail for recommendations back to the standing committee. The chair must be a member of the committee to which it reports. Other members need not be members of the committee to which it reports.

Ad Hoc Committee: A committee created by a council or standing committee to address and make recommendations on a particular subject as needed and meets until a task is completed. The members need not be from a council or standing committee.

Task Force: A constituency-represented group created to address a special college-wide subject/issue and meets until the subject/issue is resolved.

West Hills College Lemoore Governance Process



Planning and Governance Council

Role: The PGC represents all constituent groups of WHCL, develops or revises and approves governance policies and communicates with the respective groups. The strategic planning process guides budget priorities. Recommendations made by the PGC reflect the values and support the mission of the College and are in the best interest of improving student success and serving the community. The PGC, as the recognized participatory governance body of the College, creates the processes for recommending College policies and governance committee structures. The PGC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal external environments. The PGC develops, implements, evaluates continuously and revises, if necessary, the College plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement the Master Plan. The PGC has oversight of college standing committees and receives and monitors reports. Communication with individual constituencies and participation in the Council meetings are primary responsibilities of the PGC members.

Products: Annual evaluation of the institutional outcomes, Strategic Plan and program reviews, annual progress report, policies and procedures recommendations.

Diversity Statement: The PGC will review all new committee structures, policies, or procedures for the diversity statements, holding the “requesting” individual or group accountable for including the consideration of appropriate diversity issues into their processes.

PGC Membership (Approved: 9/15/2010)

Voting Members

- 1 - Chairperson - College President (votes only in case of a tie)
- 1 - WHC Faculty Association (WHCFA)
- 1 - Academic Senate
- 2 - Classified School Employees Association (CSEA)
- 2 - Administrators
- 2 - Student Government Association (SGA)

Non Voting Members

- | | |
|--------------------------------|-----------------|
| 1 - Counselor/Advisor | 1 - Chair, SLOC |
| 1 - Curriculum Committee Chair | 1 - Chair, SSC |
| 1 - Librarian | 1 - Chair, EDSC |
| 1 - Chair, BAC | 1 - Chair FSAC |
| 1 - Chair, IEPRC | 1 - Chair TC |

Reporting Relationship: The PGC Chairperson reports to the District Leadership Council, Chancellor, and Board of Trustees.

Meeting Schedule: Twice per month; first and third Wednesday.

Council/Committees

The following councils/committees' are represented on the Planning and Governance Council. All input derived from these groups is incorporated into the college's decision making and planning processes.

Budget Allocation Committee

Goal: To build and foster a strong commitment to the use and development of community, technology, education, and funding in order to effectively increase the resources and productivity at West Hills College Lemoore.

Role: The WHCL Budget Allocation Committee has the responsibility of soliciting budget proposals from its staff for the purposes of conducting business. Area Budget Sub-Committees from: 1) Arts and Sciences 2) Occupational Education 3) Student Services and 4) Maintenance and Operations will provide input to the Budget Allocation Committee. Once received, the Budget Allocation Committee will prioritize these requests based on their impact on student success and the college's mission and vision statements. The college's budget recommendations and priorities will be sent to the Planning and Governance Council.

Products: Prioritized list of budget recommendations to be sent to the Planning and Governance Council.

Diversity Statement: WHCL is committed to the appropriation of resources that includes thoughtful consideration of the special needs of its diverse students, faculty, staff, and community populations. It is expected that the Budget Allocation Committee will actively implement diversity issues into their budget processes. When forwarding action and/or information items to the PGC, the Budget Allocation Committee will identify the items addressed in each item.

Membership: (Chairperson to be elected by the committee membership)

- 2 – Administrators
- 2 – WHC Faculty Association (WHCFA)
- 2 – Classified School Employees Association (CSEA)
- 1 – Student Government Association (SGA)

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Every two weeks beginning in January and continuing until April.

Employee Development and Success Committee

Goal: West Hills College Lemoore recognizes the importance of institutional development. To this end, Institutional Development will act as a catalyst to support and enhance the other four goals.

Role: The Employee Development and Success Committee (EDSC) will develop, implement, and monitor issues and activities related to helping all WHCL employees maximize their success in the workplace. Areas of responsibility include professional development activities, training needs, employee recognition activities, and employee social activities and celebrations. The EDSC will survey college employees bi-annually for training and professional development needs resulting in an annual schedule of programs and events. The EDSC will plan and implement these programs and events in collaboration with the Academic Senate, CSEA, and college administration. The EDSC will plan and coordinate various college employee social activities, including end-of-year celebration of programs and events and prepare an annual report.

Products: Annual professional development plan; employee notification of programs and events; evaluation of programs and events; annual plan.

Diversity Statement: The EDSC will actively address issues of diversity in the workplace including but not limited to: access, gender, age, culture, race, religion, experience and education.

Membership: (Chairperson to be elected by committee membership)

- 3 – Classified School Employees Association (CSEA)
- 1 – Student Government Association (SGA)
- 3 – WHC Faculty Association (WHCFA) (one from Educational Services)
- 3 – Student Services Representatives
- 1 - Associate Dean of Educational Services, Evening College

Reporting Relationship: Planning and Governance Council

Meeting Schedule: First and third Thursdays of every month August to May

Facilities, Safety and Auxiliary Services Committee

Goal: To support the mission of the college by maintaining the appearance, functionality, accessibility, safety, technology, and cleanliness of current and future facilities conducive to a quality educational environment.

Role: The FSAC, representing all constituent groups of WHCL, develops, monitors, and has implementation oversight of the Facilities Master Plan, Site Safety, and Emergency Preparedness Plan. The FSAC evaluates and recommends revision of plans and standards and communicates with the respective groups involved. The aforementioned planning process guides budget priorities. Recommendations made by the FSAC reflect the values and support the mission of the College and are in the best interest of improving student success and serving the community. The FSAC develops, implements, evaluates continuously, and revises if necessary, the FSAC plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement all FSAC plans. The individual constituencies and participation in the committee meetings are primary responsibilities of the FSAC members.

Products: Facilities Master Plan, Site Safety, Emergency Preparedness Plan

Diversity Statement: The Facilities, Safety and Auxiliary Services Committee will address diversity into all planning and implementation processes as appropriate. Diversity issues will include but are not limited to access, use, learning experience, and indoor/outdoor environment. When forwarding action and/or information items to the Planning and Governance Council. The Facilities and Safety Committee will identify the diversity items addressed in each item.

Membership: (Chairperson to be elected by the committee membership)

- 1 – Director of Facilities Services
- 1 – Media Services Representative
- 1 – DSPS Representative
- 1 – ITS Representative
- 1 – Student Government Association (SGA)
- 1 – WHC Faculty Association (WHCFA)
- 1 – Classified School Employees Association (CSEA)
- 1 – Administrative Representative

Reporting Relationship: Planning Governance Council

Meeting Schedule: Monthly/first Friday of the month

Institutional Effectiveness and Program Review Committee

Goal: To provide positive and energetic teaching and learning environments to further our commitment to student-centered, outcome based education using relevant goals, innovations, strategies, and partnerships.

Role: The Institutional Effectiveness and Program Review Committee (IEPRC) monitors Program Review process Representation on this committee is from all constituency groups of WHC Lemoore.

Products: Program Review and accreditation reports

Diversity Statement: It is expected that the Institutional Effectiveness and Program Review Committee will actively incorporate all facets of diversity in the systematic evaluation and planning processes. When forwarding action and/or information items to the Planning and Governance Council, the Institutional Effectiveness and Program Review Committee will identify the diversity items addressed in each item.

Membership:

- 1 - Vice President of Educational Services – Chairperson
- 1 - Dean of Educational Services
- 2 - WHC Faculty Association (WHCFA)
- 2 - Classified School Employees Association (CSEA)
- 1 – Student Government Association (SGA)
- 1 - Accreditation Liaison
- 1 - Student Services Representative
- 1 - Director of Admissions/Records (Ad Hoc)

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Monthly with more frequent meetings as needed

Student Learning Outcomes Committee

Goal: To support faculty and staff in the development and assessment of learning outcomes.

Role: The purpose of the Student Learning Outcomes Committee is to coordinate the various efforts on the West Hills College-Lemoore campus to create, implement, assess, and implement student learning on our campus. The SLOC will facilitate discussion among the various interested parties including, but not limited to: faculty, administration, and support staff regarding student learning.

Products: WASC Student Learning Outcomes reports, support and training to faculty and staff in creating, implementing, assessing, and evaluating results of student learning.

Diversity Statement: Ethnic and gender diversity will be taken into account when organizing the SLOC and creating, implementing, assessing, and evaluating student learning outcomes.

Chair: Faculty Student Learning Outcomes Coordinator

Reporting Relationship: College Administration

Membership:

- 1- Student Learning Outcomes Coordinator—faculty—Chair
- 1- Student Learning Outcomes Coordinator—non-teaching faculty—Co-Chair/Vice-Chair
- 6- Six faculty from the following learning areas as chosen by the Academic Senate: Arts and Letters (1), CIS/Business/CTE (1), Math/Science/PE (1), Health and Wellness (1), Social Science (1), Counseling (1)
- 4- Staff members to represent support programs
- 1-Student Government Association (SGA)
- 1- Instructional Administrator
- 1- Non Instructional Administrator

Meeting Schedule: To be determined

Student Success Committee

Goal: To support the mission of the college by providing the services and supports necessary to students for them to achieve their educational goals.

Role: The Student Success Committee develops, implements, and monitors campus-wide services and activities necessary to ensure WHCL students maximize their success. This includes student services, academic support and recognition activities. This will be accomplished by making data driven decisions, incorporating essential planning documents and ensuring alignment with applicable regulations.

Products: Matriculation Plan, Student Equity Plan, Student Handbook, Transfer Plan, and other documents affecting institutional effectiveness.

Diversity Statement: We promote the exploration and celebration of differences and uniqueness in people, languages, and cultures. The Student Success Committee will actively address student diversity at every level of service including but not limited to enrollment trends, outreach, registration/enrollment access, advising, retention, and student clubs and associations. When forwarding action and/or information items to the Planning and Governance Council, the Student Success Committee will identify the diversity items addressed in each item.

Membership:

- 1 - Vice President of Student Services - Chair
- 1 - Dean of Student Services
- 1 - WHC Faculty Association (WHCFA)
- 1 - Classified School Employees Association (CSEA)
- 1 - Counselor
- 1 - Representative from Student Support Services
- 1 - Director of Categorical Programs
- 1 - Matriculation Coordinator
- 1 - Transfer Counselor
- 1 - Financial Aid Coordinator
- 1 - Representative from Office of Institutional Effectiveness and Enrollment Management
- 1 - Front Counter Representative
- 2 - Student Government Association (SGA)

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Monthly/Second Friday 1:30-3:30

Revised/approved: 10/6/2010

Technology Committee

Goal: To support the mission of the college by maintaining technology conducive to a quality educational environment.

Role: The technology committee has the responsibility of assessing IT related policies, procedures, and planning, as they relate to WHC Lemoore. The central focus is the intersection of instruction, administrative support and technology in regards to students and their ability to meet their educational goals. WHCL has a student-centered environment that relies heavily on technology and the committee's objective will be increasing communication among the various constituencies in order to meet this goal. Open communication, collaboration and feedback related to technology needs and availability will be a key function. The committee will be representative of all campus constituencies and align to the Mission and Vision statements of the College.

Products: Technology plan (annually) in coordination with the Budget Allocation Committee.

Diversity Statement: The Technology Committee will actively address issues of diversity in the workplace including but not limited to: access, gender, age, culture, race, religion, experience and education.

Chair: Recommended by the President

Membership:

- 1- Librarian
- 1- Maintenance and Operations Representative
- 1- Student Services Assistant/Office Manager
- 1- Counselor/Advisor
- 2 - WHCA Faculty Association (WHCFA)
- 1- Student
- 1- Media Technician
- 1- DSPS Assistive Technology Specialist

Reporting Relationship: Reports to the Planning and Governance Council

Meeting Schedule: Every two weeks initially, and then upon committee consensus

Revised/Approved: 10/6/2010

Administrative Procedure 2410

Policy and Administrative Procedure

Reference: *Education Code Section 70902*

Board Policies and Administrative Procedures are regularly reviewed by the Chancellor's Office. The Chancellor makes recommendations to the Board of Trustees concerning revisions to existing policies and procedures or the development of new policies and procedures to ensure that they are current and comply with state and federal laws.

Any employee, student, or member of the public may initiate a review or development of any policy or procedure by submitting a request or recommendation in writing to the Chancellor's Office.

Review and Approval Process

Upon receipt of the request or recommendation, the Chancellor's Office may refer to the Community College League's Policy and Procedure Service for recommended or legally advised language. The Chancellor's Office may also use the Policy and Procedure listserv to query other districts for related Board Policies or Administrative Procedures. In some instances, the Chancellor's Office may request that legal counsel review the policy or procedure language. Other employees with expertise in specific areas governed by a Board Policy or Administrative Procedure may also be consulted during the review process.

After initial review by the Chancellor's Office, the policy and/or procedure will be routed to the supervisor, manager or Dean of the appropriate department, if applicable, for review (i.e. Student Services, Human Resources, Business Office, etc.). Following the applicable review, the policy and/or procedure will be routed as follows:

1. Policy and/or procedure to be reviewed and discussed by the Chancellor's Executive Cabinet.
2. After review by the Chancellor's Executive Cabinet, the policy and/or procedure will be sent to the College Consultation Council (CCC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore (through the College Presidents) for review and approval, if applicable. Simultaneously, the policy and/or procedure will be sent to the Academic Senate Presidents and the Faculty Association President as a courtesy.
3. Review and approval by the Academic Senate Presidents will be requested only if the policy and/or procedure deal(s) with academic and professional matters. Review and approval by the Faculty Association President will only be requested if the policy and/or procedure has or will have a significant effect on faculty.
4. After review by the CCC and the PGC, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the College Presidents. In the case of review and approval by the Academic Senate Presidents or Faculty Association President, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the individuals

serving in those capacities. As a courtesy, the comments, recommendations or actions taken should also be sent to the College Presidents.

5. The Chancellor's Office will take the policy and/or procedure to the District Leadership Council (DLC) for review and approval.

6. After DLC review, and upon final review by the Chancellor, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.

Submission of Policies and Procedures for Review

When submitted to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President, and the DLC, the policy and/or procedure shall be accompanied by a routing form which will include the following information:

- Policy/Procedure Number
- Policy/Procedure Name
- Indication of new or revised policy/procedure
- Initiator of proposed new or revised policy/procedure
- Purpose for new or revised policy/procedure
- Anticipated timeline for review and approval process

New policies and procedures will be submitted to the appropriate groups as a "clean" copy.

Revised policies and procedures will be submitted to the appropriate groups using the following editing marks:

- Deleted text to be shown in
- Added text to be shown in bold print

Nonsubstantive ("clean up" or "housekeeping") revisions to policies and procedures (i.e. names, title changes, addition or deletion of references) that do not change the intent or meaning of the policy or procedure may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Policies and procedures dealing strictly with the Board of Trustees may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents ~~and~~, the Faculty Association President and the DLC as a courtesy. New or revised procedures that outline an existing process may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Timeline

In most instances, policy and procedure review and approval will be based on a two-month cycle at the college level. Once the Chancellor's Executive Cabinet agrees to move new or revised policies and/or procedures forward to the CCC, PGC, the Academic Senate Presidents and the Faculty Association President, the review and approval process timeline officially begins. The groups will have 60 days in which to complete the review and approval process at the college level and submit final comments, recommendations or actions taken with regard to the policy and/or procedure to the Chancellor's Office.

At the completion of the 60 days (or sooner if the appropriate groups have completed their review and approval process), the policy and/or procedure will be placed on the DLC agenda for review and approval if applicable. Following DLC review, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting. The Board of Trustees will be provided with the Chancellor's final recommendation, along with the completed routing form which will include the comments, recommendations and actions taken by the appropriate groups.

The timeline may be shorted due to various circumstances including, but not limited to, changes in law or urgent need. However, the Chancellor's Office shall notify all applicable groups of the shortened timeline.

After approval by the Board of Trustees, policies and procedures will be posted to the District's website. The College Presidents and Academic Senate Presidents will also be notified as to the status of the proposed or revised policies and procedures.

Board approval date: 3/7/06

Revised policy approval date: 6/26/07

Administrative Procedure 2510 Participation in Local Decision Making

Reference: *Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq; 51023.5; 51023.7 Accreditation Standard IV.A.2; IV.A.5*

The Board directs the Chancellor to develop operating procedures to facilitate the process of the work of the District Leadership Council (DLC), the College Consultation Council (CCC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore. The procedures shall recognize the following relationships among the participating groups:

1. The Board – The Board retains all powers implied or granted by the law. The members of the Governing Board, as elected officials, recognize their accountability to the electorate with the District and their responsibility under law to make policy decisions affecting the District.

2. Faculty

- a. West Hills College Faculty Association

1. The West Hills College Faculty Association shall be provided opportunities to participate in the formulation and development of District policies and procedures which the Board determines, in consultation with faculty, has or will have a significant effect on faculty.

2. Except in unforeseeable or emergency situations, the Board shall not take action

on matters significantly affecting faculty until it has provided faculty an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board.

b. The Academic Senate

The Academic Senate shall have two (2) representatives on the DLC (the Academic Senate President from each college). However, the Board recognizes that the Academic Senate has a special role with the Board when adopting policies and procedures on academic and professional matters. This relationship provides for the Board of Trustees or their representative to consult collegially and to rely primarily on the advice and judgment of the Academic Senate.

1. The curriculum matters for which the Board shall rely primarily upon the Academic Senate include the following: a. Curriculum development; b. Establishing prerequisites and placement of courses within disciplines; c. Standards or policies regarding student preparation and success; d. Degree and certificate requirements; e. Grading policies.

In keeping with the spirit and intent of the Board and the concept of sharing the governance of the college, the Academic Senate shall provide, as an information item to the DLC, any action taken by the Senate on the above listed curriculum matters. Once reviewed by the DLC, the policy shall be sent to the Chancellor to be placed on the Board's next meeting agenda. The recommendations of the Academic Senate will normally be accepted. The Board of Trustees may refuse to adopt the recommendations of the Academic Senate on these matters only in exceptional circumstances or for compelling reasons. If a recommendation is not accepted, the Board, through its designee, shall promptly communicate its reasons for rejection of the recommendation in writing to the Academic Senate. The Board shall also provide the Academic Senate the opportunity to respond in writing prior to final action by the Board.

2. In all other academic and professional matters, the DLC shall be the forum where the Academic Senate has mutually agreed to meet with the appropriate administrators and constituent groups, when appropriate, to formulate recommendations, review policy, and provide the mechanism for shared governance. The other matters that shall be considered by the DLC are defined as follows:

- a. Educational program development;
- b. Faculty roles and involvement in accreditation processes including self study and annual reports;
- c. Establishing policies for faculty professional development;
- d. Process for program review;
- e. Processes for institutional planning and budget development;
- f. Hiring policies, procedures, and criteria for contract faculty and administration;
- g. District and college governance structures as related to faculty roles;
- h. Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senates. In all non-academic and professional matters, the Board shall retain its traditional authority as prescribed by law.

3. Staff

- a. Staff shall be defined as classified employees who are eligible to be members of the bargaining unit represented by CSEA.
- b. Staff shall be provided opportunities to participate in the formulation and development of District policies and procedures which the Board determines, in consultation with Staff, has or will have a significant effect on Staff.
- c. Except in unforeseeable or emergency situations, the Board shall not take action on matters significantly affecting Staff until it has provided Staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board.

4. Students

- a. Students shall have the opportunity to participate in the formulation and development of District policies which will have a significant effect on students, including the opportunity to participate in jointly developing recommendations to the Board as enumerated in Title V.
- b. Except in unforeseeable or emergency situations, the Board shall not take action on matters significantly affecting students until it has provided students an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board.
- c. The Board shall give reasonable consideration to any written recommendations or positions developed by students regarding District policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

5. Administration

- a. Administration shall be provided opportunities to participate in the formulation and development of District policies and procedures which the Board determines, in consultation with Administration, has or will have a significant effect on Administration.
- b. Except in unforeseeable or emergency situations, the Board shall not take action on matters significantly affecting Administration until it has provided Administration an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board.

6. Rights and Responsibilities – Nothing in this policy shall be construed to impinge on the rights and responsibilities of the Governing Board, the Chancellor and administration, or on the rights of faculty, staff, or students, not to detract from any negotiations or negotiated agreement between collective bargaining agents and the Board of Trustees as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to the Academic Senate or to staff by this policy.

7. Status of DLC – The DLC shall only have the powers and duties set forth in these policies and procedures or applicable law and regulations. The DLC shall not be a legally constituted entity.

Strategic Planning Committee
Friday, February 19, 2010, 2:00 p.m. – 4:00 p.m.
Conference Center

Minutes

Attendees:

Pedro Avila, Vice Chancellor of Enrollment Services
David Babb, Faculty
Dave Bolt, Vice President of Educational Services
Bob Clement, Athletic Director
Bob Hall, Faculty
Tammy Larson, Faculty
Jose Lopez, Dean of Students
Stephanie Droker, Academic Senate President
James Preston, Faculty
Joel Rogers, Faculty
Rene Sanchez, Faculty
Kim Sheffield, Faculty
Elva Torres, Classified Staff
Rebecca Riddle, Classified Staff
Don Warkentin, President

The meeting began at 2:14 p.m.

1. Accountability Report Community Colleges (ARCC)

Dave Bolt stated that this report (ARCC) comes from the State Chancellor's Office. It compares the CA Community Colleges. WHC Lemoore is above in some areas and below in some areas. Yearly we are asked to review our ARCC data. Mr. Bolt distributed copies of the ARCC 2009 College Self-Assessment/Response and the ARCC 2010 Report and made review of each. The report reflects data collected one year in arrears. The fact that we are a new college, we only have WHCL data for recent years to compare to data that was collected as a district. This has created a problem. Page 3 shows enrollment patterns, FTES generated and demographics. Peer grouping on page 5 is how we compare to others: Fresno City, College of Sequoias, Modesto, Merced, Porterville, and Taft. For each indicator the groups slightly change. The peer group average is 74% and we have 66.3%. The highest is 77.5%. We have to deal with the fact that we are the lowest in our peer group and decide what our plan is to

become higher. We may need to look at how we drop students and/or how to retain them. Jameson Birrell stated that he would like to see some policies. We have an early alert system and it needs to be used. We look at the success rates of our vocational classes and also look at the patterns. One program that had issues was Open Entry and this year we changed it. The 2009-2010 report may show a better result due to this. The faculty also analyzed the problems in their program review as a solution. There have been problems with sections in AOJ, specifically, students would take the firearms class but did not own a gun and they would drop out. Instruction had to buy fire arms. A narrative will be prepared to explain page 5. There are 3 levels of vocational education. CWEE has separate sections for each. Mr. Bolt stated that he likes to see each section broken out. Jameson Birrell asked how we compare with outside peer groups throughout the state. Is Basic Skills both English and math and what's an improvement rate? Pedro Avila stated that ESL has a much higher success rate. Coalinga has a large ESL class and we do not. The ESL success rate is 80-90%. Pedro is not favorable of the way this is calculated. The improvement rate is how they check by following the student over a 3 yr. period. James Preston asked if the English faculty could receive a breakdown. Pedro responded that these are reflected in the performance indicators. Math 61 is now considered basic skills. The report comes from the chancellor's office due to a requirement by the California Department of Finance. Stephanie Droker stated that she noticed that retention is not addressed on this report. Low retention impacts success rates. Retention defined is the percent of students who remain in class after census week.

2. Performance Indicators

Mr. Warkentin announced that our performance indicators are mapped back to our mission statement. Performance indicators are a way to measure and link to our goals. There is a lot of redundancy with the ARCC report. Goal 1 deals with quality education. We keep an eye on a percentage of population by city. Fluctuation might be demographic differences in each community. Part of it is out of our control. When we get to the 2010 census data this will reveal the accuracy of the data. This is mapped back to our educational plan, student equity, place, etc. Does it pick up the population who do not live in the city? It is tracked by zip code. These are reference points to keep in mind as compared to other colleges. Goal 1.b looks at high school graduates. The data is one yr. behind. 1.c looks at success and retention rates. We have a large online program

which drives down our success rate. Persistence is defined as what percentage of students returns from fall to fall; we have declined. Spring semester starting students are not traditional students so we want to compare apples to apples. Goal 2 breaks out changes made in basic skills that have had a positive impact, specifically on retention. ESL is a lot higher. Goal 2d reflects degrees and certificates conferred which has gone down and it is suspected it will go down more for the next year. This is something to monitor. Goal 2d refers to transfers to four-year institutions. Bob Clement asked how we know where students transfer. Pedro Avila responded that the info comes from the national data warehouse; they provide GPA and the student's major. 2e reflects the results of a national survey and a benchmark in 2007-08. We did very well. The benchmark was composed of over 500 community colleges across the nation. Stephanie Droker asked why the difference in 2007-08 could be the benchmark moved. We had very few underperforming questions from the 2007. One underperforming was Tutoring. These are use of service questions and customer satisfaction. The survey is on the portal on the program review team site. Goal 3: Even though there was a reduction in sections we generated more FTE. We had two sections of math generate 30 FTES, we cut to one and saved ½ and still kept enrollment. Bob Hall questioned if there is a problem if FTES increase with less money if the state would cut us back. We now have to grow FTE again. Student Services has to be funded and they do not cause FTES but are needed for services to support Instruction. Goals 3c refers to nearly \$5million in grants generated last year. 3d is revenue generated by outside capital and it is carry over money. MAA for 08-09 only reflects on the 1st quarter check. Overall we are doing good. Two areas of focus are: outreach & vocational classes.

3. Mission Statement

Mr. Warkentin stated that we need to look at our mission statement and if we feel it is still relevant it will go to the Planning and Governance Council (PGC) and then Board of Trustees. All were in consensus; the WHCL mission statement is relevant as is. It will be on the PGC and Board agendas for approval.

4. Institutional Effectiveness Calendar

Mr. Warkentin explained that this is a planning calendar as a matter of record outlining when various actions are to be taken toward institutional effectiveness, including some regulated reports, i.e. WASC report, etc.

5. Other

David Babb review the SLO's

Counseling: Represents IS and NC courses. David does not know who teaches this. If there is a course that is not taught then David recommends inactivating it. Who do we talk to about getting portal training? . Tom Robb can assist with portal concerns. This can be done with flows through the portal.

Don reported that at the recent board retreat Barbara Beno touched on SLO's. When we have our visit we need to show evidence that we have gone through one cycle of SLO's. If we cannot show this then we will have a follow-up visit. Many courses are taught by adjuncts and he believes learning areas need to determine when they are done. Courses not taught cannot be assessed, i.e. Political Science and Psych are taught by adjunct. If adjunct instructors are teaching the same learning area as full-time then the adjunct can join in to work on SLO's. Stephanie Droker is willing to write SLO's for Political Science courses that are needed. Submission will soon be made through the portal.

Program reviews show sustainable quality improvement.

**West Hills College Lemoore
Planning and Governance Council
Wednesday – April 21, 2010, 2:00 p.m.
Conference Center, Rm. 256**

MINUTES

Members Present:

Dave Bolt, Vice President of Educational Services
America Bryant, CSEA/Classified Representative
Sylvia Dorsey-Robinson, Vice President of Student Services
Stephanie Droker, Academic Senate President
Marty Ennes, CTA/Faculty Representative
Jose Lopez, Dean of Students
Keith Brock, CSEA/Classified Representative
John Bernal, Director of Facilities & Auxiliary Services
Ron Oxford, Librarian
Tiffani McGee for Angela Tos, CTA/Faculty Representative
Don Warkentin, President
Ryan Cardoza for Angel Isidoro, Student Government Association Representative

Members Absent:

David Babb, Student Learning Outcomes Chair
Marlon Hall, Associate Dean of Educational Services, Evening College
Rene Sanchez, Curriculum Committee Chair
Linda Amaya-Guenon, Counselor/Advisor

Call to Order

Mr. Warkentin called the meeting to order at 2:03 p.m.

Roll Call

A silent roll call was taken and a quorum was present.

Approval of minutes

The minutes of the April 7, 2010 meeting were approved by on a motion by Marty Ennes (with corrections as noted by Stephanie Droker), it was seconded by Stephanie Droker, all were in favor, motion passed.

Action Items

• **WHCL Mission/Vision Statements and Goals**

Stephanie Droker commented that the recommended changes from Myeisha Johnson were not electronically sent as she understood they would be after the last meeting. Stephanie expressed that the changes brought forward by Myeisha should have gone through the Student Government Association (SGA) as a cooperative recommendation, rather than from Myeisha personally. The mission statement was reviewed at the previous Strategic Planning Committee meeting which is the formal process. Marty Ennes motioned to approve the mission and vision statements as recommended by the Strategic Planning Committee, it was seconded by Stephanie Droker; all were in favor, the motion passed. America Bryant commented that she thought Myeisha's ideas for changes to the mission statement were really good and innovative; however, she agreed that they needed to be brought forward in the proper manner. Sylvia Dorsey-Robinson stated that Dean Lopez will be working with students to help them better understand

the participatory process. The WHCL Mission/Vision statements will be forwarded to the Board of Trustees for their May agenda.

- **Lottery Fund Budget Allocation Expenditure Request**

Stephanie Droker motioned to approve the Lottery Fund Budget Allocation Expenditure Report, it was seconded by Ron Oxford; all were in favor, the motion passed. Mr. Warkentin asked if there was further discussion. Dave Bolt reported that he had learned that the monies can now be rolled over for next year. Mr. Warkentin stated that these dollars have to be used for direct instruction items.

Information/Discussion Items

1. Board Policies and Administrative Procedures: (first reading)

- Revised BP 5520, Student Discipline (Replacement for BP 520, Student Discipline)
- New AP 5520, Student Discipline
- New BP 5500, Standards of Student Conduct
- Revised AP 5530, Student Rights and Grievances (Replacement for AP 523, Student Grievances)

Mr. Warkentin stated that these policies and procedures will need to go out to the constituency groups as part of the formal process. Marty Ennes stated that these have now been taken to the Faculty Association and comments are being received. She will e-mail the comments to all on the respective routing forms prior to the next meeting. Stephanie Droker reported that the Academic Senate had completed their review.

2. Program Review (second reading)

- **Snack Bar**

Dave Bolt reported that program reviews will remain on the PGC agenda for three consecutive meetings. An extra meeting has been being allowed for adequate review time. At the last meeting there were comments on the Snack Bar Program Review concerning the student learning outcomes. Ron Oxford stated that he had worked with Debra Christy, the originator, on the SLO'S. It was difficult to come up with SLO'S for this area; however, Ron feels we need to be consistent with each program review to include SLO'S. Marty Ennes commented that not every program is necessarily tied to student learning. Sylvia Dorsey-Robinson reflected on the survey taken and the data revealing that students wanted more variety and healthier choices offered in the snack bar. Mr. Warkentin commented that a recommendation may be that WHC Lemoore does not have to do program review for certain areas. There seems to be some disconnect between instructional and non instructional SLO'S. In this area we could easily evaluate this process, and if it fits, we will make it a SLO'S, but if not then a program outcome will be reflected. WASC is most concerned that program reviews are done and it is up to us how to go about it. Sylvia Dorsey-Robinson stated that a concern she has is if these outcomes may create a burden on the originator to track information. Discussion ensued regarding the need for the program review originator to attend a PGC meeting. Marty commented that she believes it should be up to the originator. This will be an action item at the next meeting.

- **Upward Bound Math & Science (UBM&S)**

There were no comments on the UBM & S Program Review. Action will be taken at the next meeting.

- **Upward Bound Math & Science (UBM&S) Classic**

Action will be taken on the UBM&S Classic Program Review at the next meeting.

3. WHCIST

Dave Bolt reported that the last WHCIST meeting was cancelled. Sylvia Dorsey-Robinson reported that at the meeting she last attended they went through the tasks that had been assigned. E-SARS was discussed which is the electronic version of SARS and allows students to make counseling appointments. Angela Tos will work on the implementation of e-SARS. Sylvia plans to coordinate an ad hoc committee. Ron Oxford expressed concern about the potential of SARS to be used for tutoring. Sylvia stated that e-SARS is expected to be in place in the fall.

4. Student Government Association (SGA)

Ryan Cardoza, SGA representative, reported that the Pizza Festival was held this past weekend and it was a great event. SGA had a donation box for the Relay for Life event to be held this weekend. Ryan stated, on behalf of Angel Isidoro, SGA President, he would like to ask for a donation from the PGC for Relay for Life. Sylvia Dorsey-Robinson responded that PGC could not donate monies, but West Hills College may be able to donate. Mr. Warkentin reported that WHCL had already donated \$500 for this event through our Medical Administrative Activities (MAA) dollars. Ryan reported that the SGA elections have been postponed due to the start of registration, and they will be rescheduled. Ron Oxford explained that there has been a great amount of work put into allowing elections via "My West Hills" and Ryan had experienced a significant amount of difficulty. Sylvia stated that this is the first year that SGA has taken a leadership role to allow access via the internet and there was bound to be glitches. She commended Ryan for his efforts and stated that he has done a fantastic job. Ryan reported that there is an SGA scholarship currently available for students to apply.

5. Curriculum Committee Report

Dave Bolt stated that he did not attend the Curriculum meeting today but he reported that there will be a training session at the next meeting regarding electronic submissions. Stephanie Droker reported that there are new course titles.

6. Academic Senate Report

a) Faculty resolution – two year schedule

Stephanie Droker reported that this resolution, coming from the Academic Senate, addresses the faculty's support of a two-year course schedule. It is college specific. This will come to the PGC council for approval. Dave Bolt stated that we have had a two-year schedule in the past; however, budget limitations prevented its adherence. Marty questioned if the old two-year schedule is something faculty could go through on a duty day and come up with a skeleton two-year schedule. Dave will bring the old two-year schedule to the next meeting. Tiffani McGee stated that she was involved in the creation of this resolution and they were more concerned about classes being offered. Stephanie announced that at yesterday's board meeting tenure was granted to Christian Raia, Joel Rogers, and Lataria Hall. Additionally she reported that Kurt Sterling had

been elected as the new Academic Senate president and Tammy Larson as the vice president. Kurt will be shadowing Stephanie for the remainder of the year as possible. Learning area awards have been determined in each discipline and will be presented at the Honors Brunch.

7. Accreditation

Dave Bolt reported that the substantive change report had been submitted. The accreditation self study standards are continuing to be reviewed by the President's Executive Cabinet (PEC). Dave stated that he is responsible for the self study introduction and eligibility requirements, including the history of the college. The accreditation visitation date has been determined and is March 7-10, 2011. Dave has received the annual report from WASC which relies on Dave Babb, Pedro Avila and Susan Whitener for information. The deadline is June 30. There are 31 questions to answer. Mr. Warkentin explained that the accrediting team members will arrive on Sunday, make a visit to the district office on Monday, and then be on campus Tuesday through Thursday. The team room will be conference room 256. Open forums will be held, and an exit interview will be on Thursday afternoon. Mr. Warkentin recalled that at the last accreditation visit there was several community members who came to express their appreciation of having a community college in Lemoore. The team member composition will be learned in December and January. The team will want to visit our college meetings.

8. Report from Committee Representative

a) Student Learning Outcomes Committee (SLO'SC)

In the absence of David Babb, Ron Oxford reported that there had not been a meeting.

b) Institutional Effectiveness and Program Review Committee (IEPRC)

Dave Bolt reported that IEPRC is re-writing the program review booklets, and they are close to completion.

c) Budget Allocation Committee (BAC)

Dave Bolt thanked all for approving the lottery fund budget. The BAC is currently reviewing the budget.

d) Employee Development and Success Committee (EDSC)

In the absence of Marlon Hall, Mr. Warkentin reported that the district is looking at forming a partnership with Cisco for video-conferencing. Staff will be going to San Jose for another visit to Cisco on April 29th.

e) Student Success Committee (SSC)

Sylvia Dorsey-Robinson reported that SSC has gone through the Strategic Planning Matrix and amended the document. They have identified the area of standards and where the area fell. Additionally, they have worked on the Student Town Hall Matrix. They are now working on the student equity plan. Sylvia and Dean Lopez conducted a conference call with Tammy Weatherman on the SGA account funds collected. They now have information on training student clubs on how to collect, deposit, and access the funds.

f) Facilities, Safety and Auxiliary Services Committee (FSAC)

John Bernal distributed the four-week construction schedule. The parking southeast entrance and exit will be closed until the construction in this area is done. College Avenue will be blocked just past the administration bldg. entrance within the next two weeks. There was an incident today with a student who backed into a pole. Also during

the Pizza Festival a lady vendor slipped and fell. Ryan Cardoza stated that he had learned that the steps in the amphitheatre are not visible in daylight. He recommended that they be painted for visibility. Victor Rosa, principal of the middle college would like the pot holes fixed. John is looking for suggestions for concerts to be held in the Multi-use Sports Complex. There will be 2,500 seats.

g) Technology Committee (TC)

Ron Oxford reported that the TC had met last Friday. They reviewed TAT minutes. An issue with faculty is when computers update; they shut down. There is a way to update and ITS can provide a cheat sheet for faculty to update prior to beginning their presentations. They additionally looked at the wait list. Ryan Cardoza reported that he has made a screen cast on how to use the search and register feature. Dean Lopez will check into getting information regarding assistance as a better contact for SGA is needed. There was also discussion about when the new wireless will go in, and there's concern regarding log on for non students.

9. Graduation Committee

Dean Lopez reported that the main graduation speaker will stay at the palace. The student speaker has become ill and they have a back up speaker. The Honors Dinner is on May 13th for scholarship recipients and their families. The Honors Brunch is on May 14th for program award recipients and their families. The Student Government Association (SGA) will also be recognized. Tiffani McGee questioned if the bookstore is in charge of the cap and gowns. Dean Lopez responded affirmatively. The bookstore does not have a list as yet. Petitions are just being finished and are in process. Jim Marvin will need the list for the student newspaper.

10. Other

Mr. Warkentin announced that the next Strategic Planning Committee (SPC) meeting is scheduled for April 30th and the focus will be on the College Strategic Plan. The Plan will first go to the SPC for review with recommendations to be sent to the PGC for their review and approval.

Mr. Warkentin gave a brief update on plans for the event center. He stated that we do not want to be in competition with Tachi Palace for the same type of events they might hold. A budget will be needed for operation costs. Ryan Cardoza asked when we will know how much money is needed. For example, using the Student Government Association (SGA), they could possibly charge every student each semester for discounted tickets to the event center activities. Dean Lopez asked if we were going to have the Pizza Festival on campus next year as he recommends we have an event similar to be coordinated by the college as a fund raiser. Mr. Warkentin replied that the Lemoore Chamber of Commerce sponsors the Pizza Fest and this year it was a cooperative outreach effort; although, we could do something similar. Marty Ennes commented that faculty was unaware that the parking lot would be closed off for the Pizza Festival, and there was one faculty member who was concerned about the grass. Mr. Warkentin reported that he had also been asked to host the July 4th event. America Bryant reported that the Financial Aid Department had a booth at Pizza Festival and they received positive feedback regarding the Pizza Festival being held at the college.

Dean Lopez reported that the Alpha Gamma Sigma club is planning to host the 2011 Alpha Gamma Sigma Society at WHC Lemoore and there will be 46 schools represented. This is the first time for this event to be held in the central valley.

Ryan Cardoza stated that he is concerned with the membership of the Lemoore group of students on the server as it is not up to date and needs to be. He would like to know if there is any way to get SharePoint updated. Students who are not included cannot access the Student Government Association's election.

11. Agenda items for next meeting

- Two Year Schedule
- Board policies procedures
- Program Reviews

12. Adjournment

Mr. Warkentin adjourned the meeting at 3:25 p.m.



WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT

WEST HILLS COMMUNITY COLLEGE DISTRICT

Board of Trustees
9900 Cody Street
Coalinga, CA 93210
(559) 934-2100

MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD

May 18, 2010

CALL TO ORDER / OPEN SESSION

President McKean called the meeting of the Board of Trustees to order at 3:00 p.m.

Board members present:

Mark McKean, President
Bill Henry, Vice President
Nina Oxborrow, Clerk
Jeff Levinson
Edna Ivans
Jack Munnite
Steve Cantu

Board members absent:

Yohan Maeda, Student Trustee

Administrators present:

Frank Gornick, Chancellor
Ken Stoppenbrink, Vice Chancellor of Business Services
Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Willard Lewallen, President, West Hills College Coalinga
Don Warkentin, President, West Hills College Lemoore
Frances Squire, Executive Director of West Hills Community College Foundation
Susan Whitener, Associate Vice Chancellor of Educational Planning
Sylvia Dorsey-Robinson, Vice President of Student Services, West Hills College Lemoore
Jill Stearns, Vice President of Educational Services, West Hills College Coalinga
Dave Bolt, Vice President of Educational Services, West Hills College Lemoore
David Reynolds, Associate Dean of Student Services, West Hills College Coalinga
Kathy Watts, Director of Child Development Centers
Marcel Hetu, Director of North District Center, Firebaugh
Richard Larson, Director of Farm of the Future, West Hills College Coalinga
Bob Clement, Director of Athletics, West Hills College Lemoore
Jana Cox, Director of Financial Aid

Introduction of Guests

There were no guests introduced at this time.

Public Comments

There were no public comments made at this time.

REPORTS FROM ORGANIZATIONS / COLLEGES / DISTRICT OFFICE

Academic Senate Report – Ms. Anita Bart, Academic Senate President for West Hills College Coalinga, was not present to report at this time.

Ms. Stephanie Droker, Academic Senate President for West Hills College Lemoore, reported that the Senate's comments on the Board Policies and Administrative Procedures are included on the routing forms. The Senate has been working on flex day activities for the fall. Ms. Droker introduced Mr. Kurt Sterling, new Academic Senate President.

WHCFA Report – Ms. Marty Ennes, WHCFA President, reported that the Faculty Association's comments are also included on the routing forms for the Board Policies and Administrative Procedures. She stated that the Faculty Association very much appreciates the time that Mr. Ken Stoppenbrink and Dr. Willard Lewallen spent on meetings to discuss a revised agreement for the psychiatric technician contract reductions. The language has been ironed out and all sides are happy with the new agreement. She thanked the district for meeting halfway and stated that the students will not be in jeopardy because of the changes. Ms. Ennes reported that the year will end on a positive note and she appreciates this.

CSEA Report – Mr. John Ieronimo, CSEA President, was not present to report at this time.

Student Trustee Report – Mr. Yohan Maeda, Student Trustee, was not present to report at this time. Dr. Willard Lewallen reported that Mr. Maeda had to work today. He will be in Coalinga through the end of June and will then return to Japan as he will be finished with his education at West Hills College.

Trustee Cantu arrived at this time.

West Hills College Coalinga and North District Center, Firebaugh – Dr. Willard Lewallen, President, provided an update on summer activities occurring at West Hills College Lemoore. He stated that although the class schedule is significantly reduced, many groups will be on the campus this summer for various programs including a migrant student groups; an instructor group from China; a Hmong high school group for English immersion; and a group of 4th through 6th graders from the Fresno County Office of Education for a day program (another group will be at the North District Center in Firebaugh). Trustee Minnite questioned if these programs will be repeated

next year. Dr. Lewallen responded in the affirmative, stating that Fresno County Office of Education wants to lock in their dates now for next year.

West Hills College Lemoore – Mr. Don Warkentin, President, introduced Mr. Bob Clement, Athletic Director, and Mr. Dave Neer, Instructor/Golf Coach. Mr. Clement thanked the Board of Trustees for their support. He stated that the significance of yesterday's honor is difficult to put into words. The men's golf team accomplished the highest honor for community college athletics by finishing ahead of the elite top eight teams in the state to win the coveted men's state golf title. This honor goes along with the conference and regional championship accomplishments of the team earlier in the season. The team is made up of local students and to see their progress is truly a joy. Mr. Clement stated that he gives a lot of credit to Coach Dave Neer, Assistant Coach Tim Wahl, and the athletes. Mr. Neer thanked everyone for the congratulations. He stated that it has been a dream season and the students did a great job. The golf coach at Cal State East Bay (formerly Cal State Hayward) is very interested in a couple of the students. Mr. Clement announced that a ceremony will be held at a restaurant in Lemoore at 5:30 p.m. on Wednesday, May 19 to recognize the team.

Chancellor's Report – Dr. Frank Gornick, Chancellor, reported that Conne Cleveland, Site Supervisor at West Hills College Coalinga Child Development Center, was recognized in The Fresno Bee earlier this week for her work in the First 5 Fresno County Early Care and Education category.

Dr. Gornick invited the Board of Trustees to attend the Employee Scholars Program brunch that is being held on Monday, May 24 to recognize and honor those employees who have participated in the program.

Trustee Henry commented on the workshop sessions he recently attended at the California Community College Trustees (CCCT) Conference in Long Beach. The workshop sessions covered topics such as a fee schedule for classes (i.e. nursing); federal aid and aid for students; funding rates for transfer level courses; assessment issues; and the Brown Act. With regard to the Brown Act, Mr. Henry commented on some of the items he found interesting including serial meetings; requesting copies of the Board agenda; placing items on the agenda; comments made before the Board of Trustees; and closed sessions. A handout on the Brown Act workshop was distributed.

Dr. Gornick stated that it has been five years since we established district strategic planning goals and it is interesting to look back at what was identified as a goal and what we have accomplished. Mr. Pedro Avila reported that we have spent five years going through the strategic planning process. The strategic planning committee has met approximately three times each year. He summarized the goals, stating that the information is a summary of what we know now.

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- Goal 1 - Meet or Exceed FTES Growth Targets. Mr. Avila commented on the FTES numbers from 2005-2006 through 2009-2010. Discussion took place regarding the goal and changing it to read "Meet FTES Targets". The Board agreed that this would be a good change. Trustee Minnite questioned where we are getting input on growth or non-growth. Mr. Avila explained that discussions are held at the Chancellor's Executive Cabinet level and the numbers are based on the budget. Discussion took place regarding accreditation as it relates to growth targets.
 - Goal 2 - Focus Marketing Efforts on District-Wide Stories. Mr. Avila discussed perceptions in the communities and the change in marketing efforts. The Dialogue publication has been changed to @ west hills college and has been re-formatted. It is printed twice per year and is sent to 76,000 homes in the district. The marketing efforts were changed from promoting enrollment to instead focus on promoting events on campus and presence-building.
 - Goal 3 - WHCCD Will Annually Increase Community Participation Rates. Dr. Carole Goldsmith commented on outreach to the communities. She stated that because of the successful bonds, we will have outreach community centers in the rural cities (Mendota; Tranquillity; San Joaquin). A facility has been selected in San Joaquin; the memorandum of understanding is in place, and the funds have been identified that will expand distance education opportunities. Dr. Goldsmith commented on the Bridges Out of Poverty grant and stated that the WIT (Westside Institute of Technology) participation numbers are forthcoming. Discussion took place regarding participation rates and Dr. Goldsmith stated that we need to take a look at the rates of those with higher than a high school degree. Ms. Susan Whitener stated that one of the things we are doing is to look at webcasting, which is live web streaming with lecture capture. It is ADA compliant and is the way we are going to reach the rural locations. Discussion took place regarding the courses that would be offered and Ms. Whitener stated that they would be rolled out a little bit at a time.
 - Goal 4.1 - Maintain Success Rates Within the California Community College Statewide Average. Mr. Avila stated that separate benchmarks were developed for face-to-face and online success rates. Ms. Whitener commented on the audit that was conducted for online student services. She stated that we are working on making this component more robust.
 - 4.2 - Maintain Transfer Rates Within the California Community College Average. Mr. Avila commented on the transfer rates following the trend with fees at the UC and CSU systems. He also commented on West Hills Community College District transfers to four year institutions.

- 4.3 - Maintain Graduation Rates Within the California Community College Average. Mr. Avila reported on the degree and certificate rates by freshmen cohorts, comparing district completion rates to California Community College statewide completion rates.
- Goal 5 - Become the Preferred Choice of Students Through Ongoing and Active Recruitment. Mr. Avila stated that staff have been focusing a lot on this area in the past few months. A declining trend has been noticed with high school participation rates. Either students are not going anywhere or someone is beating us to them. We are going to begin finalizing our project with CalPASS which will provide us with more detailed information about where students are going. What we know is that the relationship with the counselors at the high schools is very critical. It is very important that we create and maintain the relationships. The college deans have been working hard to address the issue of participation rates. Mr. Avila stated that there is an overall trend and he is mostly concerned with the reduced number of sections and the priority registration process and how this affects the incoming high school students. There are a lot of questions and we are trying to find the answers. It is difficult to give a conclusion at this time. Dr. Gornick stated that he thinks we need to fight a little harder to maintain the percentages.

In addition to the goals, Mr. Avila commented on the District Score Card which summarizes the progress on each of the goals since 2005-2006. He also shared the Comprehensive Effectiveness Model with the Board.

Dr. Gornick questioned if the Board wants to include distance education, basic skills, and workforce in the new goals. The Board agreed and discussion took place concerning maintaining financial integrity. Mr. Avila commented on the strategic planning process that has been occurring at the college level, stating that they include basic skills and workforce in their planning. The Comprehensive Effectiveness Model would align with the colleges.

CONSENT AGENDA

The following consent agenda items were approved on a motion by Trustee Ivans, seconded by Trustee Levinson, and carried unanimously:

- CA-50** Minutes - The minutes of the April 20, 2010 Board of Trustees study session and Board of Trustees meeting were approved as submitted.
- CA-51** Warrants - The warrants were approved as submitted.
- CA-52** Surplus Property - The list of surplus property was approved as submitted.

CA-53 Adult/Student Temporary Salary Schedule - The changes to the adult/student temporary salary schedule were approved as submitted.

CA-54 Personnel Transactions - The list of personnel transactions were approved as submitted.

Trustee Cantu questioned when additional information would be received on the solar farm. Dr. Gornick stated that a lot of information is being collected and will be provided at a later date.

CHANCELLOR'S OFFICE

CO-31 Honorary Degrees - Mr. Warkentin reported that the recommendation to award an honorary degree to Ms. Evelyn Sue Westover was brought forward by the faculty. Ms. Westover passed away but was close to receiving her degree.

The following honorary degrees were awarded on a motion by Trustee Levinson, seconded by Trustee Minnite, and carried unanimously:

- Dolores Crabtree, West Hills College Coalinga
- Evelyn Sue Westover, West Hills College Lemoore

CO-32 West Hills College Coalinga Mission and Vision Statements and Goals - The West Hills College Coalinga Mission and Vision Statements and Goals were approved on a motion by Trustee Minnite, seconded by Trustee Cantu, and carried unanimously.

CO-33 West Hills College Lemoore Mission and Vision Statements - The West Hills College Lemoore Mission and Vision Statements were approved on a motion by Trustee Minnite, seconded by Trustee Ivans, and carried unanimously.

CO-34 Board of Trustees Meeting Schedule - The proposed Board of Trustees meeting schedule for 2010-2011 was approved on a motion by Trustee Cantu, seconded by Trustee Minnite, and carried unanimously.

CO-35 Board Policies and Administrative Procedures - Trustee Cantu questioned the issue with regard to the storage of firearms. Mr. Ken Stoppenbrink stated that staff are still working on resolving the memorandum of understanding with City of Lemoore with regard to storage. At this time they have possession of the firearms.

The following Board Policies and Administrative Procedure were approved on a motion by Trustee Cantu, seconded by Trustee Minnite, and carried unanimously:

- Board Policy and Administrative Procedure 3530, Weapons on Campus
- Board Policy and Administrative Procedure 4260, Prerequisites and Co-requisites
- Board Policy and Administrative Procedure 5040, Student Records, Directory Information and Privacy
- Administrative Procedure 5045, Student Records - Challenging Content and Access Log
- Board Policy 6816, Hearing Conservation Program
- Board Policy 6817, Transportation and Driver Selection

CO-36 Substantive Change Submittals to ACCJC - The submission of substantive changes to the Accrediting Commission for Community and Junior Colleges (ACCJC) for West Hills College Coalinga and West Hills College Lemoore was approved on a motion by Trustee Ivans, seconded by Trustee Minnite, and carried unanimously.

CO-37 Child Development Centers Annual Report - Ms. Kathy Watts, Director of Child Development Centers, provided a report on the child development centers. She stated that the child development center I sending 340 children ready for kindergarten to the local school districts. The child development centers currently have 10 4-year old student classrooms that focus on cognitive development; 7 3-year old student classrooms that focus on socio-emotional development; and 10 3- and 4-year old student blended classrooms. She reviewed the desired result indicators and the progress made from fall 2009 to spring 2010, along with the summary of findings from the fall 2009 assessment. Ms. Watts also reviewed the action plan and results with the Board.

Dr. Goldsmith stated that the child development program is an exemplary program as identified by First 5 Fresno County and is recognized throughout the state. She congratulated Ms. Watts for the success of the program.

The child development centers annual report was approved on a motion by Trustee Ivans, seconded by Trustee Oxborrow, and carried unanimously.

FISCAL SERVICES

FS-44 Fiscal Services Report – Mr. Ken Stoppenbrink, Vice Chancellor of Business Services, provided the fiscal services report. He stated that we are 83.4% through the fiscal year. General fund revenues are at 74.3% and general fund expenditures are at 71.5%.

Mr. Stoppenbrink reported on the budget outlook for the May Revise. We are not going to budget any COLA or growth and no new revenue will be built into the budget. The budget will be built on no furloughs and will include step increases. The budget will also include a 12% increase in health and welfare benefits. PERS and STRS increases are unknown at this time. The actual budget is subject to legislative action and the state is still short \$20 billion.

Trustee Cantu questioned the cost of PERS and STRS. Mr. Stoppenbrink responded that the district's contribution for PERS will increase to a little over 10% for 2010-2011 and STRS is at 8.25%.

Mr. Stoppenbrink summarized the 2010-2011 budget outlook and commented on the ending balance, revenue changes, expenses, and the 5% reserve. Discussion took place regarding cash flow and it was stated that we will have cash flow to meet payroll. We are in a much healthier cash flow position than we were last year. Mr. Stoppenbrink discussed cuts to the CalWORKs program; -.38% COLA; and \$1.2 million deferred apportionment. He stated that we are very well positioned in our district to deal with the cuts. Dr. Gornick thanked everyone for their sacrifices and willingness to make changes.

FS-45 Resolution – Mitigated Negative Declaration for North District Center – Trustee Cantu questioned how much the report cost. Mr. Kevin Cobb, district architect, responded that it was approximately \$35,000.

The resolution certifying the completion of the mitigated negative declaration for the North District Center expansion and adopting a mitigation monitoring plan was adopted on a motion by Trustee Cantu, seconded by Trustee Minnite, and carried unanimously.

PERSONNEL SERVICES

PS-9 Job Descriptions – Trustee Cantu stated that the position appears to be very important. It was explained that the position will be very important for the coordinating of the new Wellness Center facility in Coalinga and the Multi Use Sports Complex facility in Lemoore.

The following new classified job description was approved on a motion by Trustee Ivans, seconded by Trustee Cantu, and carried unanimously:

- Equipment and Event Coordinator

PS-10 Resolution – Reduction of Extended Contract Days – Mr. Stoppenbrink explained that the resolution is a result of the recent negotiations with the Faculty Association.

The revised resolution in the matter of the reduction of extended contract days for the psychiatric technician faculty for the 2010-2011 and 2011-2012 academic years was adopted on a motion by Trustee Minnite, seconded by Trustee Ivans, and carried unanimously.

BOARD REPORTS / COMMENTS / REQUESTS AND ANNOUNCEMENTS

Trustee Cantu congratulated the golf team for their success. Also thanked Mr. Avila for his presentation on strategic planning. He stated that he looks forward to coming to every meeting and seeing that we are still operating in the black.

Trustee Minnite echoed the comments made by Trustee Cantu. He expressed his thanks to Ms. Droker for her service as Academic Senate President at West Hills College Lemoore and stated that she will be missed. He expressed his appreciation to Mr. Avila, Ms. Whitener, Dr. Goldsmith and Ms. Watts for their reports. He congratulated the golf team, coaches and staff on their success and thanked everyone for their work.

Trustee Ivans expressed her congratulations to the golf team. She thanked Trustee Henry for attending the CCCT conference and stated that it is important for the Board members to attend these types of events. Trustee Ivans thanked Ms. Droker for her work as Senate President and thanked Mr. Avila and Ms. Watts for their reports, stating that she appreciates them. She also thanked Mr. Dave Bolt and Ms. Jill Stearns for their work on the substantive change reports submitted to the Accrediting Commission. Trustee Ivans expressed her appreciation to everyone for their hard work.

Trustee Henry echoed the comments made by his fellow Board members and stated that he finds the webcasting topic interesting. He commented on the CCCT conference and the issues that are discussed in the various workshops. He stated that it is a good feeling to know that with West Hills College, all phases of our institution are exemplary.

Trustee Oxborrow also echoed the comments made by the other Board members and stated that everyone has done a wonderful job. She stated that we are a family and we

take care of each other and she is proud to be a part of it. She thanked everyone for their hard work and stated that she will miss Ms. Droker.

Trustee Levinson expressed his thanks to Ms. Droker. He commented on the budget, stating that furlough are not fun and it is good to see that we will not be doing that in 2010-2011. He stated that the sacrifices everyone has made are appreciated.

President McKean echoed the comments made by the Board members. He expressed his thanks to Ms. Droker and thanked everyone for their great efforts. He congratulated the golf team, stating that it is a huge accomplishment.

President McKean announced that the next meeting of the Board of Trustees is scheduled for June 22, 2010.

CLOSED SESSION

The meeting was adjourned to closed session at 5:36 p.m.

- Public Employee Discipline/Dismissal/Release (as per Government Code Section 54957)
- Discussion of Land Acquisition/Disposition of Property (as per Government Code Section 54956.8). Property: Coalinga, California; Firebaugh, California; Lemoore, California
- Conference with Legal Counsel – Potential Litigation (as per Government Code Section 54956.9). 2 potential cases
- Conference with Legal Counsel – Pending Litigation (as per Government Code Section 54956.9). Caganich v. West Hills Community College District; CSEA and its Chapter 429 v. West Hills Community College District

ADJOURNMENT

There being no further business before the Board of Trustees, the meeting was adjourned at 6:26 p.m.

Nina Oxborrow
Clerk of the Board of Trustees

/di

Personnel Transactions

1. New Hires

Name	Title & Location	Schedule	Salary Placement	Funding	Effective Date	Additional Information
Araiza, Jessica	Child Dev. Center Associate Teacher Avenal Child Development Center	19 hrs/wk 9 mo/yr	Range 30 Step A	Grant	5/17/10	Replacement for Ana Gutierrez
Guzman, Cynthia	Child Development Center Assistant Avenal Child Development Center	19 hrs/wk 9 mo/yr	Range 3 Step A	Grant	6/2/10	New position
Nava, Sarina	Child Dev. Center Associate Teacher Avenal Child Development Center	19 hrs/wk 9 mo/yr	Range 30 Step A	Grant	5/17/10	Replacement for Vanessa Pelletier
Sauceda, Nichole	After School Prog. Site Coordinator Avenal	19 hrs/wk 11 mo/yr	Range 40 Step A	Grant	5/3/10	New position
Shortnacy, Sheryl	After School Prog. Site Coordinator Avenal	40 hrs/wk 12 mo/yr	Range 40 Step C	Grant	5/17/10	Replacement for Anthony Alcala
Wright, Anita	Interim Dir. of Special Grant Programs District Office	40 hrs/wk 12 mo/yr	Range 41 Step 9	Grant	5/1/10	New position
Valle, Maria	Child Development Center Assistant Avenal Child Development Center	19 hrs/wk 9 mo/yr	Range 23 Step A	Grant	5/17/10	Replacement for Erika Solorio

2. Changes in Assignment

Name	Current Assignment	Change	Effective Date	Additional Information
Sabaranjan, Subothini Sri	Child Development Center Assistant West Hills College Lemoore 19 hrs/wk, 12 mo/yr	Child Development Center Assistant West Hills College Lemoore 19 hrs/wk, 9 mo/yr	7/1/10	
Torres, Elva	Secretary West Hills College Lemoore Range 36, Step F	Senior Secretary West Hills College Lemoore Range 40, Step D	6/1/10	Replacement for Wendy Paxton

3. Resignations / Retirements / Releases During Probation / Terminations

Name	Title & Location	Effective Date
Gonzalez, Renee	Program Eligibility Asst. Intake/Recruitment West Hills College Coalinga	4/30/10
Sexton, Sheri	Senior Employment Readiness Specialist West Hills College Coalinga	4/30/10
Wyman, Leisa	Psychiatric Technician Instructor West Hills College Coalinga	4/29/10

WHCL Leadership Retreat
Strategic Planning Committee
September 28, 2007, 10:00 a.m. – 1:00 p.m.
Conference Center, Rm. 256

AGENDA

- 1) Mission Statement – BOT Approved July 2007
 - a) Review Cycle for Mission/Vision, Goals, Institutional Outcomes

- 2) Performance Indicators

- 3) Definition of a Program

- 4) Accreditation Mid-Term Report
 - a) Planning Agendas

- 5) Student Learning Outcomes
 - a) Timeline
 - b) Assessment Process

- 6) Other

WHCL Leadership Retreat
Strategic Planning Committee
September 28, 2007, 10:00 a.m. – 1:00 p.m.
Conference Center, Rm. 256

NOTES

- 1) Mission Statement – BOT Approved July 2007
 - b) Review Cycle for Mission/Vision, Goals, Institutional Outcomes

The meeting began at 10:08 a.m. Mr. Warkentin stated that this group had last met in June for a retreat and it was discussed and approved at PGC to meet twice per semester. This is the first meeting of the fall semester. This body was previously referred to as the WHCL Leadership Team but will not become the Strategic Planning Committee. Ideas/suggestions and brainstorming take place at these meetings and are then moved forward to the Planning and Governance Council (PGC). As a new college, we are constantly evolving. As per a recommendation from the Accrediting Commission we need to have a formal review cycle statement for our mission/vision statements, institutional outcomes and learning indicators. Rene Sanchez stated that she believes outcomes and goals should be evaluated annually, but not necessarily the mission/vision statement. Marty asked if any had checked how often other colleges review. Other colleges are reviewing annually to three years. Marty suggested an annual review initially and then a three year cycle. James asked when the review should take place and what group should make the review. Mr. Warkentin replied at the fall retreats by the Strategic Planning Committee we could look at the previous year's data and then annually review in the spring and make recommended changes after action by the PGC. The following review cycle statement will be an action item on the October 3rd PGC agenda and if approved will be placed in the PGC Manual:

WHCL mission/vision, goals and performance indicators shall be reviewed by the Strategic Planning Committee each fall semester. Recommendations will be forwarded to the respective governance groups and then brought to the PGC for revision and adoption.

Pedro recommends that we stop referring to institutional outcomes as performance indicators.

2) Performance Indicators

Pedro stated that the Accreditation Recommendation Two Committee had met and come up with indicators that will evaluate our goals. Some are mandated by the state and others are part of the district strategic planning goals. We want to also have them as a college. We took our cities and counted the adult population our baseline is back in 04-05 and our benchmark 6.6% of all adults in CA participate in a community college annually. We want to be above the benchmark. In the case of Stratford, if we got five more students we could jump 10%. Pedro will include a total participation rate for Lemoore as a college. Angela recommended that Corcoran be included. Pedro will include Corcoran. Angela has a plan to improve this indicator (Hanford West rates). This is why it is important to have meetings and take minutes with all these ideas and suggestions which show evidence of trying to improve. Angela's experience has been the economy improves workforce. Both high schools will be visited on a weekly basis.

Mr. Warkentin stated that this body recommends that the Student Success Committee develop a plan to improve our participation rates. The Strategic Planning Committee applauds the efforts of the Student Success Committee in sustaining and improving high school participation rates. Angela suggested showing this to the high school superintendents/principals at the upcoming luncheon. Pedro is on the agenda for this purpose.

Our annual success rates we have been 5 points below the state average. Retention also needs to be considered. If we improve retention by 5% we would also improve our success. This has been discussed at various levels, due to retention rates. They are studying why students are dropping. Rosters need to be kept clear. This needs dialogue at the campus level and a recommendation. Angela – the mechanism for the prerequisite issue is huge. Pedro asked if counselors and faculty are informed about the way withdrawals work.

We need a recommendation from this body. Marty recommended that we have a rule in Datatel and students who have not completed prerequisites be automatically removed from classes. There is no mechanism in place to dis-enroll if not successful in a pre requisite. Instructors have no way of knowing if the student successfully completed the prerequisite. 1) The Strategic Planning Committee recommends that the Student Learning Committee (SLC) examine ways to have Datatel dis-enroll students who do not successfully complete prerequisite requirements. 2) The Strategic Planning Committee recommends that the SLC review student withdrawal data to determine ways to improve student success and retention rates.

3) The Strategic Planning Committee recommends that the Student Success Committee analyze financial aid data to determine what effect the financial aid processes have on student retention.

James questioned what is next. Do these recommendations go out to respective bodies and then come to PGC for adoption?

After today, recommendations go to the shared governance respective groups, then PGC.

Student persistence is following the methodology that the state uses. He has come up with rates for the college freshmen with 6 units in the fall semester. 61% of students return. We are below the State benchmark. The benchmark put us in a group with other community colleges. Marty asked if we will have transfer rate data in the future. Pedro replied that we do have a transfer rate. The State tracks it and by next year we can compare to the benchmark as we will have persistence rates.

1d): SLO's are 54% complete. Pedro is still missing data. He does not know about course level SLO. Angela is coordinating the non instructional program reviews. The last spring report to WASC reflected 46% programs, plus two. Angela will update the Office of Research and Planning with information on non instructional program reviews. Rene will refer to the WASC report and add two.

Goal 2: Pedro explained that he had included the college's success rates and the combined success rate is reflected. We are above the group average. He is using the highest peer group rate. We need to monitor these to make sure they stay here. Perhaps he needs to use a benchmark that is just for English, rather than State average. This data is just for Lemoore. If we look at our withdrawals, we can improve upon these rates. A recommendation coming from the Basic Skills folks is that we hire an ESL instructor. Each college gets its own report.

2b: When we look at success rates for vocational courses. The group average is 75.7% we were the lowest last year. What has lowered our success rates are the open entry labs. It is a retention issue due to the format. He thinks we need a recommendation. Incompletes do not affect success rate, only W's. Recommendation: The SPC recommends that SLC review vocational programs data for improvement of success and retention.

3d: We need to look at the rates instead of numbers, but they won't be available until next year. This is coming from the Chancellor's office.

CPEC keeps track of transfers.

3a: We have had good growth. Students were counted only once. District-wide we have the highest enrollment in history.

FTES goals: We won't know actual until we finish the semester. These are based on a 2% growth. The state allocated 2% for growth for every community college.

3c: These are Lemoore grants \$3 million in grants.

3d. MAA has brought dollars through outside capital activities. 5C is funded through college grants and school districts that sponsor students to attend.

Outcomes: What should our students be able to do when they leave?

Maybe information competency could be an institutional outcome. Institutional outcome (Marty) more umbrella i.e. certificates, program level outcomes that would include critical thinking outcomes.

SLO' are goals – Rene

Marty – Maybe we need to look at goals in order to write institutional outcomes appropriate for the institution as a whole. These should all be interlocked.

Angela – Matriculation SLO increase the number of students who have ed plans in place.

Pedro - All needs to support each other (course, program, institutional level)

James stated that a SLO college committee could address these issues.

Definition of a Program

It is the recommendation of the SPC that an instructional program be those programs that leads toward a degree or certificate. 11 non instructional programs. All have a funding source.

4) Accreditation Mid-Term Report

a) Planning Agendas

Mr. Warkentin distributed a letter from the Commission telling what we have to do to prepare a mid-term report.

Dave has found out from other schools that they have successfully submitted as to how the college plans to address the agenda items. We have thirty items.

Identify key events that have happened or a recommended plan.

Standard One:

- We have an annual review cycle. The SPC will review the mission statement on an annual basis.
- Pedro and Frances are beginning to help us with our annual report. The five governance committee's annual activities will be included in the annual report.
- We have an assessment cycle for course level programs; a course level SLO assessment cycle has been implemented.

Standard Two:

- The minutes from these minutes will prove regular meetings and topics. It has been recommended by SPC.

- We are doing program review and the definition of programs was defined by the Strategic Planning Committee at a retreat held on 9/28/07. Program reviews are reviewed by the Student Learning Committee.
- We are doing part of this as represented by the report for liberal studies. This can be cited. This planning agenda has been partially met by this report, and further review. UC Office of the President requires that individual schools supply this info. We need further work on this particular item.
- This has been answered in recommendation three.
- How will we do this? Marty stated that maybe we need to lump these two together and this is an area we need to work on. We have some information, but not all.
- Marta's time has been increased since three years ago. The articulation officer's assign time has increased from 10 to 50 percent.
- This has been Mr. Warkentin.
- A survey was added at the end of the application supplemental information was asked. Also a survey was created for a match for on-line classes. This was probably to assess or cause students to assess whether they are a good candidate for on-line classes. The college will do a yearly survey about staff and faculty diversity. Rene would question the numbers from the yearly survey. How did the numbers come? It came from HR from the initial application. This is optional information.
- This was conducted this year 2007. This will occur every semester. Pedro stated that 80% of the on-line bilingual orientation is complete.
- This was done July 2006.
- This has been changed to an on-line repository for on-line instructors for their use, rather than students. On-line students learn about the on-line library from their instructors.
- Librarian is not involved with, but he has cooperation.
- This cannot be Mr. Warkentin according to the librarian due to the licensing agreement with these databases.
- This has been Mr. Warkentin with Facilities, Safety and Technology Committee. The Incident Command Systems and committee to address the development of the first drill on 10/16.
- This is being done by Mr. Warkentin through our SLO and program review for the non instructional programs.

Standard Three:

- Flex day has been moved to the college level. Duty day is a shared event.
- This has not occurred. This is being discussed at WHCIST. There are problems within Datatel that this cannot occur. The current version does not support this.
- Regular budget meetings are held. They meet in Sept. and then December they meet frequently through April. The meet in August to review status, reassemble in December and then meet every two weeks through April.

Standard Four:

- This is being done by Mr. Warkentin
- We have revised our mission statement, goals, and performance indicators. The governance flow chart was revised at June retreat.
- A student worker was hire to help with file maintenance. We need someone beyond a student worker. Our course outlines are now available electronically. The minutes and agendas are on Blackboard.
- This is occurring.
- This has been developed last spring.
- There is a timeline for the district area program reviews.

5) Student Learning Outcomes

a) Timeline

A report was done for WASC last spring.

b) Assessment Process

There was no discussion.

6) Other

Tulare-Kings articulation day is October 9. Carole Goldsmith is going. Articulation agreements have been updated with local high schools. This is at Holiday Inn in Visalia.

Mr. Warkentin distributed the draft mid-term report. This will go to PGC in mid October for first reading.

Formal approval of the new name Strategic Planning Committee will be adopted at the October 3, PGC meeting.

Next Retreat: December 7, 2007 at 11:00 – 2:00 p.m.

**West Hills College Lemoore
Planning and Governance Council
Wednesday – October 17, 2007 - 1:30 p.m.
Conference Center Rm. 256**

MINUTES

Members Present:

Don Warkentin, President
Rene Curriculum, Curriculum Committee Chair
Marty Ennes, CTA/Faculty Representative
Marta Hendrickson, CTA/Faculty Representative
Teresa Macias-Quilici, CSEA/Classified Representative
America Infante, CSEA/Classified Representative
Ron Oxford, Librarian
Jan Young, Counselor/Advisor
Dave Bolt, Vice President of Educational Services
Marlon Hall, Associate Dean of Educational Services, Evening College
Jose Lopez, Dean of Students
Vince Montoya, Director of Facilities & Auxiliary Services
James Preston, Academic Senate President
Yarely Herrera, Student Government Association Representative

Members Absent:

No members were absent.

Others Present:

Susie Briones, Advising Specialist

Call to Order

Mr. Warkentin called the meeting to order at 1:34 p.m.

Approval of minutes - October 3, 2007

The minutes of the October 3, 2007 meeting were approved on a motion by Marty Ennes, seconded by Jan Young, all in favor, motion passed.

ACTION ITEMS

PGC Membership

Mr. Warkentin stated that a proposed membership was distributed at the last meeting with the directive to members to have discussion with each contingency group (see attached membership list). Jan stated that the CSEA consensus was to add one counselor/advisor in addition to the two CSEA representatives. Mr. Warkentin commented that a technology representative would need to be added with the new technology committee proposal. Marta stated that typically librarians are knowledgeable of technology and therefore the Librarian/technology chair could be combined. Marty asked if the chair is not the same person who would then make the determination of librarian or someone else. Mr. Warkentin responded that this committee would make the determination. Marty stated that she serves as a representative of CTA, questioning the desired perspective wanted on this committee. Mr. Warkentin asked if there was consensus to line out the Academic Senate representation assigned to the librarian/technology position and approve the membership with the recommended changes. Marlon Hall motioned to approve the PGC membership with the recommended changes, Ron Oxford seconded, all in favor, with one abstention (Teresa Macias), motion passed.

Approval of SLO Committee

Mr. Warkentin asked if there were questions or discussion about the addition of a Student Learning Outcomes committee to our governance structure. Rene Sanchez explained that the SLO committee is not a subcommittee of the Senate and is intended to be a campus wide committee, with each learning area represented, and the SLO coordinator as chairperson. The

concern of the committee will include course and program level student learning outcomes. Marty motioned to approve the addition of a SLO Committee, it was seconded by Marlon Hall, all in favor, motion passed. Mr. Bolt asked who would be responsible to complete the governance group request. Mr. Warkentin recommended that the responsible person be the current SLO Coordinator, Rene. Rene stated that she is working with David Babb to transition him into the role of the SLO coordinator. David will assume the SLO coordinator role beginning with the spring semester this January. Rene will complete the request form and get the committee off the ground and work with David to take over in January. First, the form will come to PGC for review and approval. Marty suggested that Rene coordinate with the deans to complete the governance group request.

Technology Committee

Marta suggested that the position of the DSPS Assistive Technology Specialist be a representative on the Technology Committee. James asked if there needs to be someone from the audio/visual department. Ron responded that the audio/visual department is a district level department. The committee will work with TAT and WHCIST. Ron will take the approval of the new Technology Committee to TAT and discuss the membership makeup. He intends to invite the IT staff to the first couple of meetings. Scott Young, media technician, may agree to be a committee representative. Rene motioned to approve the governance group request to add a Technology Committee to our governance structure, along with the two recommended committee representatives (DSPS Assistive Technology Specialist – 1 and Media Technician – 1), it was seconded by Marta, all in favor, motion passed.

Definition of a Program

Mr. Warkentin explained that a recommendation from one of the accreditation response teams was to formalize a definition of a program. This was achieved at the WHCL Leadership Retreat on September 28, 2007. James stated that these were discussed by Senate with no objections. Mr. Bolt motioned to approve the following definition of a program, it was seconded by Marlon Hall, all in favor, motion passed.

An instructional program is one that leads to a degree or certificate. A non instructional program is one that does not lead to a degree or certificate but has an ongoing identifiable funding source or a specified budget code.

Review Cycle (Mission/Vision, Goals, Institutional Outcomes)

Mr. Warkentin stated that it was recommended by the accreditation team to establish a review cycle for our mission/vision statements, goals and institutional outcomes. Review will be made in the fall semester of each year, annually, to include data from our institutional researcher, Pedro Avila. Marty motioned to approve the review cycle, it was seconded by James, all in favor, motion passed. The following statement will be included in the PGC Manual on page 9.

WHC Lemoore's mission/vision, goals and performance indicators shall be reviewed by the Strategic Planning Committee each fall semester. Recommendations will be forwarded to the respective governance groups and returned to the PGC for recommended revision/s and/or adoption.

Recommendations to Student Success Committee

Mr. Warkentin stated that at the WHCL Leadership Retreat on September 28, 2007, the following recommendations were made to the Student Success Committee. Mr. Bolt motioned to approve the following recommendations to the Student Success Committee, it was seconded by Mr. Lopez, all in favor, motion passed.

- i. SPC recommends that the SSC continue efforts to sustain and improve high school participation rates.***

- ii. SPC recommends that the SSC analyze financial aid data to determine what effects the financial aid processes have on student retention.*

Recommendations to Student Learning Committee

Mr. Warkentin stated that at the WHCL Leadership Retreat on September 28, 2007, the following recommendations were made to the Student Learning Committee. Marty moved to approved the recommendations to the Student Learning Committee, it was seconded by Jan Young, all in favor, motion passed.

- i. SPC recommends that the SLC examine ways to have Datatel disenroll students who do not successfully complete prerequisite requirements.*
- ii. SPC recommends that the SLC review student withdrawal data to determine ways to improve student success and retention rates.*

Formalize the name of WHCL Leadership Group to Strategic Planning Committee

Mr. Warkentin recommends that the name of the WHCL Leadership Group be changed to the Strategic Planning Committee. Marlon Hall motioned to approve, it was seconded by James Preston, all in favor, motion passed.

AP 2510 Participation in Local Decision Making

James Preston stated that the Senate would like another week to discuss this procedure. Mr. Warkentin would like to see this approved at this meeting with the recommended PGC membership changes. James asked if when the document comes back if it would reflect the recommended changes. Our new membership has been approved. James stated that he will abstain from voting on this. Marty suggested that this be approved today and forwarded on with the recommended membership changes. Marty motioned that AP 2510 be approved and forwarded on with the new membership to be inserted into Board Policy 2510, it was seconded by Mr. Bolt, all in favor, motion passed. James asked if it is still necessary for Senate to discuss and approve AP 2510. Mr. Warkentin responded in the affirmative and stated that this will come back on the agenda with the recommended changes after discussion at the Chancellor's Cabinet.

INFORMATION/DISCUSSION ITEMS

1. Mid Term Report Update

Mr. Bolt reported that Jacqui had received all the input for the report and has compiled a complete draft. He has sent the draft to many of the members of this committee with a two week period to return comments. Based on their input the information would go back to Jacqui with approval to occur by this Council in November or December. He has not as yet received any comments. Marty stated that she had had a request from faculty to review the report and they are trying to figure out how best to distribute the report. One suggestion is to convert it to a PDF file and send it out electronically. Hard copies have been distributed. The deadline is Monday of next week as Jacqui needs time to incorporate the changes. Mr. Bolt will work with Lenore to save the report to PDF. He believes the report needs to include more of a historical perspective. He does not want to leave to chance the possibility of it not including answers to the Commission's questions. Jose commented that now the document can be looked at as a whole and other response teams can contribute to the entire report. The November timeline is to allow time for printing, and for review by the Board, at two meetings, and to time for mailing to the Commission by mid March. Mr. Warkentin suggested that Jacqui and Dave schedule

meetings with the recommendation teams and fill in the blanks. Dave reported that Jacqui feels good about the content but more information is needed.

2. Program Review - Education

Mr. Warkentin explained that we need to show evidence of institutional effectiveness and communication for accreditation. One way to show evidence of communication is by bringing completed program reviews for approval to this body. The district office program reviews that were completed last year came to this body as a courtesy. Mr. Warkentin would like the program review preparer to attend the PGC meeting to review their specific program review. This process has not yet occurred as yet on our campus. The program review on the agenda today is the incorrect one. The correct one will be on the next agenda. James commented that when the program review is complete it is sent to the Student Learning Committee; they approve it, and then ask that the preparer to come to present it to the PGC. If we begin this process this year by our next accreditation visit we will be able to show the visiting team that these are being reviewed and approved. Mr. Bolt will prepare a program review schedule of the due dates of program review.

3. Academic Senate Report

James reviewed the faculty committee appointments made at their last meeting. He questioned if there needed to be a separate representative for the SLO Committee. Mr. Warkentin responded that a SLO representative will be needed beginning next semester. They have also completed the alignment for learning areas. An e-mail has been sent to faculty asking for responses to the learning areas alignment. To date, James has received twenty-two responses and is awaiting eighteen more.

4. Report from Committee Representative

a) Student Learning Committee

Mr. Bolt reported they had their first meeting. The discussion was on how program review is tied into staffing and facilities. The members of the committee did not see the connection until it was explained. The next meeting is scheduled in November.

b) Budget Allocation Committee

Mr. Bolt reported that they have had several meetings with the meetings consisting of review of the 07-08 adopted budget. The next meeting is tomorrow at 3:00 p.m. Ken Stoppenbrink and Anne Jorgens have been invited to discuss individual line items. Some funds have not yet been received and the lottery allocation is still unknown. The governor did approve the basic skills legislation and our school will receive \$100,000. DSPS has been notified that they will receive an additional \$370,000. Mr. Lopez stated that Matriculation had also received a \$125,000 additional allocation.

c) Facilities, Safety, and Auxiliary Services Committee

Vince reported that he had last met with the Incident Command Team on October 5 prior to the drill. Incident reports he reported were: A faculty member fainted on campus. On October 15 at 4:00 p.m. a car was vandalized in the 700 building parking lot, a police report was completed and a picture was taken. The drill was held yesterday. What went right: Much was learned about the process and the communication flow that transpires. The ICS team interacted with the press and the local jurisdictions quite well. The drill was to involve a plane crash to the east side of the library, however, there was some confusion and the crisis led to a fire scenario rather than a plane crash. All areas were videotaped. This was a good experience for the college and it will continue to be an annual activity with improvements each year.

d) Student Success Committee

Mr. Lopez reported that they had met last week. Tammy Larsen is leading a sub committee to look into the area of retention. They are gathering information and looking at what other schools are doing. The end result will be a retention plan. Susie Briones is working on the student handbook. Angela Tos is working on the Matriculation Plan.

e) Employee Development and Success Committee

Dr. Hall reported that they had met last Friday for a strategic planning retreat. They have made some changes to their membership and set the goal to plan a major event each semester. The newsletter name will be changed to the Eagle's Eye. They will reinstitute an employee of the month activity. December 7 is the date set for the Christmas celebration. Staff development, PERS and STRS activities are also to be planned. The sign language instructor has offered to provide some staff room lessons. They are planning two major staff development events per year; one each semester. Vince commented that he had observed that support staff are too busy on duty day to attend staff development activities. He believe there would be more support staff to attend if activities were held at a different time of year. Mr. Warkentin asked that the committees making changes to their roles to bring a revised governance group request to the PGC. EDSC will develop a staff development request procedure. James commented that he would like to see more faculty go to conferences. He believes faculty don't know the process to request conference/seminar attendance. For staff who do attend conferences a report needs to be given and how their conference attendance has benefited our staff and/or students. James reported on the success of a brown bag lunch, book read, that some faculty had participated in.

5. Student Government Association

Yarely reported that there would be a wrestling match at 5:00 p.m. and 7:00 p.m. this evening. There is also a car wash this coming Sunday in front of K-mart. SIFE is in charge of the Haunted House this year. Jan asked who would be assisting with the Haunted House activity in the absence of Dean Atkinson-Alston. Mr. Warkentin stated that it may be Stephanie Droker.

6. WHCIST

In the absence of Dave Bolt at this time in the meeting, no report was given.

7. Agenda items for next meeting:

- Education Program Review
- Employee Development and Success Committee revised governance request form
- SLO Governance Group Request (new)

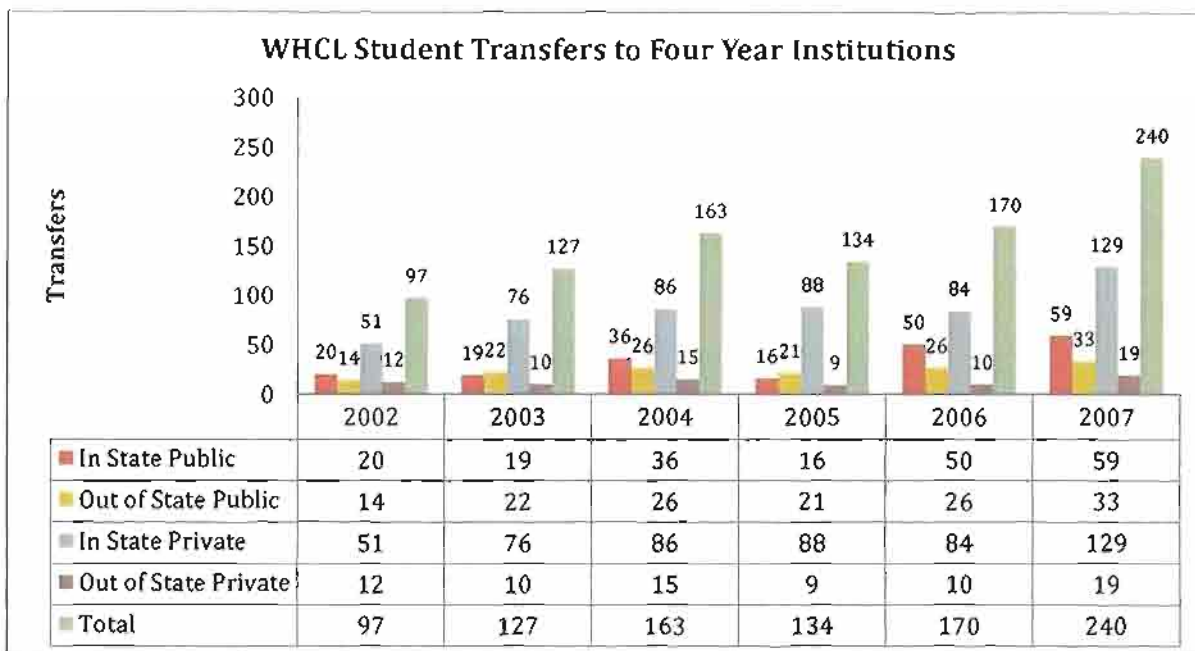
8. Other

Marty commented that suspension of classes on the evening of Thanksgiving had been disallowed by a previous president. The agreement is that all classes be suspended from 4:00 p.m. on the evening before Thanksgiving as specified in a memorandum of understanding between CTA and the District. Marty will send a copy of the memorandum to Mr. Warkentin.

9. Adjournment

The meeting was adjourned at 3:10 p.m.

TRANSFERS TO FOUR YEAR INSTITUTIONS

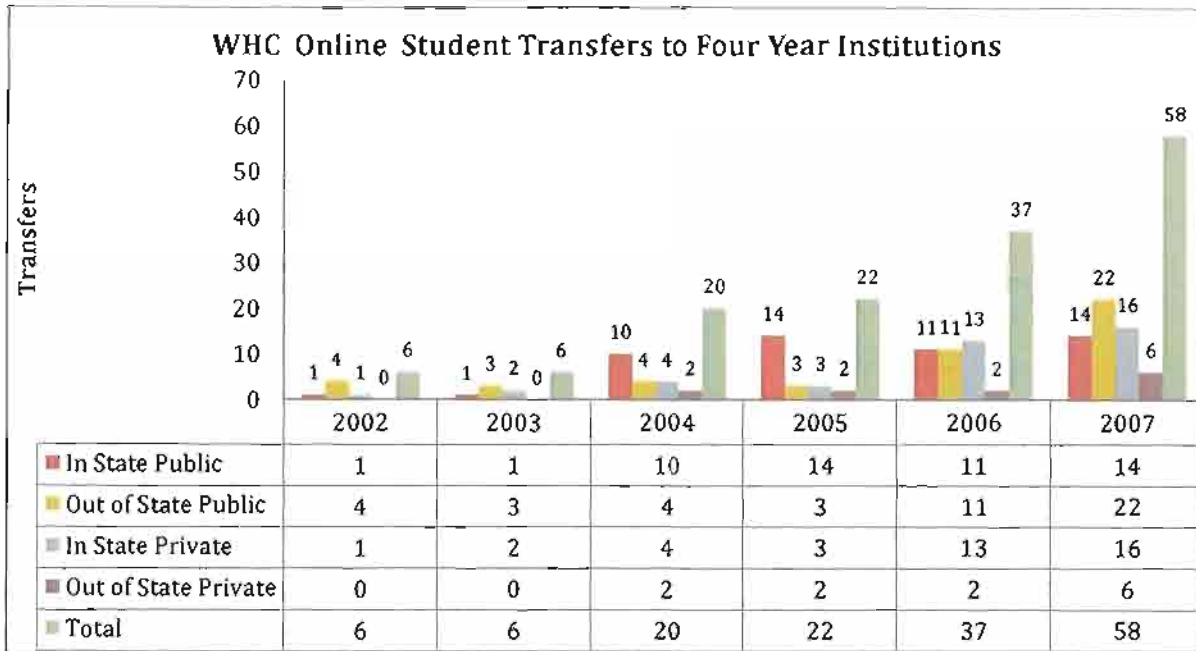


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: The annual numbers of transfers to four-year institutions were determined by students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- In '07, 92 students transferred to public four year institutions; 148 students transferred to private four year institutions.
- In the six years observed, more students transferred to California private institutions each year than transferred to California public institutions.
- The number of students transferring continues to increase with the most significant gains occurring at California private four year institutions.

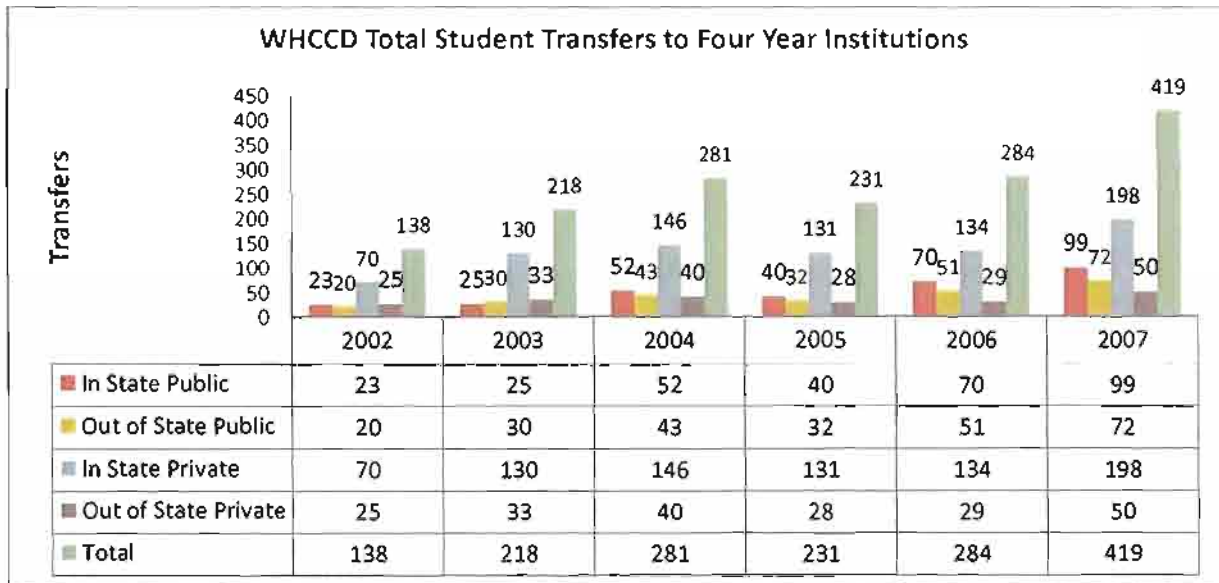


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: Based on WHCCD students who completed at least 12 units primarily online from a combination of online courses from WHCC and WHCL and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- The number of online transfers has significantly increased over the six years observed.
- Significant gains have been made in the number of students transferring to out of state public institutions.



Data Source: National Student Clearing House; WHCCD Data Warehouse

SOCIAL SCIENCES LEARNING AREA MEETING WEST HILLS COLLEGE LEMOORE

JANUARY 25, 2010

2pm

TENTATIVE MEETING AGENDA

Ron, Pat, Vera, Rene, Veronica

- 1. Call to order**

- 2. Changes to the agenda**

- 3. Future meetings dates/times**
Mondays at 2pm

- 4. Curriculum report**
First Meeting is next week
Issues with portal
District Curriculum Coordinating Committee—discussion followed

- 5. SLO update**
Assessment—Hist 17ab, Geog 1,3, Soc 7
Analysis—Soc 1,2, Geog 1,3,2a
Evaluation—Soc 1,2, Hist (all), Geog 1,3,2a, CD 17c, 12a
Modification—
91% of non instructional have defined SLOs, analysis only 18%

- 6. Program review**
CD at next PGC

- 7. Academic senate report**
Tenure
DCCC
NISOD

- 8. Classroom issues**
1000 lighting
VC rooms—remote is needed from Joe
Camera to show whiteboard at Coalinga site
Library leaks—M&O has been informed
Door locks in library—use of plan “B”
Most classroom clocks—needs adjustments

9. Faculty evaluations

No FT but adjuncts—Brady, Bellamy, Sievers, Dr. X

10. Possible new faculty positions

Psychology?

11. Other

12. Next meeting

SOCIAL SCIENCES LEARNING AREA MEETING

WEST HILLS COLLEGE LEMOORE

FEBRUARY 22, 2010

2pm

Pat, Bob, Vera, Veronica

1. Call to order
2. Changes to the agenda
3. Curriculum report
Portal transition
Lib Arts update
4. SLO update
Vera provided an update
SLO Cycle
Share during
Each faculty will present a SLO assessment, results, and analysis
5. Program review
CD was passed by PGC
6. Academic senate report
Proposed Tenure
Elections
New policies
7. Classroom issues
1000 lights
Instructor station cleanliness—send an email on methods to make it look cleaner
8. Faculty evaluations
Squaring away assignments
9. Possible new faculty positions
CD, Psychology
10. Other
11. Next meeting—March 15 @ 2pm

MATH/SCIENCE LEARNING AREA MEETING WEST HILLS COLLEGE LEMOORE

MARCH 12, 2010

12:00NOON

MEETING AGENDA

Dave, Frieda, Maria, Brian, David, Kurt, Bob, Shawn, Cliff

- 1. Call to order**
- 2. Changes to the agenda**
- 3. Curriculum report**
Shawn has accepted the opportunity to serve.
- 4. SLO update**
Math 1A—SLO 3: use of test results to review SLO
Bio 38—SLO 1: use of final exam to look at SLO
Brian, Bob, Shawn for next meeting
- 5. Program review**
Collection of completed program reviews this next month; e-versions, too
Upcoming program reviews to be due in fall will be announced by May
- 6. Academic senate report**
Weapons on campus
All other AP/BP have been sent out; prerequisite topic is "hot"
Elections
Tenure folk have been sent to the pres
Updating bylaws and constitution
- 7. Classroom issues**
Scheduling issues for MW or TTH classes and working around holidays
Clock batteries—711 719, 209, 274
- 8. Faculty evaluations**
Cliff, Bob, David, Brian
- 9. Other**
Relocate the financial comparison to the website, away from portal
- 10. Next meeting—April 9th @ noon**

SOCIAL SCIENCES LEARNING AREA MEETING

WEST HILLS COLLEGE LEMOORE

April 19, 2010

2pm

Bob, Ron, Vera, Pat

1. **Call to order**
2. **Changes to the agenda**
3. **Curriculum report**
District Curriculum Committee Representation
Curriculum training for electronic submission of curriculum
4. **SLO update**
Remember to assessment, review, and modify SLOs
Emphasis next fall will be on Lib Arts
5. **Program review**
New program review booklet
Roll out in May
6. **Academic senate report**
District Curriculum Committee was passed
New president and vice president
BP and AP approvals
New faculty positions—Ranking? Process to be determined.
Flex Day input
Accreditation visit is week of March 7th
Faculty Senate Awards at graduation
7. **Classroom issues**
Library closed door issues
Food in library
Closed captioning wrt video conferencing
Theft of media equipment—DVD remote, cabling in 236; Scott has been informed
8. **Faculty evaluations**
Kudos to Pat and Vera

9. End of the Year Business
Spring 2011 schedule input
Library hours reduced in summer

10. Other

Social Sciences/Math/Science Learning Areas

West Hills College Lemoore

August 13, 2010

Minutes

Present: Gibson, Ganter, Birrell, Sanchez, Hall, Kraft-Chapman, Harris, Jackson, Castagna, Babb, Sterling, Fortune, Abela, Kennedy

1. Changes to the agenda
Several items were added to the agenda—see agenda item #9
2. Campus issues and highlights
Introduction of Allen Fortune
USDA Grant Update
New S-STEM NSF Grant
3. Beginning of the school year business
Submission of course syllabi to Ed Services Office
Update rosters
Waitlist was discussed
Syllabi to contain SLOs
4. Curriculum Committee report
 - Representation
Social Science—Vera
M/S—Shawn
Expectation that a report to be given at each Learning Area Meeting
 - Five year review of course outlines
Curriculum reps will work with faculty to ensure currency
5. SLO update
 - Representation
Social Science—Allen
M/S—Frieda
Expectation that a report to be given at each Learning Area Meeting
 - Course level
Faculty were complimented on developing SLOs and assessment
Adjunct faculty were given extensive information during their orientation
 - Program level
This is the area of SLO work that should be the emphasis this year
 - Assessments—Documentation; Evidence that SLOs have led to changes in student learning
Provide documentation evidence to SLO Rep or D. Babb

6. Program review for 2010
 - Biology *Cliff*
 - Liberal Arts—Math and Science ??
 - Liberal Arts—Social Science *Bob H.*
 - Chemistry *Brian*
 - Mathematics *Frieda*

7. Academic senate report
 - Representation
Social Science—*Ron O.*
M/S—*Jameson*
Expectation that a report to be given at each Learning Area Meeting

8. Budget update
 - Equipment/Supplies
\$59K in lottery money will pass through the Budget Allocation Committee
Staff need to submit requests now for possible emergency funding
 - Schedule implications
25 additional sections were added to fall schedule upon presidential request
 - Staffing implications
Staffing in some disciplines is difficult and may hamper future schedule

9. Other business/discussion
 - 2 year schedule
Use form to submit conservative estimate on when courses should be offered
 - Spring 2011 schedule
Submit ASAP
 - Testing Center
Useful for make-up tests and placement exams
Need a computer lab; maybe DSPS lab?
Dave will discuss with Student Services staff

10. Next meeting—TBD

MATH/SCIENCE LEARNING AREA MEETING

WEST HILLS COLLEGE LEMOORE

FEBRUARY 19, 2010

12:00NOON

TENTATIVE MEETING AGENDA

Brian, David, Shawn, Kurt, Jameson, Angela, Bob, Cliff, Frieda, Kim

1. **Call to order**

2. **Changes to the agenda**

3. **Curriculum report**
*Up for grabs since Cliff is unable to attend. More discussion.
Status of biology and chemistry is likely to remain.
District level curriculum committee? Voice opinions to S. Droker.*

4. **SLO update**
Assignment—Report on an SLO being assessed, present results for next meeting.

5. **Program review**
Chemistry and Biology likely for fall 2010.

6. **Academic senate report**
*District curriculum discussion—faculty are encouraged to attend the first district curriculum committee meeting
Senate elections
Tenure nominations—Rodriquez, L. Hall, Rogers, Raia*

7. **Classroom issues**
*Lights outside 700
Lights outside 200 go off too early
Whiteboard in conf. center?
Theft of pencil sharpeners—replacement?
Updates on computers untimely
Hard key for cabinets within 700B for JB
Key cards—see Amber or Kyle
Projectors and media centers are left on after class*

8. **Faculty evaluations**

Full timers: Babb (Rengh, Abela), Ganter (Jackson, Birrell), Gibson (Birrell, Abela)

Adjuncts: Hartman (Birrell), Ford (Abela), Griffiths (Gibson), Gradis (Abela), Crain-Peltzer (Babb/Harris), Thomas (Birrell)

Full time faculty evaluators are to await word from Dave B. that is okay to evaluate.

9. Other

10. Next meeting—March 12 @ noon

Minutes-A & L Meeting

March 8, 2010

Present: M. Hall, T. McGee, N. Daniels, M. McDowell, J. Shehorn,

L. Howard, J. Preston, K. Sheffield, L. Beloof

1. Call to order at 12:02 pm.
2. Additions to the agenda-none.
3. Approval of minutes- no minutes to approve.
4. New Business
 - a. Teleconference meeting with Coalinga English Teachers- M. Hall was going to set up a meeting on March 22, but it was pointed out that we already have a meeting set up on March 15th. At the March 15th meeting, we will address English 1A, English 89 change to 100, and GS 61. M. Hall suggested T. Winters and J. Milianta be invited to the March 15th meeting. M. Hall also cancelled the March 22 meeting with the Coalinga English Teachers, and we will not be meeting for an A & L meeting on March 22nd either.
 - b. Spring 2010 Schedule- was passed around for everyone to provide input.
 - c. Adjunct Evaluations- J. Preston will evaluate Drew in Education, K. Sheffield will evaluate J. Milianta in GS and Wu in Linguistics, M. Ennes will evaluate Prelip and Johnson in Communications.
5. Old Business
 - a. SLO Assessments-faculty asked about the deadline for the SLO chair to submit an annual report. The deadline is in April. M. Mc Dowell is going to work on SLOs for Humanities. J. Shehorn suggested that he take SLOs from the "old" Humanities form and put them into the new format.
 - b. Program Review- M. Hall asked if any were due. There was a bit of discussion on Liberal Arts degree going through the curriculum process again.
 - c. Kaleidoscope-M. McDowell has received submissions. He wanted to know if students submitting visual and written pieces could use the same release form. L. Howard and N. Daniels agreed. M. Mc Dowell will forward copies of release forms to N. Daniels. M. Mc Dowell hopes to get the product to All Valley by April 30th. If done by then, we will have copies to distribute before graduation. M. Mc Dowell asked if we would rather cut pages or copies if the All Valley quote was higher than the budget allotted. Faculty suggests fewer pages because we do give out all 300 copies. SPLAAT students are organizing a "Battle of the Bands."
 - d. Bookstore- There have been no changes. Bookstore responded to email regarding issues with "need specifics" before he can address. M. Hall suggests that faculty CC him with book orders next semester. Faculty also stated the difficulties of giving a book order by the bookstore's deadline when we don't know which class sections we have been

assigned. In terms of art supplies, the mark up is higher, so students go to Michaels or Allards instead.

6. Senate Report- L. Belooof read an email from S. Droker in regards to tenure resolutions. It stated the Chancellor was holding them until the April meeting to approve Lemoore and Coalinga requests at the same time. Faculty wanted to know who was up for tenure. T. Mc Gee stated M. Rodriguez, L. Hall, and J. Rodgers, but there are others.
7. Curriculum Report- English 1B was tabled by R. Sanchez because she wasn't sure that Coalinga had been included. J. Shehorn said S. Sutherland had been contacted on at least 3 occasions to relay information to his Coalinga colleagues. He did tell J. Shehorn to go ahead, J. Shehorn told R. Sanchez to put it through as well, but it was still tabled.
8. Classroom Ideas/Issues- Faculty discussed the inappropriate furniture in the classrooms. Concerns included: set up determined pedagogy, furniture inhibits interaction with students, "Modesty Shields" are useless and falling off, teachers found it difficult to get to students sitting on the far end next to the wall, and there were other issues/concerns. J. Shehorn did research the furniture and shared the information with D. Warkentin at one point. However, he turned down the request to use BSI funds to change furniture in a classroom. Faculty wonders why it's acceptable for science to have a collaboratory that only they use, but we can't have a room better designed for students in English classes. J. Preston asked what could be done to put forward requests in future buildings. It was suggested that we relay concerns to: Senate, Student Success Committee, Facilities Committee, and BSI. J. Shehorn was going to ask S. Droker if we could have more than one faculty on Facilities just in case the designated faculty was teaching at the time the meetings are held.
9. Other-none.
10. Agenda items for next meeting-nothing new was suggested.

Adjourned

Minutes-A & L Meeting
April 26, 2010

Present: M. Hall, L. Howard, J. Preston, M. McDowell, K. Sheffield, R. Oxford, L. Beloof, M. Ennes

1. Call to order at 12:00 pm.
2. Additions to the agenda- Learning Area Awards
3. Approval of minutes-Minutes approved (Marty moved to approve, Kim seconded). All were in favor.
4. New Business
 - a. Don announced, at an administrative meeting, that we are now going to a one-year schedule. Don wants this discussed at Learning Area Meetings. A&L has already been working on this. Probably won't happen until next spring (one full year of suggestions). It was suggested that an activity/discussion be planned for Flex Day regarding the one-year schedule. Marlon is going to follow-through with Kurt regarding this.
 - b. "Battle of the Arts" at Kings Art Center. Students are excited. Mike mentioned the possibility of honoring Sue Westover. A plaque in the sidewalk was mentioned. Question was asked as to whether or not we can provide Sue's children with an honorary degree for their mother. Marty will take information, from Mike (regarding Sue), to PGC. Other items discussed included Food and Follies. Time, location? Attendance, and enthusiasm, are declining. It was mentioned that everyone might need to be included in the planning. Too staff driven.
 - c. SLO Assessments: 101B (Kim and Jacqui are working on this). 51B (Libra). 1B (Is this being assessed?) It should be this semester. Ed 5 (James). Mike checking his schedule.
 - d. Program Review: Nothing currently.
 - e. Ron Oxford shared his concern regarding different style guides and their updates. He asked what the library should use to help students. There have been contradictions in format (MLA, APA, CMS). He wants the library staff to know how to direct the students. Do they go by the edition required in the class? Do they go by the most updated information on the MLA website? How should the library, and English Lab, handle this? Continue this discussion in A&L. Ron will also discuss this concern with other learning areas.
 - f. Learning Area Awards: English-Laura "Stormy" Minero, Art-Heaven Annie McGrath, Communication-Raechelle Berna, Education-Gina Luis, Humanities-Bryan Eskew
5. Old Business
 - a. Changing English 89 to English 100: No updates. A&L had a meeting with Coalinga. No words since. Marlon sent information, from the chancellor, to Scott Sutherland. Marty asked Mike to bring the issue up in Curriculum. Should we move forward even though we haven't heard more from Coalinga?
 - b. Changing GS 61 to GS 101 (See 5a).

- c. Kaleidoscope: At the printer. Mike gave flash drive back to Marty. Ahead of schedule. Hope is to pick it up May 7. Kim and Libra will proof. Check layout, line endings. It was noted that people are pleased we pushed for print rather than online. Tangible reward. Does not read as well on screen.
 - d. Bookstore: No communication, yet, regarding Fall 2010 book orders. Libra noted that she hadn't been contacted about Summer 2010. Others said they had been. Email Amber for follow-through. Concern regarding books being used later in the semester. Students wait to purchase, and by the time the book is utilized, the bookstore has sent them back. It was suggested that the bookstore keep the copies in store, especially when the instructor uses the same title/edition every year.
6. Senate: Larry provided an email handout, from Stephanie Droker, regarding recommendations for faculty positions. Priority is ESL. Spanish Instructor is also needed. Other positions discussed included Communication Instructor, Art Faculty, Humanities, Performing Arts, Music, and Journalism.
 7. Curriculum: Ed 5 needs to be sent to A&L for approval and, then, to TRC. May 3 is the last day to submit new material.
 8. Classroom Ideas/Issues: None discussed.
 9. Other-None

Agenda items for next meeting were suggested-Marlon wrote those down.

Meeting adjourned at 12:52 pm

Next meeting is the last meeting of the semester (May 10).

**WEST HILLS COLLEGE LEMOORE
HEALTH, WELLNESS & NURSING
LEARNING AREA MEETING
WEDNESDAY, OCTOBER 20, 2010
8:30am – 10:00am**

A G E N D A

- 1. Call to Order**
- 2. Additions to the Agenda**
- 3. Approval of Minutes**
- 4. Health & Nursing Area Report – Charles Freeman**
- 5. Counselors Report – Marta Hendrickson**
- 6. SLO Program Review Assessment Report– Joel Rogers**
 - A. Program Level
 - B. Course Level
- 7. Curriculum Report – Kent Olson**
- 8. Academic Senate Report – Dave Neer**
- 9. Athletic Academic Advisor Report - Teresa Quilici**
 - A. Discussion
- 10. Golden Eagle Arena**
 - A. Continued Discussion – Course Curriculum Development
- 11. Kinesiology Curriculum Report – Dave Neer/Joel Rogers**
- 12. Classroom/Campus Concerns**
- 13. Good of the Order**
- 14. Adjournment**

WHCL Health, Wellness, & Nursing Learning Area
Meeting Minutes
October 20, 2010

Room# 124

8:30 a.m.

Members Present: R. Clement, C. Freeman, M. Hendrickson, D. Neer, K. Olson, T. Quilici, R. Ragsdale & M. Unzueta

Members Absent: A. Fortune & J. Rogers

Minutes recorded by: A. Avitia

1) Call to Order-

8:30 a.m.

2) Changes/Additions to the Agenda-

None Stated.

3) Approval of Minutes-

K. Olson motioned to approve September 8, 2010 meeting minutes; D. Neer seconded the motion, the motion was approved unanimously.

4) Health & Nursing Area Report- Charles Freeman

C. Freeman reported that the medical assisting course is going through the curriculum process for credit. He added that the EMT course expanded its seats from 30 to 40 students and that a sterile processing course may be offered in the spring. He also announced that the CNA course started today, October 20, 2010 and that the nursing area is trying to hire a CNA instructor. C. Freeman exits at 9:50a.m.

5) Counselors Report- Marta Hendrickson

No report given at this time.

6) SLO Program Review Assessment Report- Joel Rogers

A. Program Level

B. Course Level

No report given at this time. J. Rogers absent.

7) Curriculum Report- Kent Olson

K. Olson reported that PE-005 Intercollegiate Women's Volleyball and PE-25A Introductory Soccer were recently passed in curriculum.

8) Academic Senate Report- Dave Neer

(Handout: E-mail: SB 1440 Implementation: Associate Degree's for Transfer)

D. Neer informed the learning area of the recent e-mail all faculty should have received regarding the new bill that passed that would help students transfer with an associate degree. He asked the learning area to review the e-mail for their information.

9) Athletic Academic Advisor Report- Teresa Quilici

T. Quilici informed the learning area of the recent progress reports sent out by Elva Torres and, as of today, October 20, 2010 she has received only four progress reports and expressed the importance of receiving these back from the instructors. The learning area had an open discussion regarding the progress report template and faculty involvement. R. Clement will have Sylvia Dorsey-Robinson at the next learning area to help clear up this process.

10) Golden Eagle Arena-

A. Continued Discussion- Course Curriculum Development

B. Clement asked the learning area to continue brainstorming of potential courses that could be offered in the arena.

11) Kinesiology Curriculum Report- Dave Neer/Joel Rogers

(Handout: Student Learning Outcomes Tracking Form)

No report at this time. J. Rogers absent. B. Clement shared with the learning area that a representative was needed for the area to be a part of the Strategic Planning Meeting. D. Neer volunteered, in addition to K. Olson to be D. Neer's backup.

12) Classroom/Campus Concerns-

No issues or concerns at this time.

13) Good of the Order-

(Handout: E-mail regarding spring schedule)

B. Clement shared with the learning area of proposed course changes for the spring from R. Ragsdale. No issues or concerns at this time.

14) Adjournment

Meeting Adjourned: 9:40 a.m.

**WEST HILLS COLLEGE LEMOORE
HEALTH, WELLNESS, & NURSING
LEARNING AREA MEETING
FRIDAY, AUGUST 13, 2010
3:00pm – 4:00pm
WHCC LIBRARY**

A G E N D A

1. Restricted and Unrestricted Funds Expenditure
 - Lottery
2. Two –Year Schedule
 - To be placed on the college website and/or portal (Handout)
3. 2011 Spring Schedule
 - Work on the premise that the schedule will mimic 2010 spring schedule “Moving Target”
 - Schedule development team for our Learning Area
4. Program Review
 - Program review schedule (Handout)
 - Timelines for completion
5. Evaluations of Faculty
 - Fulltime
 - Adjunct
6. Accreditation Updates (Handout)
7. Learning Area Faculty Representation
 - Curriculum, SLOC, Academic Senate, PGC
8. Course Repetition
9. SLO Update
 - Course Level & Program level assessment (4% of program SLO assessed to date)
 - Implementation Plan – Portal (Handout)
10. Golden Eagle Arena
 - Fitness Equipment Update (Handout)
 - Course Curriculum Development
11. Removal of W’s & F’s from transcripts
12. Learning Area meetings schedule for 2010 fall semester
13. Campus issues and highlights
14. Adjournment

RFP 010-01 WHC WELLNESS - AEROBICS, EXERCISE & WEIGHT TRAINING EQUIPMENT:

Bid Opening: Friday, July 16, 2010 at 9:00am

Dated: Jun 24, 2010

NO.	ITEM DESCRIPTION & DETAILS:	Item	Advantage Fitness Products		Life Fitness		Promaxima		The Dumbell Man Fitness Eq	
			Quantity	Unit Price	Total	Unit Price	Total	Unit Price	Total	Unit Price	Total
1	TREADMILL:	4	\$ 4,195.00	\$ 16,780.00	\$ 3,680.00	\$ 14,720.00	\$ 4,199.00	\$ 16,796.00	\$ 4,630.00	\$ 18,520.00
1a	3 Year bumper to bumper warranty, includes All Parts, labor and travel costs.	4	\$ -	\$ -	\$ 650.00	\$ 2,600.00	\$ -	\$ -	\$ 1.00	\$ 4.00
2	CROSS TRAINER:	3	\$ 4,250.00	\$ 12,750.00	\$ 2,850.00	\$ 8,550.00	\$ 3,199.00	\$ 9,597.00	\$ 3,445.00	\$ 10,335.00
2b	2 Year bumper to bumper warranty, includes All Parts, labor and travel costs	3	\$ 400.00	\$ 1,200.00	\$ 200.00	\$ 600.00	\$ -	\$ -	\$ 1.00	\$ 3.00
3	UPRIGHT EXERCISE BIKE:	4	\$ 1,675.00	\$ 6,700.00	\$ 1,635.00	\$ 6,540.00	\$ 1,799.00	\$ 7,196.00	\$ 2,215.00	\$ 8,860.00
3a	3 Year bumper to bumper warranty, includes All Parts, labor and travel costs	4	\$ -	\$ -	\$ 180.00	\$ 720.00	\$ -	\$ -	\$ 1.00	\$ 4.00
4	RECUMBENT BIKE:	2	\$ 1,895.00	\$ 3,790.00	\$ 1,840.00	\$ 3,680.00	\$ 1,799.00	\$ 3,598.00	\$ 2,330.00	\$ 4,660.00
4a	3 Year bumper to bumper warranty, includes All Parts, labor and travel costs	2	\$ -	\$ -	\$ 180.00	\$ 360.00	\$ -	\$ -	\$ 1.00	\$ 2.00
5	ATTACHABLE 17" LCD TV:	13	\$ 1,085.00	\$ 14,235.00	\$ 804.00	\$ 10,452.00	\$ 889.00	\$ 12,957.00	\$ -	\$ -
6	TV BRACKETS & ADAPTOR BRACKETS: Treadmills (4), Cross Trainer (3), Recumbent Bike (2), Upright Exercise Bike (4), plus (1) administrative remote	13	\$ -	\$ -	\$ 94.00	\$ 1,222.00	\$ -	\$ -	\$ -	\$ -
7	REMOTE CONTROLS: Remote Controls for Upright Treadmills (4), Cross Trainer (3), Recumbent Bike (2), Upright Exercise Bike (4), plus (1) administrative remote.	14	\$ -	\$ -	\$ 60.50	\$ 847.00	\$ -	\$ -	\$ -	\$ -
8	DIP & CHIN ASSIST PRESS:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,454.00	\$ 2,454.00	\$ 1,799.00	\$ 1,799.00	\$ 2,345.00	\$ 2,345.00
9	BICEPS CURL PRESS:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,033.00	\$ 2,033.00	\$ 1,799.00	\$ 1,799.00	\$ 2,075.00	\$ 2,075.00
10	CHEST PRESS:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,174.00	\$ 2,174.00	\$ 1,799.00	\$ 1,799.00	\$ 2,210.00	\$ 2,210.00
11	PECTORAL FLY/REAR DELTOID PRESS:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,174.00	\$ 2,174.00	\$ 1,799.00	\$ 1,799.00	\$ 2,345.00	\$ 2,345.00
12	HIP ABDUCTOR:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,174.00	\$ 2,174.00	\$ 1,799.00	\$ 1,799.00	\$ 2,490.00	\$ 2,490.00
13	HIP ABDUCTOR:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,174.00	\$ 2,174.00	\$ 1,799.00	\$ 1,799.00	\$ 2,490.00	\$ 2,490.00
14	HORIZONTAL CALF PRESS:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,104.00	\$ 2,104.00	\$ 1,799.00	\$ 1,899.00	\$ 2,155.00	\$ 2,155.00
15	LEG EXTENSION PRESS:	1	\$ 2,425.00	\$ 2,425.00	\$ 2,384.00	\$ 2,384.00	\$ 1,799.00	\$ 1,799.00	\$ 2,070.00	\$ 2,070.00
16	SEATED ROW:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,174.00	\$ 2,174.00	\$ 1,799.00	\$ 1,799.00	\$ 2,215.00	\$ 2,215.00
17	LEG CURL:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,174.00	\$ 2,174.00	\$ 1,799.00	\$ 1,799.00	\$ 2,215.00	\$ 2,215.00
18	SEATED LEG PRESS:	1	\$ 4,195.00	\$ 4,195.00	\$ 3,506.00	\$ 3,506.00	\$ 1,799.00	\$ 1,799.00	\$ 3,640.00	\$ 3,640.00
19	SEATED SHOULDER PRESS:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,154.00	\$ 2,154.00	\$ 1,799.00	\$ 1,799.00	\$ 2,215.00	\$ 2,215.00
20	SEATED TRICEPS EXTENSION:	1	\$ 2,499.00	\$ 2,499.00	\$ 2,033.00	\$ 2,033.00	\$ 1,799.00	\$ 1,799.00	\$ 2,155.00	\$ 2,155.00
21	LAT PULLDOWN:	1	\$ 2,499.00	\$ 2,499.00	\$ 1,824.00	\$ 1,824.00	\$ 1,799.00	\$ 1,799.00	\$ 2,155.00	\$ 2,155.00
22	CUSTOM BUILT 5 STACK MULTI-JUNGLE:	1	\$ 5,225.00	\$ 5,225.00	\$ 7,170.00	\$ 7,170.00	\$ 5,299.00	\$ 5,299.00	\$ 7,200.00	\$ 7,200.00
23	DUAL ADJUSTABLE PULLAY STATION:	1	\$ 3,505.00	\$ 3,505.00	\$ 3,323.00	\$ 3,323.00	\$ 2,295.00	\$ 2,295.00	\$ 3,299.00	\$ 3,299.00
24	HAMMER STRENGTH SMITH MACHINE:	1	\$ 2,695.00	\$ 2,695.00	\$ 2,594.00	\$ 2,594.00	\$ 1,495.00	\$ 1,495.00	\$ 2,480.00	\$ 2,480.00
25	BODY WEIGHT GLUTE/HAM BENCH:	1	\$ 675.00	\$ 675.00	\$ 970.00	\$ 970.00	\$ 795.00	\$ 795.00	\$ 1,320.00	\$ 1,320.00
26	DECLINE/ABDOMINAL BENCH:	1	\$ 525.00	\$ 525.00	\$ 404.00	\$ 404.00	\$ 235.00	\$ 235.00	\$ 580.00	\$ 580.00
27	BUMPER PLATE STORAGE RACK - LARGE:	2	\$ 109.00	\$ 218.00	\$ 236.00	\$ 472.00	\$ 325.00	\$ 650.00	\$ 190.00	\$ 380.00
28	MULTI-ADJUSTABLE STRENGTH BENCH:	3	\$ 585.00	\$ 1,755.00	\$ 647.00	\$ 1,941.00	\$ 250.00	\$ 750.00	\$ 590.00	\$ 1,770.00
29	DUMBBELL RACK-DOUBLE TIER:	3	\$ 595.00	\$ 1,785.00	\$ 325.00	\$ 975.00	\$ 385.00	\$ 1,155.00	\$ 580.00	\$ 1,740.00
30	UTILITY BENCH w/75 DEGREE:	1	\$ 375.00	\$ 375.00	\$ 282.00	\$ 282.00	\$ 165.00	\$ 165.00	\$ 365.00	\$ 365.00
31	FLAT BENCH:	1	\$ 375.00	\$ 375.00	\$ 226.00	\$ 226.00	\$ 150.00	\$ 150.00	\$ 280.00	\$ 280.00
32	OLYMPIC HEAVY DUTY 6' X 8' STAND ALONE PLATFORM:	2	\$ 725.00	\$ 1,450.00	\$ 1,501.00	\$ 3,002.00	\$ 1,195.00	\$ 2,390.00	\$ 1,205.00	\$ 2,410.00
33	OLYMPIC 8' HEAVY DUTY HALF RACK:	4	\$ 1,025.00	\$ 4,100.00	\$ 1,227.00	\$ 4,908.00	\$ 1,395.00	\$ 5,580.00	\$ 1,250.00	\$ 5,000.00
34	OLYMPIC HEAVY DUTY ADJUSTABLE BENCH:	2	\$ 829.00	\$ 1,658.00	\$ 559.00	\$ 1,118.00	\$ 480.00	\$ 960.00	\$ 675.00	\$ 1,350.00
35	BACK EXTENSION BENCH:	1	\$ 595.00	\$ 595.00	\$ 704.00	\$ 704.00	\$ 275.00	\$ 275.00	\$ 500.00	\$ 500.00
36	ABDOMINAL CRUNCH BENCH:	2	\$ 899.00	\$ 1,798.00	\$ 830.00	\$ 1,660.00	\$ 895.00	\$ 1,790.00	\$ 645.00	\$ 1,290.00
37	STAFF TRAINING: On site staff training on proper equipment use and equipment maintenance. Identify any other training availability (off site, web based etc.)	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1.00	\$ 1.00

Clement, Robert

From: Tos, Angela
Sent: Wednesday, August 11, 2010 11:21 AM
To: Ragsdale, Rodney; Neer, Dave; Unzueta, Mark; Olson, Kent S.; Fortune, Allen
Cc: Clement, Robert; Torres, Elva; Dorsey-Robinson, Sylvia
Subject: Student Education Plans (SEP) for Athletes

Hello esteemed coaches,

I have been charged with having student education plans on file for all of the student athletes by September 3rd. I am emailing you to inform you of my plan and request your support and assistance in implementing it.

The plan

I have scheduled a group academic counseling session on Tuesday, August 24 from 3-5 pm. (Hopefully this is not news to you and you have already been notified of this date.)

A different counselor will be available at each table. I will begin the session with a 15 minute overview of the advising sheets, educational goals and the SEP form; the goal of this presentation is to provide the information necessary to the students to be able to identify their educational goal and know what forms to follow and fill out. The students will then begin completing their own SEP forms and will include on it the sport for which they participate. There will be catalogs at each table for them to review course descriptions and majors. Once the student has completed the form (with the assistance of the counselor as necessary) the form will be given to the counselor who will check it, make any necessary changes/revisions, write in any appropriate notes or information and collect it. All SEPs will be copied and the student's copy will be sent to you to be distributed to them later.

How you can provide support and assistance

- Please provide me with a list of the courses your athletes need to participate in for your sport. **I will need this list by noon on Monday, August 23.**
- Please emphasize with your athletes the value of the student educational plan (from a success viewpoint it is the most important counseling activity they can participate in to help them meet their educational goals).
- Please require those students who do not have a SEP on file to attend; let them know that having a SEP impacts their eligibility.
- Please stress to your athletes that they need to be on time- the instructions are explained in the beginning. The counselors are extending their work day for this event and I'd like to demonstrate respect for their time by beginning on time.
- Consider encouraging all your athletes to be there for the overview at the beginning (although not required for those students who already have a SEP on file, it is excellent information that can only positively enhance their knowledge for their education).
- Check your mailboxes and when you receive the copies of the SEPs, distribute them to the athletes as soon as possible.

I think this is going to be a great event and I look forward to working with you and your student athletes. If you have any questions, concerns, or suggestions please don't hesitate to contact me; I welcome feedback.

Thanks
Angela Tos
Counselor, West Hills College Lemoore
559.925.3324
559.925.3865 fax

REVISED ACCREDITATION REPORT TIME LINE

West Hills College Lemoore

July 2—Revisions from Standard Administrative Chairs to Writer

July 15—Revised Draft from Writer
--Revised Draft to Standard Teams for Near Final Review

August 11—Send to District Office, Standard Teams, etc., for Review

August 25—Due Date From District Office Staff

September 1—Review by College Governance Groups and College Staff

October 6—PGC, 1st Reading

October 20—PGC, 2nd Reading

October 25—To Printer, 100 Copies

November 16—BOT, 1st Reading

December 7—BOT, 2nd Reading

January 18—BOT, Last Chance for Approval

January 19—Mail to Visitation Team Members

March 6-10—Site Visit

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

DRAFT

**YEAR 1
2008-2009**

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	<ul style="list-style-type: none"> - Plan Mandatory Spring Presentation - Work with Administration to identify facilitators - Develop and coordinate training activities throughout the year 	<ul style="list-style-type: none"> - Conduct inventory of SLOs at the College - Develop glossary of terms related to SLOs and distribute to College - Work with SLO Coordinator to develop training activities 	<ul style="list-style-type: none"> - Share information from SLOC with own Learning Area/Program and vice versa - Report training needs from Learning Areas to SLOC 	<ul style="list-style-type: none"> - Attend workshops - Communicate training needs to facilitator
Assessment Cycle	<ul style="list-style-type: none"> - Work with SLOC to identify cohorts for assessment cycle - Coordinate with facilitators of for the pilot courses 	<ul style="list-style-type: none"> - Identify which programs are in each of the 4 cohorts - Review the work from the pilot courses and provide feedback - Develop format to be used to document SLOs at the college 	<ul style="list-style-type: none"> - Work with pilot courses to progress through the cycle 	<ul style="list-style-type: none"> - Pilot courses complete the cycle
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	<ul style="list-style-type: none"> - Send all users email notices regarding SLOC meetings and actions 	<ul style="list-style-type: none"> - Representatives report information from SLOC back to constituency group and vice versa 	<ul style="list-style-type: none"> - Share information from SLOC with own program and vice versa 	/
Newsletter	<ul style="list-style-type: none"> - Draft and distribute 	<ul style="list-style-type: none"> - Review drafts and provide input 		
Website	<ul style="list-style-type: none"> - Design and maintain currency of information 	<ul style="list-style-type: none"> - Review drafts and provide input 		
Program Review	<ul style="list-style-type: none"> - Work with program review coordinator to redesign how SLOs are incorporated into PR 	<ul style="list-style-type: none"> - Review any proposed changes to the PR process 		<ul style="list-style-type: none"> - Continue with process as is
Curriculum	<ul style="list-style-type: none"> - Work with Curriculum Committee Chair to design how SLOs are to be incorporated into curriculum process 	<ul style="list-style-type: none"> - Review any proposed changes to the curriculum process 		<ul style="list-style-type: none"> - Continue with process as is

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

DRAFT





**YEAR 2
2009-2010**

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	- Work with Employee Success Committee to plan training activities throughout the year as needed	- Share results from SLO inventory with campus community - Work with SLO Coordinator to develop training activities	- Report training needs from depts to SLOC	- Communicate training needs to facilitator
Assessment Cycle (First Year)	- Initiate 1st cycle with Cohort A	- Oversee the implementation of the 1st cycle with Cohort A	- Work with departments in Cohort A to begin the cycle	- Cohort A begins the cycle
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	- Communicate information regarding the implementatin of the cycle to the campus community	- Representatives report information from SLOC back to constituency group and vice versa	- Share feedback with SLOC from Cohort A regarding their progress moving through the cycle	- Cohort A communicates their experiences with moving through the cycle with their facilitators
Newsletter	- Draft and distribute	- Review drafts and provide input	/	
Website	- Design and maintain currency of information	- Review drafts and provide input		
Program Review	Involvement will depend on how the Program Review process is changed given the accreditation recommendation related to college planning and evaluation activities. The SLOC will monitor any changes and ensure that SLOs are being addressed.			
Curriculum	Involvement will depend on how the Curriculum process is changed. The SLOC will monitor any changes and ensure that SLOs are being addressed.			

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

DRAFT

**YEAR 3
2010-2011**

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	- Work with Employee Success Committee to plan training activities throughout the year as needed	- Work with SLO Coordinator to develop training activities	- Report training needs from depts to SLOC	- Communicate training needs to facilitator
Assessment Cycle (Second Year)	- Initiate 1st cycle with Cohort B - Ensure Cohort A completes 1st cycle and begins 2nd cycle	- Evaluate the effectiveness of the cycle after first year and make changes for improvement as needed	- Work with Cohort B to begin the cycle - Work with Cohort A to complete 1st cycle and begin 2nd cycle	- Cohort A completes 1st cycle and begins 2nd cycle - Cohort B begins 1st cycle
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	- Communicate results from the first year of the cycle to the campus community	- Representatives report information from SLOC back to constituency group and vice versa	- Share feedback with SLOC from Cohorts A & B regarding their progress moving through the cycle	- Cohorts A & B communicate their experiences with moving through the cycle with their facilitators
Newsletter	- Draft and distribute	- Review drafts and provide input		
Website	- Design and maintain currency of information	- Review drafts and provide input		
Program Review	Involvement will depend on how the Program Review process is changed given the accreditation recommendation related to college planning and evaluation activities. The SLOC will monitor any changes and ensure that SLOs are being addressed.			
Curriculum	Involvement will depend on how the Curriculum process is changed. The SLOC will monitor any changes and ensure that SLOs are being addressed.			

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

DRAFT

**YEAR 4
2011-2012**

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	- Work with Employee Success Committee to plan training activities throughout the year as needed	- Work with Coordinator to develop training activities	- Report training needs from depts to SLOC	- Communicate training needs to facilitator
Assessment Cycle (Third Year)	- Initiate 1st cycle with Cohort C - Ensure Cohort B completes 1st cycle and begins 2nd cycle - Ensure Cohort A complete 2nd cycle	- Evaluate the effectiveness of the cycle after second year and make changes for improvement as needed	- Work with Cohort C to begin the cycle - Work with Cohort B to complete 1st cycle and begin 2nd cycle - Work with Cohort A to complete 2nd cycle	- Cohort C begins 1st cycle - Cohort B completes 1st cycle and begins 2nd cycle - Cohort A completes 2nd cycle
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	- Communicate results from the second year of the cycle to the campus community	- Representatives report information from SLOC back to constituency group and vice versa	- Share feedback with SLOC from Cohorts A, B & C regarding their progress moving through the cycle	- Cohorts A, B & C communicate their experiences with moving through the cycle with their facilitators
Newsletter	- Draft and distribute	- Review drafts and provide input	/	/
Website	- Design and maintain currency of information	- Review drafts and provide input	/	/
Program Review	Involvement will depend on how the Program Review process is changed given the accreditation recommendation related to college planning and evaluation activities. The SLOC will monitor any changes and ensure that SLOs are being addressed.			
Curriculum	Involvement will depend on how the Curriculum process is changed. The SLOC will monitor any changes and ensure that SLOs are being addressed.			

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

DRAFT

**YEAR 5
2012-2013**

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	- Work with Employee Success COmmittee to plan training activities throughout the year as needed	- Work with SLO Coordinator to develop training activities	- Report training needs from depts to SLOC	- Communicate training needs to facilitator
Assessment Cycle (Fourth Year)	- Initiate 1st cycle with Cohort D - Ensure Cohort C completes 1st cycle and begins 2nd cycle - Ensure Cohort B complete 2nd cycle - Ensure Cohort A begins 3rd cycle	- Evaluate the effectiveness of the cycle after second year and make changes for improvement as needed - Plan the implementation of a plan to develop SLOs for GE and degrees and certificate programs	- Work with Cohort D to begin the cycle - Work with Cohort C to complete 1st cycle and begin 2nd cycle - Work with Cohort B to complete 2nd cycle - Work with Cohort A to begin 3rd cycle	- Cohort D begins 1st cycle - Cohort C completes 1st cycle and begins 2nd cycle - Cohort B completes 2nd cycle - Cohort A begins 3rd cycle
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	- Communicate results from the third year of the cycle to the campus community	- Representatives report information from SLOC back to constituency group and vice versa	- Share feedback with SLOC from Cohorts A, B, C & D regarding their progress moving through the cycle	- Cohorts A, B, C & D communicate their experiences with moving through the cycle with their facilitators
Newsletter	- Draft and distribute	- Review drafts and provide input	/	
Website	- Design and maintain currency of information	- Review drafts and provide input		
Program Review	Involvement will depend on how the Program Review process is changed given the accreditation recommendation related to college planning and evaluation activities. The SLOC will monitor any changes and ensure that SLOs are being addressed.			
Curriculum	Involvement will depend on how the Curriculum process is changed. The SLOC will monitor any changes and ensure that SLOs are being addressed.			

PROGRAM REVIEW SCHEDULE

Instructional Programs:

Midterm Due
 Program Review Due

Program Name	Date of Most Current Program Review	Date of Most							
		2009	2010	2011	2012	2013	2014	2015	
Administration of Justice	2009e	C							
Art	2006	C							
Biology	1997								
Business	2010e		C						
Business Administration	2009	C							
Chemistry									
Child Development	2010		C						
CIS	2007e	C							
Community Education	2009	C							
Contract Education	2009	C							
Culinary	2006								
Engineering/Physics	2009	C							
Geography	2009	C							
Geology									
Health Science (General)	2009	C							
Health Science (Pre-Professional)	2009	C							
H&M	2009	C							
Humanities	2007								
Liberal Arts—Arts and Humanities									
Liberal Arts—Communication									
Liberal Arts—Elementary Teacher Preparation									
Liberal Arts—Math and Science									
Liberal Arts—Social Sciences									
Math	2009								
Nursing									
Office Management and Technology	2010		C						
Physical Education	2009	C							
Psychology	2004								
Social Science	2009	C							

COURSES

Abb	TITLE	FA 2010	SP 2011	FA 2011	SP 2012	FA 2012
GEOL 12	Grand Canyon Field Course					
GEOL 30/60	Experimental Course					
GEOL 49/99	Directed Study					
GS 61	Content Area Support					
HE 35	Personal Health & Hygiene	✓	✓	✓	✓	✓
HS 5	Medical Terminology					
HS 15X	Occupational Work Experience Education					
HS 50	Sterile Processing Technician Preparation					
HS 90	Medical Mathematics					
HIST 4A	Western Europe to 1700					
HIST 4B	Western Europe from 1700					
HIST 17A	History of the U.S. 1492-1877					
HIST 17B	History of the U.S. 1865-Present					
HIST 20	World History I					
HIST 30/60	Experimental Course					
HIST 32	Cultural History of the Chicano					
HIST 34	Introduction to Black Studies					
HST 44	Women's Roles in United States History					
HIST 49/99	Directed Study					
HM 10	Introduction to Hotel Management					
HM 11	Hotel Design, Planning & Development					
HM 12	Hotel, Motel Management, & Operations					
HM 61	Front Office Management & Operations					
HM 63	Housekeeping Management					
HM 64	Maintenance Management					
HM 65	Conference, Convention & Event Planning					
HM 66	Tourism & Convention Marketing & Sales					
HRCM 1	Introduction to Hospitality					

COURSES

Abb	TITLE	FA 2010	SP 2011	FA 2011	SP 2012	FA 2012
NUT 1	Basic Nutrition					
PA 1	Introduction to Theater					
PA 3	Film Appreciation					
PHIL 1	Introduction to Philosophy					
PHIL 2	Introduction to Logic					
PHIL 3	Ethics					
PE 2	Archery					
PE 6	Body Conditioning					
PE 7	Aerobics					
PE 8	Intermediate Aerobic Interval Training					
PE 11	Golf					
PE 16	Jogging & Power Walking					
PE 18	Bowling					
PE 19	Adaptive Physical Education					
PE 21	Fitness Laboratory					
PE 23	Weight Training					
PE 25A	Introductory Soccer					
PE 29	Introduction to Sport and Exercise Psychology					
Pe 30/60	Experimental Courses					
PE 35A	Theory of Soccer					
PE 40	Introduction to Physical Education					
PE 41	Standard First Aid					
PE 44	Fundamentals of Wrestling					
PE 44B	Theory of Wrestling					
PE 45	Coaching Team Sports					
PE 46	Care & Prevention of Athletic Injuries					
PE 46A	Theory of Golf					
PE 46B	Theory of Cross Country					
PE 47	Fundamentals of Soccer					

COURSES

Abb	TITLE	FA 2010	SP 2011	FA 2011	SP 2012	FA 2012
PE 48	Community First Aid & Safety					
PE 49/99	Directed Study					
PE 10	Men's Intercollegiate Golf		✓		✓	
PE 15	Women's Intercollegiate Golf	✓		✓		✓
PE 21A	Women's Intercollegiate Cross Country	✓		✓		✓
PE 25	Men's Intercollegiate Wrestling	✓		✓		✓
PE 28	Men's Intercollegiate Cross Country	✓		✓		✓
PE 35	Women's Intercollegiate Soccer	✓		✓		✓
PE 36	Men's Intercollegiate Soccer	✓		✓		✓
PHYSICI 1	Survey of the Physical Sciences					
PHYSICI 2	Chemistry & Physics for Educators					
PHYSICI 49/99	Directed Study					
PHSICS 2A	Mechanics & Thermodynamics					
PHSICS 2B	Electricity, Magnetism, Optics & Modern Physics					
PHYSICS 4A	Classical Mechanics					
PHYSICS 4B	Electricity, Magnetism & Waves					
PHYSICS 4C	Thermodynamics, Optics & Modern Physics					
POLSCI 1	American Government					
POLSCI 2	Comparative Government					
POLSCI 4	Introduction to International Relations					
POLSCI 30/60	Experimental Course					
POLSCI 49/99	Directed Study					
POLSCI 51	American Institutions					
PSYCH 1	General Psychology					
PSYCH 2	Abnormal Psychology					
PSYCH 3	Developmental Psychology					
PSYCH 4	Personal Psychology					
PSYCH 5	Biology Psychology					
PSYCH 5	Law & Psychology					

Welcome Week Chart

Thursday, August 17, 2010	
8:45 AM to 10:45 AM	Dean's Welcome Day Coffee, Juice, water, Donuts Deans-Bob, Marlon, Jose, Jody Other K.C. Family Health EECU
Wednesday, August 18, 2010	
10:00AM to 2:00PM	SGA & Club Rush Day and Student Athletes
6:00PM to 7:00PM	
	Blood Drive K.C.F.H EECU
Thursday, August 19, 2010	
11:00 AM to 1:00 PM	President's BBQ Day Don - Certificated sauce maker Hotdogs & hamburgers, condiments, & water Volunteers:

REVISED ACCREDITATION REPORT TIME LINE

West Hills College Lemoore

July 2—Revisions from Standard Administrative Chairs to Writer

July 15—Revised Draft from Writer

--Revised Draft to Standard Teams for Near Final Review

August 11—Send to District Office, Standard Teams, etc., for Review

August 25—Due Date From District Office Staff

September 1—Review by College Governance Groups and College Staff

October 6—PGC, 1st Reading

October 20—PGC, 2nd Reading

October 25—To Printer, 75 Copies?

November 16—BOT, 1st Reading

December 7—BOT, 2nd Reading

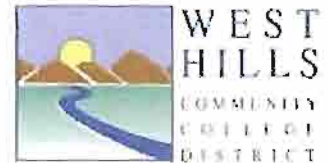
January 18—BOT, Last Chance for Approval

January 19—Mail to Visitation Team Members

March 6-10—Site Visit



West Hills College Lemoore
Student Services Matriculation
Meeting Minutes
Date: December 13, 2010



Attending: Linda Amaya-Guenon, Lupe Banales, Susie Briones-Aceron, Veronica Grijalva, Mariadelaluz Gonzalez, Lataria Hall, Marta Hendrickson, Eva Jimenez, Jose Lopez, Teresa Quilici, Mike Rodriguez, Joel Ruble, Gary Sedgwick, Angela Tos, Jan Young, Wendy Denny, Sylvia Dorsey-Robinson

Absent: Tiffani McGee, Jose Murrieta, Rupinder Rai, Oscar Villarreal

-
1. Discuss key points from:
 - a. SB 1440
 - b. Completion By Design
 - c. Winning by degrees: the strategies of highly productive higher-education institutionsStaff was previously given copies of documents on SB 1440, Completion by Design and Winning by Degrees and instructed to be prepared to discuss the contents. With regard to SB 1440, staff discussed the importance and implications of the legislation and the urgency of implication. With regard to Completion by Design, staff discussed the loss and momentum points in the proposal of the Completion By design from the Bill and Melinda Gates Foundation and the WHCCD involvement of the grant. With regard to the Winning by Degrees, staff discussed the practices for raising degree completion.
 2. Discuss interpreting transcripts for military students - Susie and Gary
G. Sedgwick and S.B-Aceron reviewed with staff how to interpret transcripts for veterans who have transcripts from all over the country. He highlighted the need to determine if we were going to accept the courses from local proprietary schools. There appears to be an influx of students who are enrolling with transcripts from these colleges as there is no current articulation agreement. This item will be revisited in the next meeting.
 3. Hear update on H.O.P.E. Project
SDR distributed copies of the Having Opportunity and Promise through Education (H.O.P.E.) project. J. Ruble, walked staff through the plan that outlines the college's involvement at the K-12 level and parent involvement
 4. Review Developed Checklist and identify essential documents to provide to students during counseling/advising appointments in order enhance student success
Staff reviewed the "Student Check List" created by the team in a previous meeting. Some changes were made and some items were eliminated as staff realized that some items will be addressed in orientation and some items exist on the website.
T. Quilici and S. B-Aceron gave an update to the staff of the Lemoore office.
 6. Receive AP S011 - Admission and Concurrent Enrollment of High School and Younger Students
Staff was give a copy of the proposed AP 5011 and asked to read over and be prepared to give feedback to Eva for PGC in January.

December 3, 2010

Sunday, November 28, 2010

3:30 PM

Student Services Matriculation Meeting

Agenda

December 3, 2010

1. Discuss key points from:
 - a. SB 1440
 - b. Completion By Design
 - c. Winning by degrees: the strategies of highly productive higher-education institutions
2. Discuss interpreting transcripts for military students - Susie and Gary
3. Hear update on H.O.P.E. Project
4. Review Developed Checklist and identify essential documents to provide to students during counseling/advising appointments in order enhance student success
5. Standing Items:
 - a. On and Off Campus event need
 - b. PGC Update
 - c. Counselor Learning Areas:
 - i. Arts and Letters - Tiffani
 - ii. Math/Science - Angela
 - iii. CTE - Mike
 - iv. Health/ Wellness - Marta
 - v. Social Science - Veronica
6. Receive AP 5011 - Admission and Concurrent Enrollment of High School and Younger Students
7. Hear update on "2010-11 Task List"

**West Hills College Lemoore
Planning and Governance Council
Wednesday – November 21, 2007 - 1:30 p.m.
Conference Rm. 124**

Minutes

Members Present:

Don Warkentin, President
Marty Ennes, CTA/Faculty Representative
Angela Tos, CTA/Faculty Representative
Kyalo Mativo, Curriculum Committee Chair
Ron Oxford, Librarian
Jan Young, Counselor/Advisor
Jose Lopez, Dean of Students
Allen Moore, Interim Director of Facilities & Auxiliary Services
James Preston, Academic Senate President
America Infante, CSEA/Classified Representative

Members Absent:

Rene Sanchez, Curriculum Committee Chair
Teresa Macias-Quilici, CSEA/Classified Representative
Dave Bolt, Vice President of Educational Services
Marlon Hall, Associate Dean of Educational Services, Evening College
Yarely Herrera, Student Government Association Representative

Call to Order

Mr. Warkentin called the meeting to order at 1:32 p.m.

Approval of minutes

The minutes of the November 7, 2007 meeting were approved on a motion by Marty Ennes, seconded by Ron Oxford, all in favor, motion passed.

Action items

- **Employee Development and Success Committee Governance Group Request (revised).** In the absence of Marlon Hall, this item will be postponed.
- **Program Review – Education/Education Assistant (EDUC/EA) Arts and Letters**

James Preston recommends that this program review remain status quo. They will continue to seek grant funds. Marty Ennes asked about the status of the counselor position. James responded that they are working on designating someone 40% but no one has been formally designated. The majority of allocated monies will go to Angela Tos and Marta Hendrickson. The grant funds are only for one year. Marty asked if it would be helpful to make a recommendation for someone to be designated? James responded negatively. There are funds for this position, even if it is an increase to a current person. Is there enough money to identify someone full-time temporary? Mr. Warkentin announced the budget expenditure cutoff date is as of February 1 in anticipation of budget cuts from the Governor. He recommended the use of general funds prior to restricted funds. Ken Stoppenbrink has stated that with contract obligations for next year, \$1.9 million district-wide are needed. The restricted monies deadline is May 1, 2008. A caveat, Mr. Warkentin stated, could be the Governor's budget. We cannot hire permanent staff, only temporary. Dave recommended a

program review schedule. Mr. Warkentin reported that as part of institutional effectiveness we want program reviews to come to this body to be reviewed and approved. Angela Tos announced that she has the program review for Student Services completed and it will be brought to the next meeting. James believes a schedule would be helpful. Marta asked if we could come up with a similar schedule process as in the Curriculum Committee. James recommended that this program review remain status quo. Marty Ennes motioned to approve the Education/Education Assistant (EDUC/EA) Arts and Letters Program Review, it was seconded by Angela Tos, all in favor, motion passed.

Information/discussion items

1. Mid Term Report Final Draft (first reading)

Mr. Warkentin stated that the Report will need to go to the board in January for final approval at the February board meeting. He suggested that all members read the Report closely and question as they read if it answers the recommendation. James announced that this is on the agenda for Senate this Monday.

2. Student Learning Outcomes

Dr. Mativo reported on behalf of Rene Sanchez. The next meeting is scheduled on November 28 at 12:00 noon in the Senate office. Rene has requested all faculty to attend if possible as this is a general education curriculum meeting for identification for articulation requirements to CSU's and UC's. Next semester they will contact instructors about courses to be deleted or revised. 71% of the slo's are complete. This does not include non instructional programs which have been turned into Angela Tos. Ten percent have been assessed. Half of the staff are writing assessments. 29% are without slo's at this time. Some of the courses may not be offered and may be inactivated. There are still a large number in areas that do not have full-time faculty. You cannot inactivate a course that is part of the program, i. e. Chem 55, if it is listed in the major. There are some issues and they are being identified. Angela believes these have to be submitted to the State Chancellor's office. The percentages may be off. Mr. Warkentin is concerned about courses we now teach that don't have slo's. If it is a part-time faculty or full-time faculty they need to be contacted.

3. Library Positions

Ron Oxford explained that they are attempting to stabilize the staffing in the library. Russell Bellamy has moved to an adjunct position to free up funds for one 19 hr. library specialist. The new position will be paid more than the full-time person (Frances Andrade) and they are trying to figure out the path to bring these positions into alignment, therefore, Dave Bolt has referred Ron to this Council. There are not funds currently, but the amount of monthly increase to Frances' position amounts to \$79-100 more. Frances has the same responsibilities. Mr. Warkentin responded that he is aware of many positions in this situation and consultants have been hired for a classification study to look positions and re-classifications. Until the study is complete re-classifications will not be approved. This may be positive for some staff, but could also result negatively for some. Ron asked if they look at the structure of the positions. Mr. Warkentin responded affirmatively, as was done in a previous study. Upon completion of the study the effective date would most likely be July 1, 2008 for any reflected

changes. Budget requests will be submitted in the spring as per the process and requests will be prioritized.

4. Academic Senate Report

James reported that at their last meeting they approved AP 3435. BP 3435 is currently being revised at the Chancellor's level. The Senate has asked that the black out resolution be adhered to. This specifies that college meetings not be scheduled during finals week and the first week of each semester. James passed out a draft of flex day activities and updated faculty committee involvement appointments. He also passed out a list of the new learning area realignment model. Administrators assigned to each learning area is still to be discussed. James was pleased to announce that counseling faculty are adopting a learning area and will attend the meetings. This builds a bridge between instruction and student services with many perspectives, placement testing, course scheduling, where to refer students, etcetera. The last Senate meeting for the semester is this Monday with focus to be on the Basic Skills Initiative (BSI).

5. Accreditation Rubric for Institutional Effectiveness

This item will be postponed. This is rubric of the planning, slo's, and program review. We are beyond the awareness stage, through development stage, and through the proficient stage with a report due on March 10.

6. Report from Committee Representative

a) Student Learning Committee

In the absence of Dave Bolt, Mr. Warkentin provided input sent from Chairman Bolt via his e-mail to state that this committee recommends changing their role regarding program reviews. The SLC recommends that program reviews now be sent directly to the Planning and Governance Council and then on through the budget development process.

b) Budget Allocation Committee

In the absence of Dave Bolt, Mr. Warkentin read some comments from Chairman Bolt via his email. James asked the status of the electronic bulletin board for the front area. Mr. Warkentin stated that he has asked the company, Datronics, to provide a quote for an electronic bulletin board. Angela reported that after conversation with several students they had commented that the current administration bldg. lobby screens are not in the best location. Ron stated that the library's screens are not up as yet and he intends to check at UC Merced to see their flat screens and where they are located. The architect has been asked to address this issue. James referred to the Lemoore High electronic board which is place at the corner of their lot. Marty likes the idea of the Student Learning Committee's role change. Angela concurred. Program reviews will now go to PGC, then through the budget allocation process.

c) Facilities, Safety and Auxiliary Services Committee

Allen Moore reported the broken blue call center had been repaired. The Health Department was on campus for an inspection last week. Fly control is a concern in both the snack bar and culinary lab areas. Scheduled maintenance will be used to purchase fans for fly control, also a refrigerator needs to be fixed. There was a central plant problem where the chiller starts on its own. The vendor was called and a switch needed replacement. Allen is looking into a performance contract to step side huge expenses concerning the heating/cooling system. The CDC landscape has been maintained by

two companies and this has caused concern between the two companies regarding the sprinklers, ect. A drain has been listed for scheduled maintenance dollars at the CDC, then a lawn to be rolled in. The maintenance schedule plan has 15 items and has been submitted. Allen may propose training opportunities for his staff to this committee to enhance some of their skills, i.e. sprinkler system training, key access systems, and weed control. Marty commented that dusting needs to be done. The carpets are being cleaned in the library. A couple of 19 hour positions have been approved and hours have been changed around which will lend to more work completed. There have been no incidents to report. Mr. Lopez reported a couple of students disruptive in a night class. There was also an incident in the library in which a under age student had stepped off campus with an adult. Mr. Rosas of the charter school is looking into this. Also, the Police Dept. is investigating a possible drug sale. Ron would like to look at who gets staff i.d. cards. There has been some confusion between students and staff. Jose reported the possibility of counterfeit \$100 bills being passed on campus. This was caught by the bank.

d) Student Success Committee

Jose would like to have Tammy Larsen report on what has been accumulated in retention studies.

e) Employee Success and Development Committee

Jan Young reported a big evening planned for the Christmas party. Thanksgiving was a success and \$215 raised from the centerpiece silent auction. The employee newsletter is being revamped and a short staff development activity is being planned before end of the semester.

f) Technology Committee

Ron Oxford reported that had held a meeting on November 13. Membership is being discussed and representation is needed. They reviewed norms. The intent is to maintain an environment of openness and productivity; putting students first. Michelle Kozlowski attended to provide a history of TAT and WHCIST. A future agenda item is budget for the replacement cost of computers. They plan to map communication flow to TAT to WHCIST. Allen asked if computer leasing had been considered.

g) Student Learning Outcomes Committee

In the absence of Rene Sanchez, no report was given.

7. Student Government Association

Mr. Lopez reported that the subcommittee is setting up meetings. A workshop for the student services site visit is scheduled on December 3 for 1/2 day workshop. March 9, 2008 is the date of the site visit.

8. WHCIST

In the absence of Dave Bolt, no report was given.

9. Strategic Planning Committee Meeting

Mr. Warkentin reminded all of the Strategic Planning Committee Meeting is on November 30, 2007 10:00 a.m. This meeting will occur twice per semester. Topics of discussion will be what went right this semester and future planning.

10. Agenda items for next meeting

- Program review – Student Services, Angela Tos
- Learning Communities – James

- Mid Term Report
- Retention Report - Tammy Larsen

11. Other

Mr. Warkentin reported that an administrative internship program has been developed and the consensus is to have one instructional internship position. The job description will be finalized to advertise in January with a selection to be made by April and a start date of July 1, 2008 for one year. The normal application process will occur with a selection committee and formal interviews. There will be an intern in Lemoore and also one in Coalinga. The original plan was to have two internship positions at each college. The pitfalls are backfill concerns. Hopefully an adjunct can be found. Also a possible pitfall is should there be a budget crisis and no monies to backfill. Should this be a concern it may be put on hold. James stated that the district was also to have an internship. Mr. Warkentin replied that there is no more information learned on this as yet. They will recommend this to the Chancellor. Colleges can develop a timeline. America questioned that if a classified staff member could apply. Mr. Warkentin responded that if the staff member meets the qualifications that can indeed apply. It is easier for classified position as they are most likely a 12 month employee. James stated that the State Academic Senate is also advocating this type of internship.

12. Adjournment

Mr. Warkentin adjourned the meeting at 2:52 p.m.

Next Meeting – December 5, 2007

Counseling Faculty Learning Area Meeting

Agenda: 5/12/10

1. Call to Order
2. Changes to Agenda
3. Approval of Minutes
4. Reports
 - a. Senate
 - b. Curriculum
 - c. Student Success
 - d. Student Learning Outcomes
 - e. Basic Skills
 - f. Transfer/Career
 - g. Articulation
 - h. PGC
 - i. Technology Committee
 - j. Advisor Meeting Update
 - k. Learning Areas
 - i. Arts and Letters
 - ii. Social Science
 - iii. Career Technical Education
 - iv. Health and Wellness
 - v. Math and Science
5. Action Items

6. Agenda items for next meeting

Next meeting is scheduled for May 26th??????

Counseling Faculty Learning Area Meeting

Minutes: 3/24/10

1. Call to Order:
2. Changes to Agenda
3. Members
 - a. Present: Tiffani McGee, Mike Rodriguez, Ann Barr, Marta Hendrickson, Sylvia Dorsey-Robinson, Angela Tos, Linda Amaya, Veronica Grijalva, Rupinder Rai, Maria Gonzalez, Lataria Hall
4. Absent: Gary Sedgwick
5. Reports
 - a. Senate:
 - i. Discussed new faculty list: 1. Psych 2. ESL 3. Humanities 4. Developmental English 5. Nursing
 - b. Curriculum
 - i. PE 45 was approved
 - ii. Education 5 was approved for 5 year review
 - iii. English 89 to 100/GS 61 to 101 were both approved for a second reading
 - iv. Intro to nursing courses was approved for second reading
 - v. Deleted Humanities degree because of new liberal arts degree
 - vi. Program revision for LVN to RN and RN were approved
 - c. Student Success
 - i. Prioritized student town hall matrix
 - ii. Reviewed Student Equity Plan
 - iii. Revised governance statement
 - d. Student Learning Outcomes
 - i. Discussed that adjunct faculty need to assess SLO's because we are not getting credit through WASC for the assessment unless every section of the course is assessed.
 - e. Basic Skills
 - i. Discussed goals for next semester
 - f. Transfer/Career
 - i. Transfer Dinner on May 20th
 - ii. UC Merced is opening doors for Spring 2011. Also accepting TAG agreements for Spring 2011
 - g. Articulation
 - i. Marta went to DeVry University presentation. They offer 16 week sessions with 8 week session incorporated. They also have degree completion programs. The cost to attend is \$580 per unit for the first 11 units and \$350 per unit for the 12th unit and above. See Marta for the catalog
 - ii. Online Biology 10 lab is being rescinded (online part)
 - iii. Update on Bio 35L-only students who have take our Bio 35 online or currently taking our Bio 35 online and plan to transfer to CSUF

or another campus that does not take our Bio 35 online should take this one unit lab course.

- iv. Geol 9 Update-will not be cross-listed with Geog 1. B. Hall plans to create geology as a new stand alone class (earth science)
- h. PGC
 - i. Discussed program review for Snack Bar and UBMS-approved
 - ii. Middle College Accreditation-received an "A" letter grade-suggestion to get separate campus
 - iii. Evelyn Sue Westover-honorary degree/PGC approved-going to Board for final approval
 - iv. Relay for Life update-made \$1500 and received a bronze medal
 - v. SGA elections were held on May 12th
- i. Technology Committee
 - i. Has not met
- j. Advisor Meeting Update
 - i. Not met yet since last meeting-SDR provided update
 - ii. Met w/Cindy Homburg from HHS-discussed concerns and protocol for next semester
 - iii. A few advisors and SDR are going on a field trip next Monday to visit a few local high schools-plans to get a sense of their needs and we can do to improve our services to their campuses.
 - iv. LHS has not responded to our invitation for a meeting to discuss concerns
- k. Learning Areas
 - i. A & L-Discussed new faculty list
 - ii. Social Science-has not met since last meeting
 - iii. Career Technical Education-Discussed AOJ and SLO's
 - iv. Health and Wellness-Discussed nominations for new faculty
 - v. Math and Science-has not met
- 6. Action Items
 - a. Give comp time usage for remaining of the semester to SDR ASAP
 - b. Transcript evaluations
 - i. Commitment to students-transcripts will be evaluated and posted w/in 10 days of receiving them.
 - ii. SDR gathering funds-had conversation w/Jewel—take over Fall 2010 transcript evaluation process w/front counter(stamped, dated)
 - c. Request for conferences
 - i. SDR will post excel spreadsheet on portal for requests. She wants to honor as many requests as possible
 - d. Summer Coverage
 - i. Calendars to SDR by 6/1/10
 - e. Next SSM meeting is 5/21/10 from 8:30-10:00 with all student services staff
 - f. Lunch schedule for next year
 - i. Will stagger lunches (11:30-12:30, 12:00-1:00, 12:30-1:30) Monday through Thursday only

ii. Will discuss at flex day when discussing committee responsibilities

7. Items for next meeting:

- a. Flex Day 8/10/10-committee assignments/coordinate lunch schedule
- b. Discuss position for dual enrollment
- c. Petition to graduate changes (2 campuses)
- d. Review of progress on SLO's and assessment cycle
- e. What does Early Alert look like next year?

August 20, 2010

Greetings:

Welcome back to a new academic year! I think we all survived the first week without too much stress even though we had our typical long lines in the administration building, phones ringing off the hook, counselors and advisors booked to the max, and standing room only in many of our classes. Even after adding additional sections and juggling seats, we still have approximately 32% of our course sections closed (116 sections). Our enrollment headcount at the end of the first week is up 7.2% compared to this time last year and Pedro reports that we will meet our FTES target for the year, barring any major crisis. Specifically, we exceeded our summer FTE target by 89 FTE or 2.4% and he is projecting we will easily meet our fall target when we include our positive attendance at the end of the semester.

Ken keeps yelling at us for enrolling more students than we will get paid for, but Willard and I keep reminding him that we are within our budget and our goal is to serve as many students as possible. This is a pleasant conundrum!

I want to thank our faculty for their patience and willingness to take more students and for their assistance in guiding students to open sections. I also want to thank our counselors/advisors, registration, and financial aid staff for their patience and willingness to work long hours to assist students.

Ron Oxford reports that the library is busting at the seams. Students are requesting more laptops than we have available and his staff are busy creating student photo IDs. Ron keeps asking for more money and I keep reminding him that it's coming ...someday.

- **Rumor Control and an item for the end of the year bloopers** – Christian is on an extended contract due to the needs of the Culinary Program and when he turned in his calendar for the year. Marlon noticed he again included his furlough days as Christian had listed 10 furlough days for 2010/2011. I'm sure Christian has been keenly focused on menu development and fine dining, but somehow he must have thought the ending of furloughs was only a rumor.
- **Welcome Week** – Thanks to Sylvia, Jose, and our Student Services staff for a great Welcome Week. I had the pleasure of barbecuing hamburgers and hotdogs yesterday for our students. We served 350 hamburgers, 80 hotdogs, and 60 linguica links for almost 500 students. This was a record and we still had students in line after we ran out. It was a great event and we'll know to order more next year. Good job all!

- **Accreditation** – We have completed the draft of our self study document and Dave has distributed copies to key faculty, staff members and also to district office staff. We are using this time for making changes and updates and will begin the formal review and approval process next month. Thanks to all standard team members and to everyone who have contributed to this task. Also, I have been asked to serve as team chair for Evergreen Valley College's accreditation visit in October. Evergreen is part of the San Jose/Evergreen Community College District and is located in east San Jose. Sylvia will serve as team assistant. I attended team chair training in Oakland this week and am reminded about the focus from WASC concerning our progress as we prepare for our visit in March 2011. I believe we will be in good shape for our visit. Dave and Sylvia are working with faculty and staff to complete our remaining tasks.
- **Evening Dean** – Dr. Marlon Hall will be serving as our evening dean this year. As you may recall we experimented with rotating evening coverage amongst our administrators, but with one person serving in this role, we will be able to provide continuity and better direction for our evening students. Marlon will be able to focus on evening student success and retention as he develops the evening schedule for the campus and LNAS. Thanks Marlon, for agreeing to assume this role again.
- **Athletic Orientation** – A big thank you goes out to Bob, his coaches, and his athletic support staff for a job well done. Yesterday afternoon and evening we held our annual student-athlete orientation and coaches/staff in-service training. Bob invited our Central Valley Conference Commissioner, Logan McKechnie, to address the staff concerning the COA constitution and by-laws. Logan, in his former life, served as the attorney for the San Diego Padres. The orientation is an annual requirement in that athletic staff receives training and serves as a means to clarify specific issues with our sport teams. A thank you goes out to Teresa, Elva, Lataria, Maria, Sylvia, and Angela for attending. Also thanks to Ron, Rose, Angela, Teresa, Mike, Sylvia, Ryan Cardoza and Maleny Rodriquez (SGA reps.) for serving as presenters during the athlete portion of the orientation. This evening, our women's soccer team kicks off the season with a scrimmage vs. our Golden Eagle alumni on our Golden Eagle field. Also our men's soccer team has a scrimmage tomorrow night in Fresno against Fresno Pacific at 7:00pm at Fresno Pacific. Tomorrow morning Dave Neer and Coach Wahl are having their annual Golden Eagle Golf Tournament at the Lemoore Golf Course. Tee off is 8:00 am and proceeds help support the men and women's golf teams. Go Eagles!

Have a great weekend!

August 27, 2010

Greetings:

I want to thank Angela Tos for organizing our first Engineering Scholars reception last evening in the conference center. We have sixteen new Engineering Scholars and Angela invited them, their families, and fellow engineering students to a welcome reception. Our featured speaker was Dale Melville, an engineer in the firm of Provost & Pritchard, who discussed his career field and some of the projects he has designed over the year. Angela also had a student panel of current engineering students who described their experiences at West Hills. It was a great evening and something that made our new scholars welcomed at West Hills. Thanks Angel!

- **USDA Grant** – As a requirement of receiving our United States Department of Agriculture grant, Dave Bolt will be traveling with student Nathaniel Issacson to Washington D.C. on September 26-29. Nathaniel has been selected to represent West Hills College Lemoore for the Agricultural Sciences Leadership Program sponsored by USDA. While in Washington, Nathaniel will meet with Agriculture Department staff to discuss relevant California issues and participate in a policy seminar.
- **Anniversary of Women's Suffrage** – I suspect many of us didn't know that yesterday was the 90th anniversary of Women's Suffrage. Rene Sanchez, Vera Kennedy, Stephanie Droker presented special lessons in their classes informing students about women's suffrage (the right to vote for women). Rene added a special touch by dressing up as Elizabeth Cady Stanton who was the founder of the Women's Suffrage movement in the U.S. Rene was dressed in period garb and brought the movement to life in her classes. Thanks Rene, Vera, and Stephanie for keeping students abreast of great events in our history.
- **Accreditation** – It is my intent to update everyone each week on the progress of our self study document and our preparation for our accreditation visit in March. We have sent copies of our draft self study to district office staff and asked for their input. Standard chairs are busy gathering our evidence documents and have begun the scanning process to create links in the document that our reviewers can refer to. We have distributed copies of our self study to key staff and campus shared governance members for their review. Finally, we are waiting for the results of our various campus surveys assessing our effectiveness and will be incorporating those results into our document. Our goal is to have a quality document that fully describes all the great things that you do. More to come!
- **Program Review and SLOs** – Last week David Babb and Ron Oxford gave an update to the President's Executive Cabinet on our progress with course level and program level SLOs. Although we have much work this semester at the program SLO level, I feel optimistic that we have a comprehensive plan and that faculty

and staff are busy completing their assessments. Dave is planning a program review session for next Friday and this will provide an additional training session for faculty and staff to complete their program reviews and their program level SLO assessments. Again more to come!

- **Student Educational Plans** – Thank you to our counseling staff for taking an afternoon Tuesday to assist student athletes to complete their Student Educational Plans. Counselors worked with our coaching staff to bring in all new athletes who have not yet completed an ed plan or wanted to update their educational plan. Approximately 70 Student Ed Plans were completed. Sylvia and counseling/advising staff will coordinate additional workshops this semester to ensure our freshman students have completed ed plans on file. Our goal is that all freshmen will have student educational plans.
- **MAA Week** – Today marks the end of our first time survey week for Medi-Cal Administrative Activities. I want to thank all our MAA time survey participants for their efforts this past week. Not only are we providing a service to our students/parents, but we are also generating dollars for the campuses that will allow us to continue all the great opportunities we provide. Our vendor, MBT, informed Kyle and I that West Hills is the model they refer to when they work with other community colleges throughout the state. Thank you for a job well done!
- **Athletics** – We have almost 100 student athletes enrolled in our fall program. Bob and his coaches have spent numerous hours getting everyone enrolled in the mandatory 12 units, getting their eligibility forms complete, and completing their educational plans. We anticipate a great season in all our sports and we thank our faculty and registration staff for their assistance given to our athletes. Today our men's and women's soccer teams are in action against Ohlone College on our Golden Eagle soccer fields. The women begin at 3:00pm and the men at 5:00pm. Come out and root for your team. By the way, our women's soccer team beat our Eagle alumni last Friday by a score of 1-0 and our men beat Fresno Pacific College by a score of 2-0. These actually were scrimmages so no official score was kept, but both teams looked great.

Have a great weekend!

Sending on behalf of President Warkentin:

September 3, 2010

Greetings;

I had the opportunity to attend our counselor and advisors meeting this morning and provided a state of the college update. Our campus enrollment is down approximately 200 headcount from this time last year; however, our FTES is on or exceeds our target. As you may recall, our district generated approximately 500 FTES last year more than we were paid for. Thus our course offerings for this fall semester have been reduced from previous fall semesters. However, our counseling, registration, and library staff doesn't think our headcount is down due to the traffic they have experienced the past few weeks. They still had long lines. But, I appreciate everyone's hard work these past few weeks.

I also reiterated to our counselors and advisors that we have two major goals this year. Our first goal is to increase our high school participation rates and our second goal is to significantly increase the number of students with Student Educational Plans. Sylvia and our counselors/advisors have already been working on these goals with increased outreach opportunities and targeting our freshmen students for educational plans. We have already been asked to visit Kingsburg High School this month to participate in the college night activity. Sylvia and her staff have met with our student athletes and completed ed. plans for this group. Our veterans have already completed their educational plans.

I believe we will meet our goals and I appreciate everyone's dedication and efforts in this endeavor.

- **Program Review** – Following the counselors/advisors meeting, I had the opportunity to attend Dave's Program Review Party. I want to thank Pedro and Priscilla for attending and helping our faculty begin the program review process for this year. Program faculty in attendance represented Nursing, Liberal Arts, Art, Culinary, Biology, Chemistry, Social Science, CIS, and Psychology. These programs are due for review this year along with AOJ. This was also an opportunity for these areas to develop or update their Program Level SLOs. Thanks go to Dave for organizing this workshop and future workshops.
- **Nursing** – Charles, Marleen, and Cynthia report that three of our current nursing students have received the Aetna Scholarship with Adventist Health Hospitals. This scholarship allows them to train with Adventist Health and when they complete the program they will give two years to Adventist Health Hospital. Congratulations to Angela Rosati, Kathleen Chapa, and Victoria Weeks. Our

Nursing staff also report that our pass rate for the state Licensing exam from our May graduates is at 91% overall and at 92.3% for the LVN to RN Bridge program. We still have a few more students to take their “boards” so we hope to have even higher numbers. The state requires programs to be at the 75% pass rate or higher. Congratulations to all!

- **PGC** – Our Planning and Governance Council met yesterday for the first meeting of the year. We had a lengthy discussion on revising our membership’s voting members and non voting members who serve as chairs of governance committees. For example, our Academic Senate President is a voting member and since the Curriculum Committee Chair and the Student Learning Outcomes Committee Chair are subcommittees of the Senate, they **may** (and I emphasize **may**) be non-voting members. One of the suggestions was that each group has two voting members – 2 admin, 2- faculty, 2- classified, and 2 students. Our governance groups have been asked to take these suggestions back to their membership and we will be discussing this again at the next meeting. Other items on the agenda were the approval of the Student Success Committee governance form changes and the improvements to our Strategic Planning document and our Planning and Governance Manual. I want to thank Stephanie Droker for her efforts to provide improvements to our planning documents. Also, David Baab reports he is still accepting SLO assessment results from several of our programs. We need to increase these assessment numbers as we get closer to our accreditation visit this spring.
- **Accreditation** – District office staff are still reviewing their portions of the standards and we should be getting their input this week. Some have already submitted their suggestions and Dave is incorporating those into our document. Our standard chairs are also reviewing our document and key shared governance leaders are doing likewise.
- **Athletics** – Our women’s soccer team has played three contests thus far and has a record of 1-2. Our sole victory was over Monterey Peninsula College yesterday by a score of 6-0. We previously lost to Ohlone College 4-2 and lost to Skyline 1-0. Our men’s team has played only one game thus far and was victorious over Skyline 4-2. Our women’s golf team traveled to Modesto last Tuesday to compete in a pre-conference tournament. Our women played the tough Del Rio Country Club and only one team member was able to break a 100 for 18 holes. Dave says they have lots of potential and some more work to do as they prepare for conference play.

Have a great weekend and be sure to take Monday off!

September 10, 2010

Greetings,

This coming Monday Sylvia and I will be visiting Evergreen Valley College and the San Jose/Evergreen Community College District for our pre-accreditation visit. I will be chairing a visiting team to Evergreen scheduled for the week of October 18 and Sylvia will be my team assistant. We have had several communications with Evergreen's accreditation liaison and key staff and I can report they are as nervous as we will be in March prior to our visit. The Evergreen folks have been very cooperative and are bending over backwards to accommodate all of our requests.

Following our meeting with Evergreen, Sylvia and I will be traveling to Los Angeles for WASC accreditation team training on Tuesday. We will be meeting with our Evergreen team and undergo training for each of the standards. Also this week Jose is attending team training in preparation for his visit to San Diego Miramar College next month. Susan is also on a visiting team for Oxnard College and just returned from her team training. The point of all this is to inform everyone that we are doing all we can to be well informed about our accreditation requirements and be well prepared for our accreditation visit.

- **9/11 Ceremony** - Many thanks to Jody Ruble and our WHCL Veterans Club for organizing our September 11 Remembrance Ceremony today. Our Veterans Club had several members offer insight about their experiences in the military and how 9/11 has affected their lives. Dr. Hall also offered his thoughts about commitment and sacrifice and respect for our veteran students. Lemoore Police Chief Jeff Laws also spoke and offered a poem summarizing his thoughts and remembrances about that tragic day. The day culminated in a BBQ lunch provided by the Culinary Program. Next year will be the 10th anniversary and we are already making plans for great ceremony.
- **Facilities Construction** – I spoke with the construction superintendent today and can report that our Golden Eagle Arena is about 50% complete. Roads and hard-scape (curbs and walkways) have been installed and landscaping is beginning today with trenching work. Also next week the construction crew will be pouring concrete on the upper level for the second story seating and running track area. The steel framers will be finishing their work within the next two weeks and then we will see exterior Dineglass (sheetrock) erected around the exterior walls. We are still targeting March as the completion date.

- **Athletics** - Our women's soccer team was victorious last Tuesday at Hartnell College in Salinas by a score of 7-0. Our women are now 2-2 for the year and next compete against Modesto this afternoon. Come out and support our Lady Eagles. Our men's team was victorious against Gavilan College in Gilroy last Wednesday by a score of 3-1. Our men are undefeated with a record of 2-0. They travel to Santa Maria today to compete in the Allan Hancock Tournament. Our wrestling team will be having their annual Blue & Gold Inter-squad Scrimmage tonight at 5:00pm in front of the Library. Our lady golfers open the conference with a match at Fig Garden CC in Fresno Tuesday and posted a team score of 433. Unfortunately that earned them fifth out of five teams competing. Other teams competing were Canada College from San Bruno, Fresno City, Reedley and COS. Go Eagles!

Have a great weekend!

September 17, 2010

Greetings:

Today we were host to the annual training of the Tri-County Virtual Enterprise teams. Teams from area high schools such as Kingsburg, Laton, Lemoore, Oroshi, McLane, Roosevelt, Fresno, Fowler, Parlier, Reedley, Golden West, and Liberty from Madera Ranchos were all on our campus learning about business, banking, accounting, advertising, salesmanship, invoicing, and website development in order to create a new business. One team developed a printing business and their motto was “**You think it, We print it.**” These folks will definitely be our next entrepreneurs. We were fortunate to have a great bunch of kids on our campus. Thanks Jody for assisting with this event.

- **President’s Scholars Reception** - Last night we welcomed our incoming and returning President’s Scholars with a reception to introduce them to key college faculty and staff and to demonstrate our commitment to their success as President’s Scholars. Sylvia and her staff had organized an event in the conference center to include music provided by the Hanford West High School Jazz Band and hors d’oeuvres by Dan Beeler and culinary students. Our faculty and administrators were able to meet each of our scholars and interact with them about what our roles are at the college. Approximately 15 of our scholars were in attendance and I think they went away feeling very welcomed and that West Hills really cares about their success.
- **Corcoran High School Visit** - Yesterday Sylvia, Angela Tos, and I traveled to Corcoran to meet with Superintendent Rich Merlo and Principal Chuck Gent to discuss how West Hills can better serve students at Corcoran High School. Corcoran has a goal that every student who graduates will have completed two college level courses. We will be providing them a suggested course schedule using our online program beginning with College Success that we hope to implement this spring semester. Using online classes eliminates the issue of college boundaries. Jan Young and Eva Jimenez were out there that same day providing advising services for several students planning on attending West Hills.
- **Athletics** – Our men’s and women’s soccer teams were victorious this past Tuesday with victories over Cabot College in Hayward. Our women won by a score of 3-0 and our men won by a score of 1-0. Our lady golfers placed fourth in their third conference meet yesterday at Kings Country Club. Janice Geide led the Eagles with a score of 91. Our wrestlers travel to Mt. San Antonio College this weekend with a tournament on Saturday. Our men’s and women’s cross country team travel to Cuesta College for the Cuesta College Invitational also on Saturday. **Go Eagles!**

Have a great weekend!

**West Hills Community College District
Strategic Planning Committee**

April 28, 2010

MINUTES

Committee members present:

Pedro Avila, Anita Bart, Jana Cox, Carole Goldsmith, Frank Gornick, Edna Ivans, Susan Whitener, Michelle Kozlowski, Willard Lewallen, Nina Oxborrow, Phyllis Roberts, Sylvia Dorsey-Robinson, Frances Squire, Jill Stearns, Keith Stearns, Don Warkentin, John Wright

Welcome and Introductions

Pedro Avila welcomed those in attendance and announced that we have had some changes among the group. He announced that Susan Whitener is now an Associate Vice Chancellor, Carole Goldsmith and I are now Vice Chancellor's, Sylvia Dorsey-Robinson is now Vice President of Student Services in Lemoore, Frances Squire is now Director of Foundation and Marketing and Jill Stearns is now Vice President of Educational Services.

Pedro announced that this committee has been meeting now for five years. He stated that today we are going to go over our goals and performance indicators and talk about what we have learned over the last five years. We also want to identify key questions for our next cycle of strategic planning. We will be looking at our scorecard and take a look at a comprehensive assessment model. We will go over what our next steps will be to increase participation from industry and community members so that we can conduct a new strategic planning initiative in fall 2010.

Review Goals and Performance Indicators

Pedro distributed a hand out of a power point presentation to everyone on The Strategic Plan 2006 – 2010 Five Year Review Cycle.

FTES Growth Target

Pedro reviewed the FTES growth targets with the group. Pedro asked Jill if she wanted to make any comments about next year's schedule. Jill responded that there should be a better balance between fall and spring then we experienced this year.

Don commented that we are forced to reduce our schedule due to funding. In our location we are starting to have concerns about classroom utilization. Don stated we are starting to see competition from our sister college COS in Hanford. Don expressed that the one thing we have to be cognizant of is that word doesn't get out that West Hills doesn't have anything to offer. Sylvia stated that one of the things we are doing is meeting one on one with the counselors and career technicians to find out how we can support them and help them. We recognized that COS is there and we are going in with

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a systemic point of view trying to grow this piece realizing over time we will have solidified ourselves.

Enrollment Efficiencies

Pedro discussed the enrollment efficiencies. He stated that the reduction in budget is not a direct impact on FTES and even though we have fewer sections we have more students in our classrooms. He explained that three years ago the average class size was 26 students and now its 35 students. Keep in mind that a lot of it has to do with online classes which have an average class size of 40 to 45 students.

Pedro asked Anita Bart to talk about her class sizes. Anita explained that almost all of her classes are video conference between Coalinga and Firebaugh. She stated that this year both classes on both campuses are full and already have students asking how soon can I get into the classes for fall. She stated that the increase in students in her classes have been explosive.

Pedro expressed that one of the requests from faculty was a waitlist process to help faculty and staff coordinate how to get students into a classroom after the first day of class. He stated that we were able to implement a waitlist process. He stated starting April 20, whenever a class is full students can now add themselves to a waitlist.

Pedro asked Keith Stearns to give an update on the waitlist process.

Keith responded that the first day of registration was on April 20 and that day we had a class in Firebaugh fill up with three people on the waitlist and then we had a student drop so that opened up the class for the waitlist. He stated up until today we have 89 students with permission to register so far 49 of those have enrolled. Keith stated that the automated part of the waitlist system seems to be working well.

Pedro explained that with registration we always have a number of issues because everyone is utilizing the system, the system can get really slow. He stated what we did for this registration period we broke up students into three groups. The first group was the priority registration groups which is the categorical and special groups. The second group, early registration, was based on a recommendation from the colleges, students who had 45 to 70 units and that were currently enrolled in spring. The third group was based on 12 to 44.9 units. Pedro indicated that they have seen some improvements. The system is slow on the first day of each group but it hasn't been as slow as in the past. Don questioned if we keep experiencing system slow down what would be the next solution. Pedro explained that the next solution would be to spread it out even more or have enrollment by appointment. The group discussed including high school students into the priority enrollment.

Pedro asked the group if our goal, Meet or Exceed FTES Growth would still be a relevant goal for our next phase of strategic planning. Dr. Gornick responded that it may not be our number one goal like it was our first five years but I think it's an indicator that we have to look at particularly what is occurring in the national level.

Focus Marketing Efforts on District-Wide Stories

Pedro explained that there was a group that met and were concerned that there was a negative perception of the district from our communities. This is the reason why

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marketing was our second goal. This is why we focused so much on district wide stories so that we could improve the perception of the district.

Frances stated that the nice thing about the newsletter is that Dennis Gallegos who is a consultant that we have worked with it the past year or two. Dennis did a lot of one on one interviews throughout the communities to talk to people about dialogue. Dennis talked to a lot of people about the dialogue and got a lot of feedback on what people were thinking about dialogue. Dennis made a number of suggestions that we then incorporated into this new format that you see. Pedro stated that our marketing focus has changed. One of the new things that we have come out with in marketing is the new post card. It's basically a way to communicate with the communities to let them know what activities are occurring at the colleges.

Willard shared that he has had a lot of positive feedback on the design of the post card. He thinks it's an attractive and informative and very eye catching design.

Pedro stated another thing you will see will be billboards. The billboards are coming out in May. He stated that we are putting up billboards with students on the billboards from their particular community. Frances stated the billboards will be going up in Firebaugh, Mendota, Five Points, Hanford and Lemoore. She indicated that right now there are not any billboards available in Coalinga.

Pedro expressed that our marketing focus has shifted from increasing enrollment to building a presence. Pedro briefly went over the lessons learned with the group.

Frances expressed that we need a way for students to engage in reading the portal postings. Michelle stated that there are too many postings, we need to focus are a very few that are relevant. The students will look at two or three not ten or twelve at least that is the issue that comes up a lot. Frank Gornick questioned is there a way for us to track how the students are using the portal. Pedro stated that is a good question and we will look into that. Sylvia suggested that we have a conversation with the students they are the users and they are very savvy with what is in and what isn't.

Frank Gornick expressed that everything that we use like our iphones have icons. He thinks that is the way everything is moving is towards icons. He suggested maybe we need an app for West Hills. Pedro indicated that what he is hearing is outreach being the goal. Pedro stated that there are a lot of different groups. We have future students, current students, parents of students and former students.

WHCCD Will Annually Increase Community Participation Rates

Pedro indicated that proximity has a lot to do with participation. He stated that the closer the city is to one of our colleges the higher the participation rate and the cities with the farthest proximity have the lowest rates of participation.

Pedro questioned do we want to develop specific strategies to target those communities. Carole stated we are doing a lot with our cities and local high schools. She stated that the colleges are to really be commended because they do an extremely amount of work with limited resources. Carole indicated that since we have been providing classes through the WIT we have served close to 2000 students.

Carole stated that in terms of preliminary discussion, which will probably be various levels of discussion. I know that Jill, Willard and I have had discussions on how we can better serve Tranquility and San Joaquin. Willard stated that the center we are trying to

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establish in San Joaquin is already on the way. We just recently signed the MOU with them to use a facility that they have given us. We will be making improvements to it. He stated our goal is to be in there in the fall. Don stated that they are working with Riverdale. We have a million dollars earmarked for Riverdale with our measure E bond and we have met a couple of times with their Superintendent to the unified school district to see what we could do as far as a presence for West Hills in Riverdale. So far they have been focused on upgrading their facilities because the high school is the focus for the community for recreational activities. Don stated that we are looking at a regular educational center in Avenal. We have had several discussions with the city manager and her staff, the mayor and the high school unified district. Everybody is on board.

Carole asked Jill to speak a little bit about the position we are going to try and bring on. Jill explained the position combines a generalized student services assistant with an instructional assistant. So when someone walks in through the door of one of the outreach centers they can be the face of West Hills College and help the student through the application enrollment and payment process and also be there to assist them with any technology regarding distance learning whatever it takes to help facilitate them in getting engaged. Carole stated that Ken will be meeting with CSEA to bring this new position on. Carole that tomorrow we are taking a bus load of faculty and a few key staff to Cisco. Susan and Michelle have been putting together looking at different venues on how to do distance education, video conferencing and web streaming.

Maintain Success Rates Within the CA CC Statewide Average

Susan reported that our face-to-face success rates are identical to California Community College face-to-face rates. The online success rates are below not comparable to the California Community College success rates and we want to address that. We have held strategic planning processes for distance learning and we are going to continue to do that. Susan indicated our lessons learned retention rates are lower and must be analyzed separately than our face-to-face for online as well as the success rates. She stated that we have also experienced issues with our success rates our career technical education. We went through the distance Ed strategic planning process and that is going to the Board of Trustees as an informational item. We have just approved a help desk specialist and what that is will be someone to answer the phone and not only reset your password but interject with the student and head them in the right direction to help them with their online success and retention. It's for every student, not just online students that call the help desk. Susan explained that we had an online student services audit. So that the student could see where they need to go if they are a DSPS student, can they see who they need to call if they want child care services. We have a list of items that will help the students understand this is what I need. Susan stated that the updated learning management system, blackboard 9 we implemented it in the spring of this year. We have implemented the student portal the portal is live and active.

Carole reported that one of the issues we are having is success rates in our technical programs. She stated that one of our core missions is making sure that we are preparing our workforce, for the student who can make a good living and for our

community members who are our employers so they will have qualified people taking those jobs. Carole reported that specifically looking at our CTE courses; we are looking at data from our ARCC report. Carole stated that our program review, we have the Chancellor's website page where we can look at our reports and it drills down by course and program. It shows how our students are succeeding. The Chancellor's office brings that information from EDD and looks at it. One of the problems is that not all the employers report information to EDD. A prime example would be the Psych Tech program. The state hospital does not report a lot of their commission to EDD so our numbers look skewed. So it also brings up what can we do to get that information into the system. So we are going to look into ways to do better follow up. Our program review is a key to how we go back and look at ways to improve. She stated that how do we keep people successful. One of the things that we have done and will continue to do is work with our workforce investment boards. We have been very successful in Fresno and Kings and now we are expanding it to Tulare and Madera.

Maintain Transfer Rates Within the CA CC Average

Pedro reported that they still haven't released the new cohort rates. He stated that one thing we have learned is that transfer rates are very sensitive to tuition rates. He stated that he is going to go quickly through these and if anyone has any questions to let him know. He stated that we now have access to instate, out of state and private transfer rates. This is information that is coming from the national clearing house. He stated that based on the last eight years the majority of students transfer to four year institutions. Pedro stated that what we have learned is that our rates are within the state average. Our transfer rates are very sensitive to CSU tuition increases. The number of students transferring has increased and we have acquired access to data on transfers to out of state and private institutions.

Pedro explained that one of the questions we need to ask ourselves is how are students doing at the next level. He indicated that one of the reports we now have access to is a Fresno State Report where they actually compare student transfer from both colleges against each other. We have a lot of information from Fresno State that we can utilize on how well the students are doing.

Maintain Graduation Rates Within the CA CC Average

Pedro explained that considering the reduction in sections some of the questions we may want to ask is what is the average number of semesters and units it takes a WHCCD student to complete a degree certificate. What percent of our first-term students are provided with an educational plan? This would be critical to make sure they are taking the right classes and graduate in a timely manner. What percent of all students are provided with an educational plan? He stated that these are all good questions that support degree completions. Can we convert some of our internal certificates to official certificates and increase completion rates. There may be a way that we can tweak those certificates like add a couple more units so that we can increase our completion rates.

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Become the Preferred Choice of Students Through Ongoing and Active Recruitment

Pedro reported that high schools with the closest proximity to our colleges have the highest participation rates. He stated that Riverdale sends many of their high school graduates to four year schools. It is difficult to collect data from the high schools and the CA department of education in a timely fashion. He stated that about half of our feeder high schools have agreed to upload data to the Cal-Pass system.

Pedro indicated that some questions to look at for the next strategic planning process would be how has the reduction of courses impacted enrollment from high school graduates? What strategies can we implement to increase high school graduates participation rates? Do we need high school counselors to be part of our strategic planning committee? How can we encourage or assist our feeder high schools to share data with Cal-Pass? How can Cal-Pass assist us in strengthening relationships with our feeder high schools?

West Hills Community College District Score Card

Pedro indicated the areas where we are struggling are Community Participation Rates, Online Success Rates and High School Participation Rates.

Comprehensive Effectiveness Model

Pedro expressed that he would like to introduce the Comprehensive Effectiveness Model that is from a book called Core Indicators of Effectiveness that was published by the American Association of Community Colleges. He stated that what is interesting is we are doing a lot of what is in the book already. This would be something for us to think about for our next strategic planning process.

Next Steps

Pedro announced that we need to update our strategic planning membership to increase participation from the working industry and community members. Pedro stated that we will conduct our new strategic planning initiative in fall 2010.

Survey

Pedro announced the last item on our agenda is the West Hills Community College District Strategic Planning Evaluation. Pedro asked the group to please fill out the survey and provide the name of three people that you feel should be a part of this committee. He suggested community members, industry members and co-workers.

Meeting was adjourned at 1:57 p.m.

District Strategic Planning Committee – Minutes

April 28, 2010

Page 7

WEST HILLS COMMUNITY COLLEGE DISTRICT



STRATEGIC PLAN 2006-2010



Five Year Review Cycle

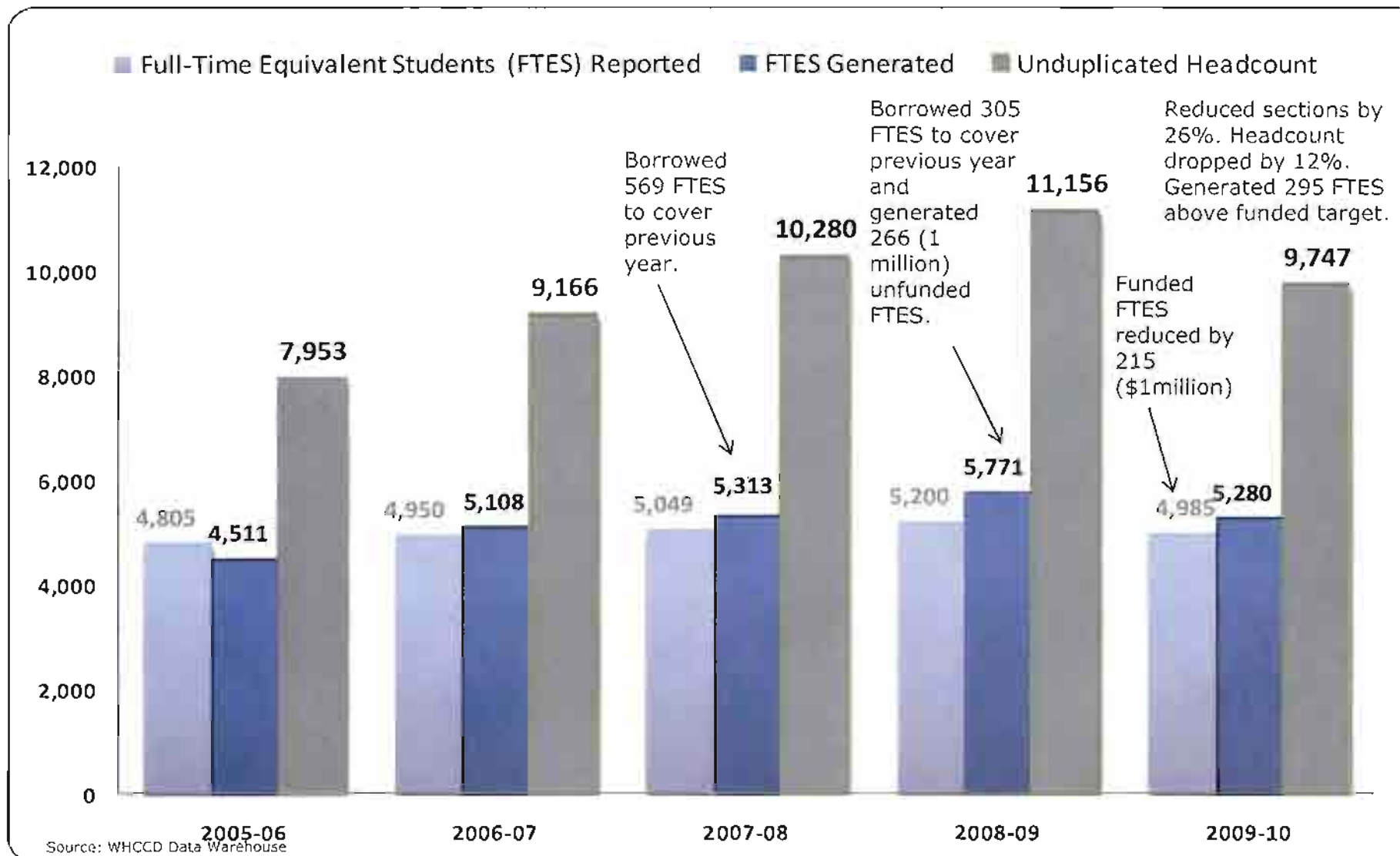


Agenda



1. Final review of goals and performance indicators
 - a. Lessons learned from our five year strategic planning cycle.
 - b. Identify key questions to help drive our next cycle of strategic planning.
2. Final review of strategic planning scorecard
3. Comprehensive Assessment Model
4. Next steps
5. Five year cycle evaluation

Goal 1 – Meet or Exceed FTES Growth Targets



Enrollment Efficiencies



Goal 1 – Questions for next strategic planning process



1. What impact did the reduction of courses have on the following:
 - a. Retention Rates
 - b. Success Rates
 - c. Degree and Certificate Completion Rates
 - d. Transfer Rates
 - e. Student groups (Gender, Age, Ethnicity)
2. Is this goal still relevant to strategic planning?
3. Would productivity (WSCH/FTEF) be a more appropriate goal?

Source: WHCCD Data Warehouse

Goal 2 – Focus Marketing Efforts on District-Wide Stories



Dialogue/@West Hills College

Year	2006	2007	2008	2009
Frequency	4	6	4	2
Distribution	3,000	82,000	82,000	76,000



Year	2007	2008	2009
Published Stories	293	275	240

Goal 2 – Focus Marketing Efforts on District-Wide Stories



Good things are happening at WEST HILLS COLLEGE COALINGA 300 Cherry Lane, Coalinga

Friday – Saturday,
March 26-27

WHCC Spring Rodeo,
Farm of the Future
Rodeo Grounds on
Gayle Ave.

Monday, April 12

Alumnus of the Year
Nominations Due
<http://westhillscollge.com/coalinga/announcements/alumnus.pdf>

Tuesday, April 20

Registration for
Summer/Fall Begins @
www.westhillscollge.com

April 16, 17, 18, 25, 26 7 p.m.,
May 8th 1:30 p.m.

Annie,
WHCC Theatre

Saturday, May 8th

Barbecue Festival,
Softball Field

Monday, May 10th
10 a.m.

West Hills Community College
Foundation Golf Tournament at Kings
Country Club supporting the
President's Scholars Program, which
offers a scholarship to high school
seniors with a 3.5 or higher GPA. \$175
per player includes lunch, dinner, tee
prizes and each team wins a prize. Call
559.934.2129
to register.

Saturday - Sunday,
May 15-16

WHCC hosts Relay
for Life, Football
Practice Field

Friday, May 28th

WHCC Graduation
with Ambassador
Phillip Sanchez
Speaking

Visit www.westhillscollge.com/coalinga for all the latest news on campus events, sports and scholarship deadlines that are approaching.

*Once you go here...
you can go anywhere.™*

Goal 2 – Focus Marketing Efforts on District-Wide Stories



Good things are happening at WEST HILLS COLLEGE LEMOORE

<p>Friday, March 19 6-11 p.m.</p> <p>Bet on Education Casino Night 2010 benefiting the T.E.A.M. Teach Program and scholarships for 5th-8th grade students hoping to attend the WHCL SC Experience summer camp. Call 559.934.2129 for tickets. \$30 per person (must be over 21).</p>	<p>Wednesday, April 14th 5-8 p.m.</p> <p>Introduction to Voice Overs taught by a professional voice acting coach/producer. \$30. Call 559.925.3224 to register.</p>	<p>Friday- Sunday, April 16-18</p> <p>Central Valley Pizza Festival April 16-18. Visit LemooreChamberofCommerce.com or call 559.924.6401 for details.</p>	<p>April 30th</p> <p>Miss CA speaks about her plans to become a pediatric surgeon and shares her insight on college success 11-12:30 Conference Center</p>
<p>Monday, May 10th 10 a.m.</p> <p>West Hills Community College Foundation Golf Tournament at Kings Country Club. Be among the first to enjoy the new clubhouse while supporting the President's Scholars Program, which offers a scholarship to high school seniors with a 3.5 or higher GPA. \$175 per player includes lunch, dinner, tee prizes and a prize for each team. Call 559.934.2129 to register.</p>	<p>Ongoing aerobics classes.</p> <p>\$45 for six week sessions. Call 559.925.3224 to register.</p>	<p>Visit Kings County's largest library at WHCL.</p> <p>Hours are 7:30 a.m.-8 p.m. Monday-Thursday and 7:30-4 p.m. on Fridays. Community members are welcome to use our computers, including extensive databases, and our reference library, which houses an extensive collection of medical reference and cookbooks (serving our health careers and culinary students).</p>	 <p>WEST HILLS COMMUNITY COLLEGE DISTRICT 555 College Ave. Lemoore, CA 93245</p>

Visit www.westhillscollge.com for all the latest news on campus events and scholarship deadlines that are approaching.

*Once you go here...
you can go anywhere.™*

Goal 2 – Focus Marketing Efforts on District-Wide Stories



West Hills College
Congratulates

2010
The Class of

A photograph of a smiling female graduate in a black cap and gown, giving two thumbs up against a yellow background.

Once You Go Here, You Can Go Anywhere.™
Coalinga • Lemoore • Firebaugh • Online
westhillscollege.com

The logo for West Hills Community College District, featuring a stylized landscape with a sun, hills, and a winding path, with the text "WEST HILLS COMMUNITY COLLEGE DISTRICT" to the right.

Goal 2 – Focus Marketing Efforts on District-Wide Stories



Lessons Learned:

1. The district newsletter format was revamped after extensive interviews with community members and the name changed to @West Hills College.
2. Budget cuts changed our marketing strategy from "increasing enrollment" to "promoting activities" and "maintaining our presence."
3. Social media has become the preferred method of communication for students (Facebook and YouTube).
4. It is difficult to measure the effects of marketing based solely on published stories and distribution of newsletters.

Questions for next strategic planning process:

1. This goal was established to improve community perception of WHCCD. Is this goal still relevant?
2. Can marketing help the district generate revenue?
3. Are we utilizing the right channels of communication?
4. How well are we maintaining our internal and external branding (image)?
5. Are we utilizing the appropriate measures to evaluate the effectiveness of marketing efforts?

Goal 3 – WHCCD Will Annually Increase Community Participation Rates



Percent of Population Enrolled at WHCCD

City	2007-2008	2008-2009	2009-2010
Tranquillity	3.40	3.73	1.88
San Joaquin	3.25	2.60	2.27
Mendota	2.71	3.28	2.66
Kettleman City	2.50	3.20	2.69
Huron	3.18	3.36	3.17
Avenal**	3.78	4.13	4.00
Hanford	4.42	4.78	4.05
Armona	5.22	5.55	4.49
Riverdale	4.84	5.76	5.09
Cantua Creek	7.08	5.18	5.21
Laton	5.70	6.64	5.59
Stratford	6.14	6.35	5.75
WHCCD Average	5.94	6.53	5.82
Firebaugh	7.32	8.25	6.22
CCC Statewide			8.90
Lemoore	10.00	11.19	9.90
Coalinga**	10.75	12.33	12.73

** Removed inmate population

Sources: WHCCD Data Warehouse; Department of Finance Population Growth Estimate; CityData.com

Goal 3 – WHCCD Will Annually Increase Community Participation Rates



Lessons Learned:

1. Communities with the closest proximity have the highest level of participation.
2. Communities with the farthest proximity have the highest rates of participation in distance education.

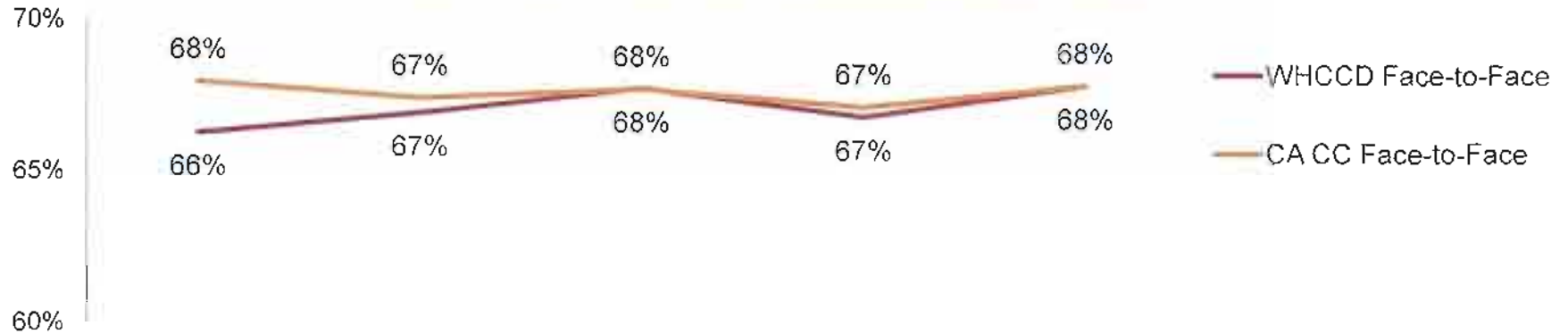
Questions for next strategic planning process:

1. Do we want to develop outreach strategies for cities with the lowest participation rates?
2. How can we use distance education and Career Technical Education (CTE) initiatives to increase community participation rates?
 - a. Mendota WIT
 - b. Preliminary discussion about opening a community centers in Avenal, Riverdale, and San Joaquin.
 - c. Distance Ed Partnership with three rural high schools: Tranquillity, Firebaugh and Mendota.
 - d. Establishing e-Campus and services. *(More info under goal 4)*
 - e. Implement Community Education module into student system – will help capture additional students into our participation rates.

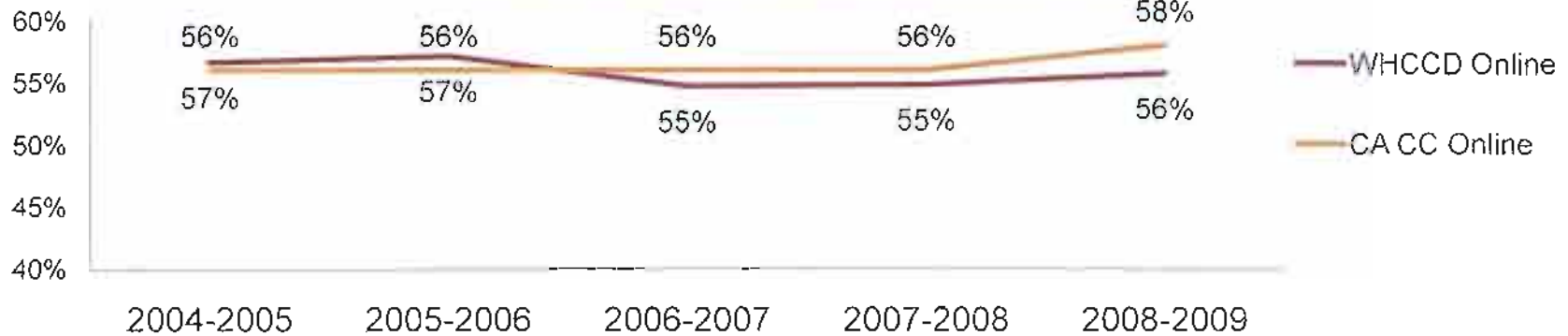
Goal 4.1 – Maintain Success Rates Within the CA CC Statewide Average



WHCCD Face-to-Face Success Rates



WHCCD Online Success Rates



Source: WHCCD Data Warehouse; CA Chancellor's Office Data Mart



Goal 4.1 – Maintain Success Rates Within the CA CC Statewide Average

Lessons Learned:

1. Online courses' retention rates are lower than face-to-face and must be analyzed separately and compared to different benchmarks
2. Experienced issues with success rates in some of our Career Technical Education (CTE) courses.

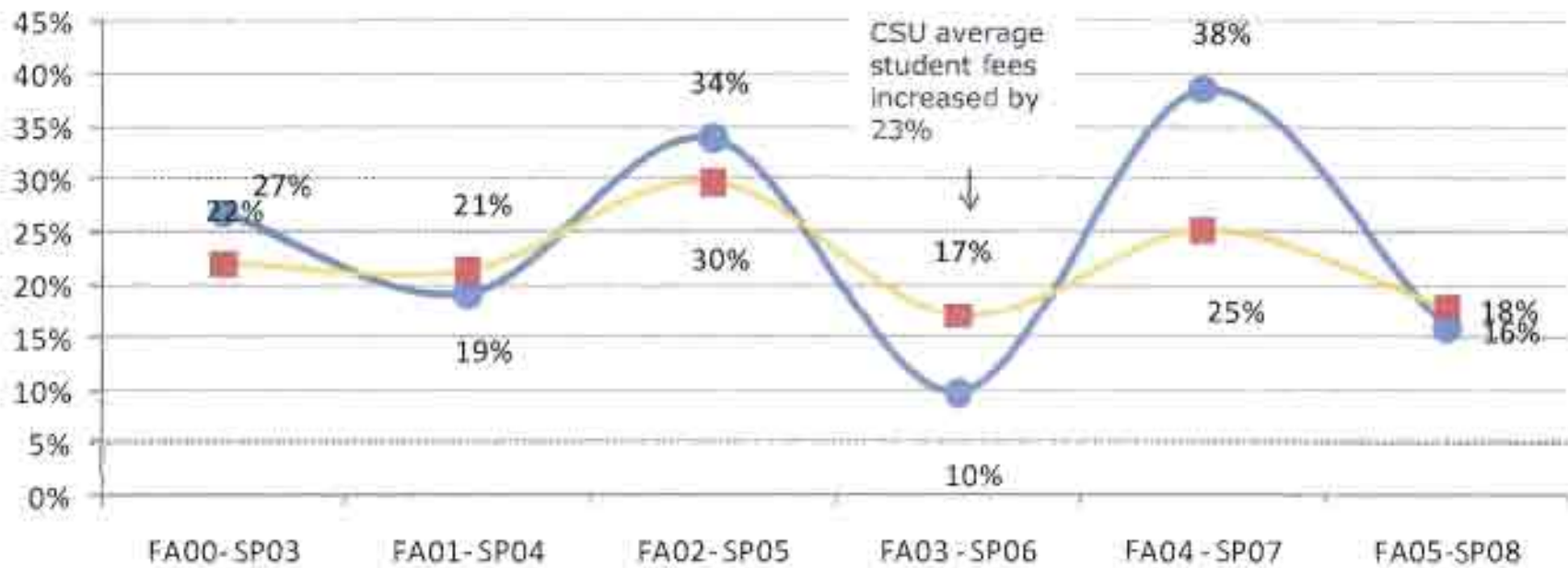
Questions for next strategic planning process:

1. What are we doing to improve online retention rates?
 - a. Distance Education Strategic Plan
 - b. E-campus
 - c. Help Desk Specialist
 1. Online Student Services Audit
 2. Updated Learning Management System
 3. Implemented Student Portal
2. What are we doing to improve CTE success rates?
 1. Reviewing program data from ARCC
 2. CTE Performance Indicators Review (Faculty, Deans, and VC)
 3. Program Review
 4. Created partnerships with Workforce Investment Boards that provide additional supportive services to students.

Goal 4.2 – Maintain Transfer Rates Within the CA CC Average

WHCCD First-Term Students' Cohort Transfer Rates

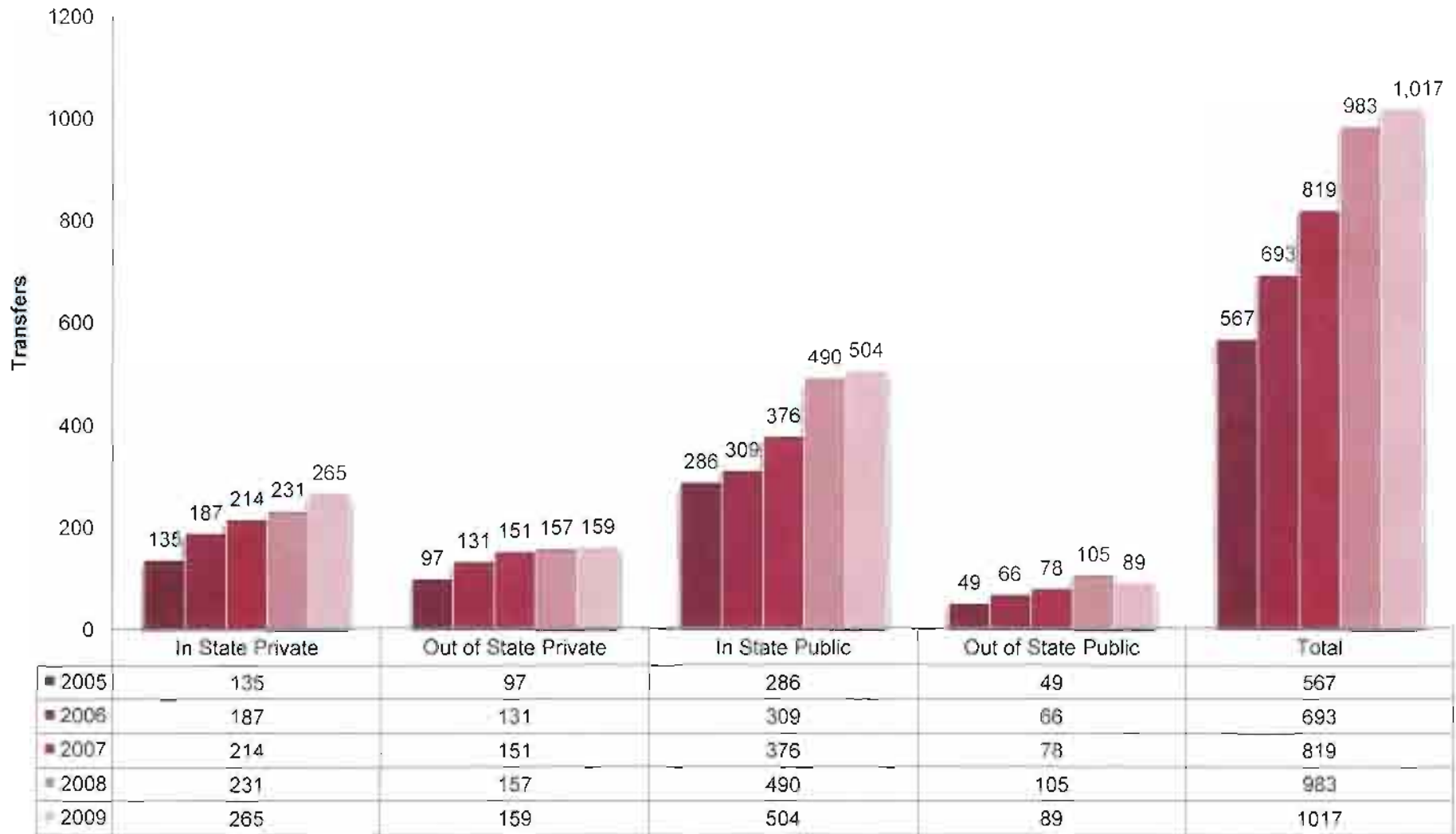
—●— WHCCD Transfer Rates —■— CCC Statewide Transfer Rates (Benchmark)



Source: California Community College Systems Office Student Right to Know

Note: Cohort based on a group of first time freshmen who are enrolled full-time in a fall term and are seeking transfer. The tracking period of the cohorts is three years.

NSCH Data – WHCCD Transfers to Four Year Institutions





NSCH Data – WHCCD Transfers to Four Year Institutions

Rank	Top 10 Transfer Four-Year Institutions - 2001 to 2009	Transfers
1	CALIFORNIA STATE UNIVERSITY - FRESNO	1,900
2	CHAPMAN UNIVERSITY	460
3	UNIVERSITY OF PHOENIX	427
4	FRESNO PACIFIC UNIVERSITY	411
5	NATIONAL UNIVERSITY	172
6	COLUMBIA COLLEGE	169
7	CHAPMAN UNIVERSITY-ORANGE	149
8	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	110
9	CALIFORNIA STATE UNIVERSITY - BAKERSFIELD	68
10	EMBRY-RIDDLE AERONAUTICAL UNIV.-WORLDWIDE CAMPUS	68



Goal 4.2 – Maintain Transfer Rates Within the CA CC Average

Lessons Learned:

1. Rates are within the state average.
2. Transfer rates are very sensitive to CSU tuition increases.
3. Number of students transferring has continuously increased.
4. Acquired access to data on transfers to out-of-state and private institutions.

Questions for next strategic planning process:

1. How are our students performing at transfer institutions? (Fresno State Report)
2. How are capacity issues at CSU impacting our students who intend to transfer?

Source: California Community College Systems Office Student Right to Know

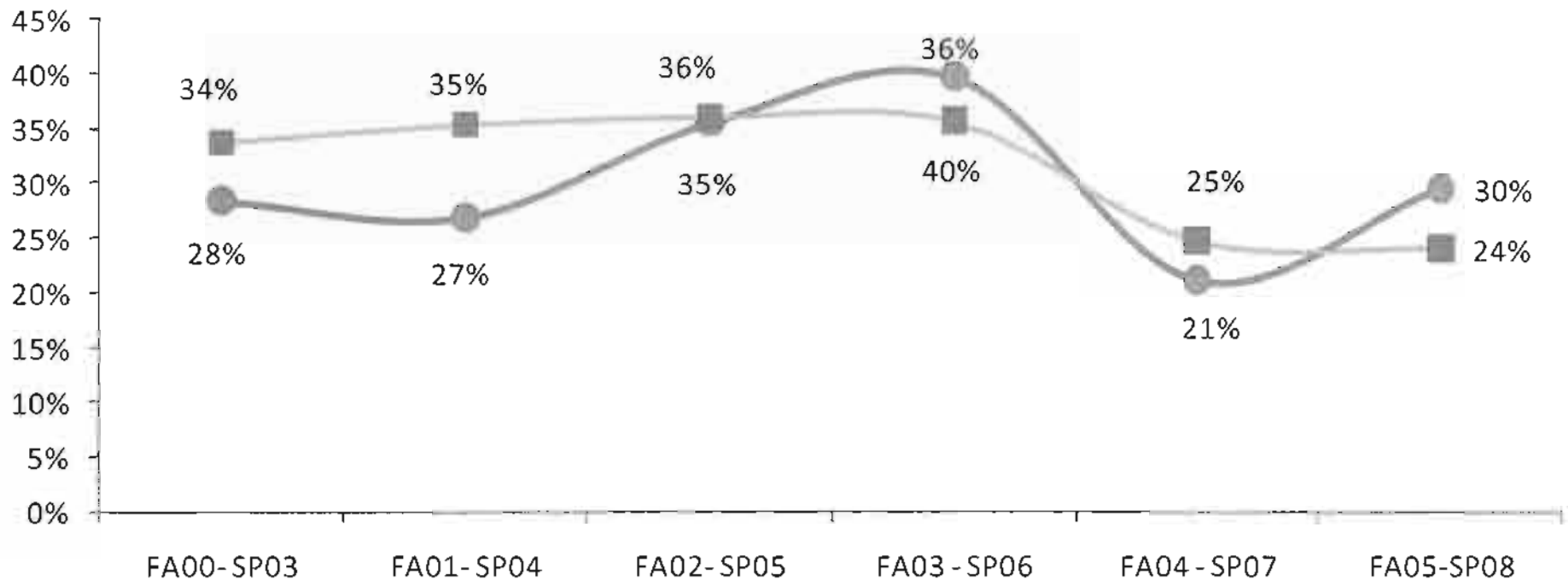
Note: Cohort based on a group of first time freshmen who are enrolled full-time in a fall term and are seeking transfer. The tracking period of the cohorts is three years.



Goal 4.3 – Maintain Graduation Rates Within the CA CC Average

Degree & Certificate Completion Rates by Freshmen Cohorts

● WHCCD Completion Rates ■ CCC Statewide Completion Rates (Benchmark)



Source: California Community College Systems Office Student Right to Know

Note: Cohort based on group of students who are first-time freshmen, who are enrolled full-time in a fall term, and are seeking a degree. The tracking period of cohorts is three years.



Goal 4.3 – Maintain Graduation Rates Within the CA CC Average

Questions for next strategic planning process:

1. What is the average number of semesters and units it takes a WHCCD student to complete a degree?
2. What percent of our first-term students are provided with an educational plan?
3. What percent of all students are provided with an educational plan?
4. Can we convert some of our internal certificates to official certificates and increase completion rates?

Goal 5 – Become the Preferred Choice of Students Through Ongoing and Active Recruitment



Percent of High School Graduates Enrolled at WHCCD

High School	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Tranquillity	17%	13%	6%	7%	7%
Laton	30%	9%	15%	12%	?
Hanford West	22%	15%	19%	31%	15%
Hanford	19%	30%	31%	17%	20%
Firebaugh	33%	32%	33%	25%	23%
Riverdale	9%	18%	24%	9%	23%
Avenal	36%	69%	40%	38%	26%
Lemoore	35%	39%	44%	30%	27%
State Rate (Benchmark)					30%
Mendota	25%	28%	26%	31%	32%
Coalinga	39%	52%	43%	39%	32%
WHCCD Total	27%	32%	31%	21%	22%
Total Graduates	1,814	1,817	1,697	1,794	1,862

Source: California Department of Education; WHCCD Data Warehouse; Local HS Data

Goal 5 – Become the Preferred Choice of Students Through Ongoing and Active Recruitment



Lessons Learned:

1. High schools with closest proximity to our colleges have highest participation rates.
2. Riverdale sends many of their HS graduates to four year schools.
3. It is difficult to collect data from the high schools or the CA Department of Education in a timely fashion.
4. After schools programs have an impact on recruitment (Avenal After School Program)
5. It is critical to create and maintain good relationships with high school counselors.
6. Half of our feeder high schools have agreed to upload data to the Cal-Pass system.

Questions for next strategic planning process:

1. How has the reduction of courses impacted enrollment from high school graduates?
2. What strategies can we implement to increase high school graduates' participation rates?
3. Do we need high school counselors to be part of our strategic planning committee?
4. How can we encourage/assist our feeder high schools to share data with Cal-Pass?
5. How can Cal-Pass assist us in strengthening relationships with our feeder high schools? (Custom reports & Professional Learning Councils)

WHCCD SCORE CARD

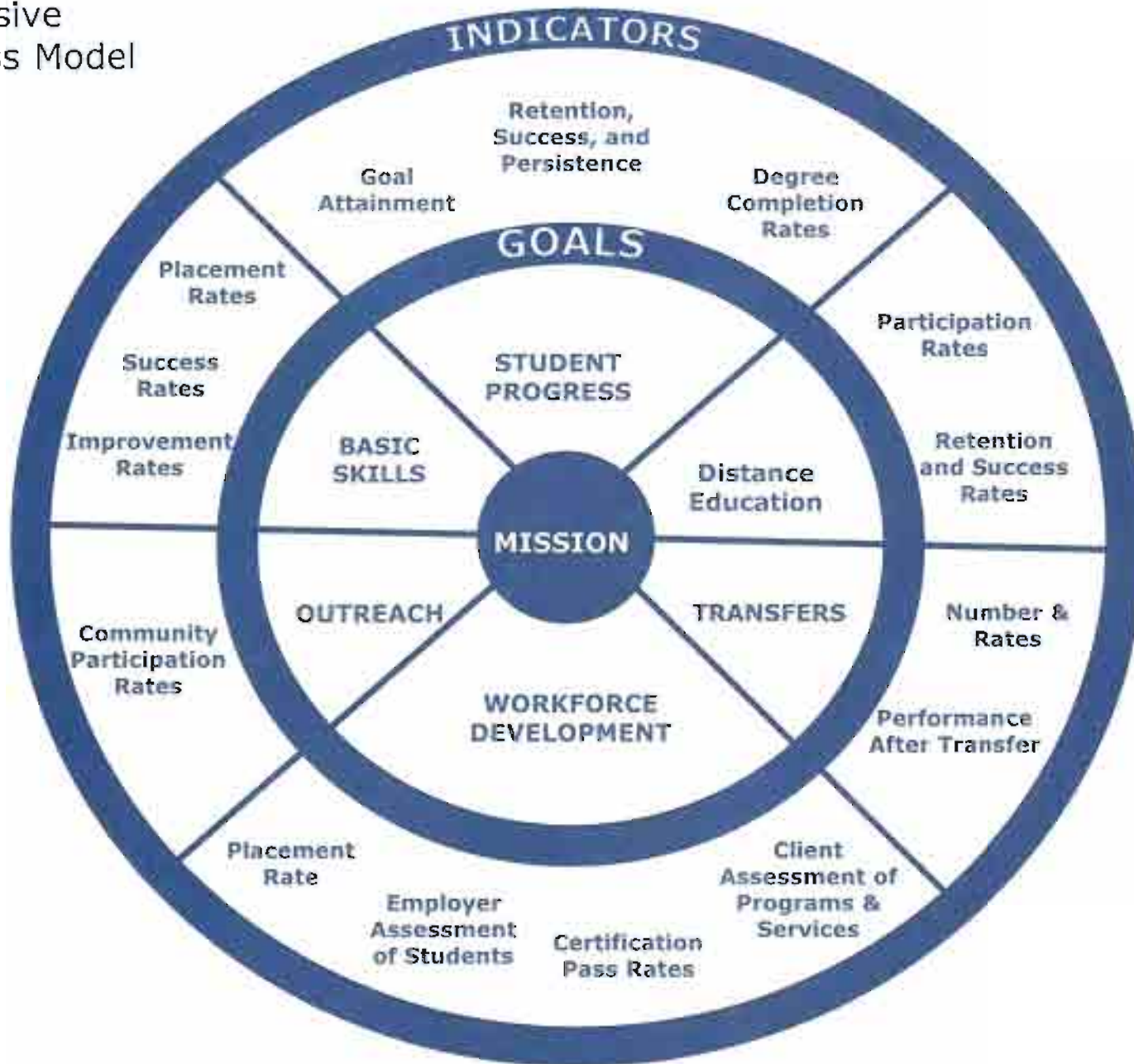


WHCCD Performance Indicators	05-06	06-07	07-08	08-09	09-10	
1. Meet FTES Growth Target						
2. Marketing	Developing Baseline					
3. Community Participation Rates						
4.1 Face-to-Face Success Rates						
4.1 Online Success Rates						
4.2 Student Transfer Rates*						
4.3 Student Graduation Rates*						
5. High School Participation Rates*						

* Based on student cohorts

- Exceeds Benchmark
- Meets Benchmark
- Slightly Below Benchmark
- Below Benchmark
- Increasing Trend
- Steady Trend
- Declining Trend

Comprehensive
Effectiveness Model



Next Steps



Next Steps

1. Update strategic planning membership to Increase participation from industry and community members.
2. Conduct new strategic planning initiative in fall 2010

Survey





**West Hills Community College District
WHCCD**

Strategic Planning for 2010-2015

Summary Report

**Based on Planning Sessions - July 14 and 15, 2010
Harris Ranch, Coalinga, California**

**Submitted by:
The Eaton Cummings Group**

**Dr. Kathleen E. Guy
Dr. William M. Craft
Founding Partners**



West Hills Community College District

Draft Strategic Plan 2010-2015
Based on Planning Sessions - July 14 and 15, 2010
Harris Ranch, Coalinga, California

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Introduction

The West Hills Community College District (WHCCD) is charting its next five years in service to students and the community. Three priorities stand out:

- Student success,
- K-12 partnerships, and
- Workforce development in support of the Valley's residents, employers and overall regional economic development.

These priorities are the outgrowth of collaborative dialogue involving the WHCC District Office, the District's two Colleges, West Hills College Coalinga and West Hills College Lemoore, and the West Hills North District Center. Within the West Hills mission these priorities are considered likely to have the greatest positive influence on the future vitality of the Central Valley and its residents.

With economic uncertainty more pronounced than ever in the Central Valley, the role of local initiative in building a robust economic future is critical. With emphasis on the three priorities, the WHCCD seeks to energize faculty/staff and formal and informal leaders to work aggressively in support of an improved future for the Central Valley.

Each of the priorities listed above has been subjected to intense review, first by district-wide leadership and then by planning teams carefully selected to bring special expertise and useful insight to the task. The planning teams have specified the scope and meaning of each priority and identified the most productive next steps in moving the WHCCD agenda forward.

Planning Approach

Planning sessions for each of the priorities were held on July 14 and 15, 2010. Student Success was addressed during the morning of July 14th, K-12 Partnerships during the afternoon of July 14th and Workforce Development and Economic Development in a daylong session on July 15th. All sessions involved a high level of participant interaction organized around structured group work dealing with specific topics relating to the West Hills role in each of the three priority area listed above. Participants in the three planning sessions were frequently recombined in work groups in order to ensure that all had an opportunity to benefit from the range of insight, intuition and impressive expertise represented by participants.

This report chronicles the work of the three planning sessions and summarizes participants' insights regarding the future role of the WHCCD and its institutions together with recommendations for immediate next steps. The material is presented with minimal editing in order to preserve the integrity of participant discussions and decisions.

During the planning sessions no effort was made to fully confirm facts or evidence presented. As appropriate, recommendations from these planning sessions should be further vetted in light of relevant data, market research and the opinion of those considered essential to the future success of WHCCD.

The names of those in attendance are listed in Attachment A of this report. Drs. Kathleen Guy and William Craft of the Eaton Cummings Group facilitated the planning sessions.

Goals for the Three Planning Sessions

- **Engage participants in a facilitated dialogue about the future of the WHCCD – its mission, values and future vision with specific reference to: Student success, K-12 partnerships, and Workforce development in support of the Valley's residents, employers and overall economic development.**
- **Give each participant an opportunity to benefit from the full range of experience and expertise of those present**
- **Establish a future vision for WHCCD in reference to the three priorities**
- **Establish a priority list of next steps focusing on high yield strategies likely to move WHCCD forward as a robust contributor to the Central Valley – its people, its culture and its economy.**

SS. Student Success Workshop

July 14, 2010

9:00 a.m.-12 noon

SS 1. Goals and Agenda

SS 1.1 Goals

- Focus attention and confirm strategies to strengthen WHCCD's student success culture
- Briefly review accomplishments since the last strategic planning session
- Achieve common definition/understanding of student success
- Engage best thinking of participants
- Understand strategies and related metrics tied to improve student success

SS 1.2. Agenda

- Welcome Dr. Gornick
 - o What is student success?
 - o Why does student success demand our attention?
 - o We need your help to strengthen our thinking as we formulate the most effective strategies, focus attention, and seek to enhance student success.
- Introductions/brief warm up Facilitators/All
- Review of goals and accomplishments - Dr. Gornick, Pedro Avila
 - o Scorecard review
 - o New metrics related to student success
- Distance Education Trends (opportunities to support student success in a world of reduced resources) - Susan Whitener

Student Success Workshop – Agenda (continued)

- Facilitated Group Discussions Facilitators/All
 - Identify barriers to student success [informed by IR data]
 - Identify strategies to reduce/eliminate barriers
 - What should we be doing more of?
 - What should we be doing differently?
 - What should we stop doing?
 - Prioritize student success strategies/goals and refine metrics as appropriate
- Next Steps Facilitators/All
- Close Dr. Gornick

SS 2. Student Success – As Defined by Participants

Working in table groups, participants reflected on their personal interpretation of the phrase “student success” as it relates to formal education in order to identify and reach consensus regarding characteristics that describe student success and help to provide an operational definition. For the purposes of the planning session “student success” may encompass a range of meanings including:

- Personal growth: enhanced self-esteem, socialization skills, improved critical thinking skills and content mastery
- Becoming self sufficient, contributing member of society
 - Employed or otherwise productively engaged with the world
 - Active and inquiring mind
- Accomplishing individual goals as enumerated by each student: graduate with degree, transfer, successful participation in selected courses, gaining a certificate, advancing in career or broadened employment opportunities
- Completion of a specific degree or certificate program
- Transfer to a 4-year institution
- Detailed exploration of a student’s interest in a specific subject or body of knowledge
- Completing a specific course or courses for personal, career or academic reasons

SS 3. Individualize Educational Planning

Clearly, for WHCCD and for WHCCD students, “student success” means many things. Institutionally, student success tends to be measured in persistence – at the micro level course to course, semester to semester and at the macro level, degree or certificate completion. At a deeper level, the key to understanding and assisting students to achieve their definition of success is knowledge of their individualized educational plans. Currently an underutilized mechanism exists to assist students to think through and create their individualized educational plans. Although the details of the individualized educational planning process were not fully explored in the planning session, there was general agreement that more students could benefit from the process. WHCCD should seek to increase the number of students developing personalized education plans with the support of trained WHCCD personnel. Key elements of the educational planning process include:

- Identifying personal goals—each student defines his/her own
- A viable educational pathway to reaching individual goals
- A delineation of and access to appropriate support services
- An emphasis on lifelong learning with encouragement to continue to the next level
- Consideration of certificate and degree options including transfer to upper division programs
- Personal growth/education
- Leadership development

SS 4. Student Success—New Ideas and Opportunities for Improvement at WHCCD

Following the work on defining student success and the role of individualized student educational planning, attention was directed to a consideration of new ideas (brainstorming) and opportunities for WHCCD to positively influence student success. Briefly stated, the results of these discussions suggest the following opportunities:

- Creating/emphasizing a culture that is fixated on student success,
- Employing technology to a greater degree to promote and monitor individualized student educational plans,
- Establishing systems/processes that reinforce the need for and uses of individualized student educational plans,
- Expanding opportunities for partnerships, tutoring, and advising in support of the educational planning process, providing periodic review and updating of student plans – encouraging the talented to excel, engaging those at risk to help them persist and managing a process that encourages greater numbers to complete degree and certificate requirements.

SS 5. Topics for Further Consideration

1. **Open access vs. more rigorous criteria for student placement in programs.** Is it time to re-think/establish entrance criteria for admission to certain programs?
2. **Clarify the definition of student success:** Externally imposed (degree and certificate completion) vs. student success goals generated through the educational planning process. Which is the priority for WHCCD?
3. **Enhanced tools to support student success.** Determine priority and necessary investment in order to:
 - a. Enhance orientation to programs of study.
 - b. Increase student participation in the educational planning process. Currently 80% of WHCCD student lack individual educational plans. Do these plans correlate with persistence and degree/certificate attainment? Does there need to be a process that engages students in face-to-face relationship-building leading to individualized educational planning with trained West Hills professionals?
 - c. Encourage all students to participate in an educational assessment process in order to guide appropriate course placement. Does the management of this process need to be improved? Are there opportunities for students to assume responsibility through online assessment strategies?
 - d. Clarify the role of individualized assistance and follow-up regarding individual educational plans.
 - e. Strengthen the early warning alert system regarding student persistence and performance.
 - f. Re-design appropriate orientation programs based on age, stage in educational process.
 - g. Provide more opportunities for career planning including service learning internships, work experience, etc.
 - h. Enhance tutoring and mentoring services.
 - i. Create a more formal “first year” experience.
 - j. Ensure adequate resources to address student financial aid needs.
 - k. Re-think the role of the college catalog – consider its current form and ensure consistency of information about programs and services in all modes of WHC information dissemination.
 - l. Expand extracurricular opportunities to emphasize student life and reasons to engage outside of class.
4. **Improved systems and processes internal to WHCCD**
 - a. Ensure access to courses needed to graduate—including expanded access to on-line courses.
 - b. Establish a 1-year schedule/calendar of courses.
 - c. Enhance collaboration between instruction and student services.
 - d. Expand hours for support services: counseling, financial aid, help desk, food service.
 - e. As processes change (due to technology) be sure that key constituents, internally and externally, knows what the changes are and how to access/use them.

5. College going culture
 - a. Strengthen K-12 relationships to develop early identification system for likely West Hills students in order to begin outreach to potential 1st generation students and families; be culturally sensitive; encourage gifted and talented students to choose and then be well served by WHCCD.
6. Customer Service
 - a. First impressions are key to continuing positive relationships.
 - b. Need mechanisms to respond to those who are lost, intimidated, confused, unsure.
 - c. Student ambassador program.
 - d. Welcome week.
 - e. Name badges.
 - f. Emphasize customer-friendly approaches through communications and personal interaction.
7. Partnerships
 - a. Engage in more extensive collaboration with K-12 systems.
 - b. Coordinate student support programs for prospective students and current students.

SS 6. Priority List – Areas for Improvement

Participants ranked the totality of items identified by the table groups and identified the following as priorities most likely to strengthen student success at WHCCD.

1. Emphasize the “First Year Experience”-think beyond “this semester.”
2. Build comprehensive one-year course schedules/calendars.
3. Create a “process map” to assist students in drafting individualized educational plans.
4. Design and resource a student-to-student ambassador program.
5. Expand placement testing and associated academic counseling – support developmental programming, general programming and specially targeted efforts for the gifted and talented.
6. Streamline processes for financial aid and identify additional funding sources for emergency and special purpose financial aid.
7. Expand and introduce more effective applications involving social media – communicating the look and feel of WHCCD institutions; engage prospective students in individualized, user friendly efforts to construct educational plans; build a broader-based virtual community of persisting WHCCD students.

8. Cultivate a culture of connections/relationships—make it “cool” to be connected with the WHCCD community – face to face and virtually – emphasizing the benefits of student-to-student, faculty-to-student networks.

SS 7. Immediate Next Steps – As identified by participants using the open-space planning technique

1. Develop metrics relevant to WHCCD definitions of student success – with targets set through 2015. Examples include: number of students working from individualized educational plans, relative success of those following educational plans, persistence measures (course to course and semester to semester), measures of degree and certification completion, individualized transfer and transfer success data
2. Prioritize opportunities for “program and process improvement and new ideas” identified in previous sections of this report and create implementation plans.
3. Communicate results of Student Success Planning to all faculty/staff – identify and distribute a short list of talking points to be used/referred to by workshop participants.
4. Establish and continue to strengthen a detailed inventory of the tools available to promote student success – oversee and coordinate their use – provide training and supportive technology to faculty and staff.
5. Clarify assignments – make it clear who is responsible for each element of the student success strategy – establish the longer term goals and intermediate milestones – provide conspicuous support and encouragement to the formal and informal leaders charged with moving WHCCD to a demonstrably higher level of student success.

HSO. High School Outreach Workshop
July 14, 2010
1:00-4:00 p.m.

HSO 1. Goals and Agenda

HSO 1.1. Goals

- Focus attention and practical action on increasing the college-going culture among high school students/graduates in the Central Valley
- Identify and share what WHCCD and high schools are currently doing to encourage college enrollment in general and, more specifically, enrollment at WHCCD colleges—the “IS MAP”
- Engage the best thinking of participants to outline strategies to strengthen the college-going culture in the Valley
- Co-create strategies and related metrics to increase enrollment of area high school graduates at WHCCD colleges

HSO 1.2. Agenda

- Welcome Dr. Gornick
 - Why education beyond high school is important—to students, families, economic development, and the Valley
 - WHCCD is a partner with the public schools, helping students to succeed beyond high school; increased college attendance and student success is our bottom line goal
 - We are eager to work with you to increase the college-going culture of the Valley and to make WHCCD colleges a top choice for your graduates
- Introductions/brief warm up Facilitators/All
- Current high school participation data and Cal Pass Pedro Avila
- What are we currently doing to encourage college attendance?
 - WHC outreach strategies including Early Registration for High School Graduates Sylvia Dorsey/Jill Stearns
 - High school strategies High School Principals

High School Outreach Workshop Agenda Continued

- Break
- Facilitated Work Topics Facilitators/All
 - Identify barriers to college enrollment anywhere and at WHCCD colleges
 - Identify collaborative strategies to reduce/eliminate barriers.
 - What should we be doing more of?
 - What should we be doing differently?
 - What should we stop doing?
 - Prioritize strategies/goals and define metrics
 - Determine how/how often to communicate results/issues
- Next Steps Facilitators/All
- Close Dr. Gornick

HSO 2. “IS MAP” of High School efforts (outline of current school/college initiatives as described by principals and superintendents attending the workshop)

HSO 2.1. Lemoore High School (LCS)

General

- Cal State Fresno president’s scholarship
- Fresno State—weekly mentoring at LHS

Specific to WHCCD

- LHS all seniors apply to WHC
- LHS works actively with WHC counselors to do on-site advising with LHS students
- Attend WHC classes while in high school
- WHC faculty visit high school campus
- Raised questions regarding Cal-PASS. Is data complete? Who is responsible?

HSO 2.2. Coalinga High School

Specific to WHCCD

- Pathways-Perkins—just starting to collaborate with WHC on this
- Established lists of students going to WHC—work with WHC advisors
- Articulations/dual enrollment
- Need “IS MAP” of informal activities in place with faculty and other personnel

HSO 2.3. Faith Christian Academy (FCA) - Independent (Private)

Specific to WHCCD

- WHC administers placement test at FCA, discusses curriculum pathways
- Enroll 8th graders at WHC—removes fear of unknown
- WHC administers placement test at FCA, discusses curriculum pathways
- Students take field trips to WHC
- Dual credit—college is free while students are still in high school

HSO 3. Addressing High School Outreach Goals

HSO 3.1. Participants working in table groups confirmed the importance of the following goals:

- Improving the College Going Culture in the Valley, and
- Benchmarking the participation rate at WHCCD of students from feeder schools in the WHCCD service region at or above the state average for California community colleges

HSO 3.2. With specific reference to WHCCD table groups recommended:

- WHCCD increase efforts to learn from K-12 systems what they are doing now to encourage a college-going culture, and
- Prioritize approaches identified in HSO 2 (above) together with additional new ideas in order to determine where to increase emphasis and focus resources.

HSO 3.3. Priorities identified include:

- 1) Website (29 votes) - enhance the WHCCD website (including the Colleges and Centers) making the presentation more user-friendly, creative, interesting and useful. Include a “student planning” application to try out various programs and also a twelve month calendar of courses for use in students’ individual educational planning as suggested in the Student Success portion of the WHCCD plan.
- 2) Communications (28 votes)—
 - Emphasize enhanced communication with K-12 systems including:
 - a. Engagement with professional colleagues in K-12 schools
 - b. Students starting at the middle schools – identify prospective students early, encourage all to enroll in college, make special efforts with the gifted and talented with regard to opportunities and choices in higher education, etc.
 - c. Parents – cultivate and involve parents in encouraging students to move on to WHCCD colleges and centers.
 - Employ the full range of communications tools including:
 - a. Surveys/focus groups of students and other key audiences to determine WHCCD features to emphasize, best modes/times of communication, etc.
 - b. Establish capability to “Know” when a student enters the WHCCD data system (initial inquiry) and then enable the system to automatically create a systematic follow-up process
 - c. Develop protocols to effectively engage the full range of communications tools—social media, web, print, email, phone, FTF, etc. at tolerable cost to the system
 - d. Ensure that timely, up-to-date, consistent and accurate information is available across WHCCD, reinforce the need for regular contact and share information appropriate to various target audiences
 - e. Enhanced E-Team capability (materials, presentations, communications skills, and always dressed for success).
- 3) Road Map (22 votes)
 - a. Invest in a comprehensive enrollment management process
 - b. Design straightforward pathways that make clear and accessible the way from High School to West Hills to certificates, associate degrees and bachelor’s degrees – emphasize that support is available along the way to enhance the likelihood of student success and completion
 - c. Make the pathways easy to navigate electronically, including simplified search and find

- d. Build cohort groups—package degree programs to be completed in two years leading to transfer
 - e. Ensure that everyone in the region’s high schools completes an application and takes placement tests—build momentum with sophomore/junior outreach
 - f. Streamline all WHCCD policies, procedures and curriculum before mapping success pathways
 - g. Exaggerate the user-friendliness of WHCCD—simplify the processes required to get information and transact business
- 4) Field Trips to West Hills colleges (20 votes)
 - a. Organize or provide transportation to and from WHCCD campuses – partner with K-12s
 - b. Create “breathtaking” College Day Programs for visiting secondary school students
 - 5) Connect High School Counselors to WHCCD Portal (15 votes)
 - 6) Enhanced presence of West Hills in the public schools and independent schools (11 votes)
 - a. Be present on K-12 campuses—via technology and in person
 - b. Attend school and community events—be visible and approachable and able to share the WHCCD story

HSO 4. Immediate Next Steps (responsible party noted in () as identified by session participants)

- HSO 4.1. Start now to provide portal access to high schools (Pedro Avila)*
- HSO 4.2. Complete “IS MAP” of formal and informal processes that contribute to WHCCD/high school outreach – Create matrix describing who is doing what (Chancellor/Presidents to determine assignments and oversee liaison with the school systems)*
- HSO 4.3. Hold strategic planning session between WHCCD and high schools in early-mid August (Chancellor/Presidents and superintendents) to strengthen current efforts and outline steps to implement additional WHCCD/high school efforts*
- HSO 4.4. Improve communication with students who are in the pipeline now (Registrar/IT)*
- HSO 4.5. Examine project management tools and select one that may help with this process (Pedro Avila)*
- HSO 4.6. Communicate WHCCD goals/metrics for enrollment of high school students at WHCCD—expectation is to enroll numbers at or above the state average of college-going students from area high schools at West Hills (Pedro Avila)*
- HSO 4.7. Identify process to implement early registration with high school students—criteria, timing, etc. (As assigned by Presidents)*
- HSO 4.8. Provide summary of today’s goals, work and next steps to all who need to know (Chancellor)*

EWD. Economic and Workforce Development Workshop
July 15, 2010
9:00 a.m.- 4:00 p.m.

EWD 1. Goals and Agenda

EWD 1.1. Goals

- Identify Strengths and Opportunities that may exist in the Central Valley
- Envision the “new or emerging economy” in the Central Valley
- Identify workforce development requirements for the new economy
- Focus attention and identify practical action steps – by engaging the best thinking of participants
- Co-create strategies to effectively shape the new economy
- Co-create strategies for meeting related workforce development needs

EWD 1.2. Agenda

- Welcome Dr. Gornick
 - The Central Valley must be prepared to shape and respond to the new economy in order for the region and families to survive and thrive
 - WHCCD and its colleges are strategic partners in planning for and helping to create road maps to provide hope as our economy is transformed
 - We’re partners in workforce development, helping students and businesses to succeed
 - We want to draw on your best thinking today to help envision our economic and workforce future
- Today’s Central Valley Economy WIB and EDC Representatives
- Brief Overview: Current WHCCD Workforce Development Activity Carole Goldsmith

Economic and Workforce Development Workshop Agenda (continued)

- Introductions and Table Discussions
Valley Strengths and Opportunities Facilitators/All
- Working Groups: Trends that will Impact
the Future of the Central Valley
- Working Groups: Comparing the current Central Valley Workforce
with what will be needed in three to five years
- Working Groups: Workforce Gaps/Needs/Social Consequences
- Working Groups: Our Future Vision for Economic Development
in the Central Valley
- Working Groups: Our Vision in Action
- Working Groups: Roles and Opportunities
 - Who does what?
 - Who else needs to be at the Table?
- Working Groups: Communications Strategies
- Working Groups: Next Steps
- Close Dr. Gornick

EWD 2. Strengths inherent in the Central Valley

Working in table groups participants were asked to identify the strengths common to the Central Valley. The question posed was “What Central Valley attributes would you stress in order to convince friends and relatives to invest in or relocate here?” The responses are as follows:

- Affordable cost of living
- Quality of life
- Diversity – people
- Willing and effective collaboration among post-secondary institutions
- Geographic location – ease of access to many resources – reasonable distance to Pacific beaches, major cities, outdoor recreation,
- Temperate weather/climate – number of “sun days” and the connection to solar power generation
- Workable population density – the ratio of people to land area is relatively low and attractive to those seeking fewer people and more space
- Agriculture - abundance of locally produced, high quality food
 - Crop diversity
 - Resources in support of agriculture
 - Research –technology (industry driven)
 - Workforce
- The region has the ability to accommodate growth
- The people of the Valley are community oriented
- Abundance of educational access – quality institutions, wide variety of programs and effective supportive services
- Values held and expressed in practice—strong work ethic, neighborly, welcoming.

EWD 3. Opportunities inherent in the Central Valley

Working in table groups participants were asked to identify the opportunities inherent in the Central Valley. The question posed was “What opportunities are most apparent for economic development in the Central Valley? The responses are as follows:

- Capacity to absorb and deal effectively with growth
- Branding the Valley—what do we want people to know and remember about us; telling our story
- Strengthen collaboration between colleges, universities, public schools, local, state and federal agencies, WIBs, and business
- Changing workforce needs in agriculture
- Environmental issues that have potential to create jobs (e.g. water)
- Collaboration to seek funding from federal/state sources
- Large and willing workforce
- Attract businesses from high cost urban areas
- Opportunities to add value to commodities
- NAS Lemoore high tech industries
- Develop water and energy resources
- Diverse population available for training
- Basic skills training with technical training integrated
- Educational infrastructure
- Diversity of employment opportunities
- Accessible via interstate, air
- Vertical integration of agriculture
- Alternative energy – “Solar Sun Days a Valley Energy Resource”
- Business retention and expansion

EWD 4. Trends –Identified by participants as most likely to influence the future success of WHCCD in contributing to workforce and economic development– either as a helping trend or as a hurting trend

Working in small task groups, participants identified a broad range of trends in assigned categories including “Environment/natural resources,” “Social/demographic,” “Government/regulatory,” “Investment opportunities,” “Technology,” and “Competition.” Trends identified were in turn, prioritized using a three choice open voting system. Trends perceived by participants to have the greatest influence on the future contribution of WHCCD to workforce and economic development are summarized as follows.

EWD 4.1. Social/Demographic

Helping Trend

- Aging population—the region may be a target for retirement living. (6 votes)

Hurting Trend

- Lack of basic academic skills among students. (6 votes)
- Negative consequences of state economic condition. (11 votes)

EWD 4.2. Government/regulatory

Hurting

- More regulation, much of it focusing on air quality (11 votes)

EWD 4.3. Investment opportunities

Helping Trend

- Energy efficiency and renewable energy resources (solar) (18 votes)

Hurting Trend

- Lack of capital availability (5 votes)
- Land use balancing (4 votes)

EWD 4.4. Competition

Helping Trend (How the Valley is meeting the competition)

- WHCCD on-line distance learning (17 votes)
- Quality of WHCCD education in general (4 votes)
- WHCCD workforce training (1 vote)
- The Valley has readily available, strong educational resources (3 votes)
Total of 25 votes recognizing the various forms of education at WHCCD and the availability of quality educational resources throughout the Valley – “educational opportunity - a sustaining asset for the valley”
- The Valley is becoming more conscious of its positive attributes and adept at perfecting and broadly sharing the positive Valley story (4 votes)

EWD 5. Future Vision

The Future Central Valley will:

- Offer a seamless web of education: K-12, community college, universities –in support of economic development
- Provide a culture of support for businesses and entrepreneurs
- Keep the knowledge base here
- Be a global hub for agricultural education; advancing agricultural technology
- Be California’s center for renewable resource industries and training; there is a role for education in teaching people about impending consequences of regulation and legislation
- Be a center for entrepreneurial activity—with special emphasis on environmental innovations
- The place where today’s workforce meets tomorrow’s technology
- Be a great place to live, work and play
- Be California’s economic experiment in building the future economy—a tax and regulation free zone (like charter schools) in coordination with the region’s tribal governments

EWD 6. Vision in Action

The Central Valley will focus on:

- 1) Becoming California's center for renewable resource industries and training
- 2) Educating
 - a) Employers/business and employees
 - b) Contractors—residential and commercial
 - c) Residents
- 3) Retaining business—providing support for business lifecycle training—introducing new methods and processes, attracting new technologies
- 4) Communicating
 - a) What is our economic development vision? Our Central Valley “brand promise?”
 - b) Who is the audience?
 - c) What do we want them to do?
 - d) Where/how do we reach them?
- 5) Aligning resources around the vision
- 6) Becoming the global hub for agricultural education – the Valley will host visiting delegations from countries worldwide who come to learn about vertical integration of farm to market, low water crops and 21st century use of minimal pesticides, water and fertilizers
- 7) Training health care workers for the aging population; cultural sensitivity; collaborate with health care organizations re: current needs in health care training, e.g. educational reform

- 8) Creating a culture of expectation among faculty/staff—help students to “see” that the classes they are taking lead to job readiness and employment
- 9) Supporting employer retention strategies through incumbent worker training
- 10) Considering technology applications as part of tool kit for education and training
- 11) Communicating internally the process for employer feedback—identify ways in which the process can be improved
- 12) Developing a plan to acquire the educational lead role in the California center for renewable resource industries and training
- 13) Providing appropriate advocacy for partners who are seeking grant funding for related projects
- 14) Defining WHCCD’s role in promoting the “centers of excellence” concept (agriculture, energy, entrepreneurship), including consideration of incubation and technology transfer
- 15) Identifying resources for entrepreneurial education

EWD 7. Immediate Next Steps

EWD 7.1. Share results of planning day with internal and appropriate external audiences—in summary form

EWD 7.2. Provide executive cabinet report for Board of Trustees

EWD 7.3. Develop strategies, time lines, etc. for 5-year plan

EWD 7.4. WIB-EDC - share and communicate more regularly to foster alignment of vision and plans

Note: All attachments to be provided by WHCCD

Attachment A

Names of participants in each of the three planning workshops

Attachment B

PowerPoint: Review of Goals and Accomplishments

Attachment C

PowerPoint: Distance Education Trends

Attachment D

PowerPoint: College Going Rates

Attachment E

PowerPoint: WHC Outreach Strategies

Attachment F

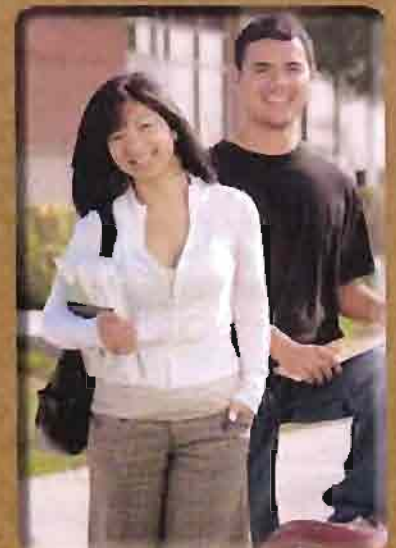
Economic Development PowerPoints and Handouts

**West Hills
Community College District**

2009

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Trustees



*Mark McKean
President*



*Bill Henry
Vice President*



*Nina Oxborrow
Clerk*



Steve Cantu



Edna Ivans



Jeff Levinson



Jack Minnisee

Administrators



*Dr. Frank Gornick
Chancellor*



*Ken Stoppenbrink
Vice Chancellor/
Business Services*



*Pedro Avila,
Vice Chancellor/
Institutional
Effectiveness/
Enrollment
Management*



*Dr. Carole Goldsmith
Vice Chancellor/
Educational
Services/Workforce
Development*



*Susan Whitener
Associate Vice
Chancellor/
Educational
Planning*



*Dr. Willard Lewallen
President, WHC
Coalinga*



*Don Warkentin
President, WHC
Lemoore*

Mission

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

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

Vision

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

- Its status as the preferred choice of students, and the employer of choice for faculty and staff;
- The highest percentage of students completing courses;
- Its recognized excellence; and
- The generally ascribed accolade, "heartbeat of the community."

District Timeline 2008-2009

Aug



- WHCC bid approval for \$10 million for wellness center
- Xireme Registration at WHCL
- West Hills' enrollment up 20% since previous year

Jan.

- Construction starts on the WHCC gym and wellness complex

Feb.

- West Hills Chancellor Frank Gornick honored at state level

Mar.

- Bridge Out of Poverty conference with guest speaker Ruby Payne
- Valley Fever Forum at WHCC



Sept.

- Noted Author Gary Soto speaks at WHCL
- WHCL trike-a-thon raises funds for St. Jude's Children's Hospital



April

- Phyllis Roberts donates \$25,000 for scholarship endowment.



May

- Vince Morre donates \$12,593 to help fund a new weather station for Coalinga

Oct.



- WHCC 12th Annual Athletic Hall of Fame
- UC Merced Chancellor Sung-Mo "Steve" Kang visits WHCC
- Third Annual WHCL Veterans Appreciation Luncheon



- WHCC and WHCL awarded more than 700 degrees and certificates



Nov.

- School facilities improvement districts approved by local voters providing \$11.6 million for WHCC and \$31 million for WHCL. Firebaugh passed its bond measure June of 2008.

Dec.

- West Hills College wins \$792,920 grant to serve veterans



- Sandy Cavins, the district's longest-term employee, retires after 40 years

West Hills College Coalinga

Mission Statement

To commit college-wide staff and resources to the student learning process. To provide educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve.

Vision Statement

West Hills College Coalinga strives to become a premiere interactive learner-centered community college recognized for its contribution to the educational, social, cultural, and economic vitality of the region and the state.

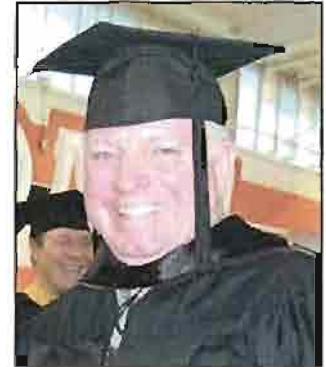
Achieving goals despite economic challenges

The economic challenges of these past few years have not deterred us from achieving our mission. Despite significant budget reductions, our enrollment for 2008-09 was 13 percent higher compared to 2007-08. This is directly attributable to our talented faculty and staff who have found ways to be more efficient and productive with fewer resources to ensure student access and success.

In June 2008, citizens in the northern part of the district passed Measure Q, an \$11.8 million general obligation bond measure. In November 2008, citizens in the Coalinga-Huron area passed Measure C, an \$11.6 general obligation bond measure. These bond measures will provide resources for facilities improvements that will impact current and future generations.

General obligation bond funds have already made a difference. Significant improvements have been completed at the North District Center in Firebaugh. A facilities planning team has been working with campus architects to design a new building to replace the existing campus center.

Major improvements have also been completed on the Coalinga campus. The men's residence hall (Gordon Hall) received a facelift. Two new relocatable buildings were added to the child development center. Bond funds have been used to assist with the wellness center project (gym renovation and additional 10,000 sf building) and the ag science facility. The wellness center is scheduled for occupancy in the fall 2010.



Providing access to high quality education opportunities for all residents in our service area continues to be the focus of our overall mission. In 2010-11 we will open learning/outreach centers in several of the smaller communities within our service area.

Improvements to institutional effectiveness processes have taken center stage. We are now utilizing measurable outcomes on a regular basis to guide planning and resource allocation decisions. Results from the assessment of performance indicators, program review, and other evaluative processes are being used to make improvements to student learning. The results of some of these assessments can be found at http://www.westhillscollege.com/coalinga/about/governance_planning/college_consultation/index.asp.

Our vision of becoming "a premiere interactive learner-centered community college" continues to guide our efforts in making a difference in the lives of our students and in contributing to the vitality of the communities we serve.



Willard Lewallen
President, West Hills College Coalinga

Grants:

Total grant funding in 2008-09 exceeded \$5 million for WHCC.

President's Scholars:

A total of 22 students received President's Scholars scholarships for 2008-09. This scholarship covers enrollment fees and provides a book allowance each term.

Successful Transfer:

The number of students transferring to four-year institutions in 2008 increased by 58% from 2007.

West Hills College Lemoore

Mission

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision

Learning Through Excellence and Innovation

WHCL planning for the future with new programs, facilities

The academic years 2008-09 and 2009-10 will have seen extraordinary cuts to community colleges as the result of the state's recent economic downturn. West Hills College Lemoore will have reduced its operating budget by over \$2.2 million while at the same time maintaining its priority and focus on students.



Course offerings were reduced yet we were able to maintain our commitment to general education, basic skills, workforce development, and degree level courses.

With all the reductions to the general fund, WHC Lemoore still celebrated its groundbreaking for the new \$24 million multi-use sports complex that begins phase three of the college's master plan. It is scheduled to open in March 2011.

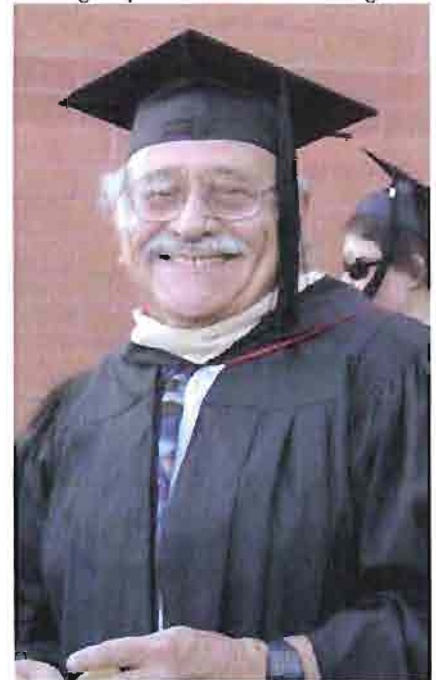
Our Allied Health program has been able to withstand budget reductions and will expand its offerings with new courses. Highly skilled technical program training will remain a strong demand throughout the state and West Hills is positioned to provide training.

Our newly developed Engineering Scholars Program provides financial support to more students by providing full tuition and books to qualified students. WHCL will play a key role in preparing students for great career opportunities.

All this is just a small list of the many ways West Hills is a leader in providing quality educational opportunities for the communities that we serve. Even in times of great difficulty, with hard work and teamwork, great things can still happen.



West Hills College Lemoore will continue to be a leader in assisting the state to recover from its economic downturn.



Don Warkentin
President, West Hills College Lemoore

Grants:

Total grant funding in 2008-09 exceeded \$3 million for WHCL.

President's Scholars:

A total of 48 students received President's Scholars scholarships for 2008-09. This scholarship covers enrollment fees and provides a book allowance each term.

Successful Transfer:

The number of students transferring to four-year institutions in 2008 increased by 22% from 2007.

Foundation helps students realize dreams

The students at West Hills College are our future. Helping them realize their dreams of a college education will positively impact our communities and enhance the quality of life we appreciate now and in the years ahead.

As a proud member of the foundation board of directors, I've been privileged to work with a dedicated team of individuals who support the students of West Hills through their time, energy, leadership and philanthropy. Our foundation board consists of community members, civic leaders, businesswomen and men and agriculturalists from across our service area who value education and want to expand the higher educational opportunities for our children and local residents.



Ernest "Ernie" Drewry
President, WHCC Foundation

Special thanks go to three individuals who made substantial gifts to the foundation during 2009. Phyllis Roberts donated \$25,000 for an endowed scholarship at WHCC. Vince Motte contributed \$12,500 to help fund a new weather station at the WHCC Farm of the Future. George Ollikkala donated a substantial art collection to libraries throughout the district. We thank them and the many others who contributed to help our students realize their dream of a college education.



Board Members

- Ernie Drewry, President, Community Director*
- Leonard Falter, Chief Financial Director, Community Director*
- Don Forth, Vice President, Community Director*
- Brad Gleason, Community Director*
- Sharon Gordon, Community Director*
- Frank Gornick, Ph.D., Chancellor*
- Edna Ivans, R. Ph., Trustee Director*
- Sheilah Kreyenhagen, Community Director*
- Willard Lewallen, Ph.D., Staff Director*
- Laura Mendes Moore, Community Director*
- Nancy Oliveira, Community Director*
- Nina Oxborrow, Trustee Director*
- Bill Pucheu, Community Director*
- Oscar Sablan, M.D., Community Director*
- Marc Scott, CPA, Community Director*
- Ann Stone, Secretary, Community Director*
- Ken Stoppenbrink, Chief Financial Officer*
- Don Warkentin, Staff Director*



Dr. Rick Post
Interim Executive Director

Foundation Mission

The West Hills Community College Foundation enthusiastically engages residents, corporations, foundations and communities of the San Joaquin Valley in financial support and advocacy for the West Hills Community College District. We are entrepreneurial partners with the colleges as we plan and implement programs to build relationships and raise funds.

The Foundation Vision

Our vision is to be a dynamic, legacy organization recognized for:

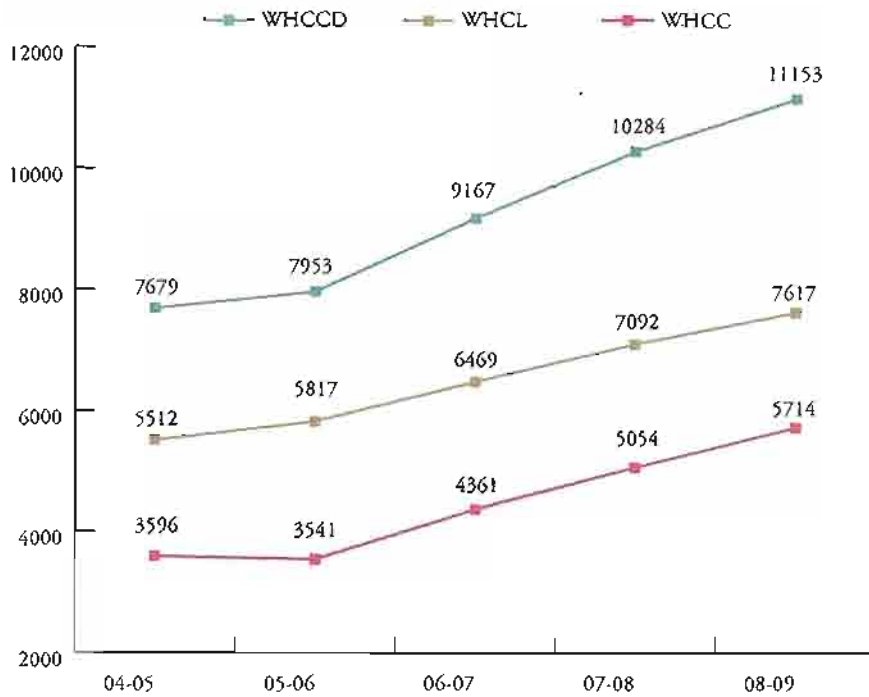
- The Foundation's \$5 million endowment (by 2008),
- 140 new scholarship funds,
- Establishment of a successful "new alumni" fundraising program,
- An effective and engaged board,
- Significant contributions to the "K-16 Dream" (creating a college-going culture among K-12 students) and,
- Sponsorship of cultural, educational and economic development programs.

The Foundation— Guiding Principles

The West Hills Community College Foundation applies the following guiding principles in its conduct of business:

- Advocate for education and its ability to change lives,
- Practice responsible stewardship,
- Maintain respect for others,
- Conduct business in an open and transparent manner,
- Support diversity and inclusiveness,
- Demonstrate reliability and accountability, and
- Exemplify a commitment to serve students and the community.

Enrollment

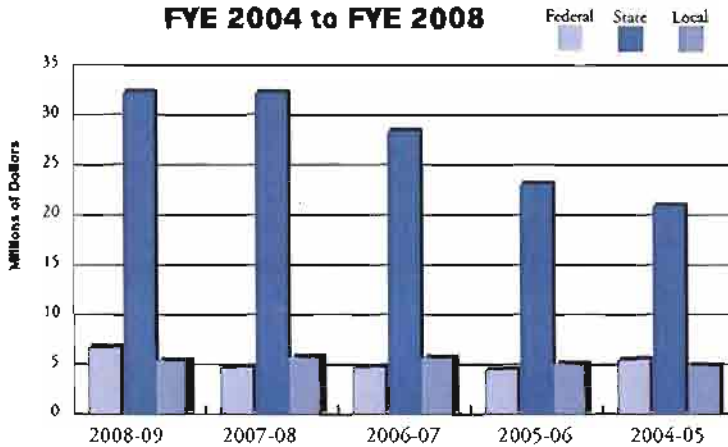


Source: WHCCD Data Warehouse

Note: Adding WHCL and WHCC exceed the total of students enrolled at WHCCD due to duplication from students who are enrolled at both institutions.

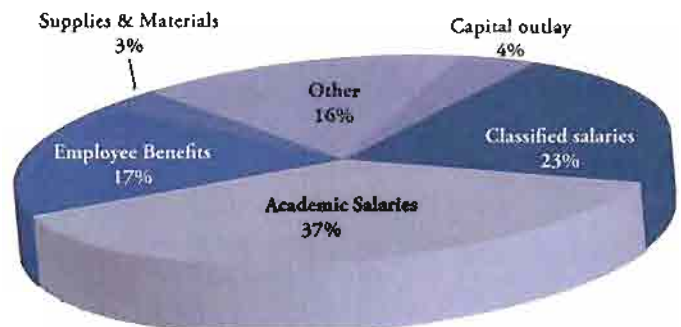
Revenues

FYE 2004 to FYE 2008



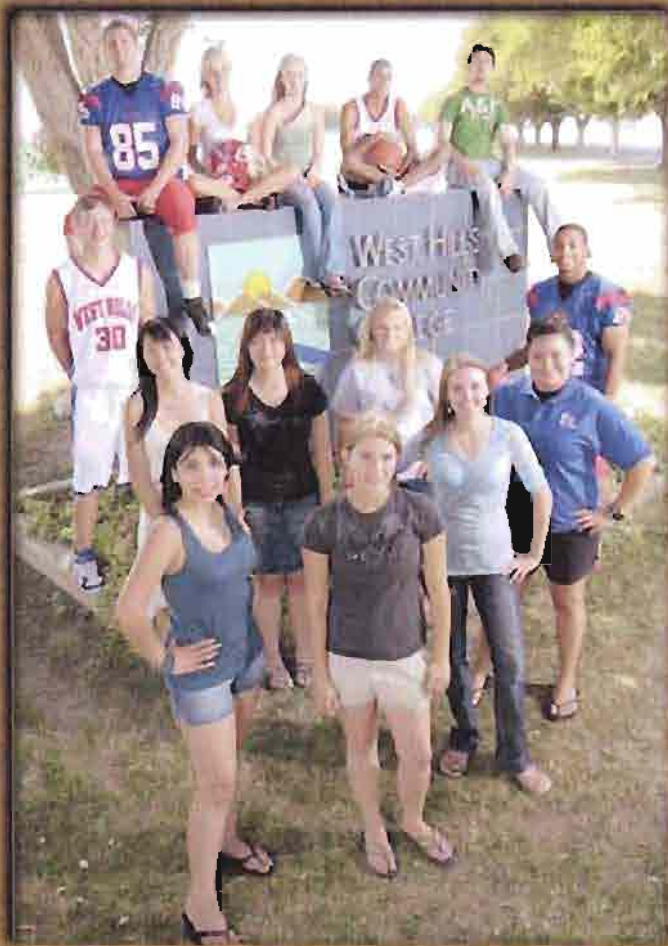
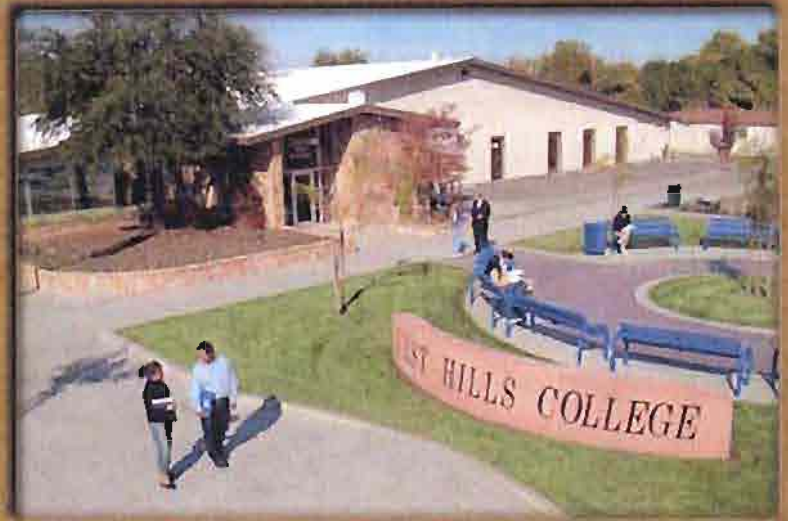
Expenditures

FYE 2004- FYE 2008





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**District Technology Council
November 19, 2009
District Office Board Room/Lemoore Rm 124
10:00 a.m.**

Minutes

Members Present: Pedro Avila, Carole Goldsmith, Susan Whitener, Keith Stearns, Tammy Weatherman, Ken Stoppenbrink, Jana Cox, Michelle Kozlowski, Jill Stearns, Jose Lopez, Elaine Howard

Members Absent: Richard Post, Dave Bolt

Guest: No Guests

1. **Call to order:** 10:17 a.m. by Carole Goldsmith

2. **Approval of Minutes:**

Jill Stearns moved to approve minutes of October 22, 2009 as corrected. Motion seconded by Carole Goldsmith

Action on Motion: Passed unanimously

3. **New Projects**

3.1. Follett Book Look – Ken Stoppenbrink – Brief Update

Ken reported that the book store now has a list of the books to provide students in excel document format. Ken forwarded the information to Greg Kiryakakis, the Follett Regional Manager.

This will be looked at again after the first of the year.

Carole indicated that before moving on to project updates that she would like for the group to have discussion on reviewing the priority items and the definitions of the priorities. Carole explained that a priority 1a is a mandatory priority; a 1b is an urgent or in process priority and 1c is a standard priority.

Carole stated that she would also like to have a discussion on aligning DTC projects to the district strategic goals. Michelle asked if our college goals are pretty much the same as the district goals. Jill answered yes, the college goals are tied to the district goals. Jose stated that aligning is a good idea. Jana also stated that it is a good idea.

Action: Re-visit this at the next meeting.

4. **Project Updates**

4.1. Review Project List

Datatel Server Upgrade to 64bit – Michelle Kozlowski

Michelle reported that they are working on security issues and that they will be testing extensively.

Michelle stated that their goal is to get tested and tried by December and January.

Target Date: February 2010

Datatel User Interface 4.0 – John Wright

Not present to report.

Target Date: Spring 2010

Textbook Compliance – Ken Stoppenbrink

Ken reported that they should have a solution by the first of the year.

Target Date: In progress

CB21-Below College Level Basic Skills – Jill Stearns/Dave Bolt

Jill reported that the final training was December 3, 2009 that they were not ready for the colleges. Keith stated that the codes have to be recoded into Datatel. Jill stated that the target date was pushed to March.

Target Date: March 2010

P/NP Grading

Action: Add Pedro Avila as a manager.

Target Date: Ongoing

Blackboard 9 Upgrade – Susan Whitener

Susan reported that it is on target and that students will be trained as well.

There will be some online training and on campus training. Susan stated that this will be ongoing for quite some time.

Target Date: January 2010

Address Review & Update – Keith Stearns

Keith suggested that the name of the project be changed to Address Review & Update. Keith reported that there are six components to this project:

- **Usernames**
It has been cleaned up for students and employees.
- **Constituencies**
It has been cleaned up for staff. The students clean up is still ongoing.
- **Email Addresses**
Staff has been cleaned up. Students have been cleaned up. We are working on types and policies for when to use types.
- **Phone Numbers**
Not started yet.
- **Naming Conventions**
Not started yet.
- **Street Addresses**
Not started yet.

Portal Tab Redesign – Pedro Avila
Pedro was assigned as manager.

Website Redesign – Pedro Avila
Pedro was assigned as manager.

Portal 2.0 – Michelle Kozlowski
Michelle reported that the test system is up and when Tanner returns from vacation he will be able to work on it. Change the target date to ongoing.
Target Date: Ongoing

VTEA Project Import – Carole Goldsmith
Carole reported that there appears to be a gap in the collected data in regards to student demographics. Additionally, our current method of collecting data does not have a high response rate. This is negatively impacting our VTEA funding and possible other categorical areas too. Accurate data and increased response rates will lead to get extra funds. Carole stated that Sacramento City uses a form of a supplemental application to update information every semester, in order to keep information current. Michelle suggested that we should update every semester. There was discussion about re-naming this project and making it a new project – Student Demographic Acquisition with a priority 1a. Carole volunteered herself for a new project.

Drop Dates Publication – Pedro Avila
Ongoing project

HR Workflow – Ken Stoppenbrink
Ken requested that this project be removed from the project list it has been completed.

Datatel Access Profile – Pedro Avila
In progress.

Class Roster Format – Pedro Avila
Status is in progress.

Waitlist – Pedro Avila
Pedro reported that this project is in progress. He now has a full team and will have a quick meeting to touch basis with everyone. Pedro stated that Elaine is working on a meeting date.

SARS Grid – Jose Lopez/Jill Stearns
Jose reported that there are still some glitches but over all going really smooth. Jill stated the only dislike is that they have to sync it at the end of every day. SARS Grid is completed.

The group decided that they need to add three new projects associated with SARS.

- **E-SARS** – So students can go in and make their own appointments. This project was given a priority 1b. The following leaders/managers assigned were Jose Lopez, Jill Stearns and Pedro Avila.
Target Date: May 2010
- **SARS Track for Grid**
Leaders assigned to this project were Jill Stearns and Jose Lopez. This project was given a priority 1c.
Target Date: May 2010
- **SARS Import** – Takes the data in SARS and puts it into Datatel. The leader assigned is John Wright, with a priority 1a.
Target Date: May 2010

WEB Time Card Entry – Ken Stoppenbrink/Tammy Weatherman

Ken reported that they are still testing.

Tammy stated that everything is moving along, the biggest issue is getting people in.

Technology Strategic Plan – Michelle Kozlowski

Michelle reported that the plan is completed. It hasn't been routed yet there are a few minor revisions that need to be made. She asked that it be removed from active project list to complete. She and Carole will be routing it in the spring.

e-Brochure – Frances Squire

Pedro reported that they are very close to finalizing it, that they have received some good reviews from their group. Pedro also reported that they are about 80% complete. The group decided to change the name of this project to e-Brochure for Prospective Students.

Online Degree Audit – Pedro Avila/Sandy McGlothlin

Susan Whitener asked that she be removed from this project.

Pedro stated that they are working on making some corrections.

Target Date: March 2010

Graduation Petitions Online – Angela Tos/Marlene Roton/Pedro Avila

Pedro stated that he will give an update at the next meeting.

Waiting on Events

Live@EDU – Michelle Kozlowski

Michelle reported that they are waiting on Microsoft to release some enhancements.

Document Imaging – Hershey Transcript Importing – Michelle Kozlowski
Michelle stated that she will need to revisit this and that this would be a discussion for the next meeting.

Automatic Approvals – Tammy Weatherman
Tammy reported that this project is on hold. Move to on hold status.

On Hold

Faculty Section Change Forms – Pedro Avila
Susan stated that this needs to be an active project. Pedro is the leader.

eAdvertising/Ed Plans – Jose Lopez

As is, on hold.

Carole stated that we will take a look at this in April. Carole asked Jana to give an update at the April 2010 meeting.

Reporting Solution – Zogotech – Pedro Avila
Move this project up, is still looking for funding source.

BOGG Waiver through CCCApply – Jana Cox
Move this project up to active list. Need more research.

Position Budgeting Module – Ken Stoppenbrink
Ken stated that this doesn't work well. Remove.

Positive Attendance Entry on Web
Remove.

CCC Apply Electronic Transcripts – Carole Goldsmith
Remove Michelle as leader and put Carole as leader. Carole stated she would like to take a look at it again. Move this project to the Active list. There will be a presentation at the next meeting.

Faculty Drop Students Online – Dave Bolt/ Susan Whitener/Carole Goldsmith
Move this project up to Active.

6. Announcements

Carole announced to remove number five, Team Updates from the Agenda.

Carole asked Susan to give a Project overview on Web Streaming and Classroom Capture.

Susan reported that the project is for the Westside and Lemoore. Willard asked her to come up with a solution that will service the off campus sites with web streaming and classroom capture. Ken stated that what has not been identified to him yet is on the line item – multiple components, how much is specifically dedicated for technology? Ken stated he is waiting for that answer. Susan stated a commitment was made to Coalinga and District to provide educational services. There will need to be a presentation to the facilities committee. Ken stated the committee will need to be aware of the impact it will have on the bond money. Susan stated that they have two vendors. Carole requested to have a meeting off line with Susan on the details of this project.

7. **Adjourn:** Meeting was adjourned at 11:58 a.m.

/eh

District Technology Council
February 25, 2010
Coalinga Sam B /Lemoore Rm 124 via Video Conference
10:00 a.m.

Minutes

Members Present: Pedro Avila, Dave Bolt, Carole Goldsmith, Susan Whitener, Keith Stearns, Jana Cox, Michelle Kozlowski, Jill Stearns, Sylvia Dorsey-Robinson, Stephanie Droker, Elaine Howard

Members Absent: Richard Post, Ken Stoppenbrink, Tammy Weatherman

Guest: Lenny Robinson Project Manager, eTranscript

1. Call to order: 10:15 a.m. by Carole Goldsmith

Lenny Robinson gave a presentation to the group via CCC Confer on CCC Apply Electronic Transcripts. Lenny explained that eTranscript California is the statewide internet-based system for requesting, transmitting, tracking, downloading and viewing academic transcripts among authorized educational institutions and their trading partners. The power point presentation is posted on the Portal.

The meeting reconvened at 11:09 a.m. via video conference after the presentation.

2. Approval of Minutes:

Susan Whitener moved to approve minutes of November 19, 2009. Motion seconded by Jill Stearns

Action on Motion: Passed unanimously

3. Discussion regarding e-Presentation

Carole asked the group for comments or thoughts on e-Transcript.

Susan commented that it sounds good. Keith stated that most of our institutions are not using it. At this time none of the community colleges receive transcripts into Datatel. Jill shared that the state needs to release a concept. Keith stated that he thinks that we would be able to push it through to Fresno State. Pedro expressed that it would be a huge savings in Maria's time. Carole asked Keith who we would talk to in regard to the process and how it's working. Keith responded that we need to talk with other Datatel schools.

Carole announced that the new project leader for this project is now Keith Stearns, registrar.

4.1. Follett Booklook

Carole asked Jill and Dave to give an update on Follett booklook system.

Jill expressed that if the responsibility falls on Follett to keep the spread sheet current every time a book price changes and doesn't fall back on us to keep it current, it would be a good thing. Jill also stated that if the solution clearly puts it in their ball park once that connection is made and Follett has that responsibility spelled out that it is theirs; I think it is the way to go.

Dave stated that he and Jill have talked with Ken and Ken supported the position. Dave expressed the need to let Greg at Follett know the deadline date of when we were going to be on board with the Follett plan. Carole asked Jill and Dave if they would remind Ken to get the deadline date information to Greg at Follett.

Susan asked Keith what his thoughts were on the Datatel Solution, has anything come out? Keith responded, Datatel has released their solution and the issue with Datatel Solution is that someone has to go in and update the information which means typing in ISBN numbers. It is difficult to do.

Susan stated her concern was that Follett their book prices may change but I think what is really going to change is the cost that the service has and I think we are just going to have to pay it.

Carole stated that right now I don't think they have talked about charging a fee have they?

Susan responded that once it is implemented and we have done our code and we have done everything to integrate it. Carole stated then it is going to cost one way or the other.

Keith explained that he has gone to a couple of places actually Lee University that has implemented the booklook solution into Datatel and they basically have had to add another column that has a link to booklook. The other issue is that Datatel has come out with a Portal class search which we are looking into so we will have to find a place there to put it into also. This is a whole different ball of wax. Keith gave the website if you want to find it; it is web.leeuniversity.edu and search for classes.

Dave asked Keith if that is the link to another page with all the book prices on it.

Keith responded, the way booklook works from what I can tell is that you provide a link to their booklook software and you tell it what section it is and it pops up with the book information and the cost for that particular section.

Dave stated that it is convenient for the student but if the link went to a general page that required the student to navigate around a little bit to find it that would satisfy the requirements as well.

Dave expressed that the method that Keith just identified still requires tremendous amount of linking the link to the specific page.

Keith explained that the way their booklook solution works is that you pass it section information it shows you book information for that section. That is the advantage of their solution.

Jill stated, I think this solution helps us in terms of the number of students we have that take courses across campuses and particular online because once they click a specific section it gets them the correct textbook for that section.

6. Announcements

Carole announced that the next DTC meeting will be held on April 15, 2010 and at that meeting we will go over team updates and also Carole would like to go over how we assign our priority on projects.

7. Adjourn

Meeting was adjourned at 11:29 a.m.

**District Technology Council
September 17, 2009
District Boardroom/Lemoore Rm. 124
10:00 AM**

Minutes

Members Present: Pedro Avila, Susan Whitener, Priscilla Balcazar, Jill Stearns, Keith Stearns, Dave Bolt, Michelle Kozlowski, Jose Lopez

Members Absent: Tammy Weatherman, Richard Post, Dolores Smith, Ken Stoppenbrink, Jana Cox

Guest: Carole Goldsmith

1. **Call to order:** 10:01 by Pedro Avila
2. **Approval of Minutes:**
M. Kozlowski moved to approve minutes of August 27, 2009. Motion seconded by S. Whitener.
Action on Motion: Passed unanimously.
3. **New Project:**
 - 3.1 **AlertU Emergency Notification – S. Whitener**
S. Whitener stated Frances Squire is not on this committee but has sat in on discussions regarding the emergency alert system. We currently have Call-All but there is no way to alert students elsewhere on campus or off-campus. Some members thought a committee has already studied this issue and P. Avila clarified that the committee originally talked about a text messaging system to communicate with students and it was dropped from the projects list due to a lack of student interest. The other piece was AlertU in which Frances and Anne Jorgens would work with college representatives and they have not returned to this committee with a decision. There was some confusion as to whether a decision had been made and S. Whitener responded, if there has been a decision it was made without the college presidents' approval.

P. Avila added we need to make sure Frances has met with the Emergency Response Team on both campuses and S. Whitener asked why Frances is responsible for this project as this is clearly a technology issue. P. Avila responded that Frances is the Public Information Officer and she expressed an interest in this topic.

ACTION: Check back with Frances and Anne to meet with presidents and colleges. Frances Squire attend next meeting.
 - 3.2 **Follett Booklook – K. Stoppenbrink**
 - To the question of who was responsible for this project, S. Whitener stated K. Stoppenbrink forwarded message to her and she forwarded it to M. Kozlowski. M. Kozlowski reported there are new requirements regarding textbooks and at this time

she doesn't know if this program will work for us. D. Bolt and J. Stearns will stay on top of this.

- J. Stearns stated an incredible burden is being put on colleges to include textbook prices on class schedules. She would like the college to be aware of all that is in the Follett contract and put the burden of making this information available on them. She stated K. Stoppenbrink is the official owner of this project so he needs to be significantly involved in the project.
- M. Kozlowski indicated this is a complex, confusing issue for us now and the mandate does offer alternatives.
- D. Bolt asked if this needed to be made a project and M. Kozlowski stated it needs to be a project as we have to do something by next summer. K. Stearns stated this project needs to be added to our projects list but needs to be evaluated.
- S. Whitener asked if anyone from IT had sat in on the webinars and M. Kozlowski replied, "No". S. Whitener requested she be included on project.

ACTION: **Project Name**—Textbook Compliance **Priority**—1A
Project Manager—K. Stoppenbrink, J. Stearns and D. Bolt – co-project leaders.
Committee Member – S. Whitener

4 **Project Updates.**

4.1 **VTEA Survey Import** – P. Avila

P. Avila reported that previous minutes had been reviewed to see what decisions had been made about this project and that due its similarity to placement test score import it had not been made a separate project.

ACTION: **Project Name**—VTEA Project Import **Priority**—1B
Project Manager—C. Goldsmith

At this point M. Kozlowski stated she would like to add new projects to our list due the new role the District Technology Council has taken.

1. **Datatel User Interface 4.0**
Project Manager—John Wright **Priority**—1A
Target Date—Launch in spring 2010
2. **Datatel Server Upgrade** to 64bit server. **Priority**—1A
Project Manager—M. Kozlowski
Target Date—Hope to complete prior to January 2010. Will be implemented either during Thanksgiving or Christmas holidays.
3. **Portal 2.0** soon to be released and needs to be evaluated. **Priority**—1B
Project Manager—M. Kozlowski
M. Kozlowski asked S. Whitener if Tanner Naeher needed this information.
K. Stearns stated he would send Tanner the documentation.
4. **Website Redesign** – this project is ongoing and never completed.
Project Manager—S. Whitener **Priority**—1B

5. **Portal Tab Redesign**—this project consists of substantial redesign of portal and how it will work. Communication needed so everyone understands what they are supposed to do.

Project Manager—S. Whitener

Priority—1B

4.2 **Review Project List**

- **CB21** (K. Stearns): Final rubrics not yet released. Once released will meet with faculty.
ACTION: Change Project Manager to **J. Stearns and D. Bolt**

- **P/NP** – K. Stearns: Catalogs and transcripts need to be updated. More information needed before project can be completed but we are making progress.
ACTION: Delete K. Stearns as Project Manager. **Target Date:** Dec. 15, 2009
Status: Update catalog and transcripts.

- **BlackBoard 9** (S. Whitener): Project on target.
ACTION: Change Target Date to **January 2010**.

- **Foundation (Alumni)** – P. Avila asked if project should be named Colleague Advancement. M. Kozlowski reported there are continual ongoing enhancements being implemented. Designate as completed.
ACTION: Change project name to **Advancement Implementation**.
Change status: To Completed.

- **Address Review & Update/Naming Conventions** (K. Stearns): Working on email address as it is the simplest task. Have fixed 500 email accounts as of this morning. Project deals with getting standards in place & documentation. It is hoped this project will take no longer than a year to complete.
ACTION: **Project Manager-** K. Stearns **Target Date:** Open

- **SharePoint Workflow** (S. Whitener): This is an ongoing project which will be picked up again after October.
ACTION: Change project name to **Faculty Section Change Forms**
Change status: To Hold

- **Drop Dates on Class Schedule** (M. Kozlowski): Project needs project manager and still working on pieces of the project. P. Avila stated that in last discussion it was suggested to show drop date information in “MySchedule”.
ACTION: Change project name to **Drop Dates Publication**.
Project Manager: P. Avila

- **HR Workflow** (J. Cox): Not present to report.

- **Graduation Petitions Online** (P. Avila): In the July minutes it was noted that a form needed to be created and that has been done.

- **SARS Grid (J. Lopez):** M. Kozlowski reported that the training schedule is moving along. J. Lopez added that Lemoore has training dates and those will be distributed. J. Stearns reported the same for the Coalinga campus.
ACTION: Project Managers – J. Lopez and J. Stearns
- **Web Time Card Entry (J. Cox):** Not present to report. K. Stearns reported this system will be going live in a week or two for part-time and temporary employees who turn in timecards on the 10th or 11th of each month.
- **Technology Strategic Plan (P. Avila):** Asked that the plan be routed to Donna Isaac for distribution to the Planning and Governance Councils at Coalinga and Lemoore.
- **Admission Application Communications (eBrochure) (K. Stearns):** K. Stearns asked that the project manager be changed to Tanner Naehar. This project involves three discussion port projects—admission application, inquiry (F. Squire), and follow-up (registrar).
ACTION: Leave project as is and wait for clarification. **Project Manager:** Delete K. Stearns' name
- **Web Portal/New Student Email System (S. Whitener):** Project on target for fall 2010.
ACTION: Change project name to **Live@EDU**
- **Online Degree Audit (P. Avila):** Waiting as degree audit system needs to be updated with new catalog information.
ACTION: Change status to **ACTIVE**
- **Document Imaging – Hershey transcript importing (M. Kozlowski):** Project continues on waiting.
- **CCC Apply Electronic Transcripts (M. Kozlowski):** Changing partners and program currently not being used so continue project on hold.

5. Announcements

- A. D. Bolt reported that faculty has renewed their interest on having a waitlist based on full classes.
During discussion K. Stearns reported current system was written in 2005 and issue is that a registrar is needed to run it. P. Avila asked how long it would take to implement and added that in a year from now with an improved economy, this may no longer be an issue. K. Stearns asked who would be responsible for doing this work. M. Kozlowski stated K. Stearns could give an update and explain waitlist process at next months' meeting.
ACTION: Include **Waitlist** on next month's agenda.
- B. M. Kozlowski asked the committee to again consider the Maintenance Window for ITS. Currently maintenance is performed the 4th Friday from 6-9 p.m. and more time needed for all the servers. Windows for maintenance have been explored and options were

proposed at the Technology Advisory Team meeting. M. Kozlowski would like the maintenance to occur on a Saturday morning so staff could flex their schedules, thereby making overtime unnecessary. Maintenance could occur from 6am to 11am or noon and would take 30 minutes to an hour to complete. There is the question of blackboard interruption and midterm week. There is no perfect time but a change needs to occur and more time is needed to perform the maintenance.

7. **Adjourn:** 11:00

District Technology Council
October 22, 2009
District Boardroom/Lemoore Rm. 124
10:00 AM

Minutes

Members Present: Pedro Avila, Carole Goldsmith, Susan Whitener, Priscilla Balcazar, Keith Stearns, Dave Bolt, Tammy Weatherman, Ken Stoppenbrink, Maria Lourenco, Jana Cox,

Members Absent: Richard Post, Dolores Smith, Jill Stearns, Michelle Kozlowski, Jose Lopez,

Guest: Frances Squire, Anne Jorgens

1. **Call to order:** 10:05 by Pedro Avila
2. **Approval of Minutes:**
K. Stearns moved to approve minutes of August 27, 2009, as corrected. Motion seconded by P. Avila.
Action on Motion: Passed unanimously.
3. **Transition of DTC Responsibilities – Pedro Avila/Carole Goldsmith:**
P. Avila explained that due to the reorganization at the District Level responsibility for DTC was now given to C. Goldsmith. At this point Carole assumed conducting of the meeting.
4. **New Project**
 - 4.1 **Emergency Alert – Frances Squire/Anne Jorgens**
F. Squire reported she had attended the Lemoore Cabinet meeting this week and made a presentation on Emergency Alert and President Don Warkentin wanted to implement an emergency alert system but this item was going to another committee for discussion. Who will be responsible for this system at each campus and where will the funding come from is needed. F. Squire would like to involve the Grants office for possible funding resources and would like to check with Homeland Security as well. F. Squire has explored six different systems and indicated a need to identify what we want to accomplish with this system. Pre-tested messages are favored and Child Development indicated 50% of the parents do not speak English. C. Goldsmith indicated she would like both parents to sign-on. F Squire stated she is willing to do the research but will need help with the technology part. C. Goldsmith expressed that she would like F. Squire to take the lead on this project. She would like a vendor list and when a vendor is selected that it be taken to IT.

J. Lopez and F. Squire will be meeting with a billboard vendor.
ACTION: Discuss at next meeting. Waiting for presidents approvals.

4.2 Wait List – Dave Bolt/Pedro Avila:

P. Avila reported that faculty Marty Ennes and Stephanie Droker are requesting a waitlist, not necessarily a Datatel waitlist. They would like control—if student is attending class, would like faculty to have ability to add student into a class. An issue could be if there is a waitlist and a week later there is an opening and student is added into the class. What happens if the student is no longer interested in that class? We need a process and we need to look at our technology. D. Bolt stated faculty wants flexibility in drop a student. P. Avila suggested a committee of two CIO (S. Whitener volunteered), counselor/faculty from each college, Maria Lourenco and Pedro. When he asked if anyone else was interested D. Bolt nominated Bob Gibson. Members were reminded that the Academic Senate would have to approve faculty membership and D. Bolt stated he would talk with Academic Senate.

At this point K. Stearns suggested “Enrollment Management” as a new title for this project. D. Bolt suggested “Roster Management”. C. Goldsmith requested a registration task force.

ACTION: Priority 1b

4.3 Prerequisites Issues and Registration – P. Avila:

Another issue arose at this point about students who failed a prerequisite still being able to enroll in a class. K. Stearns stated there is a Datatel report that lists students who have failed a prerequisite. This report was difficult to read so D. Georgatos had him rewrite it. K. Stearns stated 50% of students want an override in order to enroll in a class and automation does not allow for that so perhaps manual process is better for this.

4.4 Class Rosters Format – P. Avila:

P. Avila requested this issue be made a project. It was reported that faculty have complained of the difficulty in downloading their rosters from Datatel. K. Stearns responded that is easy to fix and should be brought forward as a project.

ACTION: In progress

4.5 SharePoint Test Server – C. Goldsmith:

ACTION: Table until next meeting when M. Kozlowski can be present.

4.6 Direct Loan Program – C. Goldsmith:

The federal government wants to get rid of the FFEL program. We need to have the direct loan program implemented by July 1, 2010. This will require business office and IT involvement. Relatively simple setup and testing will need to be done.

4.7 Datatel Gradebook – K. Stearns:

K. Stearns reported that Datatel changed the grading with a new module called “Gradebook”. Online courses would use this new gradebook and traditionally-taught courses can use their preference. P. Avila asked if we own this module.

ACTION: Table until next meeting when J. Stearns can be present.

Manager: Carole Goldsmith

4.8 Bookstore – K. Stoppenbrink:

The Higher Opportunity Act mandates that colleges publish prices and titles and putting this information on the class schedule could be an option. It must be published, perhaps in the catalog, at some time as Follett can provide a link to help us with this. The onus will be on faculty to make book choices available so Follett can build a list of prices. K. Stoppenbrink asked if he still needed to be project manager and D. Bolt stated K. Stoppenbrink is the liaison with Follett at District. S. Whitener stated this project had been discussed at the TAT committee and it was felt book price information needed to be left out of the catalog. She stated only 5% of faculty would not get their information in on time and felt 95% compliance would be okay. K. Stoppenbrink stated he will need an ITS person on this task force.

5. Team Updates

- 5.1 ST – Pedro Avila: P. Avila stated he is now leading this committee. Meetings have not been held regularly and he will be contacting both colleges for membership.
- 5.2 TAT – Susan Whitener: This committee met on September 30th and discussed Follett, the Library reported 53,000 sheets of paper were printed within three weeks. K. Stoppenbrink stated the best way to track the count of copies would be standalone PC counting. An accurate count will be made by December 10th and recommendations will be made based on that data.
- 5.3 AR/CF – Tammy Weatherman: T. Weatherman had nothing to report. Work is currently being done with Datatel on GL/PO issues – nothing major.
- 5.4 FA – Jana Cox: J. Cox reported she had not had an opportunity to meet with Dolores Smith and they are still working on FA committee meeting schedule.
- 5.5 HR – K. Stoppenbrink: Trial run of Web-time entry, for the most part, went well. There are still some glitches. The committee is meeting next week and is working on solutions. Paper for those timecards is a somewhat expensive and they are considering electronic timecards. A number of supervisors said they had not been aware of training that was offered. There will be retraining next week. Jana Cox has helped employees and supervisors on the Lemoore campus. Tammy Weatherman added that there are leave and overtime issues. **Direct Deposit** will go into effect January 2010 and want 100% compliance. Pay Advices will soon be available on the portal. Employees will be able to view and print their check stubs for all of 2009. An email was sent to all supervisors asking them to share this news with the temporary employees and work study students. The committee asked K. Stoppenbrink to make Pay Advice access instructions available on the portal we well. K. Stoppenbrink stated that approximately \$500 will be saved in printing costs by going Direct Deposit.

- 5.6 Cross Team – All: P. Avila asked that two projects be added. The purpose of the Datatel Access Profile project will be to see that everyone in Datatel has access to screens they need to perform their jobs.

ACTION:

- 1) **Name:** Datatel Access Profile **Priority:** 1b
Status: In progress **Target Date:** December 2009
- 2) **Name:** Online Grading Fix **Priority:** 1b
Status: In progress

6. **Other**

- 6.1 **Update Team Memberships – Pedro Avila:**

ACTION: Tabled until next meeting as key members missing today.

K. Stearns reported on the Address Review and Update project: Have started working on email addresses and is working on address updates. A small group of representatives from student areas is needed to work with him on this project. Keith will send an email. S. Whitener suggested Idelle Mahrt be part of that group.

5. **Announcements**

7. **Adjourn:** 11:30

DTC Leaders

February 25, 2010

10:00 am

Sam B/Room 124 - Lemoore

Revised Abridged - A G E N D A

CCC Apply Electronic Transcripts Presentation at 10:15 am via CCC Confer

DTC will reconvene via video-conference after e-Transcript Presentation.

1. Call to order
2. Approval of minutes
3. Discussion regarding e-Presentation
4. New Projects – Brief Update
 - 4.1. Follett booklook – K. Stoppenbrink
5. Brief Team updates
 - 5.1. ST – Pedro
 - 5.2. TAT - Susan
 - 5.3. AR/CF – Tammy
 - 5.4. FA - Jana
 - 5.5. HR - Ken
 - 5.6. Cross Team - All
6. Announcements
7. Adjourn

District Technology Council

May 13, 2010

Revised Time 11:00 am

WHC Coalinga SAM B/WHC Lemoore Room 124 Via Video Conferencing

AGENDA

1. Call to order
2. Discussion – DTC Priorities - Alignment to Goals
3. New Projects – Brief Update
4. Project Updates – Review Task Log
5. Old Business
 - 5.1. Cisco Visit
 - 5.2. Booklist Project
6. Announcements
7. Adjourn

DTC Projects

Revised : 11-19-09

#	Priority	Team	Open Date	Target Date	Project	Project Manager	Last Status Date	Status
Active Projects								
1	1a	TAT	9/17/2009	Feb 2010	Datatel Server Upgrade to 64bit	Michelle Kozlowski	11/19/2009	Working on security issues.
2	1a	TAT	9/17/2009	SPR 2010	Datatel User Interface 4.0	John Wright	9/17/2009	
3	1a	ST	9/17/2009	In Progress	Textbook Compliance	Ken Stoppenbrink/Dave Bolt/Jill Stearns	11/19/2009	Should have a solution by the first of the year Final rubrics not released yet. When released will meet w/faculty
4	1a	ST	7/30/2009	Mar 2010	CB21 - Below College Level Basic Skills	Jill Stearns/Dave Bolt	11/19/2009	
5	1a	ST	7/30/2009	Ongoing	P/NP Grading	Pedro Avila	11/19/2009	Update catalogs and transcripts
6	1a	TAT	7/30/2009	Jan 2010	Blackboard 9 Upgrade	Susan Whitener	11/19/2009	On target
7	1a	Cross	1/1/2005	?	Address Review & Update	Keith Stearns	11/19/2009	Need to form committee to assist w/project. Will send email soliciting membership. Idelle Mahrt suggested. Substantial redesign of portal. Communication so everyone understands how it works.
8	1b	TAT	9/17/2009	?	Portal Tab Redesign	Pedro Avila	11/19/2009	
9	1b	TAT	9/17/2009	Ongoing	Website Redesign	Pedro Avila	11/19/2009	
10	1b	TAT	?	Ongoing	Portal 2.0	Michelle Kozlowski	11/19/2009	Needs to be evaluated
11	1b	ST	5/13/2009	Ongoing	Drop Dates Publication	Pedro Avila	11/19/2009	Working on pieces of project
12	1a		11/19/2009	In Progress	Student Demographic Acquisition (VTEA Project Import)	Carole Goldsmith	11/19/2009	New project
13	1b	ST	10/22/2009	9/1/2009	Datatel Access Profile	Pedro Avila	11/19/2010	In progress
14	?	ST	10/22/2009	In Progress	Class Roster Format	Pedro Avila	11/19/2009	In progress
15	1b	ST	10/22/2009	In Progress	Waitlist	Pedro Avila	11/19/2009	In progress
16	1b	ST	11/19/2009	May 2010	E-SARS	Jose Lopez/Jill Stearns/Pedro Avila	11/19/2009	New Project
17	1c	ST	11/19/2009	May 2010	SARS Track for Grid	Jill Stearns/Jose Lopez	11/19/2009	New Project
18	1a	ST	11/19/2009	May 2010	SARS Import	John Wright	11/19/2009	New Project
19	1b	HR	6/1/2008	1/5/2009	Web Time Card Entry	Ken Stoppenbrink/Tammy Weatherman	11/19/2009	Still Testing
20	1b	ST	1/1/2005	12/1/2007	e-Brochure for Prospective Students	Frances Squire	11/19/2009	About 80% complete
21	1b	ST	10/1/2005	Mar 2010	Online Degree Audit	Pedro Avila/Sandy McGlothlin	11/19/2009	Working on making some corrections
22	1c	ST	1/1/2005	8/1/2007	Graduation Petitions Online	Angela Tos / Marlese Roton/Pedro Avila	11/19/2009	Will get an update next meeting
23	1b	TAT	7/31/2009	Ongoing	Faculty Section Change Forms	Pedro Avila	11/19/2009	Moved to Active list
24	1b	FA		Fall 2009	BOGG Waiver through CCCApply	Jana Cox	11/19/2009	Moved to Active list - more research needed
25	1c	ST	1/1/2005		Faculty Drop Students Online	Dave Bolt/Susan Whitener/Carole Goldsmith	11/19/2009	Need to revisit project with faculty to identify project goals.
Waiting on Events								
26	1b	TAT	8/1/2008	Fall 2010	Live@EDU	Susan Whitener/ Michelle Kozlowski	11/19/2009	Waiting on Microsoft to release enhancements

a - mandatory
b - urgent / in progress
c - standard

#	Priority	Team	Open Date	Target		Project	Project Manager	Last Status	
				Date				Date	Status
27	1b	Cross	10/1/2006	?		Document Imaging - Hershey Transcript Importing	Michelle Kozlowski	11/19/2009	Document imaging templates needed.
28		Cross	11/17/2008	Spring 2009		Reporting Solution - Zogotech	Pedro Avila	11/19/2009	Working on contract details with Zogotech. Need Funding
29	3	ST	4/16/2008	?		CCC Apply Electronic Transcripts	Carole Goldsmith	11/19/2009	Carole would like to take a look at it again.
On Hold									
30	1c	ARCF	5/1/2006	6/30/2008		Automatic Approvals	Tammy Weatherman	11/19/2009	Waiting on resources
31	1c	ST	7/1/2005	?		eAdvising/Ed Plans	Jose Lopez	11/19/2009	On hold; current interface is not student friendly (Jill S.)

a - mandatory
b - urgent / in progress
c - standard

Completed Projects

9/23/2010

Updated: 11/19/09

#	Project	Date	Team	Project Manager
1	Technology Strategic Plan	November-09	TAT	Michelle Kozlowski/Pedro Avila
2	Online Grading Fix	November-09	ST	Pedro Avila
3	SARS Grid	November-09	ST	Jose Lopez/Jill Stearns
4	Advancement Implementation	September-09	Foundation	Rick Post
5	Automate import of placement test scores into Datatel	Aug-09	ST	Pedro Avila/Sandy McGlothlin/Angela Tos
6	"Search and Register" screens	Aug-09	ST	Keith Stearns
7	Online Orientation	April-09	ST	Pedro Avila
8	Modification to Class Search Screen	April-09	ST	Darlene Georgatos, Susan Kincade
9	FRx*	April-09	ARCF	Tammy Weatherman - *Not purchased yet
10	School Dude - M&O Work Orders	April-09	ARCF	Michelle K.
11	Payroll	April-09	HR	Ken Stoppenbrink
12	Data Warehouse - HR data	December-08	Cross	Pedro Avila
13	Data Warehouse - MIS integration	December-08	Cross	Pedro Avila
14	Assignment contracts revision	December-08	HR	Jana Cox
15	Data Warehouse - Student address	December-08	Cross	Pedro Avila
16	Data Warehouse - Placement test	December-08	Cross	Pedro Avila
17	Data Warehouse - Financial Aid data	December-08	Cross	Pedro Avila
18	R2T4 Communication Management	August-08	FA	Dolores Smith
19	CA State tax subroutine	December-08	HR	Jana Cox
20	Benefit deductions	December-08	HR	Jana Cox
21	Student & adult temp hires thru HR	December-08	HR	Jana Cox
22	Student Tracking (SARS)	December-08	TAT	McGlothlin
23	Single password sign on LDAP	December-08	TAT	Michelle Kozlowski
24	Web Requisitions	May-08	ARCF	Tammy Weatherman
25	Implement Fixed Assets module	April - 08	ARCF	Tammy Weatherman / Anne Jorgens
26	Financial Aid Annual Setup	April - 08	FA	Dolores Smith
27	Datatel version 18	December-07	Cross	Keith Stearns/John Wright
28	Access to electronic library resources	October-07	TAT	Susan Kincade/Ron Oxford / Matt Magnuson
29	survey	November-07	Cross	Pedro Avila
30	data	November-07	Cross	Pedro Avila
31	MIS - New CalWorks MIS report	October-07	ST	Keith Stearns
32	Web Datatel User Interface	September-07	Cross	Keith Stearns
33	Clickers	August-07	TAT	Susan Kincade
34	Title IV award split for Lemoore	May-07	FA	Jana Cox
35	split complete	May-07	ST	Darlene Georgatos
36	Room Scheduling software	April-07	ST	Dave Bolt
37	handling	April-07	ST	Keith Stearns
38	Online application college handling split	April-07	ST	Keith Stearns
39	Crystal Report Server	March-07	Cross	Pedro Avila
40	Data Warehouse - Counselor Contacts	February-07	Cross	Pedro Avila
41	change	February-07	ST	Keith Stearns
42	change	February-07	ST	Keith Stearns
43	UNIX to Windows conversion of Datatel	January-07	Cross	John Wright
44	Data Warehouse- Student update only	January-07	Cross	Keith Stearns
45	Off campus access procedure	January-07	Cross	Keith Stearns
46	Web Advisor 3.0	December-06	Cross	Pedro Avila
47	Data Warehouse - Program tables	November-06	Cross	Pedro Avila
48	Hershey Transcript scanning	November-06	ST	Susan Kincade
49	Datatel User Interface - 1.5	October-06	Cross	Keith Stearns
50	Online application catalog college split	September-06	ST	Keith Stearns
51	Data Warehouse - FTES 320 reports	September-06	Cross	Pedro Avila
52	Student worker access procedure	September-06	Cross	Keith Stearns

Completed Projects

9/23/2010

#	Project	Date	Team	Project Manager
53	Spanish version of online application	August-06	ST	Darlene Georgatos
54	SAN System	August-06	Cross	Michelle Kozlowski
55	EECU	August-06	FA	Jana Cox
56	Search Online schedul in My West Hills	July-06	ST	Keith Stearns
57	Platform change evaluation UNIX to Windows	July-06	Cross	John Wright
58	Multi-College changes / revision	July-06	Corss	Keith Stearns
59	UniData 7.1	July-06	Cross	John Wright
60	Exit Interviews	May-06	ST	Angela Tos / Marlese Roton
61	Cybrarian	May-06	TAT	Ron Oxford
62	DMI 3.6 Upgrade	April-06	Cross	John Wright
63	06-07 Award Year setup	April-06	FA	Jana Cox
64	Online budget inquiry	April-06	CF	Tammy Weatherman
65	Online reimbursement claim inquiry	April-06	CF	Tammy Weatherman
66	Data Warehouse - student cohorts	March-06	Cross	Pedro Avila
67	Workflow management	March-06	HR	Keven Backman
68	Account creation workflow	March-06	HR	Keven Backman
69	Prereq exception report	March-06	ST	Dave Bolt / Sandy McGlothin
70	Card integrators upgrade	February-06	TAT	Ron Oxford
71	1098T by eMail	January-06	AR/CF	Tammy Weatherman
72	signature	January-06	ST	Darlene Georgatos
73	Satisfactory Academic Process review	January-06	FA	Jana Cox
74	automatic	November-05	Cross	Pedro Avila
75	automatic	November-05	Cross	Pedro Avila
76	signature	November-05	HR	Keven Backman
77	HR Info for Data Warehouse	November-05	HR	Keven Backman
78	6	September-05	Cross	Darlene Georgatos
79	Datatel Loan Module	August-05	FA	Jana Cox
80	ELM Staffor Loans	August-05	FA	Jana Cox
81	Payment at registration - phase 2	May-05	Cross	Ken Stoppenbrink
82	eMail communications management	May-05	FA	Jill Stearns
83	Financial Aid screens in My West Hills	April-05	FA	Jill Stearns
84	Transcript print	April-05	ST	Darlene Georgatos
85	Student cohort tracking	April-05	ST	Darlene Georgatos
86	AR/BOGG exception report	March-05	FA/CF	Jill Stearns
87	Registration rewrite implementation	March-05	ST	Darlene Georgatos
88	Academic standing	March-05	ST	Darlene Georgatos
89	SIRSI library system	March-05	TAT	Susan Kincade
90	Online refund request	February-05	AR/CF	Tammy Weatherman
91	WHCIST website	February-05	Cross	Keith Stearns
92	Leave balance reports	February-05	HR	Keven Backman
93	Payment at Registration - Phase 1	January-05	Cross	Ken Stoppenbrink
94	Search for classes sort fix	January-05	ST	Darlene Georgatos
95	eCommerce	December-04	ARCF	Tammy Weatherman
96	Account summary by term - MWH	November-04	ARCF	Tammy Weatherman
97	National Student Loan Clearinghouse - Degree Verify Service	November-04	FA	Jill Stearns
98	Online Request for Transcripts - MWH	November-04	ST	Darlene Georgatos
99	Real-time captioning recommendation	November-04	TAT	Susan Kincade
100	West Hills Online website redesign	November-04	TAT	Susan Kincade
101	Test web server in place	October-04	Cross	Keith Stearns
102	Return to Title IV	October-04	FA	Jill Stearns
103	Acceptable Use on web	October-04	TAT	Susan Kincade
104	Academic Honesty on web	October-04	TAT	Susan Kincade
105	MIS Financial Aid beta	September-04	FA	Jill Stearns

West Hills Community College District

Chancellor's Executive Cabinet Meeting

December 15, 2010

8:30 a.m.

District Office Conference Room

AGENDA

8:30 a.m. – 12:00 noon

Review Task Log

Evaluation Checklist Document

Frank Gornick

Job Description Language

Frank Gornick

Adult Temporary Position

Willard Lewallen

- Community Education Instructor

Ken Stoppenbrink

Clarification of Eligibility for Hiring Under PSAs

Ken Stoppenbrink

Strategic Plan Report

Pedro Avila

Drug Testing for Students

Ken Stoppenbrink

Student Use Fee for Fitness Centers

Willard Lewallen

ABC Licenses for Outside Events

Don Warkentin

Community College Leadership Forum

Pedro Avila

Exemption Criteria for Matriculation

Library Fines (AP 4045 currently in progress)

Don Warkentin

Faculty Grievance on Duty Day

Frank Gornick

12:00 noon – 1:00 p.m.

Lunch Break

1:00 p.m. – 2:30 p.m.

Board Policy and Administrative Procedure Review

- BP & AP 6450, Wireless or Cellular Telephone Use
- BP & AP 4050, Articulation
- BP 7215, Faculty, Counselor and Librarian Responsibilities

Ken Stoppenbrink

Carole Goldsmith

Frank Gornick

- AP 3050, Code of Ethics
- BP & AP 3550, Drug Free Environment and Drug Prevention
- AP 6225, Resource Allocation

Frank Gornick
Ken Stoppenbrink

Ken Stoppenbrink

The following agenda item deals with confidential personnel and/or budget issues. The Chancellor will determine who is to be present for this discussion.

Reorganization Proposals

TASKS ASSIGNED AT CHANCELLOR'S EXECUTIVE CABINET MEETINGS

	Task	Responsible Individual(s)	Date Assigned	Notes/Progress
1.	Work with Christian Raia on point of sale	Ken Stoppenbrink	4/14/10	<p>5/12/10 – Ken has not yet met with Christian.</p> <p>6/9/10 – Ken met with Christian and identified stakeholders who need to be involved with the point of sale process. The group will need to meet and determine overall needs.</p> <p>7/19/10 – Ken to follow up with Christian on point of sale and provide more information at next Chancellor's Executive Cabinet meeting.</p> <p>7/20/10 – Ken sent email to Christian and have not received any response back yet.</p> <p>8/14/10 – Christian is meeting with ABC Director of Operations on September 10, 11 and 13; is also meeting with Disney Executive Chef and can plan a sight visit following the meeting. Will keep Ken informed.</p>
2.	Incorporate suggested changes in evaluation checklist document for further discussion	Donna Isaac	4/14/10	<p>5/12/10 – Additional changes were suggested. Document to be reviewed again at an upcoming Chancellor's Executive Cabinet meeting.</p> <p>7/8/10 – This item will be reviewed at the August Chancellor's Executive Cabinet meeting.</p> <p>8/3/10 – Need to contact Key Writing for draft document.</p> <p>8/11/10 – Draft document to be reviewed by Presidents before submitting to Key Writing for further comments. Review to occur at September Chancellor's Executive Cabinet meeting.</p> <p>** THIS ITEM WILL BE ON SEPTEMBER AGENDA **</p>
3.	Designate appropriate administrator on campus to extract references in faculty evaluation concerning success and retention data. Instructors to review and sign revised evaluations. Evaluations to be sent to Ken Stoppenbrink for Human Resources files. To be completed by the end of August.	Willard Lewallen Don Warkentin	8/11/10	
4.	Arrange for Microsoft training to occur throughout the district	Carole Goldsmith	5/12/10	<p>7/19/10 – A trainer has been identified and training will begin in September. Susan Whitener's office will be coordinating this effort.</p>

	Task	Responsible Individual(s)	Date Assigned	Notes/Progress
5.	Work on legal ramifications with regard to traffic school and the access to traffic school on the west side	Frances Squire Ken Stoppenbrink	5/12/10	7/19/10 – Frances reported that cost to get program running again is between \$5,000 and \$10,000. Need to determine if we want to do this. 8/3/10 – Frances provided an update via email. We have applied to the court for a new traffic school and have ordered the lesson plans. We are still awaiting word from DMV on cancelled check balance due. 8/11/10 – Frances to provide an update at September Chancellor's Executive Cabinet meeting
6.	Work with Susan Whitener on lists of equipment and prices for Cisco equipment. Carole Goldsmith and Michelle Kozlowski to be involved in the process	Ken Stoppenbrink	7/19/10	8/3/10 – Ken met with Susan. Need to ask Cisco to provide us a demonstration with our bandwidth before making any recommendations. 8/11/10 – Ken reported more information is needed before a decision can be made. Frank reported Susan is working on this task.
7.	Coordinate notifications to colleges regarding adjustments in inventory for equipment provided by AOS	Ken Stoppenbrink	7/19/10	7/20/10 – Ken Contacted AOS. They are working with Mark Millett to coordinate the moving of equipment. Waiting for this to be fit into other priorities. 8/11/10 – Task in progress.
8.	Develop a plan based on retiree health benefits survey responses	Ken Stoppenbrink	7/19/10	7/28/10 – Ken completed draft and sent to legal counsel for review 8/11/10 – Legal counsel is reviewing draft
9.	Ask Kevin Cobb to provide some benchmarks on savings with regard to energy and sustainability for inclusion in the proposed Board policy	Ken Stoppenbrink	7/19/10	7/20/10 – Sent email to Kevin Cobb. Waiting for response 8/11/10 – Waiting for response
10.	Provide information to Ken Stoppenbrink on where copiers for student use are to be located	College Presidents	7/19/10	8/11/10 – Ken is waiting for information from Presidents
11.	Follow up with AOS to implement RouteXpress at the colleges	Ken Stoppenbrink	7/19/10	7/28/10 – Ken had discussion with AOS and both librarians about software. Fees for RouteXpress have increased tenfold and there are other options that may be more viable and less cumbersome for us to consider. AOS will be providing us with an update as to these options. 8/11/10 – New software coming out. AOS, ITS and college librarians will discuss and review.

**West Hills Community College District
District Leadership Council (DLC) Meeting**

**November 2, 2010
2:00 p.m.**

**Meeting to be held at
West Hills Community College District
Conference Room**

A G E N D A

1. Update and Progress on Accreditation
Jill Stearns
(for Willard Lewallen)
Don Warkentin
2. SB 1440
Frank Gornick
3. Board Policies and Administrative Procedures
Frank Gornick
Donna Isaac
 - BP 4030, Academic Freedom – *Currently under review by various college groups (sent for review on September 16, 2010). No comments received to date. First reading by Board of Trustees scheduled for December 7, 2010. Consideration scheduled for January 18, 2011.*
 - AP 4045, College Library Fines – *Currently under review by various college groups (sent for review on October 28, 2010).*
 - BP* & AP* 4110, Honorary Degrees – *Currently under review by various college groups (sent for review on October 28, 2010). First reading by Board of Trustees scheduled for January 18, 2011. Consideration scheduled for February 15, 2011.*
4. District Mission and Vision Statement
Frank Gornick
5. Other Business

**District Leadership Council
November 2, 2010**

MINUTES

Members present:

Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Anita Bart, Academic Senate President, West Hills College Coalinga
Marty Ennes, CTA Representative
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Frank Gornick, Chancellor
Jill Stearns, Vice President of Educational Services, West Hills College Coalinga
(for Willard Lewallen, President, West Hills College Coalinga)
Kurt Sterling, Academic Senate President, West Hills College Lemoore
Ken Stoppenbrink, Vice Chancellor of Business Services
Don Warkentin, President, West Hills College Lemoore

Others present:

Donna Isaac, Executive Assistant

Members absent:

John Ieronimo, CSEA President

Update and Progress on Accreditation

Frank Gornick briefly commented on the Leadership Retreat held on Friday, October 29 and the presentation by Norval Wellsfry with regard to the colleges' accreditation self studies.

Don Warkentin stated that it was interesting to have a Commissioner from the Accrediting Commission make comments about the self studies. He stated that he thinks there is a disconnect between the training that is provided to colleges and what the Commissioners are looking for when they read the reports. Don reported that he has Norv's annotated comments and has shared them with his staff and they will now be reviewing the report in their specific areas of expertise. The self study will be ready for a first reading by the Board of Trustees in December, with approval to follow in January. Don explained that one of the areas of the self study for West Hills College Lemoore that needs attention is to emphasize the importance of the self evaluation piece.

Jill Stearns reported that she and Sarah Shepard will be meeting later in the week to determine how to reevaluate the work that has been done on the self study. West Hills College Coalinga was hoping to be able to have the final bound document for the Board of Trustees at their January meeting.

Discussion took place concerning the evidence that will be linked to the self study. It was agreed that a CD of the documentation will be an easy way to handle this.

Don initiated discussion on the need for a code of ethics for employees. He stated that this needs to be in place prior to the visit. Frank stated that this policy can be added to the Policy and Procedure Review Schedule.

SB 1440 Implementation

Anita Bart reported that a webinar is being held on Wednesday, November 3 for the Academic Senate. Frank stated that the webinar should provide good information for faculty, counselors and advisors. Kurt Sterling discussed information on the course identification program (C-ID). He stated that agriculture and communication courses are done and sociology has been finalized.

Board Policies and Administrative Procedures

The following Board Policies and Administrative Procedures were reviewed by the group:

- BP 4030, Academic Freedom – Kurt reported that he sent out a request to Academic Senate Presidents asking for examples of updated policies and the faculty are actively working on this. Marty Ennes stated that the language in the current policy is out of date. Frank stated that a first reading of the policy by the Board of Trustees is scheduled for December 7, 2010. Consideration is scheduled for January 18, 2011.
- AP 4045, College Library Fines – The group agreed to the proposed changes. Frank stated that the procedure is currently under review by the various college groups.
- BP & AP 4110, Honorary Degrees – The group agreed to the proposed new policy and procedure. Frank reported that the policy and procedure are currently under review by the various college groups. A first reading by the Board of Trustees is scheduled for January 18, 2011. Consideration is scheduled for February 15, 2011.

District Mission and Vision Statement

Frank explained that the district mission and vision statements are in the process of being reviewed. The goals will also need to be updated. Pedro Avila reported that he and Carole Goldsmith will be working on the new goals that were determined as a result of the Strategic Planning Retreat and should have them ready before the end of the year.

Marty requested that the draft revision be sent electronically.

Other Business

Completion by Design – Frank reported that staff are working with a consultant and are in the process of pulling together the application for the Gates Foundation grant. West Hills will serve as the lead agency and several other colleges will join us. He explained that we are going to try to do things based on research including first generation, low income and underserved populations.

Frank reported that a One Year Schedule Task Force is being formed and he will keep the group updated on their progress.

The next meeting of the District Leadership Council is scheduled for Monday, December 6.

/di

**Leadership Retreat
October 29, 2010
8:30 a.m.
Harris Ranch, Golden Gate Conference Room**

A G E N D A

8:30 a.m.	Retreat Begins	
8:30 – 8:35 am	Welcome and Opening Remarks	Frank Gornick
8:35 – 9:00 a.m.	Succession Planning	Frank Gornick
9:00 – 12:00 noon	Accreditation Self Study Discussion <ul style="list-style-type: none">• West Hills College Coalinga• West Hills College Lemoore	Norval Wellsfry
12:00 noon	Working Lunch <ul style="list-style-type: none">• SB 1440 Implementation Discussion	
12:45 – 1:15 p.m.	Accreditation Update <ul style="list-style-type: none">• Timeline• Visiting Team Chairs and Details for Visit	Willard Lewallen Don Warkentin
1:15 – 2:15 p.m.	Closing the Gap Project Update <ul style="list-style-type: none">• Collaboration Among College and District Boards of Trustees	Frank Gornick Elaine Cash
2:15 – 2:30 p.m.	Meeting Wrap Up and Closing Comments	Frank Gornick
2:30 p.m.	Retreat Adjourns	

**Leadership Retreat
October 29, 2010**

MINUTES

Members present:

Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Cathy Barabe, Director of Grants
Anita Bart, Academic Senate President, WHC Coalinga
Dave Bolt, Vice President of Educational Services, WHC Lemoore
David Castillo, Director of Westside Institute of Technology (WIT)
Bob Clement, Director of Athletics, WHC Lemoore
Jana Cox, Director of Financial Aid
Sylvia Dorsey-Robinson, Vice President of Student Services, WHC Lemoore
Bertha Felix-Mata, Director of Title IV Projects, WHC Coalinga
Charles Freeman, Director of Nursing, WHC Lemoore
Eliseo Gamino, Director of CAMP Grant, WHC Coalinga
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Frank Gornick, Chancellor
Marlon Hall, Associate Dean of Educational Services, WHC Lemoore
Verna Hernandez, Director of Health Careers, WHC Coalinga
Michelle Kozlowski, Director of Information Technology Services
Richard Larson, Director of Farm of the Future, WHC Coalinga
Willard Lewallen, President, WHC Coalinga
Jose Lopez, Dean of Students, WHC Lemoore
David Reynolds, Associate Dean of Student Services, WHC Coalinga
Raquel Rodriguez, Associate Dean of Student Learning, WHC Coalinga
Joel Ruble, Dir. of Ed. Talent Search, Upward Bound Math & Science, WHC Lemoore
Frances Squire, Executive Director of West Hills Community College Foundation
Jill Stearns, Vice President of Educational Services, WHC Coalinga
Keith Stearns, Director of Academics Information Systems/Registrar
Ken Stoppenbrink, Vice Chancellor of Business Services
Kurt Sterling, Academic Senate President, WHC Lemoore
Don Warkentin, President, WHC Lemoore
Kathy Watts, Director of Child Development Centers
Tammy Weatherman, Director of Fiscal Services
Susan Whitener, Associate Vice Chancellor of Educational Services

Members absent:

Marty Ennes, West Hills College Faculty Association President
Mark Gritton, Director of Athletics, West Hills College Coalinga
Marcel Hetu, Director of North District Center, Firebaugh
John Ieronimo, CSEA President
Daniel Tamayo, Director of International Student Services, WHC Coalinga

Other participants:

Elaine Cash, Consultant
Lorna Davis, Administrative Assistant, WHC Coalinga
Elaine Howard, Administrative Secretary
Staci Mosher, Psychology Instructor/Softball Coach, WHC Coalinga
Glenda Oliver-Smith, Administrative Assistant, WHC Lemoore
Marlese Roton, Counselor, North District Center, Firebaugh

Leadership Retreat Minutes

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Norv Wellsfry, Consultant
Anita Wright, Director of Special Grant Programs

Welcome and Opening Remarks

Frank Gornick welcomed the group and introduced Norv Wellsfry, a consultant who was asked to review and provide feedback on the accreditation self study for each college. Self introductions were made by those in attendance and Frank briefly reviewed the agenda for the day.

Succession Planning

Frank provided a PowerPoint presentation on succession planning. The topics discussed with the group were the following core elements of succession planning:

- Focus on Mission – Things do change and we need to review and modify. We need to make sure the mission is understood by the Board of Trustees and all employees. The district strategic plan will need to include activities to modify the plan such as conducting program review, evaluating staff, aligning community needs and students needs (closing the gap), articulation agreements, and the implementation of SB1440 (guaranteed transfer degree).
- Focus on People – We need to identify talent from within the organization. We will look at reorganization and putting employees in positions at which they will succeed. We need to recognize employees as our greatest resource at the college and district level. Frank discussed professional development, the Employee Scholars Program, leadership retreats, ACCCA's Administration 101 program, participation in accreditation visits, and classified staff development.
- Focus on Fiscal Stability – We need to adhere to sound fiscal policies, maintain a minimum of a 5% reserve, provide competitive salary schedules and benefits, and maintain strategic fiscal planning congruent with, and supportive of, college missions. We need to have a long term strategy for additional or supplemental revenue. The development of endowments through the West Hills Community College Foundation will be important. Frank discussed the judicious use of general obligation bonds and Certificates of Participation (COPs), and securing state matching dollars to maximize state bonds and aggressively pursuing federal and state dollars for personnel, equipment, and innovation.
- Focus on Appropriate "Tools" to Meet the Mission – Frank discussed world class facilities, use of technology in the support of faculty and students, and the need for modern and efficient equipment that is maintained and attractive. He also discussed the expansion of facilities, bonds and SFID's, five year facilities plan, solar initiative, green technologies, online education, exploring university partnerships, and exploring the four-year degree option.

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- Focus on Continuous Improvement – Frank discussed the annual review of the strategic plan, Key Performance Indicators at the district and college level, student satisfactory survey, economic development, adult participation rates, and the accreditation self study cycle.

Frank stated that this presentation will be available on the district's website.

Accreditation Self Study Discussion

Frank explained that Norv is present today to help us look at the accreditation self study for both West Hills College Coalinga and West Hills College Lemoore. He stated that Norv will share his thoughts on the good, the bad, and the ugly.

Norv discussed the positive and negative elements in each self study. He stated that what really jumped out at him for West Hills College Coalinga is Student Learning Outcomes (SLOs). He explained that the college needs to have more documentation or planning, connect the planning agenda to the evaluation, and be specific in the process of SLOs. He stated that an SLO assessment metric is needed. With regard to West Hills College Lemoore, the issue he sees with their self study is the topic of ESL. He questioned the offering of ESL for a large Latino community. Norv expressed that both colleges need to include more examples. The structure of the self study is very important so that it reads well. He indicated that some standards are more important than others, especially I.B, II.A, II.B and III.A.1.c. He indicated that self evaluation is critical. The colleges need to be more descriptive on issues of strength or issues of values. The self evaluation leads to a planning agenda. When writing a plan, it has to say what is going to be done and how and when it will be done. The profile of the curriculum should be addressing the community. When reviewing the mission statement, the population should be considered. Norv stated that the colleges need to close the loop on assessment and talk more about feedback. Both colleges need to reference evidence to the self study. The visiting team will want to look at the evidence beforehand. Norv suggested including the evidence on the same disk as the self study. With regard to Standard II.A.7.b (academic honesty), Norv questioned how students are informed. He stated that the ethics code applies to everyone, not just the Board of Trustees.

Norv concluded his comments by stating that he has prepared a CD for each college to review. The CD includes his comments on each self study.

SB 1140 Implementation Discussion (Guaranteed Transfer Degree)

Frank reported that the Central Valley Higher Education Consortium hosted a Degree Completion Summit meeting on October 17, 2010 at the Tenaya Lodge in Yosemite. 27 colleges attended the summit, along with Senator Padilla who is the author of SB 1440. A hand out was provided to the group concerning SB 1440. Frank stated that it requires community colleges to develop and grant associate degrees for transfer with certain stipulations. He stated that there was great representation from the CSUs and community colleges at the meeting. We need to think about the best way to get this information out. Some of the issues will be cut and dry but we will need to develop the

Leadership Retreat Minutes

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core. We need to have this ready by Fall 2011 so we need to begin thinking about what is a good time to come together. He stated that he has asked the College Presidents to work on determining a meeting date and he thinks it is really important to get a head start for ourselves. Anita Bart expressed her thoughts from a faculty point of view. She stated that maybe we can have small groups of faculty meet and explain the process to them before having the big meeting. Frank stated that we need to make sure we are doing everything we can for our community.

Accreditation Update

Willard Lewallen reported that the visiting team will be here March 6-10, 2011. The Commission is searching for a new team chair as the original chair is now unable to participate. The team will be staying at Harris Ranch Inn. The on campus team room will be SAM A/B and the team will be at the district office on Monday, March 7, 2011.

Don Warkentin reported that the visiting team for West Hills College Lemoore will also be here March 6-10, 2011. Their team chair is Dr. Rosa Carlson, President of Porterville College. The team will stay at the Tachi Palace Hotel. The on campus team room will be in Conference Center, Room 256, and the team will be at the district office on Monday, March 7, 2011.

Closing the Gap Project Update

Frank introduced Elaine Cash who has been hired as a project director for the Closing the Gap project. Elaine is the former superintendent of the Riverdale Unified School District. She provided a PowerPoint presentation on the Closing the Gap project and discussed the following key topics with the group:

- What's Changed? – SB 1440 is a bill that enacts the Student Transfer Achievement Reform Act. Commencing with the 2011-2012 will require a student that receives an associate degree for transfer to be deemed eligible for transfer into a California State University baccalaureate program when the student meets prescribed requirements. It would also prohibit remedial non-collegiate level coursework from being counted toward the units required for the associate degree for transfer.
- The Challenge – Elaine reviewed the 2009-2010 placement test results for math and English placement. She also provided information on basic skills math improvement rates.
- Original Assumptions for our Work – Elaine explained the need to lead/motivate/encourage our K-12 districts to raise the level of rigor for all students and ignite a conscious commitment to students beyond grade 12.
- Original Solution – Data was provided on the pass rate for college level English among various ethnic groups.

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- College Readiness vs. CA Standards – Elaine provided charts and data for CST tests and EAP.
- New Assumption for our Work – Elaine explained that in addition to the original assumptions, we will also need to lead/motivate/encourage our K-12 Districts to identify and include college ready standards and curriculum; transform the K-12/Community College relationship; and transform public high schools.
- Plan of Action 100 Days – In the next 30 days, Elaine reported that she will be meeting with key stakeholders; looking at WHC – K-12 data; gathering supporting information; and establishing a lead advisory team. The first followers will need to be willing to learn from each other without finger pointing. The goal of the team will be to determine next steps, both short and long term.

The second 30 days will include setting up lead team meetings (2), dates, and venue; identifying students for interviews and completing interviews; continuing to gather data, options, and research; and holding the first team meeting.

The third 30 days will include a second team meeting; establishing a short term course of action; and creating the next 100 day plan.

Elaine stated that we really need to keep kids college ready. Frank stated that he would like to have Elaine attend our quarterly meetings. Elaine stated that if anyone in the group has any ideas or wants to discuss the project, they are free to call or email her. She stated that Donna Isaac has all of her contact information.

Meeting Wrap Up

Frank thanked Norv and Elaine for their participation and presentations and stated that the information they provided was very helpful to the group.

/eh

Leadership Retreat
October 29, 2010
8:30 a.m.
Harris Ranch, Golden Gate Conference Room

A G E N D A

8:30 a.m.	Retreat Begins	
8:30 – 8:35 am	Welcome and Opening Remarks	Frank Gornick
8:35 – 9:00 a.m.	Succession Planning	Frank Gornick
9:00 – 12:00 noon	Accreditation Self Study Discussion <ul style="list-style-type: none">• West Hills College Coalinga• West Hills College Lemoore	Norval Wellsfry
12:00 noon	Working Lunch <ul style="list-style-type: none">• SB 1440 Implementation Discussion	
12:45 – 1:15 p.m.	Accreditation Update <ul style="list-style-type: none">• Timeline• Visiting Team Chairs and Details for Visit	Willard Lewallen Don Warkentin
1:15 – 2:15 p.m.	Closing the Gap Project Update <ul style="list-style-type: none">• Collaboration Among College and District Boards of Trustees	Frank Gornick Elaine Cash
2:15 – 2:30 p.m.	Meeting Wrap Up and Closing Comments	Frank Gornick
2:30 p.m.	Retreat Adjourns	

Community College Survey of Student Engagement
Means Summary Report: All Students

West Hills College Lemoore

Item	Class	Your College			Other Small Colleges			2008 CCSSE Cohort		
		Mean	Sig.	Effect Size	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size
		<small>All Students N = 473</small>			<small>All Other Small N = 117830</small>			<small>All Other Colleges N = 347955</small>		

COLLEGE ACTIVITIES

Academic, Intellectual and Social Experiences

4. In your experiences at this college during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often

a. Asked questions in class or contributed to class discussions	All Students	2.93	2.96	2.91		
b. Made a class presentation	All Students	2.18	2.05	2.04		
c. Prepared two or more drafts of a paper or assignment before turning it in	All Students	2.58	2.47	2.47		
d. Worked on a paper or project that required integrating ideas or information from various sources	All Students	2.82	2.71	2.71		
e. Came to class without completing readings or assignments	All Students	1.82	1.84	1.87		
f. Worked with other students on projects during class	All Students	2.65	2.49	2.47	*	0.21
g. Worked with classmates outside of class to prepare class assignments	All Students	1.90	1.90	1.88		
h. Tutored or taught other students (paid or voluntary)	All Students	1.33	1.38	1.37		
i. Participated in a community-based project as a part of a regular course	All Students	1.31	1.32	1.30		
j. Used the Internet or instant messaging to work on an assignment	All Students	3.00	2.84	2.84		
k. Used email to communicate with an instructor	All Students	2.53	2.52	2.52		
l. Discussed grades or assignments with an instructor	All Students	2.55	2.56	2.52		
m. Talked about career plans with an instructor or advisor	All Students	2.10	2.08	2.02		

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College			Other Small Colleges			2008 CCSSE Cohort		
		Mean	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size		

COLLEGE ACTIVITIES

Academic, Intellectual, and Social Experiences continued

1=Never, 2=Sometimes, 3=Often, 4=Very often

n. Discussed ideas from your readings or classes with instructors outside of class	All Students	1.77	1.78			1.73		
o. Received prompt feedback (written or oral) from instructors on your performance	All Students	2.75	2.69			2.66		
p. Worked harder than you thought you could to meet an instructor's standards or expectations	All Students	2.55	2.56			2.53		
q. Worked with instructors on activities other than coursework	All Students	1.37	1.44			1.40		
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	All Students	2.68	2.57			2.56		
s. Had serious conversations with students of a different race or ethnicity than your own	All Students	2.70	2.29	*	0.40	2.37	*	0.33
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	All Students	2.48	2.30			2.33		
u. Skipped class	All Students	1.61	1.54			1.57		

Character of Mental Activities

5. During the current school year, how much has your coursework at this college emphasized the following mental activities?		1=Very little, 2=Some, 3=Quite a bit, 4=Very much						
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	All Students	2.82	2.81			2.82		
b. Analyzing the basic elements of an idea, experience, or theory	All Students	2.85	2.82			2.84		
c. Synthesizing and organizing ideas, information, or experiences in new ways	All Students	2.72	2.70			2.71		
d. Making judgments about the value or soundness of information, arguments, or methods	All Students	2.66	2.54			2.55		
e. Applying theories or concepts to practical problems or in new situations	All Students	2.83	2.81			2.84		
f. Using information you have read or heard to perform a new skill	All Students	2.77	2.78			2.75		

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College			Other Small Colleges			2008 CCSE Data		
		Mean	Mean	Effect Size	Mean	Std. Error	Effect Size	Mean	Std. Error	Effect Size

COLLEGE ACTIVITIES

Reading and Writing

1=Never, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20

6. During the current school year, about how much reading and writing have you done at this college?										
a. Number of assigned textbooks, manuals, books, or book-length parts of course readings	All Students	2.81	2.88		2.88					
b. Number of books read on your own (not assigned for personal enjoyment or academic enrichment)	All Students	2.12	2.06		2.06					
c. Number of written papers or reports of any length	All Students	2.88	2.94		2.95					

Nature of Exams

1=Extremely easy, 5=Extremely challenging

7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college										
	All Students	5.04	5.05		5.00					

OPINIONS ABOUT YOUR SCHOOL

Institutional Emphasis

1=Not at all, 2=Some, 3=Quite a bit, 4=Very much

9. How much does this college emphasize each of the following?										
a. Encouraging you to spend significant amounts of time studying	All Students	3.00	2.87		2.96					
b. Providing the support you need to help you succeed at this college	All Students	3.22	3.08		3.08					
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	All Students	2.71	2.45	0.26	2.47	0.24				
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	All Students	2.05	1.98		1.98					
e. Providing the support you need to thrive academically	All Students	2.27	2.15		2.11					
f. Providing the financial support you need to afford your education	All Students	2.48	2.40		2.38					
g. Using computers in academic work	All Students	3.27	3.15		3.11					

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College			Other Small Colleges			2006 CCSSE Cohort		
		Mean	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size		
WEEKLY ACTIVITIES										
10. About how many hours do you spend in a typical 7 - day week doing each of the following? <i>0=None, 1=1-5 hours/week, 2=6-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5=More than 30 hours/week</i>										
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	All Students	1.88	1.93			1.90				
b. Working for pay	All Students	2.95	3.04			3.19				
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	All Students	0.25	0.31			0.27				
d. Providing care for dependents living with you (parents, children, spouse, etc.)	All Students	2.07	1.96			1.79				
e. Commuting to and from classes	All Students	1.25	1.33			1.32				

Quality of Relationships

11. Mark the box that best represents the quality of your relationships with people <u>at this college</u> . <i>1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging</i>										
a. Relationships with other students	All Students	5.48	5.90			5.48				
<i>1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic</i>										
b. Relationships with instructors	All Students	5.86	5.74			5.67				
<i>1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible</i>										
c. Relationships with administrative personnel and offices	All Students	4.81	5.15	*	-0.22	4.98				

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College		Other Small Colleges		2008 CCSSE Cohort	
		Mean	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size

EDUCATIONAL AND PERSONAL GROWTH

Knowledge, Skills & Personal Development

12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?							
1=Very little, 2=Some, 3=Quite a bit, 4=Very much							
a. Acquiring a broad general education	All Students	3.00	2.95			2.94	
b. Acquiring job or work-related knowledge and skills	All Students	2.50	2.67			2.58	
c. Writing clearly and effectively	All Students	2.75	2.70			2.69	
d. Speaking clearly and effectively	All Students	2.70	2.62			2.60	
e. Thinking critically and analytically	All Students	2.88	2.90			2.87	
f. Solving numerical problems	All Students	2.54	2.62			2.58	
g. Using computing and information technology	All Students	2.83	2.78			2.71	
h. Working effectively with others	All Students	2.83	2.77			2.71	
i. Learning effectively on your own	All Students	2.94	2.93			2.89	
j. Understanding yourself	All Students	2.88	2.62			2.88	
k. Understanding people of other racial and ethnic backgrounds	All Students	2.55	2.34	*	0.21	2.36	
l. Developing a personal code of values and ethics	All Students	2.45	2.38			2.34	
m. Contributing to the welfare of your community	All Students	2.08	2.04			2.00	
n. Developing clearer career goals	All Students	2.74	2.70			2.64	
o. Gaining information about career opportunities	All Students	2.69	2.60			2.53	

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College				Other Small Colleges				2008 CCSSE Cohort			
		Mean	Mean	Sig.	Effect Size	Mean	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size	
STUDENT SERVICES													
13.1 How often do you use the following services?		<i>0=Don't know, N/A, 1=Rarely/never, 2=Sometimes, 3=Often</i>											
a. Frequency: Academic advising/planning	All Students	1.74	1.80			1.75							
b. Frequency: Career counseling	All Students	1.58	1.43	*	0.23	1.43	*	0.23					
c. Frequency: Job placement assistance	All Students	1.27	1.28			1.24							
d. Frequency: Peer or other tutoring	All Students	1.27	1.46	*	-0.28	1.46	*	-0.27					
e. Frequency: Skill labs (writing, math, etc.)	All Students	1.77	1.75			1.71							
f. Frequency: Child care	All Students	1.23	1.21			1.18							
g. Frequency: Financial aid advising	All Students	1.81	1.86			1.79							
h. Frequency: Computer lab	All Students	2.07	2.16			2.10							
i. Frequency: Student organizations	All Students	1.55	1.38			1.34							
j. Frequency: Transfer credit assistance	All Students	1.63	1.56			1.55							
k. Frequency: Services to students with disabilities	All Students	1.30	1.31			1.29							

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College		Other Small Colleges		2008 CCSSE Cohort			
		Mean		Mean	Sig	Effect Size	Mean	Sig	Effect Size
STUDENT SERVICES									
13.2 How satisfied are you with the services? <small>0=Not at all, 1=Somewhat, 2=Very</small>									
a. Satisfaction: Academic advising/planning	All Students	2.22		2.21			2.22		
b. Satisfaction: Career counseling	All Students	2.15		2.07			2.05		
c. Satisfaction: Job placement assistance	All Students	1.77		1.88			1.83		
d. Satisfaction: Peer or other tutoring	All Students	1.97		2.17	*	-0.29	2.15	*	-0.28
e. Satisfaction: Skill labs (writing, math, etc.)	All Students	2.28		2.27			2.26		
f. Satisfaction: Child care	All Students	1.78		1.80			1.77		
g. Satisfaction: Financial aid advising	All Students	2.25		2.25			2.19		
h. Satisfaction: Computer lab	All Students	2.59		2.52			2.48		
i. Satisfaction: Student organizations	All Students	2.02		2.00			1.97		
j. Satisfaction: Transfer credit assistance	All Students	2.18		2.08			2.07		
k. Satisfaction: Services to students with disabilities	All Students	2.12		2.04			2.01		

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College		Other Small Colleges		2008 CCSSE Cohort	
		Mean	Mean	Sig	Effect Size	Mean	Sig	Effect Size

STUDENT SERVICES

13.3 How important are the services to you?		1=Not at all, 2=Somewhat, 3=Very						
a. Importance: Academic advising/planning	All Students	2.57	2.52				2.51	
b. Importance: Career counseling	All Students	2.51	2.28	*	0.30		2.29	* 0.28
c. Importance: Job placement assistance	All Students	1.88	2.08				2.02	
d. Importance: Peer or other tutoring	All Students	2.09	2.10				2.10	
e. Importance: Skill labs (writing, math, etc.)	All Students	2.23	2.18				2.19	
f. Importance: Child care	All Students	1.81	1.76				1.74	
g. Importance: Financial aid advising	All Students	2.36	2.44				2.38	
h. Importance: Computer lab	All Students	2.43	2.48				2.44	
i. Importance: Student organizations	All Students	1.83	1.84				1.83	
j. Importance: Transfer credit assistance	All Students	2.31	2.21				2.24	
k. Importance: Services to students with disabilities	All Students	2.07	2.05				2.04	

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College			Other Small Colleges			2008 CCSSE Cohort		
		Mean	Mean	Sig	Effect Size	Mean	Sig	Effect Size		
COLLEGE EXPERIENCES										
14. How likely is it that the following issues would cause you to withdraw from class or from this college? <i>1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely</i>										
a. Working full-time	All Students	2.40	2.14	*	0.23	2.17				
b. Caring for dependents	All Students	2.16	1.88	*	0.21	1.82	*	0.22		
c. Academically unprepared	All Students	1.74	1.64			1.66				
d. Lack of finances	All Students	2.37	2.43			2.40				
e. Transfer to a 4-year college or university	All Students	2.62	2.30	*	0.26	2.46				
15. How supportive are your friends of your attending this college? <i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>										
	All Students	3.34	3.27			3.23				
16. How supportive is your immediate family of your attending this college? <i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>										
	All Students	3.59	3.54			3.50				
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term? <i>0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5= over 60 credits</i>										
	All Students	1.94	2.04			2.02				
25. How many classes are you presently taking at OTHER institutions? <i>1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more</i>										
	All Students	1.55	1.42			1.42				
27. How would you evaluate your entire educational experience at this college? <i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>										
	All Students	3.18	3.18			3.16				

West Hills College Lemoore

Educational Master Plan
2008



V.4.2
December 2, 2008

President's Message



West Hills College Lemoore, one of California's newest community colleges, is well prepared to meet the educational needs of the twenty-first century. Our Educational Master Plan will demonstrate that we are on the cutting edge and have the capacity to adapt to new and emerging educational technologies to serve a wide variety of student needs.

Our facilities, instructional programs, support services, and technology are state of the art and will allow us to keep pace in an ever-changing environment. As you read through our Educational Master Plan, you will see how we value our demographic and student data in the decision making processes. We also utilize information from our area employers in job forecasting and training needs. Information is vital to keeping our offerings current and providing the support mechanisms and resources to ensure our students are the best educated and prepared to reach their educational goals.

The development of a comprehensive educational master plan requires many hours of planning, discussions, meetings, and research involving all constituents throughout the college and also district office personnel. A plan of this nature not only informs us about who we are, but where we will be heading for the next several years. Our plan will serve as a foundation, but it also will be a template for many future updates as the college continues to grow and serve the communities of the south valley.

We hope you will find this document to be both informative and also a guide to our continued growth and expansion of the campus. You will continue to see new facilities emerge and new programs come online, adhering to our processes outlined in our Educational Master Plan.

I look forward with great anticipation to the next several years with West Hills College Lemoore.

Don Warkentin
President
West Hills College Lemoore

Acknowledgements

The WHC Lemoore Educational Master Plan (EMP) development process was facilitated by GKK Works planning consultants and by the WHCCD Office of Institutional Effectiveness and Planning. The Office of Institutional Effectiveness was responsible for providing data and coordinated communication between GKK and the college. GKK consultants were responsible for the design of the document, data analysis, key findings and recommendations. The WHC Lemoore EMP framework is based on the Cypress Community College EMP which has been identified as a best practice by the CA Research and Planning group.

The process began with a kick-off meeting on April 18, 2008 to discuss the EMP framework. A follow-up meeting took place on May 13, 2008 where faculty representatives and administrators reviewed the first draft of the EMP and provided feedback and direction. A third meeting was held on July 28, 2008 where a preliminary draft of the EMP was presented to faculty representatives and college administrators. It is important to note that the program goals, found under the instructional section of the EMP, were directly derived from the college's program review documents. During the fall 2008 Duty Day (August 8, 2008), the instructional section of the EMP was reviewed by Lemoore faculty in attendance. The preliminary draft of the EMP is scheduled for a first reading by the Board of Trustees on October 28, 2008 and by the Lemoore Planning and Governance Council on November 6, 2008.

WHC Lemoore is immensely grateful to these individuals who have volunteered to assist with this important plan. Their work will continue as we implement and refine our plan in the coming years. Participants are as follows:

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Intent of the Educational Master Plan

The West Hills College Lemoore Educational Master Plan (EMP) provides a reference point and framework for the future of the college. It includes a thorough data review of the recent past and present of the college's overall instructional program. While maintaining the integrity of the college's vision, mission and strategic goals, the EMP draws a blueprint for implementing emerging educational objectives.

More specifically, the EMP focuses on the service area, students, staff, and programs of West Hills College Lemoore. Matriculation rates from regional high schools provide a basis for enrollment projections. An analysis of economic trends in the area and a review of emerging labor market information inform the consideration of new programs. An examination of instructional programs and disciplines along with student performance assess current effectiveness and point the way for change.

Utilizing this quantitative and qualitative data, key findings have been identified to inform the process for rational planning to occur in a culture of evidence and history. Unanticipated events, emerging issues in the region, and changing demographics in the service area demand that the Educational Master Plan be treated as a living, fluid document that will guide decisions regarding the educational programs of the college.

The EMP is conceived to exist in a cycle of six years. The current iteration comes at the midpoint of the college's accreditation cycle -- following the submittal of the college's Midterm Focused Report to the Accrediting Commission for Community and Junior Colleges. That midterm report was a summary of the college's institutional actions and progress made in response to the prior recommendations of the Accrediting Commission. West Hills College Lemoore is in the process of implementing actions and plans described in the report.

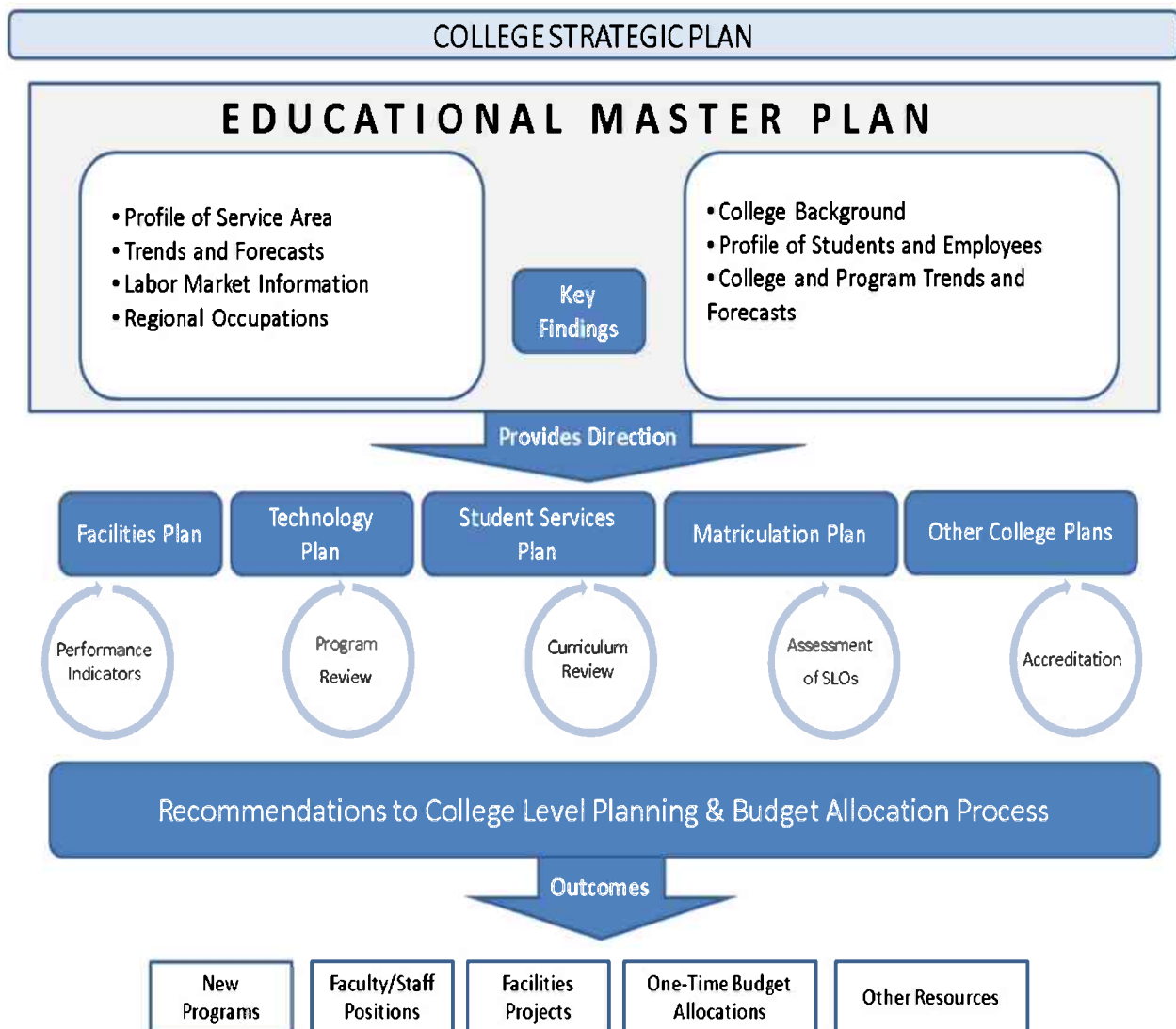
The Educational Master Plan for West Hills College Lemoore is directed by the college's strategic plan and the strategic plan of West Hills Community College District. Both of these plans are cited in the EMP as they provide the overarching direction and core values that guide the college.

Master Plan Framework

This Educational Master Plan of West Hills College Lemoore is being constructed at a particularly important juncture in our history as a college. WHC Lemoore received initial accreditation from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges in June 2006. As one of the newest colleges in the California community college system, we are poised to realize our vision as a premiere, interactive learner-centered college.

Our Educational Master Plan gives direction to the planning processes of the college by providing a clear snapshot of our educational programs. It provides a thorough examination of internal and external trends. It serves as a primary resource for the development and update of other college plans. And it helps to identify our strengths, limitations, and capabilities -- and offer possibilities for the future.

The framework of this plan provides for an Educational Master Plan that is fluid and vital so we can respond to the community we serve.



Section I: College Background

COLLEGE HISTORY

The establishment of a college for the Coalinga Union High School District was proposed in the spring of 1932. The official beginning of the Coalinga Extension Center of Fresno State College dates from October 3, 1932. In September 1941, Coalinga Junior College became an independent unit under the direction of the Governing Board of the Coalinga Union High School District. Construction of a new campus on Cherry Lane near the northern limit of the City of Coalinga was begun on October 3, 1955, and the buildings were occupied on September 13, 1956.

In November of 1961, the voters of Coalinga Union High School District approved the formation of a separate junior college district, and in June of 1962, the voters of Lemoore High School District voted to annex to the college district, as did voters of Riverdale and Tranquillity High School Districts in December of 1962. Effective July 1, 1969, the official name of the college was changed to West Hills College in keeping with the nature of the expanded district.

In order to effectively serve the college district, West Hills College built the North District Center in the city of Firebaugh in 1971. In 1979, the District purchased land in the City of Lemoore, and in 1981, a classroom building and an office were erected. This was the Kings County Center until January 2002. On September 26, 2000, the Board of Trustees signed and accepted the "Agreement of Donation of Land for the West Hills College Lemoore" a generous donation from Robert and Mardell Pedersen and Lionel and Lola Simas.

Opening its doors to students on January 14, 2002, West Hills College Lemoore featured 18 classrooms, a state-of-the-art science wing called a Collaboratory, the largest and most technologically advanced library in Kings County, a multipurpose conference center, a full-service student services and administration building, as well as an outdoor amphitheater for students and community members.

COLLEGE MISSION

WEST HILLS COLLEGE LEMOORE ENRICHES THE LIVES OF OUR STUDENTS AND THE COMMUNITY WE SERVE BY BEING DEDICATED TO QUALITY EDUCATIONAL LEARNING OPPORTUNITIES AND PARTNERSHIPS. THE COLLEGE PROVIDES A POSITIVE ENVIRONMENT THAT IS COMMITTED TO STUDENT LEARNING AND EMPOWERING STUDENTS TO ACHIEVE THEIR EDUCATIONAL GOALS.

COLLEGE VISION

LEARNING THROUGH EXCELLENCE AND INNOVATION.

COLLEGE GOALS

1. WHCL IS COMMITTED TO PROVIDE QUALITY EDUCATION TO STUDENTS AND THE COMMUNITY.
2. WHCL IS COMMITTED TO EMPOWER STUDENTS TO ACHIEVE THEIR EDUCATIONAL GOALS.
3. TO SUPPORT STUDENT LEARNING, WHCL WILL EFFECTIVELY MAINTAIN AND INCREASE ITS RESOURCES AND PRODUCTIVITY.

GUIDING PRINCIPLES

WEST HILLS COLLEGE LEMOORE IS STUDENT-CENTERED AND IS DEDICATED TO PROVIDING HIGH QUALITY LEARNING OPPORTUNITIES. WE ARE GUIDED BY OUR CORE VALUES:

- **ACCESS:** ENSURE ACCESSIBILITY TO ALL OUR PROGRAMS AND SERVICES.
- **COLLABORATION:** EMPHASIZE EFFORTS TO UNDERSTAND AND MEET COMMUNITY NEEDS AND GARNER COMMUNITY SUPPORT. SUPPORT COLLABORATIVE DECISION-MAKING PROCESSES.
- **COMMUNITY:** DEVELOP AND FOSTER A SENSE OF COMMUNITY WITHIN THE COLLEGE.
- **DIVERSITY:** RESPECT AND EMBRACE DIVERSITY IN OUR PROGRAMS AND LEARNING ENVIRONMENTS.
- **EXCELLENCE:** PROVIDE HIGH QUALITY LEARNING, TEACHING, AND SERVICE OPPORTUNITIES.
- **INNOVATION:** SUPPORT INNOVATION AND TECHNOLOGY TO ENHANCE LEARNING ENVIRONMENTS, SERVICES, AND COMMUNICATION.
- **INTEGRITY:** ADVOCATE AND DEMONSTRATE HONESTY, TRUTHFULNESS, EQUITY, AND ETHICS.
- **MUTUAL RESPECT:** PROMOTE AN ENVIRONMENT OF OPEN COMMUNICATION

Section II: Profile of Students, Employees, and Service Area

This internal scan of West Hills College Lemoore is an opportunity to assess, over academic years, the demographics and characteristics of our students and their educational goals. We use this data to discern patterns and trends and review our institutional educational plans to best serve our students.

WEST HILLS COLLEGE LEMOORE, OVERALL STUDENT DEMOGRAPHICS

During the 2007-08 academic year, West Hills College Lemoore, including the students on its campus on College Avenue, at the Naval Air Station, and students enrolled in online classes, totaled 7,091 unduplicated students, a 9.62% increase in students served from the previous academic year. The growth in student population at West Hills College Lemoore is expected to continue on its upward trend.

Unduplicated Student Headcount

Year	Count	% Change
2002-03	5,468	-9.24
2003-04	5,010	-8.38
2004-05	5,512	10.02
2005-06	5,817	5.53
2006-07	6,469	11.21
2007-08	7,091	9.62

Source: WHCCD Data Warehouse

- The last four years show a pattern of steady growth.

ETHNICITY	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	109	1.99	201	4.01	239	4.34	336	5.78	365	5.64	327	4.61
African American	351	6.42	327	6.53	357	6.48	358	6.15	419	6.48	547	7.71
Filipino	220	4.02	190	3.79	213	3.86	215	3.70	239	3.69	274	3.86
Hispanic	1883	34.44	1,789	35.71	2,025	36.74	2,124	36.51	2,458	38.00	2803	39.53
Native American	70	1.28	69	1.38	80	1.45	70	1.20	79	1.22	86	1.21
Other	37	0.68	51	1.02	63	1.14	84	1.44	97	1.50	84	1.18
Pacific Islander	27	0.49	27	0.54	27	0.49	33	0.57	28	0.43	33	0.47
White	2573	47.06	2,185	43.61	2,275	41.27	2,298	39.50	2,444	37.78	2563	36.14
Unknown/DTS	198	3.62	171	3.41	233	4.23	299	5.14	340	5.26	374	5.27
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- The proportion of enrollment for most ethnic populations remains fairly stable.
- Among Hispanic students there has been a 5% increase over the time shown while white student enrollment has decreased by approximately 10%.

GENDER	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	3398	62.14	3,168	63.23	3,473	63.01	3,597	61.84	4,015	62.07	4392	61.94
Male	2038	37.27	1,842	36.77	2,036	36.94	2,206	37.92	2,391	36.96	2650	37.37
Unknown/DTS	32	0.59	0	0.00	3	0.05	14	0.24	63	0.97	49	0.69
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- Overall distribution of male/female students is stable over the six years observed.

AGE	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	1,386	25.35	1,204	24.03	1,437	26.07	1,515	26.04	1,578	24.39	1817	25.62
20-24	1,477	27.01	1,592	31.78	1,749	31.73	1,855	31.89	2,098	32.43	2194	30.94
25-29	722	13.20	721	14.39	764	13.86	826	14.20	959	14.82	1089	15.36
30-49	1,566	28.64	1,260	25.15	1,278	23.19	1,367	23.50	1,536	23.74	1651	23.28
50+	314	5.74	233	4.65	283	5.13	253	4.35	295	4.56	334	4.71
Unknown/DTS	3	0.05	0	0.00	1	0.02	1	0.02	3	0.05	6	0.08
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- Overall distribution of age is stable over the six years observed.

Summary of Overall Student Characteristics:

Students at WHCL are increasingly Hispanic and decreasingly white. Gender distribution has remained relatively consistent over the six years observed at about 62% female and 38% male. The distribution of age is also relatively stable with over 55% of students in '07-'08 24 years or under, and 38% 25-49 years old – fairly consistent with the ages of students during the five years prior.

Note: In the following section, the 2002-2008 data for the individual college entities -- Lemoore campus, Naval Air Station Lemoore (NASL), and online classes -- is broken out into separate sections. This separation provides a comparison of student demographics among the three different entities.

WEST HILLS COLLEGE LEMOORE CAMPUS, 2002-2008 DEMOGRAPHICS

Unduplicated Student Headcount

Year	Count	% Change
2002-03	4,293	-16.8
2003-04	4,013	-6.5
2004-05	4,494	12.0
2005-06	4,722	5.1
2006-07	4,796	1.6
2007-08	5,276	10.0

Source: WHCCD Data Warehouse

- The student headcount at WHC Lemoore campus has been increasing over the past four years.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	83	1.93	158	3.94	196	4.36	278	5.89	293	6.11	233	4.42
African American	287	6.69	276	6.88	299	6.65	272	5.76	295	6.15	411	7.79
Filipino	200	4.66	167	4.16	191	4.25	189	4.00	194	4.05	233	4.42
Hispanic	1,472	34.29	1,386	34.54	1,634	36.36	1,777	37.63	1,912	39.87	2,199	41.68
Native American	63	1.47	59	1.47	68	1.51	61	1.29	58	1.21	67	1.27
Other	26	0.61	41	1.02	55	1.22	74	1.57	79	1.65	49	0.93
Pacific Islander	17	0.40	18	0.45	22	0.49	27	0.57	20	0.42	21	0.40
White	1,996	46.49	1,774	44.21	1,842	40.99	1,810	38.33	1,702	35.49	1,800	34.12
Unknown/DTS	149	3.47	134	3.34	187	4.16	234	4.96	243	5.07	263	4.98
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The student ethnicity of WHC Lemoore campus is primarily Hispanic and white, with a growing African American population.
- The Hispanic student population has been steadily increasing.
- White student population by numbers has remained relatively constant, although the % of white students at the college has decreased.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	2,692	62.71	2,518	62.75	2,869	63.84	2,903	61.48	2,971	61.95	3,254	61.68
Male	1,577	36.73	1,495	37.25	1,623	36.11	1,811	38.35	1,810	37.74	1,984	37.60
Unknown/DTS	24	0.56	0	0.00	2	0.04	8	0.17	15	0.31	38	0.72
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The gender makeup of the students at the WHC Lemoore campus has been primarily female and stable over the past six years. This mirrors the pattern of overall enrollment.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	1,199	27.93	1,026	25.57	1,235	27.48	1,321	27.98	1,258	26.23	1,494	28.32
20-24	1,109	25.83	1,237	30.82	1,364	30.35	1,433	30.35	1,534	31.98	1,577	29.89
25-29	529	12.32	558	13.90	608	13.53	639	13.53	674	14.05	752	14.25
30-49	1,179	27.46	982	24.47	1,027	22.85	1,104	23.38	1,078	22.48	1,157	21.93
50+	274	6.38	210	5.23	259	5.76	224	4.74	249	5.19	290	5.50
Unknown/DTS	3	0.07	0	0.00	1	0.02	1	0.02	3	0.06	6	0.11
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The majority of the students at the WHC Lemoore campus are 24 years old and younger.
- The age distribution of students at the WHC Lemoore campus has been fairly consistent over the years observed, similar to the overall pattern of enrollment.

Summary of WHC Lemoore Campus Student Demographics:

The demographics of the 5,276 students at the WHC Lemoore campus are generally reflective of the overall college. 42% of students are Hispanic, 34% are white – with a trend reflecting a diminishing number of white students during the six years observed. 62% are female and 57% of the student population in '07-'08 are 24 years or younger. 22% of students on campus are 30-49 years of age. Head count of students on campus has increased during the last four years.

NAVAL AIR STATION (NASL) 2002-2008 DEMOGRAPHICS

Unduplicated Student Headcount

Year	Count	% Change
2002-03	462	-23.3
2003-04	414	-10.4
2004-05	258	-37.7
2005-06	162	-37.2
2006-07	103	-36.4
2007-08	143	38.8

Source: WHCCD Data Warehouse

- There has been a steady decline in the student headcount at the Naval Air Station Lemoore (NASL), with an increase only in the past academic year of 40 more students than in 2006-07
- By contrast, the Main Campus grew by nearly 500 students in the same time frame.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	8	1.73	10	2.42	5	1.94	10	6.17	5	4.85	5	3.50
African American	37	8.01	43	10.39	33	12.79	18	11.11	13	12.62	21	14.69
Filipino	34	7.36	29	7.00	23	8.91	11	6.79	2	1.94	11	7.69
Hispanic	140	30.30	105	25.36	74	28.68	33	20.37	30	29.13	53	37.06
Native American	8	1.73	3	0.72	2	0.78	4	2.47	0	0.00	0	0.00
Other	4	0.87	5	1.21	2	0.78	3	1.85	1	0.97	0	0.00
Pacific Islander	3	0.65	4	0.97	3	1.16	0	0.00	0	0.00	0	0.00
White	219	47.40	199	48.07	105	40.70	78	48.15	47	45.63	44	30.77
Unknown/DTS	9	1.95	16	3.86	11	4.26	5	3.09	5	4.85	9	6.29
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- The student ethnicity of NASL is primarily Hispanic, white, and increasingly African American.
- The Hispanic student population decreased from 140 students in '02-'03 to 53 students in '07-'08.
- The white student population has decreased from 219 students in '02-'03 to 44 students in '07-'08.
- The African American student population has decreased from 37 students in '02-'03 to 21 students in '07-'08.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	257	55.63	234	56.52	152	58.91	106	65.43	58	56.31	92	64.34
Male	202	43.72	180	43.48	106	41.09	56	34.57	44	42.72	51	35.66
Unknown/DTS	3	0.65	0	0.00	0	0.00	0	0.00	1	0.97	0	0.00
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- The gender makeup of the students at NASL continues to be primarily female.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	77	16.67	61	14.73	33	12.79	19	11.73	17	16.50	14	9.79
20-24	160	34.63	158	38.16	93	36.05	57	35.19	40	38.83	56	39.16
25-29	83	17.97	86	20.77	56	21.71	29	17.90	23	22.33	37	25.87
30-49	130	28.14	105	25.36	73	28.29	56	34.57	21	20.39	35	24.48
50+	12	2.60	4	0.97	3	1.16	1	0.62	2	1.94	1	0.70
Unknown/DTS	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- Age distribution remains older than Main Campus.

Summary of Naval Air Station Lemoore (NASL) Student Demographics

The number of students taking classes at NASL has declined from 462 students in '02-'03 to 143 in '07-'08. The ethnicity of students varies from the main campus, with a larger percentage of white and African American students making up the composition of students taking classes at NASL. More females than males take classes on site, and the age distribution of students is older than that on the Main Campus.

ONLINE INSTRUCTION 2002-2008 DEMOGRAPHICS

WHC Lemoore Unduplicated Online Enrollment

Year	WHCL Online Enrollment	% Change	*Enrolled in Online & Face-to-Face	% Concurrently Enrolled
2002-03	2,068	24.5	1,368	66.2%
2003-04	1,792	-13.3	1,246	69.5%
2004-05	1,948	8.7	1,332	68.4%
2005-06	2,142	10.0	1,368	63.9%
2006-07	3,019	40.9	1,695	56.5%
2007-08	3,161	4.7	1,702	53.9%

*Students enrolled at any WHCCD face-to-face location

Source: WHCCD Data Warehouse

- Over the last five years observed, there is a consistent downward trend in the percentage of students concurrently enrolled in online and face-to-face classes. During the same period, there is a consistent upward trend of the numbers of students enrolled in online classes.
- The ratio between students enrolled in online classes versus students enrolled concurrently in online and face to face classes has widened over the last five years, with more students enrolled solely online.
- The number of students taking classes online solely or concurrently has grown in total number, reflective of the growth at the college and the accessibility of the online delivery system.

As a point of comparison the following table shows the online and face-to-face enrollment in the entire West Hills Community College District.

WHCC District Unduplicated Online Enrollment

Year	WHCCD Online Enrollment	*Enrolled in Online & Face-to-Face	% Concurrently Enrolled
2002-03	2,068	1,368	66.2%
2003-04	1,792	1,246	69.5%
2004-05	2,557	1,729	67.6%
2005-06	2,979	1,878	63.0%
2006-07	3,998	2,258	56.5%
2007-08	4,497	2,312	51.4%

*Students enrolled at any WHCCD face-to-face location

Source: WHCCD Data Warehouse

- In '02-'03, 700 students were solely enrolled in online courses in the district. By '07-'08, the number of students who were only enrolled in online courses had grown to 2,185.
- There is a consistent downward trend during the last five years observed in the percentage of students who are concurrently enrolled in online and face-to-face classes. There is a consistent upward trend during the same period of students who are enrolled online.
- Total number of all students taking online classes solely or concurrently has grown in number reflective of the growth at the district and the accessibility of the online delivery system.

The table below shows the city of residence for online only students at WHCCD.

City	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Service Area Cities	57.9%	59.9%	61.6%	55.2%	55.1%	58.4%
Outside Service Area						
Fresno	8.9%	8.1%	8.6%	12.5%	12.4%	13.0%
Visalia	3.9%	3.1%	2.2%	2.5%	4.4%	4.4%
Clovis	2.9%	2.2%	2.7%	3.2%	3.3%	2.7%
Tulare	2.0%	2.0%	0.7%	1.2%	1.7%	1.4%
Other Cities Outside Service Area	24.6%	24.7%	24.3%	25.3%	23.0%	20.1%
Total Headcount	700	546	828	1,101	1,740	2,185

Source: WHCCD Data Warehouse

- Online classes offered by WHCCD primarily serve the cities of the district, although 40% of students come from outside the service area.
- Outside of the service area, students in Fresno are the highest users of online classes and services, and this has increased during the six years observed.

The following three tables – Ethnicity, Gender, and Age – show demographic data for online students at WHCL specifically.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	41	1.98	50	2.79	54	2.77	76	3.55	103	3.41	128	4.05
African American	120	5.80	98	5.47	124	6.37	144	6.72	189	6.26	227	7.18
Filipino	67	3.24	55	3.07	52	2.67	71	3.31	103	3.41	98	3.10
Hispanic	673	32.54	634	35.38	712	36.55	756	35.29	1,095	36.27	1,155	36.54
Native American	23	1.11	20	1.12	25	1.28	32	1.49	37	1.23	38	1.20
Other	14	0.68	12	0.67	20	1.03	29	1.35	43	1.42	48	1.52
Pacific Islander	14	0.68	10	0.56	8	0.41	10	0.47	16	0.53	20	0.63
White	1,032	49.90	842	46.99	861	44.20	915	42.72	1,270	42.07	1,252	39.61
Unknown/DTS	84	4.06	71	3.96	92	4.72	109	5.09	163	5.40	195	6.17
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- In '07-'08 the largest percentage of online students was white – but during the six years observed, this percentage is steadily declining.
- Hispanic online enrollment has been constant, consisting of approximately 35-36 percent over six years; on the Main Campus, Hispanic students make up 39% of the student body.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	1,312	63.44	1,210	67.52	1,263	64.84	1,432	66.85	1,969	65.22	2,057	65.07
Male	747	36.12	582	32.48	684	35.11	708	33.05	1,043	34.55	1,089	34.45
Unknown/DTS	9	0.44	0	0.00	1	0.05	2	0.09	7	0.23	15	0.47
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- The majority of the online students are female at 65 percent.
- Percentage of female online enrollment is slightly higher than overall percentage of females enrolled.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	416	20.12	352	19.64	408	20.94	483	22.55	677	22.42	714	22.59
20-24	645	31.19	639	35.66	710	36.45	783	36.55	1,063	35.21	1,088	34.42
25-29	322	15.57	291	16.24	324	16.63	338	15.78	489	16.20	543	17.18
30-49	629	30.42	471	26.28	458	23.51	491	22.92	717	23.75	750	23.73
50+	56	2.71	39	2.18	47	2.41	47	2.19	72	2.38	64	2.02
Unknown/DTS	0	0.00	0	0.00	1	0.05	0	0.00	1	0.03	2	0.06
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- In 2007-08, 57 percent of online students were below the age of 24 years old
- The online student age distribution has remained constant since 2003 which is consistent with overall college pattern.

Summary of Online Student Demographics

There is significant growth in the district and at the college among students who only take online classes. In '02-'03, 66% of the district's students who took online classes were also enrolled in classes on a campus or at a center. By '07-'08, throughout the district the percentage of students who were enrolled concurrently had dropped to 51.4%. At Lemoore, the same trend is reflected – by '07-'08, 53.9% of students were enrolled concurrently, dropping from the 66% concurrent students in '02-'03.

Online students are 39% white and 36% Hispanic which differs from main campus students in which the ethnic predominance is reversed. Age and gender of students parallel those of the main campus, being predominantly young and female. The majority of online students come from our service area.

STUDENT CHARACTERISTICS – FALL 2007

Student Educational Goals - Fall 2007	N	%
Obtain an associate degree and transfer to a 4-year institution.	1,325	31.96
Undecided on goal.	676	16.30
Unknown/Declined to State	581	14.01
Obtain a two year associate's degree without transfer.	341	8.22
Transfer to a 4-year institution without an associate degree.	291	7.02
Educational development (intellectual, cultural).	214	5.16
Prepare for a new career (acquire job skills).	156	3.76
Complete credits for high school diploma or GED.	133	3.21
Earn a vocational certificate without transfer.	96	2.32
Advance in current job/career (update job skills).	68	1.64
Discover/formulate career interests, plans, goals.	63	1.52
Maintain certificate or license (e.g. Nursing, Real Estate)	57	1.37
Improve Basic Skills in English, reading or math.	54	1.30
Obtain a two year vocational degree without transfer.	53	1.28
4 year college student taking courses to meet 4 year college requirements.	37	0.89
To move from noncredit coursework to credit coursework.	1	0.02
Total	4,146	100

Source: WHCCD Admission Application; Data Warehouse

- The highest percentage of students identify as their goal the desire to obtain an associate degree and transfer to a four year institution.
- 40% of students identify transfer to a four year institution as their educational goal.

Admission Survey

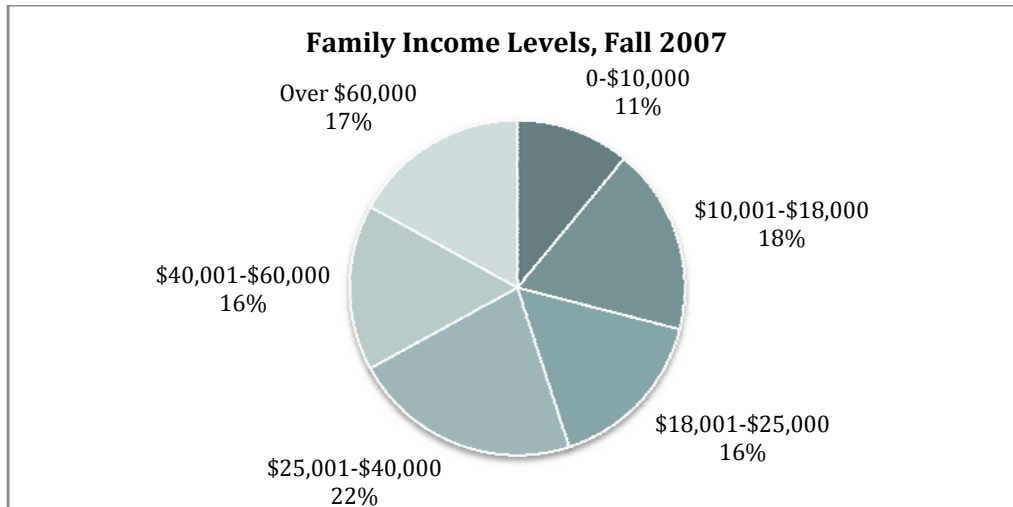
As part of the admissions application, students are requested to participate in a supplemental survey. This survey identifies family income levels, as well as level of education attained by the parents. It provides a more in depth look into the student's characteristics and provides information for future planning.

Highest Education Level Attained by Mother or Father, Fall 2007	%
Below College or University	67
College or University Degree	33

Source: WHCCD 2007-2008 admission application supplemental survey

Survey participation rate: 42%; Margin of error: 1.3%

- 67% of WHC Lemoore students are first-generation students.

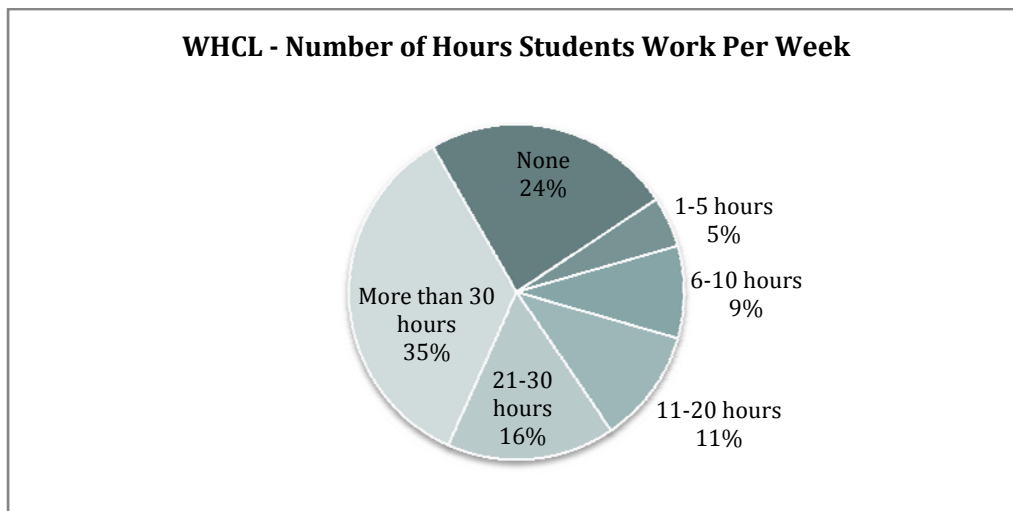


Source: WHCCD 2007-2008 admission application supplemental survey

Survey participation rate: 40%; Margin of error: 1.4%

- 45% of students have family income of \$25,000 or less
- According to the US Census Bureau, the median household income for the State of California is \$56,645 and nationally is \$48,451.

Hours Worked Per Week



Source: Community College Survey of Student Engagement

+/- 5% margin of error

- 76% of students work while attending college.
- 51% of students work over 20 hours a week.

City of Residence - Fall 2007	%		%
Lemoore	34.0	Laton	1.1
Hanford	32.6	Clovis	1.0
Fresno	4.5	Firebaugh	0.9
Coalinga	3.2	Tulare	0.7
Armona	2.8	Caruthers	0.6
Corcoran	2.5	Kettleman City	0.4
Visalia	2.4	Mendota	0.4
Avenal	2.1	Madera	0.4
Riverdale	1.8	Selma	0.4
Huron	1.6	All Others	5.5
Stratford	1.2		
Total	4,146	Applicants	100%

Source: WHCCD Admission Application; Data Warehouse

- 7% of students indicate Fresno and Coalinga as their cities of residence. These may be online students or students coming to the college for a particular program.

Summary of Student Characteristics

40% of students express a goal of transferring to a four year institution. 67% of students do not have a parent who attended college. 45% of students have a family income of \$25,000 or less and in '07-'08 this compares to a median household income in California of \$56,645. Over 50% of students work more than 20 hours a week. 66% of our students identify Lemoore and Hanford as their cities of residence.

FULL-TIME EMPLOYEE CHARACTERISTICS

The following tables describe employee characteristics by job classifications.

Administration

Age	n	%	Ethnicity	n	%	Gender	n	%
35-54	5	55.6%	African-American	3	33.3%	Female	2	22.2%
55-59	2	22.2%	Hispanic	1	11.1%	Male	7	77.8%
60-64	2	22.2%	White	5	55.6%	Total	9	100.0%
Total	9	100.0%	Total	9	100.0%			

- 44% of administrators are 55 years or older.

Classified Management

Age	n	%	Ethnicity	n	%	Gender	n	%
35-54	4	80.0%	African-American	1	20.0%	Female	4	80.0%
65+	1	20.0%	White	4	80.0%	Male	1	20.0%
Total	5	100.0%	Total	5	100.0%	Total	5	100.00%

- N is too small to warrant generalization

Faculty

Age	n	%	Ethnicity	n	%	Gender	n	%
25-34	9	19.1%	African-American	2	4.3%	Female	22	46.8%
35-54	25	53.2%	Filipino	1	2.1%	Male	25	53.2%
55-59	4	8.5%	Hispanic	6	12.8%	Total	47	100.0%
60-64	5	10.6%	Native American	1	2.1%			
65+	4	8.5%	Other	1	2.1%			
Total	47	100.0%	White	36	76.6%			
			Total	47	100.0%			

- 27% of faculty is 55 and older, 72% is below 55 years. Ethnicity is not reflective of service area.

Classified

Age	n	%	Ethnicity	n	%	Gender	n	%
20-24	1	2.2%	African-American	1	2.2%	Female	33	73.3%
25-34	18	40.0%	Filipino	1	2.2%	Male	12	26.7%
35-54	23	51.1%	Hispanic	27	60.0%	Total	45	100.0%
55-59	2	4.4%	White	16	35.6%			
60-64	1	2.2%	Total	45	100.0%			
Total	45	100.0%						

- 93% of classified staff is 54 years and below, predominantly Hispanic and female.

Summary

An overall scan of employee age, ethnicity, and gender reveals:

- There is a high probability of significant retirement in the next 10 years in the administrative ranks.
- Faculty is relatively young, although 27% are 55 and above.
- Faculty ethnicity does not reflect that of region.
- Classified staff is predominantly young, female, and Hispanic.

WEST HILLS COMMUNITY COLLEGE DISTRICT REGIONAL AREA

A regional scan was performed by Economic Modeling Specialists, Inc. on ten counties that are a part of and surround the West Hills Community College District. These ten counties include: Fresno, Kern, Kings, Madera, Mariposa, Merced, San Benito, San Joaquin, Stanislaus, and Tulare. The region covered was identified by the district as the region where students are most likely to obtain jobs and establish residency. A scan of the ten counties revealed:

- Total regional attainment of a college degree is below average compared to the state and the nation (See Regional Educational Level, Age 25+ below)
- The educational attainment of individual ethnic groups of the region is below average compared to the state and nation (See Race/Ethnicity below)
- By 2012, the age group of 30 to 34 year olds is expected to experience the highest growth
- Racial/ethnic groups with the highest expected growth are Hispanics
- Total population is expected to change ten percent, double the expected change of the State (5 percent)

Regional Education Level, Age 25+	2007 Total	% of Region	% of State	% of Nation
Less than 9th Grade	327,883	14.0	9.8	5.5
9th Grade to 12th Grade	291,573	12.5	9.5	9.0
High School Diploma	591,750	25.3	20.0	28.7
Some College	569,142	24.3	23.2	22.1
Associate’s Degree	160,073	6.8	6.9	6.5
Bachelor’s Degree	272,916	11.7	19.6	18.0
Graduate Degree and Higher	126,555	5.4	11.0	10.3

Source: EMSI, September 2007

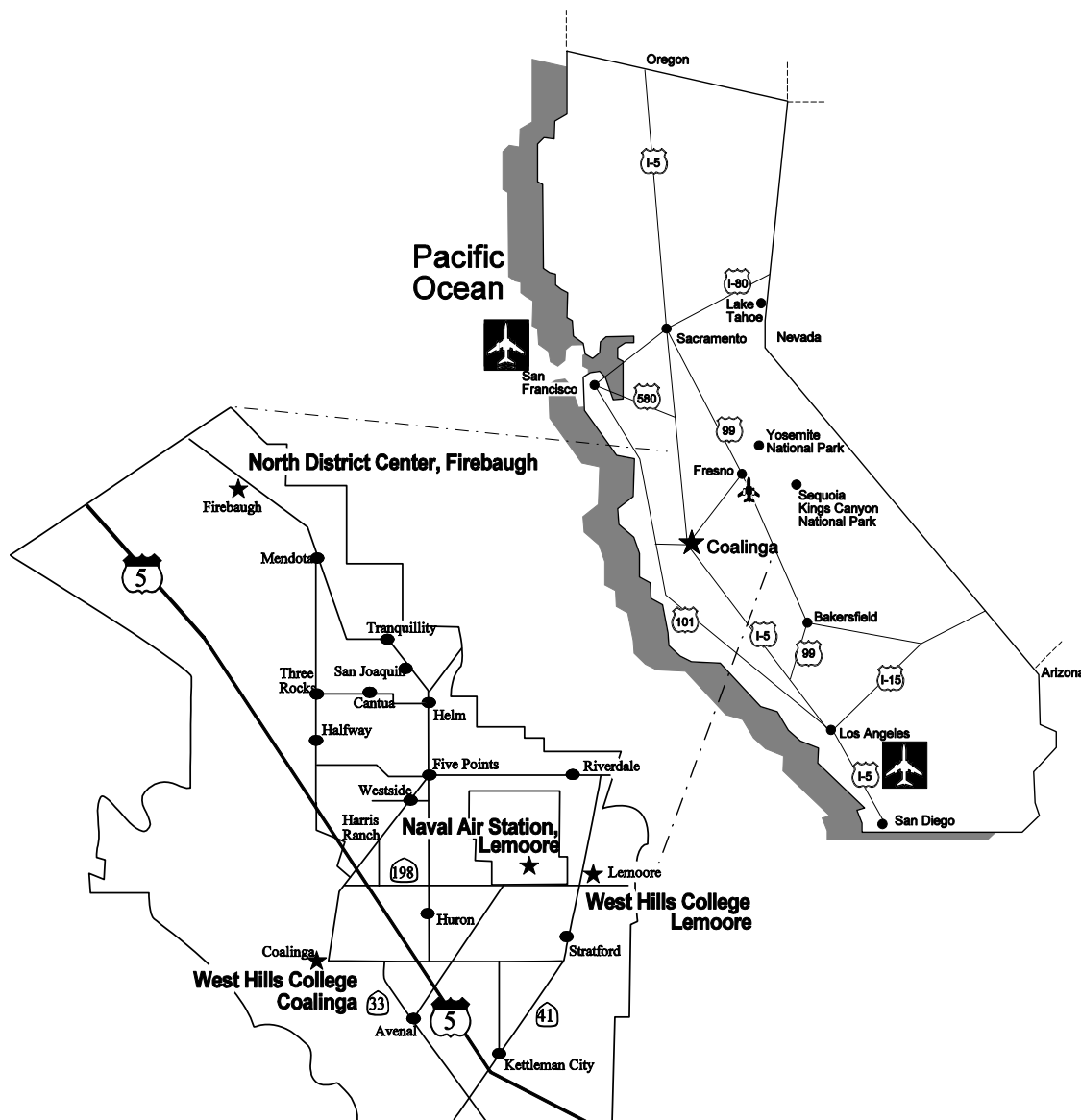
Race/Ethnicity	% Difference in College Attainment from State	% Difference in College Attainment from Nation
White, Non-Hispanic	-14.5	-7.5
White Hispanic	-3.7	-8.0
Non-White Hispanic	-2.8	-7.3
Black or African American	-10.0	-.06
American Indian or Alaska Native	-5.8	-1.4
Asian	-15.7	-15.0
Native Hawaiian and other Pacific Islander	-3.0	-2.0
Two or more races	-12.4	-7.0

Source: EMSI, September 2007

WEST HILLS COMMUNITY COLLEGE DISTRICT SERVICE AREA

The West Hills Community College District was first started in 1932 as a college for the Coalinga Union High School District. It now has a total area of 3,464 square miles and includes portions of five counties: Fresno, Kings, Madera, Monterey and San Benito. The West Hills College Coalinga campus on Cherry Lane in Coalinga opened in 1956 and in 1971, the North District Center was established in Firebaugh, in the most northern part of the district. In 1962 Lemoore High School District residents voted to annex to the college district. From 1962 to 1979 classes were offered primarily at the Lemoore Naval Air station and Lemoore High School. The facility was called The Kings County Center in 1981 when it operated in portable buildings on five acres in the city of Lemoore. In 1998, approved by 70% of the voters in Kings County, a \$19 million bond was passed for the new construction of the Lemoore campus. The construction was completed in 2002. WHC Lemoore became fully accredited as a college in West Hills Community College District in 2006.

West Hills Community College District Map



WEST HILLS COLLEGE LEMOORE SERVICE AREA

While the West Hills Community College District is comprised of parts of five counties, the service area for West Hills College Lemoore primarily includes ten cities-- Armona, Avenal, Hanford, Helm, Kettleman City, Laton, Lemoore, Stratford, Five Points, and Riverdale.

The West Hills College Lemoore service area is relatively young, with 34 percent of its population between 20-39 years old. The ethnic demographics reveal that 49 percent of the population is Hispanic and 39 percent is white, with considerably lower percentages for all other ethnicities.

Age	WHCL Service Area (10 Cities in 5 Counties)		WHCCD Regional Area (10 Counties)	
	2008 Population	% of Population	2007 Population	% of Population
Under 5 years	12,541	9%	337,083	9%
5 to 9 years	10,441	8%	293,468	7%
10 to 14 years	10,197	7%	314,059	8%
15 to 19 years	10,746	8%	334,459	8%
20 to 24 years	11,950	9%	322,009	8%
25 to 29 years	13,065	10%	338,361	9%
30 to 34 years	11,166	8%	275,845	7%
35 to 39 years	10,110	7%	263,290	7%
40 to 44 years	9,383	7%	262,290	7%
45 to 49 years	8,683	6%	261,039	7%
50 to 54 years	7,079	5%	228,674	6%
55 to 59 years	5,471	4%	188,076	5%
60 to 64 years	4,227	3%	147,057	4%
65 to 69 years	3,361	2%	108,816	3%
70 to 74 years	2,696	2%	86,553	2%
75 to 79 years	2,089	2%	71,602	2%
80 to 84 years	1,497	1%	55,147	1%
85 years and over	1,518	1%	53,143	1%
Total	136,219		3,940,970	

Source: EMSI, September 2007

- The age distribution of the WHCL Service Area is consistent with the District’s Regional Area.

Race/Ethnicity	WHCL Service Area (10 Cities in 5 Counties)		WHCCD Regional Area (10 Counties)	
	2008 Population	% of Population	2007 Population	% of Population
Hispanic	66,972	49.2%	1,589,076	40%
White	53,681	39.4%	1,772,197	45%
Black or African American	6,607	4.9%	187,650	5%
Asian	4,817	3.5%	30,344	1%
Two or more races	2,673	2.0%	263,639	7%
American Indian or Alaska Native	1,229	0.9%	8,143	0%
Native Hawaiian and other Pacific Islander	240	0.2%	89,920	2%
Total	136,219		3,940,970	

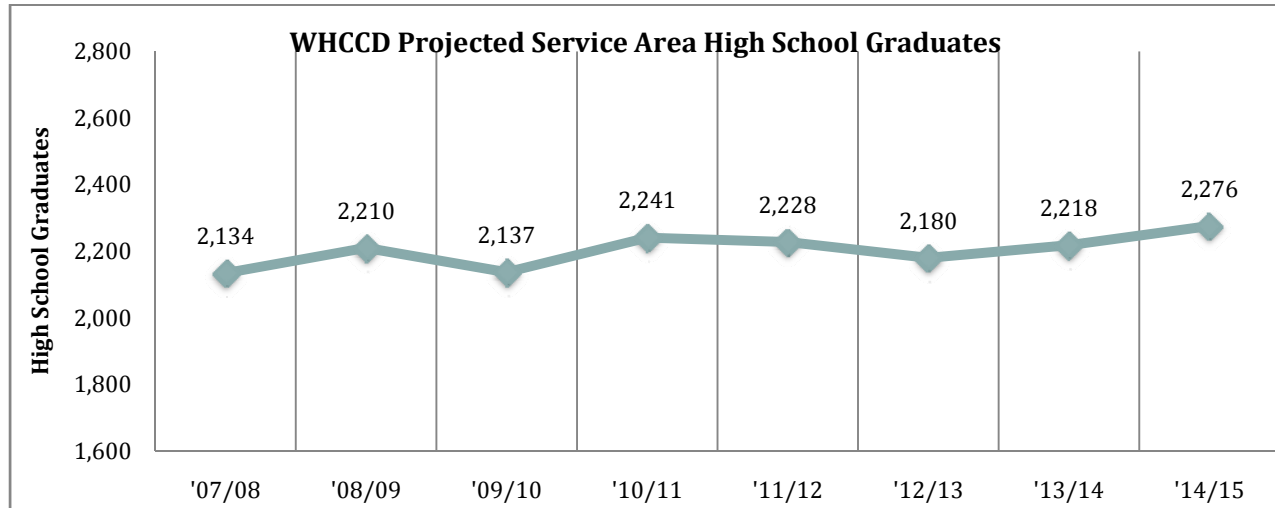
Source: EMSI, September 2007

- The race/ethnic distribution of the WHCL Service Area is more Hispanic and less white than the District's Regional Area.

Gender, WHCL Service Area (10 Cities)	2008 Population	% of Population
Females	63,172	46%
Males	73,046	54%
Total	136,219	

Source: EMSI, September 2007

PROJECTED HIGH SCHOOL GRADUATES FOR THE SERVICE AREA



Source: California Department of Education

- The number of projected high school graduates for area remains static for the next seven years

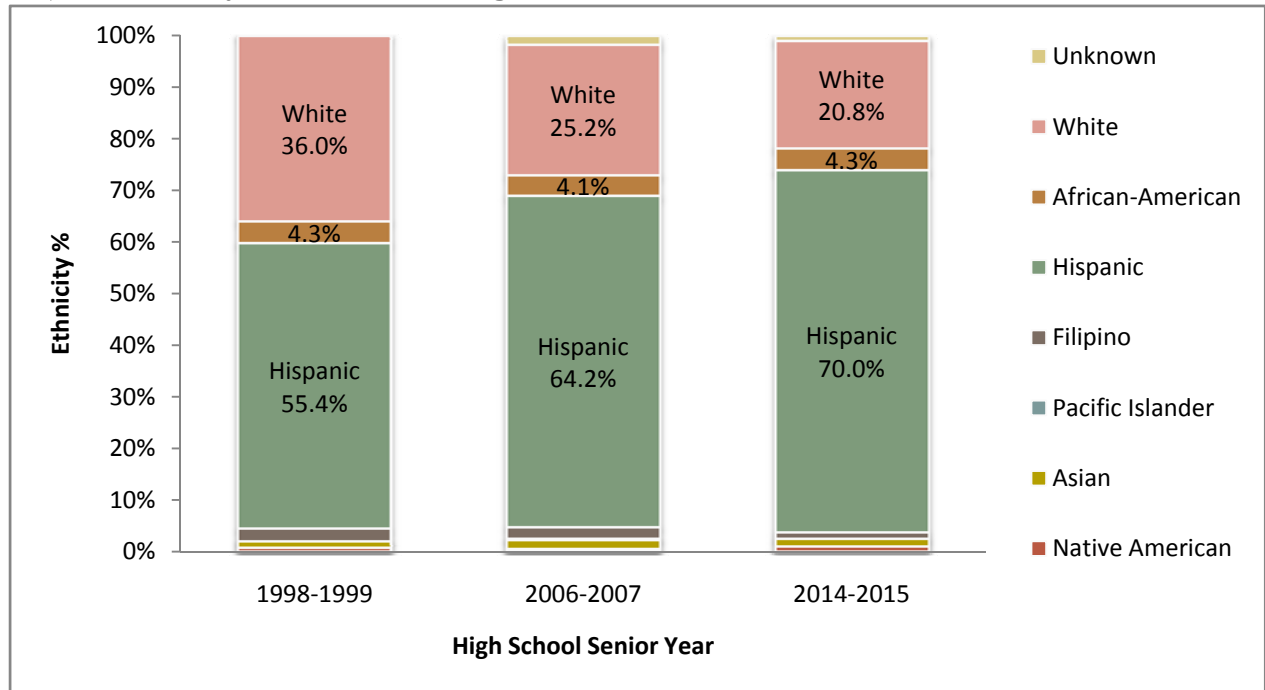
Ethnicity of Students in District Area High Schools, 2006-07

School	Native Amer.	Asian	Pacific Islander	Filipino	Hispanic	African Amer.	White	Multi/ No Resp.	Total Enrolled
Avenal High	0	1	0	0	597	5	24	0	627
Caruthers High	0	57	0	0	416	3	137	5	618
Coalinga High	1	14	6	3	876	19	238	14	1,171
Corcoran High	0	5	0	3	698	33	143	2	884
Firebaugh High	0	1	0	0	696	5	49	5	756
Hanford High	11	22	5	24	797	86	824	28	1,797
Hanford West	7	50	6	55	954	145	496	123	1,836
Laton High	0	1	0	1	165	4	37	1	209
Lemoore High	42	29	11	163	798	163	857	41	2,104
Mendota High	0	3	0	0	600	0	3	1	607
Riverdale High	0	2	0	0	443	6	107	0	558
Tranquillity High	0	7	0	1	428	2	19	1	458
Total	61	192	28	250	7,468	471	2,934	221	11,625
% of Total	0.5%	1.7%	0.2%	2.2%	64.2%	4.1%	25.2%	1.9%	

Source: California Department of Education

- Ethnicity of high school students in the service area differs from college student ethnicity
- 25.2% of [feeder] high school students are white, 36% of WHCL students are white.
- 64% of [feeder] high school students are Hispanic, the college's student population is 38% Hispanic.
- CCCCO asserts that by 2011 Hispanics are projected to be the state's largest ethnic group, the majority population in public schools by 2013 and the overall majority by 2040.

Projected Ethnicity of District Feeder High Schools – Class of 2015



Source: CA Department of Education
Based on 6th grade enrollments for service area schools.

Assessment:

- The projected ethnicity of students from district feeder high schools shows a growing Hispanic student population and a declining white student population.

Top 10 Feeder High Schools - Fall 2007		Enrolled	% of WHCL Student Enrollment
1	Lemoore High School	767	18.5%
2	Hanford High	590	14.2%
3	Unknown/Decline to State	569	13.7%
4	Hanford West High	356	8.6%
5	Coalinga High School	144	3.5%
6	Avenal High School	109	2.6%
7	Riverdale High School	92	2.2%

8	Corcoran High School	78	1.9%
9	Out of State High School	64	1.5%
10	All Other	1,377	33.2%
	Total	4,146	100.0%

Source: WHCCD Data Warehouse

Test Scores for Selected Schools

The California Standards Tests (CST) is administered to students in California Public Schools in English/Language Arts, mathematics, science, and history/social science. They are also referred to as the STAR tests. CST scores are used in calculating each school's Academic Performance Index (API). The test is administered in the 11th grade. The data below regarding students in our feeder high schools reveals the majority of feeder high schools exhibit a low percentage of students at the proficient or advanced level in English and math.

Note: The California High School Exit Exam (CAHSEE) is a completely different test. It can be taken by students at any time during their high school career. While the CAHSEE is required for high school graduation, students can pass the test with 8th grade math skills and 9th grade writing and language skills.

High School	CST English/Language Arts (2007) Percent Proficient or Advanced	CST Summative High School Math (Grade 9-11) (2007) Percent Proficient or Advanced
Avenal High School*	24%	0%
Coalinga High School*	28%	34%
Corcoran High School	26%	61%
Hanford High West	28%	32%
Hanford High School*	33%	15%
Laton High School**	31%	0%
Lemoore High School*	35%	30%
Riverdale High School	34%	75%

Source: California Department of Education

- Many 11th graders from the high schools in the service area do not test at a proficient level or higher in English.
- However Corcoran High and Riverdale High school have exceedingly high proficiency scores in math.
- Schools with 0 percent proficient or advanced CST Summative High School Math may be due to non-testing conditions.

Summary

The feeder high schools of Lemoore and Hanford send the college more students than other high schools in the area. The Hispanic student population at the college is significantly smaller than their numbers in our feeder schools. Students test at a low level of proficiency with two startling exceptions in math – Corcoran High and Riverdale High. The projected number of high school graduates is static for the next 7 years.

Section III: Educational Programs Trends and Forecasts

INTRODUCTION

This data provides us with an ability to examine our students' success in a quantitative manner. It allows us to measure the strategies we have employed against general key performance indicators. From this we ascertain key findings and develop strategies to meet our goals.

DEFINITION OF TERMS

Duplicated Enrollment

This is the number of actual enrollments in any given class or program. Under this definition, a student enrolled in multiple courses is counted multiple times at the program, campus, or institutional level.

Unduplicated Enrollment, (Headcount)

This is the number of actual students. One student, taking five classes, is counted as one student. If there are 20 students in a program in which all students are enrolled in five classes, there are 100 duplicated enrollments, but a 20 student headcount.

Full Time Equivalent Student (FTES)

A full time equivalent student is one student taking 15 hours of instruction per week for two semesters of 17.5 weeks. While most of our students do not necessarily enroll in 15 hours of instruction per week, we calculate aggregated student attendance in this manner for both funding purposes as well as a measure for the college of how many full time equivalent students are participating in any given class or program, or are enrolled at the college.

Weekly Student Contact Hours (WSCH)

This is a measure of the number of students enrolled in a course multiplied by the number of hours the course meets per week. If a class meets for three hours a week and has 30 students enrolled, the WSCH is 90.

Full Time Equivalent Faculty (FTEF)

One full time faculty member teaching the equivalent of a full load of classes equals 1.0 FTEF. Most often FTEF is aggregated to provide the college with a measure of the number of faculty teaching. The loads of adjunct faculty and full time faculty are summed to provide an aggregate number for the program or college.

WSCH per FTEF

This calculation, sometimes called 'productivity,' is the number of weekly student contact hours (WSCH) per Full Time Equivalent Faculty (FTEF). Some colleges establish a target number to ensure fiscal viability.

The college community is made up of departments and programs with a wide variety of needs. Some disciplines have mandates from external sources that keep class size low. A college supports this diversity of discipline needs and strives for general support and cooperation to best serve students in meeting their educational needs while understanding the fiscal pressures of the institution. That is the purpose of understanding this formula.

Environmental Scan

An environmental scan considers present and future factors that can influence the direction and goals of an organization. Environmental scans include both external elements (e.g., service area demographics, state requirements, industry demands, marketing trends, etc) and internal elements (e.g., infrastructure, personnel, programs, abilities, etc). These are evaluated in terms of their potential impact on the organization and its ability to meet its present and future strategic goals.

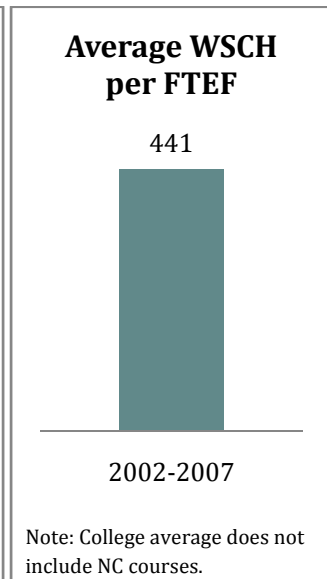
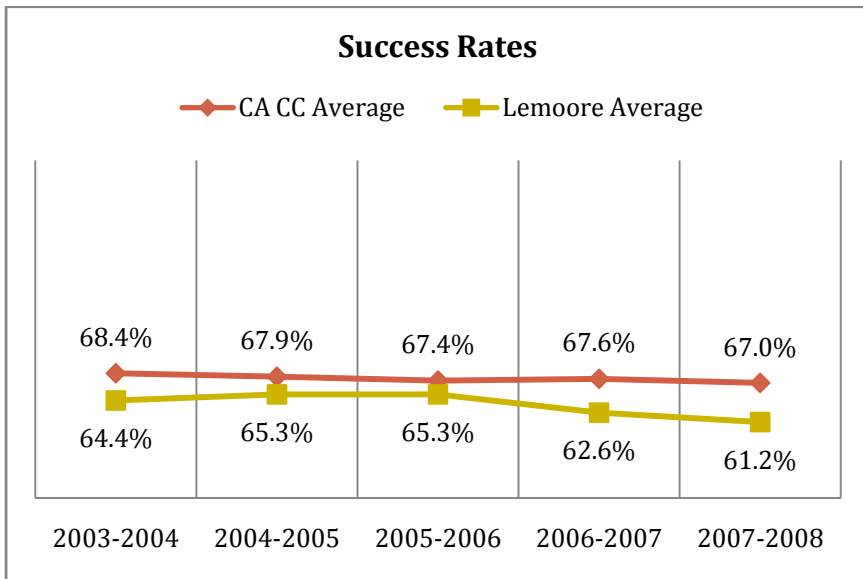
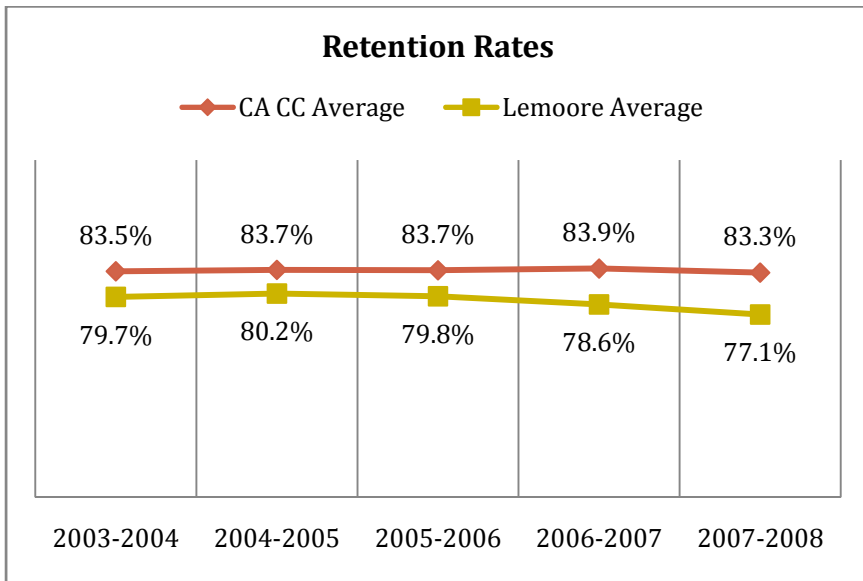
Course Retention Rate

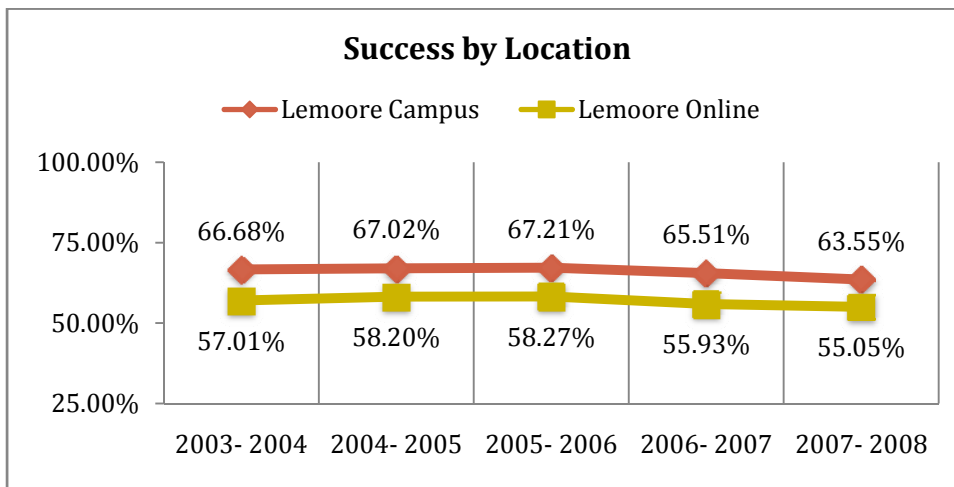
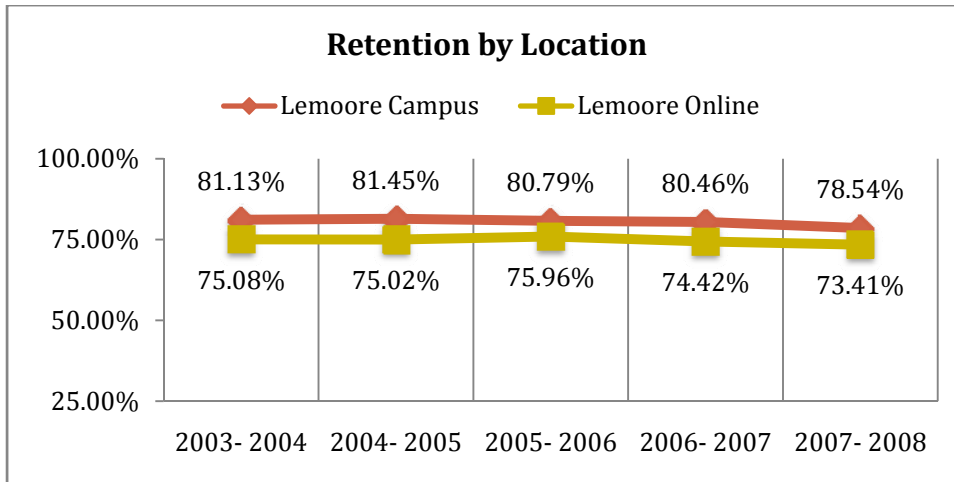
This is a measure of the number/percent of students who remain in the course after the census date until the end of the term.

Course Success Rate

This is a measure of the number/percent of students who earn a grade of A, B, C, or CR in the class. Course grades of NC, D, F, I or W are considered to be unsuccessful.

AVERAGE COURSE SUCCESS, COURSE RETENTION, AND WSCH PER FTEF





Notes:

In 2003-2004, the college responded to the statewide budget crisis and reduced the number of sections it offered. This drop in enrollment is seen significantly in some departments. It should be noted that some departments responded to the cutback in sections by enrolling larger number of students in their classes (see Basic Skills Math). This significantly increased their productivity ratio or WSCH per FTE.

Prior to 2004-2005, online instruction was offered by WHC Lemoore. Coalinga students enrolled in online courses but headcount was attributed to WHC Lemoore.

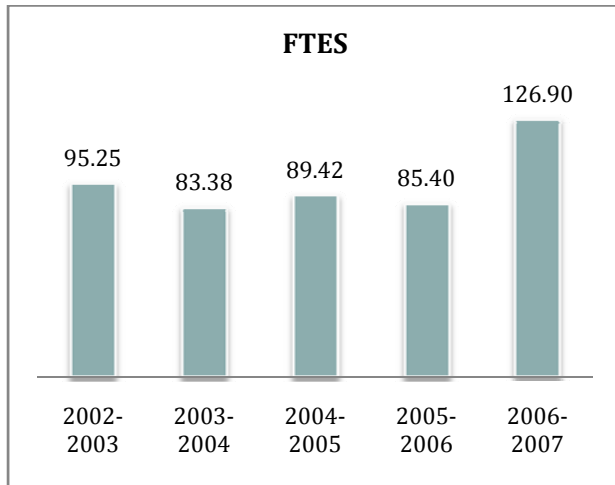
The information included in the program sections is based on submitted program reviews. The college has a developed program review process that is still being refined, but one in which a template and process are in place. Any editing was done for clarity and brevity and was not intended to change the intent of the review or plans of the program. Items under the heading “Program Plans” were derived from the program reviews. Items under the heading “Challenges and Opportunities” are not from the program reviews but have been selectively added to suggest strategic options for programs.

If a program does not offer a degree, the listing under Degrees Awarded is stated as “N/A.” If a program offers a degree but none were awarded, the listing under Degrees Awarded is stated as “0.”

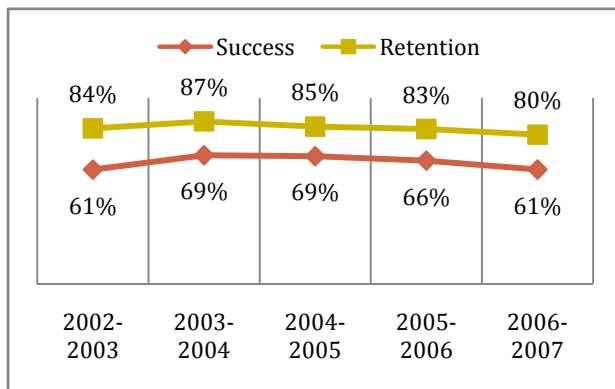
INSTRUCTIONAL PROGRAMS

Discipline Area

Administration of Justice



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	976	853	925	889	1,299
FTEF	6.75	4.56	5.14	5.95	8.35
WSCH per FTEF	412	533	507	419	443



	02-03	03-04	04-05	05-06	06-07
Sections	40	28	29	33	46
% of Online Enrollment	60%	37%	40%	32%	38%
Degrees/Certificates Awarded		15	29	28	30

Description:

The AOJ program offers the student a variety of educational and career pathways. The student may elect to enroll in a program leading to an Associate Degree with the emphasis on the Law Enforcement Option or the Corrections Option. Both provide a path to a four year institution. Presently, CSU Fresno offers classes on the Lemoore campus for those seeking a Baccalaureate Degree in Criminology.

Assessment

- FTES growth in 2006-2007 corresponds to increase in number of sections offered
- Online enrollment decreased over years observed
- Increase in numbers of degrees awarded
- Retention rate is stable and above college average
- Success rate is at college average

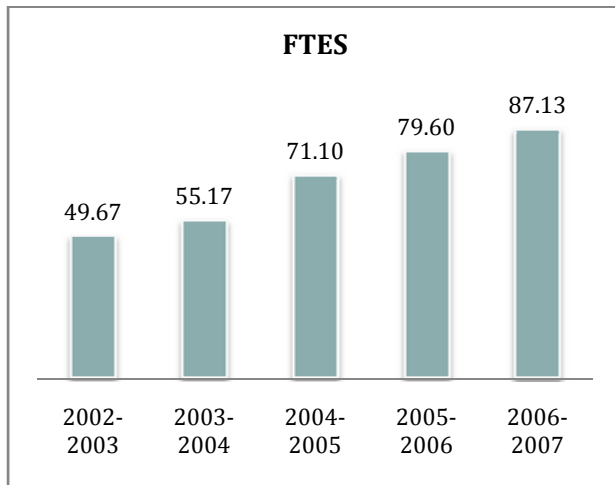
Program Goals from 2004 and 2006

Program Review

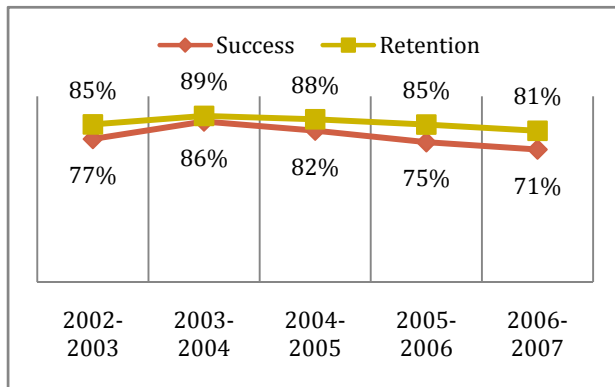
- Continue to update all curriculum and create six new courses.
- Develop more short term and online courses so employed individuals can quickly update their skills or obtain job ready skills.
- Include learning activities with specific learning outcomes in all curricula.
- Market the program at high school job fairs and utilize AOJ students as ambassadors.

Discipline Area

Art



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	379	399	536	567	594
FTEF	7.44	5.98	4.70	4.80	5.99
WSCH per FTEF	195	269	441	484	424



	02-03	03-04	04-05	05-06	06-07
Sections	59	74	111	96	73
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	7.4%
Degrees/Certificates Awarded		1	0	1	1

Description:

The Art program provides classes which meet the General Education requirement and course work that prepares art students for transfer. Classes also serve as enrichment experiences for many students. Students from diverse backgrounds work in an environment that affords a common, visual language.

Assessment

- High growth in FTES in years observed
- Number of sections offered in Art declined after the 2004-2005 academic year, but FTES has continued to increase, as has the WSCH per FTEF.
- Online courses begin in '06-'07, note FTES increase in that year
- Retention rate is fairly stable and exceeds college average
- Success rate is strong, fairly stable, and exceeds college average

Program Goals from 2006 Program Review

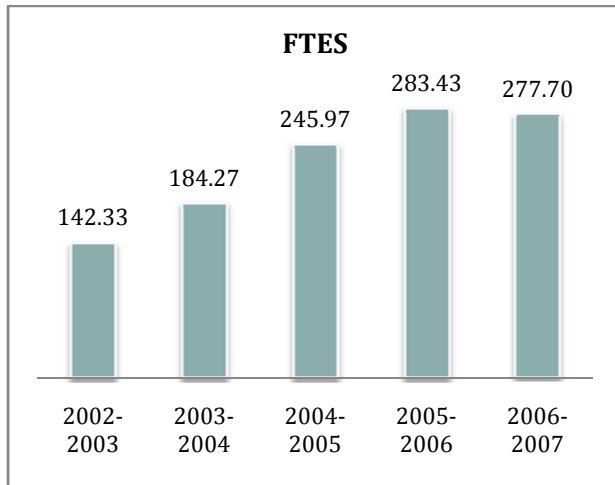
- Curricula is being developed for several computer generated Arts courses, including Photoshop, Illustrator, and others
- Art 15A Painting is being revised to articulate transferability to Fresno State University
- Student learning outcomes will be addressed

Challenges and Opportunities

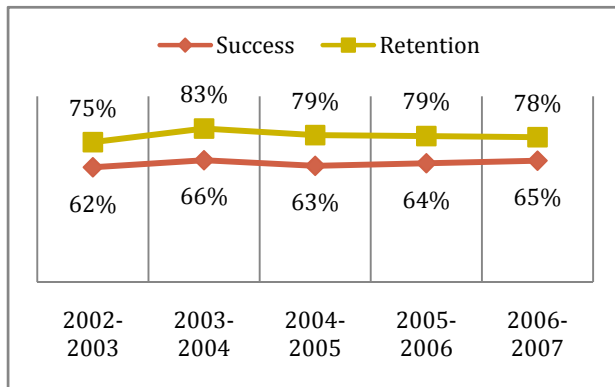
- High enrollment, strong retention and success rates suggest opportunities for further growth, for example, expanded online offerings.

Discipline Area

Biology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	782	991	1301	1496	1,460
FTEF	10.36	12.32	16.37	17.97	18.20
WSCH per FTEF	401	436	438	460	445



	02-03	03-04	04-05	05-06	06-07
Sections	68	80	106	126	132
% of Online Enrollment	14.6%	17.0%	11.8%	14.4%	27.1%
Degrees/Certificates Awarded		0	1	1	1

Description:

The main courses offered by the Biology department include general biology, human anatomy, human physiology, and microbiology. These primarily serve as prerequisites for students going into teaching or the allied health professions. The department offers majors-level biology courses as well as courses for non science majors to fulfill the life science general education requirement.

Assessment

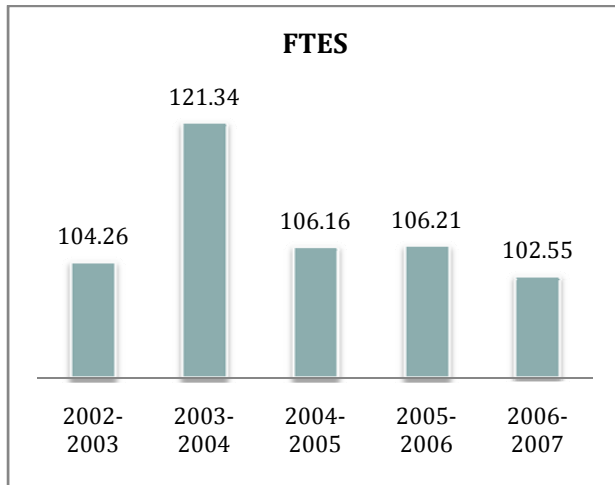
- FTES in years observed is increasing
- Percentage of online enrollment fluctuates, highest 2006-2007
- WSCH per FTEF has fluctuated but remained productive
- Success rate is stable and at the college average
- Retention rate is stable and at the college average
- Degree and certificates awarded are minimal because courses primarily serve as requirements for the allied health programs

Program Goals from 2007 Program Review

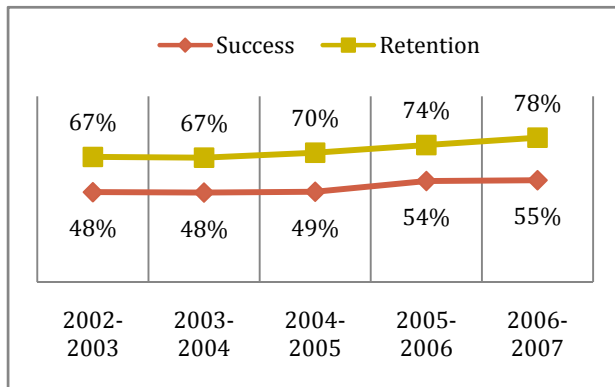
- Schedule biology major preparation courses once a year and work on maintaining transferability.
- Continue to add new transferable courses for the non biology major
- Offer field trips and out of classroom experience in Biology

Discipline Area

Business Administration



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1.101	1.212	1,075	992	1,008
FTEF	10.80	7.69	5.76	7.75	7.13
WSCH per FTEF	282	460	537	399	419



	02-03	03-04	04-05	05-06	06-07
Sections	94	85	84	80	89
% of Online Enrollment	0.0%	7.5%	5.8%	10.8%	19.8%
Degrees/Certificates Awarded		29	32	37	48

Description:

Business Administration is an integral part of the CIS, Business, and HRCM service area. The curriculum is intended for those interested in transferring to a four year college or university to earn a baccalaureate degree.

Assessment

- FTES increase in '03-'04 academic year with decline following
- WSCH per FTEF has been erratic
- Success rates below college average
- High number of degrees awarded
- Retention rate rising and matches college average in '06-'07

Program Goals from 2007 Program Review

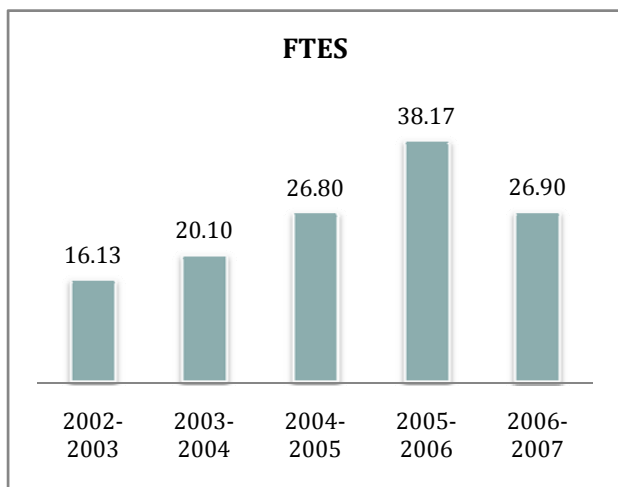
- Work toward providing students with placement services
- Follow up on recently submitted certificate options
- Follow up on faculty development, particularly in regards to SLOs
- Address diversity of staff

Challenges and Opportunities

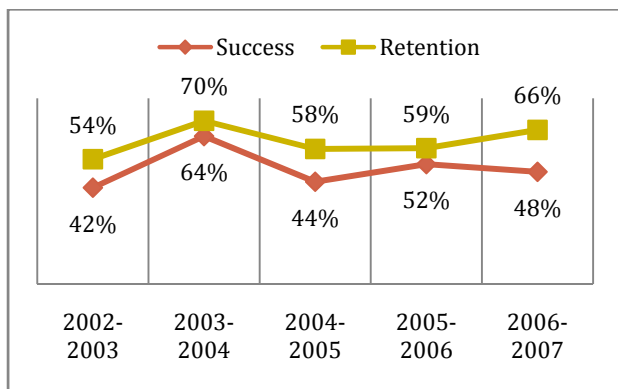
- Develop strategies to increase success rate

Discipline Area

Chemistry



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	106	91	177	275	122
FTEF	1.83	1.48	2.37	3.21	2.55
WSCH per FTEF	257	396	330	346	308



	02-03	03-04	04-05	05-06	06-07
Sections	10	8	14	21	14
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The chemistry department provides the initial training in chemistry for a broad range of careers and focuses as well on chemical education for the public sector. The careers include the traditional sciences, engineering, pre-professional, allied health professions, agriculture, forestry, and the many emerging cross-disciplinary or interdisciplinary programs such as oceanography, aqua-culture, environmental health, and atmospheric science.

Assessment

- FTES shows steady increase then drops in 2006-2007
- WSCH per FTEF has been stable over the five year observed but is below the college average
- Success rate is unstable and below college average
- Retention is unstable and below college average

Program Goals from 2004 Program Review

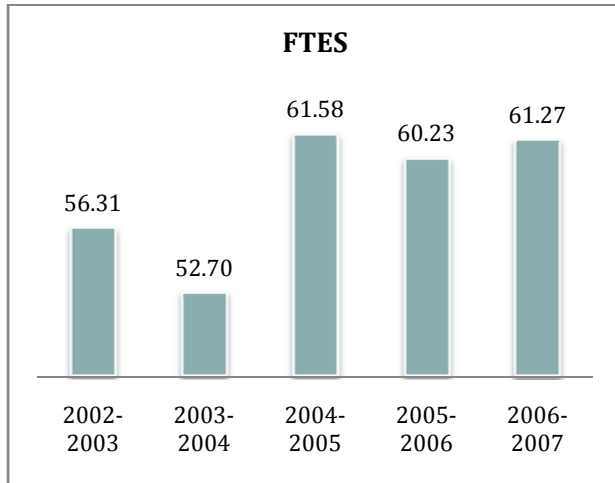
- Shift the design of the Chem 2A/B sequence for allied health students to include more directly related allied health applications.
- Maintain and extend recently acquired modern analytical instrumentation and add additional software licensing for simulations
- Expand and integrate the “Collaboratory” computerized lab platform
- Stabilize current enrollment to establish offering patterns that allow completion of an AS degree in chemistry.
- Increase student retention in all offerings
- Initiate T1 link capability so students can download data from their graphing calculators into the “Collaboratory” platform to bridge their math skills to practical applications.
- Extend software licensing to provide students with take home versions of software used in class
- Develop initial course offerings at the NDC site, complete with labs.

Challenges and Opportunities

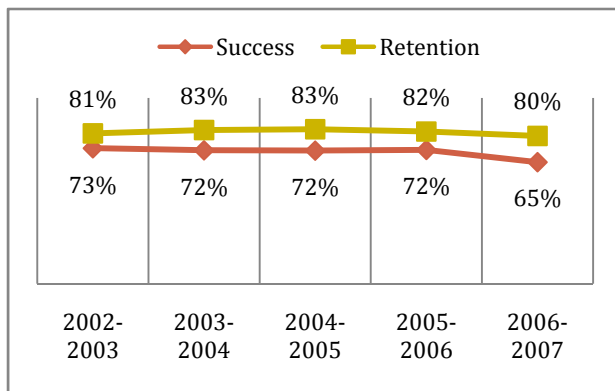
- Develop strategies to increase retention and success rates

Discipline Area

Child Development



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	714	572	766	680	660
FTEF	4.04	3.06	3.77	4.29	4.85
WSCH per FTEF	407	502	476	410	368



	02-03	03-04	04-05	05-06	06-07
Sections	31	23	28	31	33
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	5.0%
Degrees/Certificates Awarded		19	2	0	7

Description:

The Child Development program offers a comprehensive background in the field of child growth and development. Students are offered information and skills for potential employment in federal, state, non-profit, or privately owned early childhood educational programs or schools. Courses help students qualify for a Child Development Certificate and partially qualify the student for a Child Development Permit from the State of California, Commission for Teacher Preparation and Licensing.

Assessment

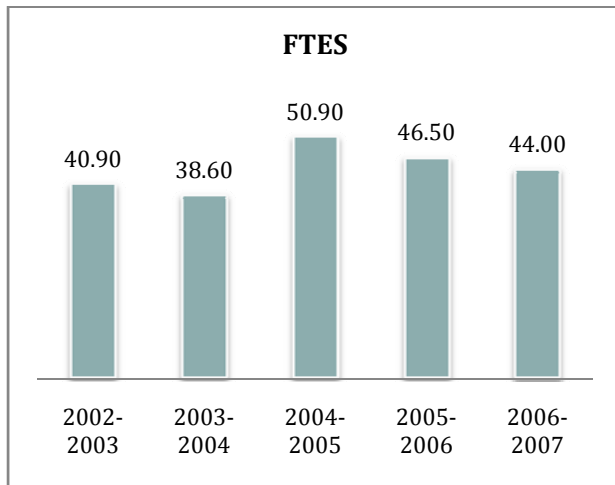
- Growth in FTES in years observed
- Number of sections offered in Child Development is steady
- Retention is steady and slightly higher than college average
- Success rate dropped in '06-'07 but is higher than the college average

Program Goals from 2007 Program Review

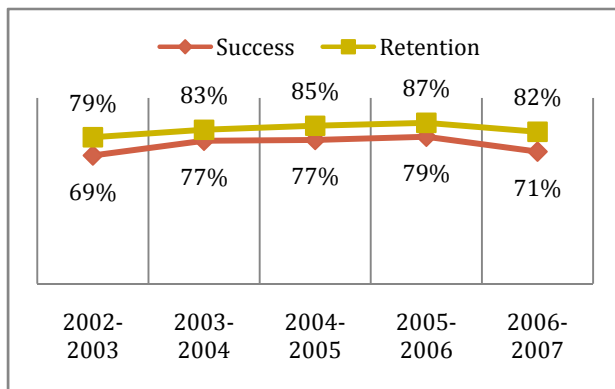
- Student learning outcomes and their measurement are being addressed with adjunct faculty.
- Update of 2+2 agreement with Hanford High and the Naval Base child care program for module credit transfer to specific courses.
- Create a math and possibly music and science courses for young children
- Potentially offer online classes
- Explore ways to gather information on where our students are employed

Discipline Area

Communications



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	407	386	509	465	440
FTEF	3.00	3.00	4.00	4.40	4.20
WSCH per FTEF	398	375	371	308	306



	02-03	03-04	04-05	05-06	06-07
Sections	15	15	20	22	21
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

Provides the College with speech communication courses that parallel lower division classes at four year colleges and universities. Speech 1 is required within Area A of designated transfer courses. Speech 51 is an applied communications course emphasizing communication in the work place.

Assessment

- Retention rate is higher than college average
- Success rate is generally 10% higher than college average
- WSCH/per FTEF decreased in the last two years

Program Goals from 2004 Program Review

- Develop a course in organizational communications
- Develop a course in voice and diction
- Revise and update Speech 5, Interpersonal Communications
- Explore distance learning options

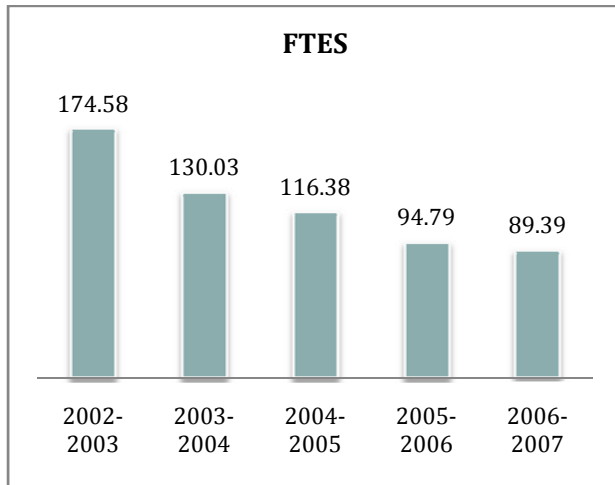
From Program Review 2004

Challenges and Opportunities

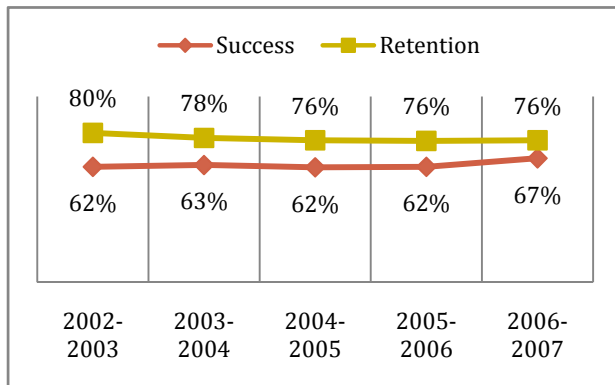
- Develop strategies to improve productivity

Discipline Area

Computer Information Systems



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,237	996	858	711	671
FTEF	10.96	7.49	5.74	7.52	6.20
WSCH per FTEF	465	506	591	368	421



	02-03	03-04	04-05	05-06	06-07
Sections	78	61	60	61	64
% of Online Enrollment	38.5%	29.1%	19.2%	21.7%	28.0%
Degrees/Certificates Awarded		13	7	10	10

Description:

The Computer Information Systems program teaches concepts, procedures, and terminology, as well as the skills and applications necessary to operate computers and network systems.

Assessment

- FTES in years observed is declining significantly
- WSCH per FTEF has fluctuated, but remains at a productive level
- Success stable and improved in 2006-2007 when it exceeded the college average
- Retention rate is stable but slightly below the college average

Program Goals from 2007 Program Review

- Maintain and revise CIS Open Entry/Open Exit entry level courses to provide students with marketable job skills specifically geared toward the needs of reentry, traditional, and lifelong learning students. The department is in the process of changing its core curriculum from Office 2000 to Office 2007.
- Maintain and revise Comp-TIA (A+), WOW Web Development and reestablish the MOU certification programs.
- Continue the ongoing development of the Web Developer Certification program to include a Cyber Forensic, and Project Management components with current, emerging web technologies.
- Infusion of information technology components into established curricula, such as Administration of Justice, Math, Geography, etc.
- Revise curricula to implement in conjunction with the OE Department, the MOU certification program.
- Develop, maintain, and revise Internet-based courses
- Establish a full CIS AA degree online.

Challenges and Opportunities

Develop strategies to raise retention rate

Discipline Area**Culinary Arts**

*Waiting for Approval from CA Community College
Chancellor's Office*

Description:

The Culinary Arts department has developed a full range of curricula which is available to students. Certifications from this program exist in the areas of ServSafe, Deli Cook and Baker certification, Baker Certification, Bartending Certification, Dining Room Staff Certification, and Chef Apprentice Certification. Courses provide a knowledge base that allows students to more easily obtain entry level or higher positions in this field.

Assessment

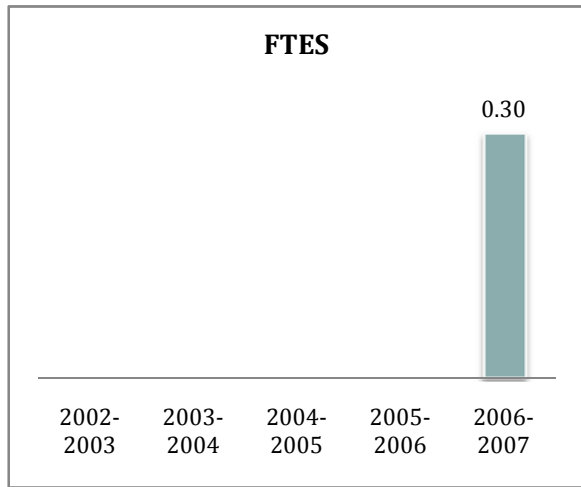
No data available

Program Goals from 2006 Program Review

- Additional curricula will be developed including Commercial Food prep as the prerequisite to most courses.
- The program will seek American Culinary Federation accreditations
- More community outreach
- Develop a job placement program

From Program Review September 2006

Discipline Area Engineering



Description:

A new Engineering Program was launched Fall 2008.

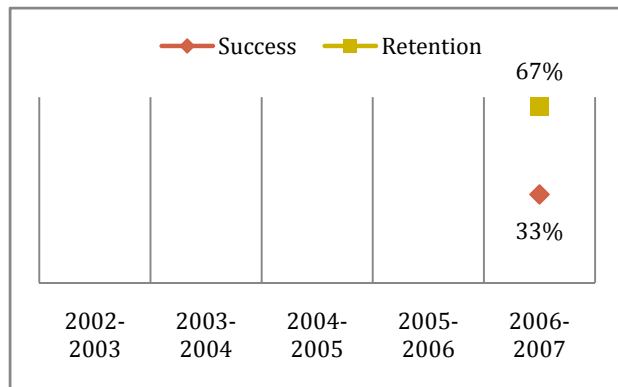
Assessment

TBA

Program Goals:

TBA

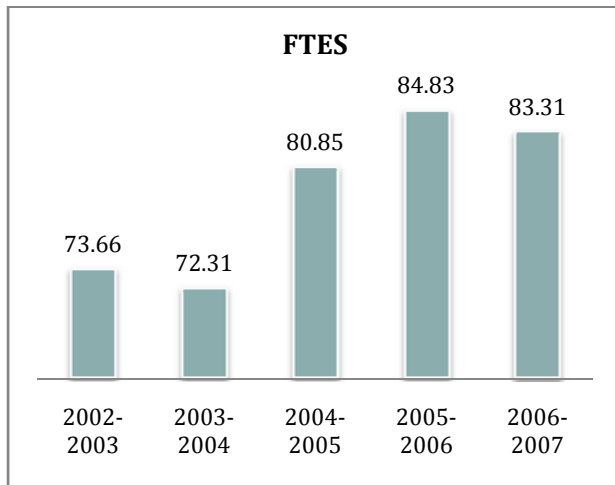
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	N/A	N/A	N/A	N/A	3
FTEF	N/A	N/A	N/A	N/A	0.20
WSCH per FTEF	N/A	N/A	N/A	N/A	44



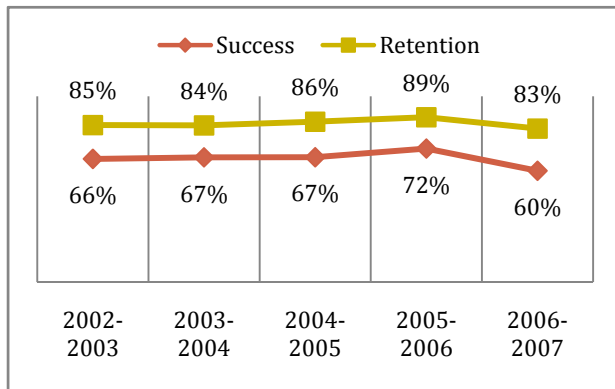
	02-03	03-04	04-05	05-06	06-07
Sections	N/A	N/A	N/A	N/A	1
% of Online Enrollment	N/A	N/A	N/A	N/A	0.0%
Degrees/Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Discipline Area

Geography



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	576	569	607	640	639
FTEF	4.45	4.05	4.80	5.48	6.10
WSCH per FTEF	483	521	491	451	398



	02-03	03-04	04-05	05-06	06-07
Sections	25	22	27	32	34
% of Online Enrollment	23%	22%	17%	15%	26%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The Geography department offers a wide variety of introductory classes including Cultural Geography and Physical Geography. Cultural Geography introduces students to the spatial and diverse cultural milieu that is the basis for the Social Sciences and Humanities. Physical Geography focuses on the spatial relations of the various physical and earth sciences.

Assessment

- Growth in FTES
- Number of sections offered in Geography has increased
- Retention is steady and exceeds college average
- Success rate was steady but fell below college average in 2006-2007
- There is an observed increase in % of online enrollment that same year

Program Goals from 1998-99 Program Review

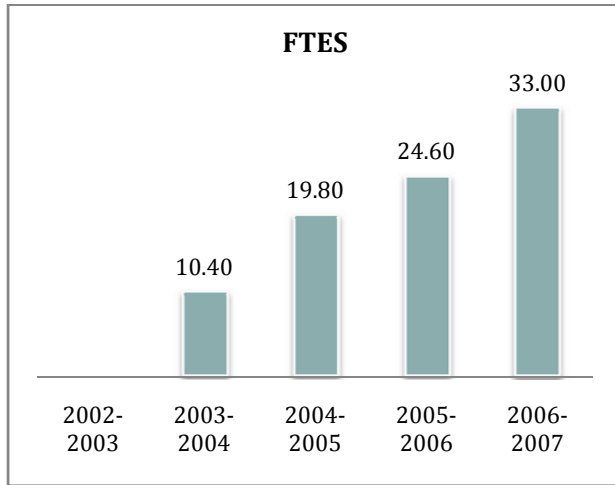
- Continue to build on the base courses
- Bring electronic learning into the program, using more computers in lab and lecture
- Insure course articulation for all types of teaching techniques
- Promote collaboration in lab settings
- Add to the online course offerings

Challenges and Opportunities

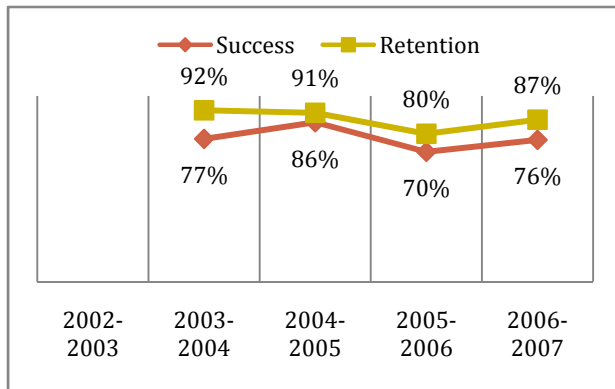
- Consider strategies to address lower success rates that began in '06-'07
- Develop strategies for a degree program

Discipline Area

Geology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	N/A	52	99	123	165
FTEF	N/A	0.70	1.05	1.40	2.45
WSCH per FTEF	N/A	433	550	513	393



	02-03	03-04	04-05	05-06	06-07
Sections	N/A	4	6	8	14
% of Online Enrollment	N/A	0%	36%	60%	74%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

Program review needed.

Assessment

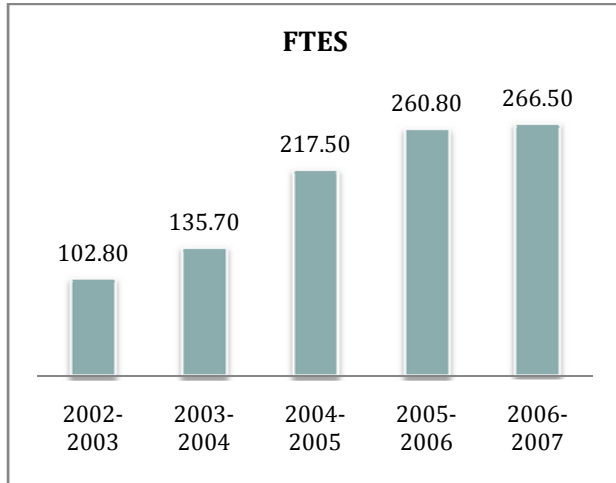
- High growth in FTES in years observed with a large percentage of online enrollment
- From 2004-2005 to 2005-2006 % of online enrollment almost doubled During the same timeframe, success and retention tended to decrease
- Large increase in FTES in '06-'07 and the WSCH per FTEF decreases
- Success rate is strong and consistently higher than college average
- Retention rate is steady and exceeds college average

Program Goals

TBA

Discipline Area

Health Science (General)



Description:

Program review needed.

Assessment

- FTES in years observed is increasing
- Increase in online courses in years observed
- WSCH per FTEF has remained steady
- Success rate steady and near the college average
- Retention rate is steady but slightly below the college average
- The number of degrees awarded is substantial

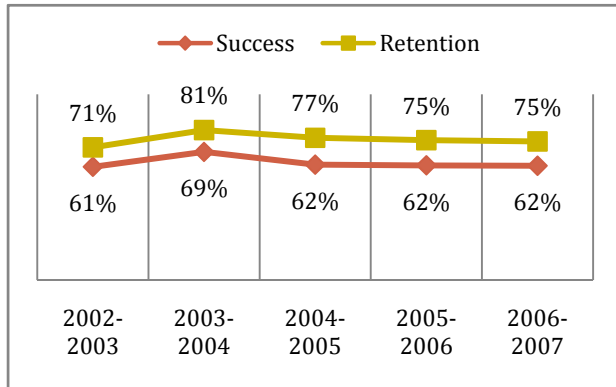
Program Goals

TBA

Challenges and Opportunities

- Develop strategies to increase retention rate

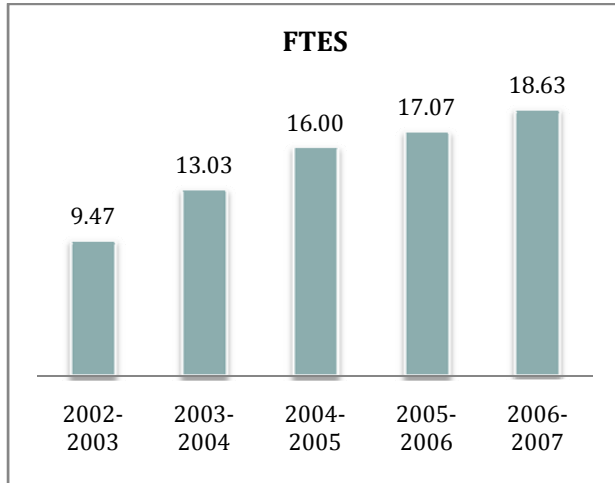
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	592	755	1,218	1,457	1,547
FTEF	7.60	8.93	13.90	16.80	17.45
WSCH per FTEF	395	443	456	453	445



	02-03	03-04	04-05	05-06	06-07
Sections	42	52	81	105	113
% of Online Enrollment	0.0%	0.0%	0.0%	4.6%	31.0%
Degrees/Certificates Awarded		21	26	31	20

Discipline Area

Health Science (Pre Professional)



Description:

Program review needed.

Assessment

- FTES in years observed is increasing
- WSCH per FTEF has been erratic and low
- Success rate unstable but above college average in '06-'07
- Retention rate is unstable and below college average

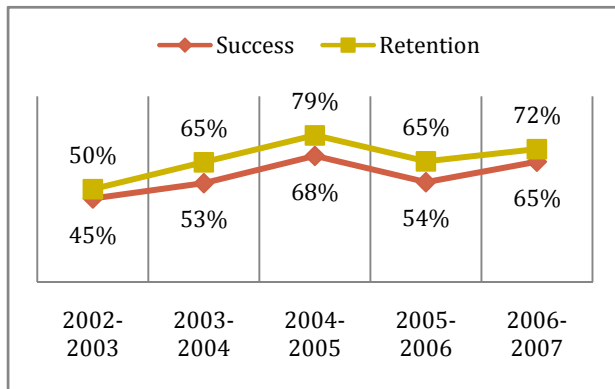
Program Goals

TBA

Challenges and Opportunities

- Develop strategies to increase retention rate

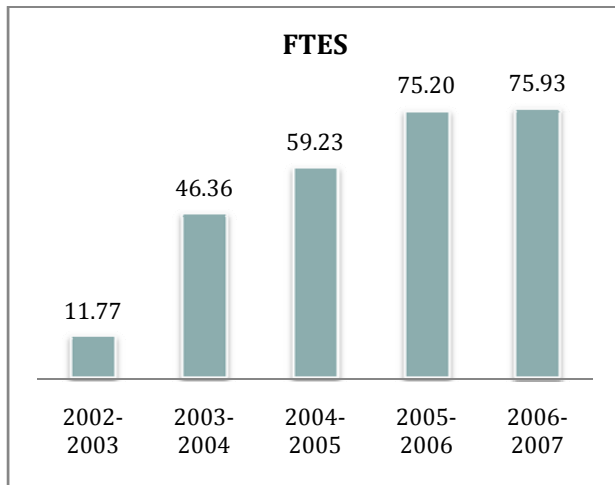
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	40	62	81	80	88
FTEF	1.66	1.16	2.19	2.70	3.03
WSCH per FTEF	56	328	213	185	179



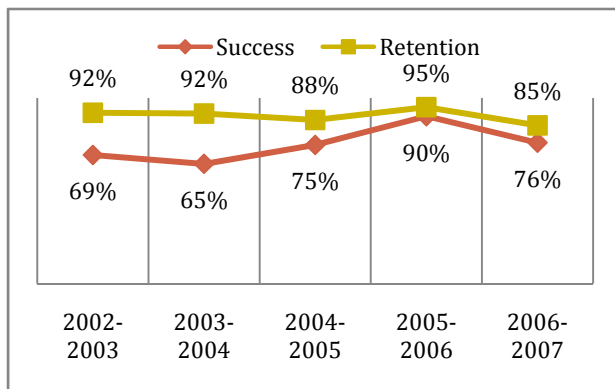
	02-03	03-04	04-05	05-06	06-07
Sections	6	5	10	11	13
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Discipline Area

Hotel, Restaurant and Casino Management (HRCM)



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	101	372	380	449	461
FTEF	0.85	3.27	3.89	4.63	5.52
WSCH per FTEF	404	414	444	474	401



	02-03	03-04	04-05	05-06	06-07
Sections	5	27	29	37	44
% of Online Enrollment	64%	34%	17%	0%	0%
Degrees/Certificates Awarded		1	0	0	1

Description:

This is a program to certify students to work in the fields of hotel, restaurant, and casino management. All courses offered promote practical job skills and have resulted in students receiving certificates in Dining Room Management, Pastry and Bakery Arts, and Beverage Management.

Assessment

- FTES in years observed is increasing
- WSCH per FTEF has been erratic, but productive
- Success rate high in 2005-2006 and exceeds college average
- Retention rate high and steady and exceeds college average

Program Goals from 2008 Program Review

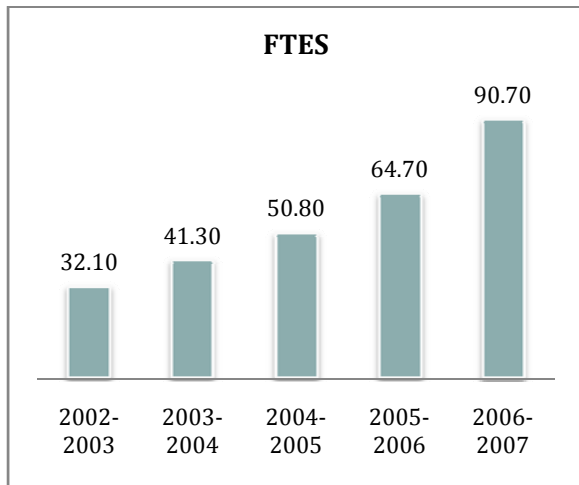
- Sequence course work to articulate with 4 year institutions
- Achieve accreditation for the program
- Build new course curricula
- Modify current courses as needed to improve student learning outcomes

Challenges and Opportunities

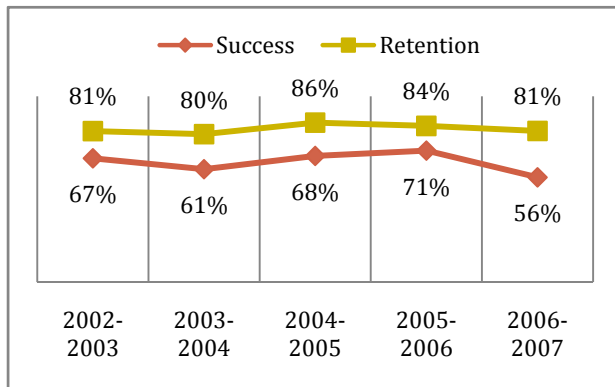
- Develop strategies to increase degrees awarded

Discipline Area

Humanities



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	321	413	508	647	906
FTEF	2.20	2.40	3.20	4.40	6.40
WSCH per FTEF	426	502	463	429	413



	02-03	03-04	04-05	05-06	06-07
Sections	11	12	16	22	32
% of Online Enrollment	0.0%	11.6%	8.3%	25.7%	59.3%
Degrees/Certificates Awarded		1	0	1	2

Description:

This program serves students seeking AA degrees in Humanities and Social Sciences. It is an interdisciplinary program.

Assessment

- High growth in FTES in years observed
- Large percentage of online enrollment
- Online enrollment more than doubled from 2005-2006 to 2006-2007
- Success rate is unstable, fell below college average by 8% in '06-'07
- Retention rate is stable

Program Goals from 2006 Program Review

- Begin a Native American course
- Begin a cross cultural course
- Put Women's Studies under the Ethnic Studies program
- Participate in recruitment events at high schools in our service area

Challenges and Opportunities

- Review variances in success rates and seek to increase

Discipline Area**Liberal Studies/Liberal Arts**

	02-03	03-04	04-05	05-06	06-07
Degrees/ Certificates Awarded		137	158	189	212

Description:

The program is currently under review and modification.

Assessment

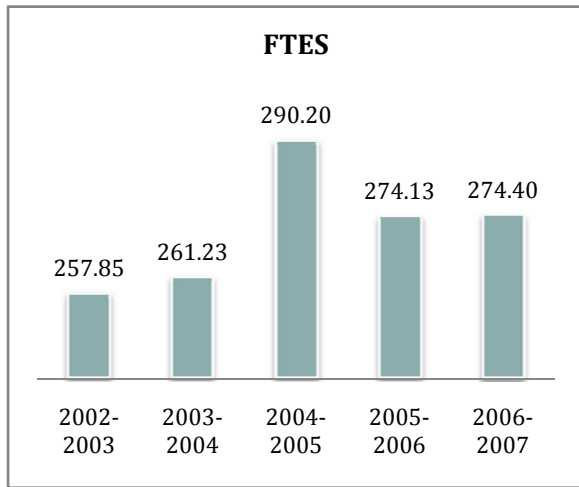
No Data Available

Program Goals

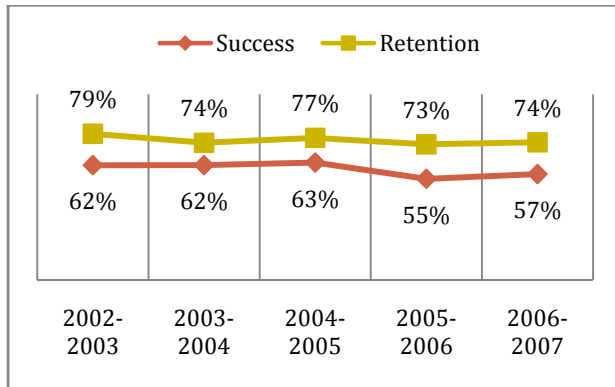
TBA

Discipline Area

Mathematics



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,825	1,801	1,981	1,919	1,908
FTEF	16.16	15.48	17.98	20.24	19.53
WSCH per FTEF	465	492	471	395	410



	02-03	03-04	04-05	05-06	06-07
Sections	58	55	62	74	78
% of Online Enrollment	26.8%	19.4%	16.4%	20.2%	29.2%
Degrees/Certificates Awarded		2	4	2	2

Description:

The Math program consists of a full spectrum of courses ranging from developmental to advanced level mathematics. Courses are designed to satisfy the certificate, associate degree, and transfer level needs for both the technical and non-technical student.

Assessment

- FTES increased until '05-'06
- Significant increase in sections during the years observed
- WSCH per FTEF has decreased overall
- Success rate is decreasing and is below the college average
- Retention is relatively stable but below college average

Program Goals from 2004 Program Review

- Add student learning outcomes to all course outlines
- Increase number of Math 64 sections
- Establish an effective assessment test that accurately places students in Math 101, 61, 63 or Math 15.
- Create an assessment policy for online classes

Challenges and Opportunities

- Develop strategies to increase success and retention rates

Discipline Area

Nursing

Description:

A new Nursing Program was launched Fall 2008.

Assessment

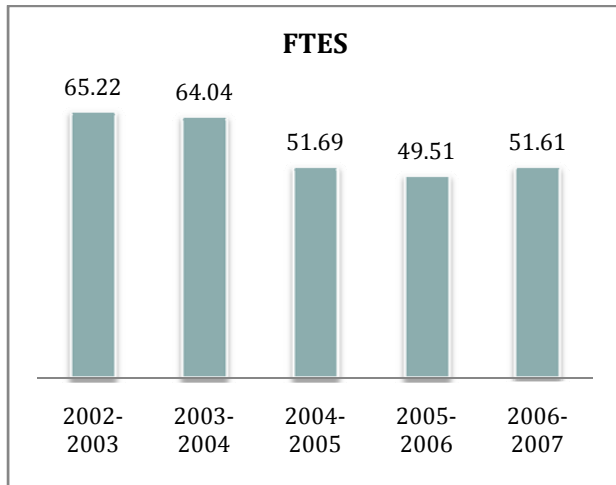
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Program Goals

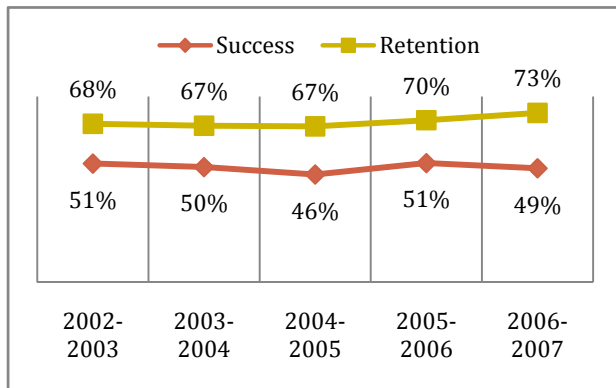
TBA

Discipline Area

Office Management and Technology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	655	645	545	520	499
FTEF	4.58	3.26	2.10	3.80	3.26
WSCH per FTEF	415	574	717	380	462



	02-03	03-04	04-05	05-06	06-07
Sections	48	41	39	42	44
% of Online Enrollment	7.0%	14.1%	11.4%	20.6%	31.3%
Degrees/Certificates Awarded	N/A	6	3	3	3

Description:

The Office Management and Technologies program offers a variety of options that guide students toward successful employment in business and government. The certificate programs include an Office Management and Technology Certificate, a Clerk Typist Certificate, and a Secretary/Word Processing Certificate. Completion of the Certificate program and the general education and District requirements qualifies students for an associate degree.

Assessment

- FTES in years observed is decreasing
- Percentage of online courses is steadily increasing
- WSCH per FTEF has been erratic, but generally productive
- Success rate well below the college average
- Retention is improved but below the college average

Program Goals from 2004 Program Review

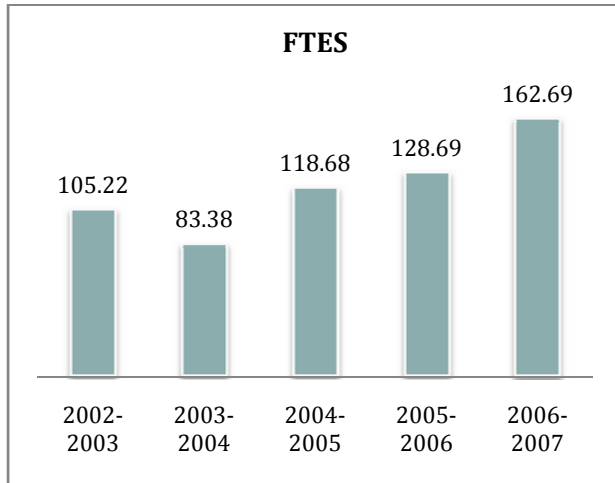
- Increase business community involvement in the design of classes and certificates/degrees
- Improve the business community's perception of the college's certificates/degrees
- Develop a path for students' transition from education to employment
- Investigate cross discipline course offerings to enhance employability
- Integrate certificates and degrees to articulate a path to four year institutions
- Improve student access with convenient course designs
- Develop more short term and online courses so employed individuals can quickly update their skills or the unemployed can obtain job ready skills

Challenges and Opportunities

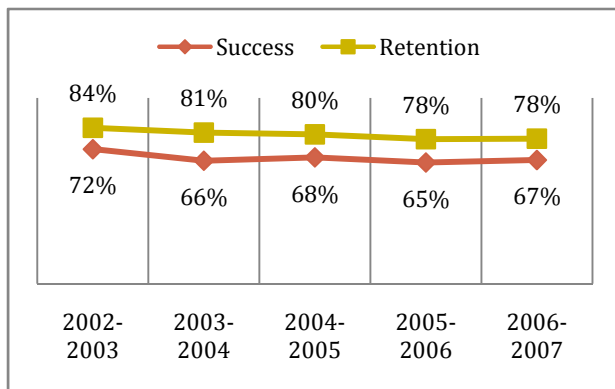
- Develop strategies to raise retention and success rates

Discipline Area

Physical Education



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,158	879	1,136	1,244	1,735
FTEF	7.94	5.67	8.18	8.83	12.37
WSCH per FTEF	386	429	423	425	383



	02-03	03-04	04-05	05-06	06-07
Sections	98	58	68	78	106
% of Online Enrollment	0.0%	0.0%	0.0%	2.7%	19.3%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The Physical Education curriculum is designed to provide the opportunity to achieve an associate degree in the student's area of specialization.

Assessment

- FTES in years observed is increasing
- WSCH per FTEF had been steady, but decreased in 2006-2007 and is below the college average
- Success rate is stable and slightly above college average
- Retention has slightly declined but at college average

Program Goals from 2007 Program Review

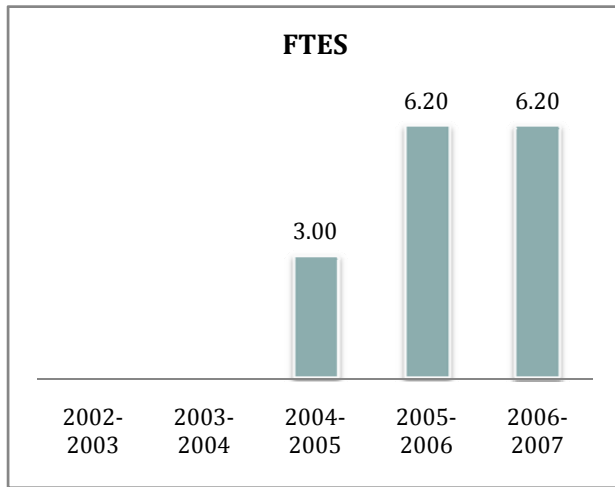
- Increase course offerings
- Standardize tests between instructors to be more consistent in grading
- Develop and revise the degree

Challenges and Opportunities:

- Develop strategies to increase productivity of classes
- Develop strategies to increase degrees awarded

Discipline Area

Physics



Description:

Program review needed

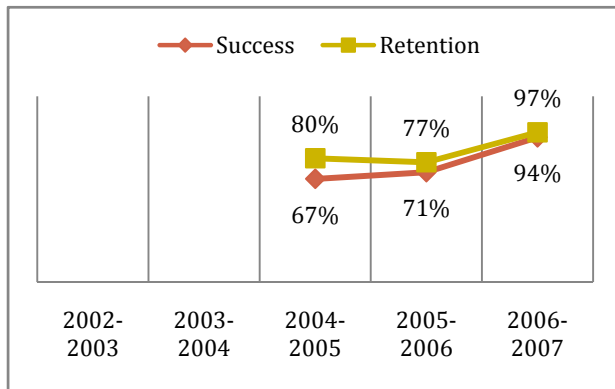
Assessment

- Sections increasing
- FTES increasing
- Success & retention high in 2006-2007 and both exceed the college averages that year
- WSCH per FTEF is low relative to other programs on campus

Program Goals

TBA

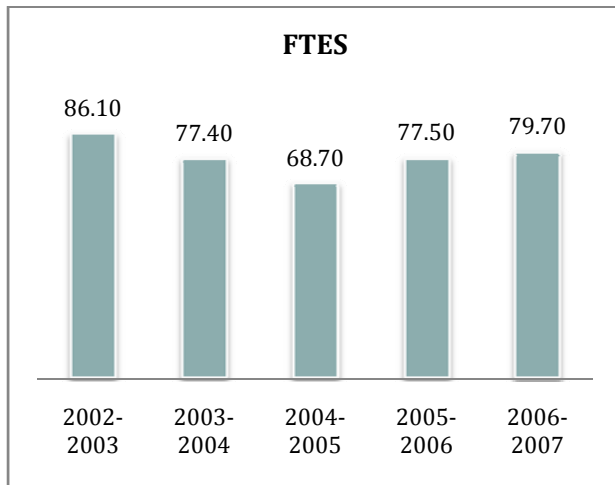
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	NA	NA	15	31	31
FTEF	NA	NA	0.70	1.05	1.75
WSCH per FTEF	NA	NA	125	172	103



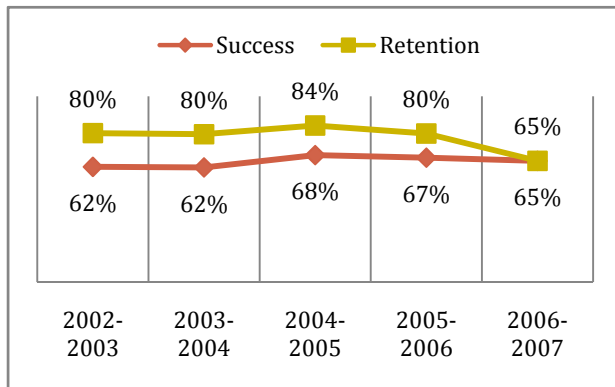
	02-03	03-04	04-05	05-06	06-07
Sections	NA	NA	4	6	10
% of Online Enrollment	NA	NA	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Discipline Area

Psychology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	859	805	683	775	797
FTEF	5.06	4.60	4.20	5.40	6.00
WSCH per FTEF	496	491	477	419	387



	02-03	03-04	04-05	05-06	06-07
Sections	27	23	21	27	30
% of Online Enrollment	46.0%	28.0%	31.0%	36.8%	48.6%
Degrees/Certificates Awarded		6	14	13	18

Description:

The Psychology Associate Degree program is designed to provide entry-level skills and knowledge for the student transferring to a four year institution with a major in psychology. The psychology major prepares students for programs with emphasis in psychology, counseling, child development, educational psychology, education, social work, sociology, human services, and nursing.

Assessment

- No [overall] growth in FTES in years observed
- FTES dipped in 2004-2005 and increased by 2006-2007
- Large percentage of online enrollment
- Substantial number of degrees awarded.
- Success rate is relatively stable and at the college average
- Retention rate has been stable then declined and in '06-'07 fell 14% below the college average

Program Goals from 2004 Program Review

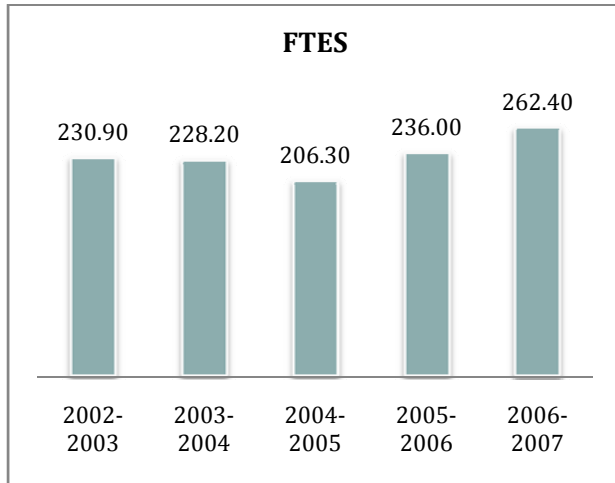
- Develop hybrid Psychology courses
- Revise curriculum to ensure currency with statewide curricular trends
- Develop student learning outcomes for Psych 1
- Expand Learning Community course offerings
- Expand offerings of hybrid Psych courses

Challenges and Opportunities

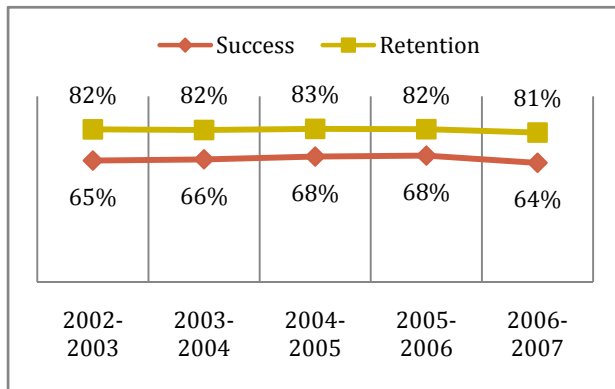
- Develop strategies to address recent retention rate decrease

Discipline Area

Social Science



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	2,298	2,281	2,061	2,359	2,623
FTEF	14.00	11.80	12.00	14.80	16.80
WSCH per FTEF	481	564	501	465	456



	02-03	03-04	04-05	05-06	06-07
Sections	70	59	60	74	84
% of Online Enrollment	49.8%	47.6%	41.6%	44.0%	51.4%
Degrees/Certificates Awarded		3	4	8	12

Description:

The Social Science Associate Degree program is designed to provide the transfer social science major the opportunity to achieve an associate degree with specialization of the student's choice. The major is made up of 24 units in the fields of Economics, Geography, History, Political Science, Psychology, and Sociology.

Assessment

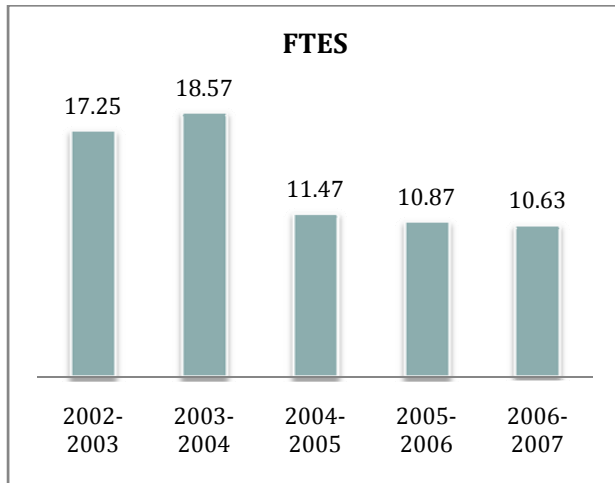
- Slight growth in FTES in years observed
- FTES dropped in 2004-2005 and has been steadily increasing
- Large percentage of online enrollment
- Retention rate is stable and higher than the college average
- Success rate is stable and higher than the college average

Program Goals from 2004 Program Review

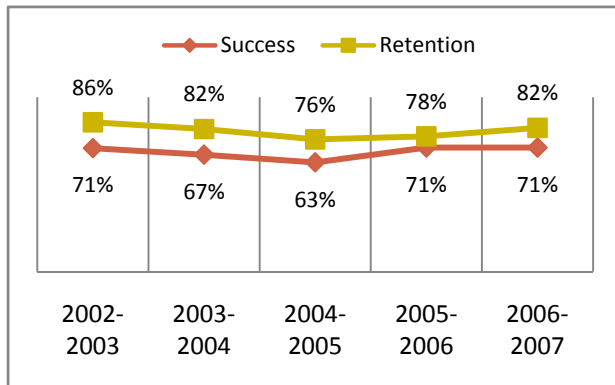
- Bring Social Science 32A and B into the history department
- Develop a cultural/ethnic studies program
- Develop courses such as Native American and Asian Pacific Islander history, with potential to expand into family and gender studies

Discipline Area

Teaching Assistant (Education Assistant)



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	250	246	190	156	142
FTEF	1.86	1.81	1.24	1.25	1.27
WSCH per FTEF	271	299	270	253	245



	02-03	03-04	04-05	05-06	06-07
Sections	18	14	11	12	11
% of Online Enrollment	34.8%	41.5%	59.5%	46.8%	38.0%
Degrees/Certificates Awarded		1	0	0	1

Description:

The Education/Education Assistant (EDUC/EA) program provides courses and experiences for prospective teachers. The program awards a certificate as a Teaching Assistant. It is a program that has been actively involved in partnerships with Upward Bound Math and Science, Educational Talent Search, University Charter School, and Middle College High School. The teacher preparation effort is now called T.E.A.M. Teach and comes out of the Education/Education Assistant program.

Assessment

- Number of FTES as well as sections offered in Teaching Assistant declined over past five academic years
- Retention and success rates are above college average
- WSCH per FTEF is below college average.

Program Goals from 2007 Program Review

- Identify a counselor who will work specifically with T.E.A.M Teach students
- Write student learning outcomes for all remaining EDUC/EA courses
- Review and revise education assistant certificate to meet current needs of workplace and students
- Implement student learning outcome evaluation cycle in EDUC 1
- Write curriculum for CBEST prep classes to offer as nontransferable one unit courses in test preparation, reading, writing, and math
- Develop stronger articulation agreements at local high schools
- Develop strong student learning outcome assessment cycles for EDUC 1 and EDUC 5 that include adjunct faculty

Challenges and Opportunities

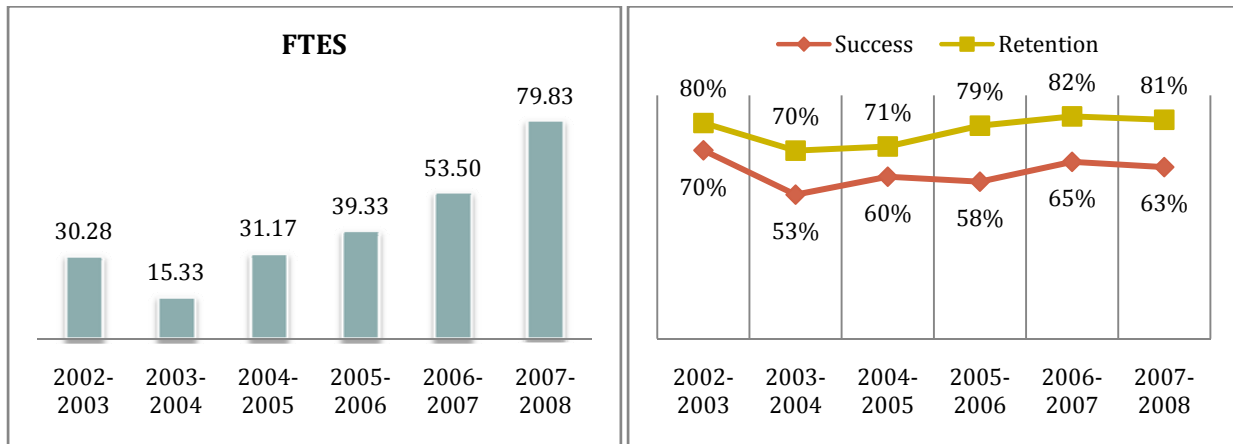
- Develop strategies to increase enrollment, retention, and success rates, and increase productivity

BASIC SKILLS

Basic Skills are the foundation for student success. Sometimes called developmental education or pre-collegiate skills, they are needed by many students entering all segments of higher education in order to be successful in college coursework. The statewide course success rate at community colleges in Basic Skills is 60.5%, about 10 % lower than that for other courses.

At Lemoore, students in Basic Skills classes are successful at a rate close to or above the statewide average. All Basic Skills classes have grown in enrollment over the six years represented below.

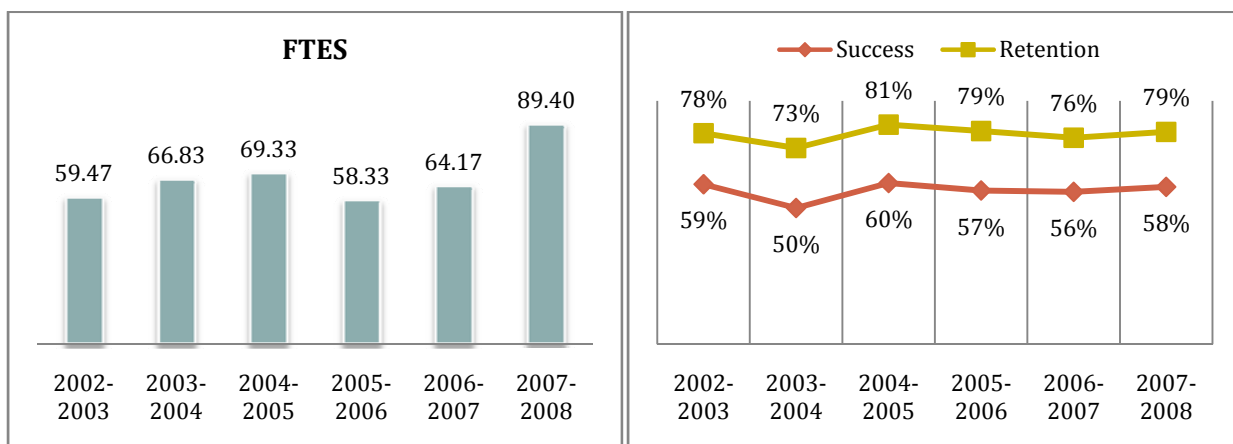
Basic Skills Math



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	8	4	5	7	9	13
Duplicated Enrollment	188	92	187	236	321	479
FTEF	2.46	1.32	1.65	2.32	3.00	4.33
WSCH per FTEF	359	339	551	494	520	537

- Math Basic Skills classes have increased both in sections and enrollment. Students are more successful than the statewide average of 52%. (Source: Board of Governor’s Report on System’s Basic Skills)
- The program has high productivity and strong retention

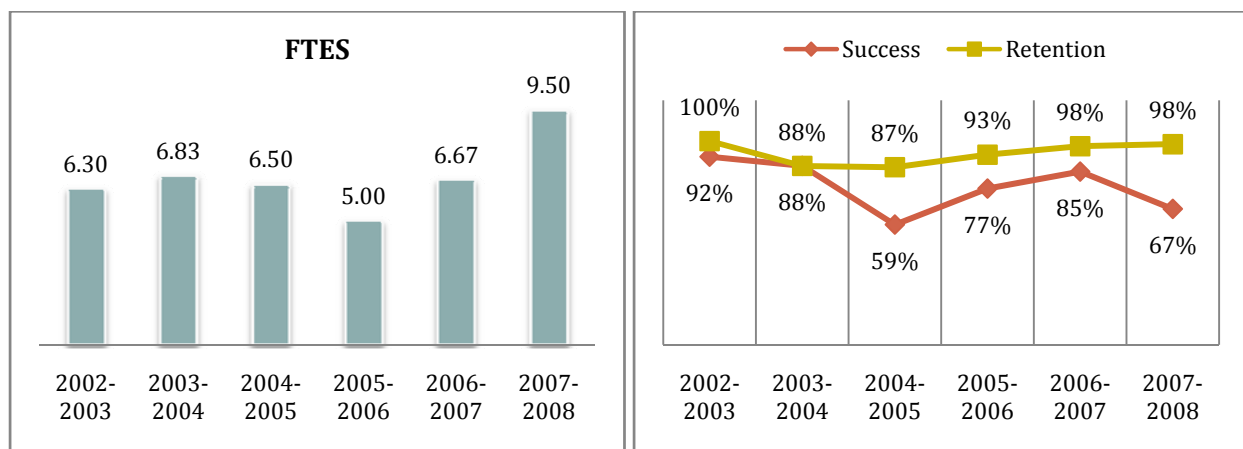
Basic Skills English



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	35	19	22	19	22	31
Duplicated Enrollment	360	401	416	350	385	648
FTEF	7.71	4.76	6.16	5.34	5.93	7.13
WSCH per FTEF	225	410	328	318	315	366

- English Basic Skills classes are building back from '02-'03. Note that with fewer sections in '07-08 they have significantly surpassed the number of enrollments they had in '02-'03 with more sections, a sign of a productive efficient program -- particularly considering that the success and retention of their students have remained steady.
- Success rates are generally comparable to statewide average of 59.3%. (Source: Board of Governor's Report on System's Basic Skills).

English as a Second Language (ESL)



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	15	6	6	6	6	7
Duplicated Enrollment	52	41	39	30	40	66
FTEF	1.27	1.40	1.12	0.56	0.85	0.67
WSCH per FTEF	145	142	169	259	229	411

- Notable drop in sections after '02-'03, but enrollments now surpass the enrollment when the program had double the number of sections.
- No ESL courses scheduled during the day were offered between 2002-03 to 2007-08
- Success rates are mostly above statewide average of 70.6%. (Source: Board of Governor's Report on System's Basic Skills)

Basic Skills Placement

Students who enroll in courses that are appropriate for their preparation levels are much more likely to succeed in college. The assessment process should provide information and support to students so they can make appropriate educational choices. Below are charts that reveal the number of first term students who were assessed and placed into Basic Skills classes in English and math. The ESL program does not have a formal assessment mechanism.

WHC Lemoore Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	1,534	575	37.5%	203	35%	223	39%
2005-2006	1,702	927	54.5%	349	38%	413	45%
2006-2007	1,613	798	49.5%	317	40%	355	44%
2007-2008	1,843	859	46.6%	411	48%	437	51%

- In the four years observed, an average of 47 percent first term students at the WHC Lemoore campus were assessed for course placement
- Of the numbers assessed, an average of 48 percent of students were placed into Basic Skills English
- Approximately 45 percent of students assessed were placed in Basic Skills Math, with the greatest percentage (51%) in the 2007-08 academic year

NASL Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	40	16	40.0%	2	13%	4	25%
2005-2006	25	14	56.0%	3	21%	9	64%
2006-2007	22	11	50.0%	3	27%	3	27%
2007-2008	19	5	26.3%	0	0%	1	20%

- A declining number of students are being assessed at NASL.

Online Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	519	204	39.3%	23	11%	48	24%
2005-2006	695	382	55.0%	54	14%	118	31%
2006-2007	988	459	46.5%	48	10%	119	26%
2007-2008	1162	313	26.9%	80	26%	125	40%

- The percentage of students assessed for the online campus has been declining over three years
- An average of 15 percent of students assessed for the online campus were placed into Basic Skills English
- An average of 30 percent of students assessed for the online campus were placed into Basic Skills Math

TOP TEN INSTRUCTIONAL DISCIPLINES BY FTES, 2003-2007

2003-2004		2004-2005		2005-2006		2006-2007	
Program	FTES	Program	FTES	Program	FTES	Program	FTES
Math	261	Math	290	Biology	283	Biology	278
Social Science	228	Biology	246	Math	274	Math	274
Biology	184	Health Science (General)	218	Health Science (General)	261	Health Science (General)	267
Health Science (General)	136	Social Science	206	Social Science	236	Social Science	262
Computer Information Systems	130	Physical Education	119	Physical Education	129	Physical Education	163
Business	121	Computer Information Systems	116	Business	106	AOJ	127
AOJ	83	Business	106	Computer Information Systems	95	Business	103
Physical Education	83	AOJ	89	AOJ	85	Humanities	91
Psychology	77	Geography	79	Geography	85	Computer Information Systems	89
Geography	72	Art	71	Art	80	Art	87

- Math, Biology and Health Science are among the three largest FTES generators in the past four years observed. Social Science has remained in the top five.
- The top ten programs have remained consistent during this time.

AVERAGE WSCH PER FTEF, 2002-2007

Program	Average	Program	Average
Office Management	510	Child Development	433
Social Science	493	HRCM	427
Geography	477	Business	420
Geology	472	Physical Education	409
Computer Information Systems	470	Art	363
AOJ	463	Chemistry	327
Psychology	454	Communications	306
Math	447	Teaching Assistant	268
Humanities	447	Health Science (Pre-Professional)	192
COLLEGE AVERAGE, 2002-07	441	Physics	134
Health Science (General)	438	Engineering*	44
Biology	436		

*New Engineering program started in fall 2008

AVERAGE SUCCESS 2002-2007

Program	Success	Program	Success
Art	78%	Humanities	65%
Geology	77%	Psychology	65%
Physics	77%	Biology	64%
HRCM	75%	COLLEGE AVERAGE, 2002-07	64%
Child Development	71%	Computer Information Systems	63%
Communications	71%	Health Science (General)	63%
Teaching Assistant	69%	Math	60%
STATEWIDE AVERAGE, 2003-08	68%	Health Science (Pre-Professional)	57%
Physical Education	68%	Business	51%
Geography	66%	Chemistry	50%
Social Science	66%	Office Management	50%
AOJ	65%	Engineering	33%

- Students are least successful in Business, Chemistry, and Office Management over a 5 year span. Business and Chemistry also fall below the college average in WSCH/FTEF; Office Management has the highest WSCH/FTEF at the college.
- Students are most successful in Art, Geology, HRCM, and Physics.

AVERAGE RETENTION, 2002-2007

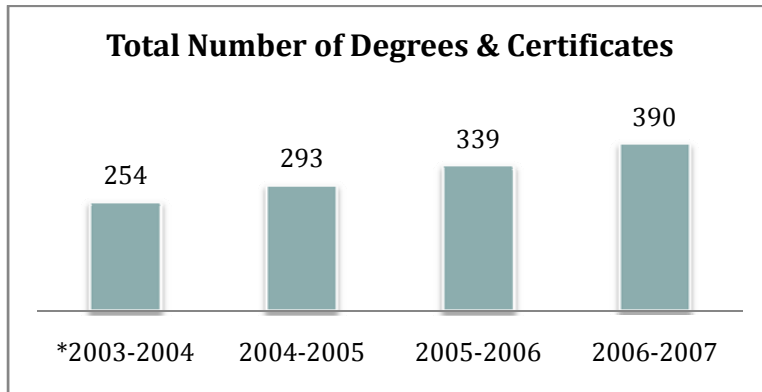
Program	Retention	Program	Retention
HRCM	90%	Physical Education	80%
Geology	88%	Biology	79%
Art	86%	COLLEGE AVERAGE, 2002-07	79%
Geography	85%	Psychology	78%
Physics	85%	Computer Information Systems	77%
STATEWIDE AVERAGE, 2003-08	84%	Health Science (General)	76%
AOJ	84%	Math	75%
Child Development	82%	Business	71%
Communications	82%	Office Management	69%
Humanities	82%	Engineering	67%
Social Science	82%	Health Science (Pre-Professional)	66%
Teaching Assistant	81%	Chemistry	61%

- Student retention is highest in programs that also reflect a high success rate – HRCM, Geology, Art, and Physics.
- Student retention is lowest in programs that reflect a lower success rate – Business, Office Management, Health Science, and Chemistry.
- The California Community Colleges System Strategic Plan of January 2006 notes that efforts are needed to improve semester to semester persistence, especially into the second year of college study.

DEGREES AND CERTIFICATES

From Fall 2003 to Fall 2007, West Hills College Lemoore conferred a total of 1,276 degrees and certificates in various disciplines. Over 50 percent of these were Associate of Arts in Liberal Arts. The Liberal Arts Program has been renamed Liberal Studies and is currently under review and modification.

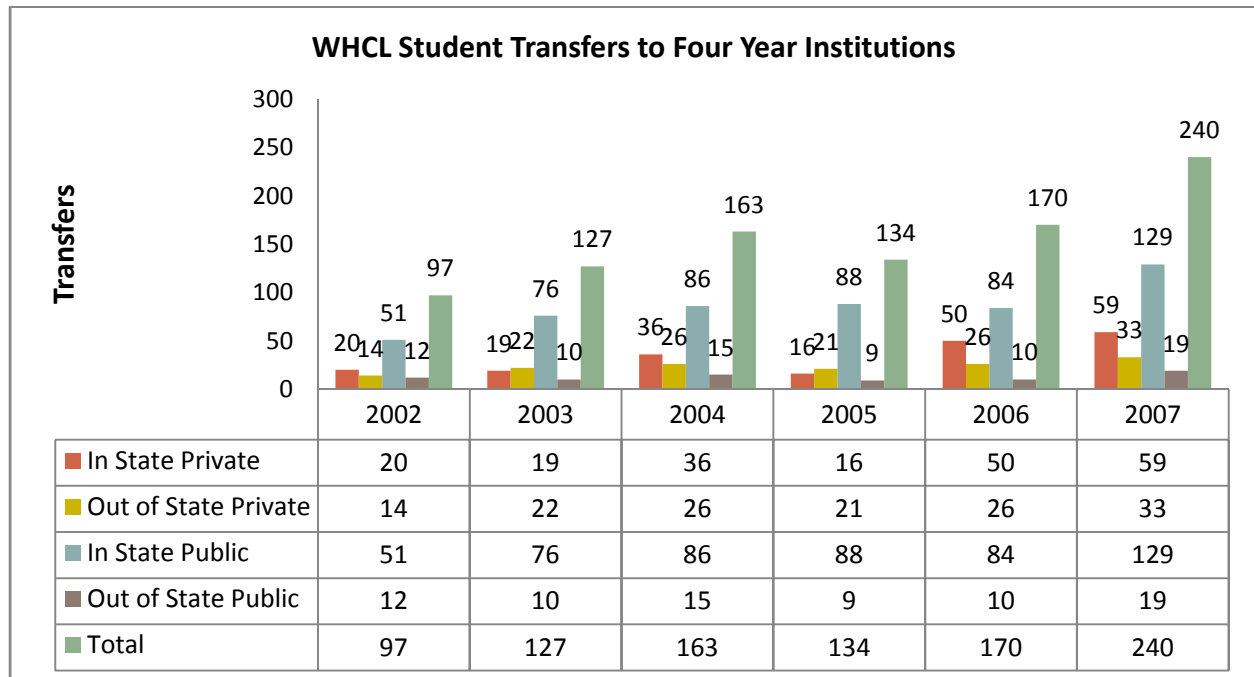
The total number of degrees and certificates conferred by West Hills College Lemoore has been steadily increasing over the past four years.



Top 20 Programs by Total Number of Degree/Certificate Conferred, 2003-2007

Program Title	2003-04*	2004-05	2005-06	2006-07	Total
Liberal Arts - AA	137	158	189	212	696
Business Administration - AA	19	25	29	33	106
Health Science - General - AS	20	25	0	19	64
Administration of Justice - Law Enforcement - AA	6	18	16	23	63
Psychology - AA	5	14	13	18	50
Child Development - AA	0	9	10	17	36
Health Science - General - AA	1	0	31	1	33
Social Science - AA	3	4	8	12	27
Computer Information Systems - AA	8	4	9	6	27
Administration of Justice - Corrections Option - AA	2	7	9	2	20
Business - AA	2	2	4	4	12
Computer Information Systems - AS	5	2	1	4	12
Child Development - Certificate	0	2	3	6	11
Bookkeeping Fundamental - Certificate	2	2	2	5	11
Mathematics - AA	2	4	2	2	10
Office Management & Tech. - AA	2	3	2	1	8
Administration of Justice - Law Enforcement - AS	0	3	2	2	7
Business Management - Certificate	3	2	0	2	7
Child Development Admin. - Certificate	4	1	0	2	7
Retail Business Management - Certificate	1	1	0	4	6

TRANSFERS TO FOUR YEAR INSTITUTIONS

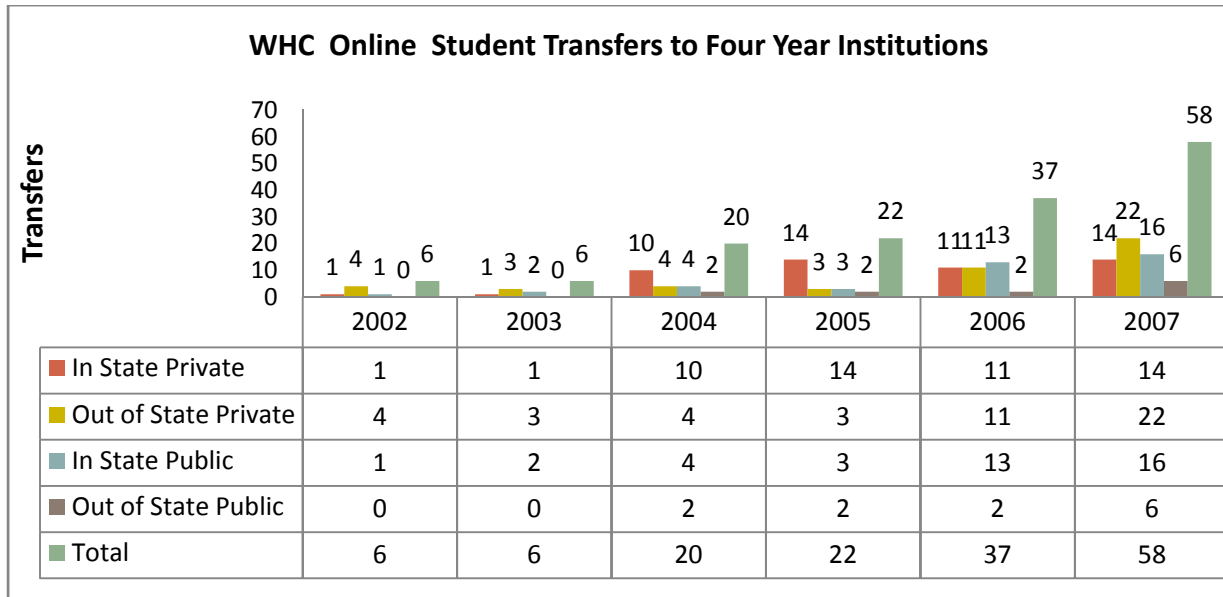


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: The annual numbers of transfers to four-year institutions were determined by students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- In '07, 92 students transferred to public four year institutions; 148 students transferred to private four year institutions.
- In the six years observed, more students transferred to California private institutions each year than transferred to California public institutions.
- The number of students transferring continues to increase with the most significant gains occurring at California private four year institutions.

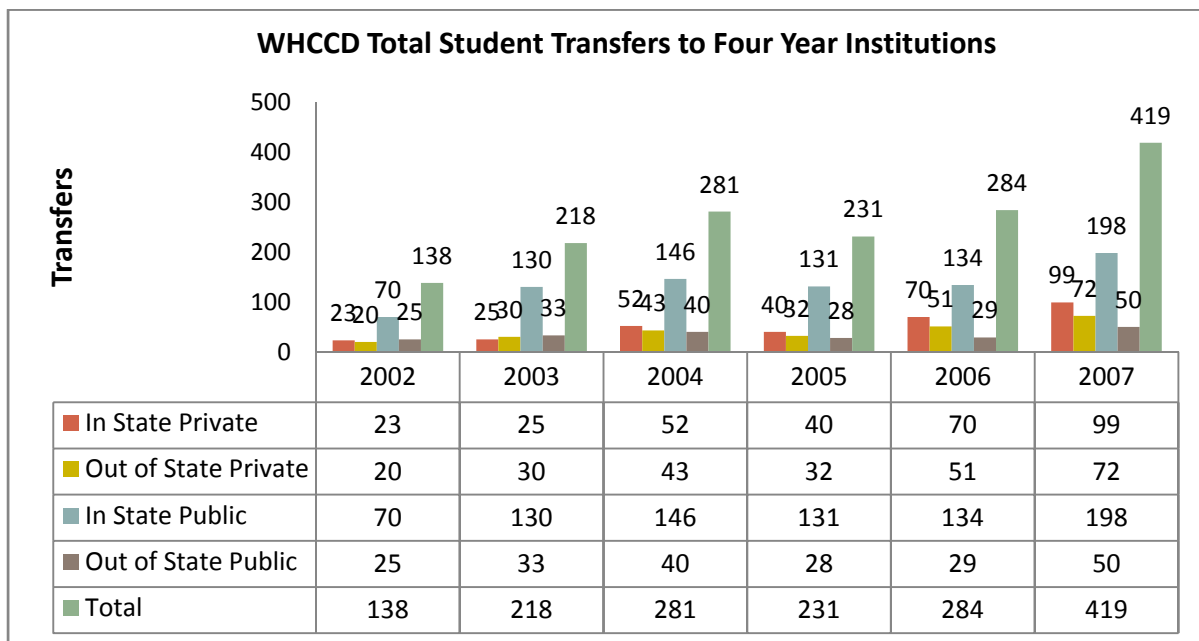


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: Based on WHCCD students who completed at least 12 units primarily online from a combination of online courses from WHCC and WHCL and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- The number of online transfers has significantly increased over the six years observed.
- Significant gains have been made in the number of students transferring to out of state public institutions.



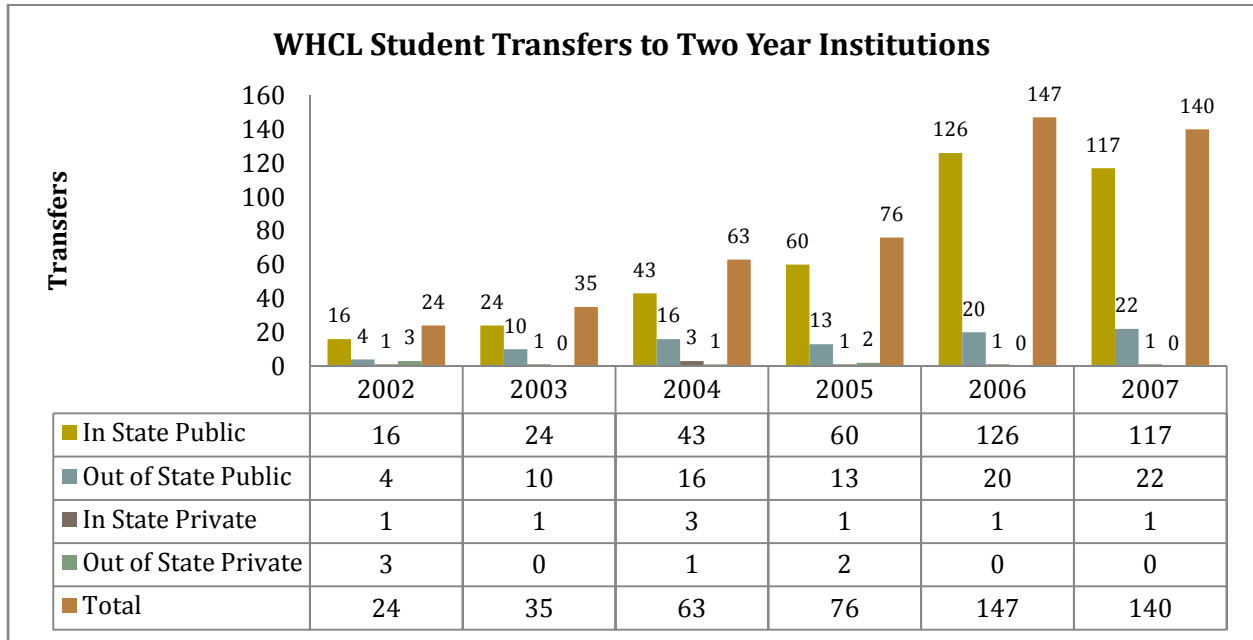
Data Source: National Student Clearing House; WHCCD Data Warehouse

WHC Lemoore Top 20 Transfer Four-Year Institutions, 2002-2007

	Name of Institution	Number	%
1	CALIFORNIA STATE UNIVERSITY - FRESNO	381	40.9%
2	CHAPMAN UNIVERSITY-AC 1	71	7.6%
3	FRESNO PACIFIC UNIVERSITY	58	6.2%
4	UNIVERSITY OF PHOENIX	54	5.8%
5	COLUMBIA COLLEGE-EV SESSION	40	4.3%
6	CHAPMAN UNIVERSITY-ORANGE	34	3.7%
7	CALIFORNIA STATE UNIVERSITY - CHICO	12	1.3%
8	NATIONAL UNIVERSITY	12	1.3%
9	CALIFORNIA STATE UNIVERSITY - SACRAMENTO	10	1.1%
10	UNIVERSITY OF CALIFORNIA-DAVIS	10	1.1%
11	UNIVERSITY OF MARYLAND - UNIVERSITY COLLEGE	10	1.1%
12	EMBRY-RIDDLE AERONAUTICAL UNIV.-WORLDWIDE CAMPUS	9	1.0%
13	SAN DIEGO STATE UNIVERSITY	9	1.0%
14	SAN FRANCISCO STATE UNIVERSITY	8	0.9%
15	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	7	0.8%
16	CALIFORNIA STATE UNIVERSITY - FULLERTON	7	0.8%
17	UNIVERSITY OF CALIFORNIA-BERKELEY	7	0.8%
18	CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	6	0.6%
19	EMBRY-RIDDLE AERONAUTICAL UNIVERSITY - DAYTONA	6	0.6%
20	OLD DOMINION UNIVERSITY	6	0.6%
	Other Four Year Institutions	174	18.7%
	Total	931	

Data Source: National Student Clearing House; WHCCD Data Warehouse

TRANSFERS TO TWO YEAR INSTITUTIONS



Data Source: National Student Clearing House; WHCCD Data Warehouse

Totals includes In State Public, Out of State Public, In State Private and Out of State Private Two Year institutions.

Definitions

- Lemoore Total:** The annual number of transfers to two-year institutions was determined by students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a two year institution.

Assessment

- The number of students transferring to two year institutions has increased over the six years observed.
- Exit interviews could reveal reasons for these transfers that will assist the college in educational planning.

WHC Lemoore Top 20 Transfer Two-Year Institutions, 2002-2007

	Name of Institution	Number	%
1	COLLEGE OF THE SEQUOIAS	134	27.6%
2	FRESNO CITY COLLEGE	91	18.8%
3	REEDLEY COLLEGE	17	3.5%
4	CUESTA COLLEGE	13	2.7%
5	BAKERSFIELD COLLEGE	7	1.4%
6	SAN DIEGO CITY COLLEGE	7	1.4%
7	SOUTHWESTERN COLLEGE	7	1.4%
8	FULLERTON COLLEGE	6	1.2%
9	GROSSMONT COLLEGE	6	1.2%
10	AMERICAN RIVER COLLEGE LOS RIOS CC DISTRICT	5	1.0%
11	COASTLINE COMMUNITY COLLEGE	5	1.0%
12	COSUMNES RIVER COLLEGE-LOS RIOS CC DISTRICT	5	1.0%
13	ITT TECHNICAL INSTITUTE	5	1.0%
14	PENSACOLA JUNIOR COLLEGE	5	1.0%
15	SAN DIEGO MESA COLLEGE	5	1.0%
16	TIDEWATER COMMUNITY COLLEGE	5	1.0%
17	COLLEGE OF SOUTHERN MARYLAND	4	0.8%
18	HEALD COLLEGE - FRESNO	4	0.8%
19	OXNARD COLLEGE	4	0.8%
20	SAN DIEGO MIRAMAR COLLEGE	4	0.8%
	Other Two Year Institutions	146	30.1%
	Total	485	

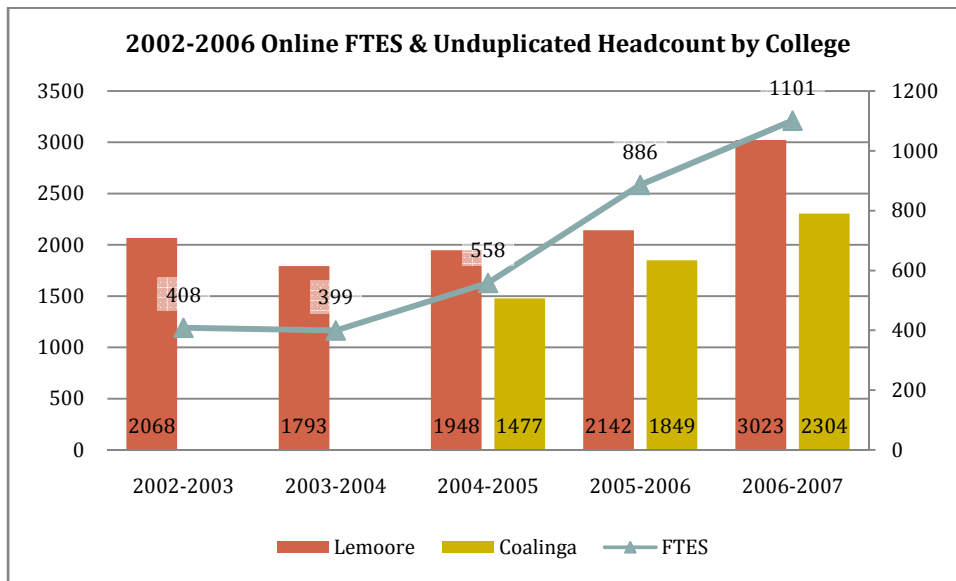
Section IV: Student Services

Student services are an important and integral function at West Hills College Lemoore. The college develops and offers a wide scope of support services that are dedicated to supplementing and complementing instructional programs and providing educational and cultural resources to students, faculty, and the community.

For the purposes of this Educational Master Plan, the student services included are those dealing with the Department of Learning Resources, Financial Aid, the Matriculation process and the following categorical programs: CalWorks, CARE, DSP&S, and EOPS.

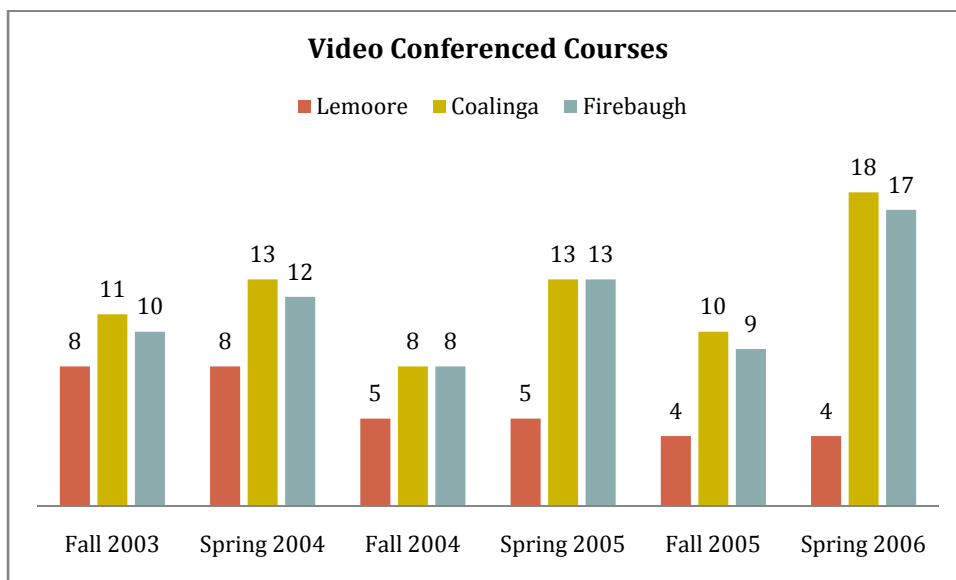
Department of Learning Resources

Description: The Department of Learning Resources is responsible for supporting the colleges in their teaching/learning and service process through the development and administration of an academic online and video conference program that provides faculty training, help desk support, and videoconference technology installation and support.

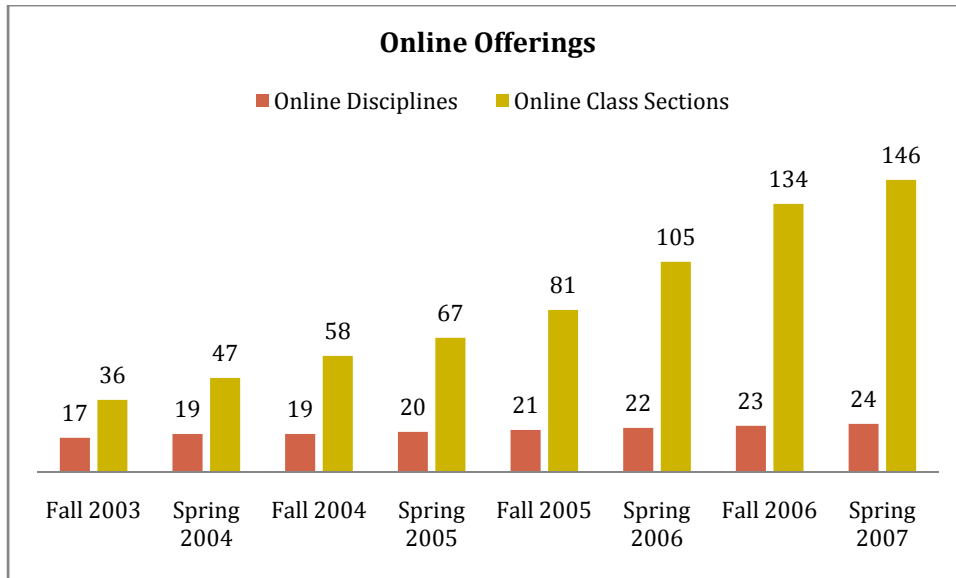


Note: Prior to 2003-2004, all online courses were offered by WHCL

- There is significant growth in the online FTES and headcount at each campus.



- The number of video conference courses offered at Lemoore has been decreasing



- While the number of disciplines available online has remained steady, the number of sections has increased significantly.

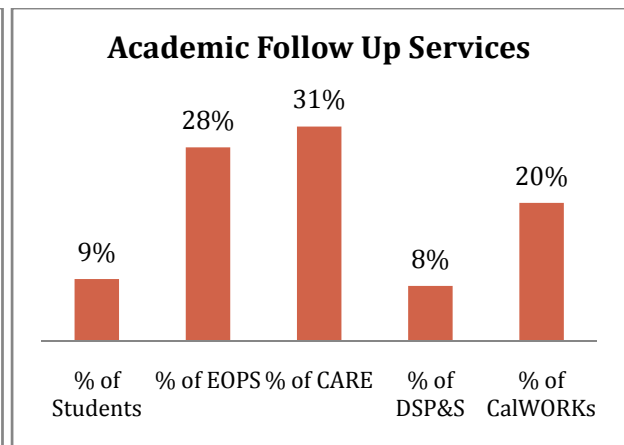
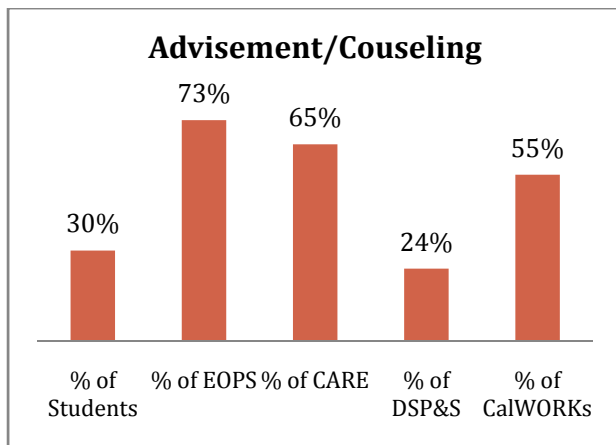
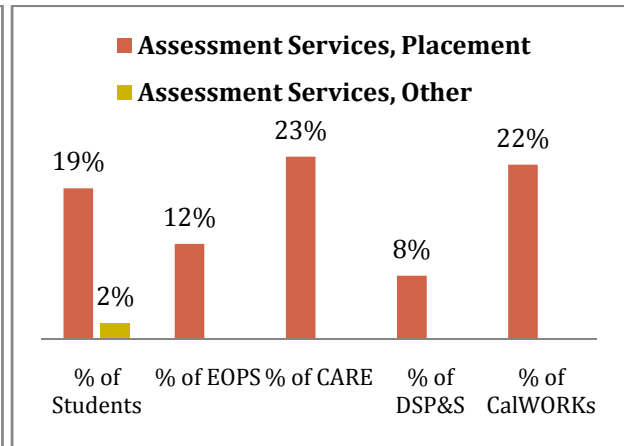
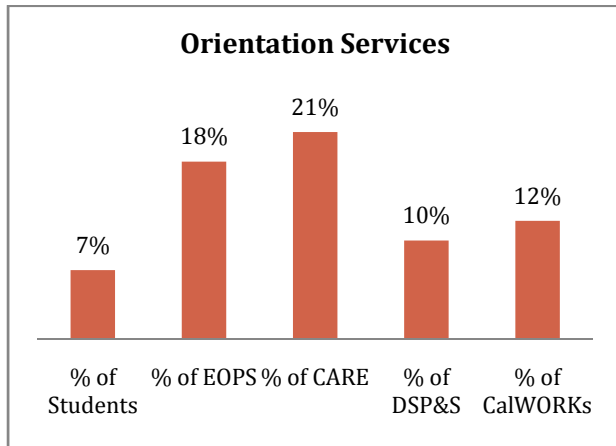
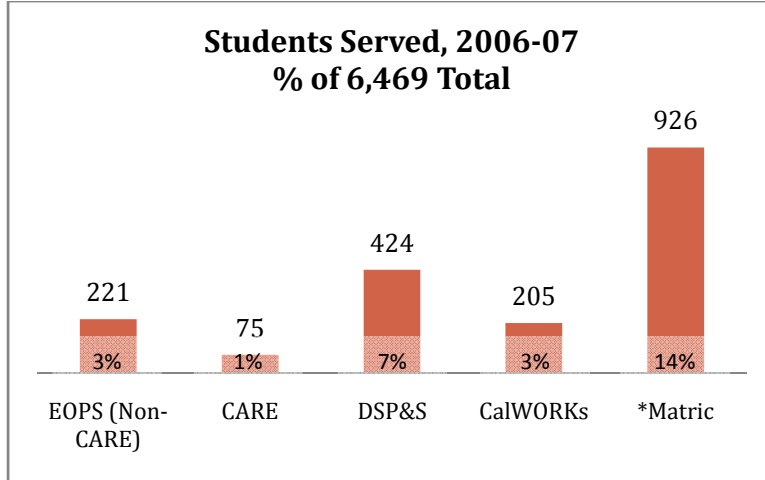
Department Plans:

- Provide online students with active, hands-on, concrete experiences through technological media through collaboration of Learning Resources online staff and online instructors
- Develop and implement Student Technology and Online Readiness Self Assessment Tools
- Increase student technology literacy and independence through enhanced online orientations, student-friendly sites, and online training in courses
- Research and work with CENIC on all aspects of captioning for video conference courses
- Research and present to faculty new classroom mediated technologies
- Provide consultation and research services to the college academic communities.

From Program Review of Spring 2007

Matriculation

Description: The matriculation Process at WHC Lemoore provides an admission process, an orientation to college programs, services, and procedures; pre-enrollment assessment and counseling for course selection, a suitable curriculum, and a continuous follow up on student progress with referral to support services.

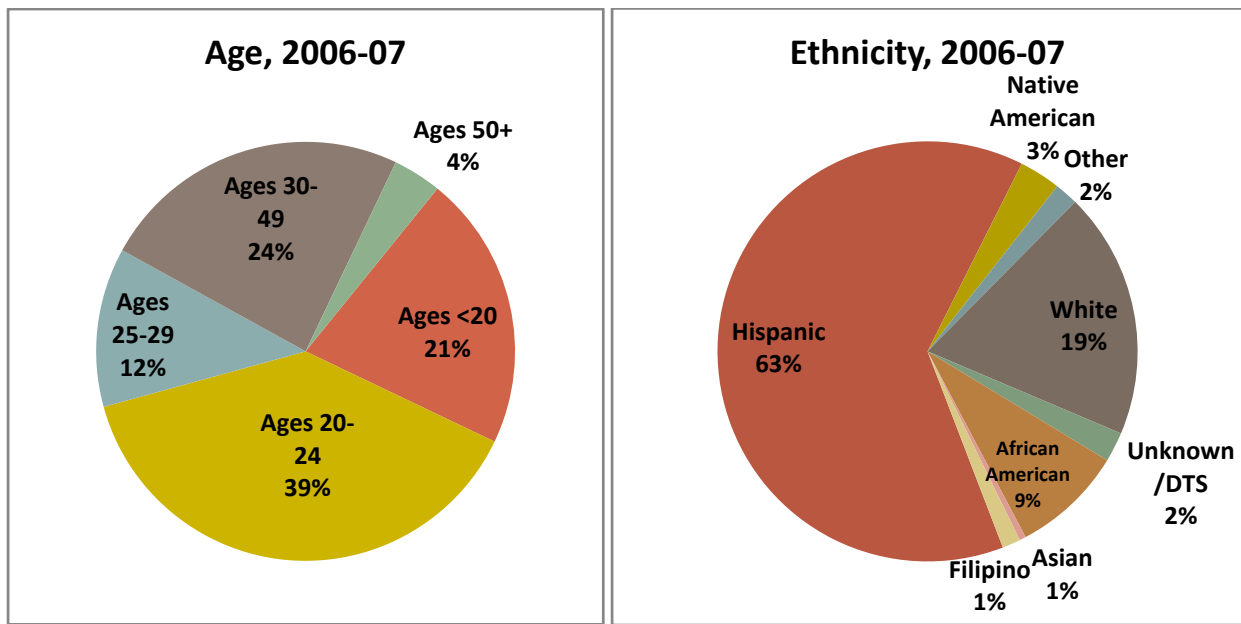


* Matriculation is based on students receiving assessment and counseling or orientation services.

Extended Opportunity Program and Services (EOPS)

Description: The EOPS program and services is a state funded program that provides supplemental support services to students with financial and educational needs. Eligibility is determined by income level and demonstration of need.

2006-07	EOPS (Non-CARE)	% of EOPS	% of All (6,469)
Enrolled in CREDIT	221	100%	4%
Credit FTES	216	100%	8%
Enrolled in NONCREDIT	18	8.1%	5%
Noncredit FTES	0	0%	0%

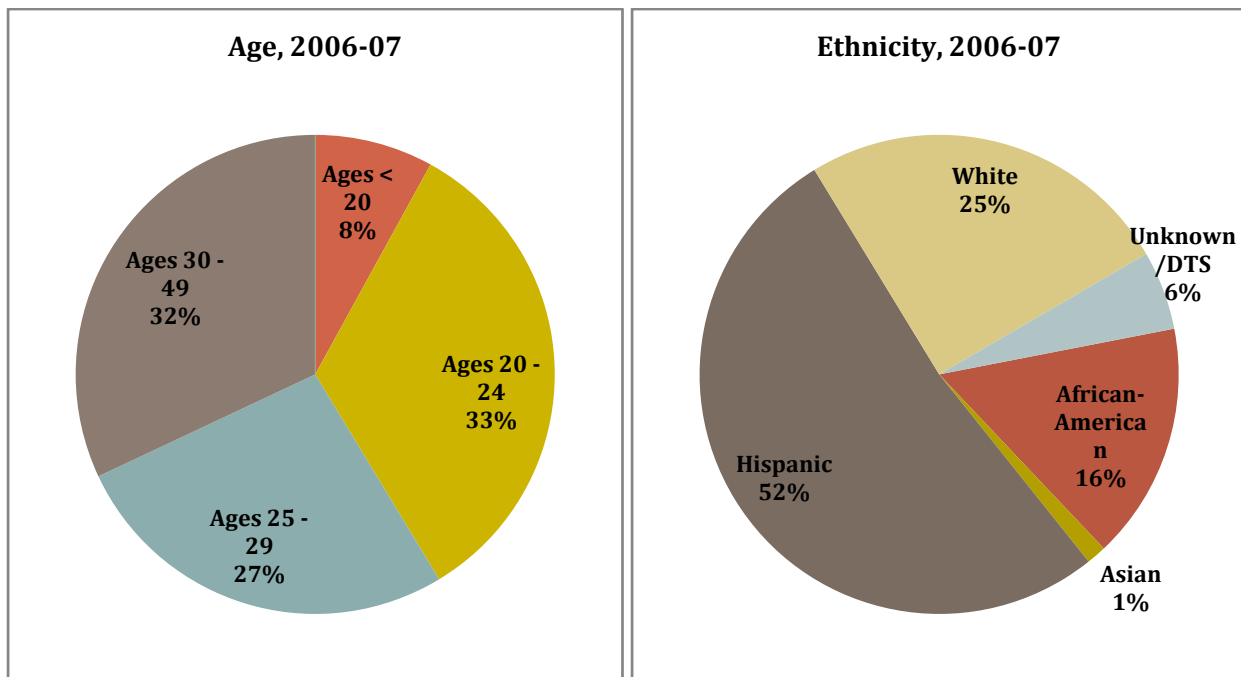


- The primary age group served by EOPS is students 20 to 24 years of age
- The majority of the students are Hispanic

Cooperative Agencies Resources for Education (CARE)

Description: The CARE Program is a cooperative effort between Kings County Human Services System, the Employment Development Department, and the college’s EOPS program. The focus of the program is to assist single parents on AFDC via supplemental grants and workshops that will provide them support for their academic success and retention.

2006-07	CARE	% of CARE	% of All (6,469)
Enrolled in CREDIT	75	100%	1%
Credit FTES	75	100%	1%
Enrolled in NONCREDIT	66	100%	3%
Noncredit FTES	6	8%	2%

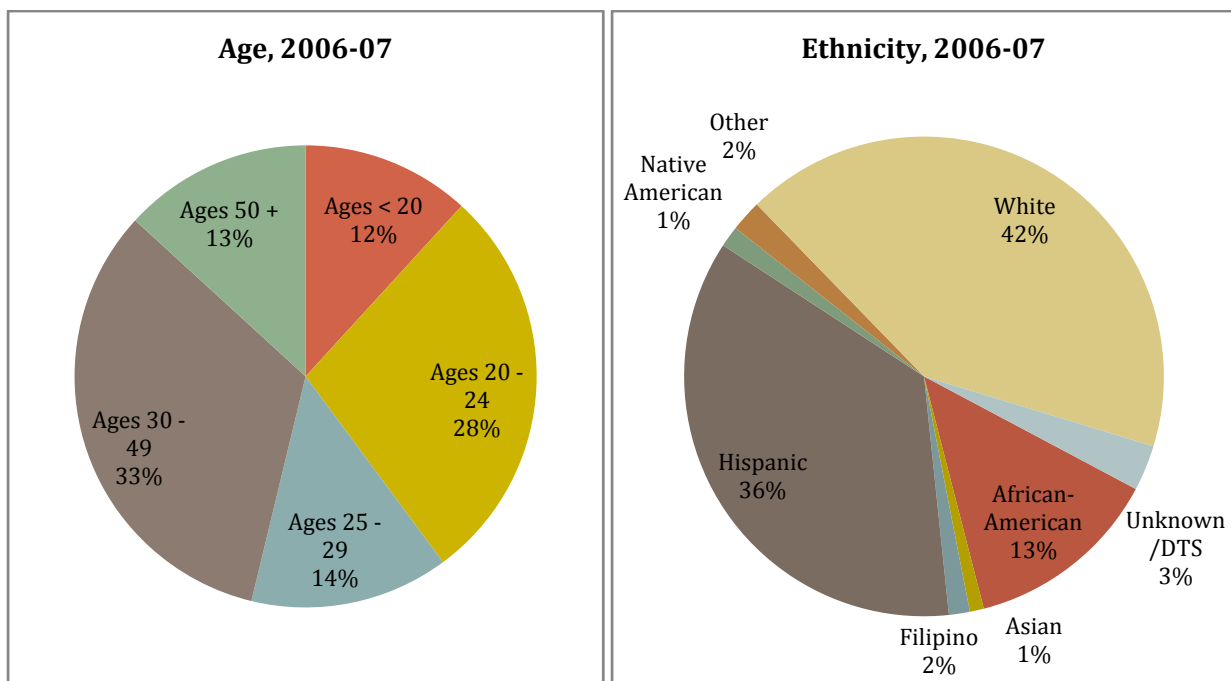


- The majority of students in CARE are below 30 years of age
- The ethnic composition of CARE students varies from the college ethnic composition: CARE: 52% Hispanic, college: 39% Hispanic, CARE: 25% white, college: 36% white, CARE: 16% African American, college 7% African American

Disabled Students Programs and Services (DSPS)

Description: The DSPS program provides equal access to education for disabled persons. The college's office provides services to students with physical, learning, and psychological disabilities with a large range of support services.

2006-07	DSP&S	% of DSP&S	% of All (6,469)
Enrolled in CREDIT	234	55%	4%
Credit FTES	154	32%	6%
Enrolled in NONCREDIT	215	51%	60%
Noncredit FTES	327	68%	95%

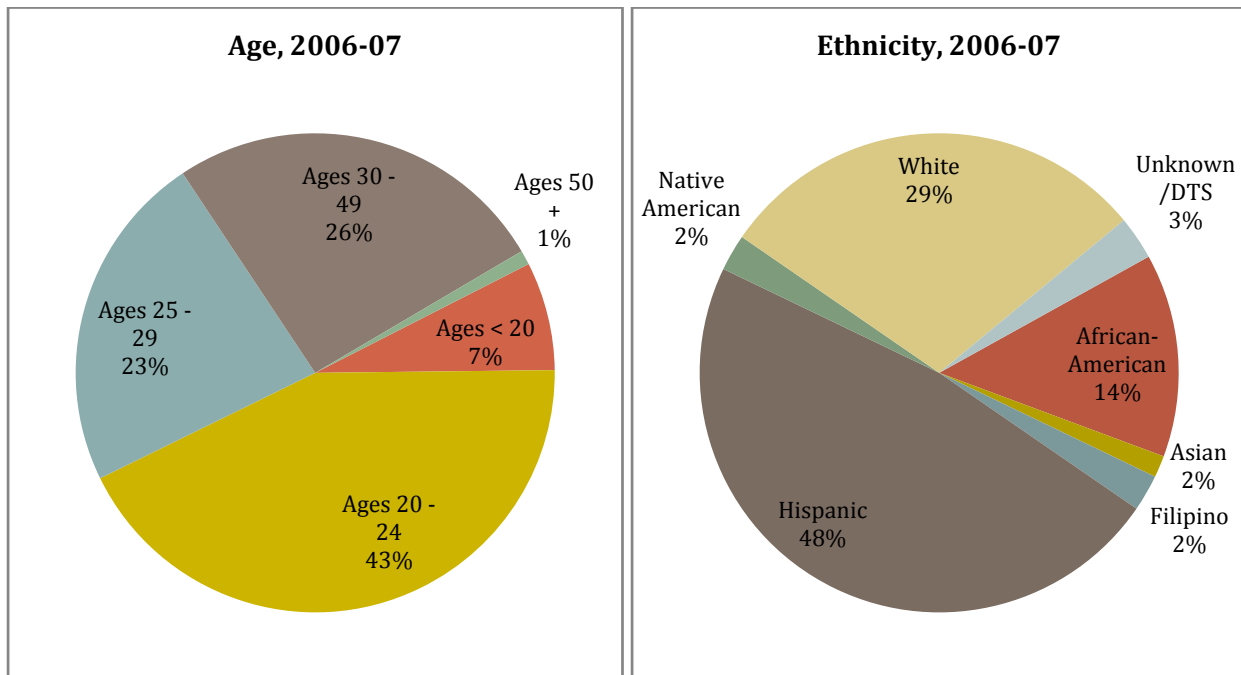


- The largest percentage of any age group in the DSPS program is 30 to 49 years
- The ethnic composition in DSPS varies from the college: DSPS: 42% white, college: 36% white; DSPS: 36% Hispanic, college: 39% Hispanic; DSPS: 13% African American, college: 7% African American

Cal WORKs

Description: The Cal WORKs program is a state funded program to assist families who have received state aid. It provides an opportunity to return to college and receive education and training to become employable.

2006-07	Cal WORKs	% of Cal WORKs	% of All (6,469)
Enrolled in CREDIT	201	98%	3%
Credit FTES	144	100%	5%
Enrolled in NONCREDIT	19	9%	5%
Noncredit FTES	0.70	0%	0%



- 50% of Cal Works students are 24 years of age or below and 50% are 25 to 49
- The ethnic composition varies from the overall college: Cal Works: 48% Hispanic, college 39%, Cal Works: 29% white, college: 36% white, Cal Works: 14% African American, college: 7% African American

Financial Aid

Description: This department assists students through the various financial aid programs administered by the college. Financial aid is funding provided by federal and state governments and institutional sources to help students with their educational expenses. The funding is made up of grants, scholarships, and loans. Loans have several repayment options.

WHC Lemoore	Enrolled	Received Financial Aid	% of Students Receiving Financial Aid
2002-2003	5,468	1,692	31%
2003-2004	5,010	1,828	36%
2004-2005	5,512	2,153	39%
2005-2006	5,817	2,361	41%
2006-2007	6,469	2,583	40%
2007-2008	7,091	2,721	38%

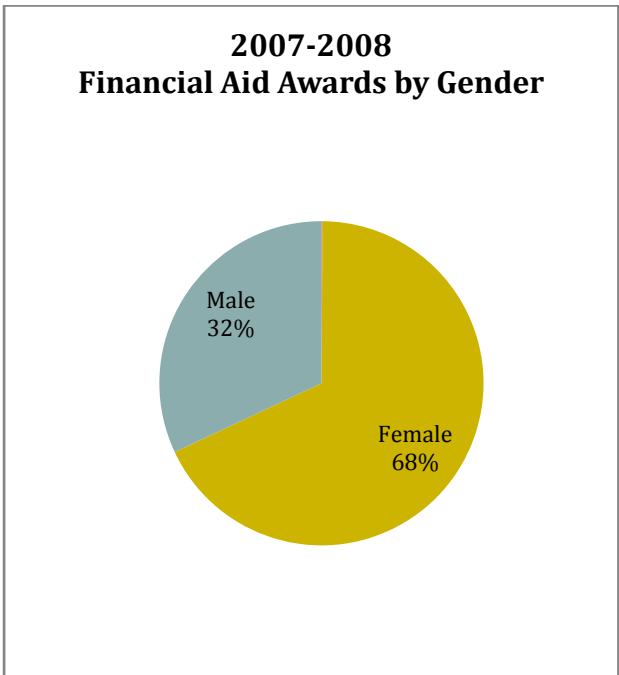
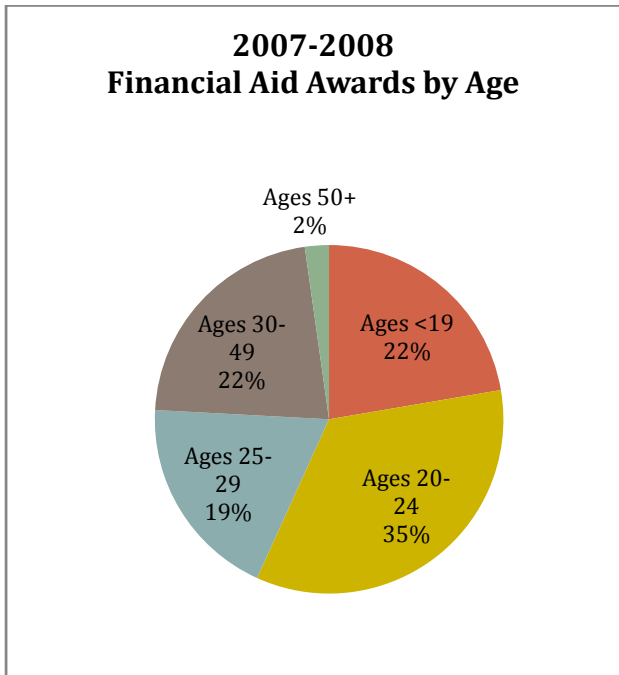
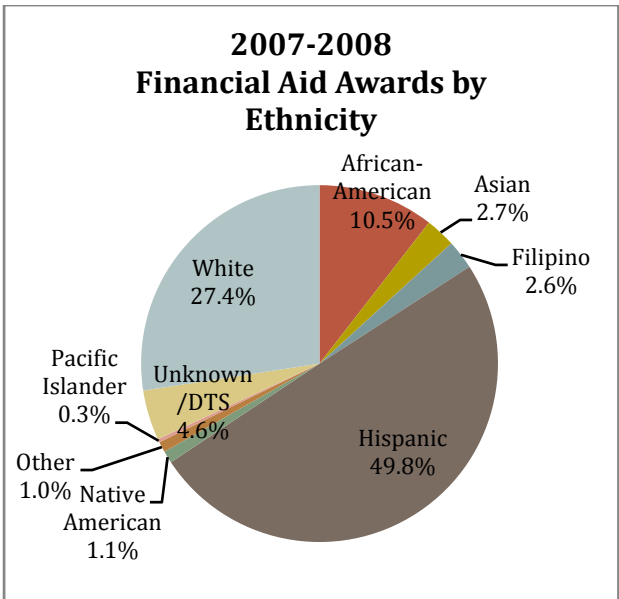
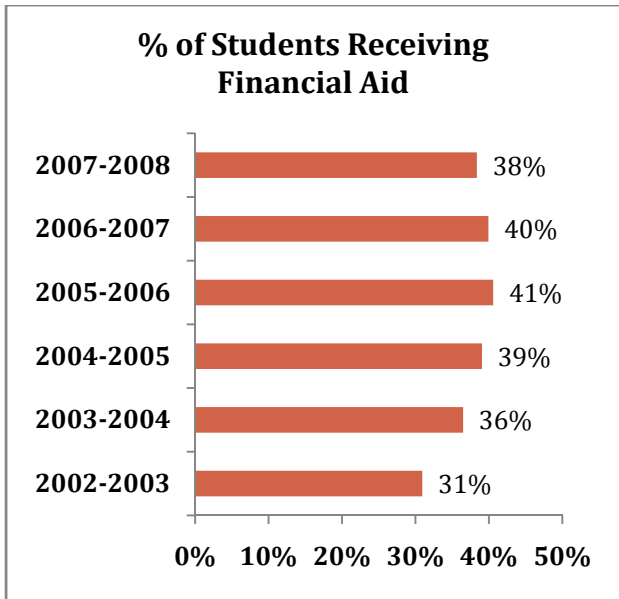
- The number of students receiving financial aid has increased over the six years observed.
- The percentage of students receiving financial aid has decreased while the student population has grown.

WHCCD Enrollment of Students Receiving Financial Aid Awards

Academic Year	Students Awarded Financial Aid	Enrolled at WHCCD	% Enrolled
2002-2003	3,494	2,563	73.4%
2003-2004	3,500	2,720	77.7%
2004-2005	4,007	3,146	78.5%
2005-2006	4,371	3,359	76.8%
2006-2007	4,614	3,645	79.0%
2007-2008	4,848	3,903	80.5%

Source: Datatel; WHCCD Data Warehouse

- The number of students receiving financial aid awards has increased over the six years observed.
- The percentage of students who were awarded financial aid and enrolled at WHCCD has increased during six years observed.



- The gender of students receiving financial aid differs from student population which is 61.94% female, 37.37% male.
- The age of students receiving financial aid differs slightly from the student population: 25.62% are under 19; 30.94% are 20-24; 15.36% are 25-29; 23.28% are 30-49.

Section V: Labor Market Information

INTRODUCTION

The college is committed to providing students with relevant education and training for career technical and professional programs. Consequently, we examine labor market information for this region and compare it to the programs we offer. We use this information to plan for the development of new programs.

ECONOMY OF THE SAN JOAQUIN REGION, OVERVIEW

The Educational Master Plan for West Hills College Lemoore primarily utilizes our district service area that encompasses parts of five counties (Fresno, Kings, Madera, Monterey, San Benito) for demographic data. However, for the economic and labor market section we have also included the counties of Tulare, Kern, Merced, Stanislaus and San Joaquin. The reason for this is the impact of the larger geographical region's economy on college planning for the West Hills Community College District. Employment options for our students also take into consideration a greater area than the college district.

Among the ten counties under consideration by West Hills Community College District for its Educational Master Plan, six are among the top ten counties in the state in the value of their agricultural production: Fresno, Tulare, Kern, Merced, Stanislaus and San Joaquin. Of the ten counties drawing students to the West Hills colleges, only Mariposa County, with nearly half of its land on Federal lands, has an economy not based on agriculture.

While farming and agriculture define the region to a great extent, the counties of the San Joaquin Valley differ considerably in their economic make-ups. Madera and Tulare County have about three times the proportion of employment in agriculture as San Joaquin and Stanislaus. The others fall in between. Likewise, manufacturing is a more prominent part of the employment picture in Merced and Stanislaus counties than in other counties and government is a larger sector of employment in Kings County than in the others. This suggests that educational planners need to consider the diverse employment options in the region as well as the large distances in the rural landscape.

Population Growth

The population of the region is expected to grow approximately ten percent between 2007 and 2012, compared to the state's projected growth of five percent during the same period. The greatest growth will occur among adults aged 30 to 34 years and children under ten years of age (106,284). (Source: *Regional Scan and Program Demand Report, 2007*) This growth will have an impact on the need for job training and re-training and for education of children, and related services.

Income Levels and Unemployment

Per capita personal income varies in the San Joaquin Valley counties, but is below the state average in each. For comparison, the average per capita personal income in California for 2006 was \$39,626. Among the ten counties of the San Joaquin region, Fresno had the highest per capita income, \$27,081; Kings had the lowest at \$22,771. (Source: Table CA1-3, Regional Economic Accounts, Bureau of Economic Analysis, April 2008)

A recent survey of student applications for admission to West Hill College Lemoore and West Hills College Coalinga shows 45 and 48 percent of applicants, respectively, have family incomes of \$25,000 or less. (Source: WHCCD 2007-2008 admission application supplemental survey) The lower than average incomes in the region are consistent with agricultural regions across the country.

Unemployment also reflects the agricultural economic base of the region. Unemployment tends to be higher in the San Joaquin Valley region than the state average. The seasonality of agriculture and the relatively low wage scale account for some of the disparity between this region and other parts of the state. Counties in the San Joaquin Valley also have higher than average poverty rates.

Employment

The top industry sectors in the region, those with over 100,000 jobs, were government, agriculture (including forestry, fishing and hunting), retail trade, health and social assistance, manufacturing, construction, and accommodation and food services in 2007. Construction ranked at the top in earnings per worker (\$54,440) and accommodation and food services ranked last in the group (\$16,554). The greatest growth among all industry sectors by 2012 is projected to be in health care and social assistance. (Source: Chart of Industry Sectors, Region and State, 2007-2012).

Those occupations requiring training and/or education and showing the most growth across all industries in the region in 2007 include:

- Registered nurses
- First-line supervisors/managers of retail sales workers
- Elementary school teachers, except special education
- Business operation specialists
- Truck drivers, heavy and tractor-trailer
- Medical assistants
- Customer service representatives
- Accountants and auditors
- Nursing aides, orderlies, and attendants
- Carpenters

(Source: EMSI Top-Ranked Occupations by Total Growth, 2007-2012. *Note: The list above includes the top ten occupations, all with over 17,000 employees.*)

At the time of the *Regional Scan and Program Demand Report*, West Hills Community College District offered curriculum directly related to six of the twelve high-demand occupations.

Planning for future educational programs and services at the college will take into account the agricultural character of the region, the needs of its growing population for general education and workforce training, and the need to keep pace with demands of the economy.

REGIONAL REPORT

The following information was obtained from the Regional Scan & Program Demand Report prepared for West Hills Community College District by Economic Modeling Specialist Inc.

The Regional Scan included data from ten counties: Fresno, Kern, Kings, Madera, Mariposa, Merced, San Benito, San Joaquin, Stanislaus, and Tulare. The industry and occupation employment numbers are based on numerous published sources from the federal Bureau of Labor Statistics, Bureau of Economic Analysis, Bureau of the Census, and the National Center for Education Statistics. These ten counties span a region where the West Hills Community College District students are likely to seek work.

Occupation Demand and Program Enrollment Comparison

This section compares regional occupations with the most annual openings to the college's current enrollment by program, with the goal of indicating where the college might look to increase its capacity. The occupations are taken directly from the "Top-Ranked Occupations by New + Replacement Jobs" table. "Related programs" associated with occupations are identified using a crosswalk developed by the U.S. Department of Education with some customization by EMSI. College enrollment numbers by Classification of Instructional Programs (CIP) code are provided by West Hills Community College District.

Note that many occupations have multiple related programs and vice versa, so students enrolled in a program may be included in more than one row in the table above. "Average annual openings" is total new and replacement jobs divided by the number of years in the given timeframe.

Description	2007-2012 Avg. Annual Openings	Median Hourly Earnings	Annual Enrollment at WHCCD, All Related Programs
Registered Nurses	1,715	\$34.79	36
Elementary School Teacher, Except Special Education	1,426	\$26.07	225
Truck Drivers, Heavy and Tractor-Trailer	1,047	\$17.08	60
Business Operation Specialists, All Other	945	\$27.01	107
First-line Supervisors/Managers of Retail Sales of Workers	848	\$15.29	107
Medical Assistants (Psychiatric Technicians)	735	\$12.28	37
Customer Service Representatives	735	\$14.23	
Carpenters	649	\$20.03	
Nursing Aides, Orderlies and Attendants	646	\$10.72	36
Maintenance and Repair Workers, General	642	\$16.40	50
Secondary School Teachers, Except Special and Vocational Education	613	\$29.03	225
Accountants and Auditors	612	\$24.85	50
Bookkeeping, Accounting and Auditing Clerks	585	\$14.83	50
First-Line Supervisors/Managers of Office and Administrative Support Workers	581	\$20.61	96
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	565	\$24.34	107
Dental Assistants	507	\$13.40	
Executive Secretaries and Administrative Assistants	490	\$17.73	107
Automotive Service Technicians and Mechanics	461	\$17.66	50
Preschool Teachers, Except Special Education	454	\$12.08	225
First-Line Supervisors/Managers of Food Preparation and Serving Workers	428	\$11.20	27
Team Assemblers	409	\$11.36	

Source: Economic Modeling Specialists Inc. (9/2007).

Enrollment totals are based on programs that might lead students into the occupation of demand.

Color Key:

	Occupations with programs or training available at WHCL and WHCC are highlighted yellow.
	Occupations with programs or training available at WHCC are highlighted green.
	Occupations with programs or training available at WHCL are highlighted blue.
	Occupations with programs or training <u>not</u> available at WHCCD .

Highest-Growth Regional Industries, 2007-2012

These industries are projected to add the most total jobs in the ten county region. The Earning Per Worker (EPW) is an average of occupations throughout all industries in 2006.

Description	2007 Jobs	2012 Jobs	Change	% Change	2006 EPW
Local Government	202,525	214,695	12,170	6%	\$54,832
Child Day Care Services	28,142	36,277	8,135	29%	\$13,429
Temporary Help Services	27,479	35,111	7,632	28%	\$20,607
General Medical and Surgical Hospitals	35,685	40,401	4,716	13%	\$65,179
Department Stores	29,990	34,426	4,436	15%	\$21,238
Offices of Physicians	25,526	29,559	4,033	16%	\$79,186
Support Activities for Crop Production	116,491	119,796	3,305	3%	\$22,301
Limited Service Eating Places	49,920	52,693	2,773	6%	\$13,499
Other Activities Related to Real Estate	11,134	13,688	2,554	23%	\$31,819
Accounting and Bookkeeping Services	13,438	15,746	2,308	17%	\$31,442
State Government	32,770	34,860	2,090	6%	\$61,388
Offices of Dentists	10,144	11,980	1,836	18%	\$45,506
Full-Service Restaurants	35,493	37,224	1,731	5%	\$16,466
Home Health Care Services	6,110	7,756	1,646	27%	\$32,259
Community Care Facilities for the Elderly	6,772	8,344	1,572	23%	\$25,429
Other Technical Consulting Services	5,385	6,837	1,452	27%	\$40,678
All Other Specialty Trade Contractors	10,129	11,552	1,423	14%	\$56,082
Offices of Real Estate Agents and Brokers	22,651	24,040	1,389	6%	\$30,975
General Warehousing and Storage	11,125	12,463	1,338	12%	\$44,920
Home Centers	7,913	9,242	1,329	17%	\$24,961

Source: Economic Modeling Specialists Inc. (9/2007)

Top 25 Critical Occupations in High Growth Industries

The following table shows the top 30 highest growth occupations (in top 10 industries) from 2007-2012. They provide a business oriented view of the most in-demand jobs over that timeframe, and the demand-driven college will seek to align its offerings accordingly. Many jobs found here, especially with an education level of “short-term” or “moderate-term-on the job training” (ST OJT or MT OJT) are likely to be good candidates for industry oriented continuing education programs. * (other abbreviations are decoded below)

Industry	Occupation	Job Growth (In Industry)	Median Hourly Wage (All Industries)	Average Education
Child day care services	Child care workers	6,634	\$8.69	ST OJT
Support activities for crop production	Farmworkers and laborers, crop, nursery, and greenhouse	2,924	\$7.72	ST OJT
Local Government	Elementary school teachers, except special education	2,117	\$26.07	Bachelor's
Department stores	Retail salespersons	2,001	\$9.29	ST OJT
General medical and surgical hospitals	Registered nurses	1,748	\$34.79	Associate's
Offices of physicians	Medical assistants	1,060	\$12.28	MT OJT
Limited-service eating places	Combined food preparation and serving workers, including fast food	1,039	\$7.96	ST OJT
Accounting and bookkeeping services	Accountants and auditors	990	\$24.85	Bachelor's
Offices of physicians	Physicians and surgeons	858	\$74.93	Prof. DG
Other activities related to real estate	Real estate sales agents	788	\$25.08	PS Award
Other activities related to real estate	Real estate brokers	786	\$30.99	Exp. In Field
Local Government	Teacher assistants	750	\$12.34	ST OJT
Temporary help services	Laborers and freight stock, & material movers, hand	720	\$10.12	ST OJT
Local Government	Secondary school teachers, except special and vocational education	717	\$29.03	Bachelor's
Child day care services	Preschool teachers, except special education	689	\$12.08	PS Award
Limited-service eating places	Cooks, fast food	667	\$7.74	ST OJT
Local Government	Postsecondary teachers	650	\$27.43	N/A
Department stores	Cashiers, except gaming	619	\$8.64	ST OJT
Department stores	Stock clerks and order fillers	565	\$10.21	ST OJT
Local Government	Middle school teachers, except special and vocational education	530	\$28.77	Bachelor's
Other activities related to real estate	Property, real estate, and community association managers	488	\$12.47	Bachelor's
Offices of physicians	Registered nurses	471	\$34.79	Associate's
Temporary help services	Office clerks, general	454	\$11.65	ST OJT
Local Government	Police and sheriff's patrol officers	402	\$29.57	LT OJT
Local Government	Teachers and instructors, all other	367	\$19.95	Bachelor's

Source: Economic Modeling Specialists Inc. (9/2007)

*Education level abbreviations:

ST OJT: Short-term on-the-job training; **MT OJT:** Moderate-term on-the-job training; **LT OJT:** Longterm on-the-job training; **Exp. in field:** Work experience in a related field; **PS Award:** Postsecondary award; **Associate's:** Associate's degree; **Bachelor's:** Bachelor's degree; **DG + Exp.:** Degree plus work experience; **Master's:** Master's degree; **Doctoral:** Doctoral degree; **Prof. DG:** First professional degree

Major Occupation Groups, Region and State, 2007-2012

The following table summarizes regional occupations by major group, sorted by total 2007 jobs. On average, the median earnings in the region are below State median earnings.

Description	REGION					STATE		
	2007 Jobs	2012 Jobs	% Change	Repl. Jobs	Median Earning	State 2007	State 2012	State Median Earnings
Office and administrative support occupations	241,667	248,688	3%	35,159	\$13.94	3,109,445	3,190,115	\$15.18
Sales and related occupations	218,367	233,731	7%	31,233	\$15.63	2,838,820	3,047,879	\$17.60
Transportation and material moving occupations	134,629	142,930	6%	20,424	\$13.11	1,239,652	1,299,665	\$13.07
Management occupations	131,242	136,078	4%	12,474	\$29.23	1,628,200	1,745,178	\$38.83
Education, training, and library occupations	116,361	126,788	9%	18,839	\$22.84	1,107,877	1,214,480	\$22.82
Food preparation and serving related occupations	109,731	116,539	6%	27,504	\$8.58	1,353,628	1,445,569	\$8.74
Construction and extraction occupations	107,133	112,507	5%	13,132	\$19.10	1,122,501	1,166,693	\$20.56
Production occupations	97,379	103,520	6%	12,423	\$13.41	1,106,780	1,122,699	\$13.04
Business and financial operations occupations	74,717	82,004	10%	9,671	\$25.54	1,190,971	1,290,508	\$27.22
Farming, fishing, and forestry occupations	74,356	78,178	5%	23,763	\$8.06	203,602	211,977	\$8.56
Personal care and service occupations	72,832	79,585	9%	10,361	\$9.25	733,217	772,088	\$9.75
Healthcare practitioners and technical occupations	65,726	74,886	14%	12,334	\$35.92	775,205	852,351	\$37.12
Installation, maintenance, and repair occupations	65,332	69,079	6%	9,875	\$18.44	665,549	706,644	\$19.24
Building and grounds cleaning and maintenance occupations	62,779	63,406	1%	9,116	\$10.32	816,748	853,872	\$10.21
Arts, design, entertainment, sports, and media occupations	41,833	46,435	11%	3,894	\$17.66	830,415	916,115	\$19.80
Healthcare support occupations	38,188	44,344	16%	8,427	\$11.55	391,113	444,565	\$12.50
Protective service occupations	29,250	31,133	6%	6,241	\$21.25	367,534	391,109	\$20.79
Architecture and engineering occupations	27,850	31,428	13%	4,027	\$32.74	405,122	428,153	\$34.71
Community and social services occupations	20,839	23,332	12%	4,327	\$18.93	242,798	267,462	\$19.54
Computer and mathematical science occupations	20,425	23,464	15%	3,590	\$30.90	511,992	577,823	\$35.21
Military occupations	17,295	16,316	-6%	2,156	\$24.76	220,882	208,382	\$24.61
Life, physical, and social science occupations	16,953	18,333	8%	2,447	\$27.34	245,888	262,408	\$29.79
Legal occupations	11,032	12,275	11%	1,216	\$41.88	190,232	207,973	\$45.34

Source: Economic Modeling Specialists Inc. (9/2007)

Top-Ranked Occupations by New + Repl. Jobs, 2007-2012

The following chart exhibits the top ranked occupations by new and replacement jobs from 2007 to 2012. The occupations have been filtered by average education level to include only those between “Moderate-term on-the-job training” and “Bachelor’s degree” inclusive.

Description	2007 Jobs	2012 Jobs	New + Repl. Jobs	Median Earnings	Education Level
Registered Nurses	21,893	25,446	8,576	\$34.79	Associate's
Elementary School Teacher, Except Special Education	27,226	29,446	7,129	\$26.07	Bachelor's
Truck Drivers, Heavy and Tractor-Trailer	27,383	29,146	5,235	\$17.08	MT OJT
Business Operation Specialists, All Other	15,263	17,164	4,724	\$27.01	Bachelor's
First line Supervisors/Managers or Retail Sales of Workers	26,522	28,857	4,239	\$15.29	Exp. In Field
Medical Assistants	7,077	8,692	3,674	\$12.28	MT OJT
Customer Service Representatives	12,964	14,470	3,674	\$14.23	MT OJT
Carpenters	17,639	18,896	3,245	\$20.03	LT OJT
Nursing Aides, Orderlies and Attendants	11,429	12,735	3,231	\$10.72	PS Award
Maintenance and Repair Workers, General	13,460	14,502	3,210	\$16.40	MT OJT
Secondary School Teachers, Except Special and Vocational Education	11,522	12,265	3,064	\$29.03	Bachelor's
Accountants and Auditors	11,596	12,994	3,060	\$24.85	Bachelor's
Bookkeeping, Accounting and Auditing Clerks	22,782	23,207	2,923	\$14.83	MT OJT
First-Line Supervisors/Managers of Office and Administrative Support Workers	15,631	16,367	2,905	\$20.61	Exp. In Field
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	12,070	12,872	2,824	\$24.34	MT OJT
Dental Assistants	4,832	5,863	2,535	\$13.40	MT OJT
Executive Secretaries and Administrative Assistants	12,703	13,277	2,448	\$17.73	MT OJT
Automotive Service Technicians and Mechanics	8,556	9,155	2,307	\$17.66	PS Award
Preschool Teachers, Except Special Education	5,685	6,632	2,269	\$12.08	PS Award
First-Line Supervisors/Managers of Food Preparation and Serving Workers	9,161	9,737	2,139	\$11.20	Exp. In Field

Source: Economic Modeling Specialists Inc. (9/2007)

Based on programs offered by WHCCD that might lead students into the occupation of demand.

Color Key:

	Occupations with programs or training available at WHCL and WHCC are highlighted yellow.
	Occupations with programs or training available at WHCC are highlighted green.
	Occupations with programs or training available at WHCL are highlighted blue.
	Occupations with programs or training <u>not</u> available at WHCCD .

2007 FRESNO COUNTY EMPLOYMENT STUDY

In 2007 the Fresno County Workforce Investment Board conducted a survey of Fresno County employers to collect data relevant to guide the county's potential and job growth and employment trends. A total of 1,004 surveys were completed. They included small, medium, and large employers from seven sectors.

Below is a summary of the findings. The original data set was sorted to include only those occupations with 20 or more Projected Positions in Year 1. Occupations with no employers requiring High School Diplomas or Certification were then removed. The top 25 occupations remaining are listed below sorted by the Projected Positions in Year 3.

Salaries reported are based on the employers in the Fresno County region.

Occupation	Projected Positions (Yr.1)	Projected Positions (Yr.3)	High School Diploma Required	Certification Required	Salary Estimate (Low)	Salary Estimate (Mid)	Salary Estimate (High)
Production Laborers	1662	3946	33%	0%	\$8.54	\$0.00	\$11.50
Sales Representatives, Wholesale/Manufacturing, Except Technical & Scientific Products	266	456	53%	10%	\$17.70	\$0.00	\$24.98
Registered Nurses	379	418	86%	81%	\$23.35	\$29.39	\$33.74
Psychiatric Technicians	386	386	100%	0%	\$12.00	\$14.00	\$16.00
Farmworkers, Farm and Ranch Animals	235	374	33%	0%	\$7.75	\$9.00	\$10.00
Licensed Practical and Licensed Vocational Nurses	281	320	92%	84%	\$15.35	\$18.96	\$22.69
Computer Programmers	228	298	74%	20%	\$18.32	\$29.05	\$30.00
Automotive Service Technicians and Mechanics	185	290	32%	41%	\$12.15	\$14.38	\$23.22
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	193	280	4%	0%	\$8.23	\$0.00	\$11.33
Truck Drivers, Heavy and Tractor-Trailer	178	256	36%	60%	\$12.60	\$14.69	\$17.90
Office Clerks, General	125	236	59%	1%	\$10.18	\$12.27	\$14.17
Automotive Specialty Technicians	129	222	20%	18%	\$8.62	\$12.38	\$15.19
Heating, Air Conditioning, & Refrigeration Mechanics & Installers	170	207	25%	50%	\$10.43	\$15.33	\$20.80
Electricians	81	168	76%	30%	\$15.30	\$19.20	\$27.15
Operating Engineers and Other Construction Equipment Operators	158	158	61%	17%	\$13.63	\$0.00	\$17.83
Parts Salespersons	89	158	72%	2%	\$8.82	\$15.35	\$16.47
Cleaners of Vehicles and Equipment	97	145	62%	54%	\$8.23	\$15.00	\$16.83
Truck Drivers, Light or Delivery Services	54	120	34%	17%	\$11.07	\$0.00	\$16.32
Maintenance and Repair Workers, General	57	119	47%	6%	\$11.47	\$13.41	\$16.10
Freight, Stock, and Material Movers, Hand	59	117	0%	50%	\$12.00	\$0.00	\$18.00
Automotive Body and Related Repairers	73	105	26%	44%	\$11.40	\$16.75	\$21.40
Cashiers	63	102	86%	0%	\$8.01	\$9.15	\$11.83
Financial Managers	59	95	87%	0%	\$23.44	\$24.47	\$32.49
Electronics Engineering Technicians	44	89	63%	4%	\$20.67	\$23.00	\$24.87
Physicians and Surgeons, All Other	29	88	90%	90%	\$28.00	\$0.00	\$52.00

Source: Fresno County Workforce Investment Board

Section VI: Key Findings and Strategies

STRENGTHS OF WEST HILLS COLLEGE LEMOORE

West Hills College Lemoore's fully accredited college status that was granted by the Accrediting Commission for Community and Junior Colleges in 2006 was well deserved. The campus features the largest and most technologically advanced library in Kings County, 18 lecture classrooms, computer labs, and three science collaboratories. Working in this state of the art facility contributes to the high morale and 'can do' attitude of the faculty and staff. In the accreditation self study the college describes itself as having a "healthy governance environment."

The partnerships that have been developed with other educational segments have been significant and positive. The partnership with University Charter School on the Lemoore campus brings in 5th through 8th grade students who are seeking a non-traditional educational setting. The Lemoore High School Middle College program is exemplary and continues to increase in scope and size. The alliance with Cal State University, Fresno, which allows students to earn a bachelor's degree while attending classes at the Lemoore site, is a partnership that every community college in the state should have. A program with Americorps has provided tutors. In 2008, a nursing program that had been the result of a partnership with Fresno City College will break out as a stand alone nursing program. The teacher preparation program T.E.A.M. Teach addresses the need for well prepared educators in our communities.

The college has responded well to the demands of business and industry. The region's emerging hotel, restaurant, and Casino management industry resulted in the development of a program to train managers in these areas. A new engineering program was started in fall 2008.

Naval Air Station Lemoore, located five miles from the Lemoore campus has a rich and enduring presence with the college. Faculty and staff have noted that the presence of students from NASL has enriched their classes and the college community because of a global knowledge base and experiences. Its proximity to the Lemoore campus influences the college and provides a unique perspective not available to many community colleges.

Student Services: New leadership in the student services area has resulted in innovative and effective approaches to serving students. An example of this is X-treme Registration that provides students with a unique college event and services to register at the last possible moment. Another example is bilingual orientation that was scheduled to be in place in 2007 and online orientation planned for implementation by spring '08.

Instructional Services: A consensus was reached on the definition of an instructional program that has facilitated the implementation of the program review process. There has been a concerted amount of effort in working toward a college wide completion of student learning outcomes for each course, projected to be in place by the end of 2008.

The college's continued focus on improving and refining all aspects of the curriculum development process will be important to the creation of classes, programs, and services that will lead the way to an educated work force in this region. Its state of the art technology and physical plant, the growth in the area surrounding the college, and its vital faculty and staff are hallmarks of West Hills College Lemoore.

KEY FINDINGS & STRATEGIES FOR WEST HILLS COLLEGE LEMOORE

COLLEGE WIDE: MULTIPLE DELIVERY SYSTEMS – ONLINE, VIDEO CONFERENCE, WEB BASED

Key Findings

The West Hills Community College District service area spans a wide swath of the San Joaquin Valley and encompasses five counties in mostly rural environments. The area is large and the need for educational access to the population is great. Students facing time and geographical barriers to education must have their needs met through the access provided by online courses and programs and video conference courses.

Online enrollments across the district continue to grow. The majority of the students who are enrolling in online classes are from our service area, although approximately 40% are from outside the service area. The success and retention rates for students in online classes throughout the district is below classroom rates, but remains fairly consistent for Lemoore students at 55% success rate and 73% retention.

At WHC Lemoore during the '07-'08 academic year, there were 3,155 unduplicated students enrolled in online classes. On the campus at Lemoore there are 5,276 students enrolled.

With high school graduation rates projected to be static for the next 7 years, increased offerings of classes and programs in multiple delivery systems, will be a major factor for growth at the college.

Recommended strategies to address key findings:

- More development of multiple delivery methods for classes and programs throughout the curriculum, including online, video conference, web based classes, hybrid classes and traditional classes utilizing new formats.
- Development of an array of Basic Skills classes in multiple delivery methods to provide access for students in need of pre collegiate work.
- More development of degrees and certificates that can be earned online.
- Increase student services and support for online students
- Research on staffing levels needed to support growth and development of online and video conference classes
- Close attention to the technological resources and facilities needed to maintain and increase online and video conference classes.
- Develop and market programs targeting non-traditional students.

The findings and strategies address goals from:

- District strategic plan: #1 Achieve growth targets, #4 improve transfer, completion and graduation rates
- College guiding principle: Access
- State strategic plan: College awareness and access

COLLEGE WIDE: NAVAL AIR STATION

Key Findings

The enrollment at the Naval Air Station (NASL) has been in a steep decline for the last five years, with a slight uptick in 2007-2008.

Among the factors that may have contributed to the decline are the opening of the new Lemoore campus which has attracted military students to enroll on campus, changes to military tuition assistance, deployment during the Iraq war, and the increased availability of online courses.

Students at NASL have preferred evening courses. Some student characteristics are notably different from other entities – students are older, and there are generally more white students and fewer Hispanics.

In 2007-2008, the Naval Air Station center had 143 students, down from a high of 462 in 2002-2003.

The Lemoore Naval Air Station is important to the college and the region. The Naval Air Station is a unique resource with a stable population of 10,200 employees plus 5,335 affiliated dependents that have educational needs.

Recommended strategies to address key findings:

- Formation of a widely representative advisory committee to discuss the issues of enrollment at NASL.
- Discussions with leadership at NASL in regards to their concerns, forecasted changes and/or program development, resource sharing
- Involvement of campus leadership for ideas, concerns
- Brainstorm ideas in regards to adult learners, under skilled workers, retraining and reentry training
- Offer alternative scheduling, short term curricular modes, weekend classes
- Consider new joint use ideas, non credit, and focused programs with cohorts

Addresses Goals From:

- District Strategic Plan:# 3 Community participation rates
- College Guiding Principle: Collaboration, community
- State Strategic Plan: Goal: A#3 Innovative programs and outreach

COLLEGE WIDE: COORDINATION OF PROGRAM AND COURSE DEVELOPMENT

Key Findings

There has been coordination between WHC Lemoore and WHC Coalinga in the development and offering of courses and programs.

A number of factors make coordination in coming years even more complex. Among them are the substantial and growing offerings online and the fully accredited status of the college.

In the data regarding students' identification of city of residence, a significant percentage of students come from cities such as Fresno, Coalinga, Visalia, and Avenal. While some of these residents may only be enrolled in online classes, we can also infer that these students may be willing to take classes some distance from their homes because of the desirability of a specific program.

The alignment of courses and programs within the college district and with all segments of education are essential to student access and success. Coordination would allow the college to maximize the development of courses and programs unique to its community, area, and facilities – and provide students with more choices and venues. These are essential to student access and success.

Recommended strategies to address key findings:

- Continue to coordinate the development of courses and programs with WHC Coalinga to ensure comprehensive offerings to all students in the service area.
- Interface Lemoore's Student Learning Committee with Coalinga's Instructional Services Council on a regular basis to discuss and make recommendations for approval of new courses and programs.
- Consider the formation of a district committee for review, coordination, and recommendation for approval of courses and programs.
- Develop a process to ensure colleges adhere to the Rule of 5 in which course number, title, prefix, units, and transferability are coordinated and discussion and coordination take place that ensure students have a seamless experience in their access to curriculum at WHCCD.

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion, and graduation rates
- College Guiding Principle: Access
- State Strategic Plan: #1 College awareness and access

COLLEGE WIDE: ADDRESS THE CHANGING DEMOGRAPHICS

Key Findings:

An analysis of the demographic data for WHC Lemoore reveals that students in the age group of 30-49 have increased slightly at the college from 1,566 in '02-'03 to 1,651 in '07-'08. On the Lemoore campus, this group has dropped slightly from 1,179 to 1,157 during this time frame. But the number of online students in this age group has risen from 629 in '02-'03 to 750 in '07-'08.

The Regional Scan and Program Demand Report from Economic Modeling Specialist Inc. (EMSI) projects that the greatest growth in our region will occur among adults aged 30 to 34 years and children under 10 years of age during the period of '07-'12.

The female student population at WHC Lemoore continues to be significantly greater than the male population reflecting a state and national trend. In '07-'08 females comprised 62% of the student body.

The Bureau of Labor Statistics reports that for the first time since the modern women's movement came to life, an economic recovery has come and gone, and the percentage of women at work has fallen, not risen. A congressional study released on July 23, 2008, offers the explanation that women are dropping out of the workforce for awhile as jobs and wages shrink, to return to the family and to potentially retrain. At WHC

Lemoore 30-49 year olds are a larger proportion of the student population than those 25-29.

With the projected service area high school graduates remaining static into 2015, the college needs to focus on the demographic that may offer the most growth and also have a growing educational need in this region – students, primarily women, in the 30-49 year old age group.

Recommended strategies to address key findings:

- Consider workforce programs that would attract students who are seeking retraining for the next stage of their work life.
- Query students in this age group about their needs – scheduling of classes, academic support, child care, programs that they seek, etc.
- Target marketing to this group of potential students in the community

Addresses goals from:

- District strategic plan: #1 Achieve growth targets, #4 Improve transfer, completion, and graduation rates
- College Guiding Principle: Access, Diversity
- State Strategic Plan: College awareness and readiness

INSTRUCTIONAL PROGRAMS: BASIC SKILLS

Key Findings

Levels of proficiency in English/Language Arts and Mathematics of students at the 11th grade level in feeder high schools to WHC Lemoore are low. This implies a potential need for more Basic Skills sections available to first term students matriculating to the college.

Of first term students who were assessed, 48% assessed into Basic Skills English and 51% assessed into Basic Skills Math.

Data from the California Community College Chancellor's Office reports that when students do not receive the Basic Skills education they need, less than 10 % will survive the college experience.

Successful participation at the college level is dependent on preparation math and English skills. According to the CCCCCO, more than half of entering community college students require some Basic Skills education due in part to the fact that K-12 curriculum and assessments do not always adequately prepare students for college level work.

Students at Lemoore are generally successful in Basic Skills classes. In math and English the college has continued to increase sections after the reduction in '03-04, showing programs committed to Basic Skills offerings. Math and ESL have high productivity levels, and the success rate in both programs is above the California Community College average. English, math, and ESL Basic Skills classes all have high retention rates.

Recommended strategies to address key findings:

- Offer more sections of Basic Skills Classes in English, ESL, and math
- Consider a college wide committee to address Basic Skills and preparedness for college level curricula
- Work to ensure that all general education and vocational courses include specific activities designed to reinforce key reading, writing, speaking, and computational competencies
- Offer alternative pathways to Basic Skills preparation – e.g., intensive short-term courses, open skill building tutorials, etc.
- Focus professional development on student success, providing faculty with incentives to integrate the development of essential academic skills in their students
- Track students success from Basic Skills through college level curriculum
- Seek innovative ways to offer and deliver Basic Skills classes.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, graduation rates
- College guiding principle: Access
- State Strategic Plan: Goal B, Student success and readiness, Basic Skills as the foundation for student success

INSTRUCTIONAL PROGRAMS: ENGLISH AS A SECOND LANGUAGE

Key Findings

Even with a significant reduction in ESL class sections that occurred after '02-'03 and little growth in additional sections following that, the enrollment has remained high. In '07-08, there are more enrollments in the 7 sections offered than the 15 sections in '02-03.

The retention rates are high in classes with success rates of 67% slightly below the statewide average of 70.6%.

The college does not offer college-level ESL classes. ESL offerings have had limited scheduling, primarily offered in the evening, although expansion into day time slots occurred in fall '08.

Hispanics are projected to become the State's largest ethnic group by 2011 and the majority population in public schools by 2013. The college's predominantly Hispanic student body, which is also reflected in the region, strongly suggests that a fully developed ESL program that leads to success in college level transfer classes and programs is essential.

Data from the Public Policy Institute of California notes that the educational attainment of Hispanics

falls short of residents overall and short of what the economy will demand by 2015.

Recommended strategies to address key findings:

- Develop a full curriculum of ESL courses that lead to college level offerings
- Develop an assessment and placement system for ESL students
- Offer more sections of Basic Skills classes in ESL in multiple delivery methods and time slots throughout the schedule
- Track ESL students into college level classes

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion and graduation
- College guiding principles: Access, Diversity
- State Strategic Plan: Goal B, Basic Skills as the foundation for student success

INSTRUCTIONAL PROGRAMS: THE ARTS

Key Findings

Art classes at Lemoore are among the highest in retention and success rates, and FTES at the college.

The location of Lemoore and the resources it provides the community suggests that it will develop as a cultural center in the community.

A recent community survey revealed that approximately 65% of respondents indicated that they would be somewhat-to-much-more-likely to vote for a local higher education bond if funds were used to construct a performing arts center for college and community use.

Music programs exist in the community and at selected high schools.

Recommended strategies to address key findings:

- Develop a program in the arts and performing arts
- Develop an advisory committee from the community to determine interests and needs

Addresses goals from:

- District Strategic Plan: #3 Increase community participation
- College guiding principles: Community, Excellence
- State Strategic Plan: #1 College awareness and access

INSTRUCTIONAL PROGRAMS: LOWER DIVISION TRANSFER CURRICULUM

Key Findings

On the admission application 39% of West Hills College Lemoore students state that their primary goal is to transfer to a 4 year institution.

The geographic distances inherent in West Hills Community College District make access to educational opportunities challenging. The college's partnership with CSU Fresno and Fresno Pacific University are significant as students interested in going on to a baccalaureate degree can do so by completing requirements on the Lemoore campus. Access to a wide array of lower division transfer curriculum, articulation agreements and transfer agreements facilitate a student's continued educational pursuits.

The community survey revealed a priority interest in university classes. Close to 90% of respondents indicated that they would be somewhat-to-much-more-likely to vote for the bond if funds were used to construct a university center where university classes would be offered to complete advanced college degrees.

Graduating seniors from public high schools in this region are 7 per cent less likely to attend a community college and 4 per cent are less likely to attend a UC than graduating seniors statewide.

Lemoore student transfers to four year institutions continue to grow, with CSU Fresno

being a main transfer site. Notably, an increasing number of WHCCD online students are transferring. With the opening of the UC Merced campus, more articulation and transfer agreements for Lemoore students should be forged. In addition, many students from Lemoore transfer to in state private colleges and universities – in fact, more students go on to private institutions than matriculate to public institutions.

Recommended strategies to address key findings:

- Increase the development of lower division transfer classes that fulfill IGETC requirements
- Align student learning outcomes in critical course sequences
- Discuss and coordinate with like discipline areas across the district
- Meet regularly to align curriculum with high school partners and 4 year partners, including both public and private institutions.

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion, graduation rates
- College Guiding Principles: Excellence
- State Strategic Plan: Goal B, #4 Intersegmental transfer

INSTRUCTIONAL PROGRAMS: ECONOMIC TRENDS and WHC LEMOORE PROGRAMS

Key Findings

In a scan of the economic forecasts and the projected labor market for the region against the backdrop of existing instructional programs at the college, a number of occupations in a handful of areas continue to surface.

Examples of these areas are: medically related health careers, management/supervision in the areas of retail and government, teacher education, and child care workers.

At Lemoore, the child development program is particularly well developed with its certificates and degrees. The program is layered with many options. Agreements with Hanford High and the NASL child care programs are creative. Online classes are being considered. The Education/Education Assistant program has been actively involved in partnerships with the University Charter School and highly successful Middle College High School, but appears to be shrinking. These programs can play an important role in the economic development of the region placing their graduates in the growing field of education and child care.

WHC Lemoore is well positioned to provide timely education and job training in health related fields. The new nursing program started in fall '08 and other programs are being explored.

The college has been proactive in partnering with the Health and Human Services Department of Kings County, which is with the college to provide workforce training programs for the CalWorks population in fields such as office technology.

The importance of the Naval Air Station to the college is obvious. Declining enrollment at NASL requires a fresh look at possibilities in terms of workforce training. Discussions with the NASL, college faculty and staff, environmental scans, and labor market projections should provide a foundation for the decision-making process.

In environmental scans of any region, projects or areas surface that haven't yet made the radar screens of labor market surveys. One such project is the Quay Valley Ranch, a proposed planned community consisting of about 12,000 acres in unincorporated Kings County. It is planned to be a new, sustainable, solar-powered model town of about 150,000 people. The potential for partnership, the development of programs in sustainable energy, the need for education, jobs, and services is large. The college must play a role.

Recommended strategies to address key findings:

- WHC Lemoore has already forged many strategies to respond to labor market needs. But the process to find ways to collaborate with local, regional, and state partners takes constant attention & effort.
- Monitoring economic trends and corresponding program development and expansion must continue. Employee demographics suggest that significant administrative and faculty retirements may occur in the next ten years. Staffing decisions must be considered.
- Program review and coordination at the college and district level may reveal areas of collaboration or unique pursuit because of geography, program interest or expertise, or facilities.
- Work force training is as important as the preparation of students in the Basic Skills. Contextualization – the concept that students learn essential skills best in practical, experiential contexts is ideal in that environment. Links with Basic Skills and work force training can be employed in programs at a college like Lemoore, where collegiality and communication are stated values.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, graduation rates
- College guiding principles: Excellence, Collaboration
- State strategic plan: Goal C Partnerships for economic and workforce development

STUDENT SERVICES: ASSESSMENT PLACEMENT SERVICES

Key Findings

In '07-08, 46% of first-term students were assessed and 48% of them placed into Basic Skills English and 51% placed into Basic Skills math.

District wide, about 14% of students who did not receive assessment had educational goals that required assessment in order to succeed at the college level.

A small percentage of 11th grade students at feeder high schools to WHC Lemoore test as proficient or advanced in English or math.

Assessment and placement are a foundation for college success and students most at risk are those who have not been assessed.

Recommended strategies to address key findings:

- Develop programs to ensure that the majority of incoming students receive assessment placement services to provide them with information to access classes that will prepare them to succeed academically.
- Work across the curriculum to insure that classes that will help students succeed academically are available to them.
- Students in categorical programs compose about 63% of Basic Skills English enrollment. Develop collaboration between categorical programs and Basic Skills English faculty to improve success rates

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion, graduation rates
- College Guiding Principles: Access, Excellence
- State Strategic Plan: Goal B, Student success and readiness, Assessment and placement

STUDENT SERVICES: MULTIPLE DELIVERY SYSTEMS FOR STUDENT SERVICES

Key Findings

The remarkable growth in students taking online classes necessitates a rethinking throughout the college about new ways to support their learning and success.

The college has an unduplicated head count of online students that is equal to 49% of on-campus students. There were 3,161 online students in the '07-'08 school year. The projected development and growth of multiple delivery systems for classes will necessitate new strategies for student services.

With relatively new leadership in student services at Lemoore, new perspectives and ideas are being implemented. The goal to provide online and bilingual orientation, counseling, testing and guidance service to new and continuing students is being implemented. (Institutional self study report, '06)

Although 49% of first term students received assessment placement, 18% of all students used assessment placement services in '06-'07, with only 8% of the college's students using follow up academic services.

The success and retention rates for students taking classes online are below the rates of students taking classes on campus. Online students in '07-'08 had a success rate at Lemoore of 55% and a retention rate of 73%. On campus

students had a success rate of 63% and a retention rate of 78%.

Recommended strategies to address key findings:

- Develop a means to provide more students with matriculation services, with a focus on students who are enrolled in online and video conference classes
- Develop methods to more effectively assess the student preparedness levels of online students
- Develop a student services strategic plan with multiple delivery systems as a main theme. Because of the existing initiative to start online and bilingual services, the college may already be developing a model program to be replicated.
- Consider the efficacy of joint online student services with WHC Coalinga so students at either college would have seamless, well supported services available in an expansive time frame.

Addresses goals from:

- District Strategic Plan: Goal #4 Improve transfer, completion, graduation rates
- College Guiding Principles: Access, Innovation
- State Strategic Plan: Goal B, Student Success and Readiness



Institutional Effectiveness Planning Calendar 2008-2009

ID	Task Name	Accountability	Start	Finish	Duration	2008						2009								
						Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
1	Update Accountability Documents (EMP, Program Review, Performance Indicators, Goals)	IE Office	6/13/2008	7/31/2008	7w	■														
2	Complete Instructional and Non-instructional Program Reviews	CIO, CSSO, and IE Office (Distric)	8/15/2008	11/28/2008	15.2w			■	■	■	■									
3	Review CCSSE Findings	Presidents, CIO, CCSO, IE Office	10/1/2008	10/15/2008	2.2w				■											
4	Review College Performance Indicators and Identify Areas for Improvement	Presidents and IE Office	10/16/2008	10/30/2008	2.2w				■											
5	Review ARCC Findings	Presidents and IE Office	2/2/2009	2/13/2009	2w										■					
6	Consolidate College Needs based on Program Review, SLOs, KPI, ARCC, CCSSE, Planning Committees, Planning Documents,....	Presidents and IE Office	2/16/2009	2/27/2009	2w										■					
7	College Strategic Planning – Identify Priorities	Presidents and IE Office	3/2/2009	3/13/2009	2w										■					
8	District Strategic Planning – Identify Priorities	Chancellor and IE Office	3/17/2009	3/30/2009	2w											■				
9	Submit Proposed Budget and List of Priorities	Presidents & Chancellor	4/10/2009	4/10/2009	.2w															■

PROGRAM REVIEW SCHEDULE

District Office

Midterm Due
 Program Review Due

Program Name	Date of Most Current Program Review	2009	2010	2011	2012	2013
Business Services						
Human Resources						
Foundation						
Web Services						
Chancellor's Office						
Enrollment Services						
Financial Aid	2004e					
Workforce Development						
Child Development Centers						
Learning Resources	2007					
ITS						
Student Support Services						
Grants	2006					
After School	2008					

From: Avila, Pedro
Sent: Wednesday, November 17, 2010 5:11 PM
To: Stearns, Jill R.; Bolt, Dave
Cc: Warkentin, Don; Lewallen, Willard; Gornick, Frank
Subject: District Program Reviews

Jill and Dave,

We have four district departments that are ready to submit program reviews for a first reading to your program review committees. We will need approximately 15 minutes for each department to provide a brief presentation. I'm hoping we can do at least two first reading presentations at your December meetings and another two at your January meetings. Keep in mind that a second reading will be required for each department in order to collect feedback from your committee. Please let me know if this is possible and we will begin to plan accordingly.

For your information, below is the district's program review routing process.

1. Review with immediate supervisor and Vice Chancellor of Institutional Effectiveness.
2. Submit for review to WHC Coalinga Instructional Services Council and WHC Lemoore Planning and Governance Council.
3. Implement feedback from colleges and route to Chancellor's Executive Cabinet for review and approval.
 - a. Chancellor's Executive cabinet reviews appropriateness of services and makes decisions related to allocation of resources and or restructuring.
4. Presentation to Board of Trustees

Best Regards,

Pedro Avila
Vice Chancellor
Institutional Effectiveness and Enrollment Management
West Hills Community College District
www.westhillscollge.com
(559) 934-2128

"Once You Go Here, You Can Go Anywhere"™

WEST HILLS COLLEGE LEMOORE

**PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS
UNIT PLANNING GUIDE - NON-INSTRUCTIONAL
DEPARTMENTS & AREAS
TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE**

I. General Information

Department/Service: Educational Services / LIFE After School Program

Date Prepared: 10/14/2008

Prepared By: Riley Talford

Staff: Riley Talford, Jorge Pulido, Laura Santillan, (49 staff at 8 school sites)

II. Program Overview

A. State the program mission.

West Hills College LIFE After School Program enriches lives, builds community, and enhances educational growth and development through quality learning opportunities. We provide a quality enrichment environment that fosters learning, sparks creativity, enhances social skills, and bridges the gap between home and school. It is our belief that all students can gain an understanding of and reach their full potential by providing structure, discipline, creative expression, and nurturing. As a new program we realize that by encouraging students to dedicate themselves to academic achievement they can utilize education as a vehicle to propel them to future life endeavors.

B. Briefly describe the current state of the program/department/service area.

The LIFE Program is in its 7th year of operation. Since its inception in 2002 the program has grown from being in operation at 3 schools to now serving 7 elementary schools and 1 high school program. Each school day the program serves approximately 760 elementary to high school students between the hours of 2-6 p.m. Students enrolled in the program receive a daily regiment of home work assistance, curriculum based educational programs, and various fun and learning filled enrichment activities.

Program operations at our elementary schools remain consistent and effective. The program has maintained 100% attendance at each school site since its inception. To achieve this mark 77- 84 students must attend the program daily at each school site. Our average daily attendance at each school site ranges from 85 – 100 students. Our newest program operating at Avenal High School will challenge us to maintain this record. The approach towards high school students differs from that of elementary students.

Our approach towards high school students is to provide them with: 1) opportunities to earn credit towards graduation, 2) skills to prepare them for work

force, and 3) activities that will excite their appetite for further education in a specific field of study.

Program staffing now includes 4 full time staff and approximately 49 part-time employees. The bulk of our employment ranks consist of West Hills College graduates and current students.

C. Describe how the program/department/service area goals and objectives are aligned to the advancement of the college mission, goals and objectives.

The LIFE After School Program advances the mission of WHCCD in the following ways: providing powerful and effective on the job learning opportunities for students working towards careers in teaching, promoting education as a vehicle to future life endeavors to the young students we supervise, and providing a safe and enriching environment that parents and school district administrators can feel safe entrusting their children to.

Many of our student workers have identified teaching as their career field of choice. As a member of the LIFE team they get first hand experience as managers of classrooms. Many of our staff members learn and practice the following teacher related activities: writing effective lesson plans based upon California Content Standards for the grades they teach, lesson delivery and evaluation, time management, organization, and behavior management.

School age students under our care are routinely encouraged to do well in school. Students who excel in our setting (perfect homework completion, activity participation, perfect attendance, etc) are routinely rewarded and receive recognition for their accomplishments.

Each year the program conducts surveys of students and parents. The overwhelming majority rated that they feel students are safe in the program. Furthermore, school site principals and teachers have commended program staff for the work performed with students and the care/respect shown to the school sites.

D. List any recommendations from the most recent college/program/department accreditation and/or previous review.

Not applicable.

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

- Enrollment Trends
- Student Retention Rates/Student Success Rates (if applicable)
- WSCH/FTEF (if applicable)
- Full-time to Part-time Faculty Ratio

- Number of Students Earning Degrees (if applicable)
 - Number of Students Earning Certificates (if applicable)
 - Job Market Analysis (if applicable)
 - Student Demographics
 - Grade Distribution (if applicable)
 - Student Survey Data (if applicable)
1. **Enrollment Trends** – The program operates on a first come / first serve basis. Enrollment at all elementary school sites routinely reaches max capacity by the first week of school. There is currently no data available for the high school program
 2. **Student Retention/Success Rates** – Not applicable
 3. **WSCH/FTEF** – Not applicable
 4. **Full-time to Part-Time Faculty Ratio** – 4 full time staff to 49 part time staff. 7 of the 49 part time staff positions are designated as part time – permanent.
 5. **Number of Students Earning Degrees / Certificates** – Not applicable.
 6. **Job Market Analysis** – Not applicable.
 7. **Student Demographics** – data is not tabulated as it is not applicable to the LIFE After School program
 8. **Grade Distribution** – Not applicable
 9. **Student Survey Data:** Data not available at time of submission; Data will be available for review on 11/25/08

B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service.

The LIFE Program has been a consistent pillar in the communities served. The enrollment trends and retention rates displayed provides a strong indication of program success. There is also a high degree of satisfaction reported among students and parents served in the program. The success of the LIFE program has led to healthy and sustained growth which extends WHCCD's sphere of influence throughout the Central Valley.

C. Attach the following data maintained for your program/department/service area:

1. Budget information regarding costs per program/department/service area on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the service as reflected by student enrollment.

**Avenal High School Life After School Program
PROGRAM 2008 - 2009**

<u>Proposed Number of Students Served</u>	<u>Funds Available</u>
High School 132	\$205,000

Total 132 students (1 school site) x \$5.75 /day x 180 school days
Activities & School Materials and Supplies for Activities/Program

West Hills Community College Districts Costs

Program Director for After School Program			
25% of \$75,547		18,887	
Benefits @ 35% of \$21,909		<u>6,610</u>	
			25,497
Program Assistant / Site Supervisor 100% FTE			
100% @ \$34,956		34,956	
Benefits @ 35% of \$34,956		12,235	
After School Senior Secretary			
25% of \$38,488		9,622	
Benefits @ 35% of \$11,162		3,368	
After School Accounting Services			
10% of \$42,000		4,200	
Benefits @ 35% of \$4,200		<u>1,470</u>	
			65,850
Tutors/Activity Directors			
Academic Tutor			
4 hrs/day x 188 days @ \$13 /hr		9,776	
Benefits @ 11% of \$9,776		1,075	
Year Round School Site Activity Leaders (4)			
4 @ 4 hrs/day x 188 days @ \$10 /hr		30,080	
Benefits @ 11% x \$30,080		<u>3,309</u>	
			44,240
Specialty Instructors/Hourly		26,643	
Benefits @ 11% of \$24,700		2,931	
High School Activity Assistants			
1 @ \$50/mo x 9 mo		<u>450</u>	
			30,024
Operational Costs			
Life Scans 6 @ \$90		540	
Summer Institute 6 x \$500		3,000	

Staff Training		
How to Tutor 36 hrs		
Discipline Techniques 36 hrs		
Instructional Materials	10,459	
Supplies @ \$200 / month	2,400	
Mileage		
Coordinator/Assistant		
60 mi.x 43 days x .585	1,509	
	<hr/>	17,908

Student Field Trips		
Transportation Costs		
\$1,750/bus x 2 buses x 2 trips	7,000	
Van Rental 4000 miles x .65	2,600	
Field Trip Meals		
\$25 per student x 132 students x 2 trips	6,600	
Activity Costs		
\$20 per student x 132 students x 2 trips	5,280	
	<hr/>	21,480

TOTAL		<hr/>	\$205,000
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**Avenal Elementary Life After School Program
PROGRAM 2008 - 2009**

<u>Proposed Number of Students Served</u>	<u>Funds Available</u>
Avenal	90
Tamarack	80
Kettleman	80
	\$264,000

Total 250 students (3 school sites) x \$5.75 /day x 180 school days
Activities & School Materials and Supplies for Activities/Program

West Hills Community College Districts Costs

Program Director for After School Program			
32% of \$75,547		24,175	
Benefits @ 35% of \$		<u>8,461</u>	32,636
Program Assistant Coordinator / Site Supervisor 100% FTE			
43% @ \$34,956		15,031	
Benefits @ 35% of \$ 15,031		5,261	
After School Senior Secretary			
32% of \$38,488		12,316	
Benefits @ 35% of \$12,316		4,311	
After School Accounting Services			
10% of \$42,000		4,200	
Benefits @ 35% of \$4,200		<u>1,470</u>	42,589
Tutors/Activity Directors			
Lead Tutor / Activity Director (3 - 1 per site)			
3 @ 5 hrs/day x 188 days @ \$13 /hr		36,660	
Benefits Perm/PT 2 @ \$24.5%/1 @ 11%		7,332	
Year Round School Site Activity Leaders 5 per site			
14@ 4 hrs/day x 188 @10/hr		105,280	
Benefits @ 11% x \$105,280		<u>11,581</u>	160,853
High School Activity Assistants			
2 per site @ \$50/mo x 9 mo x 3 sites		<u>0</u>	0
Operational Costs			

Life Scans 10 @ \$90	900	
Summer Institute 3 x \$500	1,500	
Staff Training		
How to Tutor 36 hrs		
Discipline Techniques 36 hrs		
Instructional Materials	14,567	
Supplies @ \$100 / month	1,200	
Mileage		
Coordinator/Assistant		
Lemoore Supervision Trips		
60 mi. x 50 days x .585	1,755	
		19,922
Student Field Trips		
Transportation		
Costs		
\$2000/bus x 1 bus x 1 trip	2,000	
Field Trip Meals		
\$25 per student x 100 students x 1 trip	2,500	
Activity Costs		
\$35 per student x 100 students x 1 trip	3,500	
		8,000
TOTAL		\$264,000

**Lemoore Elementary Life After School Program
PROGRAM 2008 - 2009**

<u>Proposed Number of Students Served</u>	<u>Funds Available</u>
Lemoore	84
Cinnamon	84
Meadow Lane	84
P.W. Engvall	84
Total	336 students (4 school sites) x \$5.75 /day x 180 school days Activities & School Materials and Supplies for Activities/Program

West Hills Community College Districts Costs

Program Director for After School Program		
43% of \$75,547	32,485	
Benefits @ 35% of \$37,018	<u>11,370</u>	43,855
Program Assistant / Site Supervisor 100% FTE		
57% of \$34,956	19,925	
Benefits @ 35% of \$34,956	6,974	
After School Senior Secretary		
43% of \$38,488	16,550	
Benefits @ 35% of \$16,550	5,792	
After School Accounting Services		
15% of \$42,000	6,300	
Benefits @ 35% of \$6,300	<u>2,205</u>	57,746
Tutors/Activity Directors		
Lead Tutor / Activity Director (4 - 1 per site)		
4 @ 5 hrs/day x 188 days @ \$13 /hr	48,880	
Benefits Perm/PT 4 @ \$24.5%	11,986	
Year Round School Site Activity Leaders 5 per site		
20 @ 4 hrs/day x 188 days @ \$10 /hr	150,400	
Benefits @ 11% x \$150,400	<u>16,544</u>	227,810
High School Activity Assistants		
2 per site @ \$50/mo x 9 mo x 4 sites	<u>0</u>	0

Operational Costs

Life Scans 13 @ \$90	1,200	
Summer Institute 4 x \$500	2,000	
Staff Training		
How to Tutor 36 hrs		
Discipline Techniques 36 hrs		
Instructional Materials	9,391	
Supplies @ \$30 / month	354	
Mileage		
Coordinator/Assistant		
Lemoore Supervision Trips		
60 mi. x 40 days x .585	1,404	
		14,349

Student Field Trips

Transportation Costs		
	0	
Field Trip Meals		
	0	
Special Activity Costs		
	4,000	
		4,000

TOTAL

\$ 347,760

2. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.

Employee Classification:

Certificated _____ Class. Professional 11 Student Worker 41
Volunteers _____

Diversity (Race/Ethnicity)

1 Native Am. /Alaskan Nat.	3 African/African-American/Non-Hispanic
1 Asian/Pacific Islander	3 Caucasian/Non-Hispanic
44 Hispanic	Filipino
Mixed	

3. Describe the certificated and classified staffing requirements of the existing program/department/service area, as well as the effect any proposed curricular or instructional changes would have in the next three years.

The LIFE Program currently consists of 1 full time program Director (upgraded from program Coordinator), 1 full time Assistant Coordinator, 1 full time Senior Secretary, 1 full time Site Supervisor the high school program, 7 part-time (soon to be classified as part-time permanent) Site Supervisors, and 41 part time Activity Leader positions. An abbreviated account of these positions is provided below:

Program Director

Directs and oversees the operations of the after school program department that consists of 8 schools, 52 full and part-time staff, and over 760 primary grade school students.

Assistant Coordinator

As a direct managerial assistant to the program director, the assistant coordinator plays an active role with the logistics of program operations. In addition to those duties this position also supervises Site Supervisors and assists with daily operations at program school sites.

Senior Secretary

The Senior Secretary serves in a vital supportive role to the program Director. This position handles the procurement of supplies and materials, handles the hiring process of potential program employees, maintains employee files, and other duties as assigned.

Site Supervisors

Program Site Supervisors manage the daily operations at assigned school sites. They directly supervise 5 staff and approximately 100 students at assigned school sites.

Activity Leaders

Program Activity Leaders supervise classes of up to 20 students per activity leader. Persons serving in this capacity carry-out the daily program plan that consists of homework help/supervision, educational lessons, and enrichment electives.

Going forward the following positions have been identified as being necessary if the program continues to grow as expected:

District Coordinator

I envision the title and role of the Assistant Coordinator to change to District Coordinator and adding a second District Coordinator. Under the direction of the Program Director the District Coordinator would be responsible for the operations of all programs within an assigned district and would directly supervise program Site Supervisors within their district.

Trainer

1 Program trainer with a teaching background would be hired to conduct on going staff development training. This position would also collaborate with regular school day teachers to ensure that students receive follow up activities during the extended after school program day.

Program Counselor

Contingent with funding the person filling this role would conduct family workshops, and student group counseling sessions at program school sites.

D. Identify and discuss the effect that trends may have on the program/department/services area's organization, structure, and nature over the next two to four years.

Funding for After School Programs has been consistent for the past 7 years; however there have been challenges to its guaranteed funding as outlined in Proposition 49. Attempts to change legislation that directly impacts program funding levels have thus far been thwarted, but with the ever changing climate of the nation's economic woes funding in the future can once again be threatened. As the program continues to grow with the procurement of new grants and or contracts to facilitate programs for new school districts the size of the department could grow to by another 20 – 40 full and part time employees. West Hills Community College District will continue to have an influence on where families that are served choose to continue their education.

E. What resources are required to maintain program/department/service area, and what additional resources are necessary to improve or expand it? The LIFE Program is funded by state (Prop. 49 ASES) and federal (21st Century ASSETS) grants for After School programs. As additional revenue sources become available (primarily other grants supporting after school programs) the program will seek to expand its operations to other surrounding school districts and or current schools within our current districts that are not presently served.

F. Discuss staff training, academic and professional currency.

Program employees receive professional development training primarily during two distinct times of the year: end of summer and spring. Most trainings are conducted at WHC Lemoore by leading professionals in the field of After School education. Employees also receive training on the implementation of new curriculum, as well as update training on CPR and First aid. All training is contingent upon funding within the program's budget.

G. Excluding curriculum validation, discuss community involvement in the operation of the program/department/service area.

The LIFE program has received generous donations from businesses within our surrounding communities'. The program has also hosted community based events such as plays, carnivals, and community food drives. Avenal hosted a Christmas play in 2008, spring carnival joint community organizations effort also in Avenal, most of staff reside in the communities they serve.

IV. Professional Development

A. What professional development activities have staff participated in?

Employees in the LIFE program receive 24 hours of training prior to the beginning of each program year. Employees receive training in classroom management, writing effective lesson plans, learning and teaching strategies, and program specific operations.

B. How does this professional development affect Student Learning Outcomes for your program/department/service area?

Training provided to program employees provides them with the tools necessary to affect growth in the students we served. Program staff are more confident in delivering program content which has a direct impact on student academic improvement.

C. Describe the program/department/service area's plans for staff development over the next four years. Staff development within the program is ongoing. Each year management and supervisory staff attend Conferences and workshops that are geared to increasing the academic performance/effectiveness of after school programs operated at local school sites. Conferences provide training on "Best Practice" approaches for delivering student learning activities, Effective Management of Programs, Building Effective Partnerships, Grant Writing, and other professional development themed topics. Line level staff receive quarterly training on the following topics that are geared for equipping them with tools for effective delivery of LIFE program offerings: Classroom Management, Effective Tutoring Tactics, Lesson Planning, Working with Students with Special Needs, CPR/First Aid, and Incorporating Behaviors that Effect Positive Change.

C. Discuss the effectiveness of continuing education requirement to meet the need for advanced training and/or training in emerging technologies.

V. Student Learning Outcomes

A. List all Student Learning Outcomes for this program/department/service. Student Learning Outcomes for the LIFE program are as followed:

1. To improve Baseline California Standardized Test Scores in English Language Arts and Mathematics from previous year
2. To promote to next grade level

During the 2007-2008 academic year, over 880 K-6th grade students were served 1 day more in LIFE After School Programs operated at Lemoore Union & Reef Sunset Unified School Districts. 580 of those students were serviced at Lemoore schools. Out of those 580 students, 428 attended the program for at least 90 days. Out of those 428 students 214 improved their CST ELA scores and 218 improved their CST Math scores. Promotion to next grade rates for students, according to affiliated school district personnel, was well above 95%. (*CST data for individual students attending Reef-Sunset Schools was not available at time for this report, but overall CST scores for the Reef-Sunset District showed at least a 30% improvement for all students within the district). The Evaluation Report for programs operated in Lemoore has been submitted with this report.

B. Explain how Student Learning Outcomes are used to measure quality and success of this program/department/service area.

The LIFE Program is funded by California's Prop. 49 which provide After School Funding for Title I Schools that show a need for improvement. To remain eligible for funding each program is evaluated on its effectiveness. Program effectiveness is measured by student utilization of the program (attendance), and student achievement (CST scores, academic performance, promotion rates, home work completion). Attendance and CST data is tabulated for each student and submitted to California Department of Education (CDE) After School Programs Office yearly. The LIFE Program has been noted for its effectiveness achieving the goals of the grant.

C. Based upon the results of the program SLO assessments, what improvements have been identified?

Current program operation is effective in achieving student learning outcomes.

VI. General Operations

A. How does the program/department/service area ensure that current curriculum/delivery of service is adequately meeting the needs of students?

The LIFE Program is judged upon its ability to maintain a robust enrollment, and its ability to increase student proficiency with quality homework completion and reading. As a result of program staff hard work and dedication many students who attended the program for at least 6 months showed marked improvement in their state standardized tests scores (see attached document).

B. Do special accreditations, external regulations, or advisory committees regulate the program/department/service area? Yes No (if yes, elaborate.)

The LIFE program is regulated by state and federal standards for after school programs. The program must submit an annual report on its performance. The program is also subjected to Categorical Program Management (CPM) audits conducted by California Department of Education (CDE).

C. Does the program/department/service area have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate.)

The LIFE Program must abide by regulations set forth by state and federal standards set forth for after school program operations. Some of the more common regulations are as followed:

- Programs must operate all 180 school days.
- All programs must operate until 6:00 p.m. each school day.
- Programs must start as soon as the regular school day ends which includes early out days.
- Student enrollment in after school programs are on a first come, first serve basis.
- Program staff must meet the minimum requirements set forth by the local school district for an educational assistant.

D. Is there evidence of unmet student needs caused by your program/department/service area? Yes No (if yes, elaborate.)

E. How does the program/department/service area address cultural diversity?

Students enrolled in the program participate in activities that promote cultural diversity and recognize the accomplishments of others. The programs celebrate and promote events like Black History Month, Hispanic Heritage Month, Cesar Chavez and Martin Luther King Day's are only a few examples.

F. Describe the initiatives the program/department/service area has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical mental disabilities, re-entry, gender, etc.).

The LIFE Program promotes equal access to all students regardless of social-economic status, ability level, or physical/mental limitations. The program enrolls students on a first come first serve basis. All activities within the program practice inclusion – in

other words all students are expected / encouraged to participate. Accommodations are made as necessary to meet the needs of students with special needs.

G. Discuss the program/department/service area's use of external funding, including grants and collaborative partnerships, if applicable.

The LIFE Program receives its funding for all elementary school operations from the state After School Education & Safety Grant. Funding for high school operations is provided by the federal governments After School Safety Enrichment Training grant. These grants provide sufficient funding for the following after school related services: tutoring, home assistance, educational enrichment activities, physical fitness, and or job training (high school only). Collaborative partnerships with multiple agencies have been established that provide support for staff training/development, program technical assistance, curriculum offerings, and or supportive services for students and their families. Other partnerships have been established with local businesses that provide financial or supplies support for program related activities.

H. To what extent is technology being used in the program/department/service area?

Students attending LIFE programs at affiliated school sites are provided access to computers. Students utilize these computers to work with educational enrichment software programs or web based educational programs that promote reading comprehension. Program Site Coordinators utilize a program specific database that aids in the collection of data on the LIFE Program's effectiveness. This data includes but not limited to attendance records, state test scores, and participation in program activities.

I. Describe the supply requirements for your existing program/department/service area, as well as the effect that any proposed changes would have on the supplies in the next four years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.

As previously stated, the LIFE program's needs are met by state and federal grants that provide sufficient funding for program activities. Each year the LIFE program's department head budgets appropriately for supplies needed for projected program operations. These supplies consist of arts-n-crafts material, educational curriculum, workbooks, reading books, enrichment materials, and other supplies as needed. Supplies cost per site range on average between \$10,000 - \$15,000 per year.

J. Describe the need for facility modifications within your existing program/department/service area or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next four years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.

All LIFE programs are operated at Lemoore Elementary Unified and Reef-Sunset Unified District schools. Facility usage at these schools is at the discretion of school site administrators. Although facility usage at most school sites are adequate for program

needs, an expansion of facilities at Avenal elementary and Avenal High school would be of tremendous benefit for students enrolled in the program at these schools.

VIII. Summary and Recommendations

A. What actions have been taken to address the assessment and improvements of program learning outcomes?

Program employees have been provided training in areas deemed critical to achieve the goals of student learning outcomes. Program curriculum additions were made based upon the educational, emotional, and physiological needs of students

B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.

1. Program strengths:

Well rounded curriculum and a great team of career staff members that strive to help students improve academically and socially.

2. Areas that need improvement:

Additional professional development training for employees in the area of classroom management, new and exciting educational practices that activate student desire for learning, and refresher courses in upper level math (geometry, algebra I, algebra II).

3. Strategies and actions for program enhancement and improvement.

The LIFE Program as an organization is operating at a very high level in its primary mission of meeting the needs of program students.

Upon the receipt of additional funds program services will be extended to assess and meet the needs of not only students, but their families'.

C. Attach your Program Planning and Evaluation Assessment Grid. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

WEST HILLS COLLEGE LEMOORE
Institutional Effectiveness Planning Calendar

DATE	ITEM	RESPONSIBILITY
Fall	Review Mission/Vision Statement & Goals, Performance Indicators	Strategic Planning Committee/PGC
Summer	Update Planning & Governance Manual	President's Office
September	Review Accreditation Timeline	PGC
September	Strategic Planning Committee Retreat/Strategic Plan (Mission/Vision Statement)	Strategic Planning Committee
December	Strategic Planning Committee Retreat/Strategic Plan (Guiding Principles)	Strategic Planning Committee
February	Student Strategic Planning Retreat	Student Services
February	Strategic Planning Committee Retreat/Strategic Plan (Performance Indicators, ARCC Report)	Strategic Planning Committee
March	WASC Annual Report	PGC
March	College Operations Budget Changes	PGC
May	Strategic Planning Committee Retreat (End of year wrap up, Evaluation of planning process)	Strategic Planning Committee
May	Approved Budget Priority/Staff Requests	PGC
December/May	Approve Program Review Plans	PGC
April/May	Review PGC Committee Membership	PGC
Monthly	Board Policies and Administrative Procedures	PGC
Annually	Review of Technology Strategic Plan	PGC
Biannually	Evaluation of Shared Governance Process	PGC
Biannually	Review Educational Master Plan	PGC, Committees

Updated: 2/2/2010 PGC

Program Review, Planning and Evaluation

West Hills College Lemoore

Mission: West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Assessment Grid

<p>Program: Mission: The mission of the Art Department at West Hills College Lemoore is to enhance student learning and to enrich the lives of the populations we serve by stimulating cultural understanding through the visual arts. Critical thinking skills and the ability to access personal creativity are also developed through various art courses offered. The department strives to offer courses that stimulate student interest and encourages strong student success and retention rates. Two associate degrees, Studio Art and Art History, are offered, which allow students to pursue specialized interests.</p>			<p>Contact Person/ext.: Michael McDowell/x3745</p>	
<p>Submission Date: April 2009</p>			<p>Midterm Report Date (2 years from submission/ 1 year CTE):</p>	
Program Goals/ Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
<p>At least 3 short-term and up to 2 long-term goals. Instruction: At least three of your goals must be program specific student-learning outcome oriented.</p>	<p>The specific activities you will implement to accomplish the goals (e.g. implement a new course) and intended outcomes.</p>	<p>Any additional resources you will need to accomplish the activity. Please be specific and realistic.</p>	<p>Means of Assessment/Criteria for Success including timeline (Measurable)</p>	
<p>1. Obtain the necessary</p>	<p>1. Seek funding.</p>	<p>1. Uncertain; this</p>	<p>1. When the projector</p>	<p>1. Obtain the necessary</p>

<p>equipment to solve the problem with the Data Projector in the Art Lab (Room 831)</p>		<p>depends on the cost of the necessary lens</p>	<p>works properly it will be evident that success has been achieved.</p>	<p>equipment to solve the problem with the Data Projector in the Art Lab (Room 831)</p>
<p>2. Obtain a whiteboard for the Art Lab.</p>	<p>2. Will speak to Facilities Director, Vince Montoya, to locate a solution. Will seek funding, if necessary.</p>	<p>2. Uncertain.</p>	<p>2. When the whiteboard is installed and in use it will be evident that success has been achieved.</p>	<p>2. Obtain a whiteboard for the Art Lab.</p>
<p>3. Obtain a remote control device to allow computer data to be advanced from the front of the Art Lab classroom.</p>	<p>3. Seek funding.</p>	<p>3. Uncertain; this depends on the cost of the device</p>	<p>3. When the capability to advance projected computer data is possible it will be apparent that success has been achieved.</p>	<p>3. Obtain a remote control device to allow computer data to be advanced from the front of the Art Lab classroom.</p>
<p>4. Obtain a microphone to allow for better auditory instruction in the Art Lab.</p>	<p>4. Seek funding.</p>	<p>4. Uncertain; this depends on the cost of the device</p>	<p>4. When better communication is possible it will be apparent that success has been achieved.</p>	<p>4. Obtain a microphone to allow for better auditory instruction in the Art Lab.</p>
<p>5. Develop Student Learning Outcomes for all department courses.</p>	<p>5. Will address this for each Department course.</p>	<p>5. None</p>	<p>5. When at least one SLO has been written for each Department course success will be apparent, by November 2007.</p>	<p>5. Develop Student Learning Outcomes for all department courses.</p>
<p>6. Develop curricula for computer Art courses.</p>	<p>6. Will complete New Course Packet for specific courses.</p>	<p>6. None</p>	<p>6. This is currently in process and will be submitted this</p>	<p>6. Develop curricula for computer Art courses.</p>

7. Obtain necessary software for computer Art instruction.	7. Seek funding.	7. Two specific software programs need to be purchased: Adobe Creative Suite (approximately \$5200), & Maxon Cinema 4D XL Studio (approximately \$5400)	semester or next. 7. When Photoshop, Digital Illustration & Digital Animation are offered as courses; this depends on funding for necessary software.	7. Obtain necessary software for computer Art instruction.
8. Obtain necessary facilities and equipment to allow instruction of Ceramics courses.	8. Will solicit funding and facilities consideration.	8. Unknown; may depend on construction costs...	8. This is likely to entail the inclusion in facilities considerations for future construction.	8. Obtain necessary facilities and equipment to allow instruction of Ceramics courses.
9. Solidify and expand SLO's.	9. Will seek input & insight from other relevant faculty.	9. None	9. This will occur over the next several years.	9. Solidify and expand SLO's.

Program Review, Planning and Evaluation

**West Hills College Lemoore
Program Review, Planning and Evaluation**

Assessment Planning Logic Model Midterm Report

Program:		Date:
Findings	Analysis	Actions
What are the actual quantifiable outcomes compared to those listed in column four of the Assessment Grid?	Your interpretation of the results (why the activities were not successful in achieving the goal)	Based on the Findings and Analysis, what is the next step(s) to program improvement?
<ol style="list-style-type: none"> 1. Lens has been purchased and installed. 2. Whiteboard has been purchased and installed. 3. I purchased this with personal funds for personal use. 4. Microphone has been purchased and in set up for use. 5. SLO's have been written for all current Art courses and for both Art degrees. 6. Art 20A, Introduction to Digital Design, has been written and approved. 7. Photoshop and Illustrator software has been purchased and installed on computers in room 273. 	<ol style="list-style-type: none"> 1. Projector works satisfactorily, though there is a dark halo at the lower corners, which does not allow for completely clear projection. 2. Whiteboard is in use. 3. Problem has been solved on a personal level. 4. Microphone is in use. 5. SLO's are in place and being assessed and interpreted each semester. 6. There are two more computer art courses that will be proposed in the future. 7. Software is still needed to the proposed computer animation class, Maxon Cinema 4D XL Studio 	<ol style="list-style-type: none"> 1. None necessary, though an entirely new projector with proper lens would be welcome. 2. None necessary. 3. Will continue to seek funding for clicker to be used by other faculty. 4. None necessary. 5. SLO's will continue to be assessed, evaluated, updated, added to, and re-written as necessary. 6. Research and development of curricula for Illustrator and Animation courses. 7. Recommend the purchase of this software.

<p>8. One electric kiln, of two needed, has been purchased.</p> <p>9. SLO's have been written for all current Art courses and for both Art degrees.</p>	<p>(approximately \$5400).</p> <p>8. Further funding will be necessary to complete this goal.</p> <p>9. SLO's are in place and being assessed and interpreted each semester.</p>	<p>8. Facilities considerations must be addressed, and much more equipment must be funded and purchased.</p> <p>9. SLO's will continue to be assessed, evaluated, updated, added to, and re-written, if necessary. Will continue to seek input & insight from other relevant faculty.</p>
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Flex Day

West Hills College Lemoore

Thursday, August 12, 2010

8:30-9:00 a.m.	Continental Breakfast		Conf. Center
9:00-9:15	Welcome back & Kick-off	Kurt Sterling	Conf. Center
9:15-11:15	"Generational & Cultural Diversity In the Classroom"	Susanne Valery, Ed.D.	Conf. Center
11:15-11:30	Break		
11:30 – 12:15	Break Out Session (Please Choose One) "Social Networking and Education" David Babb "ADA compliance in online classes" David M. Rengh. "Infection control and hand-washing" Marleen Smart		Room xxx Room xxx Room xxx
12:15-1:45pm	Lunch – WHCFA Meeting Or On Your Own	Marty Ennes	Room 239
1:45- 2:30	enlb4u	Stephanie Droker Jacqui Shehorn Neomi Daniels	Conf. Center
2:30 – 3:15	Learning Area Connect Committee Representatives SLO ???	Senate Reps	Conf. Center
3:15-4:00pm	Office Time		



Duty Day West Hills College Coalinga Friday, August 13, 2010

8:30 – 9:00	Continental Breakfast	<i>WHCC Cafeteria</i>
9:00 – 9:10	Welcome & Introductions	President Willard Lewallen <i>Theatre</i>
9:10 – 10:10	State of the District	Chancellor Frank Gornick <i>Theatre</i>
10:10 – 10:20	Break	<i>Chess Board Area</i>
10:20 – 12:00	To Be Determined	
10:20 – 12:00 (every 15 minutes)	Tours of Health and Wellness Center	Mark Gritton <i>Chess Board Area</i>
12:00 – 1:00	Lunch (provided)	<i>WHCC Cafeteria</i>

AFTERNOON SESSIONS **West Hills College Lemoore**

1:00 – 2:00	President's/Administrative Update	President Don Warkentin <i>Library/Learning Resource Center</i>
2:00 – 2:15	Snack Break	
2:15 – 4:00	Learning Area Meetings/ Accreditation Self Study	????/ D. Bolt <i>Library/Learning Resource Center</i>

West Hills College Coalinga

1:00 – 2:00	President's/Administrative Update	President Willard Lewallen <i>WHCC Cafeteria</i>
2:00 – 2:15	Snack Break	
2:15 – 4:00	Learning Area Meetings/ Accreditation Self Study	S. Shepard/J. Stearns



WHC Lemoore Flex Day

Thursday, August 13, 2009

AGENDA

8:30-9:00am	Continental Breakfast		Conference Center
9:00-9:30	NISOD	Marty E./Brian A.	Conference Center
9:30-10:30	Basic Skills Group	Team BSI	Conference Center
10:30-10:45	Break		
10:45 – 11:45	Break Out Session (Please Choose One)		
	Brain-Based Learning	Joel R.	Room 274
	Turnitin.com Webinar	Lenore S.	Room 273
	Reading Across The Curriculum	Jacqui S.	Room 239
11:45 -1:00pm	WHCFA Lunch Meeting Or On Your Own	Marty E.	Room 239
1:00- 1:30	Information Competency	Ron O.	Conference Center
1:30 – 2:00	Curriculum Process	Rene S.	Conference Center
2:00 – 2:15	VA Update	Gary S.	Conference Center
2:15 – 2:30	Break		
2:30-3:30pm	Learning Area Connect		Conference Center
	<ul style="list-style-type: none">• Committee Representatives• Senate Constitution/Bylaws		
3:30-4:00pm	Office Time		



Friday, August 14, 2009 Duty Day West Hills College Lemoore

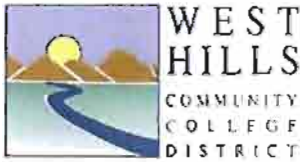
8:30 – 9:00	Continental Breakfast	<i>Conference Room 253</i>
9:00 – 9:15	Welcome & Introductions	President Don Warkentin <i>Conference Room 253</i>
9:15 – 10:45	State of the District	Chancellor Frank Gornick <i>Conference Room 253</i>
10:45 – 12:00	Classroom Technology	<i>Conference Room 253</i>
12:00 – 1:00	Lunch (provided)	<i>Conference Room 253</i>
<i>West Hills College Lemoore</i>		
1:00 – 2:00	President's/Administrative Update	President Don Warkentin <i>Library/Learning Resource Center</i>
2:00 – 2:15	Snack Break	
2:15 – 3:00	Learning Area Meetings	<i>Library/Learning Resource Center</i>
	Arts and Letters	Marlon Hall
	Counseling	Jose Lopez
	CTE and Math/Science	Stephanie Atkinson-Alston
	Health and Wellness	B. Clement/C. Freeman
	Social Sciences	Dave Bolt
3:00 – 4:00	Program Review or Office Time	Stephanie Atkinson-Alston <i>Library/Learning Resource Center</i>

West Hills College Coalinga

1:00 – 2:15	Speed Round	<i>Conference Room 253</i>
	<ul style="list-style-type: none">• Pandemic Prep• Certificate & Degree Completion• DSPS• Faculty Team Portal Site• Career Technical Education• Accreditation Self Study Kick Off	Frances Squire Sandy McGlothlin Dave Reynolds Jill Stearns Carole Goldsmith S. Shepard, J. Stearns
2:15 – 2:30	Snack Break	<i>Conference Room 253</i>
2:30 – 4:00	Accreditation Standards	S. Shepard, J. Stearns <i>Conference Room 253</i>

**West Hills College Lemoore
Flex Day - August 7, 2008**

8:30 - 9:00am	Continental Breakfast	Conf. Center
9:00 - 9:15am	Kick Off - Stephanie D.	Conf. Center
9:15 - 9:30am	Brand New Stuff - Frances S.	Conf. Center
9:30 - 10:30am	Movie - "Discounted Dreams"	Conf. Center
10:15 - 10:30am	Break	Conf. Center
10:30 - 11:00am	Student Success - Mike R.	Conf. Center
11:00 - 11:45am	Breakout Sessions (Choose 1)	
	NISOD - Joel Rogers/	Room 235
	Looking Good, Mon! - Frances S.	Room 278
11:45 - 1:00pm	CTA Lunch	Conf. Center
1:00 - 1:45pm	From Polynomial Algorithms to Multi Variant Qualitative Analysis (SLO Assessments) Jameson B.	Conf. Center
1:45 - 2:15pm	Come Together: Academics and Vocations Unite! - Carole G.	Conf. Center
2:15 - 3:00pm	Learning Area Connect - Senate Reps.	Conf. Center
3:00 - 4:00pm	YO!	Your Office



Friday, August 8, 2008 Duty Day West Hills College Coalinga

8:30 – 9:00 a.m.	Continental Breakfast	<i>Cafeteria</i>
9:00 – 9:15	Welcome & Introductions	President Willard Lewallen <i>Theatre</i>
9:15-10:45	State of the District	Chancellor Frank Gornick <i>Theatre</i>
10:45 – 11:00	Break	
11:00 – 12:00pm	My West Hills Portal Technology Is Here!	Dean Susan Whitener <i>Theatre</i>
12:00 – 1:00	Lunch (provided)	<i>Cafeteria</i>
1:00 – 4:00	Coalinga Faculty AG/BUS/CIS/CWEE Allied Health Arts and Letters Math/Science/PE Non Teaching Faculty Social Science/Public Service	Learning Area Meetings <i>Everett Hall</i>
1:00 – 4:00	Lemoore Faculty Program Review Arts and Letters Health and Wellness Career Technical Education Math/Science Counseling Social Sciences	Learning Area Meetings <i>Library</i>

President's Intercommunication Team

September 9, 2010 –10:00 – 11:00 a.m.

WHCL Conference Rm. 124

Coalinga, District Office Bd. Rm.

MINUTES

Members Present:

Don Warkentin, President

Marlon Hall, Associate Dean of Educational Services, Evening College

Susan Whitener, Associate Vice Chancellor of Educational Planning

Cathy Barabe, Director of Grants (by phone)

Ken Stoppenbrink, Vice Chancellor of Administrative Services (by phone)

Bob Clement, Athletic Director

John Bernal, Director of Maintenance & Operations

Frances Squire, WHCCD Foundation Executive Director, Director of Marketing

Members Absent:

Pedro Avila, Vice Chancellor of Institutional Effectiveness & Enrollment Services

Dave Bolt, Vice President of Educational Services

Jana Cox, WHCL Financial Aid Director

Sylvia Dorsey-Robinson, Vice President of Student Services

Kurt Sterling, Academic Senate President

Charles Freeman, Director of Nursing

Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development

Michelle Kozlowski, Director of ITS

Jose Lopez, Dean of Student Services

Jody Ruble, Director ETS/UB/Americorp

John Ieronimo, CSEA President Representative

Ryan Cardoza, Student Representative

Mr. Warkentin called the meeting to order at 10:13 a.m.

1.0 Accreditation Update

Mr. Warkentin reported that the WHCL accreditation visit will be March 7 – 10. The team members will arrive on Sunday and make a visit to the district office on Monday morning. Both WHCC and WHCL will be visited. WHCC's team chair will be the president from the Ventura College District. WHCL's team chair will be Rosa Carlson, president of Porterville College. The WHCC team will stay at Harris Ranch and the WHCL team will stay at the Tachi Hotel. A month prior to the visit the team chairs and their assistants will meet with the colleges and district office. One aspect the team will look at is how we communicate with our district office staff. Mr. Warkentin reiterated that this committee, President's Intercommunication Team (PIT), conducts monthly meetings to dialogue with the district offices. He reviewed the PIT mission statement and its membership.

The WHCL self study draft has been sent out and we are awaiting feedback from the district office staff. The WHCL Planning and Governance Council (PGC) will take action on the self study in October with Board of Trustees action to follow in October/November. The Study will need to be mailed out to the team in January. Evidence documents will be scanned and accessible via links through the website. The WHCL team room will be in the conference center room 256. It will be partitioned off for individual meetings and opened up for the larger meetings.

Susan announced that she will be participating on an accrediting team in Oxnard and she has just returned from training. A few of the issues WASC has concern with are: Resource allocation (whether it is integrated into resource planning) also, whether colleges have a plan in place for reimbursement to reserves. SLO will not be a sanction; however, proficiency is expected by 2012; continuous quality improvement is the next level. Non proficiency by 2012 will be a recommendation. Mr. Warkentin added that recommendations may bring a follow up visit which he intends to avoid. Susan will send a bulleted list of her observations from the training. Additionally, she reported that she learned that the data we present should also be analyzed. Another issue concerns international students and if colleges are meeting their special needs. The data about incoming students should include international students. The international program at WHCCD generates about the equivalent of 200 FTES per year. WASC wants to see that SLO for online programs are managed the same as face to face and that success, retention, and persistence rates are comparative to face to face student achievement. Student achievement is certificates, degrees, and SLO (what they walk away with in their head).

Mr. Warkentin announced that he is chairing an accreditation team to Evergreen Valley College and Jose Lopez is on a team at Miramar College in San Diego in October. After all have participated on teams they will convene for dialogue.

2.0 Budget Update

Ken Stoppenbrink stated that the district budget for 2010-2011 was approved in August despite the fact the state does not have a budget. Communication from the chancellor's office is that there is a budget eminent. Apportionment has not been received and currently we are using reserves which should take us to October. The state is paying IOU's with the challenge being how long the banks will honor the IOU'S. Ken does not expect an approved budget soon. All districts will be in the same situation. Mr. Warkentin reported that he had spoken with EECU Manager, Lisa Franks, and EECU is preparing to provide interest free payroll loans. The loans would also be available to elementary and high schools in the valley. Frances interjected that there is speculation that a budget will be approved after the November elections are over. Ken stated that there are monies in capital outlay projects that could be pulled to put in the general fund if necessary. Frances will contact Lisa Franks to question the details. Bob asked if there would be concern with the bond monies and the continuance of construction. Ken does not see any delays in construction. Bob asked if budgets would be frozen. Ken responded that the same procedure as in past will likely be in place which would freeze budgets before the end of the fiscal year. He reiterated that the state is holding \$6 million a year out of our apportionment and will pay it next fiscal year. This is why a

freeze has to be put on our spending. Mr. Warkentin stated that he had been informed that we will not receive MAA checks until the state budget passes even though MAA is federal monies. Ken reported that WHCCD is in excellent shape. The normal budget planning process will continue in the spring.

Ken questioned if in WHCL'S perspective on budget if there is a flow or are there areas that need to improve. Mr. Warkentin replied that aside from no budget in the last few years, an area to strengthen is the need for a formal response from the district to acknowledge prioritized budget requests. Currently, when Anne Jorgens reports lottery dollars have been received, the Budget Allocation Committee revisits the priority lists. There needs to be a response form. As new monies become available we need a communication piece. Ken responded in agreement and recommends this be further discussed at the Chancellor's Executive Cabinet as it is needed district-wide. Cathy stated that she would like to see priority 3 lists to know what has been requested.

3.0 Program Review Schedule

Mr. Warkentin reviewed the district office program review schedule. If there are reviews not showing please let he or Dave Bolt know.

4.0 New Grants Program

Cathy Barabe reported that she had informed Mr. Warkentin about CTE equipment monies available. Additionally, she has found monies for two child development classes for spring and fall. She has talked to Dave Bolt about adding science classes for spring as there is funding for online and/or face to face classes. She is working with the Avenal school districts regarding the educational center and she needs feedback on signage, i.e. WHC Center at Avenal, WHC Avenal Learning Center. There will be staff stationed at the outreach sites. It is expected that the students will be nontraditional. Susan asked about the Title V grant approval. Cathy responded that she had not heard. The Student Services Grant will not be received.

5.0 FTES Update

In the absence of Mr. Avila, no report was given.

6.0 Other

Frances Squire made event announcements as follows:

- Washington Monthly magazine has named NDC the 34th best college in American based on SICEE survey rates. There will be a celebration on 9/23 at 5:00 p.m. in Firebaugh.
- On October 10th Karl Rove will be speaking at WHCC. This will be announced on KMJ. Rove's visit will be advertised in Paso Robles also. Tickets are \$30 in advance. Doors open at 5:00 p.m. with Rove to speak at 6:15 p.m. Seating will be on a first come, first served basis.
- On October 11th there will be an pianist/organist concert at WHCC.

- On October 16th is the Hall of Fame dinner at WHCC. A dedication of the gym will also be held that day.
- Veteran Student Club Association will hold a 9/11 event today (9/9/2010) with lunch provided and Dr. Marlon Hall will be the keynote speaker.

The next meeting is scheduled on October 14, 2010.

President's Intercommunication Team

September 9, 2010 – 10:00 – 11:00 a.m.

WHCL Conference Rm. 124

Coalinga, District Office Bd. Rm.

AGENDA

- | | |
|-----------------------------|----------------------------------|
| 1.0 Accreditation Update | Don Warkentin |
| 2.0 Budget Update | Don Warkentin |
| 3.0 Program Review Schedule | Don Warkentin |
| 4.0 New Grants Progress | Carole Goldsmith
Cathy Barabe |
| 5.0 FTES Update | Pedro Avila |
| 6.0 Other | |

Next Meeting: October 14, 2010



Respondents by Category

	<u>n</u>	<u>%</u>
Certificated Faculty	15	46.9
Classified	9	28.1
Administrator	5	15.6
Classified Management	2	6.3
Student	1	3.1
TOTAL:	32	100.0

2010 WHCL Evaluation of Policies & Shared Governance Survey



Are you a member of any of the following groups? (Check all that apply)	Response Count	Response Percent
Strategic Planning Committee	12	15.6%
West Hills College Faculty Association (WHCFA)	11	12.5%
California School Employees Association (CSEA)	8	3.1%
Planning and Governance Council (PGC)	6	34.4%
Employee Development & Success Committee	6	25.0%
Student Success Committee	6	18.8%
Student Learning Outcomes Committee	6	15.6%
Academic Senate	5	18.8%
Budget Allocation Committee	5	9.4%
Institutional Effectiveness and Program Review Committee	4	12.5%
Curriculum Committee	4	6.3%
Facilities, Safety, & Auxiliary Committee	3	18.8%
Other (please specify):	3	
Child Development		
Cal-Pass		
None		
Technology Committee	2	37.5%
Student Government Association (SGA)	1	18.8%

2010 WHCL Evaluation of Policies & Shared Governance Survey



The WHCL Shared Governance Process	Overall Average	Response Count	
Faculty senate has a defined role in the shared governance process.	4.16	32	5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree
WHC Faculty Association has a defined role in the shared governance process.	4.10	32	
CSEA has a defined role in the shared governance process.	4.07	31	
Drives institutional planning	4.06	32	
Administrators have a defined role in the shared governance process.	4.03	32	
Student government (SGA) has a defined role in the shared governance process.	4.00	32	
Follows agendas and disseminates minutes regularly via the web or public folders.	3.97	32	
The shared governance process supports the quality, integrity and effectiveness of student learning programs and services.	3.94	32	
Has clear and easy to follow procedures	3.87	31	
Provides an environment that encourages honesty.	3.84	32	
Follows set procedures and rules.	3.84	32	
I feel I have the opportunity to voice my concerns within the framework of the shared governance process.	3.78	32	
All shared governance committees have clear goals and objectives.	3.71	32	
Members of your organization are satisfied with the ideas and recommendations provided to the college by the different shared governance committees.	3.71	32	
Members of your organization are kept informed about the work and the accomplishments of the shared governance process.	3.68	32	
Provides an environment that values different opinions.	3.65	32	
Reports recommendations and actions to appropriate committees within the system in a timely manner.	3.61	32	
Members of your organization understand how the shared governance process works.	3.52	32	

2010 WHCL Evaluation of Policies & Shared Governance Survey



Are there areas of the shared governance process that can be made more productive or effective? Explain.

- Curriculum Committee is very difficult to work in. While the individuals involved understand the process, the rules make it very difficult to implement anything related to curriculum.
- At the end of almost every semester the Board floods the processes with items they want instant answers on thereby circumventing the process. i.e. New or changes policies and procedures.
- All meeting minutes should be posted in the appropriate area on the WHCL website. A current flow chart showing how the shared governance process works with links to the areas on the website where more information can be found would be helpful.
- I don't know if it's considered part of the shared governance process, but I strongly believe that the process by which instructors receive tenure is highly flawed and is in desperate need of reform! Instructors are getting tenured who should NOT be teaching for us!
- The process isn't always followed; this is something we could and should work on.

2010 WHCL Evaluation of Policies & Shared Governance Survey



5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

Board policy 2510 - Participation in local decision making through the District Council on Student Learning.	Overall Average	Response Count
The District Council on Student Learning serves as an effective communication channel among the colleges and the district office to clarify decisions made regarding programming, staffing, and resources at the college level.	3.70	31
I am familiar with this board policy.	3.52	32
Board policy and administrative procedure 2431 - Delineation of Authority to College Presidents and District Chancellor		
Board policy and administrative procedure 2431 clarify the roles and responsibilities of the chancellor and college president in the decision making process.	3.96	31
I am familiar with this board policy.	3.64	32

2010 WHCL Evaluation of Policies & Shared Governance Survey



5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

Board policy 3250 - District Strategic Planning	Overall Average	Response Count
The district strategic planning process acknowledges membership and input from the colleges.	4.00	30
I am familiar with this board policy.	3.93	32
The district strategic planning process serves as a guide for strategic planning at the college level.	3.92	30
Board policy 6225 - Resource Allocation		
The resource allocation policy clearly defines the process for distributing fiscal resources among the college campuses and district office.	3.78	30
I am familiar with this board policy.	3.75	32
The resource allocation policy is fair and reasonable.	3.63	31

2010 WHCL Evaluation of Policies & Shared Governance Survey



Do you have any comments regarding the policies mentioned above?

- Yes there is participation. However is recommendation from faculty are routinely disregarded then the process is flawed. Which it is.
- No I do not, but as I previously mentioned, our tenure process is flawed and needs to be fixed so that we can actually build a stronger faculty base.
- No
- You could share the concepts of these policies during duty day as a way to educate all staff, faculty, and administration.



West Hills College Lemoore
Student Success
Meeting Minutes
Date: December 10, 2010

Attending: America Bryant, S. Dorsey-Robinson, Tammy Larson, Jose Lopez, Tiffani McGee, Mike Rodriguez, Joel Ruble, Angela Tos, Ryan Cardoza (student), Brittany Burkhardt (student)

Absent: Susie Briones-Aceron, Priscilla Balcazar

1. Hear Update from Student Activities Committee - Lopez

J. Lopez gave an update from the Student Activities Committee. He stated they were having a meeting next Thursday and they were off to a good start. He also stated that having student, like Brittany, on the committee was good. They were working on identifying students for next year to sign up for the IS 7 class that can also assist with Heritage Day. He stated that in April 2011, a week before spring break, there will be Heritage week activities.

J. Lopez discussed a fall Scholarship Gala Night to raise money, something he will work on. More information will follow.

2. Hear Update of Student Services – Robinson

- High School Principal Contact and Follow-up meeting
- High school Outreach
- H.O.P.E.

SDR shared information on collaboration with high schools and initiatives and the work that the advisors are doing. J. Ruble shared the "Having Opportunity and Promise through Education" (H.O.P.E.) project

3. Review WCHL Crest

J. Lopez shared a copy of the proposed WCHL Crest. A discussion regarding the timeline for completion and bringing it back to Student Success Committee was discussed. SDR shared that the timeline was important in order to have things ready by graduation. SDR will place item on next Student Success agenda for action and J. Lopez will take to SGA for portal vote.

4. Discuss Result of placement test

Angela Tos shared work that is being done on the placement test

5. Follow-up to Student Success Conference

Team shared what they learned from the Strengthening Student Success Conference, T. McGee shared that she was impressed with information she learned about supplemental instruction, tutors, and assigned tutors to basic skills classes. A. Bryant shared the wealth of information she received from the Financial Aid sessions, and the notation of Financial Aid I.Q., SDR shared information on the CalPASS sessions and "Ask Lane" robust online serves at Lane Community College in Oregon; A. Tos shared information on the data on Completion by Design, Loss Points, Momentum Points, Achieving the Dream, "It is not Over in October" and Stay until May campaign at Sacramento Community College, learning community about how

effective retention is, and how to make it universal. All committee members that attended felt it was one of the best conferences and should be something that members are able to attend next year.

6. Receive Updated Strategic Planning Grid on progress made

SDR distributed copies of the revised Strategic planning grid with changes made from last Student Success Committee meeting. A small 3 hole punch was requested by team members so that can punch holes in their documents and put in their binders. SDR stated she would get them.

7. Receive Proposed WHCCD Strategic Plan Goals 2011-2016

SDR distributed copies 2011-2016 Strategic Planning which focused new goals and targets/

8. Tasks to be completed

- a. Revised Student Equity Plan
- b. Revised Student Transfer Plan
- c. Follow-Up to Student Town Hall Matrix

SDR shared that the goals of the activity was to have members break off into teams, with J. Lopez facilitating the Student Town Hall matrix revisions, M. Rodriguez facilitating the revision to the Transfer Plan and SDR facilitating revising to the Equity Plan. Members were given additional data and using the data in their binders to examine the following:

1. What does the data say
2. What does this mean
3. What is the goal
4. How will we get there
5. Timeline
6. Who is responsible
7. Where to for to get more information
8. Resources and Funding

Team members were assigned to work in groups and share back. Based on the discussins, team members felt the need to come back together to finish in January.

9. Other:

- a. WISE-Up- T. McGee and M. Rodriguez shared that they were working with the local credit union to deliver a WISE-UP session to there is students on April 8th from 9:00-12. The purpose is to help student understand how to manage their money

**West Hills Community College District
Strategic Planning
July 14, 2010
Harris Ranch**

**Student Success Workshop
9:00 a.m.-12 noon**

Goals

- **Focus attention and confirm strategies to strengthen WHC's student success culture**
- Briefly review accomplishments since last strategic planning session
- Achieve common definition/understanding of student success
- Engage best thinking of participants
- Understand strategies and related metrics tied to improve student success

Agenda

- Welcome Dr. Gornick
 - What is student success?
 - Why does student success demand our attention?
 - We need your help to strengthen our thinking – as we formulate the most effective strategies, focus attention, and seek to enhance student success.
- Introductions/brief warm up Facilitators/All
- Review of goals and accomplishments - Dr. Gornick, Pedro Avila
 - Scorecard review
 - New metrics related to student success
- Distance Education Trends (opportunities to support student success in a world of reduced resources) Susan Whitener
- Break 10 min.
- Facilitated Group Discussions Facilitators/All
 - Identify barriers to student success [informed by IR data]
 - Identify strategies to reduce/eliminate barriers.
 - What should we be doing more of?
 - What should we be doing differently?
 - What should we stop doing?
 - Prioritize student success strategies/goals and refine metrics as appropriate
- Next Steps Facilitators/All
- Close Dr. Gornick

**West Hills Community College District
Strategic Planning
July 14, 2010
High School Outreach Workshop
1:00-4:00 p.m.**

Goals

- Focus attention and practical action on increasing the college-going culture among high school students/graduates in the Central Valley
- Sharing the “IS” map—what WHCCD and high schools are doing now to encourage college enrollment in general, and specifically at WHCCD colleges
- Engage best thinking of participants
- Co-create strategies and related metrics to improve student enrollment by area high school graduates at WHCCD colleges

Agenda

- Welcome Dr. Gornick
 - Why education beyond high school is important in today’s world—to students, families, economic development, the Valley
 - WHCCD is a partner with the public schools, helping students to succeed beyond high school; enhanced college attendance and student success is our bottom line goal
 - We are eager to work with you to increase the college-going culture and to encourage confidence in WHCCD colleges as a top choice of your graduates
- Introductions/brief warm up Facilitators/All
- Current high school participation data and Cal Pass Pedro Avila
- What are we currently doing to encourage college attendance?
 - WHC outreach strategies Sylvia Dorsey/Jill Stearns
 - Early Registration for High School Graduates
 - High school strategies High School Principals
- Break
- Facilitated Group Discussions Facilitators/All
 - Identify barriers to college enrollment anywhere and at WHCCD colleges
 - Identify collaborative strategies to reduce/eliminate barriers.
 - What should we be doing more of?
 - What should we be doing differently?
 - What should we stop doing?
 - Prioritize strategies/goals and define metrics
 - Determine how/how often to communicate results/issues
- Next Steps Facilitators/All
- Close Dr. Gornick

**West Hills Community College District
Strategic Planning
July 15, 2010
Harris Ranch**

**Workforce Development Workshop
9:00 a.m.-4:00 p.m.**

Goals

- Identify Strengths and Opportunities that may exist in the Central Valley
- Envision the “new or emerging economy” in the Central Valley
- Identify workforce development requirements for the new economy
- Focus attention and identify practical action steps – by engaging the best thinking of participants
- Co-create strategies to effectively shape the new economy
- Co-create strategies for meeting related workforce development needs

Agenda

- Welcome Dr. Gornick
 - The Central Valley must be prepared to shape and respond to the new economy in order for the region and families to survive and thrive
 - WHCCD and its colleges are strategic partners in planning for and helping to create road maps to provide hope as our economy is transformed
 - We’re partners in workforce development, helping students and businesses to succeed
 - We want to draw on your best thinking today to help envision our economic and workforce future -

- Introductions and Table Discussions Facilitators/All
 - Valley Strengths and Opportunities

- Today’s Central Valley Economy WIB and EDC Experts

- Brief Overview: Current WHCCD Carole Goldsmith
 - Workforce Development Activity

- Working Groups: Trends that will Impact the Future of the Central Valley

- Working Groups: Comparing the current Central Valley Workforce with what will be needed in three to five years

- Working Groups: Workforce Gaps/Needs/Social Consequences

Lunch

WHCCD

Eaton Cummings Group

Workforce Development Workshop
July 15, 2010
9:00 a.m.-4:00 p.m.

Agenda-Continued

- Working Groups: Our Future Vision for Economic Development in the Central Valley
- Our Vision in Action
- Roles and Opportunities
 - Who does what?
 - Who else needs to be at the Table?
- Communications Strategies
- Next Steps
- Close

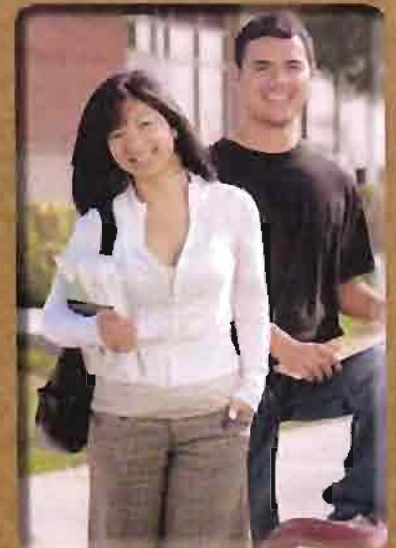
Dr. Gornick

**West Hills
Community College District**

2009

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Trustees



*Mark McKean
President*



*Bill Henry
Vice President*



*Nina Oxborrow
Clerk*



Steve Cantu



Edna Ivans



Jeff Levinson



Jack Minnisse

Administrators



*Dr. Frank Gornick
Chancellor*



*Ken Stoppenbrink
Vice Chancellor/
Business Services*



*Pedro Avila,
Vice Chancellor/
Institutional
Effectiveness/
Enrollment
Management*



*Dr. Carole Goldsmith
Vice Chancellor/
Educational
Services/Workforce
Development*



*Susan Whitener
Associate Vice
Chancellor/
Educational
Planning*



*Dr. Willard Lewallen
President, WHC
Coalinga*



*Don Warkentin
President, WHC
Lemoore*

Mission

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

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

Vision

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

- Its status as the preferred choice of students, and the employer of choice for faculty and staff;
- The highest percentage of students completing courses;
- Its recognized excellence; and
- The generally ascribed accolade, "heartbeat of the community."

District Timeline 2008-2009

Aug



- WHCC bid approval for \$10 million for wellness center
- Xireme Registration at WHCL
- West Hills' enrollment up 20% since previous year

Jan.

- Construction starts on the WHCC gym and wellness complex

Feb.

- West Hills Chancellor Frank Gornick honored at state level

Mar.

- Bridge Out of Poverty conference with guest speaker Ruby Payne
- Valley Fever Forum at WHCC



Sept.

- Noted Author Gary Soto speaks at WHCL
- WHCL trike-a-thon raises funds for St. Jude's Children's Hospital



April

- Phyllis Roberts donates \$25,000 for scholarship endowment.



May

- Vince Morre donates \$12,593 to help fund a new weather station for Coalinga

Oct.



- WHCC 12th Annual Athletic Hall of Fame
- UC Merced Chancellor Sung-Mo "Steve" Kang visits WHCC
- Third Annual WHCL Veterans Appreciation Luncheon



- WHCC and WHCL awarded more than 700 degrees and certificates



Nov.

- School facilities improvement districts approved by local voters providing \$11.6 million for WHCC and \$31 million for WHCL. Firebaugh passed its bond measure June of 2008.

Dec.

- West Hills College wins \$792,920 grant to serve veterans



- Sandy Cavins, the district's longest-term employee, retires after 40 years

West Hills College Coalinga

Mission Statement

To commit college-wide staff and resources to the student learning process. To provide educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve.

Vision Statement

West Hills College Coalinga strives to become a premiere interactive learner-centered community college recognized for its contribution to the educational, social, cultural, and economic vitality of the region and the state.

Achieving goals despite economic challenges

The economic challenges of these past few years have not deterred us from achieving our mission. Despite significant budget reductions, our enrollment for 2008-09 was 13 percent higher compared to 2007-08. This is directly attributable to our talented faculty and staff who have found ways to be more efficient and productive with fewer resources to ensure student access and success.

In June 2008, citizens in the northern part of the district passed Measure Q, an \$11.8 million general obligation bond measure. In November 2008, citizens in the Coalinga-Huron area passed Measure C, an \$11.6 general obligation bond measure. These bond measures will provide resources for facilities improvements that will impact current and future generations.

General obligation bond funds have already made a difference. Significant improvements have been completed at the North District Center in Firebaugh. A facilities planning team has been working with campus architects to design a new building to replace the existing campus center.

Major improvements have also been completed on the Coalinga campus. The men's residence hall (Gordon Hall) received a facelift. Two new relocatable buildings were added to the child development center. Bond funds have been used to assist with the wellness center project (gym renovation and additional 10,000 sf building) and the ag science facility. The wellness center is scheduled for occupancy in the fall 2010.



Providing access to high quality education opportunities for all residents in our service area continues to be the focus of our overall mission. In 2010-11 we will open learning/outreach centers in several of the smaller communities within our service area.

Improvements to institutional effectiveness processes have taken center stage. We are now utilizing measurable outcomes on a regular basis to guide planning and resource allocation decisions. Results from the assessment of performance indicators, program review, and other evaluative processes are being used to make improvements to student learning. The results of some of these assessments can be found at http://www.westhillscollege.com/coalinga/about/governance_planning/college_consultation/index.asp.

Our vision of becoming "a premiere interactive learner-centered community college" continues to guide our efforts in making a difference in the lives of our students and in contributing to the vitality of the communities we serve.



Willard Lewallen
President, West Hills College Coalinga

Grants:

Total grant funding in 2008-09 exceeded \$5 million for WHCC.

President's Scholars:

A total of 22 students received President's Scholars scholarships for 2008-09. This scholarship covers enrollment fees and provides a book allowance each term.

Successful Transfer:

The number of students transferring to four-year institutions in 2008 increased by 58% from 2007.

West Hills College Lemoore

Mission

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision

Learning Through Excellence and Innovation

WHCL planning for the future with new programs, facilities

The academic years 2008-09 and 2009-10 will have seen extraordinary cuts to community colleges as the result of the state's recent economic downturn. West Hills College Lemoore will have reduced its operating budget by over \$2.2 million while at the same time maintaining its priority and focus on students.



Course offerings were reduced yet we were able to maintain our commitment to general education, basic skills, workforce development, and degree level courses.

With all the reductions to the general fund, WHC Lemoore still celebrated its groundbreaking for the new \$24 million multi-use sports complex that begins phase three of the college's master plan. It is scheduled to open in March 2011.

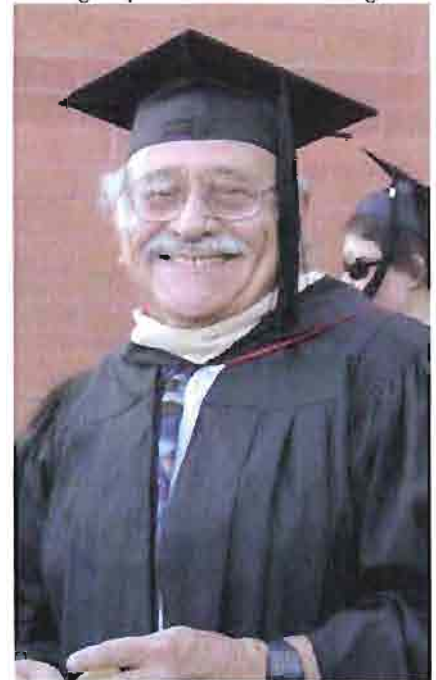
Our Allied Health program has been able to withstand budget reductions and will expand its offerings with new courses. Highly skilled technical program training will remain a strong demand throughout the state and West Hills is positioned to provide training.

Our newly developed Engineering Scholars Program provides financial support to more students by providing full tuition and books to qualified students. WHCL will play a key role in preparing students for great career opportunities.

All this is just a small list of the many ways West Hills is a leader in providing quality educational opportunities for the communities that we serve. Even in times of great difficulty, with hard work and teamwork, great things can still happen.



West Hills College Lemoore will continue to be a leader in assisting the state to recover from its economic downturn.



Don Warkentin
President, West Hills College Lemoore

Grants:

Total grant funding in 2008-09 exceeded \$3 million for WHCL.

President's Scholars:

A total of 48 students received President's Scholars scholarships for 2008-09. This scholarship covers enrollment fees and provides a book allowance each term.

Successful Transfer:

The number of students transferring to four-year institutions in 2008 increased by 22% from 2007.

Foundation helps students realize dreams

The students at West Hills College are our future. Helping them realize their dreams of a college education will positively impact our communities and enhance the quality of life we appreciate now and in the years ahead.

As a proud member of the foundation board of directors, I've been privileged to work with a dedicated team of individuals who support the students of West Hills through their time, energy, leadership and philanthropy. Our foundation board consists of community members, civic leaders, businesswomen and men and agriculturalists from across our service area who value education and want to expand the higher educational opportunities for our children and local residents.



Ernest "Ernie" Drewry
President, WHCC Foundation

Special thanks go to three individuals who made substantial gifts to the foundation during 2009. Phyllis Roberts donated \$25,000 for an endowed scholarship at WHCC. Vince Morre contributed \$12,500 to help fund a new weather station at the WHCC Farm of the Future. George Ollikkala donated a substantial art collection to libraries throughout the district. We thank them and the many others who contributed to help our students realize their dream of a college education.



Board Members

- Ernie Drewry, President, Community Director*
- Leonard Falter, Chief Financial Director, Community Director*
- Don Forth, Vice President, Community Director*
- Brad Gleason, Community Director*
- Sharon Gordon, Community Director*
- Frank Gornick, Ph.D., Chancellor*
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- Marc Scott, CPA, Community Director*
- Ann Stone, Secretary, Community Director*
- Ken Stoppenbrink, Chief Financial Officer*
- Don Warkentin, Staff Director*



Dr. Rick Post
Interim Executive Director

Foundation Mission

The West Hills Community College Foundation enthusiastically engages residents, corporations, foundations and communities of the San Joaquin Valley in financial support and advocacy for the West Hills Community College District. We are entrepreneurial partners with the colleges as we plan and implement programs to build relationships and raise funds.

The Foundation Vision

Our vision is to be a dynamic, legacy organization recognized for:

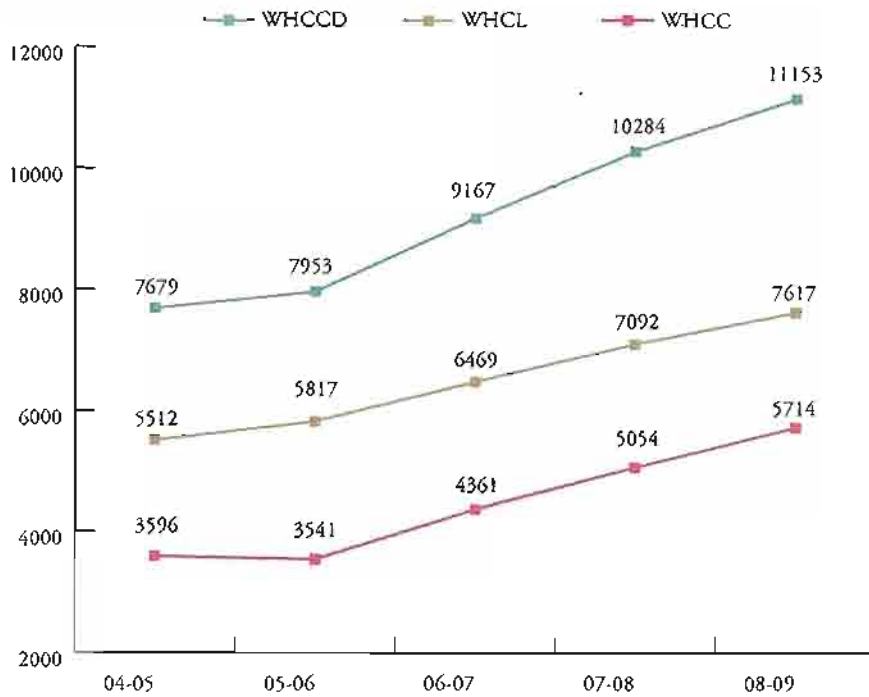
- The Foundation's \$5 million endowment (by 2008),
- 140 new scholarship funds,
- Establishment of a successful "new alumni" fundraising program,
- An effective and engaged board,
- Significant contributions to the "K-16 Dream" (creating a college-going culture among K-12 students) and,
- Sponsorship of cultural, educational and economic development programs.

The Foundation— Guiding Principles

The West Hills Community College Foundation applies the following guiding principles in its conduct of business:

- Advocate for education and its ability to change lives,
- Practice responsible stewardship,
- Maintain respect for others,
- Conduct business in an open and transparent manner,
- Support diversity and inclusiveness,
- Demonstrate reliability and accountability, and
- Exemplify a commitment to serve students and the community.

Enrollment

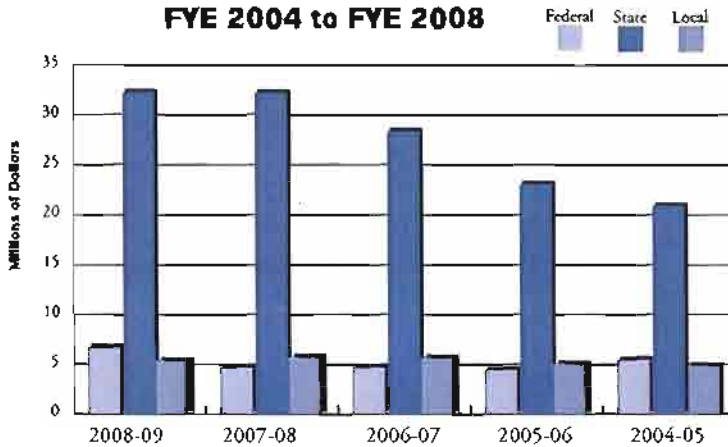


Source: WHCCD Data Warehouse

Note: Adding WHCL and WHCC exceed the total of students enrolled at WHCCD due to duplication from students who are enrolled at both institutions.

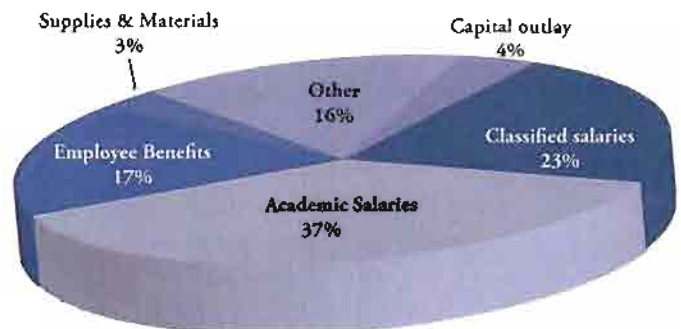
Revenues

FYE 2004 to FYE 2008



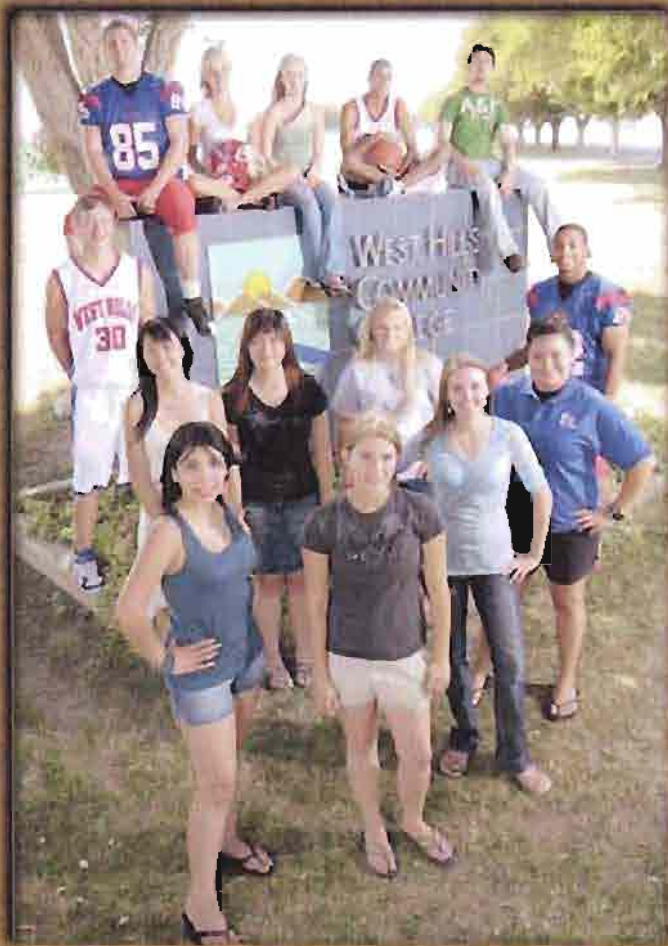
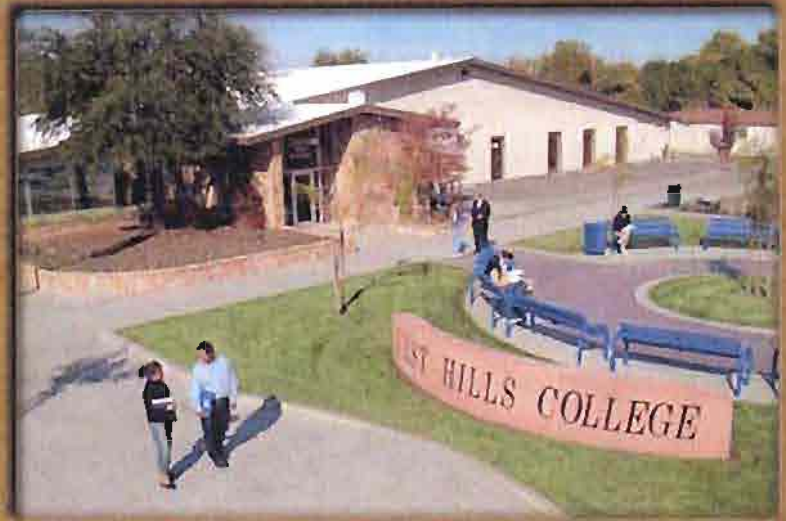
Expenditures

FYE 2004- FYE 2008





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you can go anywhere.* TM



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DIALOGUE



A WEST HILLS COLLEGE QUARTERLY

JANUARY 2008

VOL. 10 NO. 1

West Hills College All Class Reunion, Celebrating 75 years

West Hills Community College District will host an all class reunion on Saturday, April 26, 2008, in the West Hills College Coalinga gymnasium from 10 a.m. to 4 p.m.

"We are really excited about the all class reunion," said Barbara Caganich, executive director of the West Hills Community College Foundation. "Our hope is to create an event where individuals affiliated with West Hills can come together and celebrate the history of our district."

The reunion will include tours of the two campuses and the North District Center, Firebaugh, lunch and key note speakers. All West Hills' alumni, faculty, staff and friends are invited to participate in this day of celebrating 75 years of service to the San Joaquin Valley.

Admission to the all class reunion is free. A buffet style lunch will be served. Lunch tickets are on sale now and can be purchased through the West Hills Community College Foundation by calling Karen at (559) 934-2127. There is a discounted price for early bird purchases until Feb. 29, 2008. The last day to purchase lunch tickets is April 11, 2008.

The all class reunion is sponsored by Educational Employees Credit Union, Pepsi and West Hills Community College Foundation.



Coalinga College Class of 1939, graduates pose in front of Coalinga High School, the college's home until 1954

WHCCD Considering School Facility Districts

Making plans for the future is always on the agenda for the West Hills Community College District Board of Trustees and, as one of the fastest growing districts in the state, those plans include new buildings and facilities.

Paying for those new improvements is a challenge that the district is exploring with the help of possible school facility improvement districts, according to Mark McKean, a Riverdale farmer and president of the board.

Essentially, McKean said, a SFID is a designated area of the district where voters decide on a possible tax increase in their area with all funds generated staying in that area.

"At this point," McKean said, "the board is considering creating three SFIDs in WHCCD district—one centered in Firebaugh, another in Lemoore and one in Coalinga."

At its November and December meetings, the board heard presentations by representatives of Dale Scott & Company, a firm from San Francisco specializing in SFIDs.

Ray Giles outlined the process for trustees and presented a timeline for actions that would take the district up to a June 8, 2008, election.

McKean said that if the SFID method is pursued, the district would probably place the measure on the Firebaugh/Mendota area ballot first. If approved at a projected tax rate of \$18.75 per \$100,000 of assessed valuation, the district could raise \$12 million. That money would be used for a local match, which would probably be combined with State higher education bond monies to provide \$36 million for construction at the North District Center, Firebaugh and in other communities in the area.

The board heard additional information at its December meeting from Jon Isom from Dale Scott but no action was taken. Board members asked for additional information from Isom.



Mark McKean, Riverdale farmer and president of the WHCCD board

INSIDE

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Stratford Women Share Journey to Become Teachers

Four Stratford women have an exceptional, and emotional, tale to tell about their road to becoming teachers for the Reef-Sunset School District, which serves Avenal and Kettleman City.

Zariana Camacho, Rafaela Llamas, Adelina Mora and Christina Meza are all neighbors and related not just by blood and marriage but also by their voyage to become teachers—a voyage with a send off that they attribute to Tom Hewitt, the now-retired principal at Stratford Elementary School where they all worked as teachers' aides.

A fifth woman, Cynthia Mora, is mid-way through the process of becoming a teacher and is a close part of the group.

Rafaela, the first to begin the journey, was working as an aide when Mr. Hewitt encouraged her to apply for a Kings County para-professional program that would pay all college expenses for her to become a teacher.

With two young children and a husband who counted on her being available, she was hesitant—but Mr. Hewitt persisted. She enrolled in classes at West Hills College Lemoore, found success in the education classes taught by James Preston and the rest is history—repeated four more times.

Adelina was next. She missed the deadline for applying for the para-professional program and Mr. Hewitt reminded her the following application cycle.

She, the group contends, is the rock. Through the tough times of dealing with marriages, small children, working long hours in two and sometimes three jobs at a time, Adelina was the shoulder to cry on, the person who took extra notes, or the one who drove them when they had car trouble.

"No matter how tired she was," Rafaela says, "she was always there for us."

She was also the least confident that she could succeed in college.

"I knew I wanted to be a teacher but I didn't think I could do it," she said. "I took classes right out of high school and I didn't succeed."

But succeed she did.

She said she kept hearing about this Mr. Preston. "Mr. Preston did this and Mr. Preston did that. I didn't think I was ever going to be able to take a class from him because I worked mornings when he taught."

But Mr. Hewitt stepped in and allowed her the flexibility to take a class from Mr. Preston and she joined the chorus of Mr. Preston's singers of praise.

Mr. Hewitt held graduation parties for the women and even sent them money when times were tough.

"I couldn't quit because of Mr. Hewitt," Adelina said.

Zariana says she always knew she wanted to be a teacher.

"My grandmother was a teacher in Mexico," she says. Now her son aspires to be an astronaut and she tells him that college makes anything possible.



Stratford teachers (l. to r.) Zariana Camacho, Cynthia Mora, Rafaela Llamas, Adelina Mora and Christina Meza.

Christina, the quietest of the group, says that she and her friends are now giving back some of what they got.

"Our teachers cared about us. They stayed in touch. We became a family and now it's time to give some of that back."

"We knew we were going to be good teachers because we cared so much. We are so much more than teachers out in that community (Avenal). It feels good to be that way."

"We love the kids and the community. The parents are appreciative. We understand them because we came from the same place—our parents were low income farm workers. We want to give back."

Cynthia, the youngest in the group, is now enrolled in an 18-month liberal arts program offered by Fresno Pacific University on the campus of West Hills

College Lemoore. No surprise. Mr. Preston told her about it.

"My goal was to go to Chico State," she says. She did go to San Francisco State for a while but came back to Stratford. After all, it's home. And it's where her sister, Adelina; her sister-in-law Zariana and her cousin, Christina, are all there to support her in her quest to be a teacher.

Spring semester classes start Jan. 14th—enroll today

A new semester kicks off Monday, January 14th, at West Hills College but there's still time to apply for admission and enroll in classes.

The district website, westhillscollge.com, offers 24/7 service to students including admissions applications, college catalogs and class schedules.

For those who need a more personal touch, Xtreme Registration is planned for Friday, Jan. 11th from 6 p.m. to midnight at West Hills College Lemoore. Faculty and staff members will be on hand to assist students with the enrollment process and counselors and advising specialists will meet with students on a first come/first serve basis. Placement tests will also be given that night.

This will be the third Xtreme Registration event at WHCL. As with the previous two, food and entertainment will also be featured along with a host of prizes including iPods, gift certificates and pen drives.

Comedian Phil Van Tee will appear at 7:30 and 9:30 p.m.



Discover the enriching experience of learning and improve your Spanish in

Costa Rica

March 13th - March 22nd

Immerse yourself in the beauty, history, culture and language of Spanish in Spring 2008. Short term classes will begin at West Hills College Lemoore, Coalinga/Firebaugh and continue in Heredia, Costa Rica.

Program Fee \$1,795, includes round trip air and ground transportation, hotel and two meals per day

For more information contact Raquel Rodriguez at 934-2218 or raquelrodriguez@westhillscollge.com or Connie Flores at 934-2223 or connieflores@westhillscollge.com



ing a Difference

h "There is potential within every human being. We should teach this."

He talks of dealing with troubled students on a daily basis and using the words of the code to empower them and give them hope for a better future.

"I saw dead bodies as I walked to school in Harlem," he adds, "and I had students recite the code."

His Coalinga students are also challenged with hurdles in life. On a daily basis, he says, he tries to help students whose families are impacted by drugs and alcohol, physical abuse and poverty.

"There is potential within every human being," he says, noting that his Delano's Code is a foundation for teaching. "Our job is to inspire students and plant seeds. It's wonderful to have your students surpass you."

Notes from current and former students give a hint of his gift in the classroom:

"I want to tell you thank you for being such a great teacher and encouraging me to be better than I thought I could be...I hope your students value the rare instruction they are receiving from you." -Avni, now a Ph.D. student at the University of Memphis who is taking courses on Kant's Critique of Pure Reason, Global Ethics and Plato's Republic.

"Thank you for giving us the ability to feel like an adult, and for everything you are teaching us." -Amber.

But Delano claims to be no different from his peers.

"I can't differentiate myself from other members of the staff (at Coalinga High School). They have energy, a love of learning, depth to their study and they pursue excellence."

After Graduation

ing online classes at a full-time position he West Hills College

ing in everything I f who I am. You have tex of doing a good o teach them how to

ent days at West ey Fitch, for whom ured, made a huge ombers serving as resident in 1965, now-retired WHCC ive Hedgecock, who B president in 1966

doesn't look much different from when he graduated back s as clean and neat as it did then. But inside you notice the s modern with up-to-date technology in every classroom." in today's classrooms at West Hills are open to learning bur d. When they leave, he wants them to be inquisitive and

career at a time when most people are planning retirement, son is, "I like people. I don't care whether they're young or person is capable of doing 10 or 12 times more than they k that I have a faithful view of the student's capabilities—



WHCC Life

Abel Camarena was a Coal miner who ventured far from home. In 1960, he went to college, West Hills College, where he found a good fit.

"My family didn't travel in the home body and so it was good for me to get out just right for me."

"It was a place where I could do what I wanted to do."

But the college motto, "Outdoors anywhere," certainly held true for Camarena who was very competitive and wanted to take on the world.

West Hills helped launch Camarena's career with the U.S. Forest Service. He worked as a biologist and manager. He is now a deputy regional forester—overseeing members watching over forest lands in national forests covering 21 million acres in Texas, Oklahoma and his home state of Mexico.

Camarena reminisced about attending his hometown college.

"It was the late 60s," he said. "It was a homey environment. Several of my classmates were also there but I had the opportunity to connect with people from all over the world."

"There were these two guys from China, who were real pistol whippers and I tried hard to keep up."

"There were Hawaiians who were a memory he recalls while at West Hills. The Falconaires, a musical group that performed at the college."

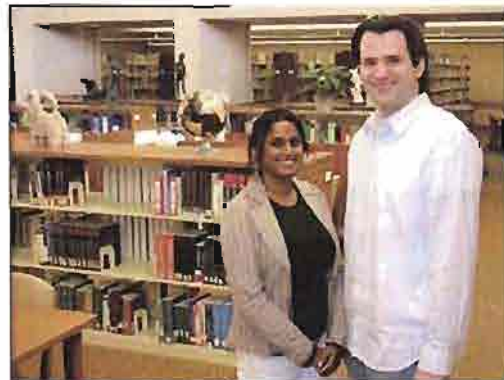
International

Jozef Mondec and Martina are becoming more and more visible on campus.

Far from their homes in Sweden, they are now students at West Hills College. Jozef is 27. "When I was 17, I moved to Colorado in Colorado Springs."

"I have had one of the best experiences here. It has far surpassed my expectations."

"Even though it's a small college, I want to experience American culture."



International students Jozef and Martina.

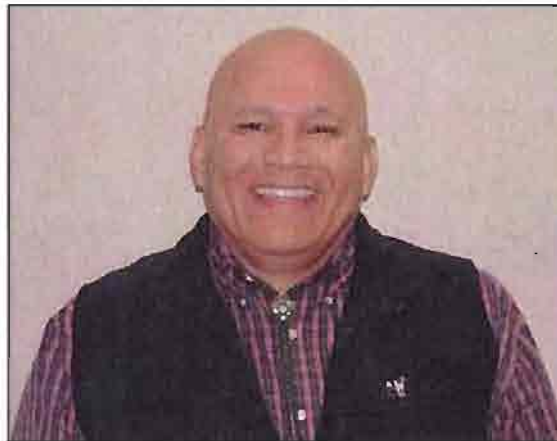
Life of U.S. Forest Service Manager

He is now showcasing West Hills and its impact on his career.

Music has always been important to Camarena and he has introduced his passion for music to his wife of 38 years, the former Kathryn Chase, who grew up in Avenal and was a singer at West Hills.

Camarena married her for her voice but she sure can play the guitar.

Camarena worked for the U.S. Forest Service for a number of years in the western U.S. He worked as a biologist and manager. He is now a deputy regional forester—overseeing members watching over forest lands in national forests covering 21 million acres in Texas, Oklahoma and his home state of Mexico.



Abel Camarena remembers the 60s at WHCC.

Camarena moved to New Mexico in 1994, he served six years as supervisor of Gila National Forest, one of the most scenic year-round recreation areas famous for being the home of Apache leader Geronimo.

He started his current assignment in the regional Forest Service office in 2000 and plans to continue to live in the area after retirement.

"New Mexico has become our home," he said, "but we have seven grandchildren and spend time with them in Tucson and Mesa, Arizona."

Camarena said they also frequently visit the San Joaquin Valley. His mother, Mary Nevarez, lives in Lemoore now and Kathryn's parents, Mary Lou and Hillis Chase, live in Hanford.

And he also plans to pursue his musical passion. He's taken up fiddling and looks forward to taking his talent to shut-ins in nursing homes.

And then there are the "his and hers" motorcycles. "There are lots of open roads," he says of New Mexico.

West Hills provided a good launching ground for Abel Camarena. Hard work and determination have taken him over many miles in a career of public service. Retirement offers new adventures.

"Once you go here, you can go anywhere," he certainly held true.

Enjoy Small College Atmosphere

The government leadership team at West Hills College. Coalinga and they represent a group that is becoming a little older than most of the 120 WHCC international students but their ages reflect the average local level of education," Jozef says.

Jozef's friend, Frank Sjöberg, who graduated from WHCC and is now a student at the University of California, San Diego, says, "Being involved with associated student body, planning events, making new friends, meeting new people, and working on campus are all things that make the West Hills' experience special. She also notes that working on campus has been a good experience for her.

Jozef and Martina, who first met in Sweden, has also enjoyed the opportunity to go on field trips—Gilroy for wine, San Francisco, Los Angeles, Yosemite. "These are places I've read about but I just couldn't imagine that I could be there. We've experienced so much in 2 years," Martina says.

"What I'm going to remember are the people," she adds. "I will be in touch with them for a long time. We were invited to Thanksgiving with a local family—you can never replace that."

Jozef, who hopes to one day own his own company, says that his business classes at WHCC have been helpful. He is listing several favorite instructors—Sarah Shepard, Scott Sutherland, Jim Grant, David Reynolds, Arce and Ken Sowden. Jozef and Martina say that all teachers have given them something, like the saying (Once you go here, you can go anywhere), says," Jozef notes, "I'm ready for the next step."

Martina adds, "This is a good school because classes are small and you get a lot of help if you want it." Jozef and Martina say that all teachers have given them something, like the saying (Once you go here, you can go anywhere), says," Jozef notes, "I'm ready for the next step."

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Future of Special Needs Children is WHCL Workshop Topic

Planning for the future of special needs children will be the topic of a workshop at West Hills College Lemoore on Saturday Feb. 23rd from 9 a.m. until noon. Sylvia Dotsey-Robinson, associate dean at WHCL, says that the workshop is aimed at parents of children who are disabled.

The six topic areas that will be discussed are:

1. Overview of government benefits
2. Future planning including government benefits and eligibility for SSI and Medi-Cal.
3. Legal aspects including wills, trusts, probate, guardianship, special needs trusts and conservatorship, client self-determination and advocacy issues.
4. Financial aspects including housing needs and appropriate funding vehicles to guarantee quality of life.
5. Guardian ad litem/letter of intent.
6. How to get started and the process.

Guest speaker at the event will be Helen Kim Bass, a financial representative with New England Financial and the mother of a special needs child.

With more than 20 years experience in the financial services industry, Bass is a specialist for MetLife's Division of Estate Planning for Special Kids. Her work with the special needs community stems from a traumatic brain injury to her youngest child, Daniel, in 1986.

To RSVP for the free workshop, contact Elva Torrez at (559) 924-3333. Reservations are limited to 100 people.

New AOJ Course Helps Students Identify Careers



Troy Holsonbake, AOJ Instructor

Beyond the Badge—a new administration of justice class (AOJ 12) at West Hills College has been designed to help students identify career opportunities in law enforcement, according to AOJ instructor Troy Holsonbake.

"Basically it is an introductory course set up for students coming into AOJ who don't have the slightest idea about the many different fields and the jobs within those fields that are available," he said. "The main objective is to have a student identify a position in an agency or area that interests them and map out the path to obtaining that goal. Whether that position is a

head cook supervisor in a maximum security prison or a sniper/spotter on the Secret Service's Counter Sniper Team, I want the student to understand they can achieve their goal, their "dream job." All they need is a determined mind, the right training and education, and the will to see it through.

"Sometimes, students are told by friends, family and advisors that they need to complete A, B, and C in order to do a certain job when in actuality the job requirements have changed. I am hoping this course will start them in the right direction and give them a plan and a contact person.

"I wish I had been given access to a class like this when I went through college," Holsonbake concluded.

For spring semester, the class will be offered in Coalinga, online and at WHC centers in Firebaugh and at Naval Air Station Lemoore.

For details visit the class schedule at westhillscollege.com.



NEWS AND NOTES



Skyler Norris, was named to the 2007 JC Grid-Wire Academic All-American Football Team. This is the 11th year in a row WHCC has had at least one player named to the team. Skyler was also the "Dick Woodson Academic Champion" this year for WHCC.



North District Center, Firebaugh hosts a new automated teller machine operated by Educational Employees Credit Union. WHC students now access their financial aid through debit cards at EECU and the ATM offers a full range of services to community members. Similar machines are in operation on the campuses of WHCC and WHCL.



WHCL's wrestling team finished 12th in the state in only their second year of competition.

Bret Land was fourth at 133 pounds and Matt Garcia was fourth at 184 pounds.

Both qualified as All-Americans. John Newton was seventh at heavyweight.

Team members are (front row, l. to r.) Brett Land, Ramon Cabrera, Johnny Coronado, Daniel Navarro, Luis Perez, Vincent Uribe. (middle row) Jonathan Luna, Matt Garcia, Josh Newman, T.J. Weir, Michael Henderson, Mitchell Moralez, (back row) Asst. Coach Justin McIend, Armando Gomez, Leonard Brown, Derek Sanchez, Adam Taylor, Asst. Coach Jim Macedo and Head Coach Kent Olson. Not pictured is team member Mike Adams.

Not Everything is Pink *By Andres Zamudio*

Not everything is pink for the girls of our small communities. Just ask Laura, a young lady who just finished high school last June. Laura's difficult situation is rather singular, but no less adverse than what other girls are going through: teenage pregnancy, drugs, etc.

It is difficult for me to see that our small communities (communities that any stranger would think of as close and united) face very similar problems as those of the big city. But we can solve them; at least we try.

Laura has had to face a twofold crisis: her family and herself. On one hand, her father, a relatively young man in his 40s, is on disability and cannot work. Physical impotency can make a man explode, and such tension can fragment his family and kids.

On the other hand, now that Laura has finished high school she has to think of the unknown future. She has to think about what she must do and what she wants to do. She can do what many others do—find a part time job, take it easy at the college and find a significant other to walk with at the park.

Laura has no time for all these. She has to help out with the finances of the family and the rest of the kids. And most importantly, Laura wants to be a children's physical therapist. A long way to go, no doubt about it, but not impossible either.

All of us at Workforce Connection know that Laura has a strong character and can strive to reach her goal. But how can someone do such a thing without being indifferent to her immediate family needs? In all honesty, I do not know. What I do



Andres Zamudio and Laura Montaño

know is that Laura can take one step at a time and start at West Hills College where plenty of people will help her.

Her personal situation is difficult. I know Laura. She's a great person. We'll see what we can do for her. But only she can make her dream come true.

No todo es color de rosa

Así es, no todo es color de rosa para las niñas de nuestras pequeñas comunidades. Basta con preguntarle a Laura, una chica que recién terminó la High School en junio. El difícil caso de Laura es muy singular pero no menos adverso al de las otras niñas, quienes a sus escasos 15 años de edad resultan embarazadas o adictas a las drogas. Caray, me



West Hills College Workforce Connection team includes (front row, l. to r.) Omar Mendoza, Ana Espinoza, April Chavarria, Mary Ann Rodgers, María Bernal, (back row) Robert Pimentel, Andres Zamudio, Jahel Esparz and Gerardo "Jerry" Escalante

resulta difícil saber que en nuestras pequeñas comunidades (que cualquier extraño pensaría muy unidas) tenemos los problemas de las grandes ciudades. Pero también podemos darles solución.

Sigamos hablando de Laura. Ella más bien ha tenido que enfrentarse a una crisis familiar y personal. Por una parte su papá, un hombre relativamente joven de no más de 50 años de edad, se encuentra deshabilitado y por lo tanto no puede trabajar como algún día lo habrá hecho. Estos casos no son nada fáciles, cobran un caro saldo a las familias afectadas. La tensión de la impotencia física a menudo explota y sobrevienen los problemas familiares que tanto fragmentan a los hijos. Por otra parte la incertidumbre después de terminar algo, en este caso la escuela, ahora tiene a Laura pensando en lo que debe y quiere hacer con su vida. Se puede hacer lo que medio mundo hace: buscarse un trabajo de medio turno, sobrevolar los estudios en el Colegio y buscarse por allí una pareja con quien salir a pasear por las tardes.

Laura no tiene tiempo para todo esto. Tiene que aportar dinero para los gastos de la familia pues hay hermanos que mantener. Aparte del deber Laura también tiene un sueño: quiere estudiar terapia física infantil. Sin duda alguna un largo camino por recorrer, pero no imposible. Nosotros los que trabajamos para Workforce Connection sabemos que Laura tiene el carácter y empeño para lograr su meta. ¿Cómo hacer tal cosa a pesar de

tanta dificultad, a pesar de no poder ser indiferente a las necesidades inmediatas de su familia? Pues yo no lo sé. Lo que sí sé es que Laura puede empezar el camino académico en West Hills College y dar un paso a la vez.

Es obvio que su actual situación familiar y personal es adversa. Yo en lo personal no creo en esa frase que dice que lo que no te mata te hace más fuerte. La persona humana ya es fuerte en tanto que es persona, simplemente tiene que vivir condiciones adversas que no hacen otra cosa más que humanizar. Conozco a Laura y sé que ella es un gran ser humano.

Editor's note: Andres Zamudio is a graduate of West Hills and Fresno Pacific University. He is now studying at Jesuit University, Guadalajara, Mexico, working on master's degrees in philosophy and social sciences. During vacations, he is a part of the Workforce Connection staff at West Hills College.

Celebrating 75 Years—A Profile of Students from the Past

Priti Patel is living an American dream. Born in London, the young woman arrived in Coalinga in 1987 when her parents, natives of South Africa, were hired to manage the Royal Lodge in Coalinga.

Priti, who considers Coalinga her second home, graduated from West Hills College in 1998 with an AA in liberal studies. She transferred to Fresno State and then to the University of California, San Francisco (UCSF).

The daughter of a family that treasures education, she completed a doctorate in pharmacy at UCSF in May 2004, and then did a one-year pharmacy residency at the Lucile Packard Children's Hospital at the Stanford Medical Center in pediatrics. She then took a position as a pediatrics clinical specialist pharmacist at Kaiser Permanente in Oakland.

Even with the specialized training in an exacting field, the Coalinga woman credits WHCC with part of her success. "I had a great time at West Hills and obtained an excellent education-- an

education that enabled me to be successful at Fresno State and UCSF."

Priti attended West Hills College Coalinga during a time, she remembers, "when programs were expanding,



Priti Patel

the college was on the upswing. The sports programs were back and there was a lot of construction on campus, but the library and other major buildings were in place."

"One of these days I'll take the time to return to see what the campus looks like now and to see the new campus in Lemoore.

"The instructors at West Hills are dedicated and care about their students," Priti said. "Much of the instruction was one-on-one which provided the essential tools for a student to thrive and succeed. In addition

to the classroom, I had the opportunity to be a tutorial

specialist for Upward Bound and as a tutor helping high school students with their classes and providing motivation to obtain a college education."

Some of the instructors Priti remembered as outstanding included Dave Bolt, now vice president of educational services for West Hills College Lemoore, Mary Forth, retired sociology instructor; the late Dr. Bob Holmes, chemistry; the late Norine Oliver, poly sci and history; David Hedgecock, geography and Dr. Jeff Vaughn, retired humanities instructor. She also mentioned counselors Sandra McGlorthlin, in Coalinga and Maria Henderickson, in Lemoore.

Apparently Priti's love of teaching continues as she holds an adjunct professor's position with the Thomas J. Long School of Pharmacy and Health Sciences at the University of the Pacific and works with pharmacy students as a preceptor.

Priti, now 28 and engaged to a fellow professional in Cleveland, Ohio, said she would pick West Hills College once again to start her path to her profession.

"Yes, I definitely would start with West Hills and I would continue to push younger people into getting an education-- it's the key to a successful future. Education provides you with the essential skills and training to achieve your goals."

The young woman currently enjoys running, hiking, snowboarding and traveling, but deep down it seems that somewhere in her future the love of teaching -- perhaps started with her mentors at West Hills -- will move her back into the classroom

WEST HILLS COLLEGE LEMOORE



Friday, January 11, 2008 Xtreme Registration 6:00 p.m. to 12:00 a.m.

- ◆ Comedian Phil Van Tee, show times 7:30 and 9:30
- ◆ Placement Testing
- ◆ Application Assistance
- ◆ Student Orientation
- ◆ Financial Aid Assistance
- ◆ Academic Counseling
- ◆ Drawings (gift cards, IPODS, Pen Drives, and much more)
- ◆ Music
- ◆ Snacks and Fun



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West Hills Community College District

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Classes start January 14, 2008

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Business	Mathematics
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Child Development	Physics
Computer Information Systems	Psychology
Engineering	Social Science
Geography	Teaching Assistant
Geology	
Health Science-General	



Sports Programs:

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Wrestling
Men's and Women's Golf
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Art	Mathematics
Biology	Office Management & Technologies
Business	Performing Arts
Business Administration	Psychiatric Technician
Child Development	Psychology
Computer Information Systems	Social Science
Geography	Teaching Assistant
Geology	Technical Theater
	Television Production



Sports include:

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Women's Volleyball
Women's Softball
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Firebaugh, CA 93622
559-659-1475

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Good things are happening at WEST HILLS COLLEGE LEMOORE

Friday, March 19
6-11 p.m.

Bet on Education Casino Night 2010 benefiting the T.E.A.M. Teach Program and scholarships for 5th-8th grade students hoping to attend the WHCL SC Experience summer camp. Call 559.934.2129 for tickets. \$30 per person (must be over 21).

Wednesday, April 14th
6-8 p.m.

Introduction to Voice Overs taught by a professional voice acting coach/producer. \$30.
Call
559.925.3224
to register.

Friday- Sunday,
April 16-18

Central Valley Pizza Festival
April 16-18.
Visit
LemooreChamberofCommerce.com
or call
559.924.6401
for details.

April 30th

Miss CA speaks about her plans to become a pediatric surgeon and shares her insight on college success
11-12:30
Conference Center

Monday, May 10th
10 a.m.

West Hills Community College Foundation Golf Tournament at Kings Country Club. Be among the first to enjoy the new clubhouse while supporting the President's Scholars Program, which offers a scholarship to high school seniors with a 3.5 or higher GPA. \$175 per player includes lunch, dinner, tee prizes and a prize for each team. Call 559.934.2129 to register.

Ongoing aerobics
classes.

\$45 for six week
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Call
559.925.3224
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Visit Kings County's
largest library at WHCL

Hours are 7:30 a.m. - 8 p.m.
Monday-Thursday and 7:30-4 p.m. on
Fridays. Community members are
welcome to use our computers,
including extensive databases, and our
reference library, which houses an
extensive collection of medical
reference and cookbooks (serving our
health careers and culinary students).



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Visit www.westhillscollge.com for all the latest news on campus events and scholarship deadlines that are approaching.

PROGRAM REVIEW SCHEDULE

Instructional Programs

Midterm Due
 Program Review Due

Program Name	Date of Most Current Program Review	Date of Most Current Program Review						
		2009	2010	2011	2012	2013	2014	
Administration of Justice--Corrections	2008e							
Administration of Justice--Law Enforcement	2008e							
Art	1999							
Biology	2006							
Business	2009e							
Business Administration	2008							
Chemistry								
Child Development	2005							
CIS	2007e							
Culinary	2006							
Engineering/Physics	2008							
Geography	2008							
Geology								
Health Science (General)	2008							
Health Science (Pre-Professional)	2008							
HRCM	2008?							
Humanities	2006							
Liberal Arts--Arts and Humanities								
Liberal Arts--Communication								
Liberal Arts--Elementary Teacher Preparation								
Liberal Arts--Math and Science								
Liberal Arts--Social Sciences								
Math	2008							
Nursing								
Office Management and Technology	2008							
Physical Education	2008							
Psychology	2004							
Social Science	2008							
Community Education	2008							
Contract Education	2008							

PROGRAM REVIEW SCHEDULE

Non-Instructional Programs

Midterm Due
 Program Review Due

Program Name	Date of Most Current Program Review	2009	2010	2011	2012	2013
Administrative Offices	2008					
Transfer Center						
Upward Bound Math and Science	2008e					
Upward Bound Classic	2008e					
Career Technical Education						
NASL	2005					
DSPS	2007					
EOPS/CARE	2008					
Cal Works						
Library/LRC	2008e					
Student Activities						
Athletics	2008e					
Snack Bar						
Maintenance and Operations	2008					
Matriculation	2008					

NON-INSTRUCTIONAL PROGRAM REVIEW
West Hills College Lemoore

I. General Information

- A. Non-Instructional Program: _____
- B. List of Full Time Program Faculty and Staff:

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*
- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated _____ Classified Professional _____ Volunteer _____
Student Workers _____

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

- A. Attach dashboard statistics here.
- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. *(250 words or less)*
- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services)
- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

IV. Professional Development

- A. What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify.
- B. Relate how the professional development activities have improved student learning outcome attainment.
- C. Describe the program's plans for staff development over the next four years.

V. Curriculum and Student Learning Outcomes

- A. List your Non-Instructional Program-Level Student Learning Outcomes.
 - 1. Have any Non-Instructional Program-Level Student Learning Outcomes been changed from the previous program review? What are the changes? Attach documentation.
 - 2. Describe the assessment used to improve student learning. Cite a specific example.
- B. Explain how Non-Instructional Program-Level Student Learning Outcomes are used to measure quality and success of this department/service area.
- C. To what extent is technology being used in the program?
- D. How does the program ensure that current delivery of service is adequately meeting the needs of students?
- E. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).
- F. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. *(250 words or less)*
- G. Excluding curriculum validation, discuss community involvement in the program.
- H. Do special accreditations, external regulations, or advisory committees regulate the program? Yes No (if yes, list)
- I. Does the program have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate)
- J. Is there evidence of unmet student needs in the program? Yes No (if yes, elaborate)

- K. Describe the initiatives the program has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.)
- L. Discuss the program's use of external funding, including grants, if applicable.

VI. Summary and Recommendations

- A. What actions have been taken to address the assessment and improvements of program learning outcomes?
- B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.
 - 1. Program strengths
 - 2. Areas that need improvement
 - 3. Strategies and actions for program enhancement and improvement.
- C. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Revised: 4/10

INSTRUCTIONAL PROGRAM REVIEW

West Hills College Lemoore

I. General Information

- A. Instructional Program: _____
B. List of Full Time Program Faculty and Staff:

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*
- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated _____ Classified Professional _____ Volunteer _____
Student Workers _____

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

- A. Attach dashboard statistics here.
- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific program. *(250 words or less)*
- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services).
- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

IV. Professional Development

- A. What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify.
- B. Relate how the professional development activities have improved student learning outcome attainment.
- C. Describe the program's plans for staff development over the next four years.

V. Curriculum and Student Learning Outcomes

- A. List your Instructional Program-Level Student Learning Outcomes.
 - 1. Have any Instructional Program-Level Student Learning Outcomes been changed from the completion of the previous program review? What are the changes? Attach documentation.
 - 2. Describe the assessment used to improve student learning. Cite a specific example.
- B. Explain how Instructional Program-Level Student Learning Outcomes are used to measure quality and success of this department/service area.
- C. Review course outlines and prerequisites. List all courses that apply to this program requiring a five-year course outline review.
 - 1. Describe the curriculum changes anticipated in the next two years. (These changes would include major course revisions, deletions, new courses, revised or new options within a program, or a proposed new program).
- D. To what extent is technology being used in the program?
- E. How does the program ensure that the current curriculum is adequately meeting the needs of the students?

VI. Career Technical Education Only

- A. Does your program result in providing licensing or certification to its program graduates which will enhance opportunities for employment? If yes, list.
- B. Discuss the opportunities available to students who plan to transfer to an institution of higher learning.
- C. Discuss the effectiveness of your program in terms of:
 - 1. Entry-level job placement as a result of training.

2. Effectiveness of continuing education to meet the need for advanced training and/or training in emerging technologies.
 3. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).
 4. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. *(250 words or less)*
- D. What would be the preferred sequence of courses to be taken to achieve your program's goal of a degree or certificate?
- E. How does the program ensure that the current curriculum is adequately meeting the needs of students?
- F. Excluding curriculum validation, discuss community involvement in the program.
- G. List any special accreditations, external regulations, or advisory committees that have oversight to your program.
- H. List any special regulations, space requirements, staff training, etc. required by your program.
- I. List any program initiatives to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.).
- H. Discuss the program's use of external funding, including grants, if applicable.

VII. Summary and Recommendations

- A. Based on analysis of the information provided in Sections I through VI above, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.
1. Program strengths:
 2. Areas that need improvement:
 3. Strategies and actions for program enhancement and improvement:
- B. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Student Learning Outcomes Assessment Scheduling Form

CTE

Course	Infrequently Taught	Fall 2008	Spring 2009	Fall 2009	Spring 2010
AOJ 1				X	
AOJ 3					
AOJ 4					
AOJ 5					
AOJ 6					
AOJ 7					
AOJ 8					
AOJ 10					
AOJ 12				X	
AOJ 15X		X	X	X	X
AOJ 16					
AOJ 20				X	
AOJ 22					
AOJ 24					
AOJ 29					
AOJ 32					
AOJ 50A				X	
AOJ 50B				X	
BUS 1A		X	X	X	X
BUS 1B		X	X	X	X
BUS 13A					
BUS 13B					
BUS 15X		X	X	X	X
BUS 18			X		
BUS 20				X	
BUS 24				X	
BUS 28					
BUS 29					
BUS 32			X	X	X
BUS 35				X	
BUS 39					
BUS 50					
BUS 52					
BUS 54					
BUS 55	X				
BUS 56	X				
BUS 59					
BUS 62A					
BUS 62B					

Student Learning Outcomes Assessment Scheduling Form

BUS 62C					
BUS 62D					
BUS 63					
BUS 67					
BUS 69					
BUS 71					
BUS 74					
BUS 80A					
BUS 80B					
BUS 81A					
BUS 81B					
CM 10					
CM 11					
CM 12					
CM 61A					
CM 61B					
CM 61C					
CM 61D					
CM 63A					
CM 63B					
CM 64A					
CM 64B					
CM 65A					
CM 65B					
CM 65C					
CM 66A					
CM 66B					
CIS 4					
CIS 5					
CIS 6					
CIS 7					
CIS 8					
CIS 14					
CIS 15					
CIS 15X		X	X	X	X
CIS 16					
CIS 16A					
CIS 17					
CIS 17A					
CIS 17B					
CIS 18					
CIS 18A					

Student Learning Outcomes Assessment Scheduling Form

CIS 19B					
CIS 20					
CIS 21					
CIS 34					
CIS 35					
CIS 42					
CIS 67					
CIS 71					
CIS 73				X	
CIS 73A				X	
CIS 75				X	
CIS 76A				X	
CIS 80				X	
CIS 80A				X	
CIS 81A					
CIS 90					
CUL 2				X	
CUL 6				X	
CUL 50				X	
CUL 51			X		
CUL 52			X		
CUL 53		X			
CUL 54					X
CUL 55			X		
CUL 56			X		
CUL 57			X		
CUL 58				X	
CUL 59				X	
CUL 60			X		
CUL 60.1	X				
CUL 61				X	
CUL 64				X	
CUL 65			X		
CUL 66			X		
ECON 1A					X
ECON 1B					X
HM 10	X				
HM 11	X				
HM 12	X				
HM 61	X				
HM 63	X				
HM 64	X				

Student Learning Outcomes Assessment Scheduling Form

HM 65	X				
HM 66	X				
HRCM 1	X				
HRCM 3	X				
HRCM 4	X				
HRCM 5	X				
HRCM 15X		X	X	X	X
HRCM 62A	X				
HRCM 62B	X				
HRCM 62C	X				
HRCM 62D	X				
HRCM 67	X				
NC 160			X		X
RM 10	X				
RM 11	X				
RM 12	X				
RM 61		X			
RM 63					X
RM 64			X		
RM 65					X
RM 66	X				
WE 15XX		X	X	X	X
WKFSK 143			X		X
WKFSK 144			X		X
WKFSK 145			X		X

1.

We are evaluating the Library/Learning Resources Center and its website in order to provide you with the best services. Please take a few minutes to complete this survey. Thank you.

* 1. Which of the following best describes you?

- West Hills College-Lemoore (WHCL) student
- University Charter School student
- Middle College High School student
- Faculty
- Staff
- Member of the Community

* 2. How often do you visit the WHCL Library/Learning Resource Center on campus?

- Daily
- Two or more times per week
- Once a week
- Once a month
- Once or twice throughout the semester
- Never

* 3. Please check all the reasons you visit the Library/Learning Resource Center in person. (Check ALL that apply)

- | | |
|---|---|
| <input type="checkbox"/> Checkout, renew, or return library materials | <input type="checkbox"/> Use internet for recreation (myspace/YouTube, games, etc.) |
| <input type="checkbox"/> Checkout a DVD or VHS | <input type="checkbox"/> Use study rooms for group work |
| <input type="checkbox"/> Checkout a laptop | <input type="checkbox"/> Use Disability Services Lab (DSPS) |
| <input type="checkbox"/> Use a Reserved Textbook or course material | <input type="checkbox"/> Use English Lab |
| <input type="checkbox"/> Access electronic databases | <input type="checkbox"/> See a tutor or tutor someone |
| <input type="checkbox"/> Access electronic books | <input type="checkbox"/> Get research assistance from library staff |
| <input type="checkbox"/> Access Blackboard for online classes | <input type="checkbox"/> Socialize |
| <input type="checkbox"/> Use copy machine | <input type="checkbox"/> Read a magazine or newspaper |
| <input type="checkbox"/> Use computers to print assignments | <input type="checkbox"/> Attend class |
| <input type="checkbox"/> Use internet for research | |

*** 7. Please describe your overall satisfaction with the following:**

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not Apply
Computer accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Printers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copy machine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library/Learning Resource Center hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study room availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall condition and maintenance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Noise level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information and direction signs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 8. Please describe your overall satisfaction with the following Library/Learning Resource Center services:**

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not Apply
Staff courtesy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speed of service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff knowledge of Library/Learning Resource Center services and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fines handled fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop checking in and out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer lab assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copying and printing assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Processing of student ID cards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 9. Do you feel students should be able to use computers for:**

	Yes	No
Myspace	<input type="radio"/>	<input type="radio"/>
Gaming	<input type="radio"/>	<input type="radio"/>
YouTube	<input type="radio"/>	<input type="radio"/>
Other recreational sites	<input type="radio"/>	<input type="radio"/>

*** 10. Have you received a Library/Learning Resource Center orientation in any of your classes?**

Yes

No

*** 11. If you received an orientation, did it fully explain the resources available?**

- Yes
- No
- Not applicable

*** 12. In general, how do you rank the WHCL Library/Learning Resource Center?**

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Does Not Apply

13. (FACULTY ONLY) How satisfied are you that your students are having their information needs met by the Library/Learning Resource Center?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Does Not Apply

*** 14. Please describe your feelings about the Library/Learning Resource Center Website?**

- Easy to use, with useful information.
- Useful information, somewhat difficult to navigate
- Not very useful
- Very difficult to use

15. Do you have any questions or suggestions for the Library/Learning Resource Center to serve you better?

WEST HILLS COMMUNITY COLLEGE DISTRICT BOARD POLICY AND ADMINISTRATIVE PROCEDURE ROUTING FORM

Review and approval by the various college/district governance groups is requested: Yes No

Policy/Procedure #: *Board Policy 6200*
 Policy/Procedure Name: *Budget Preparation*

New Revised Replaces existing policy/procedure: *BP 602, Budget Preparation*

New policy/procedure or revisions initiated/proposed by: *Vice Chancellor of Business Services*
 Reason for new policy/procedure or revisions: *Existing policy does not include correct Education Code and Title 5 references; Policy is legally advised*

Reviewing Group	Date	Approval/Comments
-----------------	------	-------------------

Chancellor's Executive Cabinet	<i>8/12/09</i>	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
---------------------------------------	----------------	--

Comments:

Routed to:

- **College Presidents** *9/1/09*
- **Academic Senate Presidents** *9/1/09*
- **Faculty Association President** *9/1/09*

College Consultation Council (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
--	--	---

Comments:

Planning & Governance Council (West Hills College Lemoore)	<i>10/7/09</i>	Approved as presented <input type="checkbox"/> Approved with changes <input checked="" type="checkbox"/> Not approved <input type="checkbox"/>
--	----------------	--

Comments: *3rd paragraph, first sentence should read: Utilizing the budget process for both resource and budget allocation.*

Academic Senate (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
---	--	---

Comments:

Academic Senate (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
--	--	---

Comments:

Faculty Association

Approved as presented
Approved with changes
Not approved

Comments:

District Leadership Council

9/8/09

Approved as presented
Approved with changes
Not approved

Comments:

Chancellor's Office Final Review

Comments:

Board of Trustees
(First Reading)

Approved as presented
Approved with changes
Not approved

Comments:

Board of Trustees
(Consideration)

Approved as presented
Approved with changes
Not approved

Comments:

ANTICIPATED TIMELINE

Board of Trustees first reading to occur on: 10/27/09
Board of Trustees consideration to occur on: 11/17/09

Additional comments:

WEST HILLS COMMUNITY COLLEGE DISTRICT BOARD POLICY AND ADMINISTRATIVE PROCEDURE ROUTING FORM

Review and approval by the various college/district governance groups is requested: Yes No

Policy/Procedure #: *Administrative Procedure 6200*
 Policy/Procedure Name: *Budget Preparation*

New Revised Replaces existing policy/procedure:

New policy/procedure or revisions initiated/proposed by: *Vice Chancellor of Business Services*
 Reason for new policy/procedure or revisions: *Procedure is legally required*

Reviewing Group	Date	Approval/Comments
-----------------	------	-------------------

Chancellor's Executive Cabinet	<i>8/12/09</i>	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
---------------------------------------	----------------	--

Comments:

Routed to:

- **College Presidents** *9/1/09*
- **Academic Senate Presidents** *9/1/09*
- **Faculty Association President** *9/1/09*

College Consultation Council (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
--	--	---

Comments:

Planning & Governance Council (West Hills College Lemoore)	<i>10/7/09</i>	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
--	--	---

Comments:

Faculty Association	Approved as presented	<input type="checkbox"/>
	Approved with changes	<input type="checkbox"/>
	Not approved	<input type="checkbox"/>

Comments:

District Leadership Council	9/8/09	Approved as presented	<input type="checkbox"/>
		Approved with changes	<input type="checkbox"/>
		Not approved	<input type="checkbox"/>

Comments:

Chancellor's Office Final Review

Comments:

Board of Trustees (First Reading)	Approved as presented	<input type="checkbox"/>
	Approved with changes	<input type="checkbox"/>
	Not approved	<input type="checkbox"/>

Comments:

Board of Trustees (Consideration)	Approved as presented	<input type="checkbox"/>
	Approved with changes	<input type="checkbox"/>
	Not approved	<input type="checkbox"/>

Comments:

ANTICIPATED TIMELINE

Board of Trustees first reading to occur on:	10/27/09
Board of Trustees consideration to occur on:	11/17/09

Additional comments:



Board Policy 2410 Policy and Administrative Procedure

Reference: *Education Code Section 70902; Accreditation Standard IV.B.1.b and e*

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended.

Administrative procedures are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Chancellor.

The Chancellor shall, annually, provide each member of the Board with copies of the policies and administrative procedures or any revisions since the last time they were provided. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

All policies and administrative procedures shall be readily available through the Chancellor's Office and/or the District website.

Board approval date: 9/23/03

Revisions approved by the Board: 3/7/06



Administrative Procedure 2410 Policy and Administrative Procedure

Reference: *Education Code Section 70902*

Board Policies and Administrative Procedures are regularly reviewed by the Chancellor's Office. The Chancellor makes recommendations to the Board of Trustees concerning revisions to existing policies and procedures or the development of new policies and procedures to ensure that they are current and comply with state and federal laws.

Any employee, student, or member of the public may initiate a review or development of any policy or procedure by submitting a request or recommendation in writing to the Chancellor's Office.

Review and Approval Process

Upon receipt of the request or recommendation, the Chancellor's Office may refer to the Community College League's Policy and Procedure Service for recommended or legally advised language. The Chancellor's Office may also use the Policy and Procedure listserv to query other districts for related Board Policies or Administrative Procedures. In some instances, the Chancellor's Office may request that legal counsel review the policy or procedure language. Other employees with expertise in specific areas governed by a Board Policy or Administrative Procedure may also be consulted during the review process.

After initial review by the Chancellor's Office, the policy and/or procedure will be routed to the supervisor, manager or Dean of the appropriate department, if applicable, for review (i.e. Student Services, Human Resources, Business Office, etc.). Following the applicable review, the policy and/or procedure will be routed as follows:

1. Policy and/or procedure to be reviewed and discussed by the Chancellor's Executive Cabinet.
2. After review by the Chancellor's Executive Cabinet, the policy and/or procedure will be sent to the College Consultation Council (CCC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore (through the College Presidents) for review and approval, if applicable. Simultaneously, the policy and/or procedure will be sent to the Academic Senate Presidents and the Faculty Association President as a courtesy.
3. Review and approval by the Academic Senate Presidents will be requested only if the policy and/or procedure deal(s) with academic and professional matters. Review and approval by the Faculty Association President will only be requested if the policy and/or procedure has or will have a significant effect on faculty.
4. After review by the CCC and the PGC, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the College Presidents.

Administrative Procedure 2410
Policy and Administrative Procedure

5. In the case of review and approval by the Academic Senate Presidents or Faculty Association President, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the individuals serving in those capacities. As a courtesy, the comments, recommendations or actions taken should also be sent to the College Presidents.
6. The Chancellor's Office will take the policy and/or procedure to the District Leadership Council (DLC) for review and approval.
7. After DLC review, and upon final review by the Chancellor, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.

Submission of Policies and Procedures for Review

When submitted to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President, and the DLC, the policy and/or procedure shall be accompanied by a routing form which will include the following information:

- Policy/Procedure Number
- Policy/Procedure Name
- Indication of new or revised policy/procedure
- Initiator of proposed new or revised policy/procedure
- Purpose for new or revised policy/procedure
- Anticipated timeline for review and approval process

New policies and procedures will be submitted to the appropriate groups as a "clean" copy.

Revised policies and procedures will be submitted to the appropriate groups using the following editing marks:

- Deleted text to be shown in ~~striketrough print~~
- Added text to be shown in **bold print**

Nonsubstantive ("clean up" or "housekeeping") revisions to policies and procedures (i.e. names, title changes, addition or deletion of references) that do not change the intent or meaning of the policy or procedure may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Policies and procedures dealing strictly with the Board of Trustees may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy. New or revised procedures that outline an existing process may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and

Administrative Procedure 2410
Policy and Administrative Procedure

approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Timeline

In most instances, policy and procedure review and approval will be based on a two-month cycle at the college level. Once the Chancellor's Executive Cabinet agrees to move new or revised policies and/or procedures forward to the CCC, PGC, the Academic Senate Presidents and the Faculty Association President, the review and approval process timeline officially begins. The groups will have 60 days in which to complete the review and approval process at the college level and submit final comments, recommendations or actions taken with regard to the policy and/or procedure to the Chancellor's Office.

At the completion of the 60 days (or sooner if the appropriate groups have completed their review and approval process), the policy and/or procedure will be placed on the DLC agenda for review and approval if applicable. Following DLC review, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting. The Board of Trustees will be provided with the Chancellor's final recommendation, along with the completed routing form which will include the comments, recommendations and actions taken by the appropriate groups.

The timeline may be shorted due to various circumstances including, but not limited to, changes in law or urgent need. However, the Chancellor's Office shall notify all applicable groups of the shortened timeline.

After approval by the Board of Trustees, policies and procedures will be posted to the District's website. The College Presidents and Academic Senate Presidents will also be notified as to the status of the proposed or revised policies and procedures.

Board approval date: 3/7/06
Revised policy approval date: 6/26/07



Board Policy 2410 Policy and Administrative Procedure

Reference: Education Code Section 70902; Accreditation Standard IV.B.1.b and e

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be revised, added to or amended at any regular board meeting by a majority vote. Proposals shall be introduced not less than one regular meeting prior to the meeting.

Administrative procedures implementing Board Policy shall be consistent with Board Policy. Administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures shall be consistent with the intent of Board Policy.

The Chancellor shall, in the implementation of administrative procedures, reserves the right to modify or amend administrative procedures, in his or her judgment, be inconsistent with Board Policy.

All policies and administrative procedures shall be maintained in the District Office and/or the District Office.

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Methods of method to be used in implementing Board Policy shall be consistent with the intent of Board Policy. Methods of method to be used in implementing Board Policy shall be consistent with the intent of Board Policy.

Five copies of the policies and administrative procedures shall be provided. The Board shall provide five copies of the policies and administrative procedures should they, in the Board's judgment, be inconsistent with Board Policy.

All policies and administrative procedures shall be maintained through the Chancellor's Office.

Board approval date: 9/23/03
Revisions approved by the Board: 3/7/06

**POLICY AND PROCEDURE REVIEW SCHEDULE
2010-2011**

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
BP & AP*	6550	Disposal of Property (Currently BP 704, Sale of District Personal Property)	7/19/10	N/A	N/A	8/24/10	9/28/10
BP* & AP*	5800	Prevention of Identity Theft in Student Financial Transactions	7/19/10	N/A	N/A	8/24/10	9/28/10
BP* & AP*	5850	Missing Student Notification	7/19/10	N/A	N/A	8/24/10	9/28/10
BP*	6818	Ergonomics Program	7/19/10	N/A	N/A	8/24/10	9/28/10
BP* & AP*	3900	Speech: Time, Place and Manner	9/17/10	N/A	N/A	N/A	9/28/10
BP & AP	6700	Facilities Use	7/19/10 8/11/10 9/15/10	N/A	N/A	9/28/10	10/26/10
BP*	6230	Energy and Sustainability	7/19/10 8/11/10 9/15/10	N/A	N/A	9/28/10	10/26/10
BP & AP	2410	Policy and Administrative Procedure	9/15/10	N/A	N/A	9/28/10	10/26/10
BP & AP*	4030	Academic Freedom (Currently BP 313, Academic Freedom)	9/15/10	9/16/10 – 11/16/10	12/6/10	12/7/10	1/18/11
BP & AP*	5010	Admissions and Concurrent Enrollment (Currently BP 503, Student Admissions)	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
AP*	5011	Admission and Concurrent Enrollment of High School and Other Young Students	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
BP & AP	5050	Matriculation	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
BP* & AP*	5700	Athletics	9/15/10 10/25/10	N/A	N/A	2/15/11	3/8/11
BP* & AP*	4050	Articulation	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
BP*		Catalog Rights	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
AP	4045	College Library Fines	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
BP* & AP*	4106	Nursing Programs	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
BP* & AP*	4110	Honorary Degrees	10/25/10	10/26/10 – 12/26/10	1/4/11	1/18/11	2/15/11
BP* & AP*	6450	Wireless or Cellular Telephone Use	7/19/10 8/11/10 11/15/10	N/A	N/A	11/16/10	12/7/10
BP	7215	Faculty, Counselor and Librarian Responsibilities	11/15/10	11/16/10 – 1/16/11	2/9/11	2/15/11	3/8/11
AP	7341	Sabbaticals (Currently BP & AP 322, Sabbatical Leave)	11/15/10	11/16/10 – 1/16/11	2/9/11	2/15/11	3/8/11
AP	7212	Temporary and Substitute Faculty Screening (Currently BP 304, Employment of Certificated Substitutes; and BP 305, Employment of Certificated Summer School Staff)	11/15/10	11/16/10 – 1/16/11	2/9/11	2/15/11	3/8/11
BP & AP*	7151	Evaluation of Certificated Staff (Currently BP 310, Evaluation of Full Time and Adjunct Certificated Staff)	11/15/10	11/16/10 – 1/16/11	2/9/11	2/15/11	3/8/11
AP	6225	Resource Allocation	12/15/10	12/16/10 – 2/16/10	3/1/11	3/8/11	4/26/11
BP & AP	7230	Employment of Classified Employees (Currently AP 402, Hiring Procedures and Guidelines for Classified Staff)	12/15/10	12/16/10 – 2/16/10	3/1/11	3/8/11	4/26/11
BP & AP*	3550	Drug Free Environment and Drug Prevention (Currently BP 810, Drug Free Workplace/Campus)	12/15/10	N/A	N/A	1/18/11	2/15/11

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
AP*	7337	Fingerprinting	12/15/10	N/A	N/A	1/18/11	2/15/11
BP & AP*	3300	Public Records (Currently BP 802, Public Records)	12/15/10	N/A	N/A	1/18/11	2/15/11
BP & AP*	2435	Evaluation of Chancellor (Currently BP 210, Evaluation of Chancellor)	1/20/11	N/A	N/A	2/4/11	2/15/11
BP & AP	2745	Board of Trustees Self Evaluation	1/20/11	N/A	N/A	2/4/11	2/15/11
BP* & AP*	2735	Board Member Travel	1/20/11	N/A	N/A	2/4/11	2/15/11
BP* & AP*	2105	Election of Student Members	1/20/11	N/A	N/A	2/4/11	2/15/11
BP & AP*	5030	Fees	1/20/11	1/21/11 – 3/21/11	4/5/11	4/26/11	5/24/11
BP & AP	4020	Program, Curriculum, and Course Development	1/20/11	1/21/11 – 3/21/11	4/5/11	4/26/11	5/24/11
BP & AP*	6750	Parking and Traffic Code (Currently BP 709, Parking and Traffic Code)	2/9/11	N/A	N/A	3/8/11	4/26/11
BP & AP*	6340	Bids and Contracts (Currently BP 603, Purchases Subject to Bid; and BP 604, Purchases Not Subject to Bid)	2/9/11	N/A	N/A	3/8/11	4/26/11
BP* & AP*	3900	Speech: Time, Place and Manner	2/9/11	N/A	N/A	3/8/11	4/26/11
BP*	3519	Children on District Facilities	2/9/11	N/A	N/A	3/8/11	4/26/11

* Denotes New Policy and/or Procedure

Note: Schedule subject to change as necessary

08/16/10

Revised: 8/20/10; 8/31/10; 9/14/10; 9/16/10; 10/5/10

Indicates final Board of Trustees approval

**Chancellor's Executive Cabinet Meeting
March 10, 2010**

MINUTES

Members present:

Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Frank Gorrnick, Chancellor
Donna Isaac, Executive Assistant to the Chancellor
Willard Lewallen, President, West Hills College Coalinga
Ken Stoppenbrink, Vice Chancellor of Business Services
Don Warkentin, President, West Hills College Lemoore

Others present at various times:

Susan Whitener, Vice Chancellor of Educational Planning

Task Log

The task log was reviewed as follows:

- Item 1 – Ken Stoppenbrink reported that Kevin Cobb is still working on developing a policy with regard to energy and sustainability. Carole Goldsmith volunteered to get some information from San Joaquin Valley Clean Energy Coalition. Frank Gornick directed her to work with Ken on this information.
- Item 2 – This item is on the agenda for discussion.
- Item 3 – This item is on the agenda for discussion.
- Item 4 – This item is on the agenda for discussion.
- Item 5 – This item is on the agenda for discussion.
- Item 6 – This item is on the agenda for discussion.
- Item 7 – Carole reported that she is working on a submission to ACCJC for both colleges. The substantive change information will be written separately for each college, but will be submitted at the same time. Frank stated that he wants to write a cover letter to go with the substantive change submittals.
- Item 8 – Ken reported that he has not talked to the campus bookstores yet as he was unclear on the task. Brief discussion took place regarding the possibility of students making purchases at the bookstores for additional print copies made in the libraries. Ken stated that he will talk to the bookstores.
- Item 9 – This item is on the agenda for discussion.
- Item 10 – Complete.

Chancellor's Executive Cabinet

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- Item 11 – A portion of the task has been completed. Discussion took place regarding the need for further information on the emergency loan process. Carole commented on following up with Rick with regard to the allied health emergency scholarship. The task will be revised to direct a process for establishing emergency funds with specific criteria for emergency loans.
- Item 12 – Complete. A meeting was held last Friday that included Carole, Pedro Avila, Ken and the College Presidents.
- Item 13 – Carole reported that Susan Whitener has been working with the college CIOs to review the existing schedule. The online schedule is almost complete. Pedro reported that West Hills College Coalinga has submitted summer and fall face to face classes. West Hills College Lemoore has submitted their summer classes. He stated that we are still on track. Pedro discussed the recent issue with loan disbursements with regard to financial aid.
- Item 14 – Complete.
- Item 15 – Complete.

Registration Priorities – Update

Pedro distributed the Summer/Fall 2010 Registration Schedule, stating that he has received good feedback. Discussion took place regarding the new tool that is being implemented for searching classes. Discussion also took place regarding high school graduates. Pedro stated that he will send out this information to the CIOs and the marketing department. Pedro stated that Administrative Procedure 5055, Enrollment Priorities, will need to be modified based on the new registration schedule.

Action Item

- ✓ Pedro Avila to send high school graduate information to CIOs and the marketing department
- ✓ Administrative Procedure 5055, Enrollment Priorities, to be modified based on the new registration schedule.

Process to Encumber Wages – Update

Ken and Carole reported that they are still working on the process to encumber wages. Carole commented on budget changes and identifying a solution to create a workflow. Frank suggested that we may need to call Rose & Tuck back in for consultation. Carole reported that she is making sure the information being put into Datatel is accurate. She stated that she will follow up with Rose and Tuck on the encumbrance model.

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Action Item

- ✓ Carole Goldsmith to follow up with Rose and Tuck, consultants, on the encumbrance model.

District Educational Coordinating Council (DECC) – Update

Carole reported that the DECC proposal is being routed through the various college groups. It will be brought back to the Chancellor's Executive Cabinet for review at their next meeting.

Action Item

- ✓ Carole Goldsmith to provide review of DECC proposal at the Chancellor's Executive Cabinet meeting in April.

Student Debt / Online Payment Process – Update

Carole reported that she has not worked on this project yet; however, she will be bringing information to the next Chancellor's Executive Cabinet meeting.

Action Item

- ✓ Carol Goldsmith to provide information on student debt/online payment process at the Chancellor's Executive Cabinet meeting in April.

Residence Halls Registration – Update

Willard Lewallen stated that he will be providing information at the April Chancellor's Executive Cabinet meeting. Frank stated that he wants a year or two of demonstrated accountability on the registration mode with funds in the black. He stated that this will be a positive step toward acquiring funding based on the income stream.

Action Item

- ✓ Willard Lewallen to provide information on the residence halls registration system at the Chancellor's Executive Cabinet meeting in April.

Copy Limits/Process for Students – Update

Ken stated that he will need feedback from the colleges about the number of copies that will be allowed for students. Frank stated that he wants this information provided at the next Chancellor's Executive Cabinet meeting. Willard commented on copy limits for faculty as well. Frank commented on the amount of paper we use and how this ties into an energy policy.

Action Item

- ✓ Copy limit information to be provided at the Chancellor's Executive Cabinet meeting in April.

Leadership Retreat/FranklinCovey 360 Evaluations

Donna reported that the FranklinCovey 360 Evaluations have been completed. A workshop will be held at the next Leadership Retreat on May 7 to learn how to interpret the evaluation reports. Frank stated that administrative evaluations will be moved to a calendar year (January – December) cycle. 2009-2010 will be a transition year. Administrative evaluations will be completed in June 2010 and then administrative evaluations will be completed again beginning in January 2011. Frank stated that he will talk to the Board about using a calendar year evaluation cycle versus a fiscal year cycle.

Evaluation Script

Frank distributed copies of an evaluation script prepared by legal counsel. Discussion took place concerning the script, along with the Presidential Expectations. Frank stated that he wants to review the script with Marty Ennes, Faculty Association President.

Discussion took place regarding email being the official form of communication.

Frank discussed the need to develop an administrative procedure in terms of faculty evaluation. He stated that he would also like to provide training on the evaluation script at the May 7 Leadership Retreat. Frank stated that he will be asking Key Writing to develop an online form for the script. He will be arranging for a meeting with Joe Zampi to discuss the script and will also share it with the Board of Trustees.

The following changes to page 1 of the script were discussed and agreed to:

- Include Presidential Expectations under "Review ingredients and objectives of evaluation"
- Remove the word 'possibly' from first bullet under "Review ingredients and objectives of evaluation"
- Remove the third bullet which begins "...review Presidential Expectations and determine if there are questions..."

Fast Track Degree

Frank questioned if we should develop a fast track associate degree for the fall as a way to save costs for students and families. He stated that if we can identify a way of getting the 64 units in three semesters, students can be finished sooner. The point is that we might be able to advertise it as a way of parents saving money. Don Warkentin commented on previous issues with this idea (i.e. block of classes were scheduled, but not enough enrollment in those classes). Frank stated that he wants to think out of the box a little. Carole commented on discussions with Jill Stearns and Dave Bolt

concerning moving to a cohort model. Discussion took place regarding selecting the menu for students and tracking them. Frank commented on focusing on 4 or 5 degrees. Don stated that it is not difficult on the schedule side, but is difficult on the student services side. We would need to identify someone to track the students and follow up with them to make sure students don't fall off track. We need to be able to provide the services. Frank stated that just because we are in down times doesn't mean we should stop thinking about how to benefit our students.

eCampus

Susan Whitener was invited to the meeting at this time. Susan reported that Pedro provided a list of faculty load for last fall and spring and it was determined how much was part of load and how much was overload. A preliminary schedule has been developed and we are going to work through what the CIOs want on their respective schedules. Susan stated that she worked with Lenore Simonson because she used to be an advisor. Lenore looked at all degrees and determined if what we offer online will meet all of the degrees. We want to meet the broadest range of students for the broadest range of degrees. Frank questioned the need for hiring and Susan responded that once we determine the full time faculty and sections available, we will then look at the need for adjunct faculty. She is currently having this discussion with both colleges. Frank stated that he does not want to hurt the integrity of our eCampus. Susan stated that we know who the faculty are. She discussed providing moderate feedback as to why some instructors shouldn't teach online, stating that online isn't for everyone. She also discussed training opportunities. Frank stated that the eCampus has to maximize our FTE. Susan stated that the summer schedule for both colleges is being finalized and we are maximizing what we can offer. The schedule should be finished by the end of the day tomorrow (March 11). Frank stated that there should be no expectation that anyone who retires as a teacher is going to teach online. Further discussion took place regarding training for teaching online courses. Susan distributed a distance education article from the most recent accreditation newsletter. Frank commented on Barbara Beno's recent visit.

Distance Education Strategic Plan

Susan reported that the Distance Education Strategic Plan is ready to go to the next step which will be an informational item to the Board of Trustees. She stated that this item can be taken in April or May.

Susan stated that a lot of conversations have been held on the campuses with regard to web streaming. A vendor presentation was provided in February, a visit has been made to Cisco headquarters, and staff participated in a webinar (Sonic Foundry). A good meeting was held yesterday between the IT and distance learning departments and they discussed vendor presentations. Susan stated that Cisco's product looks great but is not quite ready yet. Frank reported that he and Michelle Kozlowski met with Cisco's regional vice president. We provided him with the ROI numbers on VOIP and discussed developing a regional partnership. We want visibility and marketing. Frank stated that he wants to take another trip to Cisco for additional staff, faculty, and possibly a board member or two to view their products. We need to articulate what we

want to have in terms of a strategic partnership. Susan stated that Cisco is about six months away from release and thinks we have a temporary solution with using CCC Confer technology until we can get the Cisco products. Frank stated that we can do a couple of things. We can sell the existing equipment in Firebaugh and move to a Cisco solution. Pedro discussed the possibility of being a beta test site. He questioned if we could use the partnership to be a test site if we are concerned about a timeline. Frank stated that he wants it to be a comprehensive solution at all locations. If we are going to be a Cisco house, we minimize the number of people we need to have supporting it. He wants to keep it simple and there are some real benefits.

Job Descriptions

- Activities Specialist – After School Program – Ken stated that CSEA has agreed to incorporate the position into the collective bargaining agreement. Additional changes were made to the job description after meeting with them. The major change deals with education. The job description has been reviewed by Riley Talford. The salary grade was changed based on education. Ken stated that he will send the revised version to Nancy Vogel, CSEA Representative. He wants to put this job description on the agenda for the April Board meeting.
- After School Program Instructor – Ken stated that this job description has been reviewed and approved by CSEA. It is a part time position. Changes were made to the job description after the initial meeting with CSEA. The changes deal with credentialing and a lower salary grade. CSEA wanted credentialing to come out of the job description. Ken wants to put this job description on the agenda for the April Board meeting.
- Help Desk Advisor – Carole stated that this job description closely mirrors the job description for a regular advisor. Ken stated that this position would be on the adult/student temporary salary schedule. Susan stated that the position is integral to the eCampus. The salary grade was increased to \$22.50. This item will be placed on the agenda for the April Board meeting.

Don initiated discussion regarding the loss of TTIP funds and how it impacts library databases. Carole stated that VTEA dollars helped out last year. Don stated that the librarian says it is essential. Susan stated that we need this now as it is important for distance education as it relates to accreditation. Frank directed Susan to provide the information to Ken. Susan stated that she will list it as an augmented line item under the eCampus budget.

- Director of Special Grant Programs – Discussion took place regarding the changes made to the job description which include the education level. This is an administrative position. It was agreed by the group to include information in the job description that the position would handle multiple programs and initiatives. The job description will be on the April Board meeting agenda for a range change.

Chancellor's Executive Cabinet

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- Coordinator of Special Grant Programs – Discussion took place regarding making changes to the summary section to include leadership and oversight for no more than two grant programs. Carole stated that she will make the changes. The job description will be on the April Board meeting agenda.

Susan Whitener left the meeting at this time.

At this time the group took a lunch break.

Following the lunch break, the group reconvened.

Equipment Coordinator Position

Willard stated that the recently resigned equipment manager was also receiving a stipend as assistant coach for football. Discussion took place regarding the issue of classified positions and additional compensation. Frank stated that the word 'coordinator' needs to be taken out of the position title, stating that we need an equipment manager. Frank stated that he does not want this position to be doing any coaching. Willard discussed rewriting the job description to include equipment and facilities. Ken stated that he needs direction on the current person in the position and if that person can also receive a coaching stipend and do the job on a temporary basis. Frank stated that he will allow for this to occur until June 30, 2010.

Don commented on the athletic trainer position being a certificated position. He stated that he only needs an athletic trainer for the fall semester at this time. He questioned if he can hire a temporary, one semester trainer. Ken stated that there is also an athletic trainer position in the classified ranks and suggested that this may be the way to go for Don's position.

Tenure Recommendations

Willard stated that he has three faculty that will be recommended for tenure at the April Board meeting. Discussion took place regarding tenure for faculty members who have had multiple years on a temporary contract. Ken stated that the Board of Trustees has the ability to allow all of the temporary contract years to count toward tenure if the faculty member is given a regular, tenure track contract.

Workflow Projects

Pedro stated that we have a consultant who can take care of workflow projects for us. He stated that Keith Stearns can also do this. They are going to start with Carole's workflows for budget change forms and section forms. Carole is going to put together the business rules and will submit them to the consultant for an approximate amount. Staff are also looking at grade changes, add/drops, student complaints, petitions to graduate, grievance, etc. Frank stated that he wants to have an update on workflow projects discussed at the next Chancellor's Executive Cabinet meeting. Pedro stated

that he will put together a list of the forms that need workflows so that they can be prioritized.

Other Business

- Board Presentations – Frank stated that a couple of the Board members commented on the way the budget information was presented at the most recent Board meeting. Not only do they want to be made aware of the problem, they want to see the solution. We need to be more clear in the way we present the information.
- Athletic Report for June Board Meeting – Don stated that the Board of Trustees wants to hear about the current status of athletics; future plans; philosophy on athletics; and how the philosophy meshes with the college mission. Frank stated that he wants each president to develop a history of athletics at their respective college. We can't deny what has happened with physical education (degree requirements, etc.). There used to be a lot more physical education classes and inter mural activities.

Ken left the meeting at this time.

Discussion took place concerning wellness. Frank stated that the presidents need to integrate the concept of wellness in their report. The Board needs to see how it is reconciled with their mission and if there is still a place for wellness and intercollegiate athletics. He also directed the presidents to cover where are we going with athletics (i.e. fee based; taking over community recreational aspects) and stated that we need to take a look at how many student athletes transfer. This information needs to be compared to the student population. He stated that this could be a precursor to developing a strategic plan for athletics and wellness.

Board Policies and Administrative Procedures

- BP & AP 5520, Student Discipline – It was agreed to move this policy and procedure forward to the various college groups for review and approval.
- BP 5500, Standards of Conduct – Changes were suggested to include the language from the original draft version. Donna Isaac was directed to make the changes and forward to the various college groups for review and approval.
- AP 5530, Student Rights and Grievance – It was agreed to move this procedure forward to the various college groups for review and approval.
- BP 6816, Hearing Conservation Program – It was agreed to move this policy forward to the various college groups for review and approval.
- BP 6817, Transportation and Driver Selection – It was agreed to move this policy forward to the various college groups for review and approval.

Chancellor's Executive Cabinet

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- AP 6700, Facilities Use – Several changes to the procedure were suggested. Frank directed Ken to continue his review of the procedure and bring it back to the next Chancellor's Executive Cabinet meeting.

Action Item

- ✓ Ken Stopperbrink to continue review of AP 6700, Facilities Use, and bring it back to the Chancellor's Executive Cabinet meeting in April.

Susan was invited back to the meeting at this time.

- BP & AP 5070, Attendance – It was agreed to change the last paragraph of the policy to read as follows:

*Attendance records shall be recorded and kept by faculty and the Office of Admissions and Records according to rules and regulations prescribed by the Board of Governors of the California Community Colleges. **The only official rosters for all classes are the records stored on the district student information system.** Therefore, prior to census date, each faculty member shall verify class rosters and no later than seven days after census date provide the Office of Admissions and Records a roster of currently enrolled students who meet the district policy on attendance.*

Several changes to the procedure were suggested. It was agreed to incorporate the changes and forward both the policy and procedure to the various college groups for review and approval.

Susan left the meeting at this time.

Other Business

- Cisco Visit – Frank directed Carole to work with Michelle on another trip to Cisco headquarters in San Jose. He stated that he wants to include some district and college staff, directors, deans, and faculty who will use the technology.
- Strategic Plan Update – Frank stated that the current strategic plan expires this year. Pedro reported that he and Carole are meeting on March 11 for a brainstorming session. They want to take what we have learned and determine what we want to keep and what we need to replace with regard to the strategic plan goals. Carole questioned if we still want to use our current goals and measurements. Frank stated that we want to revise them. Don stated that we need to review the educational master plan. Discussion took place regarding strategies for communities that have low participation rates. Frank stated that he wants to focus on student success and retention in the areas that are access related (math, English, basic skills). Discussion took place regarding goals and being a leader in the state with regard to retention, access and transfer. We have learned that we need more information; we are doing some things okay; we got the process started; and now we need to

Chancellor's Executive Cabinet
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determine how we want to become better. Pedro stated that the idea is to drill down a little deeper. He wants Carole to bring in the employment and vocational element. Willard questioned if we really have an understanding of the needs of the communities we serve as we have not done a formal assessment of this. Pedro stated that a meeting will be held in April to close the loop and talk about next steps. Frank stated that we have done a great job in terms of the budget and enrollment. Pedro stated that he wants to see some of the administrators at the college level be more involved with the strategic plan. Frank stated that lessons learned would be a good start to the new strategic plan. He wants to take results on the road and present at conferences.

Ken returned to the meeting at this time.

- Athletic Report – Frank stated that he wants the presidents to include Title IX as an area in the athletic report. Title IX is not the numbers, it is interest, experience and ability.

Action Item

- ✓ Title IX information to be included in the athletic report to the Board of Trustees in June
- Bookstore – Frank stated that he wants the bookstore to carry first rate, high quality apparel and that we should look at providing merchandise at the local grocery stores, K-Mart, Walgreens, etc.
- Summer Program – Willard announced that West Hills College Coalinga is getting close to finalizing an exciting program for the summer. Twenty educators from China will be spending 7-8 weeks on the campus. They teach English as a second language in China and want to learn about American culture.

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**Chancellor's Executive Cabinet Meeting
April 14, 2010**

MINUTES

Members present:

Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Frank Gornick, Chancellor
Donna Isaac, Executive Assistant to the Chancellor
Willard Lewallen, President, West Hills College Coalinga
Frances Squire, Executive Director of West Hills Community College Foundation
Ken Stoppenbrink, Vice Chancellor of Business Services
Don Warkentin, President, West Hills College Lemoore

Others present at various times:

Cathy Barabe, Director of Marketing
Susan Whitener, Vice Chancellor of Educational Planning

Task Log

The task log was reviewed as follows:

- Item 1 – Ken Stoppenbrink reported that Kevin Cobb is still working on the policy.
- Item 2 – Carole Goldsmith reported that she has talked with representatives at the energy group and will pick up the information this week to give to Ken.
- Item 3 – Pedro Avila commented that the task was incorrectly stated and should have been to send priority registration information to the CIOs and marketing department. The task is complete and information was sent out to currently enrolled students.
- Item 4 – This item is on the agenda for discussion.
- Item 5 – Carole reported that she and Ken have talked about using the services of Rose & Tuck. Ken has talked to Darren Rose and he is available to help us do some programming. It will cost \$15,000 - \$20,000 to get it done. It was stated that Keith Stearns has the skill set, but may not have the time. Carole recommended that we move forward with Rose & Tuck and roll out the encumbrance model for the new fiscal year. Rose & Tuck have recommended not going to position budgeting as it will cause too many problems. We will be better off with programming for a report. Pedro stated that he and Keith want to be involved in the discussion with regard to the report as they want to make sure it is a report that we all want. He also wants to make sure that we have something that is flexible and usable by us. Frank stated what we want to have is a report that is accurate with regard to budget codes. He directed that Pedro, Keith, Carole, Tammy Weatherman, Ken, Cathy Barabe, and senior administrators from the colleges be involved in the process of developing the report. Pedro questioned the use of Rose & Tuck for this particular project. Carole questioned if we need a reporting solution or a customization of Datatel. Ken stated

Chancellor's Executive Cabinet
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that we need to tell Rose & Tuck exactly what we need and find out what solution they give us. Pedro stated that he wants to back up and review what route to take. He questioned if Rose & Tuck are the best solution if what we need is a reporting solution. Frank stated that Michelle Kozlowski introduced us to Rose & Tuck and he has not been dissatisfied with them as they have delivered for us. Frank directed Ken to follow up on this project.

- Item 6 – This item is on the agenda for discussion.
- Item 7 – This item is on the agenda for discussion.
- Item 8 – This item is on the agenda for discussion.
- Item 9 – Carole reported that the substantive change has been submitted. This item will need to be voted on at the June Board meeting.
- Item 10 – Ken stated that he has received a response from Follett. Their solution is to go with a debit card and the bookstore are willing and able to do this for us. Discussion took place regarding the AOS solution and a student ID card. It was stated that a lot of data entry may be required. Ken commented on bringing AOS back in for this solution. Discussion took place regarding charging an instructional fee to get around all of the issues. Frank stated that he wants to pursue AOS for their thoughts and also research Chafee College's procedure of charging a general services fee. Willard stated that he will take a look the fee issue. Ken stated that he will reconvene with AOS.

Action Item

- ✓ Willard Lewallen to research instructional fees with regard to issue with the number of copies and print jobs being done by students
- ✓ Ken Stoppenbrink to reconvene with AOS for possible solutions.
- Item 11 – This item is on the agenda for discussion.
- Item 12 – Pedro reported that Jana has modified the process for emergency loans. What used to be a 10-day processing period, is now down to one day. The process begins in financial aid, but the business office cuts the check. Ken commented on emergency loans that he has denied. Discussion took place regarding who is making the determination about the loan – financial aid or business office. It was stated that the responsibility lies with the business office. Discussion took place regarding mixed messages that students receive with regard to the process starting with them. Pedro stated that the original issue was resolved but other issues have been discovered that need to be addressed. Frank stated that we need to make sure the criteria we have is very clear. An emergency is for food, transportation and books. It was suggested that child care should be included. Pedro stated that the approval has to start with financial aid and there should be a couple levels of review. Pedro stated that he will continue discussions with Jana about this matter.

Action Item

- ✓ Pedro Avila to have further discussions with Jana Cox about the process and review for emergency loans.
- Item 13 – This item is on the agenda for discussion.
- Item 14 – Willard and Don stated that they are working on their reports. Willard reported that he has laid out a plan for what should be included. Frank suggested that Pedro provide to the Presidents the amount of student debt by student, by sport as compared to other students.

NIFA Funds for HSI Agriculture Colleges

Cathy Barabe was invited to the meeting at this time.

Cathy reported that NIFA (National Institute of Food and Agriculture) is a new source of funding passed by federal legislation. West Hills College Coalinga is an HSI (Hispanic Serving Institution) ag college; however, West Hills College Lemoore is not yet. Cathy explained that food safety and culinary will count towards agriculture. She stated that we need to position ourselves now for West Hills College Lemoore to become an ag college. Frank questioned the amount of funding. Cathy stated that there will be \$10-12 million available annually for HSI ag colleges. The funding will probably be available next year. West Hills College Lemoore may miss the first funding cycle. Frank questioned the reason for the discussion and Cathy responded that she really wants us to participate so we can get more funding. Discussion took place regarding TOP codes for ag courses. Frank stated that maybe we focus on what we already have up and running and then begin researching possibilities for culinary. He directed Cathy to work with current faculty and staff at West Hills College Coalinga. Don questioned if we want West Hills College Lemoore to become an ag college. Cathy stated that she will work on researching the criteria.

Action Item

- ✓ Cathy Barabe to work with current faculty and staff at West Hills College Coalinga for possible receipt of NIFA funding.
- ✓ Cathy Barabe to work on researching criteria for West Hills College Lemoore to become an ag college.

Cathy left the meeting at this time.

Franklin University Commissions

Discussion took place concerning the commission funds that have been received from Franklin University. The money has been going to miscellaneous revenue. Frank questioned where the presidents want the funds to go. Willard stated that he would like for West Hills College Coalinga's portion to be placed in a foundation account and used

Chancellor's Executive Cabinet

MINUTES – April 14, 2010

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for campus operations and events. Frank suggested that the funds be placed in the Presidents' Foundation accounts beginning with this fiscal year. Commission funds from previous years will not be included.

WICHE Audit

Susan Whitener was invited to the meeting at this time.

Susan reported that the presentation has been pared down but still needs some work. She stated that she needs feedback from the group. Discussion took place concerning only sharing the findings with the Leadership Retreat Group; where are we at and what are we going to do with the information; and branding and website navigation. Susan was directed to continue working on the presentation with Carole and Pedro. It was suggested that the presentation be given to smaller groups at the college level before providing the presentation to the Leadership Retreat group.

One Year Schedule

Susan stated that a schedule is being developed. As she talks with the CIOs, they determine what to offer based on what is being offered in the next semester. Logically, they want to develop a one year schedule. Frank stated that it is supported by the research. We can begin looking at cohort groups. Willard stated that given the compression of the schedule and limited opportunities for students, they can help us by providing their input. Frank stated that it allows us to begin looking at getting students out of here in four semesters. We can then get into a guaranteed schedule. Frank stated that this item will be discussed again at the May Chancellor's Executive Cabinet meeting. He directed the group to talk about it in their own areas and come to the meeting with feedback.

Action Item

- ✓ Chancellor's Executive Cabinet members to discuss the possibility of a one year schedule in their own areas and provide feedback at the May meeting.

Susan left the meeting at this time.

District Educational Coordinating Council (DECC) – Update

Carole distributed the DECC proposal and stated that this is not a new committee. One of the concerns of the groups is that the document looks different than when particular groups saw it. She stated that it was sent out to all of the groups and input was received and incorporated. The purpose of the committee is to make sure we are all on the same page. Frank questioned the process if we can't come to consensus. Carole stated that some issues will be related to Title V, but there will be others to which they will have to come to consensus. Discussion took place regarding how things get to the DECC. It was suggested that the group may need a flow chart. Carole stated her preference is to take a look at addressing issues that are going to the curriculum committees as they are being reviewed, not after the fact. The group will be looking at

models of other colleges. Frank questioned the flow of information to the committee and where it goes after. He stated that we can't be afraid of making recommendations. The committee will reach consensus to recommend the appropriate action. He prefers the recommendation come to the Chancellor's Executive Cabinet where the CEOs can talk about the issues.

Online Payment Process – Update

Carole stated that Ken has worked with the campuses to look at student debt. Jana has taken a look at what the student debt really is as it relates to financial aid. She is also looking at how disbursements can be made more frequently. Ken stated that he wants to know what decisions have been/are made without his consultation. Pedro stated that we are discovering the debt deals mostly with financial aid and residence halls, not students who aren't paying when they register. Carole stated that the process of workflows is really going to change how we do business. This project (online payment process), needs to be referred to as debt management as the online piece is working very well and is not an issue.

Residence Halls Registration – Update

Willard distributed a draft of eligibility requirements and steps for reserving a room on campus. Discussion took place regarding the procedure and deadlines. The next step is to get the website information updated for the residence halls.

Copy Limits/Process for Students – Update

See discussion on Task Log, Item 10.

Culinary/Food Service Budget and Programs

Frank stated that he has had discussions with the college presidents. This item has to do with keeping the director at West Hills College Lemoore in place and allowing him to oversee and coordinate some internships. Carole stated that the culinary program currently receives VTEA funds. In the future, additional VTEA funds can be given, but something else will suffer. Frank stated we need to get the appropriate people charged to the right place. Carole reported that she has had discussion with Ken about work experience opportunities in the snack bar. It was suggested that we offer a course. The staff in the current snack bar might be able to be an instructional aid. Frank stated we are getting sophomore students out of the culinary department. The director tries to give them catering and restaurant experience. Frank stated that the task is to look at funds for culinary and make sure a budget is set up. He directed Ken to work with Christian Raia on point of sale. Carole stated that we may be able to use some CTE dollars to make it a vocational program.

Action Item

- ✓ Review funds for culinary program and make sure a budget is in place.
- ✓ Ken Stoppenbrink to work with Christian Raia on point of sale.

Willard left the meeting at this time.

Missing Student Regulations

Ken stated that we need a policy/procedure on missing students. He distributed a summary of the federal laws and a draft policy and procedure. This information will be placed in the standard policy and procedure format and routed through the review and approval process.

Application Processing Fee for Foreign Citizens

Donna Isaac stated that the application processing fee for foreign citizens is on the April 20 Board of Trustees agenda for approval.

At this time the group took a lunch break.

Following the lunch break, the group reconvened.

Evaluation Script, Draft Form

Frank stated that the evaluation checklist document is a result of the evaluation script document received from Joe Zampi's office. For accreditation and quality control aspects, it was important to develop a checklist for administrators to use in the evaluation process. Discussion took place regarding suggested changes and additions to the checklist. Frank stated that he will discuss this draft document with Marty. Donna will incorporate the suggested changes in the draft document and it will be provided for further discussion. Discussion took place concerning the checklist being an appendix to an administrative procedure.

Action Item

- ✓ Donna Isaac to incorporate suggested changes in evaluation checklist document for further discussion.

Adult Temporary Tracking

Ken stated that we are beginning to have numerous issues and are beginning to own staff after the 194 days. The tracking tool gives advance notice for planning purposes and is distributed on a monthly basis. He stated that he does not know what else to do at this point. Frank stated this will be a topic on the Leadership Retreat agenda.

Job Descriptions

- Equipment and Event Coordinator – Willard commented on the current position being underutilized. The new proposed job description incorporates assistance with

coordinating events, physical education and wellness. Discussion took place regarding requirements. It was stated that this position has been used in the past to bring in assistant coaches. Frank stated that we will not be doing that anymore. The group agreed to move the job description to the union and then the Board of Trustees for approval.

- Summer Youth Program Staff – Carole stated that the job description was requested by the funding agency. The program runs May through September. These are temporary positions to be included on the adult/student temporary salary schedule. The department would be Workforce Investment and the WIA Coordinator would be the direct report. Don questioned how this is different from the 5Cs camp. Carol stated it is more job focused and includes a lot of case management, referrals, follow up with employers, etc. The group agreed to move the position forward to the Board of Trustees for approval.

Potential Layoff Notifications

Frank stated that the Board of Trustees will be presented with a layoff resolution on grant funded classified positions. In addition, letters will be sent to faculty who are on temporary contracts and are grant funded. Discussion took place and Ken stated that the intent is to inform the faculty that the grant funding is running out and we are doing our best to cover the costs. If funding cannot be found, they will be laid off. Don asked if it is prudent to have a meeting with the faculty prior to their receipt of a letter. Frank responded in the affirmative, stating that the worst case scenario is that they will not have a job when the grant runs out and the best case scenario is that they will be funded. Discussion took place regarding the Faculty Obligation Number (FON). Ken stated that the number is currently 94.5.

Board Policies and Administrative Procedures

- BP & AP 5055, Enrollment Priorities – Changes were suggested. The group agreed to move the procedure forward.

Action Item

- ✓ Donna Isaac to make changes as suggested and move policy and procedure forward.
- BP & AP 6700, Facilities Use – Discussion took place regarding facilities use. Ken stated that he looked at what other college districts do for facilities. He distributed information on the data he collected. Frank stated that we need to capture money for the use of our facilities. Discussion took place regarding charging those that have been using our facilities. Discretion is left up to the college presidents. Ken stated he thinks the rates need to be doubled. Fees were discussed. Ken reported that he will continue working on this policy and procedure. Frank stated that he wants to have something in 60 to 90 days for the colleges. They need to develop a brochure and post information on the website that incorporates the facilities use information for advertising purposes. Willard stated the facilities use policy and

Chancellor's Executive Cabinet

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procedure do not currently include information about the use of the residence halls. Frank stated that this information needs to be included for groups that use the residence halls in the summer.

Action Item

- ✓ Ken Stoppenbrink to continue working on Facilities Use policy and procedure and include information about the use of the residence halls.

Frank discussed having a rededication ceremony for the Wellness Center at West Hills College Coalinga and a dedication ceremony for the Multi Use Sports Complex at West Hills College Lemoore.

- District Provided Cellular Telephones – Ken stated that his recommendation is to have two stipend levels (\$100/\$75). We need to look at what we are currently spending. The level for each individual would be determined by the Vice Chancellors and Presidents. The district is currently paying for many cell phones and plans. Frank commented that he is more comfortable settling on one number across the Board for all employees who are determined to be necessary. He stated that he wants to have a plan in place effective July 1, 2010. Ken stated that the IRS is looking at several areas of expenditure and if they look at this area, then we will be covered. Frank stated that the Presidents and Vice Chancellors need to take a look at this for their staff. He directed Ken to move forward with a policy and procedure regarding stipends for cellular telephones to be in place effective July 1, 2010.

Action Item

- ✓ Ken Stoppenbrink to develop a policy and procedure regarding stipends for cellular telephones to be in place effective July 1, 2010.
- BP & AP 5800, Prevention of Identity Theft in Student Financial Transactions – Frank directed Ken and Carole to work on this policy and procedure and bring it back to the May Chancellor's Executive Cabinet meeting for further discussion.

Action Item

- ✓ Ken Stoppenbrink and Carole Goldsmith to work on Board Policy and Administrative Procedure 5800, Prevention of Identity Theft in Student Financial Transactions.

Other Business

Frances Squire shared draft information on the billboards that will soon be going up around the district which express congratulations to the class of 2010.

Frank stated that the next Board meeting will be held at the North District Center in Firebaugh on April 20. He stated that when we close the books this year he wants to

Chancellor's Executive Cabinet

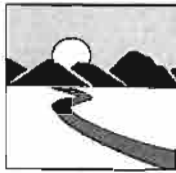
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provide the Board with a summary of all auxiliary accounts and how they compare to three years ago.

Frances reminded the group of the Foundation's annual golf tournament which is scheduled for Monday, May 10.

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WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT

WEST HILLS COMMUNITY COLLEGE DISTRICT

Board of Trustees
9900 Cody Street
Coalinga, CA 93210
(559) 934-2100

MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD

March 7, 2006

CALL TO ORDER / OPEN SESSION

President McKean called the meeting of the Board of Trustees to order at 3:00 p.m.

Board members present:

Mark McKean
Jack Minnite
Nina Oxborrow
Jeff Levinson
Edna Ivans
Bill Henry
Steve Cantu

Board members absent:

Pedro Jurado, Student Trustee

Administrators present:

Frank Gornick, Chancellor
Ken Stoppenbrink, Vice Chancellor of Business Services
Anthony Tricoli, President, West Hills College Coalinga
Don Warkentin, President, West Hills College Lemoore
Dave Bolt, Vice President of Educational Services, West Hills College Lemoore
Jill Stearns, Interim Associate Dean of Educational Services, West Hills College Coalinga
Susan Kincade, Dean of Learning Resources
Keven Backman, Director of Human Resources
Frances Squire, Director of Marketing
Pedro Avila, Director of Institutional Effectiveness, Planning and Web Services
Darlene Georgatos, Director of District Enrollment
Kathy Watts, Interim Director of Child Development Centers
Larry Rathbun, Director of Farm of the Future

Introduction of Guests

There were no guests introduced at this time.

**West Hills College Lemoore
Planning and Governance Council
Wednesday – October 3, 2007 - 1:30 p.m.
Conference Center Rm. 256**

MINUTES

Members Present:

Don Warkentin, President
Rene Curriculum, Curriculum Committee Chair
Marty Ennes, CTA/Faculty Representative
Marta Hendrickson, CTA/Faculty Representative
Teresa Macias-Quilici, CSEA/Classified Representative
Ron Oxford, Librarian
Jan Young, Counselor/Advisor
Dave Bolt, Vice President of Educational Services
Jose Lopez, Dean of Students
Vince Montoya, Director of Facilities & Auxiliary Services
Yarely Herrera, Student Government Association Representative

Members Absent:

James Preston, Academic Senate President
Marlon Hall, Associate Dean of Educational Services, Evening College
America Infante, CSEA/Classified Representative

Call to Order

Mr. Warkentin called the meeting to order at 1:32 pm

Approval of minutes September 19, 2007

Ron Oxford motioned to approve the minutes of September 19, 2007, Teresa Quilici seconded, all were in favor, with two abstentions (Marty Ennes & Vince Montoya), motioned passed.

ACTION ITEMS

BP/AP 2510 Participation in Local Decision Making

Rene Sanchez reported that the senate did not take action on this due to the PGC membership still in question. James Preston and Mr. Warkentin recently discussed the membership makeup and they have a proposed membership. James has no concerns except he wants to make sure all groups are able to comment on the membership. The number of representatives from the Student Government Association was reduced from two to one. Academic senate members have been defined by position and the CSEA representatives were increased from two members to three. Marta noted that the CSEA increase represents an increase in a classified position. If CTA would appoint a counselor, this should eliminate the concern of having counselor representation. Mr. Warkentin stated that the recommendation to increase the CSEA members was to allow more balance on this council. He advised constituency groups to have discussion and bring further recommendations to the next meeting. Marty suggested listing a counselor and advisor representative.

AP 2410 Policy and Administrative Procedure

The main change on this procedure was the adding of the District Leadership Council. Marty Ennes stated that CTA would like to have the routing with check off and

recommendations as was previous. Their concern is that autonomy is being dampened by this type of procedure. Mr. Warkentin responded that the colleges would have the opportunity through the president to make recommendations, and that this body (PGC) would make recommendations to DLC. CTA feels recommendations should be going directly from the colleges and not as a district recommendation. The district should not be functioning as the voice of the college. The colleges were listed on the routing sheet and now they are not. Without the check off and comments on the routing form it disallows the board from seeing recommendations from the individual colleges. Mr. Warkentin asked for a motion to approve AP 2410. Dave Bolt motioned to approve AP 2410, it was seconded by Vince Montoya, Mr. Warkentin asked for those in favor of AP 2410 as written, three were in favor, four were opposed, with three abstentions. The motion did not pass. Mr. Warkentin will relay the issue. Marty recommends changing #6 on page 2 to the read "The chancellor's office and the two college presidents. . .". Mr. Warkentin stated that one of the issues has been that approval of policies and procedures has been delayed by the Senate. Marty believes that in this case the Senate has abstained due to non review of the policy. The new routing form is on all policies and procedures.

INFORMATION/DISCUSSION ITEMS

1. Board Policies & Administrative Procedures (first reading)

- a) BP & AP 4020 Program and Curriculum Development
- b) BP & AP 3430 Prohibition of Harassment
- c) AP 3435 Discrimination and Harassment Investigations

Mr. Warkentin announced that the above named policies and procedures were tabled at District Leadership Council this week and new versions are being prepared. These will return to our agenda at a later time.

2. Mid Term Report Update

Mr. Bolt reported that they have been working very hard to complete the report. Jacqui Shehorn has put together a thorough draft to be finalized on Monday upon comments from all constituency groups. They want all groups and individuals to be familiar with the content. This will need to be sent to the Commission in March and they are working backwards to get all the approvals necessary. Through October and November the document will be circulated for comments and possible revisions. Two readings will be held at the Planning and Governance Council. The last PGC meeting is December 5 and if the document is approved at that meeting it will be copied to be presented at the Board of Trustees meeting in January and February, then mailed on to the Commission in March. The report will be accessible at the website in "My West Hills" and/or "Public Folders". The report includes the planning agendas, and Mr. Bolt stated that he has also submitted the report preparation process to Jacqui. He plans to make a copy of the report for each constituency group and he will ask that they, in turn, make copies for their groups and/or have them electronically available. Mr. Bolt asked if there were suggestions, there were no suggestions. The more people who have knowledge of what is contained in the report; the stronger the document will be. This will be a working draft. Jacqui is pleased with the quality of what she has received from the response teams. As we make review, Mr. Bolt encouraged readers to ask themselves if we have responded to what has been asked. He expressed his appreciation to those who have been involved with this on-going process.

3. Program Review - Education (first reading)

In the absence of James Preston, Dave Bolt recommended tabling this program review. Mr. Warkentin has asked that all program reviews be presented by the preparer at this Council for the first reading. There will be 10-15 program reviews coming through this year. Mr. Warkentin asked all to read this program review for the next meeting.

4. Board Report and President's Update on Web Page

Mr. Warkentin stated that a recommendation had come from one of the accreditation response teams to have the board report and the president's weekly update in public folders. Perhaps clarification should be received from the committee. The Board report could be put in public folders. Marta stated that she believes these should be intranet accessible, rather than internet.

5. Academic Senate Report

a) Student Learning Outcomes Committee

Stephanie Droker reported that at the last Senate meeting they discussed the learning areas realignment with focus on Math/Science/PE. Jameson Birrell will gather votes from these areas as to which model is preferred. There are 8-9 faculty in each model. A Career Tech division has been developed. Arts, letters, and social sciences basically worked out to be the same with Larry Belooof in the social science learning area. Philosophy could be in arts, letters or social science. Jameson will get feedback from faculty to see what they prefer, then input from administrators and the President's Cabinet. This will impact college committees. The changes will take place in spring. The Senate suggests that the Student Learning Outcomes Committee membership makeup include a representative from each learning area and the SLO coordinator. Recommendations will be open college-wide. Mr. Warkentin stated that when the decision making procedure is finalized, and if the SLO committee chairperson is added to this body, and the technology committee is in place, there will be more alignment on with representation the PGC. The expansion of health careers, it is expected, will add many more members to the SLO committee. Mr. Warkentin asked if there were questions, there were no questions.

6. PGC Revised membership (first reading)

Mr. Warkentin stated again, that if anyone would like to add a counselor or advisor to bring a recommendation to the next meeting. This should be an action item at the next meeting.

7. Report from Committee Representative

a) Student Learning Committee

Dave Bolt reported that this committee had not met at this time.

b) Budget Allocation Committee

Dave Bolt reported that what they have done at this point is to use time to go through the adopted budget line by line. This has been beneficial. He plans to emphasize the linkage that exists between program review to the budget process. This process is not on the surface and how it all links to facilities, curriculum, hiring of staff and program review. He believes the program review process has not been understood as to the linkage. This will also be an accreditation expectation. The only allocation received is staff development. It is \$6,500 with a carry over unused in the amount of \$7,000. The

ESDC has been charged to approve staff development requests. Jan asked for clarification as she understood there was only \$1,500. This allows \$13,000 for staff development at the Lemoore campus. The ESDC needs to have a mechanism to allocate these monies. Lottery monies are still expected. There are requests received and when the money is available prioritized requests will be considered.

c) Facilities, Safety, and Technology Committee

Vince Montoya reported that FSTC had met on September 14 and discussed the ICS drill and recycling on campus. Also the smoking policy is to stay 20 ft. from access doors. There are signs but how do we enforce this? This will be discussed further. The drill is upcoming on October 16, posters will be put on campus for awareness of the drill. It will be isolated to the 400 building. Fire engines, and police cars will be on campus. The command center is in the conference center room 256 and the chill yard. Phones are in place there and they are equipped with an emergency system, specifically for emergency broadcast. The actual emergency is unknown. There will be actors to act. Coalinga had their drill which was a fire in the dorms. It will be interesting to see how we assemble. Rene asked if it would be business as normal since this is not a campus-wide drill. Vince stated that the classrooms will get a call with a prepared statement and instructors should ignore this. He reported on a recent workshop he had attended at College of Marin. There was someone there from homeland security that he had ask the question this if there something that community colleges don't know? The gentleman from homeland security addressed his question stating that California community colleges are considered soft targets. The 9/11 incident had ties to Glendale Community College and there have been other ties as well. Vince acknowledged that there is substance to this training and it is taken very seriously. We will have fun, but, the question remains, what if there were an emergency? We are ahead of most of the colleges in the State in the area of emergency preparedness. Vince was surprised to find that the College of Marin with only 800 students had two police officers. He believes police officers on campus should be on the radar screen for this college.

i. Emergency Preparedness Plan

The plan is a district plan and therefore does not need to be adopted by the college. Copies will be provided after board approval.

ii. Technology Committee

The development of a separate Technology Committee was discussed per recommendation of the Facilities, Safety and Technology Committee (FSTC). Mr. Warkentin has asked Ron Oxford to prepare a Governance Group Request in this effort. Ron will e-mail a revised version to the constituency groups. He reported that a college technology committee had been asked about at the TAT meeting. He was unsure of what to say until it is formalized. Technology needs/concerns should be determined from the college level up. Vince reported that there had been question during the accreditation visit about a technology plan at the college level and he did not have a technology plan. An IT staff member could serve as a member if they are willing.

d) Student Success Committee

Mr. Lopez reported that this committee had met last week. They have a new member, Tammy Larsen, who will be a valuable member. One of the committee targets is retention and Ms. Larsen has background in this area and will be doing research. Tasks have been assigned and the student handbook will be redone by a student intern. Upon completion they will be printed and distributed to students at the beginning of the

spring semester. Student activities and Health 1010 will soon go on the web. Health 1010 will be eventually presented to PGC.

e) Employee Success and Development Committee

Jan Young reported that they have a strategic planning session planned on October 12. They will re-evaluating this committee at that time. They will develop a process for staff development requests and they will prepare a yearly calendar. They want to tighten up the way they have been operated. Mr. Warkentin stated that minutes of all meetings are to be taken and posted on the web page. This is a part of recommendation one. Stephanie asked if this affects student clubs. Mr. Warkentin responded that it has not as yet.

8. Student Government Association

Yarely Herrera, Student Government Association Business Manager, will be the student representative on this council. She reported that they have a new president, Claudia Walthing, and Michael Navarro is the vice president. Yarely announced two new student clubs: S.P.L.A.A.T. - Student Promotion and Learning Art Appreciation and Culinary Club. S.P.L.A.A.T. will be meeting Monday at 12 noon. She reviewed the current clubs and organizations. Up coming events include a carwash, a business etiquette luncheon, and a haunted house on Saturday 27, 6 p.m. -10 p.m. Disability awareness begins on Monday, October 15, 2007.

9. WHCIST

Dave Bolt reported that the technology committee has not been resolved. Coalinga will not have a technology committee. This committee will discuss with TAT, the voice of the end users at WHCL. They have been working with a consultant for payroll to be handled locally rather than through Fresno County. This will occur in January 2009. The highest priority is Version 18 Datatel conversion. This will happen in January 2008. They have also been discussing SARs (the project to use magnetic cards to track students). The cards have been purchased with an implementation team working on this.

10. Recommendations from WHCL Retreat Strategic Planning Committee

i. Definition of a Program

Mr. Warkentin reviewed the definition as follows: ***An instructional program is one that leads to a degree or certificate. A non instructional program is one that does not lead to a degree or certificate but has an ongoing identifiable funding source, or a specified budget code.*** He would like to for this to be an action item on the next PGC agenda.

ii. Review Cycle (Mission/Vision, Goals, Institutional Outcomes)

This was a recommendation from the accreditation Recommendation #2. Each fall semester the Strategic Planning Committee will review our mission/vision, goals, and institutional outcomes. The recommended verbiage to be included in the PGC Manual is as follows: ***WHCL mission/vision, goals and performance indicators shall be reviewed by the Strategic Planning Committee each fall semester. Recommendations will be forwarded to the respective governance groups and then brought to the PGC for revision and adoption.*** This is a first reading with formal adoption at the next meeting.

iii. Recommendations to Student Success Committee

1) SPC recommends that the SSC continue efforts to sustain and improve high school participation rates. 2) SPC recommends that the SSC analyze financial aid data to determine what effects the financial aid processes have on student retention.

iv. Recommendations to Student Learning Committee

1) SPC recommends that the SLC examine ways to have Datatel dis-enroll students who do not successfully complete prerequisite requirements. 2) SPC recommends that the SLC review student withdrawal data to determine ways to improve student success and retention rates. Dave responded that the first recommendation has an easier solution, and the second recommendation will require data from the institutional researcher. Mr. Warkentin recommended that this be a first reading and an action item at the next meeting.

v. Formalize the name of WHCL Leadership Group to Strategic Planning Committee This to be a first reading and an action item at the next meeting.

11. Agenda items for next meeting

- Recommendations from the Retreat
- Approval of SLO committee chair

Rene Sanchez reiterated that the membership of the SLO Committee will need to have college-wide representation. The SLO committee will not be a subcommittee of the senate. Stephanie A.-Alston interjected that Senate recommends this be a college-wide committee, however; the Senate only deals with the instruction side of the house.

12. Other

Mr. Warkentin announced that the wrestling match will be at FCC in Fresno. He encouraged those who could to attend.

Mr. Warkentin announced that the President's Forum would be held tomorrow at noon.

13. Adjournment

The meeting adjourned at 3:13 p.m.

Next Meeting – October 17, 2007

Public Comments

There were no public comments made at this time.

REPORTS FROM ORGANIZATIONS / COLLEGES / DISTRICT OFFICE

Academic Senate Report – Ms. Anita Bart, Academic Senate President for West Hills College Coalinga, was not present to report at this time.

Mr. David Rengh, Academic Senate President for West Hills College Lemoore, was not present to report at this time.

WHCFA Report – Ms. Faye Mendenhall, WHCFA President, stated that she had nothing to report at this time.

CSEA Report – There was no CSEA representative present to report at this time.

ASB Report – Mr. Pedro Jurado, Associated Student Body President, West Hills College Coalinga, was not present to report at this time.

West Hills College Coalinga and North District Center, Firebaugh – Dr. Anthony Tricoli, President, distributed a college activities report and commented on recent and upcoming events. He reported that the first edition of the West Hills College Coalinga literary publication, “Mosaic” will soon be available. The Board members were reminded of the upcoming President’s Scholars Dinner which will be held on March 22, 2006 at 6:00 p.m.

West Hills College Lemoore – Mr. Don Warkentin, President, distributed a college activities report and commented on recent and upcoming events. He commented on the recommendations of the accreditation team which included Student Learning Outcomes; training for faculty and staff; staffing pattern in the library; and faculty diversity. Trustee Henry stated that he feels that we have done everything we could with regard to accreditation and we did our best in every area. Mr. Warkentin commented that we have been responding to accreditation recommendations for the past two years. He stated that we will soon receive a draft report from the accreditation team and we can correct any errors of fact.

Chancellor’s Report – Dr. Frank Gornick, Chancellor, congratulated Dr. Tricoli and Mr. Warkentin for their work on accreditation. He stated that it is nice to have it completed and out of the way. Dr. Gornick commented on the difference in the team. He stated that the team was impressed with our plans for the second generation of our technology and they really grasped the concept of what we are doing. He reported that the team questioned our approach with the policies and the timeline and he explained to them that we worked backward on the process. We took care of the background for the

policies and procedures before they were implemented. Dr. Gornick stated that the visit to the District Office was great and the team walked away with a good understanding of how the District staff works with the colleges.

Dr. Gornick reported that he received a call this morning from Congressman Costa's office regarding the Community College Caucus. Congressman Costa will be a member of this group and this is good news for community colleges.

CONSENT AGENDA

The following consent agenda items were approved on a motion by Trustee Henry, seconded by Trustee Cantu, and carried unanimously:

- CA-38 Minutes - The minutes of the February 21, 2006 Board meeting were approved as submitted.
- CA-39 Warrants - The warrants were approved as submitted.
- CA-40 Personnel Transactions - The list of personnel transactions was approved as submitted.

CHANCELLOR'S OFFICE

- CO-47 Administrative Procedure 7212, Employment of Part Time Faculty - Mr. Keven Backman commented that the procedure gives the colleges a great deal of guidance in the process of hiring adjunct faculty and it solves a lot of the problems that have been faced in the past.

The new Administrative Procedure 7212, Employment of Part Time Faculty, was presented for a first reading. Approval will be requested at a later date.

- CO-48 Board Policy and Administrative Procedure 7345, Catastrophic Leave Program - Dr. Gornick commented that the collective bargaining agreements allow for the donation of sick leave. However, this policy and procedure will provide the ability for donations to occur across the collective bargaining agreements.

The new Board Policy and Administrative Procedure 7345, Catastrophic Leave Program, were presented for a first reading. Approval will be requested at a later date.

- CO-49 Board Policy and Administrative Procedure 2410, Policy and Administrative Procedure - The revised Board Policy and new

Administrative Procedure 2410, Policy and Administrative Procedure, were approved on a motion by Trustee Levinson, seconded by Trustee Minnite, and carried unanimously.

FISCAL SERVICES

FS-35 Fiscal Services Report – Mr. Ken Stoppenbrink distributed the budget status report and discussed the status of the budget expenses and revenues to date. He reported that the District is currently 66.7% through the year. General fund revenue is at 71.5% and expenses are at 55.4%.

Trustee Minnite initiated discussion regarding bad debt expenses and Mr. Stoppenbrink responded that we will not know the final expenses until the end of the fiscal year. Further brief discussion took place regarding the bad debt expenses and Dr. Gornick commented that things are much better now than they were a couple of years ago.

Trustee Minnite requested that a separate revenue and expense report be prepared for the farm, cafeteria, bookstore and residence halls. It was agreed that this report would be prepared on a quarterly basis.

FS-36 Bid Award – Discussion took place regarding the bid amount for the West Hills College Coalinga campus safety lighting project and why the bid from Santa Margarita Construction was so low. Trustee Cantu made a motion to award the base bid and alternates 1 and 3. The motion was seconded by Trustee Levinson. Mr. Stoppenbrink discussed the bid and explained that the Credit Union (EECU) will be paying for bid alternates 1 and 3. Further discussion took place regarding the bid and Trustees Cantu and Levinson withdrew their motions.

Trustee Levinson made a motion to award the base bid and alternate 2 only. The motion was seconded by Trustee Cantu. Mr. Stoppenbrink explained that we cannot dissect out the process. Discussion occurred and Trustees Levinson and Cantu again withdrew their motions.

It was requested that the item be tabled until more information is given concerning the bid award. Discussion took place regarding the alternative bid that EECU received. President McKean questioned if it will cause a problem to delay action on this item. Ms. Anne Jorgens stated that scheduled maintenance funds need to be spent by May 15.

President McKean suggested that the item be tabled and a conference call Board meeting be scheduled as soon as possible for this particular item after additional information is gathered.

Trustee Levinson made a motion to table this item. The motion was seconded by Trustee Minnite and carried unanimously.

Trustee Henry questioned the purpose for the lights. It was explained that they are for safety lighting on the Coalinga Campus.

PERSONNEL SERVICES

PS-12 Resolution – Elimination of Certificated Faculty – Dr. Gornick commented on the resolution, explaining that there is a gap in service with respect to the psychiatric technician program. The resolution allows us to negotiate the effects of the layoff. Dr. Tricoli has spoken with both of the instructors and they understand and have agreed to the layoff notice. The instructors understand that they will be back in August for the next cohort. During the gap in service, Mr. Hector Dam-Mikkelsen will be reassigned and will be assisting with program administration, medical terminology and CNA courses.

Trustee Levinson questioned the success rates of the psychiatric technician program. Dr. Tricoli responded that all of the students who have graduated are getting jobs and the majority of them are at the Coalinga State Hospital.

The resolution in the matter of the elimination of certificated faculty was adopted on a motion by Trustee Levinson, seconded by Trustee Minnite, and carried unanimously.

BOARD REPORTS / COMMENTS / REQUESTS AND ANNOUNCEMENTS

Trustee Cantu expressed his congratulations to Mr. Warkentin on the completion of the accreditation visit. He stated that it sounds positive and he thanked the Board members who attended the accreditation meetings. Trustee Cantu expressed his thanks to all of the staff for their hard work.

Trustee Minnite echoed the comments made by Trustee Cantu. He thanked Ms. Frances Squire for her work on the District newsletter. Trustee Minnite commented on the accreditation visit and stated that it is very evident that we have a dedicated staff that wants to see success for the District and its students.

Trustee Oxborrow thanked Dr. Tricoli, Mr. Warkentin and their staff for the work done on accreditation. She stated that we need to continue to focus on what we do best, which is serving students.

Trustee Ivans thanked everyone for their hard work. She stated that the open forums held during the recent accreditation visit at West Hills College Lemoore were great.

Trustee Henry echoed the remarks made by his fellow Board members. He stated that he has heard good things about the open forums and it is heartwarming.

Trustee Levinson also echoed the remarks previously made. He commented on using our student and athlete scholars for recruiting purposes and stated that this would be a great tool to use.

President McKean stated that he is not against accreditation and it is justified and necessary. He stated that he only has a problem with the sole thought that we need to fit in a box. He stated that West Hills College does not fit in a box and we never have.

President McKean announced that the next meeting will be a Board study session and is scheduled for April 4, 2006 at 3:00 p.m.

CLOSED SESSION

The meeting was adjourned to closed session at 4:33 p.m.

- Public Employee Discipline/Dismissal/Release (as per Government Code Section 54957)
- Existing Litigation (as per Government Code Section 54956.9(a)). Names of cases: West Hills Community College District v. Doucette, et al
- Discussion of land acquisition/disposition of property (as per Government Code Section 54956.8). Property: Coalinga, California; Lemoore, California; Firebaugh, California
- Conference with Labor Negotiators (as per Government Code Section 54957.6). Agency negotiator: Vice Chancellor of Business Services. Employee organization: CTA

ADJOURNMENT

There being no further business before the Board of Trustees, the meeting was adjourned at 5:12 p.m.

Nina Oxborrow
Clerk of the Board of Trustees

Personnel Transactions

1. New Hires

Name	Title & Location	Schedule	Salary Placement	Funding	Effective Date	Additional Information
Gonzalez, Maria	CDC Assistant Avenal Infant Center	19 hrs/wk 12 mo/yr	Range 23 Step A	Grant	3/6/06	New position
Gonzalez, Maricela	Student Services Assistant, OSB West Hills College Coalinga	19 hrs/wk 12 mo/yr	Range 36 Step A	Grant	3/6/06	Replacement for Deborah Browne
Patlan, Melissa	CDC Assistant San Joaquin Child Dev. Center	19 hrs/we 9 mo/yr	Range 23 Step A	Grant	3/1/06	
Ramirez, Nancy	CDC Assistant West Hills College Lemoore	19 hrs/wk 12 mo/yr	Range 23 Step A	Grant	3/1/06	Replacement for Sandi Vorpahl
Reynaga, Victoria	CDC Assistant San Joaquin Child Dev. Center	19 hrs/wk 12 mo/yr	Range 23 Step A	Grant	3/1/06	Replacement for Zitali Lopez
Rivera, Monica	Associate Teacher San Joaquin Child Dev. Center	19 hrs/wk 12 mo/yr	Range 30 Step A	Grant	3/1/06	New position
Rodriguez, Michael	Title V Activity One Coord./Counselor West Hills College Lemoore	85-day contract	Class V Step 5		3/1/06	New position
Toledo, Angelica	CDC Assistant West Hills College Coalinga	19 hrs/wk 12 mo/yr	Range 23 Step A	Grant	3/6/06	Replacement for Laura Lopez
Valadez, Maria	CDC Cook San Joaquin Child Dev. Center	19 hrs/wk 12 mo/yr	Range 33 Step A	Grant	3/1/06	New position
Williams, Sharon	Tutor Coordinator West Hills College Lemoore	19 hrs/wk 12 mo/yr	Range 42 Step B	District	2/16/06	Replacement for Donna Cole

2. Temporary Hires

Name	Title & Location	Schedule	Salary Placement	Funding	Effective Dates	Additional Information
Banda, Benito	Custodian North District Center, Firebaugh	15 hrs/wk	Range 35 Step A	Grant	3/8/06 – 6/30/06	Temporary hire while recruiting

3. Changes in Assignment

Name	Current Assignment	Change	Effective Date	Additional Information
Lopez, Veronica	CDC Associate Teacher North District Center, Firebaugh 19 hrs/wk, 12 mo/yr Range 30, Step A	CDC Associate Teacher San Joaquin Child Dev. Center 40 hrs/wk, 12 mo/yr. Range 30, Step B	3/20/06	Replacement for Monica Gonzalez

4. Request of FMLA (Family Medical Leave Act)

Name	Title & Location	Effective Date	Additional Information
Soto, MariCruz	Master Teacher San Joaquin Child Development Center	3/9/06 – 3/22/06	Care for newborn child
Rodgers, MaryAnn	Case Worker, One-Stop Office West Hills College Coalinga	2/7/06 – 5/2/06	Intermittent FMLS Leave

5. Resignations / Retirements / Releases During Probation / Terminations

Name	Title & Location	Effective Date	Additional Information
Arriola, Susan	Financial Aid Assistant I West Hills College Lemoore	3/6/06	Resignation
Gambin, Daniel	Child Development Center Assistant West Hills College Coalinga	3/14/06	Resignation

Subject: FINAL WHCL 07/08 & 08/09 CSU & Private Institution Transfer Data

CSU

07/08: 507

08/09: 627

Private:

07/08: 321

08/09: 540

West Hills College Lemoore

Career Technical Education Advisory Planning Committee Meeting

Thursday, March 26, 2009
Conference Center (Room 253)
8:00-10:00am

Attendees

Name	Title	Organization
Stephanie Atkinson-Alston	Dean of Educational Services	West Hills College Lemoore
Angela Barginear	Career Technician	West Hills College Lemoore
Etsel Barner	Instructor	West Hills College Lemoore
Gary Cramer	Deputy Chief	Corcoran P.D.
David Droker	CEO	KCAO
Stephanie Droker	Instructor	West Hills College Lemoore
Vera Kennedy	Instructor	West Hills College Lemoore
Brian Kron	Instructor	West Hills College Lemoore
Tammy Larson	Instructor	West Hills College Lemoore
Christopher Leach	Student	West Hills College Lemoore
Carolyn Leist	Personnel Tech	Kings Co. Human Resources
Anne Leonard	Director of Academics	Embry-Riddle
Antonio Lopez	Supervisor	Kings Co. Work to Welfare
Ed Mata	Service Center Manager	Proteus, Inc.
Janine Medina	Director of Education	Proteus, Inc.
Peggy Montgomery	Director	Kings Co. Human Resources
Monte Paden	Instructor	West Hills College Lemoore
Christian Raia	Instructor	West Hills College Lemoore
Shelly Ramirez	Special Agent	NCIS
David-Michael Rengh	Instructor	West Hills College Lemoore
Don Turner	Director	Kings Co. IHSS PA
Minerva Vasquez	Recovery Support Coordinator	Kings Co. BHA
Neil Williams	Business Retention	KCEDC

Welcome

Dean Stephanie Atkinson-Alston greeted the committee, and introduced Don Warkentin, President of West Hills College Lemoore.

Mr. Warkentin thanked the committee for attending, and gave a brief overview of the college's current projects including the sports complex, and the planned student center.

At this time the committee members were asked to introduce themselves to the committee.

ARCC Report 2009 Update

Dave Bolt, Vice President of Educational Services, pointed out that enrollment is up at West Hills College Lemoore, with an increase 11% over last year and a record 9,300 class-seats occupied in the spring semester.

Mr. Bolt went on to comment on the ARCC (Accountability Reporting for the Community Colleges) report for West Hills College Lemoore's CTE programs. The college is taking steps to remedy some of the issues brought up in this report, particularly success and retention rates in the Open Entry/Open Exit computer and business classes and Administration of Justice classes.

Changes have been implemented in the OE lab, including the addition of a lecture component to the lab. The college is addressing success and retention rates for AOJ by working to provide firearms for the P.C. 832 Firearms course (AOJ-50B) so that students taking this course will not be required to own their own firearm, and that instructors of online AOJ classes will received additional training in order to improve retention rates.

Federal Economic Stimulus Funding

Dean Atkinson-Alston commented on the recent passage of the American Recovery and Reinvestment Act, and the funds this will make available for job training and workforce development. Dean Atkinson-Alston pointed out that West Hills Community College District has had great success in receiving and using grant funds, and that the college will continue to seek these sources of funding.

Programs

Human Services

Vera Kennedy took the floor and delivered an update WHCL's Human Services program. There will be six certificates offered as part of this program, each targeting different segments of the Human Services industry. Ms. Kennedy noted that there has been considerable student interest in this program, and that the college will begin offering some of the new courses for this program during the summer session.

Ms. Kennedy pointed out that this program targets students who are currently working in Human Services or those seeking entry-level employment in the field. Because of this, the certificates have been designed so that students can complete them in about a year, allowing a student to advance in their current job or to find employment.

These certificates have been slightly modified from their original form; students will be required to take Work Experience classes. Because of this change, these certificates are now at least 18 units each, which will allow them to appear on students' transcripts when completed.

Web Degree

Mr. David Rengh gave the committee an update on WHCL's Web Development program. Currently several 6 unit certificates are available to students, with plans to offer an associate's degree in the near future. Mr. Rengh pointed out that the degree program will need local and state approval, and hopes that the program can be sent to the state for approval by the summer of 2009.

The courses in this area are generally run as short-term, 9 week classes, with introductory courses offered every semester, allowing students to quickly and easily enter the program.

Business Administration Degree and Entrepreneurship Option

Monte Paden discussed the three-year process the college is going through to re-work its Business degree and better align it with CSU Fresno's Business program. One aspect of this will be the addition of an entrepreneurship option to WHCL's A.A. and A.S. degrees in Business; this new program will include two new business courses: Introduction to Entrepreneurship which is planned to articulate with CSU Fresno's entrepreneurship course, and Collegiate Entrepreneur Organization, which would work in conjunction with a student organization to help connect students with local entrepreneurs and businesspeople in the community.

Mr. Paden also noted that this program will help students pursuing studies in other fields enhance their business skills and start their own businesses in these areas such as culinary arts and child development. Mr. Paden explained that this fits in with the Community College Entrepreneurial Pathway, which is a partnership between the Lyles Center at CSU Fresno and local community colleges to build skills leading to the creation of new businesses.

Work Keys/Non-Credit Courses

Tammy Larson pointed out that the college is now set up as a WorkKeys testing facility, and that she and others are working on developing how the test will be offered to students.

The WorkKeys test is being used as the basis for the Central California Work Readiness Certificate, which has been developed by colleges and WIBs throughout the central valley.

Three new classes have been developed to help students improve their scores on the WorkKeys test.

Culinary Arts

Christian Raia gave a brief update on WHCL's culinary arts program. Students have been placed in internships all across the county, with the goal of building their job skills so that they can find employment when they return to the Lemoore area. Mr. Raia also pointed out that he has had great

success in working with area high schools, including 9 students from Jameson High in Lemoore recently enrolling in a short term culinary arts course.

Maintenance Mechanic

Dean Atkinson-Alston gave an update on the Maintenance Mechanic program. This program is part of a collaborative grant through the Department of Labor, and is currently running in our district with great success, and that the curriculum should receive local approval in the near future.

These are survey courses that are meant to build skills and allow individuals to find entry-level positions, and later develop additional job skills.

Cooperative Work Experience Education

Stephanie Droker gave a brief presentation on the work experience program, which allows students to receive college credit for their employment.

Partnerships and Planning for Sustainability

At this point in the meeting Dean Atkinson-Alston opened the floor for questions and discussion from the committee.

Key points from the discussion session included:

- The need to bring speakers from local agencies and businesses to classes. This will open up dialogue between students, the college, and outside agencies and businesses.
- Working with local HR departments to coordinate positions where education can be used as a substitute for experience.
- The need for expanded course offerings in areas such as Business and Computer Information Systems.
- The use of IS classes such as College Success and Career Planning and the GED Preparation lab to help students make the transition into the college environment.
- Several committee members expressed a desire to see greater participation from local high schools.
- Antonio Lopez noted that exposing students to these programs before they enroll is very important. An event could be organized where students could ask questions about various occupations and about vocational programs at the college.
- It was noted that having skills and competencies listed on certificates is helpful to employers when hiring. Dean Atkinson-Alston noted that the Work Ready Certificate will be helpful in this respect.

Approval of minutes

Peggy Montgomery made a motion to approve the minutes from the CTE Advisory Meeting on 10-28-08. This motion was seconded by David Rengh, and approved by the committee.

Peggy Montgomery made a motion to approve the Entrepreneurship option for the Business program. Carolyn Leist seconded the motion, and it was approved by the committee.

Adjournment

Dean Atkinson-Alston adjourned the meeting, thanking the committee members for their time and input.

Meeting Minutes

Career Technical Education Advisory Planning Meeting

West Hills College Lemoore
Tuesday, October 20, 2009
8:30am-10:30am
Conference Center (Room 253)

Attendees

Angela Barginear	Career Technician	West Hills College Lemoore
Dave Bolt	Vice President of Educational Services	West Hills College Lemoore
Raia Christian	Culinary Arts Instructor	West Hills College Lemoore
Gary Cramer	Deputy Chief	Corcoran Police Department
Kyle Crider	Secretary	West Hills College Lemoore
Terry Davis	AOJ Instructor	West Hills College Lemoore
Stephanie Droker	CWEE Instructor	West Hills College Lemoore
Charles Freeman	Director of Nursing	West Hills College Lemoore
Shawna Glazener	Tribal Development Counselor	Picayune Rancheria of the Chukchansi Indians
Dr. Marlon Hall	Associate Dean of Educational Services	West Hills College Lemoore
Pauline Hershey-Gambino	Owner	All Valley Printing
Zona Hoggard	Teacher	Kings ROP
Sherry Hooper	Student	Business Technology Center
Pat Jerrold	Sergeant	Lemoore Police Department
Mike Jones	Sous Chef	Irwin Street Inn
Kathleen Kabbani	Director	Picayune Rancheria of the Chukchansi Indians
Vera Kennedy	Sociology Instructor	West Hills College Lemoore
Brian Kron	CIS/Business Instructor	West Hills College Lemoore
Tammy Larson	GED Prep Instructor	West Hills College Lemoore
Carolyn Leist	Personnel Technician	Kings County Human Resources
Anne Leonard	Director of Academics	Embry-Riddle Aeronautical University
Jose Lopez	Dean of Students	West Hills College Lemoore
Ed Mata	Service Center Manager	Proteus, Inc.
Peggy Montgomery	Director	Kings County Human Services Agency
Peter Munoz	Prevention Services Coordinator	Kings County Behavioral Health Administration
Monte Paden	CIS/Business Instructor	West Hills College Lemoore
David-Michael Rengh	CIS/Business Instructor	West Hills College Lemoore
Michael Rodriguez	Career Center Counselor	West Hills College Lemoore
Jay Salyer	Economic Development Manager	Kings Co. Economic Development Corporation
Larriann Torrez	Program Manager	Proteus, Inc.
Don Turner	Director	Kings IHSS PA
Don Warkentin	President	West Hills College Lemoore
Neil Williams	Business Retention Consultant	Kings Co. Economic Development Corporation

Open

Dave Bolt, Vice President of Educational Services, greeted the committee and introduced President Don Warkentin.

Welcome

President Don Warkentin discussed the budget issues facing the college, and noted that the spring 2010 semester would see fewer classes offered than last spring. Mr. Warkentin also pointed out that construction has begun on the sports complex; funding for this project comes from state bonds and cannot be used for purposes other than construction.

Introduction of Meeting

Mr. Bolt asked the attendees from West Hills Community College District to introduce themselves to the committee and thanked all present for attending the meeting.

Charles Freeman, Director of Nursing at West Hills College Lemoore, noted that several new Allied Health programs are in the works. A medical assisting program is being developed, along with expansion of the college's EMT and sterile processing programs.

State of the College

Vice President Bolt reiterated President Warkentin's comments on the budget, and noted that demand for classes remains high. Students are showing greater interest in Career Technical Education courses. However, the budget is not allowing the college to keep up with the student's demand and needs.

Programs by College Staff

- **High Expectations for Progress (HEP) Grant – Ms. Tammy Larson, GED/CalWorks/Work Keys**

Tammy Larson greeted the committee and introduced her role as the instructor for the GED Preparation program. The goal of the recently-awarded HEP grant is to assist migrant workers in completing their GED and moving them into career training. Other support offered by this grant includes assessment, orientation, advising, financial support, and health screenings for students in the migrant community.

- **Vocational Education Training – Mr. Terry Davis, Administration of Justice**

Terry Davis described the training students receive in the PC 832 courses offered at West Hills College Lemoore. These courses consist of part of the training a student would undergo at a police academy, and are certified by the California Commission for Peace Officer Standards Training.

- **Web Degree – Mr. David-Michael Rengh, CIS, Business**

David-Michael Rengh gave the committee an update on the development of an AA degree in web development. Eleven courses have been gone through the college curriculum committee, with three more pending. One key change to this program has been the addition of more transfer level courses. Mr. Rengh noted that courses from this program have been successful so far, with over 80 students currently enrolled in the two sections of the Photoshop class.

- **Summer Internships and Work Experience – Mr. Christian Raia, Culinary Arts and Ms. Stephanie Droker, Work Experience**

Christian Raia recognized the community partners who have worked closely with the West Hills College Lemoore culinary arts program, and proceeded to introduce several culinary students who had worked as interns during the summer. These students received course credit through the Cooperative Work Experience Education program (CWEE). Stephanie Droker, who oversees the CWEE program at West Hills College Lemoore, noted that she always needs employers willing to take CWEE students, and that anyone interested in taking work experience students should contact her.

- **Human Services Program – Ms. Vera Kennedy, Sociology**

Vera Kennedy introduced herself to the committee and gave an overview of the various certificates offered as part of the Human Services program at West Hills College Lemoore. Ms. Kennedy noted that students are currently working towards their certificates in Human Services, with many working towards their AA degree at the same time.

- **Entrepreneurialism – Mr. Monte Paden, CIS, Economics, Business**

Monte Paden discussed the Community College Entrepreneurial Pathways program, which is a partnership between the Lyles Center at CSU Fresno, and ten community colleges in the area. Several courses as well as a student club are being developed in conjunction with this project, and Mr. Paden noted that he is working with other departments and programs on campus that can help lead to students starting their own business; this includes areas such as child development, culinary arts and computer information systems.

- **Biotechnology and Quality Assurance – Mr. Dave Bolt, Vice President of Educational Services**

Dave Bolt stated that West Hills College Lemoore was recently awarded a federal grant to establish a Biotechnology and Quality Assurance program. This is a partnership with West Hills College Coalinga and College of the Sequoias, and will train lab assistants for the food service

and food manufacturing industries. Mr. Bolt noted that the college has been working closely with Kings County EDC, and that an advisory committee meeting specifically for this program will be held in the coming weeks.

Break-Out Sessions

The committee formed into several groups for more focused discussion on specific topics and disciplines.

Reporting of Session Highlights

The groups from the break-out session reported back to the entire committee.

Vera Kennedy reported the following related to the Human Services program:

- Develop a placement test for students to help identify the best certificate option or fit for them. Contact Cooperative Personnel Services at (916) 263-1800 to request a review copy of the Human Services Exam to use as tool for developing a placement test.
- The best time to host work experience students is during the summer months for Kings County Human Services.
- When advising students in the Human Services program, encourage them to complete the general Human Services certificate and one other vocational specific certificate.
- Conduct community outreach to educate organizations and agencies about the work experience requirements and process.

For GED preparation, Tammy Larson noted the following:

- Partnership opportunities were discussed with the personnel attending from Proteus and Kings County Business Technology Center (Kings Regional Occupational Program). The Kings County representative relayed that she knew that at least 7 or 8 of her current office technology students that did not have their GED would qualify as migrant and might be a good fit to possibly move into the HEP program at WHCL.
- A challenge or obstacle that was mentioned by one of the Proteus personnel was that the GED test would be changing in January of 2012.
- It was agreed that when we collaborate and coordinate our efforts, many more community members are served.

For Business/CIS, David Rengh reported the following:

The primary discussion centered on the Web Developer AA program and the Entrepreneur program.

Pauline Hershey Gambino started the discussion on the Web Developer program and how she thought it was a good idea that the students obtained real world experiences by assisting non-profit organizations in the creation, updating and maintaining of the web sites. She stated she already has a need for some student help in these areas. She also asked if student would be exposed to some level of graphic design in terms of printed materials. D. Rengh stated yes, but it is somewhat limited since the objective of the program is to prepare students to work on the Web. P Hershey Gambino thought that

would be ok as long as students were also getting instruction on layout and design. It was stated that students are receiving this type of training throughout the program.

Neil Williams stressed the need for students in all programs to get practice in writing especially in complete sentences and without chat room or texting slang or abbreviations. All three instructors from the CIS/Business learning area explained how that happens in their courses. Monte Paden spoke about how students write a business plan in his courses.

There was discussion on the topic of the increase in the Hispanic population but at West Hills Community College Lemoore and in the general population. D. Rengh said the biggest change he had experienced is that it appears the Hispanic students are not receiving support from home and being encouraged to advance their education levels. Brian Kron said he had begun taking Spanish to be better able to communicate with his students. Everyone agreed this was a great idea, but Anne Leonard stressed the importance of ESL students learning proper English writing and grammar skills. There was a general agreement with her statements.

It was the opinion of the CIS/Business Advisory Committee that the CIS/Business faculty was on the right track and stressing key learning points brought out by the group both in their curriculum and in their personal teaching styles. The committee joined the entire CTE advisory committee for a general wrap-up of the meeting.

Vice President Bolt once again thanked the committee members for attending, and adjourned the meeting at 10:30am.

Next Meeting: Spring 2010

West Hills College Lemoore
Career Technical Education Advisory Committee Meeting
Friday, April 18, 2008
Conference Center, Room 253

“Career Skills That Pay”

CTE Advisory Meeting

Attendees

Stephanie Atkinson-Alston	West Hills College Lemoore
Angela Barginear	West Hills College Lemoore
Etsel Barner	West Hills College Lemoore
Dave Bolt	West Hills College Lemoore
Tim Bowers	Kings County Office of Education
Kris Brown	Kings County ETS
Steve Brum	Kings County Probation
Gary Cramer	Corcoran Police Department
Terry Davis	West Hills College Lemoore
Robert S. Davis, IV	Student, West Hills College Lemoore
Stephanie Droker	West Hills College Lemoore
Ryan Evans	NVensha Technology Group
Ana Gomez	Student, West Hills College Lemoore
Dr. Marlon Hall	West Hills College Lemoore
Junior Haro	Student, West Hills College Lemoore
Zona Hoggard	Kings ROP
Brian Kron	West Hills College Lemoore
Bob Kuntz	NCIS
Tammy Larson	West Hills College Lemoore
Jeff Laws	Lemoore Police Department
Monte Paden	West Hills College Lemoore
Aaron Padilla	Student, West Hills College Lemoore
Kristen Perkins	Kings Community Action Organization
Adela Pina	Student, West Hills College Lemoore
Christian Raia	West Hills College Lemoore
David Rengh	West Hills College Lemoore
Mike Robinson	Robinson's Interiors
Steve Rossi	Lemoore Police Department
Jay Salyer	Kings EDC
Tina Souza	West Hills College Lemoore
Matthew Verhage	Student, West Hills College Lemoore
Kristin Virden	Student, West Hills College Lemoore

1. Welcome

Dean Atkinson-Alston welcomed the committee and thanked them for taking time out of their day to come. Ms. Atkinson-Alston emphasized the importance of community feedback in improving career technical education.

2. Approval of Minutes

Dean Atkinson-Alston entertained a motion to approve the minutes from the committee's previous meeting on October 19, 2007. Mike Robinson motioned to approve. Marlon Hall seconded. The minutes were approved with no objections.

3. Introductions

Committee members introduced themselves to the committee.

Dean Atkinson-Alston gave an overview of Career Technical Education programs at West Hills College Lemoore. Emphasis should be placed on high demand skills, with training beginning as early as high school and middle school in some cases.

4. CTE Discipline Specific

Business

Brian Kron introduced himself to the committee, and presented recent changes to the college's business program. One planned change is the addition of a bookkeeper certificate. There is currently a high demand for accountants, and accounting offers many opportunities for career advancement. The college currently offers a bookkeeping certificate, but would like to expand the program, with three steps: Tax Preparer, Account Clerk, and an A.S. Degree in accounting, which is currently planned to be 39 units, and would be transferable to Fresno State.

Mr. Kron stated that the addition of a medical assistant certificate is being explored at the moment. This would emphasize front office billing and insurance coding in medical offices. While this emphasis will require some classes on medical terminology and anatomy, it would not be heavy in medical-related coursework.

Computer Information Systems

Next, David Rengh presented changes that are currently being made within the CIS program. Based partly on feedback from the last advisory meeting, the Web Developer Certificate will be made up of seven smaller certificates: Web Graphics and Design, Marketing and Scripting, Dynamic Web Site Technology, Web Database Technology, Servers, Networking & Administration, Web Security, and Web Business Management.

Mr. Rengh explained that the program is set up to take place in two semesters, with classes running in 9 week blocks, and will also prepare students to take standardized exams to become a Certified Web Developer Apprentice or a Certified Web Developer

Associate. As the program expands, it will be developed into an A.A. or A.S. Degree in Computer Information Systems. According to the U.S. Department of Labor, occupations related to computer science and database administration are expected to experience 37% growth between 2006 and 2017.

Culinary Arts

Christian Raia reported to the committee that West Hills College Lemoore's Culinary Arts program continues to grow, with numerous certificates being offered to students. Certificates being offered include Bartender/Mixologist, Dining Room Management, Pastry and Bakery Arts, Culinary and Bakery Arts and the two year Chef Apprentice Certificate. The program offers a wide range of employment opportunities in the restaurant and hospitality industry, as well as transfer opportunities to those wishing to go on to earn a four year degree. Several Culinary Arts students were then recognized for being among the first to earn certificates from the program.

Cooperative Work Experience Education

Stephanie Droker greeted the committee and gave a brief overview of the Cooperative Work Experience Education program. CWEE allows students who are currently working to receive college credit for their work. Mrs. Droker encouraged employers to take on work experience students, and then gave a brief overview of the CWEE website. CWEE classes are conducted primarily as independent study, emphasizing time spent on the job, but with a total of five hours of classroom time over the course of the semester.

GED Preparation

Tammy Larson came to the floor, and thanked Kris Brown of Kings County ETS for her support of West Hills College Lemoore's GED Prep program. In this program, Mrs. Larson explained, students are able to earn their GED and move into employment of college classes; this is particularly important for college classes, as students are required to have a high school diploma or GED in order to qualify for college financial aid. The computer lab for the GED Prep program is open 32 hours a week, and utilizes two computer programs to assist in GED preparation.

Mrs. Larson pointed students have been referred by a number of agencies, including Kings County, Behavioral Health, Army recruiting, Tribal Agencies, and Kings County Hand-in-Hand. Additionally, many self-referred students have entered the program, and a \$100 GED scholarship is being developed to cover the cost of the GED test for these students.

5. Break-Out Sessions

At this point in the meeting, the committee was divided into breakout sessions for Business, Administration of Justice, Computer Information Systems, Culinary Arts and GED Prep.

6. Report Back

Computer Information Systems – David Rengh reporting

David Rengh reported back that setting curriculum for this discipline can be particularly challenging, as there is a constantly moving skill set that needs to be followed. One potential change for the future could be to split CIS into three separate disciplines: one for application skills, such as Microsoft Word, Excel, etc.; Information Technology, which could compete with local private colleges; and Web Engineering. It would also benefit students to further refine the schedule in order to better accommodate working students.

Administration of Justice – Terry Davis reporting

Many law enforcement agencies in the area have had difficulties with employment applicants who are not able to pass background checks and who are not honest about their backgrounds. One possible solution to alleviate this problem would be to hold an open forum for AOJ students and other interested community members, where they could ask questions about the hiring process for law enforcement and corrections.

Members of the committee noted that a class on report writing would be very helpful, as this is currently one of the greatest weaknesses that employers are encountering in current and potential employees. This could be a community education class targeted at current law enforcement officers, or could be integrated into the college's AOJ curriculum. Other courses that could be targeted towards law enforcement and corrections professionals include: interview & interrogation, leadership for line staff, and basic traffic accident investigation.

There has been some discussion of running the corrections officer core training, but this would require additional resources for instructors, and would most likely reduce enrollment in this course in Coalinga.

Business – Angela Barginear reporting

Students on the committee reacted favorably to the changes presented by Mr. Kron, and commented that the addition of a medical assistant program would be welcome, especially with the new hospital being built in Hanford. One difficulty often encountered in placing interns, particularly in accounting, is that companies are hesitant to allow these volunteers to work with their private financial data.

Culinary and GED Prep – Kris Brown reporting

Kris Brown emphasized the importance of support systems for students, and the need for these students to build their skills and confidence. The operating hours of the GED Prep computer lab were discussed, with the possibility of adding hours in the evenings part of

the week. This has been discussed with the college administrators and will be further explored.

7. Wrap-Up

Dean Atkinson-Alston asked if there were any further questions, thanked the committee members for their time, and called the meeting to a close. The next meeting of the Career Technical Advisory Committee will take place in the fall of 2008.

West Hills College Lemoore
Career Technical Education
Advisory Planning Committee

Meeting Minutes
 Tuesday, October 28, 2008
 Conference Center (Room 253)
 8:00 – 10:00 a.m.

Attendees

Stephanie Atkinson-Alston	Dean of Educational Services	West Hills College Lemoore
Amy Babb	Sales and Marketing Manager	Tulare Agri-Center
Marilyn Bamford	Director	Families First, Inc.
Cathy Barabe	Director of Grants	West Hills Community College District
Angela Barginear	Career Center Technician	West Hills College Lemoore
Etsel Barner	Instructor	West Hills College Lemoore
Tim Bowers	Program Director	Kings COE
Kris Brown	Program Manager	Kings County HAS
Kyle Crider	Secretary	West Hills College Lemoore
Terry Davis	Instructor	West Hills College Lemoore
Stephanie Droker	Instructor	West Hills College Lemoore
Pamela Fellows	Recovery Support Coordinator	Kings County BHA
Vera Kennedy	Instructor	West Hills College Lemoore
Brian Kron	Instructor	West Hills College Lemoore
Tammy Larson	Instructor	West Hills College Lemoore
Fanny Miranda	HR Director	KCAO
Peggy Montgomery	Director	Kings County Human Services
Monte Paden	Instructor	West Hills College Lemoore
Roger Palomino	Executive Director	Fresno County EDC
George Quilty	Chef	Orange Blossom Junction
Christian Raia	Instructor	West Hills College Lemoore
Reagan Reach	Executive Chef	John D's Steakhouse
David Rengh	Instructor	West Hills College Lemoore
Jesus Rodriguez	Rental Management	Rodriguez Enterprises
Jay Salyer	Economic Development Manager	Kings EDC
Darrell Smith	Police Captain	Hanford PD
Bob Solis	Chair, Board of Directors	Centro la Familia Advocacy
Dan Turner	Director	Kings IHSS
Neil Williams	Business Retention	Kings EDC

Welcome – Dean Stephanie Atkinson-Alston

Stephanie Atkinson-Alston, Dean of Educational Services at West Hills College Lemoore welcomed the committee and thanked them for coming to the advisory meeting.

Introductions

The committee members introduced themselves, and Dean Atkinson-Alston emphasized the importance of having representation from such a diverse group of public and private organizations.

Approval of spring 2008 minutes

Jay Salyer moved that the minutes from the April 18, 2008 meeting be approved. The motion was seconded by Tim Bowers and passed unanimously by the committee.

Programs

Work Keys – Mrs. Tammy Larson

Tammy Larson of West Hills College Lemoore presented information on Work Keys testing. Work Keys consists of both job profiling and skill assessment, and is being used as part of the Central California Work Readiness Certificate in conjunction with the Career Advancement Academy grant. West Hills College Lemoore's nursing program will be using Work Keys as part of its application process, and the college is working to be able to administer testing for businesses by contract.

Web Degree – Mr. David-Michael Rengh

David Rengh reported that a Web Developer AA degree is currently being developed, and will exist in addition to the mini-certificates that are already in place. One part of the creation of the Web Developer degree will be a reorganization of course numbers to make them more straightforward and to ensure that course titles are general, focusing on concepts and types of software, rather than focusing on specific computer programs. Mr. Rengh noted that the average age of students at the college is lower today than in the past, and these younger students are more likely to want a formal degree, rather than a certificate, though the certificates will continue to be offered as well.

Mr. Rengh stated that this degree is currently being developed, and he hopes that it can be offered beginning in the fall 2009 semester. The degree will first need to be approved by the college curriculum committee, and then will need regional and state approval before being offered.

When asked about available jobs in the central valley, Mr. Rengh mentioned that there is a healthy job market for web developers, with about 60% of those working in this field being self employed, with the remainder employed by companies and other organizations.

Culinary Arts – Mr. Christian Raia

Christian Raia gave the committee an overview of course revisions that were made since the last meeting. The curriculum for Advanced Baking, Hospitality Careers & Human Relations, and Beverage Management has been changed to increase the unit values of these courses. Additionally, Beverage Management has had the drink mixing element removed from it; this is now the basis of the new Mixology course. Two other new classes have also been added to the program: CUL-6 Culinary Excursions, and CUL-2 Food & Wine Pairing.

Students are also being encouraged to enroll in work experience courses, and this has been integrated into the new culinary arts certificates.

Mr. Raia reported that there are approximately 75 students in the program, and that job placement has been very good, especially over the past summer.

In response to a question from the committee, Mr. Raia noted that the college is working on developing closer relationships with Fresno State, including transfer opportunities.

Human Services – Ms. Vera Kennedy

Vera Kennedy gave an overview of the Human Services and Social Work program being developed at West Hills College Lemoore. This program includes certificate options for mental health, social work, and substance abuse specialists, and that these certificates are targeted at individuals who are looking to work in both public and private agencies.

It was emphasized that these are paraprofessional certificates, with the curriculum focusing on the social services that are available, as those finding employment in the field would be working in entry-level support positions.

These courses were developed with job descriptions from the state and county in mind, and preparation for Eligibility Worker tests was built into the course curriculum.

Ms. Kennedy pointed out that this program will target students who are already working in social services as well as new students who may be interested in the field.

One additional component included in these certificates is that students are required to take Work Experience courses, which will help to build job skills, and will also help to build connections to local businesses and organizations.

The program and new courses have been approved locally, and will next be presented for regional approval. It is anticipated that the college will begin offering courses for this program in fall 2009.

Maintenance Mechanic Program – Dean Stephanie Atkinson-Alston

Dean Atkinson-Alston gave an overview of the Maintenance Mechanic program that is being developed at WHC Lemoore as part of a five year collaborative grant from the Department of Labor involving three WIAs, five other community colleges in the area, ROP, and local

employers. The ultimate goal of this program is to train over 1000 workers for high demand jobs, and will leverage the combined resources of the various colleges, organizations and businesses involved.

For its part of this project, West Hills College Lemoore will be offering a 12 week program teaching entry-level skills in welding, hydraulics, and other fundamentals, in addition to soft skills and job preparation.

This program has been run at West Hills College Lemoore for three semesters as contract education, but is being developed into a certificate program.

Students who have completed the program thus far have been very successful in finding jobs, and the variety of training they receive serves as a starting point to further develop their job skills at other institutions in the area.

Entrepreneurship – Mr. Monte Paden

Mr. Monte Paden introduced himself and provided background on the Lyles Center for Innovation and Entrepreneurship at Fresno State University, which has been working with the Business program at West Hills College Lemoore.

Additionally, Mr. Paden pointed out that he and other business instructors at West Hills College Lemoore are currently working to align WHCL's business and entrepreneurship curriculum with Fresno State's to simplify the process for students transferring to CSU Fresno's Business program.

VTEA/CAA – Ms. Cathy Barabe

Ms. Cathy Barabe spoke briefly about VTEA and CAA, which both offer funding for Career Technical Education programs at West Hills College Lemoore. Career Advancement Academy (CAA) is a regional grant shared with several other colleges, and has the goal of enhancing basic skills education through vocational programs and courses such as the culinary math class offered through WHCL's Culinary Arts program, and the technical report writing segment of the Maintenance Mechanic program.

New Business

Dean Atkinson-Alston asked the committee to vote to approve the programs presented to them today, and entertained motions for these approvals.

Tim Bowers moved to approve the new Human Services program. The motion was seconded by Peggy Montgomery and passed unanimously.

Jay Salyer moved to approve the Maintenance Mechanic program, and was seconded by Neil Williams. The motion was passed unanimously.

Terry Davis moved to approve the changes to the Business program brought up by Monte Paden. This motion was seconded by Jay Salyer and passed unanimously.

Monte Paden moved to approve David Rengh's proposal for a Web Developer degree. This motion was seconded by Neil Williams and passed unanimously.

Dan Turner moved to approve the changes to the Culinary Arts program. This motion was seconded by Kris Brown, and passed unanimously.

Adjournment

Dean Atkinson-Alston thanked the committee for attending and adjourned the meeting at 10:05 a.m.

Next Meeting: Spring 2009



WHCCD Exit Survey For Graduating Students 2006 - 2009

June 2009

WHCCD Office of Institutional Effectiveness
& Planning

WHCCD Exit Survey For Graduating Students: 2006-2009

Responses by Year and Student's Primary Location

Year	Coalinga	Lemoore	NAS	North District Center	Online	Total	Total Graduates (unduplicated)	Participation %
2006	30	92	1	15	11	149	531	28.1%
2007	30	114	3	15	22	184	491	37.5%
2008	16	88	1	12	9	126	567	22.2%
2009	57	140	1	23	32	253	609	42.4%
Total	133	434	6	65	74	712	2,198	32.4%

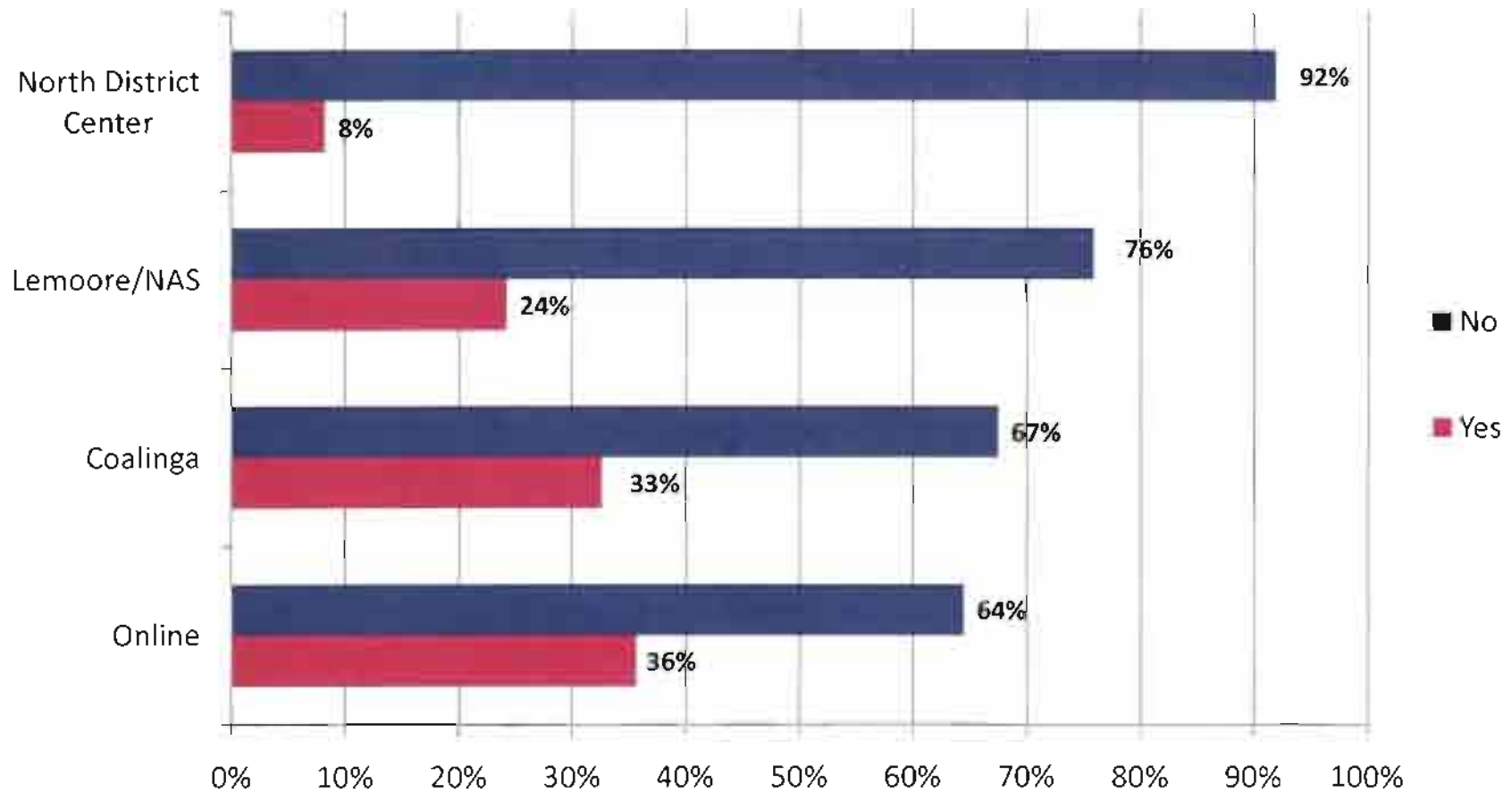
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WHCCD Exit Survey For Graduating Students: 2006-2009

OVERALL

Has Either of Your Parents Obtained a College/University Degree?



WHC Exit Survey For Graduating Students: 2006-2009

What are your plans after graduation?

Coalinga	Overall Average	TOTAL Respondents (4 yrs.)
Transfer to a university	40%	53
Both (Transfer & Work)	35%	46
Work	17%	22
Other	9%	12

Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
Transfer to a university	40%	173
Both (Transfer & Work)	38%	167
Work	12%	53
Other	10%	44

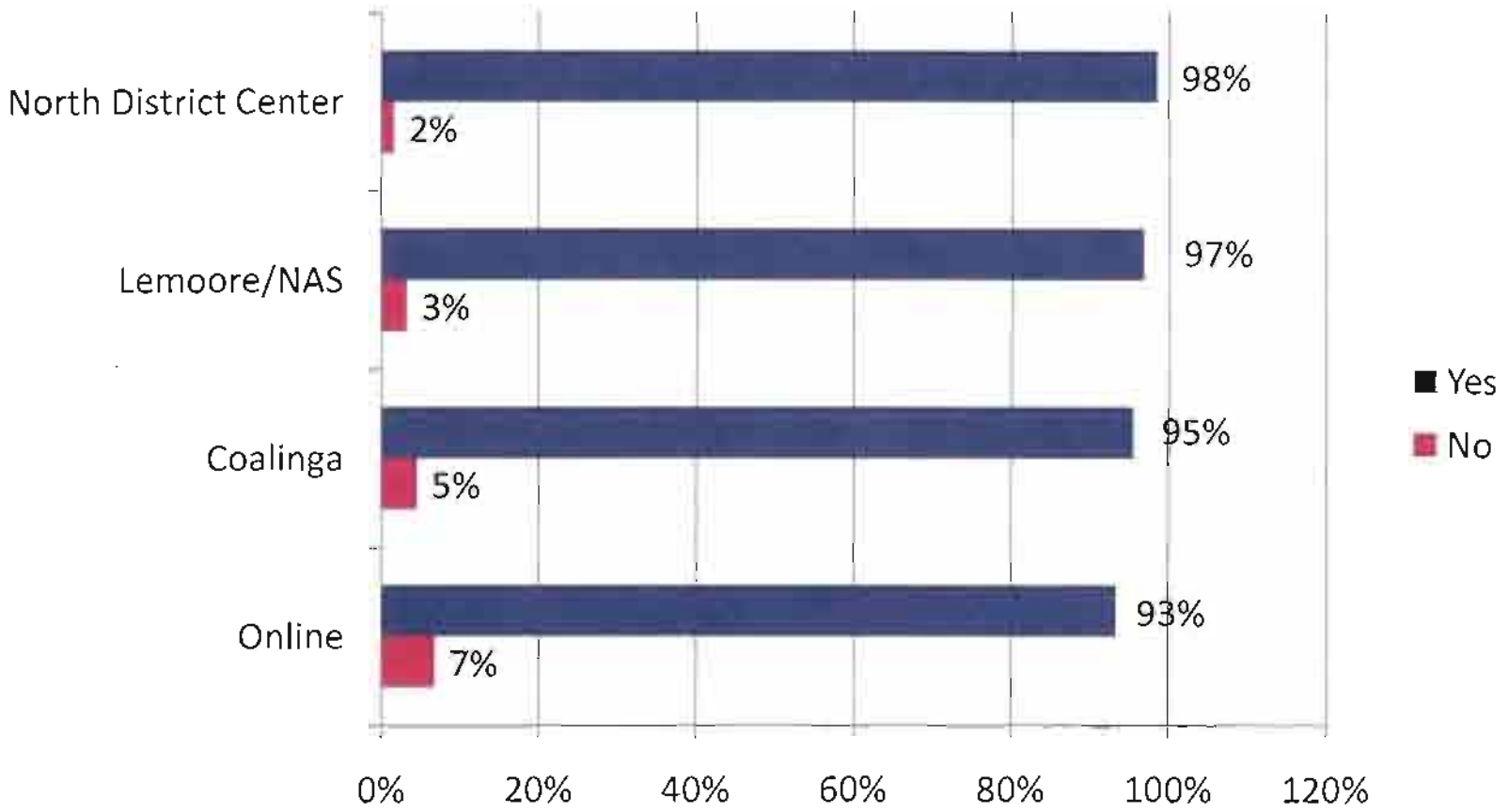
North District Center	Overall Average	TOTAL Respondents (4 yrs.)
Both (Transfer & Work)	32%	20
Transfer to a university	30%	19
Other	21%	13
Work	17%	11

Online	Overall Average	TOTAL Respondents (4 yrs.)
Both (Transfer & Work)	41%	30
Transfer to a university	32%	24
Work	16%	12
Other	11%	8

WHC Exit Survey For Graduating Students: 2006-2009

OVERALL

Do You Feel That Your College Experience at WHC Has Prepared You To Successfully Attain Your Future Goals?



WHC Exit Survey For Graduating Students: 2006-2009

If you intend to seek employment upon graduating; what is the status of your job search?

Coalinga	Overall Average	TOTAL Respondents (4 yrs.)
Currently looking for a job	38%	45
Conducting an internship	4%	5
Other	12%	14
Recently employed	19%	23
Employed but looking for a new job or promotion	28%	33

Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
Currently looking for a job	28%	104
Employed but looking for a new job or promotion	29%	110
Recently employed	22%	83
Other	18%	67
Conducting an internship	3%	11

North District Center	Overall Average	TOTAL Respondents (4 yrs.)
Currently looking for a job	49%	30
Recently employed	25%	15
Employed but looking for a new job or promotion	20%	12
Other	7%	4
Conducting an internship	0%	0

Online	Overall Average	TOTAL Respondents (4 yrs.)
Employed but looking for a new job or promotion	37%	23
Other	25%	16
Recently employed	22%	14
Currently looking for a job	16%	10
Conducting an internship	0%	0

WHC Exit Survey For Graduating Students: 2006-2009

Scoring

Unless otherwise noted, all of the multiple choice questions in the survey were weighted using the scale below:

Very Satisfied	= 5
Satisfied	= 4
Neutral	= 3
Dissatisfied	= 2
Very Dissatisfied	= 1
Does Not Apply	= NA



WHC Exit Survey For Graduating Students: 2006-2009

If applicable, please indicate your level of satisfaction with the following student programs.

4.0 – 5.0 = Satisfied → Very Satisfied
 3.0 – 3.99 = Neutral → Satisfied
 2.0 – 2.99 = Dissatisfied → Neutral

Coalinga	Overall Average	TOTAL Respondents (4 yrs.)
Work Experience Program	4.29	55
EOPS	4.24	49
Athletics	4.15	33
Learning Communities	4.00	34
SSS	3.98	41
CalWorks	3.91	32
DSP&S	3.87	23
CAMP	3.70	20
Veterans Program	3.38	16
Active Military Program	3.29	14

North District Center	Overall Average	TOTAL Respondents (4 yrs.)
EOPS	4.76	46
Work Experience Program	4.72	18
CAMP	4.58	24
SSS	4.31	26
CalWorks	4.27	11
Learning Communities	3.63	8
Athletics	3.40	5
DSP&S	3.20	5
Active Military Program	3.00	3
Veterans Program	3.00	3

Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
Learning Communities	4.45	67
Work Experience Program	4.37	67
SSS	4.30	57
Veterans Program	4.28	72
Active Military Program	4.28	40
DSP&S	4.25	52
EOPS	4.23	108
CalWorks	4.11	47
CAMP	4.02	42
Athletics	3.81	42

Online	Overall Average	TOTAL Respondents (4 yrs.)
Veterans Program	4.80	10
Active Military Program	4.67	12
Athletics	4.50	4
DSP&S	4.50	6
Work Experience Program	4.50	8
Learning Communities	4.44	9
EOPS	4.40	10
CalWorks	4.33	3
CAMP	4.33	3
SSS	4.25	8

WHC Exit Survey For Graduating Students: 2006-2009

If applicable, please indicate your level of satisfaction with the following student services.

4.0 – 5.0 = Satisfied → Very Satisfied
 3.0 – 3.99 = Neutral → Satisfied
 2.0-2.99 = Dissatisfied → Neutral

Coalinga	Overall Average	TOTAL Respondents (4 yrs.)
Counseling/Advising	4.32	126
Admissions/Registration	4.05	124
Financial aid	4.01	107
College Orientation	3.97	100
Career Center/Job Placement	3.93	43
Placement Testing	3.89	99
Residence Halls	3.51	53
Cafeteria/Food services	3.45	73

Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
Admissions/Registration	4.31	418
Financial aid	4.31	326
Counseling/Advising	4.30	419
College Orientation	4.26	320
Placement Testing	4.21	332
Residence Halls	4.14	97
Career Center/Job Placement	3.87	158
Cafeteria/Food services	3.45	213

North District Center	Overall Average	TOTAL Respondents (4 yrs.)
Counseling/Advising	4.63	60
Admissions/Registration	4.55	60
Financial aid	4.51	55
College Orientation	4.44	52
Placement Testing	4.40	50
Residence Halls	3.90	10
Career Center/Job Placement	3.20	10
Cafeteria/Food services	2.83	6

Online	Overall Average	TOTAL Respondents (4 yrs.)
Counseling/Advising	4.55	67
College Orientation	4.50	48
Admissions/Registration	4.46	72
Financial aid	4.36	45
Residence Halls	4.33	6
Placement Testing	4.32	47
Cafeteria/Food services	4.20	15
Career Center/Job Placement	3.91	11

If applicable, rate your satisfaction of the following student resources.

4.0 – 5.0 = Satisfied → Very Satisfied
 3.0 – 3.99 = Neutral → Satisfied
 2.0-2.99 = Dissatisfied → Neutral

Coalinga	Overall Average	TOTAL Respondents (4 yrs.)
Computer Labs	4.26	117
Library	4.33	125
Classrooms	4.23	126
Student Email	4.21	126
Campus Technology	4.18	114
Online Courses	4.14	112
Study Rooms/Areas on Campus	4.08	106
Bookstore	4.05	128
Tutoring	4.00	71
Child Care	3.90	31
Parking Lots	3.65	118

Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
Library	4.58	417
Classrooms	4.58	419
Computer Labs	4.55	387
Campus Technology	4.52	394
Online Courses	4.37	384
Study Rooms/Areas on Campus	4.35	350
Student Email	4.34	423
Child Care	4.19	79
Bookstore	4.19	427
Parking Lots	4.17	417
Tutoring	4.16	178

North District Center	Overall Average	TOTAL Respondents (4 yrs.)
Student Email	4.56	64
Online Courses	4.47	59
Classrooms	4.30	64
Computer Labs	3.92	63
Child Care	3.81	16
Tutoring	3.76	37
Library	3.76	63
Campus Technology	3.75	57
Bookstore	3.73	64
Study Rooms/Areas on Campus	3.72	53
Parking Lots	3.29	62

Online	Overall Average	TOTAL Respondents (4 yrs.)
Online Courses	4.69	72
Classrooms	4.50	48
Library	4.49	49
Computer Labs	4.42	38
Student Email	4.37	71
Campus Technology	4.34	47
Study Rooms/Areas on Campus	4.27	33
Tutoring	4.27	11
Parking Lots	4.26	54
Bookstore	4.21	67
Child Care	3.40	5

WHC Exit Survey For Graduating Students: 2006-2009

4.0 – 5.0 = Satisfied → Very Satisfied
 3.0 – 3.99 = Neutral → Satisfied
 2.0-2.99 = Dissatisfied → Neutral

Please rate your satisfaction regarding the college environment in the following areas.

Coalinga	Overall Average	TOTAL Respondents (4 yrs.)
Campus Safety/Security	3.98	122
College reputation amongst students and the community	3.89	120
Student Social Life	3.78	109
Cultural Activities	3.69	99

Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
College reputation amongst students and the community	4.33	395
Campus Safety/Security	4.29	408
Cultural Activities	4.10	312
Student Social Life	3.95	332

North District Center	Overall Average	TOTAL Respondents (4 yrs.)
College reputation amongst students and the community	4.33	58
Student Social Life	4.24	58
Cultural Activities	4.20	54
Campus Safety/Security	4.17	59

Online	Overall Average	TOTAL Respondents (4 yrs.)
Campus Safety/Security	4.32	47
College reputation amongst students and the community	4.26	54
Student Social Life	4.12	25
Cultural Activities	4.10	30

WHC Exit Survey For Graduating Students: 2006-2009

Please rate the following areas regarding instruction.

4.0 – 5.0 = Satisfied → Very Satisfied
 3.0 – 3.99 = Neutral → Satisfied
 2.0-2.99 = Dissatisfied → Neutral

Coalinga	Overall Average	TOTAL Respondents (4 yrs.)
Your overall experience at WHC	4.33	129
Your overall experience in your area of study	4.28	130
Quality of instruction in your area of study	4.20	129
Availability of faculty to answer questions outside of the classroom	4.16	127
Types of degrees and certificates offered	4.0	129
Courses offered at times convenient to you	3.99	130
Content offered in your area of study	3.99	125

Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
Your overall experience at WHC	4.59	425
Your overall experience in your area of study	4.47	430
Quality of instruction in your area of study	4.44	429
Availability of faculty to answer questions outside of the classroom	4.38	423
Types of degrees and certificates offered	4.31	429
Content offered in your area of study	4.30	426
Courses offered at times convenient to you	4.17	429

North District Center	Overall Average	TOTAL Respondents (4 yrs.)
Your overall experience at WHC	4.58	62
Your overall experience in your area of study	4.45	62
Availability of faculty to answer questions outside of the classroom	4.44	61
Quality of instruction in your area of study	4.31	61
Types of degrees and certificates offered	4.30	61
Content offered in your area of study	4.12	59
Courses offered at times convenient to you	4.08	61

Online	Overall Average	TOTAL Respondents (4 yrs.)
Your overall experience in your area of study	4.58	71
Your overall experience at WHC	4.56	70
Quality of instruction in your area of study	4.49	72
Availability of faculty to answer questions outside of the classroom	4.46	69
Courses offered at times convenient to you	4.39	72
Content offered in your area of study	4.32	71
Types of degrees and certificates offered	4.29	72

rw.	College	#	Title	TOP	CTE	TRANSFER	OTHER	AA DEGREE	AS DEGREE	CERT OF ACHIEVEMENT > 18	CERT OF ACHIEVEMENT <= 12	Year Approved	Cert Units	Major Units	Total Units	Status
1	LEMOORE	17833	30-unit Non-degree LVN to RN	123010	Yes	No	No	No	No	No	No	2008	29.00		0	Active
2	LEMOORE	15293	Administration of Justice: Correctional Science	210510	Yes	Yes	No	Yes	Yes	No	No	2003	0	21		Active
3	LEMOORE	15292	Administration of Justice: Law Enforcement	210500	Yes	Yes	No	Yes	Yes	No	No	2003	0	21		Active
4	LEMOORE	15279	Art	100200	No	Yes	No	Yes	No	No	No	2003	0	21		Active
5	LEMOORE	15266	Biology	040100	No	Yes	No	Yes	Yes	No	No	2003	0	20		Active
6	LEMOORE	15268	Business Administration	050500	Yes	Yes	No	Yes	Yes	No	No	2003	0	21		Active
7	LEMOORE	20341	Business: Bookkeeping	050200	Yes	Yes	No	No	No	No	No	2003	25.00		0	Active
8	LEMOORE	15267	Business: Bookkeeping	050200	Yes	Yes	No	Yes	Yes	No	No	2003	0	25		Active
9	LEMOORE	20342	Business: Business Management	050600	Yes	Yes	No	No	No	No	No	2003	43.00		0	Active
10	LEMOORE	15270	Business Business Management	050600	Yes	Yes	No	Yes	Yes	No	No	2003	0	43		Active
11	LEMOORE	15269	Business: Retail Business Management	050650	Yes	Yes	No	Yes	Yes	No	No	2003	0	26		Active
12	LEMOORE	20343	Business: Retail Business Management	050650	Yes	Yes	No	No	No	No	No	2003	26.00		0	Active
13	LEMOORE	15274	CIS: Microcomputer Applications Specialist	070210	Yes	No	No	Yes	Yes	No	No	2003	0	27.5		Active
14	LEMOORE	20347	CIS: Microcomputer Applications Specialist	070210	Yes	No	No	No	No	No	No	2003	27.50		0	Active
15	LEMOORE	15286	Casino Management	130730	Yes	No	No	No	No	No	No	2003	27.00		0	Active
16	LEMOORE	15289	Chemistry	190500	No	Yes	No	Yes	Yes	No	No	2003	0	18		Active
17	LEMOORE	20349	Child Development	130500	Yes	Yes	No	No	No	No	No	2003	30.00		0	Active
18	LEMOORE	15282	Child Development	130500	Yes	Yes	No	Yes	Yes	No	No	2003	0	30		Active
19	LEMOORE	20344	Clerk Typist	051400	Yes	No	No	No	No	No	No	2003	31.00		0	Active
20	LEMOORE	15272	Clerk Typist	051400	Yes	No	No	Yes	Yes	No	No	2003	0	31		Active
21	LEMOORE	20348	Computer Networking	070810	Yes	No	No	No	No	No	No	2003	32.00		0	Active
22	LEMOORE	15275	Computer Networking	070810	Yes	No	No	Yes	Yes	No	No	2003	0	32		Active
23	LEMOORE	16853	Early Intervention Assistant	130520	Yes	No	No	No	No	No	No	2006	29.00		0	Active
24	LEMOORE	15277	Engineering	090100	No	Yes	No	Yes	Yes	No	No	2003	0	47		Active
25	LEMOORE	15295	Geography	220600	No	Yes	No	Yes	No	No	No	2003	0	24		Active
26	LEMOORE	15290	Geology	191400	No	Yes	No	Yes	Yes	No	No	2003	0	18		Active
27	LEMOORE	15280	Health Science, General	126000	Yes	Yes	No	Yes	Yes	No	No	2003	0	20		Active
28	LEMOORE	15281	Health Science, Pre-professional	126000	No	Yes	No	Yes	Yes	No	No	2003	0	33		Active
29	LEMOORE	15285	Hotel Management	130720	Yes	No	No	No	No	No	No	2003	27.00		0	Active
30	LEMOORE	15284	Hotel, Restaurant, & Casino Management	130730	Yes	No	No	Yes	No	No	No	2003	0	42		Active
31	LEMOORE	15297	Humanities	490300	No	Yes	No	Yes	No	No	No	2003	0	18		Active
32	LEMOORE	15276	Kinesiology	083500	No	Yes	No	Yes	No	No	No	2003	0	19		Active
33	LEMOORE	17832	LVN to Nursing (RN)	123010	Yes	No	No	No	Yes	No	No	2008	0	27.5		Active

34.	LEMOORE	15296	Liberal Arts	490100	No	No	No	Yes	No	No	No	2003	0		18.00	Inactive
35.	LEMOORE	19303	Liberal Arts: Arts & Humanities	490310	No	Yes	No	Yes	No	No	No	2009	0	18		Active
36.	LEMOORE	19304	Liberal Arts: Communication	490300	No	Yes	No	Yes	No	No	No	2009	0	18		Active
37.	LEMOORE	19305	Liberal Arts: Elementary Teacher Preparation	490120	No	Yes	No	Yes	No	No	No	2009	0	21		Active
38.	LEMOORE	19306	Liberal Arts: Math & Science	490200	No	Yes	No	Yes	No	No	No	2009	0	18		Active
39.	LEMOORE	19307	Liberal Arts: Social Science	490100	No	Yes	No	Yes	No	No	No	2009	0	18		Active
40.	LEMOORE	15287	Mathematics	170100	No	Yes	No	Yes	No	No	No	2003	0	18		Active
41.	LEMOORE	17831	Nursing	123010	Yes	No	No	No	Yes	No	No	2008	0	51.5		Active
42.	LEMOORE	20345	Office Management & Technologies	051400	Yes	No	No	No	No	No	No	2003	24.00		0	Active
43.	LEMOORE	15273	Office Management & Technologies	051400	Yes	No	No	Yes	Yes	No	No	2003	0	24		Active
44.	LEMOORE	15288	Physics	190200	No	Yes	No	Yes	Yes	No	No	2003	0	43		Active
45.	LEMOORE	15291	Psychology	200100	No	Yes	No	Yes	No	No	No	2003	0	18		Active
46.	LEMOORE	15283	Restaurant Management	130710	Yes	No	No	No	No	No	No	2003	27.00		0	Active
47.	LEMOORE	20346	Secretary/Word Processing	051400	Yes	No	No	No	No	No	No	2003	29.00		0	Active
48.	LEMOORE	15271	Secretary/Word Processing	051400	Yes	No	No	Yes	Yes	No	No	2003	0	29		Active
49.	LEMOORE	15294	Social Science	220100	No	Yes	No	Yes	No	No	No	2003	0	27		Active

Student Learning Outcomes Tracking Form

Arts & Letters

Course	Active	Inactive	Rarely Offered	GE Course	SLO Defined	Method Defined	SLO(s) Assessed	Results Analyzed	Results Used to Improve Learning
ART 2	1		1	1	1	1			
ART 4		1							
ART 5A	1			1	1	1	1	1	1
ART 5B	1			1	1	1			
ART 6A	1				1	1	1	1	1
ART 12		1							
ART 13A		1							
ART 13B		1							
ART 13C		1							
ART 13D		1							
ART 15A	1			1	1	1	1	1	1
ART 15B	1			1	1	1	1	1	1
ART 15C	1			1	1	1	1	1	1
ART 15D	1			1	1	1	1	1	1
ART 16A	1			1	1	1	1	1	1
ART 16B	1			1	1	1	1	1	1
ART 17		1							
ART 20	1				1	1			
ART 42	1			1	1	1	1	1	1
ASL 1	1		1		1	1	1	1	
ASL 2	1		1		1	1			
COM 1	1				1	1	1	1	1
COM 3	1		1		1	1			
COM 4	1				1	1	1	1	1
COM 5	1				1	1	1	1	1
EA 15X		1							
EA 15XY		1							
EA 31		1							
EA 50		1							
EA 55	1				1	1	1	1	1
EA 56	1				1	1			
EA 58		1							
EDUC 1	1				1	1	1	1	1
EDUC 5	1				1	1	1	1	1
EDUC 57		1							
ENG 1A	1			1	1	1	1	1	1
ENG 1B	1			1	1	1	1	1	1
ENG 21	1		1		1	1			
ENG 25	1		1	1	1	1	1	1	1
ENG 50		1							
ENG 51A	1			1	1	1	1	1	1
ENG 51B	1			1	1	1			
ENG 70		1							
ENG 89	1				1	1			
ENG 101A	1				1	1	1	1	1
ENG 101B	1				1	1	1	1	1
ENG 105A	1				1	1	1		
ENG 105B	1				1	1	1	1	1
ESL 120	1		1		1	1			
ESL 125	1		1		1	1			
ESL 130	1		1		1	1			
ESL 135	1		1		1	1			
ESL 140		1							
ESL 145		1							
ESL 150		1							
FLSPN 1	1			1	1	1			
FLSPN 2	1			1	1	1			
FLSPN 3	1		1	1	1	1			
FLSPN 4	1		1	1	1	1			
FLSPN 11	1		1	1	1	1			
FLSPN 12	1		1	1	1	1			
FLSPN 31		1							
FLSPN 32		1							
FLSPN 33		1							
FLSPN 51	1		1	1	1	1			
FLSPN 52		1							
FLSPN 53		1							

Student Learning Outcomes Tracking Form

FLSPN 54		1							
GS 61	1				1	1			
LING 11	1			1	1	1			
MUS 1A		1							
MUS 1B		1							
MUS 2A		1							
MUS 2B		1							
MUS 17A	1			1	1	1			
MUS 17B	1			1	1	1			
MUS 17C	1			1	1	1			
MUS 17D	1			1	1	1			
MUS 42	1			1	1	1	1	1	1
NC 100	1				1	1			
NC 101	1				1	1	1	1	1
NC 105	1				1	1	1		
PA 1	1		1	1	1	1	1	1	
PA 3	1		1	1	1	1	1	1	
PHIL 1	1			1	1	1	1		
PHIL 2	1			1	1	1	1	1	1
PHIL 3	1			1	1	1	1	1	
Totals	59	28	17	33	59	59	32	29	25
Completion %					100%	100%	76%	69%	60%

Student Learning Outcomes Tracking Form

Health & Wellness

Course	Active	Inactive	Rarely Offered	GE Course	SLO Defined	Method Defined	SLO(s) Assessed	Results Analyzed	Results Used to Improve Learning
EMT 1	1				1	1	1	1	1
HE 35	1			1	1	1	1	1	1
HS 5	1				1	1	1	1	1
HS 15X	1				1	1	1	1	1
HS 30.4		1							
HS 50	1				1	1			
HS 50L	1				1	1			
HS 61	1				1	1	1	1	1
HS 61L	1				1	1	1	1	1
KINES 1	1				1	1	1	1	1
NC 157	1				1	1	1	1	1
NURS 1	1				1	1	1	1	1
NURS 1L	1				1	1	1	1	1
NURS 2	1				1	1	1	1	1
NURS 2L	1				1	1	1	1	1
NURS 3	1				1	1	1	1	1
NURS 4	1				1	1	1	1	1
NURS 4L	1				1	1	1	1	1
NURS 5	1				1	1	1	1	1
NURS 5L	1				1	1	1	1	1
NURS 6	1				1	1	1	1	1
NURS 7	1				1	1	1	1	1
NURS 7L	1				1	1	1	1	1
NURS 8	1				1	1	1	1	1
NURS 8L	1				1	1	1	1	1
NURS 9	1				1	1	1	1	1
NURS 9L	1				1	1	1	1	1
NURS 10	1				1	1	1	1	1
NURS 10L	1				1	1	1	1	1
NURS 11	1				1	1	1	1	1
NURS 11L	1				1	1	1	1	1
NURS 12	1				1	1	1	1	1
NURS 12L	1				1	1	1	1	1
NURS 13	1				1	1	1	1	1
NURS 15X	1				1	1	1	1	1
NURS 101	1				1	1	1	1	1
PE 2	1			1	1	1	1	1	1
PE 4		1							
PE 6	1			1	1	1	1	1	1
PE 7	1			1	1	1	1	1	1
PE 8	1			1	1	1	1	1	1
PE 11	1			1	1	1	1	1	1
PE 16	1			1	1	1	1	1	1
PE 18	1			1	1	1	1	1	1
PE 19	1			1	1	1	1	1	1
PE 20		1							
PE 21	1			1	1	1	1	1	1
PE 22		1							
PE 23	1			1	1	1	1	1	1
PE 24		1		1	1	1			
PE 25A	1			1	1	1	1	1	1
PE 25B	1			1	1	1	1	1	1
PE 51		1							
PE 52		1			1	1			
PE 29	1				1	1	1	1	1
PE 35	1				1	1	1	1	1
PE 35A	1				1	1	1	1	1
PE 40	1				1	1	1	1	1
PE 41		1							
PE 44	1				1	1			
PE 44B	1				1	1	1	1	1
PE 46	1				1	1			
PE 46A	1				1	1			
PE 46B	1		1		1	1			
PE 47	1				1	1	1	1	1
PE 48	1				1	1	1	1	1
PE 10	1				1	1			

Student Learning Outcomes Tracking Form

PE 15	1				1	1	1	1	1
PE 21A	1				1	1	1	1	1
PE 25	1				1	1	1	1	1
PE 28	1				1	1	1	1	1
PE 35	1				1	1	1	1	1
PE 36	1				1	1	1	1	1
Totals	65	8	1	14	67	67	58	58	58

Completion %					103%	103%	91%	91%	91%
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Student Learning Outcomes Tracking Form

CTE

Course	Active	Inactive	Rarely Offered	GE Course	SLO Defined	Method Defined	SLO(s) Assessed	Results Analyzed	Results Used to Improve Learning
AOJ 1	1			1	1	1			
AOJ 3	1				1	1			
AOJ 4	1				1	1	1	1	1
AOJ 5	1		1		1	1			
AOJ 6	1		1		1	1			
AOJ 7	1				1	1	1	1	1
AOJ 8	1		1		1	1			
AOJ 10	1				1	1	1	1	1
AOJ 12	1				1	1			
AOJ 15X	1				1	1	1	1	1
AOJ 15XY		1							
AOJ 16	1				1	1			
AOJ 20	1				1	1			
AOJ 22	1				1	1	1	1	1
AOJ 24	1				1	1	1	1	1
AOJ 29	1			1	1	1			
AOJ 32	1		1		1	1			
AOJ 50A	1				1	1	1	1	1
AOJ 50B	1				1	1	1	1	1
AOJ 51		1							
AOJ 55		1							
BUS 1A	1				1	1	1	1	1
BUS 1B	1				1	1	1	1	1
BUS 13A	1				1	1	1	1	1
BUS 13B	1				1	1	1	1	1
BUS 15X	1				1	1	1	1	1
BUS 18	1				1	1			
BUS 20	1				1	1			
BUS 24	1				1	1	1	1	1
BUS 28	1				1	1			
BUS 29	1				1	1			
BUS 32	1				1	1	1	1	1
BUS 35	1				1	1	1	1	1
BUS 39	1		1		1	1			
BUS 50	1		1		1	1			
BUS 52	1				1	1			
BUS 54	1				1	1			
BUS 55	1				1	1			
BUS 56	1				1	1			
BUS 59		1			1	1			
BUS 62A	1		1		1	1			
BUS 62B	1		1		1	1			
BUS 62C	1		1		1	1			
BUS 62D	1		1		1	1			
BUS 63	1		1		1	1			
BUS 67	1		1		1	1			
BUS 69	1		1		1	1			
BUS 71	1		1		1	1			
BUS 74	1		1		1	1			

Student Learning Outcomes Tracking Form

BUS 80A	1				1	1			
BUS 80B	1				1	1			
BUS 81A	1				1	1	1	1	1
BUS 81B	1				1	1	1	1	1
CM 10	1		1		1	1			
CM 11	1		1		1	1			
CM 12	1		1		1	1			
CM 61A	1		1		1	1			
CM 61B	1		1		1	1			
CM 61C	1		1		1	1			
CM 61D	1		1		1	1			
CM 63A	1		1		1	1			
CM 63B	1		1		1	1			
CM 64A	1		1		1	1			
CM 64B	1		1		1	1			
CM 65A	1		1		1	1			
CM 65B	1		1		1	1			
CM 65C	1		1		1	1			
CM 66A	1		1		1	1			
CM 66B	1		1		1	1			
CIS 2A	1				1	1			
CIS 2B	1				1	1			
CIS 2C	1				1	1			
CIS 2D	1				1	1			
CIS 2E	1				1	1			
CIS 2F	1				1	1			
CIS 2G	1				1	1			
CIS 2H	1				1	1			
CIS 4	1		1		1	1			
CIS 5	1				1	1	1	1	1
CIS 6	1				1	1			
CIS 7	1				1	1	1	1	1
CIS 8	1		1		1	1	1	1	1
CIS 10		1							
CIS 14	1		1		1	1			
CIS 15	1		1		1	1			
CIS 15X	1				1	1	1	1	1
CIS 16	1		1		1	1	1	1	1
CIS 16A	1		1		1	1	1	1	1
CIS 17	1				1	1			
CIS 17A	1				1	1			
CIS 17B	1				1	1			
CIS 18	1		1		1	1			
CIS 18A	1		1		1	1			
CIS 19B	1				1	1			
CIS 20	1				1	1			
CIS 21	1				1	1			
CIS 34	1				1	1	1	1	1
CIS 35	1		1		1	1			
CIS 42	1		1		1	1			
CIS 43A									
CIS 43B									
CIS 44A									

Student Learning Outcomes Tracking Form

CIS 44B		1							
CIS 45		1							
CIS 46		1							
CIS 47		1							
CIS 48		1							
CIS 50		1							
CIS 51		1							
CIS 52		1							
CIS 53		1							
CIS 62		1							
CIS 67	1		1		1		1		
CIS 71	1				1		1	1	1
CIS 73	1		1		1		1		
CIS 73A	1		1		1		1		
CIS 75	1		1		1		1		
CIS 76A	1		1		1		1		
CIS 80	1		1		1		1		
CIS 80A	1		1		1		1		
CIS 81A	1		1		1		1		
CIS 83A		1							
CIS 83B		1							
CIS 83C		1							
CIS 83D		1							
CIS 83E		1							
CIS 83F		1							
CIS 83G		1							
CIS 90	1		1		1		1		
CUL 2	1				1		1	1	1
CUL 5	1				1		1	1	1
CUL 50	1				1		1		
CUL 51	1				1		1	1	1
CUL 52	1				1		1	1	1
CUL 53	1				1		1	1	
CUL 54	1				1		1	1	
CUL 55	1				1		1	1	1
CUL 56	1				1		1		
CUL 57	1				1		1		
CUL 58	1				1		1		
CUL 59	1				1		1		
CUL 60	1				1		1	1	1
CUL 60.1		1							
CUL 61	1				1		1	1	1
CUL 64	1				1		1		
CUL 65	1				1		1	1	1
CUL 66	1				1		1	1	1
ECON 1A	1			1		1		1	1
ECON 1B	1			1		1		1	1
HM 10	1		1		1		1		
HM 11	1		1		1		1		
HM 12	1		1		1		1		
HM 51	1				1		1		
HM 53	1		1		1		1		
HM 54	1		1		1		1		

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HM 65	1		1		1	1			
HM 66	1		1		1	1			
HRCM 1		1							
HRCM 3		1							
HRCM 4		1							
HRCM 5		1							
HRCM 15X	1				1	1	1	1	1
HRCM 62A		1							
HRCM 62B		1							
HRCM 62C		1							
HRCM 62D		1							
HRCM 67		1							
NC 160	1				1	1	1	1	1
RM 10	1				1	1			
RM 11	1				1	1			
RM 12	1				1	1			
RM 61	1				1	1	1	1	1
RM 63	1				1	1	1	1	1
RM 64	1				1	1			
RM 65	1				1	1	1	1	1
RM 66	1				1	1			
WE 15XX	1				1	1	1	1	1
WKFSK 143	1				1	1			
WKFSK 144	1				1	1			
WKFSK 145	1				1	1			
Totals	145	35	58	4	145	145	49	44	42
Completion %					100%	100%	56%	51%	48%

Course Level Student Learning Outcomes Tracking Form

Social Science

Course	Active	Inactive	Rarely Offered	GE Course	SLO Defined	Method Defined	SLO(s) Assessed	Results Analyzed	Results Used to Improve Learning
ANTHRO 2		1							
CD 3	1				1	1	1	1	1
CD 4	1				1	1			
CD 5	1				1	1	1	1	1
CD 7	1				1	1			
CD 8	1				1	1	1	1	1
CD 9	1				1	1	1	1	1
CD 10	1				1	1	1	1	1
CD 11	1				1	1			
CD 12A	1				1	1			
CD 12B	1				1	1	1	1	1
CD 14A	1				1	1	1	1	1
CD 14B	1				1	1	1	1	1
CD 15	1				1	1	1	1	1
CD 15X	1				1	1	1	1	1
CD 16XY		1							
CD 16	1				1	1	1	1	1
CD 17A	1				1	1	1	1	1
CD 17B	1				1	1	1	1	1
CD 17C	1				1	1			
CD 18	1				1	1	1	1	1
CD 19	1				1	1			
CD 20	1				1	1			
CD 20A		1							
CD 20B		1							
CD 20C		1							
CD 21	1				1	1			
CD 22	1				1	1			
CD 23	1				1	1	1	1	1
CD 48		1							
ES 36	1		1	1	1	1			
GEOG 1	1			1	1	1	1	1	1
GEOG 2A	1			1	1	1			
GEOG 2B	1			1	1	1			
GEOG 3	1			1	1	1	1	1	1
GEOG 4	1		1		1	1			
GEOG 10	1				1	1			
GEOG 11	1				1	1			
GEOG 12	1				1	1			
GEOG 13	1				1	1			
GEOG 18	1			1	1	1			
GEOG 51		1							
GEOG 59	1		1		1	1			
HIST 4A	1			1	1	1	1	1	
HIST 4B	1			1	1	1	1	1	
HIST 17A	1			1	1	1	1	1	
HIST 17B	1			1	1	1	1	1	
HIST 20	1			1	1	1	1	1	
HIST 32	1			1	1	1	1	1	
HIST 34	1		1	1	1	1			
HIST 44	1			1	1	1	1	1	
HUM 1	1			1	1	1	1	1	1
HUM 22	1			1	1	1			
NO 154		1							
POLSCI 1	1			1	1	1	1	1	
POLSCI 2	1		1	1	1	1			
POLSCI 4	1		1		1	1			
POLSCI 51		1							
PSYCH 1	1			1	1	1			
PSYCH 2	1			1	1	1			
PSYCH 3	1			1	1	1	1	1	1
PSYCH 4	1			1	1	1			
PSYCH 5	1			1	1	1	1	1	1
PSYCH 8	1		1		1	1			
PSYCH 29	1			1	1	1			
SOCSCI 32A		1							
SOCSCI 32B		1							

Course Level Student Learning Outcomes Tracking Form

SOC 1	1			1	1	1	1	1	1
SOC 2	1			1	1	1	1	1	1
SOC 3	1			1	1	1			
SOC 5	1				1	1			
SOC 6	1				1	1			
SOC 7	1				1	1			
SOC 10	1				1	1			
SW 15X	1				1	1	1	1	1
SW 21	1				1	1			
SW 22	1				1	1			
SW 23	1				1	1			
Totals	67	11	7	27	67	67	31	31	23
Completion %					100%	100%	52%	52%	38%

Course Level Student Learning Outcomes Tracking Form

Math & Science

Course	Active	Inactive	Rarely Offered	GE Course	SLO Defined	Method Defined	SLO(s) Assessed	Results Analyzed	Results Used to Improve Learning
BIO 10	1			1	1	1	1	1	1
BIO 11	1		1		1	1			
BIO 12	1		1		1	1			
BIO 15	1			1	1	1			
BIO 20		1		1	1				
BIO 24		1			1	1			
BIO 32	1			1	1	1	1		
BIO 35	1			1	1	1	1		
BIO 35L	1			1	1	1			
BIO 38	1			1	1	1	1		
BIO 52		1							
CHEM 1A	1			1	1	1	1	1	1
CHEM 1B	1			1	1	1	1	1	1
CHEM 2A	1			1	1	1	1	1	1
CHEM 2B		1							
CHEM 5		1							
CHEM 8		1							
CHEM 9		1							
CHEM 36		1							
ENGR 10	1				1	1	1		
ENGR 15	1				1	1	1	1	1
ENGR 20	1				1	1			
ENGR 25	1				1	1	1	1	1
ENGR 31	1				1	1			
ENGR 35	1				1	1			
GEOL 1	1			1	1	1			
GEOL 3	1				1	1			
GEOL 10		1							
GEOL 11		1	1		1	1			
GEOL 12		1	1		1	1			
GEOL 20		1							
MATH 1A	1			1	1	1	1		
MATH 1B	1			1	1	1	1	1	1
MATH 2A	1			1	1	1	1	1	1
MATH 2B	1			1	1	1	1	1	1
MATH 10A	1			1	1	1			
MATH 10B	1				1	1			
MATH 15	1			1	1	1	1		
MATH 25	1			1	1	1	1	1	1
MATH 45	1		1	1	1	1			
MATH 61	1			1	1	1	1	1	1
MATH 63	1			1	1	1	1	1	1
MATH 64	1			1	1	1	1		
MATH 75		1							
MATH 67	1			1	1	1	1		
MATH 88	1		1	1					
MATH 101	1				1	1	1		
NUT 1	1				1	1	1	1	1
PHYSI 1	1			1	1	1	1	1	1
PHYSI 2	1			1	1	1			
PHYSICS 2A	1			1	1	1	1	1	1
PHYSICS 2B	1			1	1	1			
PHYSICS 4A	1			1	1	1			
PHYSICS 4B	1			1	1	1	1	1	1
PHYSICS 4C	1			1	1	1	1	1	1
Totals	42	13	6	32	45	45	28	17	17
Completion %					100%	100%	72%	47%	47%

Course Level Student Learning Outcomes Tracking Form

Overall Totals

Learning Area	Active Courses	Inactive Courses	Rarely Offered Courses	GE Courses	SLO Defined		Assessment Method Defined		SLO(s) Assessed		Results Analyzed		Results Used to Improve Learning	
					#	%	#	%	#	%	#	%		
Arts & Letters	59	28	17	33	59	100%	59	100%	32	76%	29	69%	25	60%
CTE	145	35	58	4	145	100%	145	100%	49	56%	44	51%	42	48%
Health & Wellness	65	8	1	14	67	103%	67	103%	58	91%	58	91%	58	91%
Math & Science	42	13	6	32	45	107%	45	107%	26	72%	17	47%	17	47%
Counseling	7	1	1		7	100%	7	100%	0	0%	0	0%	0	0%
Social Science	67	11	7	27	67	100%	67	100%	31	52%	31	52%	23	38%
Totals	385	96	90	110	390		390		196		179		165	
Completion %						101%		101%		66%		61%		56%

Student Learning Outcomes Tracking Form

Non-Instructional

Course	Active	Inactive	Rarely Offered	SLO Defined	Method Defined	SLO(s) Assessed	Results Analyzed	Results Used to Improve Learning
IS 1	1			1	1			
IS 2	1		1	1	1			
IS 7	1			1	1			
NC 140		1						
NC 140A	1			1	1			
NC 140B	1			1	1			
NC 141	1			1	1			
NC 142	1			1	1			
Totals	7	1	1	7	7	0	0	0
Completion %				100%	100%	0%	0%	0%

Student Learning Outcomes Tracking Form

Overall Totals

Program	Active	Program SLO(s) Defined	Program SLOs Mapped to Courses	Program SLOs Assessment Method Defined	SLOs Assessed for All Courses Required for Program	SLOs Analyzed for All Courses Required for Program	Planned/Implemented Changes to Program Based on Results
Instructional Support	4	4	4	4	2	2	2
Student Support Services	11	11	11	11	6	6	5
Totals	15	15	15	15	8	8	7
Completion %		100%	100%	100%	53%	53%	47%

Student Support Services

Program/Certificate	Active	Program SLOs Defined	Program SLOs Mapped to Courses	Program SLOs Assessment Method Defined	SLOs Assessed for All Courses Required for Program	SLOs Analyzed for All Courses Required for Program	Program/Assessment Changes to Program Based on Results	Contact Person (Area Administrator)	Approved by Committee	2008 SLOM
Multicultural	1		1					Teri Angela		
Advising		Under								
Assessment			Multicultural							
Career Center				Under						
Counseling					Multicultural					
Outreach						Under				
Transfer Center							Multicultural			
WASC - Voluntary Ec. Minded Program	1							Young, Jan		
TWC										
Lowered Board Min & Sogope								Jodi Rube		X
Lowered Board Class								Jodi Rube		X
Administrative Offices	1							D. Walters/Jerde Olive - Sr/Asst		X
President's Office		Under			Under					
Office of Instruction			Administrative			Administrative				
Student Services Office				Office			Office			
Categorical Programs										
DPS	1							Lizette Hall		
EOPS/CARE	1							Stephen/Pross - Sumner		
Cal Works	1							Wendy Gentry		
Student Life										
Student Activities	1							Joni Lopez		
Reliance	1							Rob Clement	A	
Financial Aid	1							Jana Cox		
Totals	11	11	11	11	0	0	0			
Completion %		100%	100%	100%	0%	0%	0%			

Student Learning Outcomes Tracking Form

Instructional Support

Program	Active	Program SLO(s) Defined	Program SLOs Mapped to Courses	Program SLOs Assessment Method Defined	SLOs Assessed for All Courses Required for Program	SLOs Analyzed for All Courses Required for Program	Planned/Implemented Changes to Program Based on Results	Contact Person	Committee Approved	Form
Facilities/M&O	1	1	1	1	1	1	1	Bernal, John	Also EA 55	X
Library	1	1	1	1	1	1	1	Oxford, Ron		
Tutoring	1	1	1	1	0	0	0	Williams/Daniels		
Snack Bar	1	1	1	1	0	0	0	Debra Christy		
Totals	4	4	4	4	2	2	2			
Completion %		100%	100%	100%	50%	50%	50%			

Program Level Student Learning Outcomes Tracking Form

Overall Totals

Program/Certificate	Active	Program SLO(s) Defined	Program SLOs Mapped to Courses	Program SLOs Assessment Method Defined	SLOs Assessed for All Courses Required for Program	SLOs Analyzed for All Courses Required for Program	Planned/Implemented Changes to Program Based on Results
Arts & Letters	4	4	4	4	3	3	3
CTE	7	7	5	5	0	0	0
Health & Wellness	4	4	4	4	0	0	0
Math & Science	9	2	2	2	0	0	0
Social Science	5	5	4	5	0	0	0
Totals	29	22	19	20	3	3	3
Completion %		76%	66%	69%	10%	10%	10%

Program Level Student Learning Outcomes Tracking Form

Social Science

Program/Certificate	Active	Program SLO(s) Defined	Program SLOs Mapped to Courses	Program SLOs Assessment Method Defined	SLOs Assessed for All Courses Required for Program	SLOs Analyzed for All Courses Required for Program	Planned/Implemented Changes to Program Based on Results
Child Development	1	1		1			
Geography	1	1	1	1			
Liberal Arts: Social Science	1	1	1	1			
Psychology	1	1	1	1			
Social Science	1	1	1	1			
Totals	5	5	4	5	0	0	0

Completion %		100%	80%	100%	0%	0%	0%
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Program Level Student Learning Outcomes Tracking Form

Math & Science

Program/Certificate	Active	Program SLO(s) Defined	Program SLOs Mapped to Courses	Program SLOs Assessment Method Defined	SLOs Assessed for All Courses Required for Program	SLOs Analyzed for All Courses Required for Program
Biology	1					
Chemistry	1					
Engineering	1					
Geology	1					
Health Science, General	1					
Health Science, Pre-professional	1					
Liberal Arts: Math & Science	1					
Mathematics	1	1	1	1		
Physics	1	1	1	1		
Totals	9	2	2	2	0	0
Completion %		22%	22%	22%	0%	0%

Program Level Student Learning Outcomes Tracking Form

Planned/Implemented Changes to Program Based on Results

0

0%

Student Learning Outcomes Tracking Form

Health & Wellness

Program/Certificate	Active	Program SLO(s) Defined	Program SLOs Mapped to Courses	Program SLOs Assessment Method Defined	SLOs Assessed for All Courses Required for Program	SLOs Analyzed for All Courses Required for Program	Planned/Implemented Changes to Program Based on Results
Kinesiology	1	1	1	1			
LVN to RN Bridge	1	1	1	1			
Nursing	1	1	1	1			
Sterile Processing	1	1	1	1			
Totals	4	4	4	4	0	0	0
Completion %		100%	100%	100%	0%	0%	0%

Student Learning Outcomes Tracking Form

CTE

Program/Certificate	Active	Program SLO(s) Defined	Program SLOs Mapped to Courses	Program SLOs Assessment Method Defined	SLOs Assessed for All Courses Required for Program	SLOs Analyzed for All Courses Required for Program	Planned/Implemented Changes to Program Based on Results
AOJ	1						
Business	1	1	1	1			
Business Administration	1	1	1	1			
CIS	1	1	1	1			
Culinary	1	1					
HRCM	1	1					
Human Services		1	1	1			
Office Management & Technologies	1	1	1	1			
Totals	7	7	5	5	0	0	0
Completion %		100%	71%	71%	0%	0%	0%

Student Learning Outcomes Tracking Form

Arts & Letters

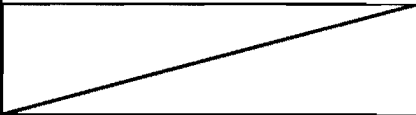
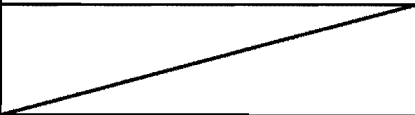
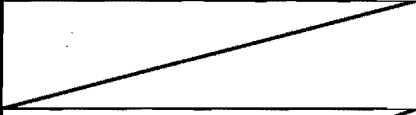

Program/Certificate	Active	Program SLO(s) Defined	Program SLOs Mapped to Courses	Program SLOs Assessment Method Defined	SLOs Assessed for All Courses Required for Program	SLOs Analyzed for All Courses Required for Program	Planned/Implemented Changes to Program Based on Results
Art	1	1	1	1	1	1	1
Liberal Arts: Arts and Hum	1	1	1	1	1	1	1
Liberal Arts: Communications	1	1	1	1	1	1	1
Liberal Arts: Elem Teach Prep	1	1	1	1			
Totals	4	4	4	4	3	3	3
Completion %		100%	100%	100%	75%	75%	75%

West Hills College Lemoore

Student Learning Outcomes (SLO)

Implementation Plan

2007-2008

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	SLOC Representatives	Learning Areas
Training/Education	<ul style="list-style-type: none"> - SLOC formed; begin scheduling meetings and establishing protocols for writing, assessing, and tracking SLOs - Develop and coordinate training activities throughout the year 	<ul style="list-style-type: none"> - Regularly review SLO tracking to ensure accuracy of reporting - Develop Course Level SLO examples or guidelines to share with faculty - Work with SLO Coordinator to develop training activities 	<ul style="list-style-type: none"> - Share information from SLOC with own Learning Area/Program and vice versa - Report training needs from Learning Areas to SLOC 	<ul style="list-style-type: none"> - Attend SLO training sessions - Communicate training needs to SLOC representative
Assessment Cycle	<ul style="list-style-type: none"> - Begin tracking Course, GE, and Program Level SLO writing and assessment - Create and implement Course Level SLO form - Prepare WASC Annual Report on Student Learning Outcomes 	<ul style="list-style-type: none"> - Decide on protocols for assessing SLOs (how often, how many, etc.) - Ensure all Course Level SLOs have been written - Ensure 5% of Course Level SLOs have been assessed, analyzed, and results used to improve learning 	<ul style="list-style-type: none"> - Assist Learning Area faculty in writing Course Level SLOs - Work with Learning Area to determine which Course Level SLOs will be assessed first - Regularly report to SLO Coordinator which SLOs have been written, assessed, analyzed, and results used to improve learning 	<ul style="list-style-type: none"> - Write Course Level SLOs for all active courses in Learning Area - Determine which Course Level SLOs will be assessed first - Begin assessing Course Level SLOs
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	<ul style="list-style-type: none"> - Send SLOC members email notices regarding SLOC meetings and actions 	<ul style="list-style-type: none"> - Disseminate SLO information to all campus groups 	<ul style="list-style-type: none"> - Share information from SLOC with own program and vice versa 	<ul style="list-style-type: none"> - Share SLO assessment data and conclusions with interested faculty and SLOC representative
Database	<ul style="list-style-type: none"> - Review potential assessment software packages and provide input 	<ul style="list-style-type: none"> - Review potential assessment software packages and provide input 		
Program Review	<ul style="list-style-type: none"> - Work with program review coordinator to ensure SLOs are incorporated into PR 	<ul style="list-style-type: none"> - Review any proposed changes to the PR process 		<ul style="list-style-type: none"> - Continue with process as is
Curriculum	<ul style="list-style-type: none"> - Work with Curriculum Committee Chair to ensure that SLO development is a mandatory part of the curriculum process 	<ul style="list-style-type: none"> - Review any proposed changes to the curriculum process 		<ul style="list-style-type: none"> - Submit SLOs with any new curriculum or any 5-year reviews of curriculum

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

2008-2009

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	SLOC Representatives	Learning Areas
Training/Education	- Schedule SLO training activities throughout the year as needed	- Regularly review SLO tracking to ensure accuracy of reporting - Work with SLO Coordinator to develop training activities	- Share information from SLOC with own Learning Area/Program and vice versa - Report training needs from Learning Areas to SLOC	- Attend SLO training sessions - Communicate training needs to SLOC representative
Assessment Cycle	- Assemble master Course Level SLO assessment schedule - Work with SLOC to create and implement Program Level SLO form - Track progress of Course Level SLO assessment - Prepare WASC Annual Report on Student Learning Outcomes	- Create and implement General Education SLOs - Create and implement Program Level SLO form - Ensure 25% of Course Level SLOs have been assessed, analyzed, and results used to improve learning	- Assemble Learning Area Course Level SLO assessment schedule - Assist and encourage Learning Area faculty in the creation of Program Level SLOs - Regularly report to SLO Coordinator which SLOs have been written, assessed, analyzed, and results used to improve learning	- Create Course Level SLO assessment schedule for Learning Area courses - Begin creating Program Level SLOs for each program in Learning Area - Assess Course Level SLOs per the assessment schedule
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	- Send SLOC members email notices regarding SLOC meetings and actions	- Disseminate SLO information to all campus groups	- Share information from SLOC with own program and vice versa	- Share SLO assessment data and conclusions with interested faculty and SLOC representative
Database	- Review potential assessment software packages and provide input	- Review potential assessment software packages and provide input	/	/
Program Review	Involvement will depend on how the Program Review process is changed given the accreditation recommendation related to college planning and evaluation activities. The SLOC will monitor any changes and ensure that SLOs are being addressed.			
Curriculum	Involvement will depend on how the Curriculum process is changed. The SLOC will monitor any changes and ensure that SLOs are being addressed.			

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

2009-2010

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	- Schedule SLO training activities throughout the year as needed	- Regularly review SLO tracking to ensure accuracy of reporting - Work with SLO Coordinator to develop training activities	- Share information from SLOC with own Learning Area/Program and vice versa - Report training needs from Learning Areas to SLOC	- Attend SLO training sessions - Communicate training needs to SLOC representative
Assessment Cycle	- Track progress of GE SLO implementation - Track progress of Course Level SLO assessment - Track progress of Program Level SLO implementation - Write WASC Annual Report on Student Learning Outcomes	- Ensure 33% of courses have been assessed in regards to General Education SLOs - Ensure 100% of Program Level SLOs have been written and 33% have been assessed, analyzed, and results used to improve learning - Ensure 50% of Course Level SLOs have been assessed, analyzed, and results used to improve learning	- Map Learning Area courses to General Education SLOs - Assist and encourage Learning Area faculty in the creation of Program Level SLOs - Regularly report to SLO Coordinator which SLOs have been written, assessed, analyzed, and results used to improve learning	- Assess GE SLOs and Program Level SLOs - Finish creating Program Level SLOs for each program in Learning Area - Assess Course Level SLOs per the assessment schedule
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	- Send SLOC members email notices regarding SLOC meetings and actions	- Disseminate SLO information to all campus groups	- Share information from SLOC with own program and vice versa	- Share SLO assessment data and conclusions with interested faculty and SLOC representative
Database	It has not been decided when an assessment database software package will be purchased and implemented by the district. When it is, the SLO Coordinator along with the SLOC Representatives will ensure SLO data is input and stored correctly in the database. Faculty members will be responsible for inputting SLO assessment data. The data can be viewed and reported on by interested parties based on the level of access they have been given to the database.			
Program Review	Involvement will depend on how the Program Review process is changed given the accreditation recommendation related to college planning and evaluation activities. The SLOC will monitor any changes and ensure that SLOs are being addressed.			
Curriculum	Involvement will depend on how the Curriculum process is changed. The SLOC will monitor any changes and ensure that SLOs are being addressed.			

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

2010-2011

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	- Schedule SLO training activities throughout the year as needed	- Regularly review SLO tracking to ensure accuracy of reporting - Work with SLO Coordinator to develop training activities	- Share information from SLOC with own Learning Area/Program and vice versa - Report training needs from Learning Areas to SLOC	- Attend SLO training sessions - Communicate training needs to SLOC representative
Assessment Cycle	- Track progress of GE SLO implementation - Track progress of Course Level SLO assessment - Track progress of Program Level SLO implementation - Write WASC Annual Report on Student Learning Outcomes	- Ensure 66% of courses have been assessed in regards to General Education SLOs - Ensure 66% of Program Level SLOs have been assessed, analyzed, and results used to improve learning - Ensure 75% of Course Level SLOs have been assessed, analyzed, and results used to improve learning	- Assist and encourage Learning Area faculty in assessing GE SLOs - Assist and encourage Learning Area faculty in assessing Program Level SLOs - Regularly report to SLO Coordinator which SLOs have been written, assessed, analyzed, and results used to improve learning	- Assess GE SLOs - Assess Program Level SLOs - Assess Course Level SLOs per the assessment schedule
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	- Send SLOC members email notices regarding SLOC meetings and actions	- Disseminate SLO information to all campus groups	- Share information from SLOC with own program and vice versa	- Share SLO assessment data and conclusions with interested faculty and SLOC representative
Database	It has not been decided when an assessment database software package will be purchased and implemented by the district. When it is, the SLO Coordinator along with the SLOC Representatives will ensure SLO data is input and stored correctly in the database. Faculty members will be responsible for inputting SLO assessment data. The data can be viewed and reported on by interested parties based on the level of access they have been given to the database.			
Program Review	Involvement will depend on how the Program Review process is changed given the accreditation recommendation related to college planning and evaluation activities. The SLOC will monitor any changes and ensure that SLOs are being addressed.			
Curriculum	Involvement will depend on how the Curriculum process is changed. The SLOC will monitor any changes and ensure that SLOs are being addressed.			

**West Hills College Lemoore
Student Learning Outcomes (SLO)
Implementation Plan**

2011-2012

	SLO Coordinator	Student Learning Outcomes Committee (SLOC)	Facilitators	Programs
Training/Education	- Schedule SLO training activities throughout the year as needed	- Regularly review SLO tracking to ensure accuracy of reporting - Work with SLO Coordinator to develop training activities	- Share information from SLOC with own Learning Area/Program and vice versa - Report training needs from Learning Areas to SLOC	- Attend SLO training sessions - Communicate training needs to SLOC representative
Assessment Cycle	- Track progress of GE SLO implementation - Track progress of Course Level SLO assessment - Track progress of Program Level SLO implementation - Write WASC Annual Report on Student Learning Outcomes	- Ensure 100% of courses have been assessed in regards to General Education SLOs - Ensure 100% of Program Level SLOs have been assessed, analyzed, and results used to improve learning - Ensure 100% of Course Level SLOs have been assessed, analyzed, and results used to improve learning	- Assist and encourage Learning Area faculty in assessing GE SLOs - Assist and encourage Learning Area faculty in assessing Program Level SLOs - Regularly report to SLO Coordinator which SLOs have been written, assessed, analyzed, and results used to improve learning	- Assess GE SLOs - Assess Program Level SLOs - Assess Course Level SLOs per the assessment schedule
Dialogue	All faculty and staff will fully engage in an ongoing dialogue that honestly assesses what students are learning.			
Communication	- Send SLOC members email notices regarding SLOC meetings and actions	- Disseminate SLO information to all campus groups	- Share information from SLOC with own program and vice versa	- Share SLO assessment data and conclusions with interested faculty and SLOC representative
Database	It has not been decided when an assessment database software package will be purchased and implemented by the district. When it is, the SLO Coordinator along with the SLOC Representatives will ensure SLO data is input and stored correctly in the database. Faculty members will be responsible for inputting SLO assessment data. The data can be viewed and reported on by interested parties based on the level of access they have been given to the database.			
Program Review	Involvement will depend on how the Program Review process is changed given the accreditation recommendation related to college planning and evaluation activities. The SLOC will monitor any changes and ensure that SLOs are being addressed.			
Curriculum	Involvement will depend on how the Curriculum process is changed. The SLOC will monitor any changes and ensure that SLOs are being addressed.			

West Hills College Lemoore

New Course Packet

Course Name/Title: **Political Science 4: Introduction to International Relations**

Originator: **Kevin Wilds**

Date: **5/15/08**

Checklist:

- Course Revision Proposal Form
- Course Outline
- Distance Education Statement
- Learning Resources Statement
- Adopted Textbook Form
- Prerequisite Form A
- Prerequisite Form B
- Prerequisite Form C
- Prerequisite Form D
- Prerequisite Form E
- Limitations on Enrollment Justification
- Faculty Signatures

Signatures:

<p><u><i>Rae L. Sang</i></u> for Dr. Matice Date <u>9/15/08</u> Curriculum Department Representative (required)</p>	<p><u><i>Mwendu Mwan</i></u> Date <u>9/16/08</u> Articulation Officer (required if transferable)</p>
<p><u><i>Susan White</i></u> Date <u>9/15/08</u> Dean of Learning Resources (required)</p>	<p>_____ Director of Information Technology Services (requires ITS resources)</p>
<p><u><i>Joe Burt</i></u> Date <u>9-16-08</u> Chief Instructional Officer Lemoore (required)</p>	<p>_____ Associate Dean of Vocational Education (required if Voc Ed)</p>
<p><u><i>Rae L. Sang</i></u> Date <u>5/21/08</u> College Curriculum Committee (approved)</p>	<p>_____ Chief Instructional Officer Coalinga (required if offered in Coalinga)</p>
<p>_____ District Curriculum Committee (reviewed)</p>	<p>_____ West Hills Community College District Board of Trustees Date <u>7/08</u></p>

NEW COURSE PROPOSAL

West Hills Community College District

Initiated by: Kevin Wilds Dept: Social Sciences Date: 5/15/08

TO BE COMPLETED BY INITIATING FACULTY MEMBER

EXACT CATALOG LISTING:

Course Name (prefix) & Number: Political Science 4

Title: Introduction to International Relations

Units: **3** Course Can Be Taught Short Term Yes No
 Full Semester: Lecture Hrs. **54** Short Term: Lecture Hrs. **6/9 wks.**
 Full Semester: Laboratory Hrs. Short Term: Laboratory Hrs. **/** wks.

Transferability (attach evidence):

CSU: UC: Private:

1. Attach a Course Outline to this form.
2. Yes No Is the course part of a new major? If so, please explain.
3. Yes No Is the course intended for transfer? (Check all that apply.)
(See the Articulation Officer.)
 Elective General Education Major Requirement
(Submit requests for General Education separately.)
4. Yes No Is the course part of the Associate Degree?
 Elective General Education Major Requirement
5. Yes No Is the course part of a Certificate Program? If so, state the certificate:
6. Yes No Is the course vocational?
 Yes No If so, has an Advisory Committee been involved? If so, state the name(s) of the Advisory Committee(s) and the date of the last meeting. (Attach minutes)

7. Room Space Requirements: (Consider # of stations, safety regulations prescribed by law, etc.)
40 students

8. Staffing Implications: (As a result, what other course may not be offered?)
N/A

9. Equipment Requirements:
N/A

10. Learning Resources: (Will this course require special collections or additions to current holdings?) No

11. Estimated Costs:	Start Up: Staffing:	<u>\$ 3500.00</u>	Supplies:	<u>\$</u>	Equipment:	<u>\$</u>
	On-Going: Staffing:	<u>\$ 3500.00</u>	Supplies:	<u>\$</u>	Equipment:	<u>\$</u>

12. Material Fees: \$ 0 (explain in detail)

13. Yes No Is special funding available?
14. Yes No Evidence of meeting needs of District ethnic demographics? (See Associate Dean of Vocational Education)
15. Yes No Are there special safety regulations. (See Safety Officer)
16. Yes No Requires additional Information Technology Services resources. (See ITS Director)

Course Outline with Guidelines

Date: 5/15/08

Department: Social Sciences

Course Name & Number: Political Science 4

Course Title: Introduction to International Relations

Units: 3

Grading option (select one): Standard Grading Credit/No Credit
 Standard Grading/Credit/No Credit

Materials \$ 0

Fee: _____

Full Semester Lec Hours: 54 Short Term Lec Hours: 6 / 9 wks.

Full Semester Lab Hours: _____ Short Term Lab Hours: _____ / _____ wks.

(How many times may this course be taken for credit?) 1

1. PREREQUISITE(S):

ADVISORY(S): Eng 51a

2. CATALOG DESCRIPTION:

This introductory course will study how countries interact with each other. The course will study theories of international relations, balance of power, and basic concepts of politics around the world. Subjects include war and peace, economic development, power and decision making, terrorism, and American foreign policy.

3. INSTRUCTIONAL OBJECTIVES (Use measurable outcomes only):

Upon completion of the course the student will be able to:

- A. Analyze the foundational philosophy of International Relations.
- B. Differentiate between the three different theories of International Relations.
- C. Apply the three different theories of International Relations to current events.
- D. Explain the political processes of nation states.
- E. Demonstrate ability to research an issue without bias.

4. COURSE CONTENT AND SCOPE (Instructional topics or units):

A. The Historical Development of International Relations

1. The nation state.
2. Treaty of Westphalia.
3. Power and Wealth.
4. War between nation states.
5. Peace between nation states.

B. Three theories of International Relations

1. Realism
 - a. Components of Realism
 - b. Classical Realism
 - c. Neo-Realism
 - d. Goals of the nation state
2. Interdependence
 - a. Components of Realism

- b. Institutional Interdependence
 - c. Economic Interdependence
 - d. Goals of the nation state
 - 3. World Systems
 - a. Components of World Systems
 - b. Marxism
 - c. Imperialism
 - d. Dependency Theory
 - e. Core Periphery relationship
 - C. War and Peace
 - 1. Nation states and war.
 - 2. Nation states and peace.
 - 3. International governmental organizations.
 - 4. World War I and II.
 - 5. The cold war.
 - 6. Nation states and Terrorism.
 - D. Economic Development
 - 1. Economic systems.
 - 2. Building a nation states economy.
 - 3. Developmental state model.
 - E. American Foreign Policy
 - 1. America's historical role in the world.
 - 2. Cold War.
 - 3. Nuclear Triad.
 - 4. Hegemony of the world.
 - 5. War on Terrorism.
5. **INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):**
- A. Class Lecture
 - B. Audiovisual material
 - 1. Presentation projector
 - 2. Video Presentations
 - C. Frequent discussion of current events
 - D. Assignments for each chapter
 - E. Assignment of outside readings and handouts
6. **MULTIPLE METHODS TO EVALUATE ACHIEVMENT OF STUDENT LEARNING OUTCOME (measurements of student achievement):**
- A. Regular exams consisting of multiple choice and essay questions
 - B. Chapter quizzes
 - C. One five page research paper on a topic of instructor's choosing or five one page annotated bibliographies, or five one page summaries of a current news event illustrating a political science concept – or some combination thereof
 - D. Participation in class discussion
7. **WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:**
- A. The research paper, or annotated bibliographies or five one page summaries is a required component of the class
 - B. Essay questions are included in each unit test
8. **ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING**
(Use detail when describing student assignments and state in cognitive terms):
The student will be able to

- A. organize and integrate classroom material with current events.
 - B. analyze a controversial issue without bias.
 - C. take complex issues and break them down and then explain why the issue is a controversial issue.
 - D. compare and contrast between the three theories of international relations and apply those differences to contemporary nation-states.
9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:
- A. Students will study many different countries and cultures in the class
 - B. Study of how the periphery interacts with the core and vice versa
 - C. Analyze how countries interact with each other from Asia, Europe, Africa, North and South Americas.
10. REQUIRED EXTRA CLASS ASSIGNMENTS:

Distance Education Statement

Course Number and Title: Political Science 4 Introduction to International Relations

Initiated by: Kevin Wilds

Date: 5/15/08

The department does not recommend this course be taught via distance education at this time.

Justification:

*The following must be completed for the delivery of this course via distance education technology as an addition to the original course outline:
(A textbook form will need to be completed if text differs from the original course).*

1. What distance education modality is being proposed for the delivery of this course?

Video Conference Hybrid (Traditional/Online) Online (100% Internet)

2. What strategies will be employed for effective contact between instructor and students to assure learning outcomes as specified in the courser outline are met?

Instructional Objectives	Activity
A. analyze the foundational philosophy of International Relations B. differentiate between the three different theories of International Relations C. apply the three different theories of International Relations to current events D. explain the political processes of nation states E. demonstrate ability to research an issue without bias	1. Chapter Reading and Chapter Summaries. A, B, C and D (15-25 Hours) 2. Discussion Boards on Topics; B, D, C and E(10-15 Hours) 3. Midterms and Finals; A-D(5-8 Hours) 4. Lecture Notes; A-D (5-10 Hours) 5. Term Paper; D and E (5-8 Hours) Instructor must have 54 regular and effective student contact hours

3. Are there any specific requirements for the delivery of this course? No
Please explain:

4. Provide an analysis of any additional cost factors that may be involved in offering this course:

Course Licensing:	License Fee						
	Per Student Fee						
Proctor/Technician:	Coalinga	hours	X	days	X	rate	= _____
	Lemoore	hours	X	days	X	rate	= _____
	Firebaugh	hours	X	days	X	rate	= _____

Video Duplication:

hours X copies X cost = _____

Computer
Hardware/Software:

Other:

Total =

Learning Resources Statement

- Catalog Change
 Five Year Review

Course Title and Number or Discipline: PolSci 4 Introduction to International Relations

Department : Social Sciences Ext. 2765

The holdings of the LRC collection in the subject area(s) related to the proposed new/revised course/discipline have been reviewed.

- The LRC has sufficient resources presently available for support of this course/discipline.
- The LRC resources are not presently adequate to support this course/discipline. Additional needed items have been identified and should be purchased.

Comments: _____

Learning Resources Statement

It is the policy of the West Hills Community College District to ensure that every course offered in the college curriculum is supported with a basic collection of materials and to ensure that the campus libraries are used by faculty and students in the teaching and learning process. Library research assignments are effective means to teach critical thinking. An essential outcome of each course in the curriculum, and fundamental to critical thinking and self-directed learning, is the skill to find information and conduct library research.

When a new course or program is being developed, the faculty responsible should work with library faculty to review collection adequacy and recency and to recommend purchase of materials which will support the course(s). Accordingly, for every new/revised course or program proposed, a library collection survey must be completed and signed by the course originator and the college librarian. Also, to maintain currency, a survey must be completed for each discipline as part of the five year curriculum review. This above summary will be attached to and filed with the course syllabus.

The purpose of the resources survey is:

- 1) To allow the course originator to become familiar with the library holdings in the subject area.
- 2) To inform the library staff of new additions to the curriculum so that supporting materials can be acquired before offering the course.
- 3) To guide the district to build an effective library budget.
- 4) To enable the instructor to integrate library assignments into new courses offered.

While survey completion is required, there are no standards for course or program support that the LRC must meet before a new course is approved or a five year program review is completed.

WEST HILLS COLLEGE LEMOORE
ADOPTED TEXTBOOK FORM

Course Name, Number & Title: Political Science 4 Introduction to International Relations

1. Recommended textbook(s):

A. Title: Perspectives on International Relations

Edition: 1st ISBN #: 1933116463

Author(s): Nau, Henry R.

Publisher: CQ Press

Required Optional

Readability level: 15 (Attach readability materials to original.)

B. Title: _____

Edition: _____ ISBN #: _____

Author(s): _____

Publisher: _____

Required Optional

Readability level: _____ (Attach readability materials to original.)

2. Supplemental text(s):

A. Title: Defining a Nation; India on the Eve of Independence 1945

Edition: 1st ISBN #: 0321355857

Author(s): Embree, Ainslie; Carnes, Mark C.

Publisher: Pearson Longman

Required Optional

Readability level: 14.3 (Attach readability materials to original.)

B. Title: _____

Edition: _____ ISBN #: _____

Author(s): _____

Publisher: _____

Required Optional

Readability level: _____ (Attach readability materials to original.)

3. Additional Textbooks:

A. Title: _____

Edition: _____ ISBN #: _____

Author(s): _____

Publisher: _____

Required Optional

Readability level: _____ (Attach readability materials to original.)

B. Title: _____

Edition: _____ ISBN #: _____

Author(s): _____

Publisher: _____

Required Optional

Readability level: _____ (Attach readability materials to original.)

Page 45

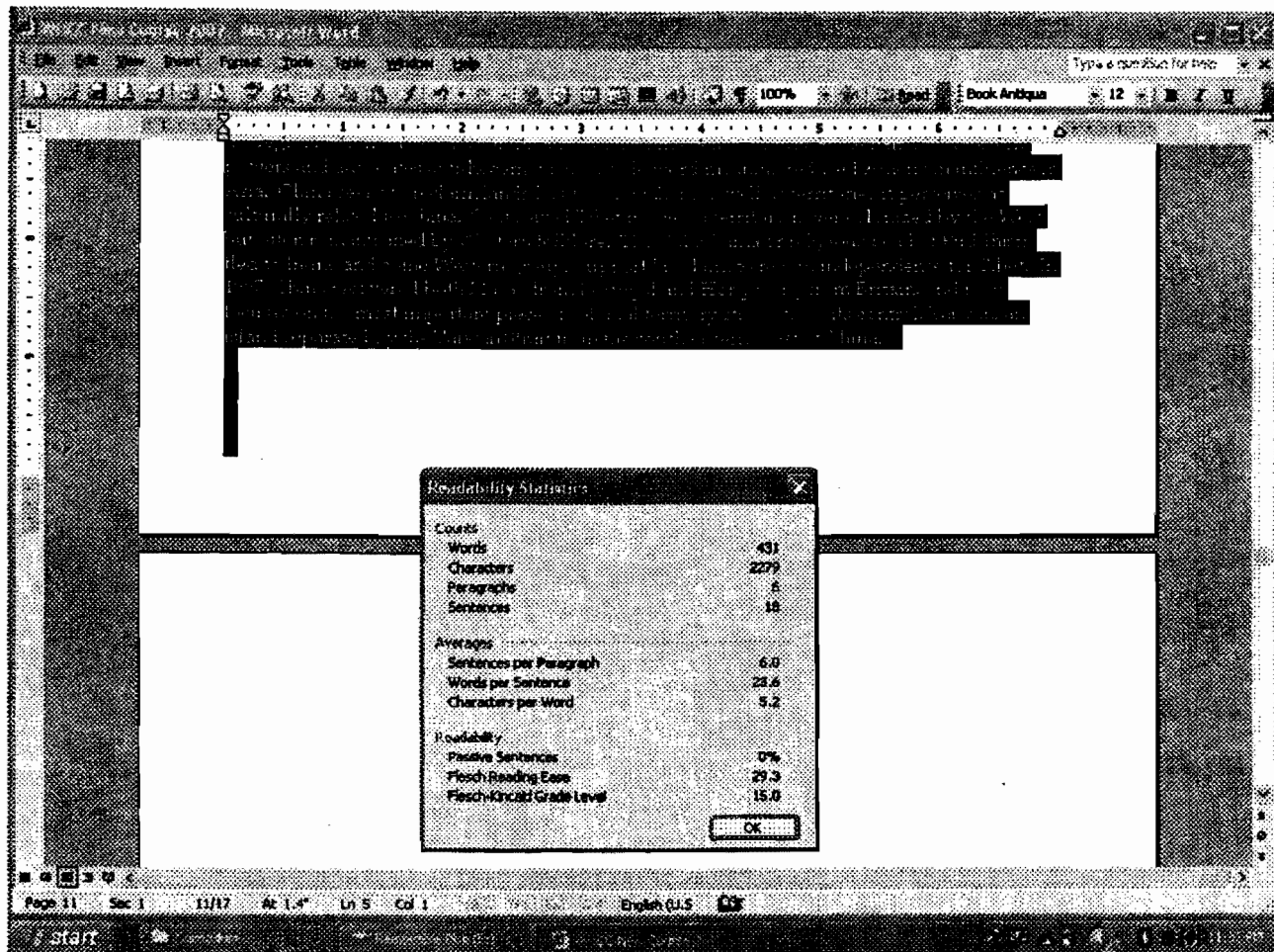
The realist perspective looks at world history through the lens of power distribution. It sees a dynamic of two major configurations of power over the past 5000 years: empire and equilibrium. These two configurations cycled back and forth, as empires consolidated dominant power and smaller powers resisted to reestablish equilibrium. From the beginning of recorded history around 3000 BCE until about 1500 CE, empires dotted the historical landscape, and in some cases lasted for hundreds of years. But after 1500 CE, Europe, and then the world as a whole, moved toward equilibrium and the decentralized system we have today of separate and more or less equal nation-states.

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To square this circle, deterrence involved many stages of escalation to resolve conflicts before they involved uses of unacceptable force. The idea was to have the capability and demonstrate the resolve to move up the ladder of escalation in an incremental and controlled fashion, eventually achieving what was called escalation dominance or compellence, that is, discouraging the adversary from going any farther up the ladder and "dominating" or "compelling" it to choose between unacceptable escalation and compromise. For instance, if Soviet armies threatened to invade Western Europe, the allies would threaten to use nuclear weapons to deter them. But that would mean nuclear war, so initially the allies would threaten to use only tactical nuclear weapons. In 1950s NATO deployed nuclear land mines as well as artillery shells in central Europe. If the Soviet Union threatened to retaliate with nuclear missiles, the United States had to be ready to retaliate against the Soviet Union with nuclear missiles.

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One of the most dangerous nationalist conflicts in Asia is between China and Taiwan with the United States caught in the middle. China has ambivalent feelings toward Western powers in the region. It remembers its colonization in the nineteenth century at the hands of Western powers and advocates anti-hegemonism, a code word meaning reduced American influence in Asia. China seeks to reclaim lands lost to colonialism as well as territories it perceives as culturally related to China. So it seized Tibet in 1949, a territory never colonized by the West but often romanticized by Western folklore. The Dalai Lama or religious head of Buddhism fled to India, and some Western groups support his claim to regain independence for Tibet. In 1997, China recovered both Macao from Portugal and Hong Kong from Britain, and now focuses on the most important piece of colonial territory still outside its control, Taiwan, an island separated by the Taiwan Strait from the southeastern coast of China.



Defining a Nation: India on the Eve of Independence, 1945

Page 11

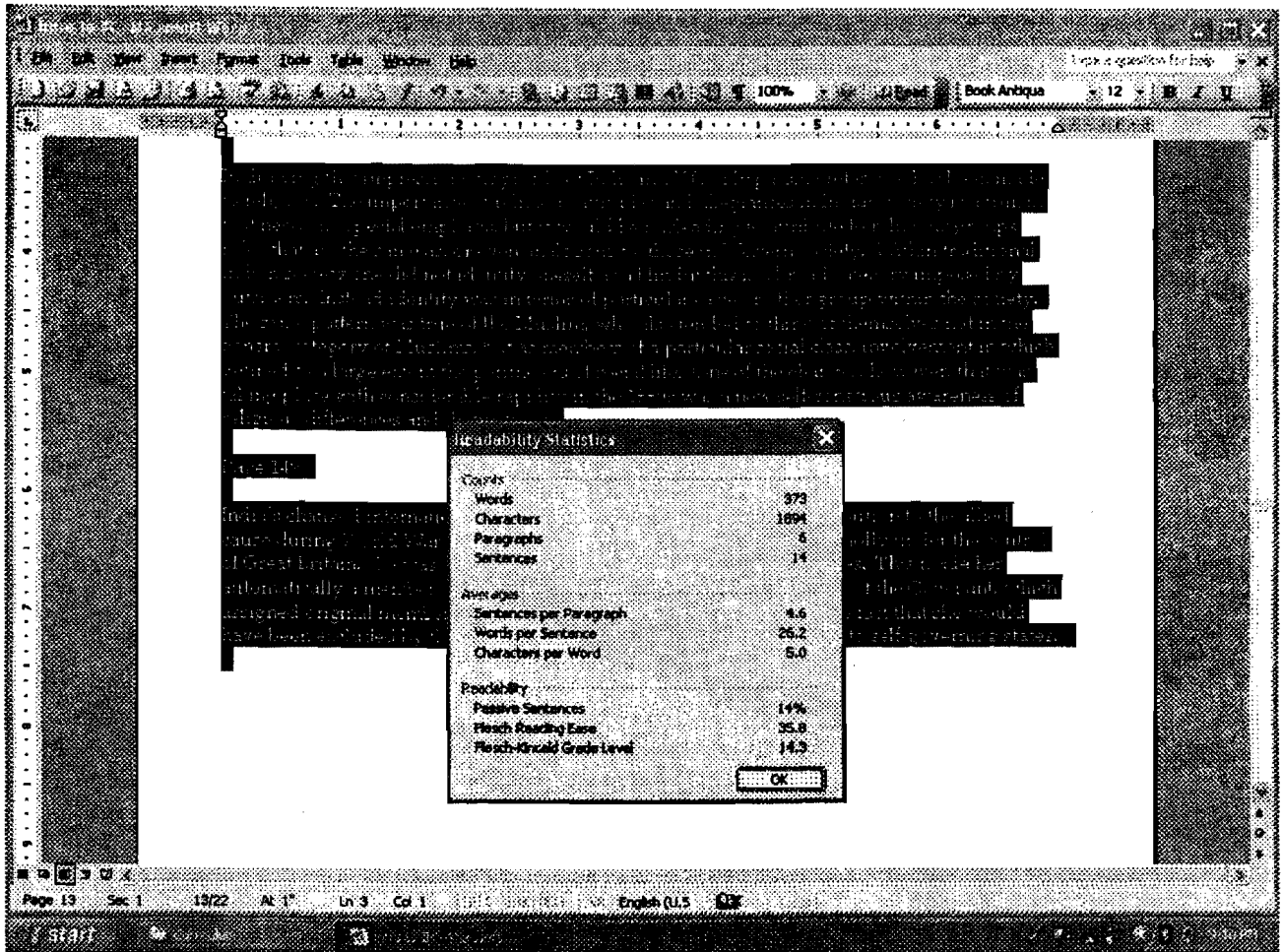
World War II is drawing to a close. Last month Nazi Germany surrendered. Japan's empire in the Pacific has collapsed, and Americans are making plans to invade Okinawa in preparation for the eventual conquest of Japan. The Soviet Union, governed by a communist hierarchy led by the formidable Josef Stalin, has filled the vacuum in Eastern Europe caused by the collapse of Nazi Germany. Many expect that communism will spread through war-ravaged Western Europe. Many, too, expect that in the wake of the inevitable withdrawal of the Japanese army, China will descend into chaos with the resumption of the civil war between the communist forces of Mao Zedong and those of nationalist leader Chiang Kai-shek.

Page 102

In drawing this impressionistic profile of India in 1880, only passing reference has been made to religion. The importance of religious attitudes and allegiances in Indian society is a truism that needs no special emphasis, but it would be misleading to attribute to religious groups roles that are the same as, or even analogous to, those in Western society. Within traditional Indian society one did not identify oneself as a Hindu; this is a broad category imposed by outsiders. Instead identity was in terms of particular caste or other group within the society. The same pattern was true of the Muslim, who also tended to think of themselves not in the general category of Muslims, but as members of a particular social class, involvement in which defined to a large extent the perimeters of social life. One of the changes, however, that was taking place with considerable rapidity in the 1880s was a new self-conscious awareness of religious differences and distinctions.

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India's changed international status was a direct outcome of her contribution to the allied cause during World War I, for even though her external affairs were wholly under the control of Great Britain, she was one of the signatories of the Treaty of Versailles. This made her automatically a member of the League of Nations under the first clause of the Covenant, which assigned original membership to the signatories of the treaty, despite the fact that she would have been excluded by the second clause, which confined membership to self-governing states.



NEW COURSE PACKET FACULTY SIGNATURES

Originating Faculty Member:

Signed: _____ Date: _____

Consulted Faculty Members:

Name	Date	Primary Campus		
		Coalinga	Lemoore	NDC
Signed: _____	_/_/___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	_/_/___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	_/_/___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	_/_/___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	_/_/___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	_/_/___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Departments with similar or overlapping course content curriculum representatives' signatures:

Consult with any other department on campus with similar or overlapping course content.

Signature, Department Curriculum Representative (Originating Department)	Date
Agreement: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Comments: _____	
Signature, Department Curriculum Representative (Consulting Department)	Date

FORM B

COURSES REQUIRING A PREREQUISITE/COREQUISITE OR ADVISORY BEYOND BASIC SKILLS

*Use this form for the content review of all courses that will have a prerequisite, corequisite or advisory of any kind beyond basic skills. Use it also to establish that no prerequisite, corequisite or advisory is needed.

CONTENT REVIEW TO ESTABLISH THAT NO PREREQUISITE/COREQUISITE OR ADVISORY IS NEEDED

Course Number: PolSci4 Course Title: Introduction to International Relations

List in Column 1 at least three specific major concepts or skills that a student will learn in the prerequisite/corequisite or advisory course(s) that are essential to the successful completion of the outcome course. In Column 2, state why the skill in Column 1 is essential to success in the outcome course.

Put each prerequisite, corequisite or advisory course on its own Form B. If you need more space, attach a second page.

Prerequisite Corequisite Advisory None

Course Title: Eng 51a	Outcome Course Title: PolSci 4
Column 1 Exit Concepts and Skills of Prerequisite/Corequisite/Advisory Course:	Column 2 Specifically How This is Necessary In the Outcome Course:
Identify the author's or theoretical point of view and supporting arguments.	The text uses theoretical frameworks in understanding International Relations. The text is a 15 grade level. The supplemental reader is a 14.3 grade level
Students will write essays of 1000 words or more. Students will have to cite these papers in the proper format.	Students will research and write two 1000 word essays with annotated bibliographies in the course

West Hills College Lemoore

Course Revision Packet

Course Name/Title: **Art 16B/ Survey of Western Art: Renaissance to the Present**


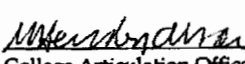
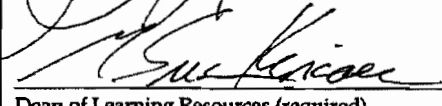

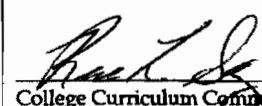
Originator: **Michael McDowell**

Date: **11/7/07**

Checklist:

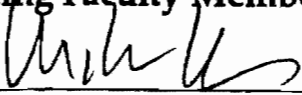
- Course Revision Proposal Form
- Course Outline
- Distance Education Statement
- Learning Resources Statement
- Adopted Textbook Form
- Prerequisite Form A
- Prerequisite Form B
- Prerequisite Form C
- Prerequisite Form D
- Prerequisite Form E
- Limitations on Enrollment Justification

Signatures:

 Curriculum Department Representative (required)	Date <u>11/7/07</u>	 College Articulation Officer (required if transferable)	Date <u>11/08/07</u>
 Dean of Learning Resources (required)	Date <u>11/9/07</u>	Director of Information Technology Services	Date _____
 Chief Instructional Officer Lemoore (required)	Date <u>11-29-07</u>	Chief Instructional Officer Coalinga	Date _____
 College Curriculum Committee	Date <u>11-7-07</u> (approved)	West Hills Community College District Board of Trustees	Date _____

COURSE REVISION PACKET FACULTY SIGNATURES

Originating Faculty Member: Michael McDowell

Signed:  Date: 11/7/07

Department Members and Consulted Faculty:

Name	Date	Primary Campus		
		Coalinga	Lemoore	NDC
Signed: _____	__/__/__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	__/__/__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	__/__/__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	__/__/__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	__/__/__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	__/__/__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Departments with similar or overlapping course content:
Curriculum representatives' signature:**

Consult with any other department on campus with similar or overlapping course content.

Signature, Department Curriculum Representative (Originating Department) Date

Agreement: Yes No

Comments: _____

Signature, Department Curriculum Representative (Consulting Department) Date

COURSE REVISION FORM

West Hills Community College District

Initiated by: Michael McDowell Date: 11/7/07

Department: Arts & Letters

Course Name and #: Art 16B Title: Survey of Western Art: Renaissance to the Present

Change(s):

- Number
 - Title
 - Prerequisite
 - Units
 - Catalog Description Update
 - Grading Option
 - Prefix
 - Deletion
 - Textbook change
 - Five Year Review
- Content has been evaluated and updated. Yes or No
- Other
- Significant Change - *Does this change affect the course content to the degree a student could retake the course?*
Yes or No

From:

To: (Write new information here for any changes checked above.)

Justification: (Reason(s) for the above changes.)

Course Outline with Guidelines

Date: 11/7/07

Department: Arts & Letters

Course Name & Number: Art 16B

Course Title: Survey of Western Art: Renaissance to the Present

Units: 3.0

Grading option (select one): Standard Grading Only Credit/No Credit Only
 Standard Grading/Credit/No Credit

Course Can be Taught Short Term Yes No

Justification to not teach short term:

Materials Fee: \$ 0

Full Semester Lec Hours: 3 /wk. Short Term Lec Hours: 54 / wks.

Full Semester Lab Hours: /wk. Short Term Lab Hours: / wks.

How many times may this course be taken for credit? 1

1. PREREQUISITE(S):

and/or

ADVISORY(S): Completion of English 51A, or equivalent, is strongly recommended.

2. CATALOG DESCRIPTION:

Art 16B is a survey of the Arts from the Proto-Renaissance in Italy through contemporary styles. This course includes a concentrated study of individual artists and their work.
(AA, CSU, UC)

3. INSTRUCTIONAL OBJECTIVES (Use measurable objectives only):

Upon completion of the course the student will be able to:

- A. explain the relationship between these periods of art.
- B. identify the chronology of the periods studied.
- C. understand the following contextual factors with regard to the development of art during each individual period: social, political, economic, religious, philosophic, and geographic.
- D. identify the basic styles of architecture, painting, sculpture, and the major crafts for each area of study.

4. COURSE CONTENT AND SCOPE (instructional topics or units):

- A. INTRODUCTION TO ART HISTORY
 1. The basis of art history
 2. The work of art
 3. The problem of representation

B. THE PROTO-RENAISSANCE IN ITALY

1. Sculpture
 - a. Pisano, Nicolo
 - b. Pisano, Giovanni
 - c. Pisano, Andrea

2. Painting
 - a. Berlinghieri, Bonaventura
 - b. Duccio
 - c. Giotto
 - d. Cimabue
 - e. Martini, Simone
 - f. Lorenzetti, Pietro
 - g. Lorenzetti, Ambrogio

C. FIFTEENTH-CENTURY ITALIAN ART

1. First half of the fifteenth century
 - a. Sculpture
 - 1) Brunelleschi
 - 2) Ghiberti
 - 3) Quercia
 - 4) Donatello

 - b. Architecture
 - 1) Brenelleschi
 - 2) Bartolommeo

 - c. Painting
 - 1) Fabriano
 - 2) Masaccio
 - 3) Uccello
 - 4) Castagno
 - 5) Pietro Della Francesca
 - 6) Fra Angelico
 - 7) Fra Fillippo Lippi

D. SIXTEENTH-CENTURY ITALIAN ART

1. The High Renaissance
 - a. Leonardo da Vinci
 - b. Bramante
 - c. Raphael
 - d. Michelangelo
 - e. Sarto
 - f. Correggio

2. Mannerism
 - a. Painting
 - 1) Pontorno
 - 2) Parmigianino
 - 3) Bronzino

- 4) Anguissola
- b. Sculpture
 - 1) Cellini
 - 2) Bologna
- c. Architecture
 - 1) Romano
- 3. Venice
 - a. Architecture
 - 1) Sansovino
 - 2) Palladio
 - b. Painting
 - 1) Bellini
 - 2) Giorgione
 - 3) Titian
 - 4) Tintoretto
 - 5) Veronese

E. THE RENAISSANCE OUTSIDE OF ITALY

- 1. Flanders
 - a. Sluter
 - b. Broederlam
 - c. The Limbourg Brothers
 - d. Campin
 - e. Jan Van Eyck
 - f. Rogier Van Der Weyden
 - g. Cristus
 - h. Bouts
 - i. Van Der Goes
 - j. Memling
 - k. Bosch
- 2. France and Germany
 - a. Fouquet
 - b. Quarton
 - c. Lochner
 - d. Witz
 - e. Stoss
 - f. Pacher
- 3. THE SIXTEENTH CENTURY
 - a. Germany
 - 1) Altdorfer
 - 2) Cranach
 - 3) Grunewald
 - 4) Wurer
 - 5) Hans Holbein the Younger

- b. Netherlands
 - 1) Metsys
 - 2) Gossaert
 - 3) Spranger
 - 4) Patiner
 - 5) Pieter Bruegel the Elder
- c. France
 - 1) Clouet
 - 2) Fiorentino
 - 3) Goujon
- d. Spain
 - 1) Machuca
 - 2) El Greco

F. BAROQUE ART

- 1. Italy
 - a. Architecture and Sculpture
 - 1) Vignola
 - 2) Maderno
 - 3) Bernini
 - 4) Borromini
 - 5) Guarini
 - b. Painting
 - 1) Carracci
 - 2) Reni
 - 3) Caravaggio
 - 4) Guercino
 - 5) Domenichino
 - 6) Gentileschi
 - 7) Rosa
- 2. Spain
 - a. Painting
 - 1) Velazquez
 - 2) de Ribera
- 3. Flanders
 - a. Painting
 - 1) Rubens
 - 2) Van Wyck
- 4. Holland
 - a. Painting
 - 1) Frans Hols
 - 2) Rembrandt
 - 3) Vermeer
 - 4) Kalf
 - 5) Van Ruisdael

5. France
 - a. Painting
 - 1) La Tour
 - 2) Le Nain
 - 3) Callot
 - 4) Poussin
 - 5) Lorrain
 - b. Architecture
 - 1) Mansart
 - 2) Le Vau
 - c. Sculpture
 - 1) Puget
 - 2) Wren
6. England
 - a. Jones
 - b. Wren

G. THE EIGHTEENTH CENTURY

1. Rococo: The French Taste
 - a. Rigaud
 - b. Watteau
 - c. Boucher
 - d. Fragonaro
 - e. Clodion
 - f. Falconet
2. Rococo and Late Baroque in Italy and Germany
 - a. Juvara
 - b. Cuvillies
 - c. Fipolo
 - d. Neuann
 - e. Asam
3. The Late Eighteenth Century: The Birth of the Modern World
 - a. Canalitto
 - b. Carriera
 - c. Sir Joshua Reynolds
 - d. Gainsborough
 - e. Copley
 - f. Houdon
4. The Enlightenment: Science Technology and Moral Education
 - a. Albinus
 - b. Joseph Wright
 - c. Chardin
 - d. Hogarth
 - e. West

f. Greuze

5. The Onset of Romanticism: "Gothic" and Neoclassical Taste

- a. Walpole
- b. Miller
- c. Stuart
- d. Adam
- e. Wood
- f. Kauffmann
- g. Jacques Louis David
- h. Thomas Jefferson

6. Romanticism

- a. Piranesi
- b. Stubbs
- c. Tuseli
- d. Blake
- e. Goya

H. THE NINETEENTH CENTURY

1. Romanticism in Architecture and Sculpture

- a. Barry
- b. Nash
- c. Rude
- d. Barye
- e. Garnier
- f. Hunt

2. Romanticism and Figure Painting

- a. Trioson
- b. Gros
- c. Gericault
- d. Ingres
- e. Delacroix
- f. Durier

3. Romantic Landscape

- a. Runge
- b. Friedrich
- c. Turner
- d. Cole

4. Realism in Painting

- a. Goya
- b. Daumier
- c. Constable
- d. Audubon

5. Beginnings of Photography

- a. Daguerre
- b. Martens

- c. Hawes
 - d. Talbot
 - e. Hill and Adamson
6. Realism in the Second Half of the Century
- a. Courbet
 - b. Corot
 - c. Millet
 - d. Bonheur
 - e. Eakins
 - f. Sargent
 - g. Liebe
 - h. Tanner
 - i. Homer
 - j. Rodin
7. Romanticism in Second Half of the Century
- a. Millais
 - b. Jones
 - c. Gerome
 - d. Chavonnes
 - e. Kasebier
 - f. Carpeaux
 - g. Gaudens
8. Impressionism
- a. Manet
 - b. Monet
 - c. Pissaro
 - d. Renoir
 - e. Degas
 - f. Cassatt
 - g. Whistler
 - h. Rosso
9. Post-Impressionism
- a. Seurat
 - b. Cezanne
 - c. Van Gogh
 - d. Gauguin
 - e. Toulouse-Latrec
10. Late Century Romanticism Visionary Art
- a. Moreau
 - b. Redon
 - c. Rousseau
 - d. Enser
 - e. Munch
 - f. Ryder

11. Architecture in the Late Nineteenth Century

- a. Labrouste
- b. Paxton
- c. Eiffel
- d. Richardson
- e. Sullivan

I. EARLY TWENTIETH CENTURY

1. Art Nouveau and Fauvism

- a. Horta
- b. Klimt
- c. Derain
- D. Matisse

2. Cubism

- a. Picasso
- b. Braque
- c. Lipchitz
- d. Davis
- e. Boccioni
- f. Gonzalez

3. Expressionism

- a. Roualt
- b. Kolenritz
- c. Kirchner
- d. Warren
- e. Lehmbruck
- f. Barlach
- g. Beckmann

4. Dada and Surrealism

- a. Duchamp
- b. Arp
- c. Schurtters
- d. May Ray
- e. de Chirico
- f. Max Ernst
- g. Dali
- h. Miro
- i. Cornell
- j. Kahlo

5. Abstract Figuration

- a. Chagall
- b. Klee
- c. Brancusi
- d. Moore

6. Abstract Formalism

- a. Kandinsky

- b. Malevich
- c. Gabo
- d. Calder

7. Architecture – Utopian Vision

- a. Wright
- b. Le Corbusier
- c. Giropius
- d. Mies Van der Rohe
- e. Buckminster Fuller

8. Power of the Visual World

- a. Stieglitz
- b. O'Keefe
- c. Weston
- d. Adams
- e. Sheeler
- f. Hopper
- g. Hine
- h. Bresson
- i. Dorothea Lange
- j. Ben Shahn
- k. Jacob Lawrence
- l. Orozco

J. THE CONTEMPORARY WORLD

1. Abstract Expressionism

- a. Pollack
- b. Kline
- c. de Kooning
- d. Diebenkorn
- e. Smith

2. Organic and Color-Field Abstraction

- a. Louise Nevelson
- b. Newman
- c. Rothko
- d. Helen Frankenthaler
- e. Gilliam

3. Formalist Abstraction

- a. Vasarely
- b. Kelley
- c. Donald Judd
- d. Eve Hesse

4. Expressionist Figuration

- a. Manzu
- b. Giacometti
- c. Bacon
- d. Abakanowicz

- e. Archuleta
 - f. Neri
 - g. Golub
 - h. Joanne Leonard
 - i. Kiefer
5. Pop Art
- a. Hamilton
 - b. Rauschenberg
 - c. Oldenburg
 - d. Warhol
 - e. Ruscha
6. Art and Technology
- a. Tinguely
 - b. Shoffer
 - c. Larry bell
 - d. David En
 - e. Margaret Benyon
 - f. Campus
 - g. Nani June Park
 - h. Jasper Johns
 - i. Allan Kaprow
 - j. Jean-Lus Godard
 - k. David Hockney
7. Postmodernism and Deconstructionism
- a. Rogers and Piano
 - b. Portman
 - c. Behnisch
 - d. Tansey
 - e. Anderson
8. Art with social and Political Concerns
- a. Vittorio de Sica
 - b. Frank
 - c. Kienholz
 - d. Walken
 - e. Bettye Saar
 - f. Judy Chicago
 - g. Barbara Kruger
 - h. Beuys
9. Earth Art
- a. Smithson
 - b. Christo
 - c. Long
 - d. Hollis
 - e. Maya Ying Lin

5. **INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):**
 - A. Lecture
 - B. Multi-visual presentations
 - C. Classroom discussions of artists and time periods.
 - D. Field trips
 - E. Guest speakers

6. **MULTIPLE METHODS OF EVALUATION (measurements of student achievement):**
 - A. Chapter tests
 - B. Slide quizzes
 - C. Written reports (Gallery)
 - D. Term paper
 - E. Visual Arts Project (Collage)
 - F. Mid-term examination
 - G. Final examination

7. **WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:**
 - A. Research paper
 - B. Chapter tests
 - C. Mid-term examination
 - D. Final examination
 - E. Gallery reports

8. **ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING
(use detail when describing student assignments and state in cognitive terms):**
 - A. Evaluation of artists' works in the past and how they relate in today's experience of the arts. This will be demonstrated on examinations and other written assignments.
 - B. When students critique artists, they must include references to social, political, economic, religious, philosophic, and geographic circumstances which influence their decisions.

9. **ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:**

Art History 16A addresses cultural pluralism by studying art movements from various cultures and time periods. Students will demonstrate this understanding by examples on exams as well as in their term papers, visual arts projects and gallery reports.

10. **REQUIRED EXTRA CLASS ASSIGNMENTS: None**

Distance Education Statement

Course Number and Title: Art 16B/Survey of Western Art: Renaissance to the Present

Initiated by: Michael McDowell

Date: 11/7/07

The department does not recommend this course be taught via distance education at this time.

Justification: The College does not currently possess an adequate digital slide collection to support online instruction. There is also a required hands-on visual art project that requires face-to-face interaction between student and instructor.

The following must be completed for the delivery of this course via distance education technology as an addition to the original course outline:

(A textbook form will need to be completed if text differs from the original course).

1. What distance education modality is being proposed for the delivery of this course?

Video Conference Hybrid (Traditional/Online) Online (100% Internet)

2. What strategies will be employed for effective contact between instructor and students to assure learning outcomes, as specified in the course outline, are met?

3. Are there any specific requirements for the delivery of this course? Yes No
Please explain:

4. Provide an analysis of any additional cost factors that may be involved in offering this course:

Course Licensing:	License Fee Per Student Fee						
Proctor/Technician:	Coalinga	hours	X	days	X	rate	= _____
	Lemoore	hours	X	days	X	rate	= _____
	Firebaugh	hours	X	days	X	rate	= _____
Video Duplication:		hours	X	copies	X	cost	= _____
Computer Hardware/Software:							
Other:							

Total =

Learning Resources Statement

- Catalog Change
 Five Year Review

Course Title and Number or Discipline: Art 16B/Survey of Western Art: Renaissance to the Present

Department : Arts & Letters Ext. 3745

The holdings of the LRC collection in the subject area(s) related to the proposed new/ revised course/ discipline have been reviewed.

- The LRC has sufficient resources presently available for support of this course/ discipline.
- The LRC resources are not presently adequate to support this course/ discipline. Additional needed items have been identified and should be purchased.

Comments: _____

Learning Resources Statement

It is the policy of the West Hills Community College District to ensure that every course offered in the college curriculum is supported with a basic collection of materials and to ensure that the campus libraries are used by faculty and students in the teaching and learning process. Library research assignments are effective means to teach critical thinking. An essential outcome of each course in the curriculum, and fundamental to critical thinking and self-directed learning, is the skill to find information and conduct library research.

When a new course or program is being developed, the faculty responsible should work with library faculty to review collection adequacy and recency and to recommend purchase of materials which will support the course(s). Accordingly, for every new/ revised course or program proposed, a library collection survey must be completed and signed by the course originator and the college librarian. Also, to maintain currency, a survey must be completed for each discipline as part of the five year curriculum review. This above summary will be attached to and filed with the course syllabus.

The purpose of the resources survey is:

- 1) To allow the course originator to become familiar with the library holdings in the subject area.
- 2) To inform the library staff of new additions to the curriculum so that supporting materials can be acquired before offering the course.
- 3) To guide the district to build an effective library budget.
- 4) To enable the instructor to integrate library assignments into new courses offered.

While survey completion is required, there are no standards for course or program support that the LRC must meet before a new course is approved or a five year program review is completed.

WEST HILLS COLLEGE LEMOORE
ADOPTED TEXTBOOK FORM

Course Name, Number & Title: Art 16B/Survey of Western Art: Renaissance to the Present

1. Recommended textbook(s):

A. Title: ART THROUGH THE AGES
Edition: 12th (2005) ISBN #: 0-15-507085-1
Author(s): Kleiner, Mamiya, Tansey
Publisher: Harcourt-Brace
Required Optional
Readability level: 16.4 (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

2. Supplemental text(s):

A. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

3. Additional Textbooks:

A. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

ART 16B READABILITY LEVEL

Text: Gardner's Art Through the Ages, Volume 2, 12th edition
Kleiner, Fred S.; Mamiya, Christin J.; Tansey, Richard G.,

Page 555

PAINTERS, PIGMENTS, AND PANELS

The generic word *paint* or *pigment* encompasses a wide range of substances artists have used over the years. Fresco aside (see "Fresco Painting," Chapter 19, page 530), during the 14th century, egg tempera was the material of choice of most painter, both in Italy and northern Europe. Tempera consists of egg combined with a wet paste of ground pigment. In his influential guidebook *Il Libro dell'Arte*, Cennino Cennini, a contemporaneous painter mentioned that artists mixed on the egg yolk with the ground pigment, but analysis of paintings from this period has revealed that some artists chose to use the whole egg. Images painter tempera have a velvety sheen to them and exhibit a lightness of artistic touch because thick application of the pigment mixture results in premature cracking and flaking.

Page 879:

POST-IMPRESSIONISM: EXPERIMENTING WITH FORM AND COLOR

By 1886, most critics and a large segment of the public accepted the Impressionist as serious artists. Just when their images of contemporary life no longer seemed crude and unfinished, however, some of these painters and a group or younger followers came to feel Impressionists were neglecting too many of the traditional elements of picture making in their attempt to capture momentary sensations of light and color on canvas. In a conversation with the influential art dealer Ambroise Vollard in about 1883, Renoir commented: "I had wrung [I]mpressionism dry, and I finally came to the conclusion that I knew neither how to paint nor how to draw. In a word, [I]mpressionism was a blind alley, as far as I was concerned."¹⁸ By the 1880s, four artists in particular were much more systematically examining the properties and the expressive qualities of line, pattern, form, and color: Vincent van Gogh, Paul Gauguin, Georges Seurat, and Paul Cezanne. Both van Gogh and Gauguin focused their artistic efforts on exploring the expressive capabilities of formal elements, while Seurat and Cezanne were more analytical in orientation. Because their art diverged so markedly from earlier Impressionism (although each of these painters initially based their work on Impressionist precepts and methods), these four artists and others sharing their views have become known as the Post-Impressionists. This classification also signifies their chronological position in nineteenth-century Western painting.

Page 1051:

The Development of Pop Art

The prevalence of abstraction and the formal experimentation in much of postwar art had alienated the public. Pop art reintroduced all of the artistic devices—signs, symbols, metaphors, allusions, illusions, and figurative imagery—traditionally used to convey meaning in art that recent avant-garde artists, in search of purity, had purged from their abstract and often reductive works. Pop artists not only embraced representation but also produced an art resolutely grounded in consumer culture, the mass media, and popular culture, thereby making it much more accessible and understandable to the average person. Indeed, the name Pop art (credited to the British art critic Lawrence Alloway, although he is unsure of the term's initial usage) is short for *popular art* and referred to the popular mass culture and familiar imagery of the contemporary urban environment. This was an art form firmly entrenched in the sensibilities and visual language of a late-twentieth-century mass audience.

Readability Statistics	
Counts	
Words	557
Characters	3028
Paragraphs	12
Sentences	18
Averages	
Sentences per Paragraph	6.0
Words per Sentence	28.5
Characters per Word	5.2
Readability	
Passive Sentences	0%
Flesch Reading Ease	28.1
Flesch-Kincaid Grade Level	16.4
<input type="button" value="OK"/>	

FORM B

COURSES REQUIRING A PREREQUISITE/COREQUISITE OR ADVISORY BEYOND BASIC SKILLS

*Use this form for the content review of all courses that will have a prerequisite, corequisite or advisory of any kind beyond basic skills. Use it also to establish that no prerequisite, corequisite or advisory is needed.

CONTENT REVIEW TO ESTABLISH THAT NO PREREQUISITE/COREQUISITE OR ADVISORY IS NEEDED

Course Number: Art 16A Course Title: Survey of Western Art: Pre-History to Proto-Renaissance

List in Column 1 at least three specific major concepts or skills that a student will learn in the prerequisite/corequisite or advisory course(s) that are essential to the successful completion of the outcome course. In Column 2, state why the skill in Column 1 is essential to success in the outcome course.

Put each prerequisite, corequisite or advisory course on its own Form B. If you need more space, attach a second page.

Prerequisite Corequisite Advisory None

Course Title: English 51A	Outcome Course Title: Art 16A
Column 1 Exit Concepts and Skills of Prerequisite/Corequisite/Advisory Course:	Column 2 Specifically How This is Necessary In the Outcome Course:
<ol style="list-style-type: none">1. Ability to read at the college level.2. Ability to write short essays.3. Ability to think critically.	<ol style="list-style-type: none">1. Ability to read at grade 16.4 level is necessary, as this is the readability level of the course textbook.2. Written assignments will be used in this course to demonstrate an understanding of course concepts.3. Critical thinking skills will be used to write comparative essays.

West Hills College Lemoore

Course Revision Packet

Course Name/Title: English 101B/Intermediate Reading

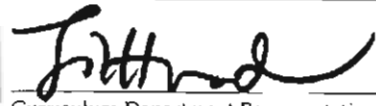
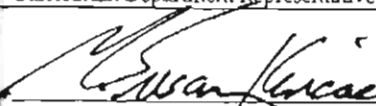
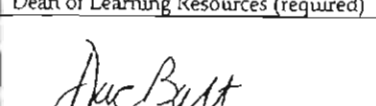
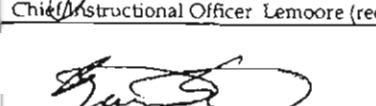
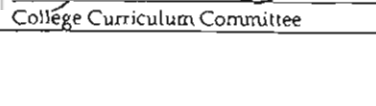


Originator: Jacqui Shehorn

Date: 2/01/07

Checklist:

- Course Revision Proposal Form
- Course Outline
- Distance Education Statement
- Learning Resources Statement
- Adopted Textbook Form
- Prerequisite Form A
- Prerequisite Form B
- Prerequisite Form C
- Prerequisite Form D
- Prerequisite Form E
- Limitations on Enrollment Justification

Signatures:

 Curriculum Department Representative (required)	Date	5/24/07	Date	
 College Articulation Officer (required if transferable)	Date		Date	
 Dean of Learning Resources (required)	Date	6/11/07	Date	
 Director of Information Technology Services	Date		Date	
 Chief Instructional Officer Lemoore (required)	Date	5-24-07	Date	
 Chief Instructional Officer Coalinga	Date		Date	
 College Curriculum Committee	Date	5-24-07	Date	
(approved)	West Hills Community College District Board of Trustees			

COURSE REVISION PACKET FACULTY SIGNATURES

Originating Faculty Member:

Signed: *Shehou* Date: ~~12/01/04~~ 5/23/07 *SS*

Department Members and Consulted Faculty:

Name	Date	Primary Campus		
		Coalinga	Lemoore	NDC
Signed: <u><i>Thomas</i></u>	<u>5/23/07</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Signed: <u><i>Garry Baker</i></u>	<u>5/23/07</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Signed: <u><i>Marty Ende</i></u>	<u>5/23/07</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Signed: _____	<u> / / </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	<u> / / </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	<u> / / </u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Departments with similar or overlapping course content:
Curriculum representatives' signature:

Consult with any other department on campus with similar or overlapping course content.

Signature, Department Curriculum Representative (Originating Department) Date

Agreement: Yes No

Comments: _____

(Consulting Department) Signature, Department Curriculum Representative Date

COURSE REVISION FORM
West Hills Community College District

Initiated by: Jacqui Shehorn

2/1/07

Department: Arts and Letters

Course Name and #: English 101B Title: Intermediate Reading

Change(s):

- Number
- Title
- Prerequisite
- Units
- Catalog Description Update
- Grading Option
- Prefix
- Deletion
- Textbook change
- Five Year Review
- Other

Content has been evaluated and updated. Yes or No

Significant Change - Does this change affect the course content to the degree a student could retake the course?

Yes or No

From:

English 101B is an advanced reading course which offers group and individual instruction in the development of college level reading and related skills. Students will continue to build reading comprehension skills such as identifying main ideas in paragraphs and longer pieces, understanding paragraph organization, and using context clues to understand new vocabulary through college level prose, including textbook material, fiction, and expository essays. Students will also work through self-paced software to improve reading and related skills.

2 lecture/3 lab units

To: (Write new information here for any changes checked above.)

English 101B is an intermediate reading course which offers group and individual instruction in the development of college level reading and related skills. Students will continue to build reading comprehension skills such as identifying main ideas in paragraphs and longer pieces, understanding paragraph organization, and using context clues to understand new vocabulary through college level prose, including textbook material, fiction, and expository essays. Students are required to take a Non Credit Reading Lab (NC 101) to support this course.

3 lecture units

Justification: (Reason(s) for the above changes.) Changing the units of our Basic Skills classes from 2 lecture/3 lab to 3 lecture will align these courses with our other English classes. The lab portion is going to be a separate class. Faculty practice dictates a move from the lecture/lab combination class to the more traditional lecture format.

Course Outline with Guidelines

Date: 2/1/07

Department: Arts and Letters

Course Name & Number: English 101B

Course Title: Intermediate Reading

Units: 3

Grading option (select one): Standard Grading Only Credit/No Credit Only
 Standard Grading/Credit/No Credit

Course Can be Taught Short Term Yes No

Justification to not teach short term:

Materials Fee: \$ _____

Full Semester Lec Hours: _____ /wk. Short Term Lec Hours: _____ / _____ wks.

Full Semester Lab Hours: _____ /wk. Short Term Lab Hours: _____ / _____ wks.

How many times may this course be taken for credit? 2

1. PREREQUISITE(S): Placement determined by assessment tests, or successful completion of English 101A or the equivalent.

COREQUISITE(S): Required co enrollment in NC 101 Reading Lab.

and/or

ADVISORY(S):

2. CATALOG DESCRIPTION: English 101B is an intermediate reading course which offers group and individual instruction in the development of college level reading and related skills. Students will continue to build reading comprehension skills such as identifying main ideas in paragraphs and longer pieces, understanding paragraph organization, and using context clues to understand new vocabulary through college level prose, including textbook material, fiction, and expository essays. Students will also work through self-paced software to improve reading and related skills. Students are required to take a Non Credit Reading Lab (NC 101) to support this course.

3. INSTRUCTIONAL OBJECTIVES (Use measurable objectives only):

Upon completion of the course the student will be able to:

- A. determine main ideas in longer pieces;
- B. identify supporting details in longer pieces and determine their importance;
- C. summarize longer pieces;
- D. write coherent paragraphs and longer pieces that adequately develop topic sentences;
- E. apply skills to reading of novel(s) of an appropriate reading level;
- F. understand and use appropriate college-level vocabulary;
- G. recognize and evaluate bias and tone in college-level resources.

4. COURSE CONTENT AND SCOPE (instructional topics or units):

I. Reading Skills

- A. Determining main ideas and recognizing their relationships to thesis statements and topic sentences.

- B. Identifying supporting details and their purposes
- C. Identifying transitions
- D. Understanding inferences and drawing logical conclusions from reading materials
- E. Differentiating between fact and opinion
- F. Reading for retention of significant details
- G. Recognizing and evaluating bias and tone

II. Writing Skills in Relationship to Reading

- A. Summarizing
- B. Reflections and/or journals about reading assignments
- C. Timed responses to readings

5. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):

- A. Readings
- B. Collaborative learning
- C. Lecture
- D. Discussion
- E. Vocabulary activities and fluency building

6. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):

- A. Objective exams
- B. Written exams
- C. Vocabulary quizzes
- D. Quizzes on reading assignments
- E. Writing activities, including summaries

7. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:

Students will be asked to summarize essays or other longer pieces.

8. ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

(use detail when describing student assignments and state in cognitive terms):

In discussing or writing in response to assigned reading students are asked to express personal opinions as well as to grasp inference. Students are asked to think critically about what they read and make connections between readings and their own lives or the lives of others.

9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:

Many of the assignments serve specifically to develop greater sensitivity to and understanding of cultural diversity. Many of the optional novels explore diverse cultures, and instructors should work with students to thoroughly understand the cultural setting of the novel.

10. REQUIRED EXTRA CLASS ASSIGNMENTS:

Students may be asked to do oral presentations and group projects.

11. STUDENT LEARNING OUTCOMES

Given an assigned reading, student will create a summary and response essay with well-developed and coherent paragraphs which identifies the main idea and important supporting details of that reading.

Distance Education Statement

Course Number and Title: **English 101B/Intermediate Reading**

Initiated by: Jacqui Shehorn

Date: 2/1/07

The department does not recommend this course be taught via distance education at this time.

Justification:

The following must be completed for the delivery of this course via distance education technology as an addition to the original course outline:

(A textbook form will need to be completed if text differs from the original course).

1. What distance education modality is being proposed for the delivery of this course?

Video Conference Hybrid (Traditional/Online) Online (100% Internet)

2. What strategies will be employed for effective contact between instructor and students to assure learning outcomes, as specified in the course outline, are met?

Best practices for entry-level English courses dictate extensive contact with the instructor. This course is designed around group work and discussion, as well as in-class practice of new skills. Basic Skills students are at-risk students and require more traditional class experiences than video conference or online instruction can provide.

3. Are there any specific requirements for the delivery of this course? Yes No
Please explain:

4. Provide an analysis of any additional cost factors that may be involved in offering this course:

Course Licensing:	License Fee						
	Per Student Fee						
Proctor/Technician:	Coalinga	hours	X	days	X	rate	= _____
	Lemoore	hours	X	days	X	rate	= _____
	Firebaugh	hours	X	days	X	rate	= _____
Video Duplication:		hours	X	copies	X	cost	= _____

Computer Hardware/Software:

Other:
Course Title
5/23/2007

Total =

Learning Resources Statement

- Catalog Change
- Five Year Review

Course Title and Number or Discipline: English 101B/Intermediate Reading

Department : Arts and Letters Ext. 3653

The holdings of the LRC collection in the subject area(s) related to the proposed new/ revised course/ discipline have been reviewed.

- The LRC has sufficient resources presently available for support of this course/discipline.
- The LRC resources are not presently adequate to support this course/discipline. Additional needed items have been identified and should be purchased.

Comments: When possible, copies of textbooks should be purchased for student use.

Learning Resources Statement

It is the policy of the West Hills Community College District to ensure that every course offered in the college curriculum is supported with a basic collection of materials and to ensure that the campus libraries are used by faculty and students in the teaching and learning process. Library research assignments are effective means to teach critical thinking. An essential outcome of each course in the curriculum, and fundamental to critical thinking and self-directed learning, is the skill to find information and conduct library research.

When a new course or program is being developed, the faculty responsible should work with library faculty to review collection adequacy and recency and to recommend purchase of materials which will support the course(s). Accordingly, for every new/ revised course or program proposed, a library collection survey must be completed and signed by the course originator and the college librarian. Also, to maintain currency, a survey must be completed for each discipline as part of the five year curriculum review. This above summary will be attached to and filed with the course syllabus.

The purpose of the resources survey is:

- 1) To allow the course originator to become familiar with the library holdings in the subject area.
- 2) To inform the library staff of new additions to the curriculum so that supporting materials can be acquired before offering the course.
- 3) To guide the district to build an effective library budget.
- 4) To enable the instructor to integrate library assignments into new courses offered.

While survey completion is required, there are no standards for course or program support that the LRC must meet before a new course is approved or a five year program review is completed.

WEST HILLS COLLEGE LEMOORE
ADOPTED TEXTBOOK FORM

Course Name, Number & Title: English 101B/Intermediate Reading

1. Recommended textbook(s):

A. Title: Ten Steps to Improving College Reading Skills
Edition: Third ISBN #: 0
Author(s): John Langan
Publisher: Townsend Press
Required Optional
Readability level: 11.1 (Attach readability materials to original.)

B. Title: Reading and All That Jazz
Edition: Second ISBN #: 0-07-2419149-3
Author(s): Mather and McCarthy
Publisher: McGraw-Hill Higher Education
Required Optional
Readability level: 11.0 (Attach readability materials to original.)

2. Supplemental text(s):

A. Title: Novel of instructor's choice
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

3. Additional Textbooks:

A. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

FORM B

COURSES REQUIRING A PREREQUISITE/COREQUISITE OR ADVISORY BEYOND BASIC SKILLS

*Use this form for the content review of all courses that will have a prerequisite, corequisite or advisory of any kind beyond basic skills. Use it also to establish that no prerequisite, corequisite or advisory is needed.

CONTENT REVIEW TO ESTABLISH THAT NO PREREQUISITE/COREQUISITE OR ADVISORY IS NEEDED

Course Number: English 101B Course Title: Intermediate Reading

List in Column 1 at least three specific major concepts or skills that a student will learn in the prerequisite/corequisite or advisory course(s) that are essential to the successful completion of the outcome course. In Column 2, state why the skill in Column 1 is essential to success in the outcome course.

Put each prerequisite, corequisite or advisory course on its own Form B. If you need more space, attach a second page.

Prerequisite Corequisite Advisory None

Course Title: 101A	Outcome Course Title: 101B
Column 1 Exit Concepts and Skills of Prerequisite/Corequisite/Advisory Course:	Column 2 Specifically How This is Necessary In the Outcome Course:
<ul style="list-style-type: none"> A. determine main ideas in short pieces B. identify supporting details in short pieces C. summarize short pieces D. write coherent paragraphs that adequately develop topic sentences E. apply skills to reading of short novel(s) of an appropriate reading level F. understand and use appropriate pre-college level vocabulary <p>Corequisite</p> <ul style="list-style-type: none"> 1. use the dictionary effectively. 2. display the ability to understand and use synonyms and antonyms. 3. understand and use appropriate pre-college level vocabulary. 	<ul style="list-style-type: none"> A. determine main ideas in longer pieces B. identify supporting details in longer pieces and determine their importance C. summarize longer pieces D. write coherent paragraphs and longer pieces that adequately develop topic sentences E. apply skills to reading of novel(s) of an appropriate reading level F. understand and use appropriate college level vocabulary <p>Corequisite</p> <ul style="list-style-type: none"> 1. Software develops dictionary skills 2. Software supports understanding of synonyms and antonyms 3. Software develops understanding of pre-college level vocabulary

West Hills College Lemoore

New Course Packet

Course Name/Title: **Math 3A / Linear Algebra I**

Originator: **Frieda Ganter**

Date: **3/5/08**

Checklist:

- New Course Proposal Form
- Course Outline
- Distance Education Statement
- Learning Resources Statement
- Adopted Textbook Form
- Prerequisite Form A
- Prerequisite Form B
- Prerequisite Form C
- Prerequisite Form D
- Prerequisite Form E
- Limitations on Enrollment Justification

Signatures:

<p><u>Rebecca Neves</u> Date <u>3/5/08</u> Curriculum Department Representative (required)</p>	<p><u>Maria Elena</u> Date <u>9/7/08</u> College Articulation Officer (required if transferable)</p>
<p><u>Elsa Whiteaker</u> Date <u>5/27/08</u> Dean of Learning Resources (required)</p>	<p>_____ Director of Information Technology Services</p>
<p><u>Joe Bull</u> Date <u>5-31-08</u> Chief Instructional Officer Lemoore (required)</p>	<p>_____ Chief Instructional Officer Coalinga</p>
<p><u>[Signature]</u> Date <u>3/20/08</u> College Curriculum Committee (approved)</p>	<p>_____ West Hills Community College District Board of Trustees</p>

NEW COURSE PROPOSAL FACULTY SIGNATURES

Originating Faculty Member:

Signed: _____ Date: _____

Consulted Faculty Members:

Name	Date	Primary Campus		
		Coalinga	Lemoore	NDC
Signed: _____	__/__/__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	__/__/__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	__/__/__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	__/__/__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	__/__/__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed: _____	__/__/__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Departments with similar or overlapping course content curriculum representatives' signatures:

Consult with any other department on campus with similar or overlapping course content.

Signature, Department Curriculum Representative (Originating Department)	Date
Agreement: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Comments: _____	

Signature, Department Curriculum Representative (Consulting Department)	Date

NEW COURSE PROPOSAL

West Hills Community College District

Initiated by: Frieda Ganter Dept: Math & Science Date: 3/5/08

TO BE COMPLETED BY INITIATING FACULTY MEMBER

EXACT CATALOG LISTING:

Course Name (prefix) & Number: Math 3A

Title: Linear Algebra I

Units: 4 Course Can Be Taught Short Term Yes No
Full Semester: Lecture Hrs. 4/wk. Short Term: Lecture Hrs. 8/9 wks.
Full Semester: Laboratory Hrs. 0/wk. Short Term: Laboratory Hrs. / wks.

Transferability (attach evidence):

CSU: UC: Private:

1. Attach a Course Outline to this form.
2. Yes No Is the course part of a new major? If so, please explain.
3. Yes No Is the course intended for transfer? (Check all that apply.)
(See the Articulation Officer.)
Elective General Education Major Requirement
(Submit requests for General Education separately.)
4. Yes No Is the course part of the Associate Degree?
Elective General Education Major Requirement
5. Yes No Is the course part of a Certificate Program? If so, state the certificate:
6. Yes No Is the course vocational?
Yes No If so, has an Advisory Committee been involved? If so, state the name(s) of the Advisory Committee(s) and the date of the last meeting. (Attach minutes)

7. Room Space Requirements: (Consider # of stations, safety regulations prescribed by law, etc.)

30

8. Staffing Implications: (As a result, what other course may not be offered?)

none

9. Equipment Requirements:

none

10. Learning Resources: (Will this course require special collections or additions to current holdings?) No

11. Estimated Costs: Start Up: Staffing: \$ 0 Supplies: \$ 0 Equipment: \$ 0
On-Going: Staffing: \$ 0 Supplies: \$ 0 Equipment: \$ 0

12. Material Fees: \$ 0 (explain in detail)

13. Yes No Is special funding available?
14. Yes No Evidence of meeting needs of District ethnic demographics? (See Associate Dean of Vocational Education)
15. Yes No Are there special safety regulations. (See Safety Officer)
16. Yes No Requires additional Information Technology Services resources. (See ITS Director)

Course Outline with Guidelines

Date: 3/5/08

Department: Mathematics

Course Name & Number: Math 3A

Course Title: Linear Algebra I

Units: 4

Grading option (select one): Standard Grading Credit/No Credit
 Standard Grading/Credit/No Credit

Materials Fee: \$ 0

Full Semester Lec Hours: 72 Short Term Lec Hours: 72 / 9 wks.

Full Semester Lab Hours: _____ Short Term Lab Hours: _____ / _____ wks.

(How many times may this course be taken for credit?) 1

1. CO/PREREQUISITE(S): Math 1B (can be taken concurrently) and/or

ADVISORY(S):

2. CATALOG DESCRIPTION: Math 3A is an introduction to the techniques and theory needed to solve systems of linear equations. Solution techniques cover row reduction, Gaussian elimination, and matrix algebra. Vector space theory includes linear transformations, determinants, eigenvalues and eigenvectors, inner-products, and orthogonality. Students will also study selected applications of linear algebra.

3. INSTRUCTIONAL OBJECTIVES (Use measurable outcomes only):

Upon completion of the course the student will be able to:

- solve systems of linear equations by Gaussian elimination.
- determine whether a linear system is consistent or inconsistent and characterize solutions of the former as unique or infinitely many.
- compute the transpose, determinant and inverse of a matrix.
- define a vector space; find a spanning set and basis.
- construct orthogonal and orthonormal bases using the Gram-Schmidt process.
- find the rank and nullity of a linear transformation and construct a basis for the kernel & image.
- compute the characteristic polynomial, eigenvalues, eigenvectors, and eigenspaces for a linear transformation.
- prove basic results in linear algebra using standard proof-writing conventions.

4. COURSE CONTENT AND SCOPE (Instructional topics or units):

- Systems of linear equations: terminology, notation, Gaussian elimination.
- Matrix algebra.
- Determinants.
- Vector spaces and linear transformations.
- Eigen values and Eigenvectors.
- Inner Product Spaces: orthogonality, Gram-Schmidt, least-squares.

G. Symmetric matrices and quadratic forms.

5. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):
 - A. Instructor presentation of definitions, theory and problem solving techniques
 - B. Discussion of new concepts to elicit, clarify and resolve common misunderstandings
 - C. Collaborative learning
 - D. Student presentation and discussion of solutions to problems completed by students either individually or cooperatively

6. MULTIPLE METHODS TO EVALUATE ACHIEVEMENT OF STUDENT LEARNING OUTCOME (measurements of student achievement):
 - A. Homework
 - B. Chapter tests
 - C. Short quizzes
 - D. Individual or group projects (optional)
 - E. Comprehensive final exam (15-30% of total grade)

7. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:

Students are required to answer questions and show solutions to problems on quizzes and tests in a clear and logical manner for full credit. In grading each of the above, annotations are made which critique spelling, grammar, punctuation, diction, mathematical notation, and logic.

8. ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING
(Use detail when describing student assignments and state in cognitive terms):

On homework, tests, quizzes and projects, students must:

 - A. determine an appropriate problem solving strategy for problems
 - B. analyze and reproduce mathematical proofs
 - C. communicate solutions clearly and logically in oral or written form

9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:

The concepts and problems presented in the textbook are a collection of contributions from many cultures throughout the centuries. They are written in mathematical notation accepted by most mathematical communities throughout the world. The instructor may assign a paper in which the student is required to research and write about a topic of mathematical or historical significance including, but not limited to, the significant mathematical contributions of other cultures and/or underrepresented groups.

10. REQUIRED EXTRA CLASS ASSIGNMENTS:

None

Distance Education Statement

Course Number and Title: Math 3A Linear Algebra I

Initiated by: Frieda Ganter

Date: 3/5/08

The department does not recommend this course be taught via distance education at this time.

Justification: This is a new class with difficult material. It should be taught face to face until evidence can be obtained that it is possible to do otherwise.

The following must be completed for the delivery of this course via distance education technology as an addition to the original course outline:

(A textbook form will need to be completed if text differs from the original course).

1. What distance education modality is being proposed for the delivery of this course?

Video Conference Hybrid (Traditional/Online) Online (100% Internet)

2. What strategies will be employed for effective contact between instructor and students to assure learning outcomes as specified in the courser outline are met?
Students will be able to attend virtual office hours.

3. Are there any specific requirements for the delivery of this course?
Please explain:
No

4. Provide an analysis of any additional cost factors that may be involved in offering this course:

Course Licensing:	License Fee Per Student Fee						
Proctor/Technician:	Coalinga	hours	X	days	X	rate	= _____
	Lemoore	hours	X	days	X	rate	= _____
	Firebaugh	hours	X	days	X	rate	= _____
Video Duplication:		hours	X	copies	X	cost	= _____
Computer Hardware/Software:							
Other:							

Total =

Learning Resources Statement

- New Course
 Five Year Review

Course Title and Number or Discipline: Math 3A Linear Algebra I

Department : Math & Science Ext. 3617

The holdings of the LRC collection in the subject area(s) related to the proposed new/revised course/discipline have been reviewed.

- The LRC has sufficient resources presently available for support of this course/discipline.
- The LRC resources are not presently adequate to support this course/discipline. Additional needed items have been identified and should be purchased.

Comments: _____

Learning Resources Statement

It is the policy of the West Hills Community College District to ensure that every course offered in the college curriculum is supported with a basic collection of materials and to ensure that the campus libraries are used by faculty and students in the teaching and learning process. Library research assignments are effective means to teach critical thinking. An essential outcome of each course in the curriculum, and fundamental to critical thinking and self-directed learning, is the skill to find information and conduct library research.

When a new course or program is being developed, the faculty responsible should work with library faculty to review collection adequacy and recency and to recommend purchase of materials which will support the course(s). Accordingly, for every new/revised course or program proposed, a library collection survey must be completed and signed by the course originator and the college librarian. Also, to maintain currency, a survey must be completed for each discipline as part of the five year curriculum review. This above summary will be attached to and filed with the course syllabus.

The purpose of the resources survey is:

- 1) To allow the course originator to become familiar with the library holdings in the subject area.
- 2) To inform the library staff of new additions to the curriculum so that supporting materials can be acquired before offering the course.
- 3) To guide the district to build an effective library budget.
- 4) To enable the instructor to integrate library assignments into new courses offered.

While survey completion is required, there are no standards for course or program support that the LRC must meet before a new course is approved or a five year program review is completed.

WEST HILLS COLLEGE LEMOORE
ADOPTED TEXTBOOK FORM

Course Name, Number & Title: Math 3A Linear Algebra I

1. Recommended textbook(s):

A. Title: Linear Algebra and Its Applications
Edition: 3rd ISBN #: 0321287134
Author(s): Lay
Publisher: Addison Wesley, 2006
Required Optional
Readability level: 14.7 (Attach readability materials to original.)

B. Title: Elementary Linear Algebra
Edition: 9th ISBN #: 978-0-471-66959-3
Author(s): Anton, Rorres
Publisher: Wiley, 2005
Required Optional
Readability level: 13.2 (Attach readability materials to original.)

2. Supplemental text(s):

A. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

3. Additional Textbooks:

A. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

Readability Stats:

Elementary Linear Algebra 9th ed, by Anton

Pg 115

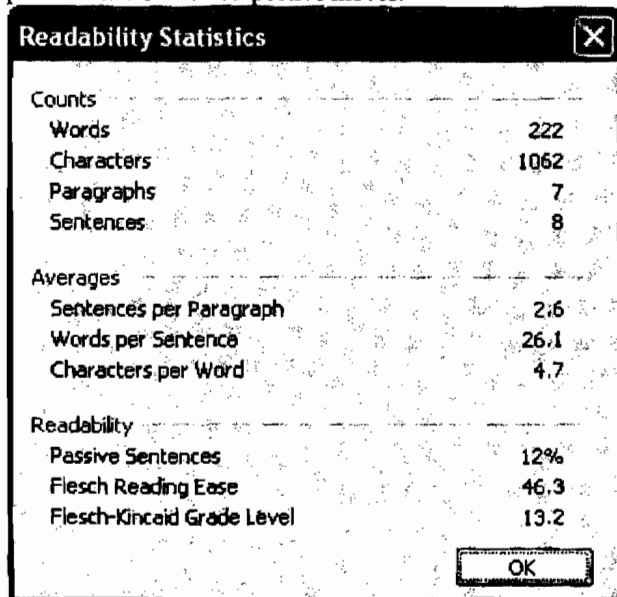
Of course, this definition of $\det(A)$ agrees with the definition in section 2.1, although we will not prove this. These expressions suggest that the mnemonic devices given in figure 2.4.2. The formula in part (a) of Example 7 is obtained from figure 2.4.2a by multiplying the entries on the rightward arrow and subtracting the product of the entries on the leftward arrow.

Pg 321

Observe that the right side of the equality in part (a) is the norm of the coordinate vector $(u)_s$ with respect to the Euclidean inner product on \mathbb{R}^n , and the right side of the equality in part (c) is the Euclidean inner product of $(u)_s$ and $(v)_s$. Thus, by working with orthonormal bases, we can reduce the computation of general norms and inner products to the computation of Euclidean norms and inner products of the coordinate vectors.

Pg 632

So far we have been discussing the situation in which each player has a predetermined strategy. We will now consider the more difficult situation in which both players may change their strategy independently. For example, in the game described in the introduction, we would allow both players to alter the areas of the sectors of their wheels and thereby control the probabilities of their respective moves.



Readability Statistics	
Counts	
Words	222
Characters	1062
Paragraphs	7
Sentences	8
Averages	
Sentences per Paragraph	2.6
Words per Sentence	26.1
Characters per Word	4.7
Readability	
Passive Sentences	12%
Flesch Reading Ease	46.3
Flesch-Kincaid Grade Level	13.2
OK	

Linear Algebra and Its Applications 3rd ed, by Lay

Pg 131

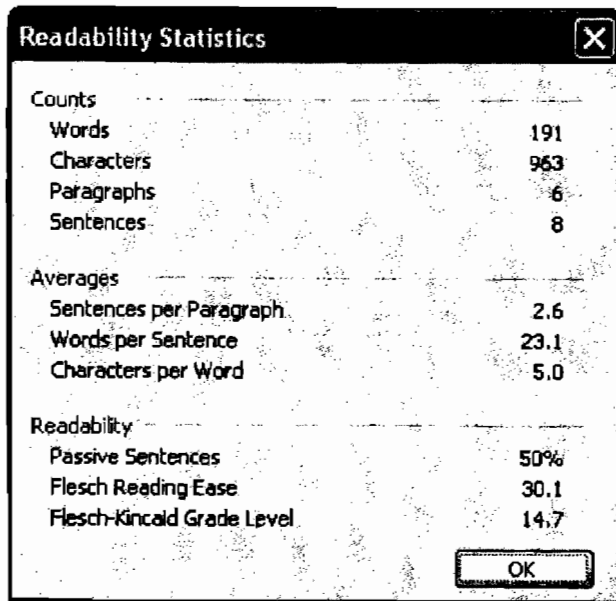
In practical work, you might occasionally encounter a “nearly singular” or ill-conditioned matrix – an invertible matrix that can become singular if some of its entries are changed ever so slightly. In this case, row reduction may produce fewer than n pivots, as a result of roundoff error. Also, roundoff error can sometimes make a singular matrix appear to be invertible.

Pg 185

A determinant is a number that is assigned to a square array of numbers in a certain way. This idea was considered as early as 1683 by the Japanese mathematician Seki Takakazu and independently in 1693 by the German mathematician Gottfried Leibniz, about 160 years before a separate theory of matrices developed. For many years, determinants appeared mainly in the discussions of systems of linear equations.

Pg 447

Around the world in a little more than 80 minutes, the two Landsat satellites streak silently across the sky in near polar orbits, recording images of terrain and coastline, in swaths of 185 kilometers wide. Every 16 days, each satellite passes over almost every square kilometer of the earth’s surface, so any location can be monitored every 8 days.



A screenshot of a 'Readability Statistics' dialog box. The dialog box has a title bar with a close button (X) on the right. It contains three sections: 'Counts', 'Averages', and 'Readability'. Each section lists a metric and its corresponding value. At the bottom right, there is an 'OK' button.

Counts	
Words	191
Characters	963
Paragraphs	6
Sentences	8
Averages	
Sentences per Paragraph	2.6
Words per Sentence	23.1
Characters per Word	5.0
Readability	
Passive Sentences	50%
Flesch Reading Ease	30.1
Flesch-Kincaid Grade Level	14.7

FORM B

COURSES REQUIRING A PREREQUISITE/COREQUISITE OR ADVISORY BEYOND BASIC SKILLS

*Use this form for the content review of all courses that will have a prerequisite, corequisite or advisory of any kind beyond basic skills. Use it also to establish that no prerequisite, corequisite or advisory is needed.

CONTENT REVIEW TO ESTABLISH THAT NO PREREQUISITE/COREQUISITE OR ADVISORY IS NEEDED

Course Number: **Math 3A** Course Title: **Linear Algebra I**

List in Column 1 at least three specific major concepts or skills that a student will learn in the prerequisite/corequisite or advisory course(s) that are essential to the successful completion of the outcome course. In Column 2, state why the skill in Column 1 is essential to success in the outcome course.

Put each prerequisite, corequisite or advisory course on its own Form B. If you need more space, attach a second page.

Prerequisite Corequisite Advisory None

Course Title: Calculus with Applications	Outcome Course Title: Linear Algebra I
Column 1 Exit Concepts and Skills of Prerequisite/Corequisite/Advisory Course:	Column 2 Specifically How This is Necessary In the Outcome Course:
Compute definite integrals	Definition of the inner product space $C[a,b]$
Solve a single differential equation	Find a solution set to a system of differential equations
Work with polar coordinates	Determine the matrix of a rotation

FORM C

COREQUISITE/PREREQUISITE APPROVAL FORM

*Use this form for any course that will have a prerequisite or corequisite (not for advisories) required by an external agency.

- Except for those courses within a departmental sequence, every prerequisite or corequisite requires content review plus justification of at least one of the five categories listed below.
- Every communication or computation, recency, or other measure of readiness prerequisite/corequisite requires research and statistical justification.
- Category Four is required for all course or skill requisites of communication, computation, recency and other measure of readiness.

Outcome Course Number: Math 3A Course Title: Linear Algebra I

Corequisite/Prerequisite Course Number: Math 1B Course Title: Calculus with Applications

Check the following that apply. Documentation must be attached.

- 1. The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers.
- 2. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Attach Form E.
- 3. The prerequisite is required in order for the course to be accepted for transfer to the University of California or California State University systems.
Justification: Indicate how this is so.
- 4. Significant statistical evidence indicates that the absence of the prerequisite course or skill is related to unsatisfactory performance in the outcome course.
Justification: See Form D.
- 5. Three California State University/University of California campuses require an equivalent prerequisite or corequisite for a course equivalent to the outcome course. List below.
Attach photocopies of the UC and/or CSU course descriptions from the respective catalogs.

UC/CSU CAMPUS	COURSE DEPT./NO.	CO-/PREREQUISITE
CSU Northridge	Math 262	Math 150B
UC Merced	Math 24	Math 22
CSU Chico	Math 335	Math 121

See "Math 3A Prerequisites" attachment

LIT 195: Upper Division Undergraduate Research [1-5]

Supervised research. *Permission of instructor required.*

LIT 198: Upper Division Directed Group Study [1-5]

Permission of instructor required. P/NP grading only.

LIT 199: Upper Division Individual Study [1-5]

Permission of instructor required. P/NP grading only.

MANAGEMENT**Lower Division Courses****MGMT 2: Case Study Seminar on Business and Management [1]**

This seminar course surveys the field of business management. Invited speakers from local companies and public organizations will cover the business environment, human relations, technology in business, ethical behavior, global and economic forces, organization, quality, products and services, functional management, and current issues and developments. *Prerequisite: ECON 1.*

MGMT 25: Introduction to Finance and Accounting I [3]

A broad introduction to finance and accounting. Students will be equipped to draw up and interpret accounts and introduced to some key ideas of finance and auditing. The student will learn fundamental accounting concepts and how to apply them; record accounting entries, prepare accounts for different business entities and understand the differences between them and basic principles of auditing.

Prerequisite: ECON 1.

MGMT 26: Introduction to Finance and Accounting II [3]

Continuation of MGMT 25. The course also covers the basic principles of capital project evaluation, working capital management and taxation. Students must enroll in this course in the semester following the one during which MGMT 25 is taken. *Prerequisite: MGMT 25.*

MGMT 90X: Freshman Seminar [1]

Examination of a topic in management.

MGMT 95: Lower Division Undergraduate Research [1-5]

Supervised research. *Permission of instructor required.*

MGMT 98: Lower Division Directed Group Study [1-5]

Permission of instructor required. P/NP grading only.

MGMT 99: Lower Division Individual Study [1-5]

Permission of instructor required. P/NP grading only.

MATHEMATICS**Lower Division Courses****MATH 5: Preparatory Calculus [3]**

Preparation for calculus. Elementary functions, trigonometry, polynomials, rational functions, systems of equations and analytical geometry. This course is intended as preparation for MATH 21 (Calculus of a Single Variable I). Students are either self-selected into the course or are placed based on placement exam score.

MATH 15: Quantitative Literacy and Reasoning [4]

Probability and statistics, data analysis and display, mathematical reasoning to solve problems in social and physical science.

MATH 21: Calculus of a Single Variable I [4]

An introduction to differential and integral calculus of functions of one variable. Elementary functions such as the exponential and natural logarithm, rates of change and the derivative with applications to social and physical science. *Prerequisite: Pass calculus placement examination.*

MATH 22: Calculus of a Single Variable II [4]

A continuation of MATH 21. Analytical and numerical techniques of integration with applications, infinite sequences and series, first-order ordinary differential equations. *Prerequisite: MATH 21 or ICP 1 (or equivalent).*

MATH 23: Multi-Variable Calculus [4]

Calculus of several variables. Parametric equations and polar coordinates, algebra and geometry of vectors and matrices, partial derivatives, multiple integrals and introduction to the theorems of Green, Gauss, and Stokes. *Prerequisite: MATH 22.*

MATH 24: Introduction to Linear Algebra and Differential Equations [4]

Introduces ordinary differential equations, systems of linear equations, matrices, determinants, vector spaces, linear transformations and linear systems of differential equations. *Prerequisites: MATH 22. Replaces MATH 25.*

MATH 30: Mathematical Biology [4]

A version of Math 022 for students majoring in the life sciences. Analytical and numerical techniques of integration, first-order ordinary differential equations and methods in discrete math with applications to questions from biology and medicine. *Prerequisite: ICP 1 (or equivalent) or MATH 21.*

MATH 32: Probability and Statistics [3]

Concepts of probability and statistics. Conditional probability, independence, random variables, distribution functions, descriptive statistics, transformations, sampling errors, confidence intervals, least squares and maximum likelihood. Exploratory data analysis and interactive computing. *Prerequisite: MATH 21 or ICP 1 (or equivalent).*

MATH 90X: Freshman Seminar [1]

Examination of a topic in mathematics.

MATH 95: Lower Division Undergraduate Research [1-5]

Supervised research. *Permission of instructor required.*

MATH 98: Lower Division Directed Group Study [1-5]

Permission of instructor required. P/NP grading only.

MATH 99: Lower Division Individual Study [1-5]

Permission of instructor required. P/NP grading only.

Upper Division Courses**MATH 121: Applied Mathematical Methods I: Fourier Analysis and Boundary Value Problems [4]**

Introduction to Fourier series. Physical derivation of canonical partial differential equations of mathematical physics (heat, wave and Laplace's equation). Separation of variables, Fourier series, Fourier integrals and general eigenfunction expansions. *Prerequisites: MATH 23, MATH 24. Replaces MATH 126.*

CSU CHICO

MATH 121

Analytic Geometry and Calculus

4 FS

MATH 120.

The definite integral and applications to area, volume, work, differential equations, etc. Sequences and series, vectors and analytic geometry in 2 and 3-space, polar coordinates, and parametric equations.

MATH 335

Elementary Linear Algebra

3 FS

MATH 121.

Matrices, determinants, cartesian n-space (basis and dimension of a subspace, rank, change of basis), linear transformations, eigenvalues. Numerical problems will be emphasized.

included functions, systems of equations, matrices, the derivative and business-related topics in calculus. (Available for General Education, Mathematics)

MATH 104. TRIGONOMETRY AND ANALYTIC GEOMETRY (3)

Prerequisites: Passing score on or exemption from the Entry Level Mathematics Examination and a passing score on the Mathematics Placement Test, or MATH 102 with a grade of C or better. Rectangular and polar coordinates; trigonometric functions, identities and equations; inverse trigonometric functions; conic sections; complex numbers. Not open to students who have credit in MATH 103, 105, or 106.

MATH 105. PRE-CALCULUS (5)

Prerequisites: Passing score on or exemption from the Entry Level Mathematics Examination (ELM) or credit in MATH 093, and a passing score on the Mathematics Placement Test (MPT) or MATH 102 with a grade of C or better. Number systems and their algebraic properties; systems of equations and inequalities; basic analytic geometry of lines and conic sections; elementary functions including polynomial, rational, exponential, and logarithmic, with emphasis on trigonometric functions; polar equations. Graphing calculators are used and the interplay between graphical and algebraic solutions is stressed. Not open for credit to students who have successfully completed MATH 150A. (Available for General Education, Basic Skills Mathematics)

MATH 131. MATHEMATICAL IDEAS (3)

Prerequisites: Passing score on or exemption from the Entry Level Mathematics Examination, or credit in MATH 093. General Education course intended to acquaint the student with basic mathematical ideas. (Available for General Education, Basic Skills Mathematics)

MATH 140. INTRODUCTORY STATISTICS (4)

Prerequisites: Passing score on or exemption from the Entry Level Mathematics Examination, or credit in MATH 093. Methods for displaying, describing, and producing data. Normal distribution. Correlation and regression. Sampling distributions and probability. Statistical inference for means and proportions. (Available for General Education, Basic Skills Mathematics)

MATH 150A. CALCULUS I (5)

Prerequisites: Passing score on or exemption from the Entry Level Mathematics Examination or credit in MATH 093, and either a passing score on the Mathematics Placement Test or completion of MATH 105, or both MATH 102 and 104, at CSUN with grades of C or better. Students who transfer the equivalent of MATH 105, or both MATH 102 and 104, with a C or better are required to achieve a passing score on the Math Placement Test. Limits, derivatives, applications of differentiation. Definite and indefinite integrals, the Fundamental Theorem of Calculus. (Available for General Education, Basic Skills Mathematics)

MATH 150AL. CALCULUS COMPUTER LAB A (1)

Prerequisite: MATH 150A. Reinforcement of calculus concepts and applications of calculus through the use of computers. Introduction to mathematical software to prepare students for use in later courses. 3 lab hours per week.

MATH 150B. CALCULUS II (5)

Prerequisite: MATH 150A with a grade of C or better. Techniques of integration, numerical integration, improper integrals, applications of the integral. Taylor polynomials, sequences and series, power series.

MATH 150BL. CALCULUS COMPUTER LAB B (1)

Prerequisite: MATH 150B. Reinforcement of calculus concepts and applications of calculus through the use of computers. Introduction to mathematical software to prepare students for use in later courses. 3 lab hours per week.

MATH 210. BASIC NUMBER CONCEPTS (3)

Prerequisites: Passing score on or exemption from the Entry Level Mathematics Examination (ELM), or credit in MATH 093. Language of sets, systems of numeration, nature of numbers and fundamentals of operations, relations and functions, domain of integers, field of rational and real numbers. Designed primarily for students intending to teach in the elementary or junior high school. Not available for credit toward the major or minor in Mathematics.

MATH 250. CALCULUS III (3)

Prerequisite: Completion of MATH 150B with a grade of C or better. Continuation of MATH 150B. Solid analytic geometry, partial differentiation, and multiple integrals with applications.

MATH 255A. CALCULUS FOR THE LIFE SCIENCES I (3)

Prerequisites: Passing score on or exemption from the Entry Level Mathematics Examination (ELM) or credit in MATH 093, and either a passing score on the Mathematics Placement Test (MPT) or completion of MATH 105, or both MATH 102 and 104, or articulated courses from another college equivalent to MATH 105, or both MATH 102 and 104, with grades of C or better. Knowledge of trigonometry is assumed. First semester of a short course in the calculus. Topic in calculus of functions of one variable including techniques of differentiation, applications to graphing, extreme problems, and an introduction to integration. Not open for credit for students who have successfully completed MATH 150A. (Available for General Education, Basic Skills Mathematics)

MATH 255B. CALCULUS FOR THE LIFE SCIENCES II (3)

Prerequisite: Completion of MATH 255A with a grade of C or better. Continuation of MATH 255A. Techniques of integration, series, applications, functions of several variables and partial differentiation. Not open for credit to students who have successfully completed MATH 150AB.

MATH 267. INTRODUCTION TO LINEAR ALGEBRA (3)

Prerequisite: MATH 150B. Systems of linear equations, matrices, determinants, eigenvalues, vector spaces, linear transformations, introduction to inner products on R^n , spectral theorem for symmetric matrices.

MATH 280. APPLIED DIFFERENTIAL EQUATIONS (3)

Prerequisite: MATH 150B. Recommended Corequisite or Preparatory: MATH 250. Ordinary differential equations, series solutions, systems of equations, Laplace transforms, with emphasis on applications and introduction to numerical techniques. Course is not open to students who have credit for MATH 351.

UPPER-DIVISION

MATH 310. BASIC CONCEPTS OF GEOMETRY, PROBABILITY AND STATISTICS (3)

Prerequisites: Passing score on or exemption from the Entry Level Mathematics Examination (ELM) or credit in MATH 093, and completion of MATH 210 with a grade of C or better. Articulated course from another college equivalent to MATH 210 may only satisfy the course prerequisite for MATH 310. Students passing such a course with a C or better will still need to fulfill the ELM requirement. Second course for students intending to teach in elementary or junior high school. Geometry as a system; congruence and similarity through construction with straightedge and compass; transformational geometry; the nature of measurement, precision, and accuracy; basic principles of probability and statistics. Not available for credit toward the major or minor in Mathematics.

MATH 310L. GEOMETRY, PROBABILITY AND STATISTICS LAB (1)

Recommended Corequisite or Preparatory: MATH 310. Problem solving using models and simulation in mathematics appropriate for the elementary school classroom. 2 hours of activities per week. (Credit/No Credit Only)

MATH 311. BASIC GEOMETRIC CONCEPTS (3)

Prerequisites: Passing score on the Entry Level Mathematics Examination (ELM) and completion of MATH 210 and 310 with a grade of C or better or instructor consent. Continuation of the investigation of elementary geometry begun in MATH 310. Topics selected from: topology, motion geometry, metric geometry, geometry as a mathematical system, absolute geometry, Euclidean geometry, non-Euclidean geometry. Not available for credit toward the math major or minor.

MATH 312. BASIC ALGEBRAIC CONCEPTS (3)

Prerequisites: Passing score on the Entry Level Mathematics Examination (ELM) and completion of MATH 210 and 310 with a grade of C or better, or instructor consent. Topics selected from: abstract algebra and applied algebra using elementary mathematical models. Not available for credit toward the math major or minor.

**WEST HILLS COLLEGE LEMOORE
CURRICULUM/GENERAL EDUCATION COMMITTEE**

October 8, 2008

12:00p.m. - 1:00p.m.

Senate/Curriculum Office

MINUTES

Voting Members: D. Bolt, N. Gomez, V. Grijalva, R. Neves, P. Kraft-Chapman, B. Kron, M. Hendrickson, M. McDowell, R. Sanchez, K. Olson, R. Oxford

Non-Voting Members: S. Atkinson-Alston, M. Hall, J. Lopez

At-Large Non-Voting Members: D. Georgatos, S. Whitener, M. Lourenco

Members Present: V. Grijalva, M. Hendrickson, P. Kraft-Chapman, M. Lourenco, M. McDowell, R. Neves, K. Olson, R. Sanchez

Members Absent: D. Bolt, S. Atkinson-Alston, B. Kron, J. Lopez, D. Georgatos, N. Gomez, R. Oxford

Others Present: K. Crider

1.0 Call to order

Meeting called to order by R. Sanchez at 12:07p.m.

2.0 Changes to the agenda

None

3.0 Approval of Minutes

3.1 10/1 2008

The minutes of 10/1/08 were approved with corrections on a motion by R. Neves seconded by M. McDowell passed unanimously.

4.0 Items for Second Consideration

4.1 New Course

4.1.1 NURS 15X – Occupational Work Experience

The suggested changes from the last meeting have been made to the course outline. A motion to approve was made by R. Neves and seconded by M. Hendrickson; the motion passed unanimously.

5.0 Items for First Consideration

5.1 Course Revisions

5.1.1 HIST 4A – Western Europe to 1700

- Prerequisite

5.1.2 HIST 4B –Western Europe from 1700

- Prerequisite

5.1.3 HIST 20 – World History I

- Prerequisite

A motion to handle 5.1.1 HIST 4A, 5.1.2 HIST 4B, and 5.1.3 HIST 20 as one unit was made by R. Neves, seconded by M. Hendrickson; the motion passed unanimously.

R. Sanchez stated that the outcome of data compiled over the last three years shows that students are more likely to succeed in HIST 4A, HIST 20 if students are able to read and write at the college level.

R. Sanchez shared the information received from P. Avila/Director of Institutional Effectiveness and Planning and F. Ganter/Math Instructor. The information received showed that students that had successfully completed ENG 51A had higher success rates in HIST 4A and HIST 20 than students who have not completed the college level English course.

History 4B did not show the same outcome, but R. Sanchez stated it would not seem appropriate that HIST 4A, would have a prerequisite of ENG 51A but HIST 4B would not have the same prerequisite since the textbooks have the same readability level and similar assignments such as essays and research papers.

R. Sanchez is proposing that the same prerequisite be added for HIST 4B even if research does not show the need.

A motion to accept the prerequisite of successful completion of ENG 51A or equivalent for HIST 4A, HIST 4B, and HIST 20 on a 1st reading was made by M. Hendrickson, seconded by P. Kraft-Chapman; the motion passed unanimously.

6.0 Old Business

None

7.0 New Business

7.1 Local District Health Education Requirements (HE 35)

M. Hendrickson stated the WHC Lemoore will be proposing that the Local District Health Education requirement be revised to include the following statement “first year of ADN (Associate Degree Nursing) program students be exempt from taking HE 35.

M. Hendrickson also stated that communication has taken place with WHC Coalinga and they will be proposing the same change.

8.0 Adjournment

Meeting adjourned by R. Sanchez at 12:50pm.

**WEST HILLS COLLEGE LEMOORE
CURRICULUM/GENERAL EDUCATION COMMITTEE**

May 7, 2008

12:00p.m. - 1:00p.m.

Senate/Curriculum Office

MINUTES

Voting Members: D. Bolt, V. Grijalva, R. Neves, B. Kron, M. Hendrickson, S. Heskett, K. Mativo, R. Sanchez, M. Smart

Non-Voting Members: S. Atkinson-Alston, M. Hall, J. Lopez

At-Large Non-Voting Members: D. Georgatos, S. Kincade-Whitner, M. Lourenco

Members Present: D. Bolt, M. Hendrickson, S. Heskett, B. Kron, M. Lourenco, K. Mativo, R. Neves, R. Sanchez, M. Smart

Members Absent: D. Georgatos, V. Grijalva, S. Kincade-Whitner

Others Present: S. Atkinson-Alston, M. Hall, V. Kennedy, C. Raia

1.0 Call to order

Meeting called to order by R. Sanchez at 12:05p.m.

2.0 Changes to the agenda

Numbering on agenda is incorrect – B. Kron

Add HIST 4A/B, and 20 for 2nd reading – R. Sanchez

3.0 Approval of Minutes from 4/30/08

A motion to accept the minutes from 4/30/08 with corrections was made by S. Heskett, seconded by K. Mativo; the motion passed with 1 abstention by B. Kron.

4.0 Items for Second Consideration

4.1 New Programs

4.1.1 Liberal Arts with an emphasis in communication and critical Thinking

The committee reviewed the new program packet and recommendations have been incorporated.

A motion to accept the new program of Liberal Arts with an emphasis in Communication and Critical Thinking on a 2nd reading was made by B. Kron, seconded by M. Smart; the motion passed unanimously.

4.1.2 Liberal Arts with an emphasis in Math and Science

The committee reviewed the new program of packet and recommendations have been incorporated.

A motion to accept the new program of Liberal Arts with an emphasis in Math and Science on 2nd reading was made by M. Smart, seconded by M. Hendrickson; the motion passed unanimously.

4.1.3 Liberal Arts with emphasis in Elementary Teacher Preparation

The committee reviewed the new program packet for Liberal Arts with emphasis in Elementary Teacher Preparation and recommendations have been incorporated.

A motion to accept the new degree of Liberal Arts with emphasis in Elementary Teacher Preparation on a 2nd reading was made by S. Heskett, seconded by R. Neves; the motion passed unanimously.

4.2 Program Revisions

4.2.1 Child Development (Early Intervention Assistant Certificate)

A motion to accept the program revision for Child Development Early Intervention Assistant Certificate on a 2nd reading was made by M. Hendrickson, seconded by S. Heskett; the motion passed unanimously.

5.0 Items for First Consideration

5.1 New Program

5.1.1 Human Services Certificate

5.1.2 Human Services – Eligibility worker certificate

5.1.3 Human Services – Mental Health Aide Certificate

5.1.4 Human Services – Social Work Assistant Certificate

5.1.5 Human Services – Substance Abuse Specialist Certificate

5.1.6 Human Services – Youth Worker Certificate

A motion to handle 5.1.1 through 5.1.6 as one unit was made by S. Heskett, seconded by M. Hendrickson; the motion passed unanimously.

V. Kennedy stated that she took the recommendation made by the committee and several certificates have been created by using the Taxonomy of Program (TOP) code for Human Services.

M. Lourenco recommended that one program should be created using the TOP code for Human Services and within this program should have all the certificates options listed.

V. Kennedy stated that she make the revisions recommended.

A motion to move the new program of Human Services certificate with the following options Eligibility Worker Certificate, Mental Health Aide Certificate, Social Work Assistant Certificate, Substance Abuse Specialist Certificate, and

Youth Worker Certificate to a 2nd reading was made by B. Kron, seconded by M. Hendrickson; the motion passed unanimously.

5.3 Program Revision

5.3.1 Art Program (short-form)

M. Lourenco stated this revision is to have Art 3A changed to Art 6A listed on Art Program. This was an error on her part as number was assigned to the new course. The number 3A was previously used.

A motion to accept the course number change from Art 3A to Art 6A on a 1st reading was made by M. Hendrickson, seconded by S. Heskett; the motion passed unanimously.

5.4 Course Revisions

5.4.1 BUS 39 – Quantitative Analysis

B. Kron stated that this change was to incorporate an additional line on course content and scope that addressed “Application of linear programming” to gain articulation agreement with CSU Fresno.

The committee recommended the course revision packet had formatting problems that should be addressed.

A motion to move BUS 39 to a 2nd reading was made by M. Hendrickson, seconded by S. Heskett; the motion passed unanimously.

5.4.2 BUS 2 – Introductory Keyboarding (reactivation)

- **Course**
- **Advisory(s): ENG 101B or equivalent**
- **DE**

5.4.3 BUS 3 - Intermediate Keyboarding (reactivation)

- **Course**
- **Prerequisite(s): BUS 2 or the ability to key 35 NWPM**
- **Advisory(s): ENG 101B or equivalent**

A motion to handle 5.4.2 BUS 2 and 5.4.3 BUS as one unit was made by M. Hendrickson, seconded by B. Kron; the motion passed unanimously.

A discussion took place regarding the articulation with CSU Fresno. M. Hendrickson stated that she spoke with R. Stock and Ms. Stock stated that CSU Fresno is in the process of making changes to their catalog and removing keyboarding from their catalog.

The committee recommended that communication needs to take place with CSU Fresno regarding this issue.

5.4.4 BUS 74 – Computerized Accounting

- **Five-year review**
- **Prerequisite(s): BUS 1A or BUS 55**
- **DE**

The committee reviewed the five-year review and recommended that these are WHC Coalinga forms and this should be moved over to WHC Lemoore forms.

A motion to move the five-year review for BUS 74 to a 2nd reading was made by R. Neves, seconded by K. Mativo; the motion passed unanimously.

The committee reviewed the prerequisites for BUS 74 and recommendations were made. Form B should be added for each prerequisite with the outcomes for each prerequisite.

A motion to move the prerequisite of BUS 1A or BUS 55 for BUS 74 to a 2nd reading was made by S. Heskett, seconded by M. Smart; the motion passed unanimously.

A motion to accept the Distance Education Addendum for BUS 74 stating that course will not be offered in a distance educational modality on 1st reading was made by S. Heskett, seconded by R. Neves. The motion passed unanimously.

5.4.5 CD 50 – Family Day Care

- **Five-year review**
- **DE**

Removed from agenda

5.4.6 ESL 120 – Conversation practices and everyday English

- **Five-year review**
- **DE**

5.4.7 ESL 125 – conversation Practice Intermediate level

- **Five-year review**
- **DE**

5.4.8 ESL 130 – Reading, Writing, and Speaking: Beginning Level

- **Five-year review**
- **DE**

5.4.9 ESL 135 – Reading, writing, and Speaking: Intermediate Level

- **Five-year review**
- **DE**

A motion to handle 5.4.6 ESL 120, 5.4.7 ESL 125, 5.4.8 ESL 130, and 5.4.9 ESL 135 as one unit was made by R. Neves, seconded by S. Heskett; the motion passed unanimously.

S. Heskett stated that these are five-year reviews that WHC Coalinga passed it has placed on the WHC Lemoore forms.

A motion to move ESL 120, 125, 130, and 135 to a 2nd reading was made by M. Smart, seconded by K. Mativo the motion passed unanimously.

A motion to approve the Distance Education Addendum for ESL 120, 125, 130, and 135 on a 1st reading stating that courses will not to be offered in a distance education modality was made by M. smart, seconded by S. Heskett; the motion passed unanimously.

5.4.10 CUL 53 – Commercial Baking Advanced (short-form)

- **Unit Change**

C. Raia stated that the unit change from 2.0 unit course to 3.0 units is needed to meet the industry standards.

The committee recommended that the break down of units list the hours needed for lecture and laboratory.

A motion to move the short-form for CUL 53 to a 2nd reading was made by M. Smart, seconded by K. Mativo; the motion passed unanimously.

5.4.11 CUL 57 - Beverage Management (short-form)

- **Unit change**

C. Raia stated that the unit change is needed to meet the industry standards.

Same recommendations were made by committee a break down of hours should be listed.

A motion to move the short-form for CUL 57 to a 2nd reading was made by M. Smart, seconded by K. Mativo; the motion passed unanimously.

5.4.12 CUL 59 – Introduction to Hospitality Careers and Human Relations

- **Unit change**

Same recommendation as CUL 53, and 57.

A motion to move the short-form of CUL 59 to a 2nd reading was made by M. smart, seconded by S. Heskett ; the motion passed unanimously.

5.4.13 Art 6A – Introduction to 3-D Fundamentals (short-form)

- **Course number change from 3A to 6A)**

M. Lourenco stated this revision is to have Art 3A changed to Art 6A. This was an error on her part as number was assigned to the new course. The number 3A was previously used.

A motion to accept the Art 3A change to Art 6A on a 1st reading was made by S. Heskett, seconded by M. Hendrickson; the motion passed unanimously.

5.5 New Courses

5.5.1 SOC 5 - Cultural Diversity

- Course
- Advisory(s): ENG 101B and ENG 105B
- DE

Tabled

5.5.2 SOC 6 – Drugs and Society

- Course
- Advisory(s): ENG 101B and ENG 105B
- DE

Tabled

5.5.3 SOC 7 - Sociology of Mental Health

- Course
- Advisory(s): ENG 101B and ENG 105B
- DE

Tabled

5.5.4 SOC 10 – Sociological Practice

- Course
- Advisory(s): ENG 101B and ENG 105B
- DE

Tabled

5.5.5 SW 21 – Eligibility & Case Management

- Course
- Advisory(s): ENG 101B and ENG 105B
- DE

Tabled

5.5.6 SW 22 – Individual & Group Support

- Course
- Advisory(s): ENG 51A
- DE

5.5.7 SW 23 – Substance Abuse Counseling

- Course
- Advisory(s): ENG 51A
- DE

5.5.8 POLSCI 4 – Introduction to International Relations

- Course
- Advisory(s): ENG 101B and ENG 105B
- DE

Tabled

5.5.9 NC 120 – Conversation Practice & Everyday English

- Course
- DE

Removed from the agenda

5.5.10 NC 125 – Conversational Practice Intermediate Level

- **Course**
- **DE**

Removed from the agenda

5.5.11 NC 130 – Reading, Writing, and Speaking

- **Course**
- **DE**

Removed from the agenda

5.5.12 NC 135 – Reading, Writing, and Speaking

- **Course**
- **DE**

Removed from the agenda

5.5.13 CUL 2 – Food & Wine Pairings

- **Course**
- **Prerequisite/Co-requisite: CUL 50**
- **DE**

C. Raia stated these new course will be added to the culinary program.

Recommendations were made by committee.

A motion to move the new course CUL 2 to a 2nd reading was made by S. Heskett, seconded by R. Neves; the motion passed unanimously.

A motion to move the prerequisite/co-requisite of CUL 50 for CUL 2 to a 2nd reading was made by R. Neves, seconded by M. Smart; the motion passed unanimously.

A motion to accept the Distance Education Addendum for CUL 2 on a 1st reading stating that course will not to be offered a distance education modality was made by M. Hendrickson, seconded by M. Smart; the motion passed unanimously.

5.5.14 CUL 6 – Culinary Excursions

- **Course**
- **DE**

C. Raia stated these new course will be added to the culinary program.

Recommendations were made by committee.

A motion to move the new course CUL 6 to a 2nd reading was made by R. Neves, seconded by S. Heskett; the motion passed unanimously.

A motion to accept the Distance Education Addendum for CUL 6 on a 1st reading stating that course will be not to be offered in a distance education modality was made by M. Smart, seconded by S. Heskett; the motion passed unanimously.

5.5.15 CUL 66 - Mycology

- **Course**

- Prerequisite/Co-requisite: CUL 50
- DE

C. Raia stated these new course will be added to the culinary program.

Recommendations were made by committee.

A motion to move the new course CUL 66 to a 2nd reading was made by M. Smart, seconded by R. Neves; the motion passed unanimously.

A motion to move the prerequisite/co-requisite of CUL 50 for CUL 66 to a 2nd reading was made by M. Smart, seconded by S. Heskett; the motion passed unanimously.

A motion to accept the Distance Education Addendum for CUL 66 on a 1st reading stating that course will not be offered in a distance education modality was made by M. Smart, seconded by D. Bolt; the motion passed unanimously.

5.5.16 PE 44 – Fundamentals of Wrestling

- **Course**
- **DE**

Tabled

6.0 Old Business

None

7.0 New Business

None

8.0 Adjournment

Meeting adjourned by R. Sanchez at 1:20pm.

WEST HILLS COLLEGE LEMOORE
CURRICULUM/GENERAL EDUCATION COMMITTEE
March 11, 2009
12:00 p.m. –1:00p.m.
Administration Building Conference Room 124
REVISED MINUTES

Voting Members: D. Bolt, N. Gomez, V. Grijalva, R. Neves, P. Kraft-Chapman, B. Kron, M. Hendrickson, M. McDowell, R. Sanchez, K. Olson, R. Oxford

Non-Voting Members: S. Atkinson-Alston, M. Hall, J. Lopez

At-Large Non-Voting Members: D. Georgatos, S. Whitener, M. Lourenco

Members Present: D. Georgatos, V. Grijalva, M. Hendrickson, P. Kraft-Chapman, B. Kron, M. Lourenco, M. McDowell, R. Neves, R. Sanchez

Members Absent: D. Bolt, S. Atkinson-Alston, J. Lopez, K. Olson, R. Oxford, R. Ragsdale, S. Whitener

Others: M. Smart, K. Crider

1.0 Call to order

Meeting called to order by R. Sanchez at 12:04p.m.

2.0 Changes to the agenda

Add item 6.2 to Old Business Catalog Committee.

3.0 Approval of Minutes

2.1 March 4, 2009

A motion to approve the minutes from 3/4/09 with corrections was made by R. Neves, seconded by M. McDowell; the motion passed unanimously.

4.0 Items for Second Consideration

4.1 Program Revision

4.1.1 General Education

The committee reviewed program and recommendations made by the committee have been incorporated.

A motion to accept the program revision of General Education was made by M. McDowell, seconded by P. Kraft-Chapman; the motion passed unanimously.

4.2 New Program

4.2.1 Sterile Processing

The committee reviewed new program and recommendations have been incorporated.

A motion to accept the new program Sterile Processing was made by B. Kron, seconded by M. McDowell; the motion passed unanimously.

5.0 Items for First Consideration

5.1 Course Revision

5.1.1 NATSCI 1 – Chemistry and Physics for Educators

R. Neves stated that communication with WHC Coalinga took place as committee recommended to make campus aware of the proposed prefix and number change from NATSCI 1 to PHYSCI 2. WHC Coalinga does not have this course in their course inventory and no issues were brought forward.

A motion to accept the proposed change from NATSCI 1 to PHYSCI 2 on a 1st reading was made by M. Hendrickson, 2nd by M. McDowell; the motion passed unanimously.

5.2 New Courses

5.2.1 HS 61- Nurse Assistant Training

- **Course**

M. Smart stated that this is a new course for WHC Lemoore, it has been taught at the WHC Coalinga campus with lecture and lab combined. M. Smart stated that WHC Lemoore is proposing this course as lecture and lab and in two separate outlines.

M. Smart stated that C. Goldsmith has VATEA funding available that would help with costs for this new course. M. Smart also stated that 4 qualified faculty available within the district that could teach this course.

Committee reviewed the new course outline for HS 61 and recommendations were made (remove the “WK” for course hrs. change the advisory to state successful completion of ENG 51A or equivalent).

A motion to move the new course outline for HS 61 to a 2nd reading was made by M. Hendrickson, seconded by P. Kraft-Chapman; the motion passed unanimously.

- **Prerequisite(s):** Students must be 17 years of age. Physical exam clearance, negative TB screen and negative criminal background.

A motion to accept the prerequisites of students must be 17 years of age, physical exam clearance, negative TB screen and negative criminal background for HS 61 on a 1st reading was made by M. McDowell, seconded by R. Neves; the motion passed unanimously.

- **Advisory(s):** ENG 51A or equivalent

The recommendation from the committee was to have advisory state “Successful completion of ENG 51A or equivalent.”

- **DE**

M. Smart stated that this new course and the department does not recommend distance education at this time. Some of the lecture consists of demonstration on models or in the skills lab.

A motion to accept the Distance Education Addendum for HS 61 to state that this course is not recommend to be taught as distance education modality was made by M. McDowell, seconded by P. Kraft-Chapman; the motion passed unanimously.

- **Co-requisite(s): HS 61L**

A motion to accept the co-requisite of HS 61L for HS 61 on a 1st reading was made by M. McDowell, seconded by R. Neves; the motion passed unanimously.

5.2.2 Nurses Assistant Training Lab

- **Course**

M. Smart stated that this is the lab outline. The same issues with this course outline as the lecture was recommended by the committee.

A motion to move the new course HS 61L to a 2nd reading was made by R. Neves, seconded by M. McDowell; the motion passed unanimously.

- **Prerequisite(s):** Students must be 17 years of age, physical exam clearance, negative TB screen and negative criminal background

- **Co-requisite: HS 60**

A motion to handle the Prerequisite and co-requisite as one unit was made by M. Hendrickson, seconded by M. McDowell; the motion passed unanimously.

A motion to accept the prerequisites of students must be 17 years of age, physical exam clearance, ,negative TB screen and negative criminal background, and the co-requisite of HS 60 for HS 60L on a 1st reading was made by M. McDowell, seconded by B. Kron; the motion passed unanimously.

- **Advisory(s): ENG 51A or equivalent**

The recommendation from the committee was to have advisory state “Successful completion of ENG 51A or equivalent.”

- **DE**

These courses consist of skills and clinical experience and cannot be done via Distance education.

A motion to accept the distance education addendum for HS 61L stating that this course is not recommended to be offered as distance education modality was made by R. Neves, seconded by M. McDowell; the motion passed unanimously.

6.0 Old Business

6.1 Certificate (less than 18 units) M. Hendrickson

M. Hendrickson stated that certificate of completion was recommended by P. Kraft-Chapman.

D. Georgatos stated that certificate of completion cannot be use; it's stated in Section 55070 Credit Certificates "b", CCC Credit and Noncredit Curriculum Regulations and Guidelines.

Communication took place and the following recommendations were made by the committee.

- Certificate of Accomplishment
- Certificate of Career Development

These recommendations will be forwarded to WHC Coalinga.

6.2 Catalog Committee

R. Sanchez stated that communication has taken place with S. Droker/Senate President. R. Sanchez stated that S. Droker stated that whether this committee will be a curriculum subcommittee or a senate subcommittee.

Discussion took place and curriculum committee agreed that it should be a curriculum subcommittee. The curriculum was in agreement that CIO should be the chair and CIO will appoint the membership.

7.0 New Business

None

8.0 Adjournment

Meeting adjourned by R. Sanchez at 1:00p.m.

**238 ~ Video Conferencing Room
OPEN ROOM TIMES
SPRING 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM	PSYTEC-16	PSYTEC-16	PSYTEC-14	PSYTEC-14		
8:00 AM	1/4 - 4/23	1/4 - 4/23	1/4 - 4/23	1/4 - 4/23		Academic
8:30 AM	Frank Morales	Frank Morales	Tina Rolfsema	Tina Rolfsema		Decathlon
9:00 AM					Jan. 29	Jan. 30
9:30 AM					9:00am to noon	Feb. 6
10:00 AM					WIT	
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM		CRIM 176				
4:30 PM		Fresno State				
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM		Dussich				
7:00 PM			CRIM 153	CRIM 134		
7:30 PM			Fresno State	Fresno State		
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM			Crow	Herzog		

**CAPACITY - 40
Phone # 3607**

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

SECTION AVAILABILITY REPORT
OPEN AND CLOSED SECTIONS BY LOCATION
GLOBAL

LOCATION: CLC
TERM : 2010/SP

Course Section/ Synonym	Title/ Faculty Members/ Comments	Room/ Instr Methods	Days	Start Time/Date End Time/Date	Room Cap	Credits/ CEU	Sect Min	Sect Cap	Used	wait	Avail
PSYCH-3-C01 4424	Developmental Psychology 0004101 Ms. Staci D. Mosher	EH EH 02	MWF	10:00AM 01/19/10 10:50AM 05/28/10	58	3.00	15	61	53	0	8
PSYCH-4-C01 4425	Personal Psychology 0004101 Ms. Staci D. Mosher	EH EH 02	MWF	11:00AM 01/19/10 11:50AM 05/28/10	58	3.00	15	58	48	0	10
PSYTEC-10-C01 4479	Introduction to Psy Technic 0061868 Sherry L. Barragan 0085769 Mr. Hector Dam-Mikk 0170644 Catherine A. Noel	AH AH7 02 AH AH7 02	MTW MTW	08:00AM 12/28/09 11:50AM 12/30/09 01:00PM 12/28/09 05:20PM 12/30/09	60 60	1.50	15	61	54	0	7
PSYTEC-10-C02 4472	Introduction to Psy Technic 0061868 Sherry L. Barragan	AH AH7 02 AH AH7 02	MTW MTW	08:00AM 04/26/10 11:50AM 04/28/10 01:00PM 04/26/10 05:20PM 04/28/10	60 60	1.50	15	34	30	0	4
PSYTEC-12-C01 4473	Nursing Science 0159038 Rhonda S. Mayer 0061868 Sherry L. Barragan 0155043 Aaron G. Cagle	AH AH8 022 AH AH8 022 AH AH8 044 AH AH8 044	MT MT WTH WTH	07:30AM 01/04/10 11:30AM 04/23/10 12:30PM 01/04/10 03:20PM 04/23/10 06:30AM 01/04/10 11:30AM 04/23/10 12:00PM 01/04/10 05:30PM 04/23/10	60 60 60 60	18.50	15	40	28	0	12
PSYTEC-12-C02 4474	Nursing Science 0159038 Rhonda S. Mayer 0061868 Sherry L. Barragan 0155043 Aaron G. Cagle	AH AH8 022 AH AH8 022 AH AH8 044 AH AH8 044	MT MT WTH WTH	07:30AM 05/03/10 11:30AM 08/20/10 12:30PM 05/03/10 03:20PM 08/20/10 06:30AM 05/03/10 11:30AM 08/20/10 12:00PM 05/03/10 05:30PM 08/20/10	60 60 60 60	18.50	15	40	29	0	11

SECTION AVAILABILITY REPORT
OPEN AND CLOSED SECTIONS BY LOCATION
GLOBAL

LOCATION: CLC
TERM : 2010/SP

Course Section/ Synonym	Title/ Faculty Members/ Comments	Room/ Instr Methods	Days	Start Time/Date End Time/Date	Room Cap	Credits/ CEU	Sect Min	Sect Cap	Used	wait	Avail
PSYTEC-12-C03 4900	Nursing Science	AH AH7	F	07:30AM 01/08/10	60	18.50	15	40	21	0	19
	0061868 Sherry L. Barragan	022		11:30AM 06/25/10							
	0170644 Catherine A. Noel	AH AH7	F	12:00PM 01/08/10	60						
	0085769 Mr. Hector Dam-Mikk	022		03:50PM 06/25/10							
	0194071 Sheila E. Wood	AH AH7	SU	07:30AM 01/10/10	60						
	0194317 Randall A. Blackwel	022		11:30AM 02/10/10							
	0061868 Sherry L. Barragan	AH AH7	SU	12:00PM 01/10/10	60						
	0085769 Mr. Hector Dam-Mikk	022		03:50PM 02/10/10							
		AH AH7	S	06:30AM 01/09/10	60						
		044		11:30AM 06/25/10							
		AH AH7	S	12:00PM 01/09/10	60						
		044		02:50PM 06/25/10							
	AH AH7	SU	06:30AM 02/14/10	60							
	044		11:30AM 06/25/10								
	AH AH7	SU	12:00PM 02/14/10	60							
	044		02:50PM 06/25/10								
PSYTEC-14-C01 4475	Psychiatric Nursing	AH AH7	WTH	07:30AM 01/04/10	60	18.50	15	40	37	0	3
	0009216 Tina Y. Rolfsema	022		11:30AM 04/23/10							
	0085769 Mr. Hector Dam-Mikk	AH AH7	WTH	12:30PM 01/04/10	60						
		022		03:20PM 04/23/10							
		AH AH7	MT	06:30AM 01/04/10	60						
		044		11:30AM 04/23/10							
	AH AH7	MT	12:00PM 01/04/10	60							
	044		05:30PM 04/23/10								
PSYTEC-14-C02 4476	Psychiatric Nursing	AH AH7	WTH	07:30AM 05/03/10	60	18.50	15	40	36	0	4
	0085769 Mr. Hector Dam-Mikk	022		11:30AM 08/20/10							
	0085769 Mr. Hector Dam-Mikk	AH AH7	WTH	12:30PM 05/03/10	60						
		022		03:20PM 08/20/10							
		AH AH7	MT	06:30AM 05/03/10	60						
		044		11:30AM 08/20/10							
	AH AH7	MT	12:00PM 05/03/10	60							
	044		05:30PM 08/20/10								
PSYTEC-16-C01 4477	Care of Developmentally Dis	AH AH7	MT	07:30AM 01/04/10	60	18.50	15	40	38	0	2
	0131602 Frank Morales, III	022		11:30AM 04/23/10							
	0170644 Catherine A. Noel	AH AH7	MT	12:30PM 01/04/10	60						
	0077044 Sheila K. Stumbaugh	022		03:20PM 04/23/10							
	0085769 Mr. Hector Dam-Mikk	AH AH7	THF	06:30AM 01/04/10	60						
		044		11:30AM 04/23/10							
		AH AH7	THF	12:00PM 01/04/10	60						
	044		05:30PM 04/23/10								

SECTION AVAILABILITY REPORT
OPEN AND CLOSED SECTIONS BY LOCATION
GLOBAL

LOCATION: CLC
TERM : 2010/SP

Course Section/ Synonym	Title/ Faculty Members/ Comments	Room/ Instr Methods	Days	Start Time/Date End Time/Date	Room Cap	Credits/ CEU	Sect Min	Sect Cap	Used	Wait	Avail							
PSYTEC-16-C02 4478	Care of Developmentally Dis 0131602 Frank Morales, III 0170644 Catherine A. Noel 0077044 Sheila K. Stumbaugh	AH AH7 02	MT	07:30AM 05/03/10	60	18.50	15	40	29	0	11							
				11:30AM 08/20/10														
		AH AH7 02	MT	12:30PM 05/03/10	60													
				03:20PM 08/20/10														
PSYTEC-90-C01 4481	Math for the Medical Profes 0182570 Francilyn A. O'Brie	B B3 02	F	03:30PM 01/22/10	49	1.00	15	49	3	0	46							
				04:20PM 03/19/10														
				07:30AM 01/19/10								24	4.00	15	24	15	0	9
				08:50AM 05/28/10														
SLSCI-21-C01 4783	Introduction to Soils 0131413 Mr. Clint C. Cowden	FF FF404 02	MW	07:30AM 01/19/10	24													
				09:00AM 01/19/10														
SOC-1-C01 4427	Introduction to Sociology 0150339 Vera Kennedy	E E1 511	MWF	10:00AM 01/19/10	30	3.00	15	78	66	0	12							
				10:50AM 05/28/10														
WE-15XX-C01 4409	General Work Experience 0003752 Mr. Richard H. Jeff	SAM THEATER 20	W	12:00PM 01/19/10	300	1.00	15	76	73	0	3							
				12:50PM 05/28/10														
WE-15XX-C02 4410	General Work Experience 0003752 Mr. Richard H. Jeff	SAM THEATER 20	W	05:00PM 01/19/10	300	1.00	15	32	30	0	2							
				05:50PM 05/28/10														
WT-40-C01 4413	Introduction to welding 0169619 Mr. Richard J. Lars 0169619 Mr. Richard J. Lars	FF FF404 02	TWTH	06:00PM 01/20/10	24	2.00	15	25	18	0	7							
				06:45PM 03/11/10														
		FF FF404 04	TWTH	06:45PM 01/20/10	24													
				08:50PM 03/11/10														
WT-40-C02 4415	Introduction to welding 0169619 Mr. Richard J. Lars 0169619 Mr. Richard J. Lars	FF FF404 02	TWTH	06:00PM 03/16/10	24	2.00	15	24	16	0	8							
				06:45PM 05/13/10														
		FF FF404 04	TWTH	06:45PM 03/16/10	24													
				08:50PM 05/13/10														
							PRIMARY	WT-40-C01	15	20	14	0	6					
							SECONDARY	WT-41-C01	4	5	4	0	1					
							PRIMARY	WT-40-C02	15	20	7	0	13					
							SECONDARY	WT-41-C02	9	9	9	0	0					

238 ~ Video Conferencing Room OPEN ROOM TIMES Fall 2009 Semester

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM	PSYTEC-16	PSYTEC-16	PSYTEC-14	PSYTEC-14		
8:00 AM	VC to Coalinga	VC to Coalinga	VC to Coalinga	VC to Coalinga	CUI-50-L01	CUI-50-L01
8:30 AM					Sept. 18	Sept. 19
9:00 AM					Crawford	Crawford
9:30 AM					Riley Talford	
10:00 AM					10/23/2009	
10:30 AM					9 am to 12 pm	
11:00 AM						
11:30 AM					David Castillo	
12:00 PM					11/13/2009	
12:30 PM					9:00-2:00pm	
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM					cal-pass	
5:00 PM	Bob Clement				sheffield	
5:30 PM	12/14/09 5:00-6:30pm				12/10/2009	
6:00 PM						
6:30 PM						
7:00 PM	ECON-18-L01					
7:30 PM	VC to Firebaugh					
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM	Paden					

CAPACITY - 40
Phone # 3607

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

SECTION AVAILABILITY REPORT
OPEN AND CLOSED SECTIONS BY LOCATION
GLOBAL

LOCATION: CLC
TERM : 2009/FA

Course Section/ Synonym	Title/ Faculty Members/ Comments	Room/ Instr Methods	Days	Start Time/Date End Time/Date	Room Cap	Credits/ CEU	Sect Min	Sect Cap	Used	Wait	Avail
PHIL-1-C01 3159	Introduction to Philosophy 0003679 Mr. Gregory J. Dela	AH AH1 022	T	06:00PM 08/17/09 08:50PM 12/18/09	50	3.00	15	50	39	0	11
POLSCI-1-C01 3163	American Government 0018451 Kevin M. Wilds	EH EH 02	MWF	11:00AM 08/17/09 11:50AM 12/18/09	58	3.00	15	61	54	0	7
POLSCI-1-C02 3164	American Government 0018451 Kevin M. Wilds	E E1 51	MWF	08:00AM 08/17/09 08:50AM 12/18/09	30	3.00	15	54	41	0	13
				PRIMARY POLSCI-1-C02 SECONDARY POLSCI-1-F01			15 15	32 24	21 20	0 0	11 4
PSYCH-1-C01 3166	General Psychology 0004101 Ms. Staci D. Mosher	EH EH 02	M	07:00PM 08/17/09 09:50PM 12/18/09	58	3.00	15	58	33	0	25
PSYCH-1-C02 3167	General Psychology 0004101 Ms. Staci D. Mosher	E E4 51	TTH	08:00AM 08/18/09 10:50AM 10/15/09	20	3.00	15	44	32	0	12
				PRIMARY PSYCH-1-C02 SECONDARY PSYCH-1-F01			15 15	20 24	18 14	0 0	2 10
PSYCH-2-C01 3168	Abnormal Psychology 0004101 Ms. Staci D. Mosher	E E1 51	MWF	09:00AM 08/17/09 09:50AM 12/18/09	30	3.00	15	54	29	0	25
				PRIMARY PSYCH-2-C01 SECONDARY PSYCH-2-F01			15 15	30 24	17 12	0 0	13 12
PSYCH-29-C01 3172	Introductio to Sport & Exer 0004101 Ms. Staci D. Mosher	E E1 51	MWF	10:00AM 08/17/09 10:50AM 12/18/09	30	3.00	15	54	29	0	25
				PRIMARY PSYCH-29-C01 SECONDARY PE-29-C01 SECONDARY PSYCH-29-F01 SECONDARY PE-29-F01			15 15 12 12	15 15 12 12	13 5 2 9	0 0 0 0	2 10 10 3
PSYTEC-10-C01 4156	Introduction to Psy Technic 0061868 Sherry L. Barragan	AH AH7 02	MTW	08:00AM 08/24/09 11:50AM 08/26/09	60	1.50	15	45	42	0	3
		AH AH7 02	MTW	12:30PM 08/24/09 05:20PM 08/26/09	60						
PSYTEC-12-C01 4073	Nursing Science 0159038 Rhonda S. Mayer	AH AH8 022	MT	07:30AM 05/04/09 11:50AM 08/21/09	60	18.50	15	45	36	0	9
	0061868 Sherry L. Barragan	AH AH8 022	MT	01:00PM 05/04/09 03:20PM 08/21/09	60						
	0180393 Mrs. Leisa L. Wyman	AH AH8 044	WTH	06:30AM 05/04/09 11:50AM 08/21/09	60						
		AH AH8 044	WTH	01:00PM 05/04/09 04:50PM 08/21/09	60						

SECTION AVAILABILITY REPORT
OPEN AND CLOSED SECTIONS BY LOCATION
GLOBAL

LOCATION: CLC
TERM : 2009/FA

Course Section/ Synonym	Title/ Faculty Members/ Comments	Room/ Instr Methods	Days	Start Time/Date End Time/Date	Room Cap	Credits/ CEU	Sect Min	Sect Cap	Used	Wait	Avail
PSYTEC-12-C02 3211	Nursing Science 0159038 Rhonda S. Mayer 0061868 Sherry L. Barragan 0180393 Mrs. Leisa L. Wyman 0061868 Sherry L. Barragan 0027894 Annie L. Glaspie	AH AH8 022	MT	07:30AM 08/31/09 11:30AM 12/18/09	60	18.50	15	45	39	0	6
		AH AH8 022	MT	12:30PM 08/31/09 03:20PM 12/18/09	60						
		AH AH8 044		06:30AM 08/31/09 11:30AM 12/18/09	60						
		AH AH8 044		12:00PM 08/31/09 05:30PM 12/18/09	60						
PSYTEC-14-C01 4074	Psychiatric Nursing 0009216 Tina Y. Rolfsema 0085769 Mr. Hector Dam-Mikk	AH AH7 022	MT	07:30AM 05/04/09 11:50AM 08/21/09	60	18.50	15	45	35	0	10
		AH AH7 022	MT	01:00PM 05/04/09 03:20PM 08/21/09	60						
		AH AH7 044	WTH	06:30AM 05/04/09 11:50AM 08/21/09	60						
		AH AH7 044	WTH	01:00PM 05/04/09 04:50PM 08/21/09	60						
PSYTEC-14-C02 3212	Psychiatric Nursing 0009216 Tina Y. Rolfsema 0085769 Mr. Hector Dam-Mikk	AH AH7 511	THF	07:30AM 08/31/09 11:30AM 12/18/09	60	18.50	15	45	36	0	9
		AH AH7 511	TTHF	12:30PM 08/31/09 03:20PM 12/18/09	60						
		AH AH7 044	MT	06:30AM 08/31/09 11:30AM 12/18/09	60						
		AH AH7 044	MT	12:00PM 08/31/09 05:20PM 12/18/09	60						
PSYTEC-16-C01 4075	Care of Developmentally Dis 0131602 Frank Morales, III 0170644 Catherine A. Noel 0181141 Sandra M. Carter	AH AH8 022	MT	07:30AM 05/04/09 11:50AM 08/21/09	60	18.50	15	45	37	0	8
		AH AH8 022	MT	01:00PM 05/04/09 03:20PM 08/21/09	60						
		AH AH8 044	THF	06:30AM 05/04/09 11:50AM 08/21/09	60						
		AH AH8 044	THF	01:00PM 05/04/09 04:50PM 08/21/09	60						
PSYTEC-16-C02 3213	Care of Developmentally Dis 0131602 Frank Morales, III 0170644 Catherine A. Noel 0085769 Mr. Hector Dam-Mikk 0077044 Sheila K. Stumbaugh	AH AH7 511	TW	07:30AM 08/31/09 11:30AM 12/18/09	60	18.50	15	45	39	0	6
		AH AH7 511	TW	12:30PM 08/31/09 03:20PM 12/18/09	60						
		AH AH7 044	THF	06:30AM 08/31/09 11:20AM 12/18/09	60						
		AH AH7 044	THF	12:00PM 08/31/09 05:30PM 12/18/09	60						
SOC-1-C01 3176	Introduction to Sociology 0150339 Vera Kennedy	E E1 511	MWF	11:00AM 08/17/09 11:50AM 12/18/09	30	3.00	15	54	46	0	8
			PRIMARY	SOC-1-C01			15	31	26	0	5

WHCL Community Education

Presents:



Total Body Conditioning Workout



60-min Total Body Condition Workout

Improve your fitness with Cardio, Strength Training, & Flexibility

*60-min Energy Blasting Moves w/ Free Weights, Stability Ball, & Medicine Ball
Aerobic Step Training, Resistant Training all to be followed w/ Flexibility & Training*

Session Times:

Session PM
Tuesday & Thursday
Rm# 801
5pm— 6pm
08/31/10—10/07/10
Cost: \$45

(Cash or Check Payment Only)



To Register:

Visit Online At: http://www.westhillscollge.com/lemoore/academics/community_education/courses.asp

Questions?
Contact: Dr. Marlon Hall
Phone: 559-925-3224

West Hills College

555 College Ave.
Lemoore, Ca 93245



WHCL Community Education



Presents:

Become a Professional Voiceover Artist



This fun, informative, and empowering class will teach you the basics of the voice over industry to help you decide if it is something you'd like to pursue.

6: 00pm—8:00pm
Thursday, September 16th
Cost: \$35/person

This class is taught by a professional voice actor from the voice acting training company, Voices for All.

(Cash or Check Payment Only)

To Register:

Visit Online At: http://www.westhillscollge.com/lemoore/academics/community_education/courses.asp

Questions?
Contact: Dr. Marlon Hall
Phone: 559-925-3224

West Hills College

**555 College Ave.
Lemoore, Ca 93245**



WHCL Community Education



Presents:

Techniques of Wrestling Course

Session Times:

Ages: 5—14 years of age

Tuesday, Wednesday, & Thursday

5:00pm—6:00pm

February 16, 2010—May 27, 2010

Cost: \$10 per Month

Ages: 15 years of age on Up

Tuesday, Wednesday, & Thursday

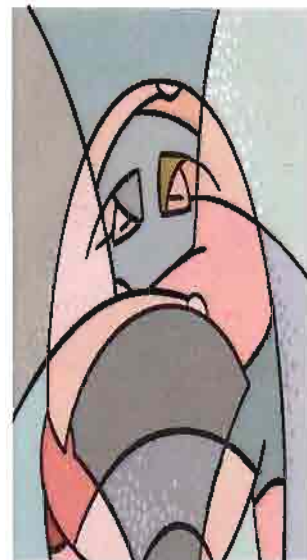
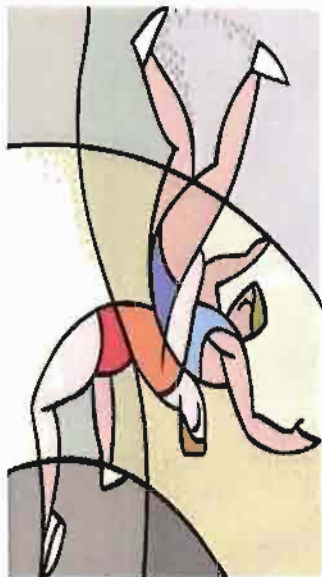
6:30pm—8pm

February 16, 2010—May 27, 2010

Cost: \$10 per Month

Instructors: Kent Olson & Jim Macedo

(Cash or Check Payment Only)



To Register:

Visit Online At: http://www.westhillscollege.com/lemoore/academics/community_education/courses.asp

Questions?
Contact: Dr. Marlon Hall
Phone: 559-925-3224

West Hills College

**555 College Ave.
Lemoore, Ca 93245**



WHCL Community Education

Presents:



Culinary Arts Summer Workshops



Ice Creams and Sorbets

June 14th—June 17th

5p.m. - 9p.m.

\$75 / person

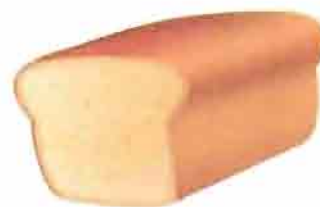


The Breaking of Bread

June 21st—June 24th

5p.m.—9 p.m.

\$75 / person



Say Cheese

June 28th—July 1st

5p.m.—9p.m.

\$75 / person

Sushi and Sake

July 12th—July 15th

5p.m.—9p.m.

\$75 / person



Smoke and Spices

July 19th—July 22nd

5p.m.—9p.m.

\$75 / person



Questions?
Contact: Dr. Marlon Hall
Phone: 559-925-3224

For More Information & to Register:

Visit Online At: http://www.westhillscollege.com/lemoore/academics/community_education/courses.asp



West Hills College
555 College Ave.
Lemoore, Ca 93245



**West Hills College Lemoore
Community Education**

Presents

Discover Salsa 2010

Come learn the fundamentals of salsa dancing, including timing, rhythm, coordination, and basic partnering.

Wednesday Evenings

7:00-8:00pm

October 20—November 10, 2010

Room 801

\$50 per person

or

\$80 per couple

Payments can be made at the **West Hills College Lemoore Administration Building**
(Cash or Check Only)

Register Online:

http://www.westhillscollge.com/lemoore/academics/community_education/courses.asp

Questions?
Contact Dr. Marlon Hall
(559) 925-3203



West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245



CBEST Prep SEMINARS

West Hills College Lemoore will offer a series of seminars designed to prepare you to pass the **California Basic Educational Skills Test (CBEST)**. These seminars will help you in the areas of Test-Taking skills, Writing, Reading, and Math Preparation. Additionally, they will focus on test-taking strategies, techniques, and practice exercises. These non-credit workshops will be taught by college faculty and are part of the Community Education Program.



Dates and Topics

CBEST Test Prep, Writing Prep, and Reading Prep

- Saturday, October 24th - 9:00 a.m. – 3:00 p.m.
- Instructor: Mr. James Preston
- Location: WHC Lemoore- Room 209

CBEST Mathematics Preparation

- Saturday, November 7th - 9:00 a.m. – 3:00 p.m.
- Instructor: Mr. Shawn Jackson
- Location: WHC Lemoore- Room 209

Cost, Payment, Registration

- Each session is \$25 or you can pay \$40 if you enroll in both sessions.
- A CBEST Test Prep book is included in the cost of the class.
- Cash or check only (checks made payable to West Hills College Foundation).
- To pay for the class visit Donna Jimenez in the WHC Lemoore Administration building.
- Register at: http://www.westhillscollege.com/lemoore/academics/community_education/courses.asp

These seminars are not-for-credit and are offered by the Community Education Program. Seating is limited and the seminars are subject to cancellation if we do not meet minimum enrollment. If that should happen, every effort will be made to notify you by telephone but the Community Education Program is not responsible for failure to contact you.

To reserve your seat please call 559.925.3223/ donna.jimenez@whccd.edu

Hall, Marlon

From: Jimenez, Donna
Sent: Wednesday, September 16, 2009 5:29 PM
To: Hall, Marlon
Subject: 4 Community Ed Classes

Marlon,

Here is the list of the four Community Ed Classes.

Learn to Crochet Class

Instructor Tamie Pick

Monday Evenings 5:30pm-7:00pm

October 19 & 26 - November 2 & 9, 2009

Cost of Class \$20

Room 274

Come and learn how to crochet to get ready for those nice Christmas or Birthday gifts this year. Instructor Tammie Pick will teach you a variety of stitches. Learn to chain, single, half double, double and treble crochet stitches, binding off, crochet terms and how to follow a pattern all in four easy sessions. Students will crochet a set of 2 coordinating dish cloths, and learn the basics of crocheting.

Supplies you will need to bring to class: 1 crochet hook size H or I, 3 balls of coordinating colors, Peaches and Cream or other brand yarn, scissors, and a ruler or fabric measuring tape.

Learn to Knit Class

Instructor Tamie Pick

Wednesday Evenings 5:30pm-7:00pm

October 21 & 28 - November 4 & 16, 2009

Cost of Class \$20

Room 274

Come and learn in four easy sessions how to cast on, how to create knit, pearl, and stockinete stitches, binding off, gauge, knitting terms and how to follow a pattern. Students will knit a neck scarf and learn the basics of knitting.

Supplies needed for class: 2 balls of yarn, 1 set of size 11 or 12 knitting needles, scissors, ruler or fabric measuring tape. Recommended yarn is Red Heart worsted weight.

Learning Traditional Karate Class

Instructor Robert White

Thursday Evenings 5:30pm-6:30pm

October 8, 15, 22 & 29, 2009

Cost \$30

Room 801

The art that will be taught is Okinawan Shorin Ryu Karate. This Karate class will be for students ages 13-adult. Emphasis of study will be on self-defense rather than sport karate. Traditional etiquette, respect, and non-violence will be emphasized. Students will learn basic stances, techniques, and basic kata (forms). Shorin Ryu does utilize a 10-step ranking system that begins with White Belt, and ultimately leads to earning the Shodan (1st) degree Black Belt.

CBEST PREP SEMINARS

COST \$40 both sessions/ or \$25 each session

Instructors: James Preston (Reading & Writing)/Shawn Jackson (Math) - - both in Room 209

CBEST Test Prep, Writing Prep, and Reading Prep

Saturday, October 24, 2009

9:00 a.m. - 3:00 p.m.

Room 209

CBEST Mathematics Preparation

Saturday, November 7, 2009

9:00 a.m. - 3:00 p.m.

Room 209

West Hills College Lemoore offers these seminars to help you in the areas of Test-Taking skills, Writing, Reading, and Math Preparation. Additionally they will focus on test-taking strategies, techniques, and practice exercises. These non-credit workshops will be taught by college faculty and are here to help you succeed.

Donna T. Jimenez

Senior Secretary

Educational Services, Lemoore

Phone: 925-3223

Fax: 925-3853

West Hills College Lemoore
Student Learning Outcomes Committee
Monday – October 11, 2010 – 12:00 p.m.
Room 203

MINUTES

Members Present:

David Babb, SLO Coordinator – Faculty – Chair
Jacqui Shehorn, Arts & Letters Representative
Linda Amaya-Guenon, Counseling Representative
Allen Fortune, Social Science Representative
Frieda Ganter, Math & Science Representative
Christian Raia, CTE Representative
Priscilla Balcazar, Support Programs Representative

Members Absent:

Ron Oxford, SLO Coordinator – non-teaching faculty – Co-Chair/Vice-Chair
Joel Rogers, Health & Wellness Representative
Dave Bolt, Instructional Administrator
Marlon Hall, Instructional Administrator
Jose Lopez, Non-Instructional Administrator
Sylvia Dorsey-Robinson, Non-Instructional Administrator
Staff members to represent support programs (3)
SGA Representative (1)

Call to Order

David Babb called the meeting to order at 12:05pm.

Information/Discussion Items

1. Dr. Allen's workshop

This will be discussed further at future meetings when more members are in attendance. The general consensus was that what Dr. Allen presented was very detailed and was the ideal way to do SLO assessments. But switching to her method (assessing all CLOs or PLOs each time a course or program is assessed) would not be feasible at this time. We may transition to that in the future, but doing so now would be too disruptive to faculty members.

2. SLO Portal update

David showed the committee some of the changes made to the SLO Portal site. SGA President, Ryan Cardoza, helped David with some of the design elements. The membership of the SLOC is included several times on the site because David was experimenting with different formats. That will be changed soon.

3. Assessment of PLOs

Discussion on this topic postponed until next meeting due to missing committee members.

4. Review all documents on Portal

David asked all committee members to begin reviewing all the documents on the Portal to ensure they are complete. Many of the documents are several years old and were never thoroughly reviewed before being uploaded to the Portal.

5. Upload assessments to Portal

David attempted to show everyone how to upload an assessment document to the Portal site. The file did not upload how David thought that it would. He will experiment further with the Portal and get back to the committee members on how they should proceed with archiving past assessments.

6. Adjournment

The meeting was adjourned at 12:55pm.

West Hills College Lemoore
Student Learning Outcomes Committee
Monday – September 13, 2010 – 12:00 p.m.
Room 207

MINUTES

Members Present:

David Babb, SLO Coordinator – Faculty – Chair
Jacqui Shehorn, Arts & Letters Representative
Linda Amaya-Guenon, Counseling Representative
Allen Fortune, Social Science Representative
Frieda Ganter, Math & Science Representative
Christian Raia, CTE Representative
Marlon Hall, Instructional Administrator

Members Absent:

Ron Oxford, SLO Coordinator – non-teaching faculty – Co-Chair/Vice-Chair
Priscilla Balcazar, Support Programs Representative
Dave Bolt, Instructional Administrator
Joel Rogers, Health & Wellness Representative
Jose Lopez, Non-Instructional Administrator
Sylvia Dorsey-Robinson, Non-Instructional Administrator
Staff members to represent support programs (3)
SGA Representative (1)

Call to Order

David Babb called the meeting to order at 12:05pm.

Information/Discussion Items

1. SLOs on syllabi

Discussion about why SLOs were required to be included on course syllabi starting FA2010 semester. Marlon informed the SLOC that WASC is requiring these be added to course syllabi and Dave Bolt made the decision at the beginning of the semester to make sure we were in compliance. There was discussion about any future announcements regarding SLOs would be better coming from the SLOC instead of administration.

2. Adjunct training and notification

The SLOC helps coordinate ongoing training for all faculty, full time and adjunct, in regards to SLO assessment. Some adjunct faculty, especially those teaching online, have not been receiving adequate explanation as to their roles and responsibilities in the SLO assessment process. It is the role of the SLOC reps to coordinate all SLO assessment activities in their respective learning area, including those conducted by online adjuncts. This requires the reps to figure out who is teaching courses, contact them, and offer any assistance the adjuncts may need in order to complete SLO assessments.

David Babb is now attending the Employee Development and Success Committee (EDSC) meetings to help schedule regular opportunities for faculty to work on SLOs. Tentative dates for the FA10 semester include 10/12, 10/27, 11/9.

3. Program level SLO assessments

Discussion on this topic postponed until next meeting. There is a workshop on 9/21/10 dealing with Program Level SLO assessments. The committee wanted to wait and see what was discussed in the workshop before discussing this topic further.

4. SLOC Governance Form

The SLOC reviewed the current SLOC Governance Form that is part of the Planning and Governance Manual. Some of the language was modified to more specifically define what the SLOC does and its products. Discussion regarding membership resulted in no changes to the existing membership, but there is a need to have more involvement from the non-instructional staff who have four official spots on the committee. Linda will work with Ron Oxford and Sylvia Dorsey-Robinson to increase the number of staff members representing student and instructional support programs. David will continue to request a representative from the SGA. David will send the updated Governance Form to Glenda Oliver for inclusion on the next PGC meeting agenda.

5. SLO Portal Update

David requested that the SLOC reps begin tracking down where all the past SLO assessment files are located so they can start being uploaded to the portal site this semester. David reminded the SLOC reps that they have Contribute privileges on the portal site so they can update any of the documents stored there.

6. Meeting minutes

David requested help from the SLOC in regards to taking meeting minutes. Currently, David is typing up the meeting minutes from memory after the meeting is over. This is not the best way to record what was discussed. David is responsible for leading the discussion and needs to focus on that during the meetings. He is open to suggestions and will accept any volunteers. There needs to be someone who can take the minutes for the committee and write them up as accurately as possible after the meeting has ended. These minutes will be uploaded to the SLOC portal site for archival purposes.

7. Adjournment

The meeting was adjourned at 12:55pm.

West Hills College Lemoore
Student Learning Outcomes Committee
Monday – May 17, 2010 - 12:00 p.m.
Room 209

MINUTES

Members Present:

David Babb, SLO Coordinator – Faculty - Chair
Ron Oxford, SLO Coordinator – non-teaching faculty – Co-Chair/Vice-Chair
Jacqui Shehorn, Arts & Letters Representative
Linda Amaya-Guenon, Counseling Representative
Dave Bolt, Instructional Administrator
Priscilla Balcazar, Support Programs Representative
Rodney Ragsdale, Health & Wellness Representative

Members Absent:

Jose Lopez, Non-Instructional Administrator
Christian Raia, CTE Representative
Frieda Ganter, Math & Science Representative
Vera Kennedy, Social Science Representative
Pedro Avila, Director of Institutional Effectiveness and Planning
Staff members to represent support programs (2)
SGA Representative (1)

Call to Order

David Babb called the meeting to order at 12:05pm.

Information/Discussion Items

1. Course level SLOs

David discussed the overall progress of course level assessments based on the information he has received from Learning Area SLOC reps or individual faculty members. Each learning area was looked at and some updates to the tracking form were made directly to the tracking form on the Portal site. David asked that the learning area reps begin updating the tracking form themselves when they receive an assessment from faculty members.

David updated the course level SLO tracking form to include a column titled “Rarely Offered”. This will allow courses that are active but rarely offered to be kept out of the calculations for percentage of courses that are actively being assessed. This will increase the percentage of courses assessed and also give a more accurate number since courses that are rarely offered are not able to undergo SLO assessment.

2. Program level SLOs

The committee went through the list of programs listed on the Program Level SLO tracking form maintained by David Babb. A few corrections were made regarding active versus non-active programs. There were also some updates as to which programs had written the program-level SLOs and had begun the assessment process. Those changes were made to the tracking form located on the SLOC Portal site. The changes resulted in the overall percentage of SLOs increasing.

3. Non-Instructional SLOs

Linda stated that she has talked repeatedly with the counseling department about doing SLO assessments but so far none have been done. She has had trouble getting the faculty to coordinate the assessments with one another. It was suggested that she send another reminder email where she Cc Don Warkentin to show the importance of getting the assessment process started. Ron continues to work with all the non-instructional areas to update their program level SLOs and begin assessment of those SLOs. Ron continues to update the tracking form that he uses to monitor progress with the non-instructional SLOs.

4. SLOC Portal Site

David updated the status of the Portal site. He has wanted to implement an online course level SLO submission form but since this is proving to be too much trouble, suggested creating a document library where assessments could be uploaded for archival purposes. It was decided that creating a separate document library entitled "Course Level SLOs (Archive)" would be the easiest to understand. It will be set up to where each time the same course is assessed; previous versions will remain showing a history of the assessment process for each course.

David asked committee representatives to begin updating the SLO tracking forms on the Portal themselves since they have the ability to do that. This will result in more people keeping an eye on the documents so they remain as accurate as possible.

5. Program Review Templates

The committee reviewed the SLO language in both the non-instructional and instructional Program Review documents being updated by the Institutional Effectiveness and Program Review Committee (IEPRC). Part V, sections A and B of those two documents were reviewed and wording was adjusted to avoid confusion when faculty complete their program reviews. It was suggested that the phrases "Non-Instructional Program-Level Student Learning Outcomes" and "Instructional Program-Level Student Learning Outcomes" be used instead of "program level outcomes". This will make the Program Review documents match the SLO documents and the terminology used by WASC.

6. Adjournment

The meeting was adjourned at 12:55pm.

West Hills College Lemoore
Student Learning Outcomes Committee
Wednesday – October 14, 2009 - 11:00 a.m.
Room 207

MINUTES

Members Present:

David Babb, SLO Coordinator – Faculty - Chair
Ron Oxford, SLO Coordinator – non-teaching faculty – Co-Chair/Vice-Chair
Jacqui Shehorn, Arts & Letters Representative
Linda Amaya-Guenon, Counseling Representative
Rodney Ragsdale, Health & Wellness Representative

Members Absent:

Christian Raia, CTE Representative
Frieda Ganter, Math & Science Representative
Vera Kennedy, Social Science Representative
Jose Lopez, Non-Instructional Administrator
Dave Bolt, Instructional Administrator
Priscilla Balcazar, Support Programs Representative
Pedro Avila, Director of Institutional Effectiveness and Planning
Staff members to represent support programs (2)
SGA Representative (1)

Call to Order

David Babb called the meeting to order at 11:05am.

Approval of minutes

The minutes of the 24 March 2009 and 23 September 2009 meetings were not voted on.

Action Items

None

Information/Discussion Items

1. Course level SLOs

David reviewed the Course Level SLO Assessment schedule developed during the SPO9 semester. He asked for updates from Jacqui and Rodney regarding which of their Learning Area courses were actually assessed in SPO9 and if the scheduled FA09 courses are being assessed. They both reported that they are following the assessment schedule their Learning Area created. David asked Linda to create an assessment schedule for the courses that the Counseling area oversees. She said she would do this and ask the instructors to begin assessing some of the courses this semester. David asked Ron (as proxy for Vera) to ask the Social Sciences Learning Area to provide an update on which SLOs have been assessed both in the SPO9 and FA09 semesters. There are still many courses in the CTE Learning Area that are not on the assessment schedule and the tracking of these SLO assessments remains difficult due to lack of reporting by the faculty. There was discussion about having a second SLO rep assigned to the CTE Learning Area because of the number of courses and programs in that Learning Area. David is working on getting the assessment schedules uploaded to the Portal site so the reps can monitor and inform the faculty in their Learning Area. There should be a way in which the Portal can automatically

email a reminder to faculty letting them know that a course they teach is due to be assessed. David is working to figure out this functionality in the Portal system.

2. Program level SLOs

Rodney reported that the Kinesiology Program Level SLOs had been written when the Program Review was done FA08. He stated that he would find them and send them to David as soon as possible. The Program Level SLO tracking form was reviewed. No changes were made to the tracking form.

3. Non-Instructional SLOs

The committee briefly discussed the minor change to the Program Level SLO form. Ron showed the committee on the Portal what program areas have addressed their student learning outcomes so far. There was a discussion about the causes for some areas to believe they have completed the process when there is actually a new process and form in place. Ron showed the committee a spreadsheet that he inherited from a previous co-chair and adapted for tracking purposes. The form is located on the portal under the non-instructional program level section. Ron requested that any further SLOs for non-instructional areas be ran through the committee before going to PGC to avoid the problems that developed by taking the Athletics directly to PGC with their Program Review.

4. Other

David updated the status of the Portal site. He demonstrated a method of using the Portal to track SLO assessments using customized lists. It appears this method may work for faculty to input SLO assessment data so it can be tracked. Jacqui mentioned that faculty in her Learning Area are concerned about who will have access to the SLO assessment data. David stated that it is possible to assign permissions to anything on the Portal so that only certain people can access the information. Jacqui stated that the administration does not need access to the actual assessments, they only need to see whether the assessments have been done or not. David stated that it should be possible to set up the Portal such that the administration can see the SLO tracking, but not see the actual assessments.

5. Adjournment

The meeting was adjourned at 11:55am.



SLO WORKSHOP

December 9, 2010

	PLEASE PRINT YOUR NAME	DEPARTMENT	EXT
1	Lupe Bañales	CPME/HEP	3691
2	Linda Amaya-Guezon	Counseling	3674
3	Phyllis James	Music	2774
4	Jill Kuykendall	Math	
5	Ron Oxford	Library	3403
6	Jim Marvini	Adv English	
7	Steven J. Graham	Adv. History	
8	Jerry Orth	Adv. AOT	
9	Maria Jorg	ASPS Comm	3244
10	Jacqui Stettin	A+L	3663
11	Lotaria Hill	Comm	3338
12	Larry Boloff	A+L	3664
13	Roxana Beyrop	HRCM Student	
14	CHRISTIAN RAIA	HRCM	3511
15			
16			
17			
18			
19			
20			

USDA Careers in Food Safety Advisory Committee Planning Meeting

West Hills College Lemoore
Thursday, January 28, 2010
11:00am – 1:00pm
Conference Center (room 253)

Meeting Minutes

Brian Abela	Chemistry Instructor	West Hills College Lemoore
Edward Aylward	Quality Execution Manager	Leprino Foods
Kyle Crider	Senior Secretary	West Hills College Lemoore
Sylvia Dorsey-Robinson	Vice President of Student Services	West Hills College Lemoore
Steve Fortner	Manager	Sun Pacific
Vianey Gomez	QA Supervisor	Del Monte Foods
Rebecca Goodstein	Director of Nutritional Services	Adventist Health
Hiroki Hiura	Director of QA	Paramount Farms
Troy Hommerding	Environmental Health Officer IV	Kings County Health Department
John Lehn	CEO	Kings County EDC
Tim Niswander	Ag Commissioner - Sealer	Kings County
Myra Pimentel	QA Manager	Del Monte Foods
Christian Raia	Culinary Arts Instructor	West Hills College Lemoore
Donna Roberts	Nutritional Services Manager	Hanford Community Hospital
Joel Ruble	Director	West Hills College Lemoore
Jay Salyer	Economic Development Manager	Kings County EDC
Jack Shiyomura	Farm Manager	Dole Fresh Vegetables
Kurt Sterling	Biology Instructor	West Hills College Lemoore
Jeff Taber	Interim Deputy Health Director	Kings Co. Public Health Dept. - Environmental Health
Ronald Thompson	Consultant	College of the Sequoias
Louann Waldner	Director, Business & Industry	College of the Sequoias
Neil Williams	Retention Specialist	Kings County EDC

Welcome – Mrs. Sylvia Dorsey-Robinson, Vice President of Student Services

Sylvia Dorsey-Robinson welcomed the committee and thanked them for attending. Vice President Dorsey-Robinson noted that this is a critical time when everyone must make the most of their resources and focus their energies to ensure that the needs of students and the community are being met.

Introduction of the Meeting and State of the College – Mr. Jody Ruble, Director

Mr. Jody Ruble introduced himself and thanked John Lehn, Jay Salyer, and Neil Williams of Kings County Economic Development Corporation for organizing the meeting.

Mr. Ruble noted that WHCL's multi-use sports complex is under construction, and will allow the college to accommodate larger events of all types in addition to expanding its athletic offerings. Several other campus programs were highlighted including the nursing program, University Charter School, Middle College High School, and the 5C's Experience, which takes place every summer.

Pointing out the flyers on each table, Mr. Ruble gave an overview of the grant objectives, and emphasized that the focus of this meeting would be the development of curriculum for certificates in biotechnology and quality assurance technology.

Working Lunch

Committee members were asked to introduce themselves and the businesses and organizations they represent.

Christian Raia, instructor for culinary arts at West Hills College Lemoore introduced himself to the committee and noted that the Culinary Arts program now has 91 students enrolled.

Mr. Raia described the Culinary 50 Safety and Sanitation class, which is being integrated into the quality assurance portion of this grant. Currently this course is being offered in a two-day format, allowing students complete the 1 unit class on a Friday and Saturday.

Next Brian Abela, Chemistry instructor for West Hills College Lemoore addressed the committee, noting that their expertise was needed in developing curriculum for the programs, and in determining the specific subjects students would need to learn in addition to basic chemistry, microbiology and mathematics.

Round Table Discussion

Following lunch, Mr. Ruble asked the committee to discuss possible curriculum and topic to be covered in this program. Two certificates are to be developed, one focusing on biotechnology and the other on quality assurance.

Kurt Sterling, microbiology instructor for West Hills College Lemoore asked the committee to keep in mind that curriculum and subject matter would need to be kept within the scope of a two-year education, and that there should be a base of knowledge common to both certificates.

Discussion focused on the following topics:

Regulations and Industry Standards

Committee members noted that food safety is in its infancy, and that standards are continuing to be developed. International standards are of growing importance.

It was pointed out that employees should have some knowledge or regulations and industry standards; however, these standards vary between different commodities, industries and phases of production.

Because of these variables, a general knowledge of regulations would be valuable and employees would be able to obtain more specific knowledge on the job and through trainings organized by government agencies to focus on specific regulations.

Critical thinking skills were emphasized in the interpretation of regulations, and it was pointed out that students should be taught which agencies and organizations should be contacted when seeking more specific regulatory guidelines.

Specific Job Skills

As with regulations, different areas and commodities of the food safety and quality assurance industry require different job skills.

For example, quality assurance technicians in food packing tend to focus on data analysis and require computer skills, such as knowledge of databases, and the ability to look up trends and statistics.

In the healthcare and nutrition portion of the quality assurance and food safety industry, more emphasis is placed on management, bookkeeping, and knowledge of regulations.

General Job Skills

The committee pointed out that lab experience is necessary for workers in some areas of the quality assurance industry. This includes pH and salt analysis, swabbing, and then making use of the data gathered. West Hills faculty members noted that many of these basic lab skills would be covered in the college's chemistry and microbiology classes.

It was noted that often lab technicians have a high school degree and are supervised by a manager with an advanced degree, and that these positions could be the target audience for the certificates.

The committee pointed out that these positions often face high turnover rates, and that considerable time has to be spent training employees on the basics of food safety and contamination. As a result, incoming employees who are already knowledgeable in this area would be at an advantage.

This general knowledge would be valuable for employees to have and knowledge specific to certain industries or segments of the supply chain could be acquired on the job, or through further education.

Future Partners and Resources

Committee members mentioned the following companies and organizations as possible resources in the development of this program:

- Better Process Control School - through UC Davis, this program for supervisors covers training in food processing, quality issues and microorganisms.
- Food distributors such as U.S. Foods and Sysco could be excellent resources for quality assurance issues.
- Private labs and food inspectors such as the Safe Quality Food Institute (SQF) and AIB.
- Government regulatory bodies such as the FDA and various state agencies, such as the California Department of Food and Agriculture Dairy Inspector
- Evergreen Food Safety

- J.G. Boswell
- Yum Brand Foods
- Jack-in-the-Box Corporate
- Harris Ranch
- Nichol's Pistachio
- Raven Foods, Armona
- Land O' Lakes, Tulare
- It was noted that there are several beef and poultry processing facilities in the area which could serve as a resource.
- Four-year institutions such as UC Davis and Penn State

Neil Williams of Kings County EDC brought up the importance of connecting industry professionals with instructors in the classroom. Academic lessons can be linked more closely with industry needs, professionals can be brought in to speak in the classroom, and instructors can then become advocates for students in the workplace.

Adjournment

At this time Mr. Jody Ruble once again thanked the committee members for attending and called the meeting to a close.

WEST HILLS COLLEGE LEMOORE
555 College Avenue, Lemoore, CA 93245

Advisory Committee
Meeting Agenda
Friday, December 4, 2009

Introduction of Academic and Service Partners.

In attendance: Charles Freeman (Director-Nursing), Judy Terraza, Donna Jimenez, Marta Hendrickson (Counseling), Jackie Bornemann (Adventist Health), and Velda Curtis (Selma Hospital).

1. Charles Freeman presented the LVN to RN selection process and the projected curriculum flow to graduation. The progress the Traditional nursing students was also discussed.
2. Charles presented the ADN to BSN collaborative that West Hills College Nursing Program is a member. The purpose is to provide an efficient articulation process for the ADN students wanting to upgrade to the BSN degree. Marta Hendrickson answered counseling questions that the attendees had about the articulation process.
3. Charles Freeman led a discussion about technology in the nursing curriculum as well as the various upgrade programs that the industry would like to see the program adopt in the future.
4. Industry forum: Velda Curtis expressed the desire for an LVN program and limit the LVN to RN Bridge program. She expressed doubt about the level of competency of the LVN to RN upgrade students. She cited the poor NCLEX pass rate that the LVN to RN student suffer throughout the State

The next meeting is scheduled to be announced.

There being no further business, the meeting adjourned.

WEST HILLS COLLEGE LEMOORE
555 College Avenue, Lemoore, CA 93245

Advisory Committee
Meeting Agenda
Wednesday, May 13, 2009

Introductions of Academic and Service Partners.

In attendance: Charles Freeman, Velda Curtis, Tammy Larson, Marleen Smart, Cynthia Dolata, Nancy Hitchcock, Leslie Catron, Janet Young, Cynthia Moon, Jackie Bornemann, Kristen Johnson.

1. Charles Freeman presented the nursing programs progress with student admissions into the nursing program. There were 24 traditional nursing students admitted in the fall 09 semesters. The plan is to select 12 additional LVN to RN students who will enter the program during the summer session. The attrition in the program was also discussed. Two students dropped due to non academic reasons. The pre-nursing orientation program was also introduced.
2. Tammy Larson presented the WorkKeys testing and its role in the assessment of student readiness. Tammy explained the remediation program that was in place for students that needed assistance with basic skills. The WIN Solutions self paced computer program was introduced. The program provides individualized self pace learning for the student.
3. Leslie Catron introduced the Pre-Nursing course that is scheduled to run in the spring 2010 semester. The results from the previous pre-nursing were discussed. The foundations faculty noted a distinct difference with the student that took the course and those that did not.

4. Charles Freeman introduced the new nursing student selection criteria that are currently being used.
5. Cindy Dolata discussed the student academic progress. Ms. Dolata review grades, clinical performance ATI exams, Hospital feedback, and student satisfaction.
6. Leslie Catron was introduced as the Simulation Coordinator. Ms. Catron discuss the progress that has been made in the implementation of high fidelity simulation into the nursing program at WHCL. The features of the Gaumard equipment were highlighted. Gaumard has deemed WHCL's Nursing Program as a Premier site for high fidelity simulation. The future plans for simulation were also discussed. Other uses of technology in the nursing curriculum were also reported on. The addition of a Technology Assistant was also discussed.
7. Marleen Smart presented the grants that had been acquired for the department. The addition of a Certified Nursing Assistant program and a Medical Assistant Front and Back Office. .
8. Industry forum Kristen Johnson DON for Hanford Community Medical Center wanted to make sure that we were able to coordinate with her organization to utilize the 18 clinics in the region that are a part of the Adventist Health Care System. Future grant opportunities were also discussed.

Next meeting was tentatively scheduled for December 4, 2009.

There being no further business, the meeting was adjourned.

EXHIBIT "A" EVALUATION FORMS
West Hills College
Self-Assessment Form
Non-Tenured Faculty

Instructor _____ Semester _____ Year _____

Instructions: This form is to be completed by non-tenured faculty members each year of evaluation for use by the evaluation team. Please feel free to include additional pages if necessary.

1. Write a brief summary of the results of your students' evaluations. Describe any issues brought by the students that might lead you to change your teaching in the future.

2. Evaluate classroom performance.

3. In what ways might the college be helpful to you in relation to the improvement of your teaching and/or classroom? Have you utilized the available resources, (i.e. colleagues, counselors, administrators, library, Basic Skills Program, Computer labs, etc.)?

4. Describe any activities/committees not necessarily related to your classroom teaching, in which you participated.

EXHIBIT "A" EVALUATION FORMS
West Hills College
Professional Development Goals/Plans Form
Tenured and Non-Tenured Faculty

Instructor _____ Semester _____ Year _____

Instructions: This form is to be completed by each faculty member during each evaluation period for use by the evaluation team. Please feel free to include additional pages if necessary.

1. Since the last evaluation period, what have you done that demonstrates continued professional growth? (Faculty who have not previously completed a professional development goals/plans form should include any professional development activities.)

2. List the professional development goals you expect to undertake during the next evaluation period.

3. Describe how you plan to achieve each of this/these goals. How might the college facilitate this/these activity/activities?

4. How will you evaluate your successes in reaching this/these goals?

EXHIBIT "A" EVALUATION FORMS

SCAN TRON DOCUMENT GOES HERE

EXHIBIT "A" EVALUATION FORMS

SCAN TRON DOCUMENT GOES HERE

EXHIBIT "A" EVALUATION FORMS
West Hills College
Team Evaluation Form

Instructor _____ **Evaluator** _____

Class _____ **Date** _____

Type of Class _____ **Location** _____

Number of Students Enrolled _____ **Number of Students Present** _____

Please rate the instructor being evaluated on each of the following items. If the statement does not apply to the lecture or laboratory class, please mark N/A.

Rating Scale: < Poor 1 2 3 4 5 Good >

1. The objective of the lesson was clearly stated. 1 2 3 4 5 N/A

Comments:

2. Examples were used to clarify abstract or difficult ideas. 1 2 3 4 5 N/A

Comments:

3. Methods of presentation were appropriate for the types of materials covered. 1 2 3 4 5 N/A

Comments:

4. The instructor presented alternative and/or opposing views. 1 2 3 4 5 N/A

Comments:

5. The instructor used appropriate supporting materials. 1 2 3 4 5 N/A

Comments:

6. Major points were summarized. 1 2 3 4 5 N/A

Comments:

7. Information or material presented was up-to-date. 1 2 3 4 5 N/A

Comments:

EXHIBIT "A" EVALUATION FORMS

- | | |
|---|---------------|
| 8. Material was presented in an organized manner.
Comments: | 1 2 3 4 5 N/A |
| 9. Material was presented at an appropriate pace.
Comments: | 1 2 3 4 5 N/A |
| 10. The instructor's voice level and tone were appropriate.
Comments: | 1 2 3 4 5 N/A |
| 11. The instructor's handwriting was legible on chalkboards or overheads.
Comments: | 1 2 3 4 5 N/A |
| 12. The instructor encouraged student participation.
Comments: | 1 2 3 4 5 N/A |
| 13. A positive learning environment was maintained.
Comments: | 1 2 3 4 5 N/A |
| 14. The instructor's mannerisms did not distract from the presentation. | 1 2 3 4 5 N/A |
| 15. In laboratory classes, a concern for safety was demonstrated.
Comments: | 1 2 3 4 5 N/A |

ADDITIONAL COMMENTS:

**EXHIBIT "A" EVALUATION FORMS
Team Evaluation Check-Off
For Faculty**

Instructor

Administrative Evaluator

Peer Evaluator

Peer Evaluator

1. Pre-Observation Conference

Administrative Evaluator

Date

Peer Evaluator

Date

Peer Evaluator

Date

Instructor

Date

2. Observation of Instructor (The observation must be completed within 25 working days of the pre-observation meeting.)

Administrative Evaluator

Date

Peer Evaluator

Date

Peer Evaluator

Date

3. Post-Observation Conference (The post-observation meeting must be completed within 20 work days of the observations.)

Administrative Evaluator

Date

**EXHIBIT “A” EVALUATION FORMS
Team Evaluation Check-Off
For Faculty**

Peer Evaluator

Date

Peer Evaluator

Date

Instructor

Date

4. Evaluation Form to Unit Member (Within 15 working days of the observation visitation, the evaluator shall submit to the unit member being evaluated a copy evaluation form.)

Instructor

Date

5. Changes in Written Remarks (The evaluator and unit member may agree to changes in the written remarks of the evaluation, in which case it shall be re-drafted and submitted to the unit member within 5 working days of the post-observation meeting.)

Administrative Evaluator

Date

The unit member shall sign and return the re-drafted, final evaluation form within 5 working days.

Instructor

Date

6. Negative Evaluation (The evaluator and unit member shall meet within 15 working days of the post-evaluation conference to develop a written, detailed plan for remediation of the deficiencies upon which a negative evaluation was based.)

Administrative Evaluator

Date

Instructor

Date

Evaluation Summary (Use additional sheet as needed.)

EXHIBIT "A" EVALUATION FORMS
Procedures for Counselor Performance Evaluations

Student Evaluations

- 1. Student evaluations will be completed during a 4-week period in the same semester the formal evaluation is conducted.**
- 2. Student evaluations will be completed in October for evaluations conducted during the fall semester and from mid-March through mid-April for evaluations conducted during the spring semester.**
- 3. All students seen by the counselor during the 4-week period will complete the evaluation form.**
- 4. Evaluation forms will be given to each student by an assigned secretarial/clerical employee when the student leaves the counseling session. The secretarial/clerical employee will ask the student to complete the evaluation before leaving the counseling area.**
- 5. The evaluation form will be returned to the secretarial/clerical employee who will place it in an envelope.**
- 6. The secretarial/clerical employee will keep all completed evaluation forms in the envelope during the 4-week evaluation period.**
- 7. At the end of the 4-week period, the secretarial/clerical employee will send the completed evaluation forms to the Dean of Students who will compile the results and distribute the results to the counselor being evaluated and to each member of the evaluation team.**

Peer Evaluations

- 1. Each member of the evaluation team will observe one separate counseling session during the 4-week period and will complete an evaluation form for the session.**

EXHIBIT "A" EVALUATION FORMS
West Hills Community College District
Team Evaluation of Counseling Faculty

Counselor: _____

Date: _____

Your honest and thoughtful answers will provide useful information to the above named counselor. Please respond to the following statements based on your observations.

Grade the counselor according to what best describes your feelings on the following statements with "A" being superior, "B" satisfactory and "C" needs improvement. If you cannot respond to a certain statement, circle "NA".

1. Counselor is available during scheduled appointment hours.
A B C NA
2. Counselor showed genuine interest and concern.
A B C NA
3. Counselor listened carefully to what the student had to say.
A B C NA
4. Counselor made the student feel comfortable and at ease.
A B C NA
5. Counselor showed respect for the student, their opinion and their circumstances.
A B C NA
6. Counselor communicated effectively with the student.
A B C NA
7. Counselor provided information about specific services, programs and courses.
A B C NA
8. Counselor provided information about career/vocational programs offered at the college.
A B C NA
9. Counselor provided information about courses and programs of study at four-year colleges and universities.
A B C NA
10. Counselor provided accurate information.
A B C NA

Team Evaluation of Counseling Faculty
Page 2

11. Counselor helped the student achieve a clear understanding of his/her educational goals.

A B C NA

12. The counselor made certain the student understood all important material before leaving the appointment.

A B C NA

Additional Comments:

**EXHIBIT "A" EVALUATION FORMS
West Hills Community College District
Student Evaluation of Counseling Faculty**

Counselor: _____

Date: _____

Your honest and thoughtful answers will provide useful information to your counselor. Please respond to the following statements based on your experiences with the above named counselor.

Grade the counselor according to what best describes your feelings on the following statements with "A" being superior, "B" satisfactory and "C" needs improvement. If you cannot respond to a certain statement, circle "NA".

1. Counselor is available during scheduled appointment hours.
A B C NA
2. Counselor showed genuine interest and concern.
A B C NA
3. Counselor listened carefully to what you had to say.
A B C NA
4. Counselor made you feel comfortable and at ease.
A B C NA
5. Counselor showed respect for you, and your opinion and your circumstances.
A B C NA
6. Counselor communicated effectively with you.
A B C NA
7. Counselor provided information about specific services, programs and courses that you asked about.
A B C NA
8. Counselor provided information about career/vocational programs offered at the college.
A B C NA
9. Counselor provided information about courses and programs of study at four-year colleges and universities.
A B C NA

Student Evaluation of Counseling Faculty
Page 2

10. Counselor helped you achieve a clear understanding of your educational goals at West Hills College.

A B C NA

11. Counselor helped you plan your program consistent with your educational/career goals.

A B C NA

12. I would return to this counselor for further assistance.

A B C NA

Additional Comments:

**West Hills College Lemoore Faculty Performance Evaluation
Spring 2010**

Submitted by: Dr. Marlon Hall

This faculty evaluation was conducted for [REDACTED], a tenured faculty member in the Arts and Letters Instructional Area. [REDACTED] teaches various English and Education courses. A collaborative approach was taken during this evaluation using student evaluations, peer classroom evaluations, professional development goals, and other areas of assessment.

Peer Classroom Observations

[REDACTED] observed [REDACTED] English 101B course on March 16, 2010. There were 30 students present at the time of the observation. She stated that the objective of the lesson was clearly stated, good examples were used to clarify abstract or difficult ideas, the methods of presentation (PowerPoint, YouTube, journaling, lecture, and small group discussion) were appropriate, major points were summarized, the information and materials presented were up-to-date, and the materials were presented in an organized manner at an appropriate pace.

[REDACTED] felt that [REDACTED] voice and tone were appropriate, the students were clearly comfortable contributing in class, and a positive learning environment was maintained.

Her final thoughts:

- Returning assignments to students at the beginning of class offered [REDACTED] the opportunity to greet each student
- She noticed that some students did not write for the whole ten minutes. This would be an opportunity for those students to approach the desk and speak with the instructor during the quiet time
- Students could have spent all of class working on the YouTube activity. It would be good to come back to this.
- The class is clearly comfortable with each other and [REDACTED].

[REDACTED] observed [REDACTED] English 105A class on March 16, 2010. At the time of the observation, there were 34 students present.

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She offered these important points from the observation:

- [REDACTED] use of the PowerPoint works well because he doesn't have everything listed at once. A new slide comes up as soon as he completes a point.
- He clarified the journal topic by using an example from the show, *Lost*.
- Throughout the class, he asked students to discuss various topics with a partner. This method allowed quiet students to verbally share their ideas without being intimidated by sharing with the entire class.
- In addition to projecting the lesson, he also included major points from the book. This method seems particularly helpful to students who are absent or need a notetaker part of DSPS accommodations.
- Although the class is only 50 minutes, he did work in a quick summary at the end.
- Projecting PowerPoint notes on the board works well as his handwriting is quite small.
- [REDACTED] was able to work in lessons such as the FAFSA application and Independence Day

[REDACTED] recommends that since the students have 10-15 minutes of journal writing class, maybe they could work on the journaling at home, and use the class time to discuss how the 10 sentences could be developed into a paragraph with a topic sentence.

I observed [REDACTED] Education 5 course on March 16, 2010. At the time of the observation, there were 51 students present. During my observation, these were some of the key points:

- The agenda for the day was listed on the PowerPoint. The students know exactly what is being covered for the day
- The lesson for the day, "How to write a lesson plan?" was listed on the PowerPoint
- [REDACTED] did an outstanding job on the state of teaching jobs in the state of California. The students have a idea of what the job market is like.

I really liked [REDACTED] class being divided into teaching teams. The students get to know each other, they work together, and they learn from each other.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

In closing, I enjoyed [REDACTED] Even though the class size is large (51 students), he does an outstanding job in the classroom management, using support materials, summarizing the major points, using up-to-date materials, presenting the material in an organized manner, encouraging student participation, and maintaining a positive learning environment.

Student Evaluations

Student evaluations represent feedback from [REDACTED] classes during the spring semester. Overall, the students indicated that the course syllabus explained the objectives, grading procedures were adequately described, materials presented related to the course and the tests were a fair test of the assigned materials.

More specifically the students in [REDACTED] classes noted what they liked about his classes which included these key points:

- It's fun and very hands-on.
- The class is really interactive and hands-on it helps me grasp the material better.
- The material we learn. It is preparing me for teaching. Mr. Preston is a great teacher.
- [REDACTED] explains everything well, gives examples we can relate to, makes it fun.
- [REDACTED] is ready to teach at any given time.
- I like how the teacher is interactive with the students and gets a laugh out of the students.
- The teacher is very enthusiastic about the subject and makes it a competition to encourage us.
- [REDACTED] gets into his presentations which helps me understand

Comments that which the students listed on the evaluations that refer to what could be improved included:

- More assignments
- More examples
- The only improvement needed is the time. I would like to see this class held on Monday, Wednesday, and Friday to fit my school days.
- More writing and reading during class
- Explain the lessons more
- More group projects
- If the class was a little more longer
- Spend a little more time on topics

- More actual work in an elementary school
- Maybe some smaller classes

Reflections on Professional Development Goals and Plans

Since his last evaluation, [REDACTED] has continued his involvement with learning communities, continued development of the TEAM Teach program and the 5C's (creative, cool, community college, camp), the Basic Skills Initiative Committee.

He has attended the Basic Skills (Student Success Conference) at Santa Barbara City College and the CSUF Liberal Studies Advisory Conference to improve his teaching practice in the classroom.

He has been able to develop his leadership and communication skills by developing, promoting, and coordinating a number of conferences and events on campus such as: Teach 2008, Teach 2009, 5C's Experience 2007-10, hosting and presenting at the CSUF Annual Liberal Studies Conference in the spring of 2009.

In addition, [REDACTED] has written the midterm and final reports for the CTE Teacher Preparation Pipeline grant and is responsible for implementing the goals and objectives for this grant.

He was also featured in the March 27, 2009 issue of the Chronicle of Higher Education. This issue focused on teachers who matter. The title of Mr. Preston's feature, "Finding Ways to Hook Students Early."

Finally, [REDACTED] is one of the chairs of the Standard II Accreditation Standard for the 2011 Self-Study.

His goals are:

- Continue to develop leadership and communication skills
- Improve teaching methodologies, specifically in the area of Basic Skills instruction
- Continue to write and research with the intent to publish materials in the area of education

To achieve these goals, his plans are to:

- Attend leadership conferences and continue to accept leadership assignments. He would like the opportunity to serve on an accreditation team

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- Attend classes of other Basic Skills instructors and observe their teaching methodologies to improve his teaching of Basic Skills students
- Continue to write and research with the intent to publish materials in the area of education

To evaluate his successes in reaching the goals,

- Self-assessment and solicit feedback from peers and administration
- Analyze SLO results from courses and ask fellow faculty to come and observe and provide feedback during evaluation and non-evaluation cycles
- Continue to research publishing options- if granted a sabbatical, a successful book proposal will follow

Other Areas for Assessment in Addition to Classroom Observation

Campus Committee Involvement:

██████████ has been involved in the following committees- Academic Senate, Basic Skills Initiative Committee, Strategic Planning Committee, Team Teach, and the 5C's.

Learning Area Involvement:

██████████ is a member of the Arts and Letters Instructional Area. He is actively involved and attends all meetings.

Program Review

██████████ completed the program review for EDUC/EA.

Accreditation

██████████ currently serves as a tri-chair of Standard II of the Accreditation Self-Study. His area is Student Support Services.

Student Learning Outcomes/Assessments/Improvements

██████████ has written and assessed SLOs for the following courses- EA 55 (General Tutoring), Education 1 (Introduction to Teaching), and Education 5 (Critical Thinking in the Classroom).

5

1

2

3

4

Curriculum Development

██████████ has developed the curriculum for the Liberal Arts degree with emphasis in Elementary Education.

Outreach

In the area of outreach, ██████████ has presented at the Liberal Studies Conference, NCTE Conference, and has coordinated Teach 2008, Teach 2009, and the 5C's Experience.

Summary

██████████ is a tenured faculty member at West Hills College Lemoore. He is passionate, knowledgeable, sincere, and persistent in his work with the Basic Skills students and the Team Teach participants. He serves on various campus committees such as the Basic Skills Initiative Committee and Strategic Planning. He is actively involved in the Arts and Letters Instructional Area and Standard of the Accreditation Self-Study.

It is always a pleasure working with ██████████. He is one of the reasons why I consider the field of Education, my mission.

Recommendation

It is my recommendation that ██████████ remain on the current evaluation schedule, which is every three years.

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Eagle Lunch & Learn Fall 2010

Student	ID	Phone #	WHC E-mail	Inst./ Staff	Class	Sec.	Ref.	Final Grad	9/8	10/6	11/10
Aguiniga, Angel	0159851	559-707-4259	angelaguiniga@whccd.net	Ennes	Com - 4	L02			*	*	*
Acosta, Christopher	0141192	559-301-2460	christopheracosta@whccd.net	Daniels	Eng. 105A	L04				*	
Adams, Devin	0182337	559-309-0974	devinadams@whccd.net	Daniels	Eng. 105A	L01					
Aguiniga, Flora	0082746	559-572-8460	floraaguiniga@whccd.net	Daniels	Eng105A	L04			*		*
Alves, Evan	174711	559-583-7232	evanalves@whccd.net	Ennes	Com 4						
Antrade, Abel	195031	559-992-1311	abelantrade1@whccd.net	Daniels	105A	L04					
Angel, Luis	0180627	559-582-8249	luisangel1@whccd.net	Daniels	Eng. 51A	L05					
Arciga, Erica	0181220	559-923-4573	ericarciga@whccd.net	Daniels	Eng. 51A	L05					
Arellano, Chantal	0173961	559-469-9591		Sheffield	Eng. 101A	L04					
Arias, Adrian	0197427	559-269-9845		Ennes	Com - 3	L01					
Arney, Tamara	0076979	559-572-6607	tamaraarney@whccd.net	Pranger	SW 21	L01					
Arzate, Maria	164732	559-362-1732		Self						*	
Austin, Leola	0081789	559-469-1725	leolaustin@whccd.net	Sheffield	Eng. 105B Eng. 89	L04 L01					
Avila, Samuel	0152829	559-639-4639	samuelavila@whccd.net	Sheffield	Eng 89	L01			*	*	
Babiera, Marvin B.	0156716	559-707-2225		Evans	Math-63	L05					
Bacerra, Maria	0182538	559-707-2682	mariabecerra2@whccd.net	Ennes	Com - 4	L02					
Bach, Jordan D.	0034467	559-410-0581	jordanbach@whccd.net	Evans	Math-63	L05					

Baga, Leah	10096	559-925-7924	leahbaga@whccd.net	Pranger	SW 21	L01							
Bailey, Fatima	0183205	559-681-9348		Self								*	
Balcazar, Linda	160391	559-824-8877		Self								*	
Banuelos, Michelle	24645	559-772-8361	michellebanuelos@whccd.net	Gejeian	Eng 101B	L01							
Banuelos, Rudy	0134743	559-582-7974		Reid	BIO-10	L05							
Barker, Mike	0086305	559-904-1109	michaelbarker@whccd.net	Daniels Daniels	Eng. 51A Eng.151A	L05 L05						*	
Bermudez, Erica	0124188	559-583-8824		Daniels	105A	L04							
Boatner, Rayshawn	0198321	323-503-8478	rayshawnboatner@whccd.net	Daniels	Eng.105A	L01							
Boatner, Winfred	0197648	661-874-6188	winfredboatner@whccd.net	Sheffield	Eng 89	L01							
Boeve, Jill	155127	559-381-8929		Preston	Educ 5	L01							
Bravo, Arcelia	0166259	559-805-7191	arceliabravo@whccd.net	Self									
Brito, Junior	0194955	559-572-1280 559-572-5857		Daniels	Eng.105A	L01							
Calleros, Evelyn	168853	559-410-7873	evelyncalleros@whccd.net	Pranger	SW 21	L01							
Camarillo, Jonathan	0190920	559-309-6820		Daniels	Eng.105A	L01							
Cansler, Morgan	0184611	559-836-8140	morgancansler@whccd.net	Sheffield	Eng 89	L01				*	*	*	
Carr, Amber	0137231	559-772-6691		Daniels	Eng. 51A	L05					*	*	
Castellanos, Angela	0146703	559-633-0475		Ennes	Com - 4	L02					*	*	
Castro, Aaron	0198594	559-380-6282	aaroncastro@whccd.net	Sheffield	Eng. 89	L01							
Cerda, George	0168085	559-925-6673		Ennes	Com - 3	L01							
Chavez, Alfredo	0164100	559-924-4752		Shehorn	Eng. 101B	L02						*	

Campos, Vanessa	0191417	559-884-2251	vanessa.campos@whccd.net	Sheffield	101B	L03					
Colin, Daniel	0175545	559-816-8483		Ennes	Com - 4	L02					
Cordova, Augustin	0189680	559-326-9916	augustin.cordova@whccd.net	Daniels	Eng.151A	L01					
Cantapay, Ferdinand	182979	661-721-7842	ferdinandcantapay@whccd.net	Dolata							
Davis, Henry	0197579	559-410-8620	henrydavis@whccd.net	Self							
Defrance, Gerald L	0023140	559-309-0143		Gejeian	Eng.1A	L08					
Delgado, Benny	0142923	559-633-0419	bennydelgado1@whccd.net	Reid	Kines 1	1					
Delgado, Sophia	0148589	559-9165905		Ennes	Com - 4	L02				*	
Denberg, Joshua	194185	559-930-1237	joshuadenberg@whccd.net	Staff/Rose D.							
Dent, Cameron	0170393	559-313-4234	cameron.dent@whccd.net	Daniels	Eng. 51A	L05					
Dickens, Brandee	0164152	559-947-3140	brandeedickens@whccd.net	Self							
Dombrowski, Thomas	0176705	559-469-4001	thomasdombrowski@whccd.net	Daniels	Eng. 51A	L05					
Echmann, Amanda	185729	559-362-4438	amandaechmann@whccd.net	Peltzar	Bio. - 32	L07					
Elisoff, Stephanie	0183643	559-707-2985	stephanieelisoff@whccd.net	Daniels	Eng. 151A	L05					
Esajian, Tina	0180205	559-583-0138	tinaesajian@whccd.net	Sheffield	Eng 89	L01			*	*	*
Escalera, Kassandra	0190918	559-772-6214	kassandraescalera@whccd.net	Daniels	Eng.105A	L01					
Escobedo, Monica	0183204	559-589-3065	monicaescobedo@whccd.net	Evans	Math-63	L05					
Estrupolo, Joey	183408	559-925-1043	joeyestrupolo@whccd.net	Preston/Sheffield	Eng101B/105B	L02/L03					
Esparza, Genevieve	124512	559-273-1684		McDowell	Art 42	L01					
Espinoza, Nativida	186955	559-212-8840	natividaespinoza@whccd.net	Self							

Gonzalez, Yanell	0176799	559-816-7479	yanellgonzalez@whccd.net	Daniels	Eng. 51A	L05						
Gosvener, Janice	0146483	559-212-5533		Ennes	Com - 4	L02						
Grajeda, Michael	0134806	559-362-5495	michaelgrajeda@whccd.net	Reid	Kines 1	1						
Grothmann, Michael	12430	559-904-2213		McDowell	Art 42	L01						
Hall, Jennifer	184462	559-584-5109	jenniferhall@whccd.net	Self								
Henderson, Jamall	186006	559-584-4352	jamallhenderson@whccd.net	Gejeian	Eng 101B	L02						
Henry, Elston	0180204	559-836-7976	elstonhenry@whccd.net	Daniels	Eng.151A	L05						
Hernandez, Jessica	87453	559-633-0611		Briones							*	
Hernandez, Madelynn	0198492	559-623-8991	madelynnhernandez@whccd.net	Gejeian	Eng.1A	L08						
Hernandez, Pedro	195096	559-816-5303		McDowell	Art 16A	L01						
Hill, Dustin	0191243	559-403-6482	dustinhill@whccd.net	Daniels	Eng.105A	L01						
Hines, Daniel	0185726	559-572-1540	danielhines@whccd.net	Self						*		
Holden, Corbin	0186275	559-246-4606	corbinholden@whccd.net	McDowell	Art 42	L01						
Hudgins, Tyree	188458	559-583-6139	tyrehudgins@whccd.net	Gejeian	Eng 101B	L01						
Hotchkiss, Victoria	0173157	559-940-0341		Evans	Math-63	L05						
Humphrey, Chris	0035635	559-632-4989	chrishumphrey@whccd.net	Daniels	Eng.105A	L01						
Ingram, Ashleyh	0190913	559-589-5209	ashleyingraham@whccd.net	Daniels	Eng.105A	L01						
Ignacio, Alma	189272	559-423-5826	almaiagnacio@whccd.net	Cram-Peltzer								
Jaramillo, Alberto	0166529	559-8175915		Ennes	Com - 3	L01						
Jimenez, Beatriz	185305	559-589-0425 559-381-3064		Shehorn	Eng. 101B	L02						

Johnson, Joe	22490	559-572-6625	joejohnson@whccd.net	Self/McDowell	Art 42	L01						*
Johnson, Vicki	176635	559-572-1927	vickjohnson@whccd.net	Shehorn	Eng. 101B	L02						
Knevelbaard, Karissa	0196377	559-917-0715	karissaknevelbaard@whccd.net	Reid	BIO - 10	L05						
LaMantia, Constance	0197458	805-904-9036	dropped	Self						*		
Leon-Martinez, Ana	0180181	559-410-7065 559-925-1782		Sheffield/G ejeian	105A	L03						
Leon-Martinez, Rosa	0180292	559-925-1782		Sheffield/G ejeian	105A	L03						
Leyva, Crystal	0154473	559-362-6910 559-584-9114	crystalleyva@whccd.net	Daniels Daniels	Eng. 51A Eng. 151A	L05 L05						
Lim, Lisa	0145198	559-584-7792	lisalim@whccd.net	Sheffield	Eng 89	L01				*		
Lopez, Florencia	0177118	559-864-8389		Reid	BIO - 10	L05						
Lopez, Celene	0164702	559-356-3121		Self						*	*	*
Lopez, Maria J	127900	559-589-5358	marjalopez2@whccd.net	Self						*		
Loya, Jimmie	0124133	559-572-5215		Sheffield	101B	L03						
Lugo, Mark	196282	559-572-4802	marklugo@whccd.net	Self								
Maldox, Josh	0173136	559-924-2925	joshmaldox@whccd.net	Ennes	Com - 3	L01						
Madina, Ariana	0160883	559-386-4976	arianamadina@whccd.net	Ennes	Com - 4	L02						
Madrigal, Griseida	0191385	559-867-1718	griseidamadrigal@whccd.net	Sheffield	101B	L03						
Maduena, Rene	0144776	559-8241160		Ennes	Com - 3	L01					*	
Manalo, Annie	0195795	559-924-2028	anniemano@whccd.net	Daniels	Eng. 51A	L05						
Marr, Claudia	0196708	909-252-0828	claudiamarr@whccd.net	Pranger	SW 21	L01						*
Martinez, Jaime	0166208	559-589-0634	jaime.martinez2@whccd.net	Evans/Gep an	Math-63/Eng 101B	L05/L 01						

Martinez, Justin	0191689	559-866-2208		Reid	Kines 1	1					
Martinez, Rafael	0170761	559-992-4688		Ennes	Com - 4	L02					
Mattos, Brianna	0173884	559-285-5373 559-785-5373	briannamattos@whccd.net	Reid	BIO - 10	L05					
Medina, Ariana	160883	559-386-4976	arianamedina@whccd.net	Ennes	Com 4	L02					
Medina, Juan	0163967	559-415-9817	jmedina@whccd.net	Daniels	105A	L04					
Mendoza, Olga	0161518	559-589-0368		Ennes	Com - 4	L02					
Mercer, Kayla	174959	210-842-2900	kaylamercer@whccd.net	McDowell	Art 16A	L01					
Mora, Guillermo	0191718	559-884-2109	guillemamora@whccd.net	Sheffield	105A	L03					
Moreno, Jaime	0195951	559-486-0157	jmoreno@whccd.net	Daniels	Eng 105A	L01					
Morse, Megan	179975	559-817-9571	morsemegan@whccd.net	Gejeian	Eng. 1A	L08					
Natale, Nico	165067	559-998-5769	nicunatale@whccd.net	Williams	Eng. 51A						
Navarro, Beni	182101	559-836-3788	beninavarro@whccd.net	Self							
Nix, Tommy	0160078	559-925-1595	tommynix@whccd.net	Self						*	
Ochoa, Adilene	0178275	714-783-8113	adileneochoa@whccd.net	Reid	Kines 1	1					
Ojinaga, Albert	182091	559-836-9923		Briones							*
Oregel, Alexandra	188019	559-992-5208	alexandraoregel@whccd.net	McDowell	Art 16A	L01					
Oliva, Christian	0195965	559-380-7314	christianoliva@whccd.net	Reid	Kines 1	1					
Omar, Lopez	0192049	559-884-1810		Daniels	Eng.105A	L01					
Ortega, Maria	0187664	559-287-9773	mariatorres@whccd.net	Sheffield	Eng. 89	L01					
Pacheco, Elsie	0193628	559-589-9760	elsiepacheco@whccd.net	Daniels	Eng. 51A	L05					

Pavelzik, John	80909	559-309-1099		McDowell	Art 16A	L01					
Pedraza, Johnny	0166158	559-469-9958		Daniels	Eng.105A	L01					
Perez, Alexander	0166559	559-816-7415		Daniels	Eng.105A	L01					
Perez, George	0178016	559-925-1082		Daniels	Eng.105A	L04					
Perez, Kristian	0175565	559-5723705 559-239-7368		Sheffield	105A	L03					
Perez, Soledad	0190949	559-924-3074		Daniels	Eng.105A	L01					
Piceno, Monica	139672	559-380-5159		Shehorn/Pre ston	Eng 101B/105	L01					
Pico, Joseph	0198097	559-572-0046		Daniels	Eng.105A	L04				*	
Piasencia, Ernesto	0160868	559-5831864		Daniels	Eng.151A	L05					
Prude, Charisse	0181020	559-309-7686 559-584-1347	charisseprude@whccd.net	Ennes	Com - 4	L02					
Ramirez, Ida	0190916	559-925-8144		Daniels	Eng.105A	L01					
Ramirez, Kelsey	164943	559-639-0298		Peltzar	Bio. - 32	L07					
Reed, Mary	167534	909-252-0828	maryreed1@whccd.net	Self							
Reed, Tyree	0170699	559-584-6356		Self						*	
Richardson, Zelalin	0137713	559-639-4695		Sheffield	Eng105A	L03			*		*
Robinson, Link	0185746	559-772-6630		Self					*		*
Robles, Jesus	0157008	559-924-6198	jesusrobles@whccd.net	Reid	Kines 1	1					
Rodriguez, Alyssa		559-924-8140		McDowell	Art 42	L01					
Rodriguez, Melissa	0156874	559-836-4063		Ennes	Com - 4	L02					
Rodriguez, Rigo	0160834	559-381-3806	rigorodriguez@whccd.net	Self					*		

Roe, Mercedes	143149	559-381-9762	mercedesroe@whccd.net	Peltzar	Bio. - 32	L07						
Rogers, Elizabeth	0184381	559-212-7980		Sheffield	101B	L03					*	*
Rogers, Lauren	157166	724-263-9595	laurmrogers@whccd.net	Peltzar	Bio. - 32	L07						
Ruch, Courtney	129917	559-362-5787		Peltzar	Bio. 32	L07						
Saito, Ryo	0180514	559-250-3943		Ennes	Com - 4	L02						
Sanchez, Christian	195596	559-925-1055	christiansanchez1@whccd.net	Boettiger	CIS 7	L07						
Sandoval, Lourdes	0183617	559-816-7012	lourdessandoval@whccd.net	Daniels	Eng. 51A	L05						
Santos, Natalie M.	0164745	559-896-4338		Evans	Math-63	L05						
Satterfield, Donnie	0138731	559-572-3220		Reid Denney	BIO - 10 Counselor							
Schmidt, Michael	169281	559-577-2665	michaelschmidt@whccd.net	Gejeian	Eng 101B	L01						
Seah, Sim Poh	172984	559-410-2531	seahsim@whccd.net	Dolata							*	
Serrano, Iggy	0168515	559-582-7831 559-639-5777	iggyaqkeemserrano@whccd.net	Daniels	Eng. 51A	L05						*
Sheldon, Trista	0013951	559-922-0911	tristasheldon@whccd.net	Sheffield	Eng. 89	L01						
Sidhu, Gurleen	0194599	559-287-1031	gurleensidhu@whccd.net	Sheham	Eng. 101B	L02						
Smalley, Vanessa	136287	559-212-5032		McDowell	Art 42	L01						
Smith, Dakota	0198523	559-232-6719	dakotasmith@whccd.net	Daniels	Eng. 105A	L04						
Smith, Joel	0198408	559-924-3756	joelsmith@whccd.net	Self								
Tafolla, Jessica	0182418	559-772-9687	jessicatafolla@whccd.net	Daniels	Eng. 51A	L05						
Tagliareni, Ron	0165709	559-924-6380	ronaldtagliareni@whccd.net	Ennes/Quilic	Com. 3	L01						
Tapia, Marlene	0170573	559-5721606		Ennes	Com - 4	L02						

Taylor, Ashlynn	0010483	559-380-9399 559-924-1476	ashlynntaylor@whccd.net	Daniels	Eng. 51A	L05						
Tetrault, Bethany	0135403	559-816-5700	bethanytetrault@whccd.net	Self					*	*	*	
Thomas, Laura	0142921	559-707-7907 559-381-1715	laurathomas@whccd.net	Daniels	Eng. 51A	L05						
Torreez, Ursula	0191592	559-709-2344	ursulatorrez@whccd.net	Daniels	Eng. 51A	L05			*	*	*	
Torres, Angelica	0149755	559-410-8175		Ennes	Com - 4	L02				*	*	
Torres, Juan	192394	559-904-6179	juantorres18@whccd.net	Peltzar	Bio. 32	L07						
Trejo, Jesus	0171049	559-924-5844	jtrejo@whccd.net	Ennes	Com - 3	L01						
Trevino, Juan	198418	559-572-1759	juantrevino@whccd.net	Gejeian	Eng. 1A	L08						
Underwood, Timmie	169509	559-836-8351	timmieunderwood@whccd.net	Lataria						*		
Unzueta, Natalie	0188098	559-924-8095	natalieunzueta@whccd.net	Daniels	Eng. 51A	L05						
Valencia, Liliana	0162632	559-925-9340		Ennes	Com - 4	L02						
Van Sickle, Sean	0178811	559-925-0322 559-380-7021		Sheffield	105A	L03						
Varela, Melissa	127322	559-945-2103	melissavarela@whccd.net	Peltzar	Bio. - 32					*		
Villanueva, Eunice	0180172	559-836-3657		Preston Sheffield	Eng.105B Eng.101B	L02 L03						
Wesson, Dellora	0188718	559-7725637		Ennes	Com - 4	L02						*
West, Katherine	176420	559-924-1730		Self						*		
Whipple, Anthony	188738	559-583-8490	anthonywhipple@whccd.net	Peltzar	Bio. - 32							
Wills, Vanessa	0192411	559-589-1217	vanessawills@whccd.net	Daniels	Eng. 51A							
Wills, Willie	0187542	559-584-3621		Sheffield	Eng. 101A	L04				*	*	
Wilson, Angelica	89687	559-380-8202	angelicawilson@whccd.net	Peltzar	Bio. 32	L07						

12/1

SEP

No SEP

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X

X

X

X

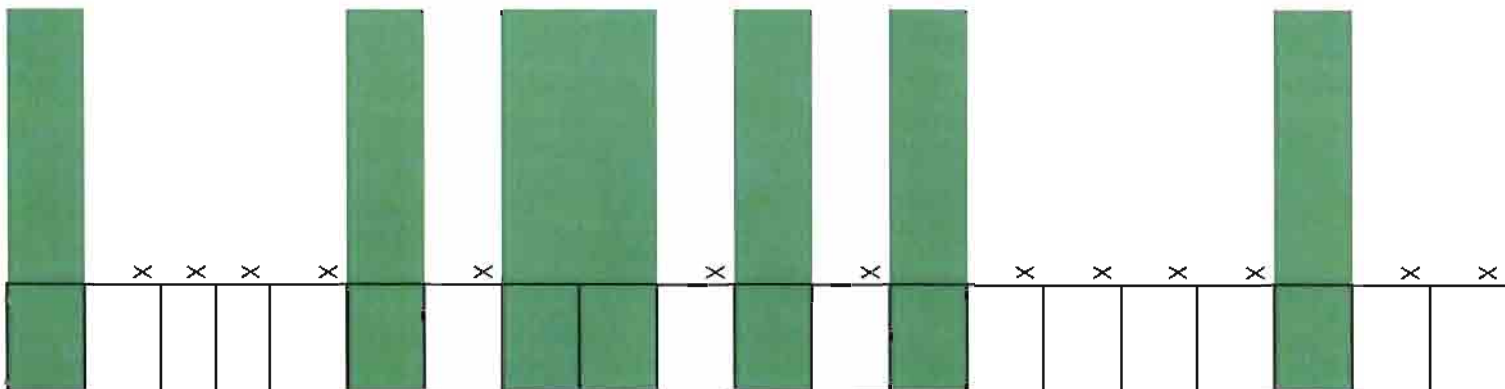
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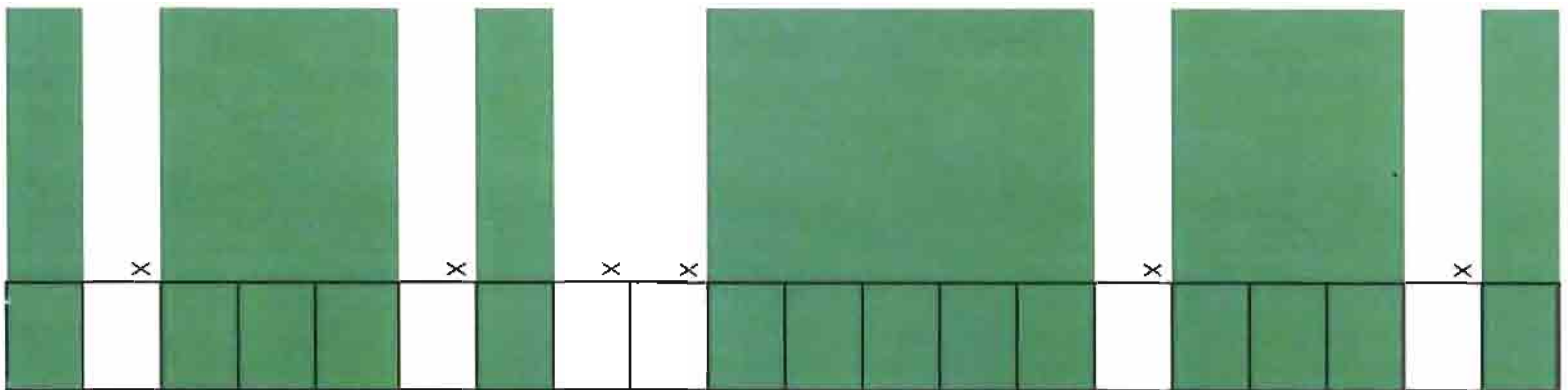
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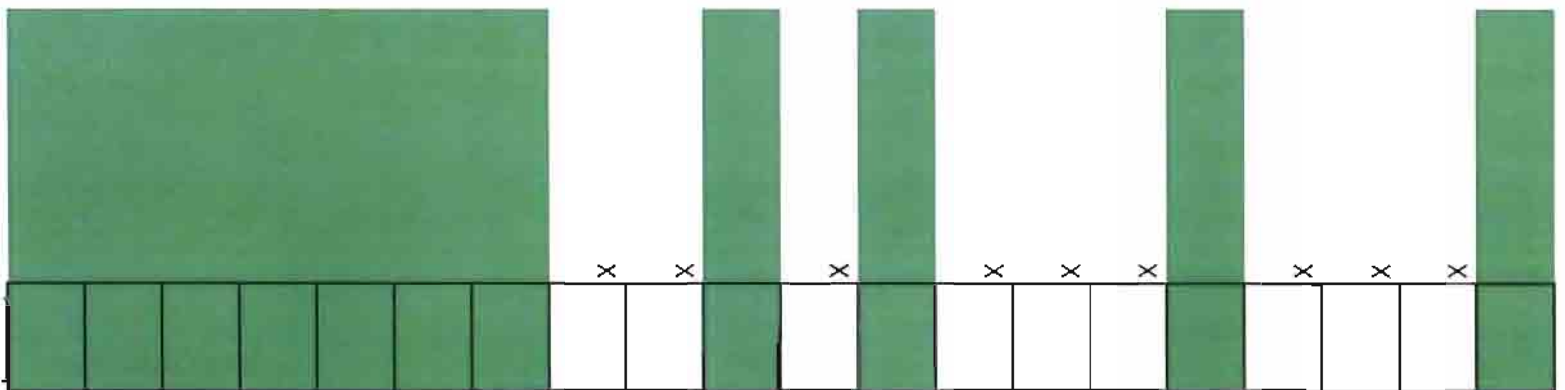
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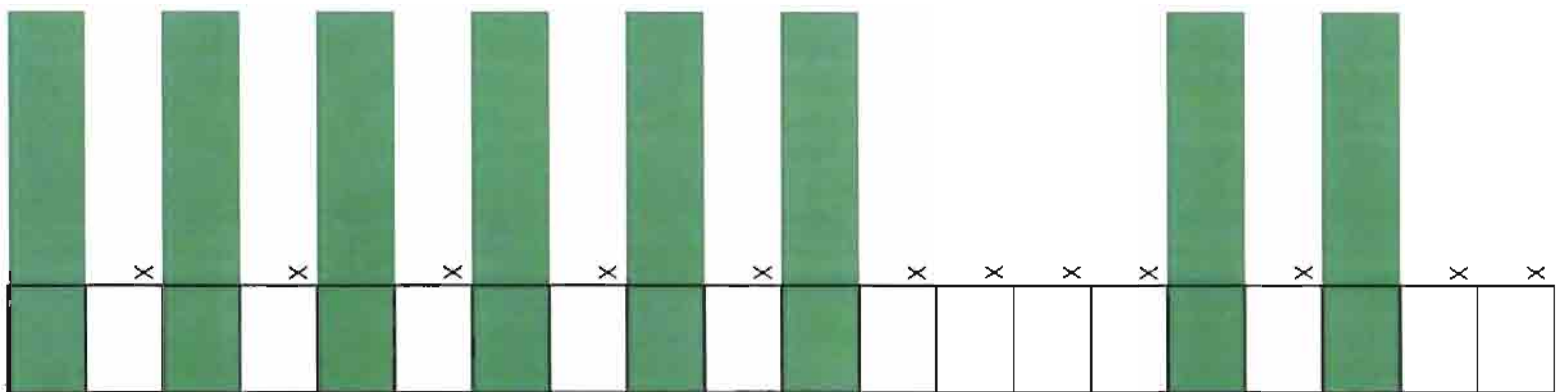
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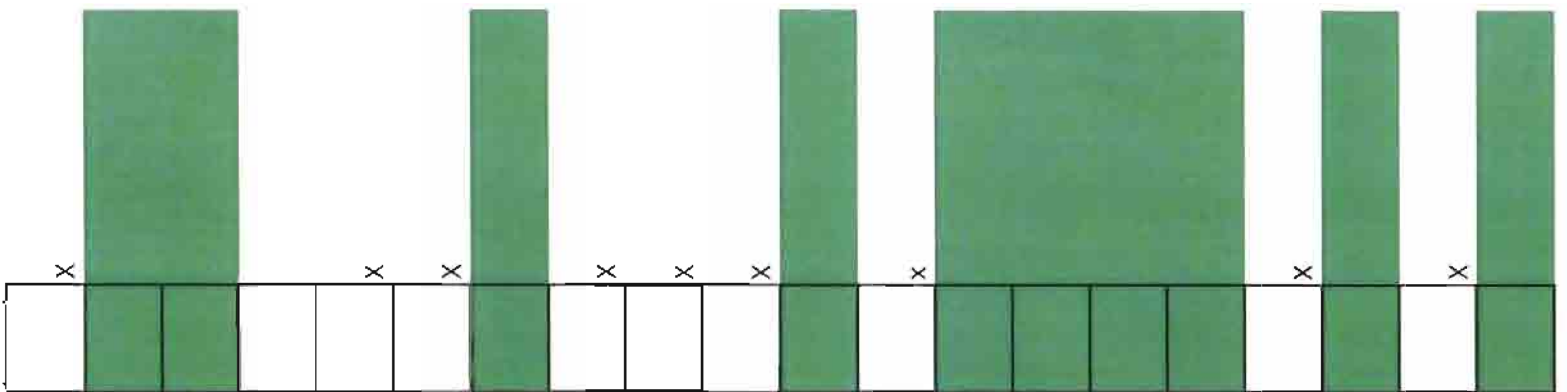


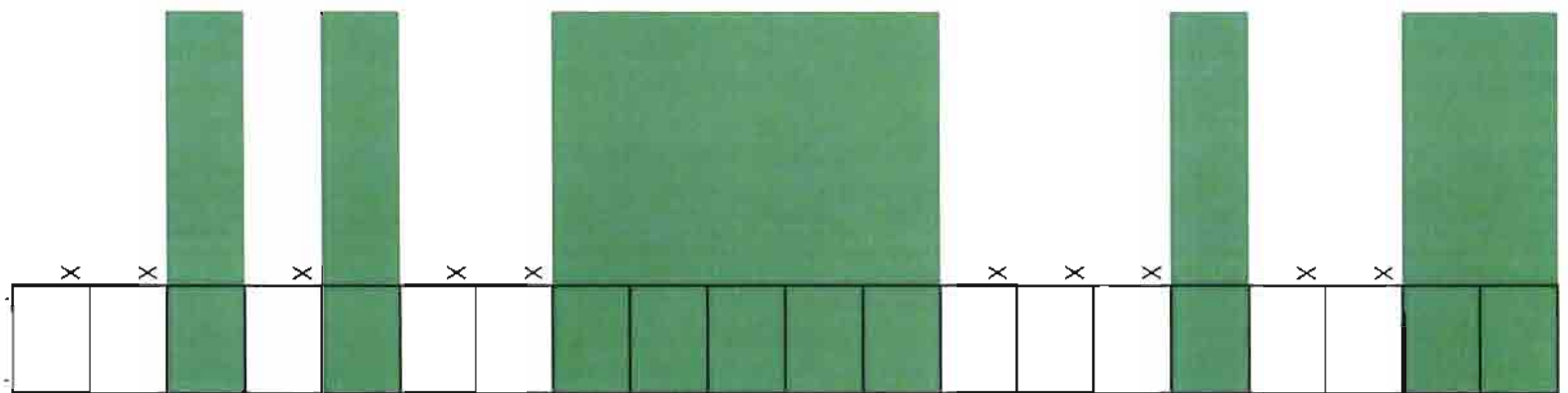


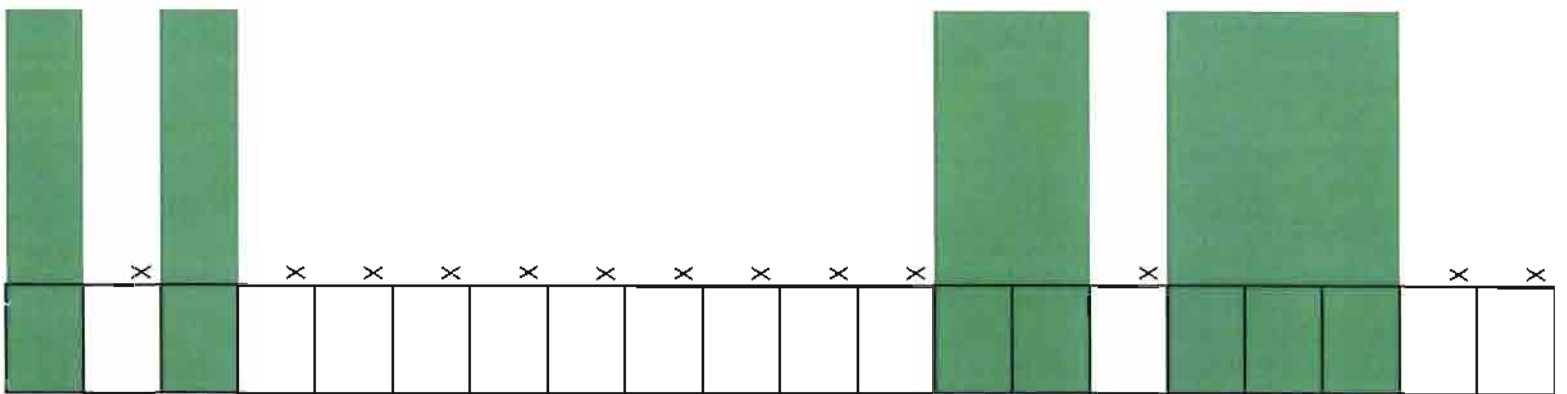


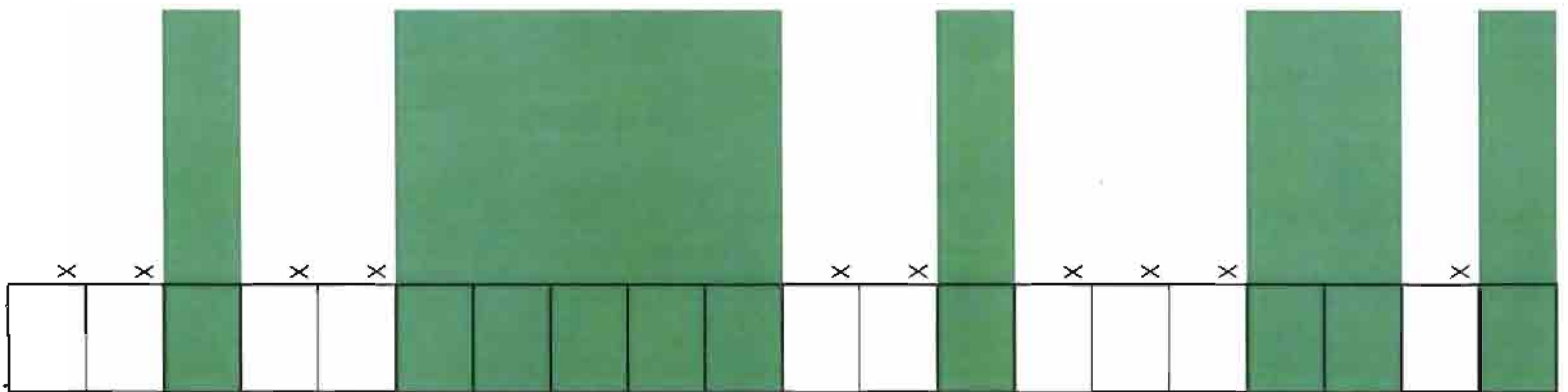


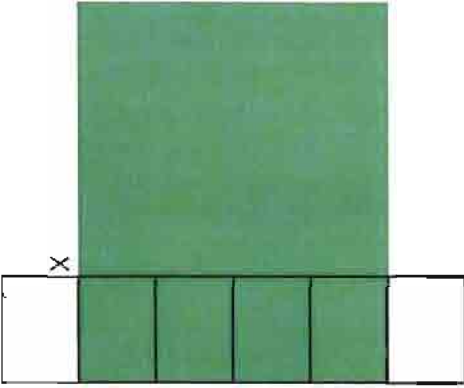












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West Hills College Lemoore
Office of Categorical Programs

Board Update

TO: Don Warkentin
FROM: Sylvia Robinson
RE: Board Update
DATE: October 15, 2010

- Student Services
On September 20th, Sylvia attended a New Matriculation Director's Training from the Systems Office in Sacramento
- Don and Sylvia have been meeting with our local high school principals to discuss ways we can assist them in helping their students reach their educational goals and stimulate a college going culture across the campus. Principals have been very receptive and eager to expand the partnerships.
- Sylvia, Mike Rodriguez, Tammy Larson, Angela Tos, Priscilla Balcazar, Susie Briones and America Bryant attended the Strengthening Student Success Conference in Costa mesa, October 6th -8th
- Plans are underway for a fall Wellness Day
- The October Eagle Lunch and Learn was very successful, there were 80 students referred and 40 who attended.
- The 2010 Eagle Outreach, an event held annually in the fall for special education students in our high schools, was successful. There were 30 special education students that attended from, Lemoore, with another date planned for our larger high schools.

INSTRUCTIONAL PROGRAM REVIEW

West Hills College Lemoore

I. General Information

- A. Instructional Program: _____
- B. List of Full Time Program Faculty and Staff:

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*
- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated _____ Classified Professional _____ Volunteer _____
Student Workers _____

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

- A. Attach dashboard statistics here.
- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific program. *(250 words or less)*
- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services).
- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

IV. Professional Development

- A. What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify.
- B. Relate how the professional development activities have improved student learning outcome attainment.
- C. Describe the program's plans for staff development over the next four years.

V. Curriculum and Student Learning Outcomes

- A. List your Instructional Program-Level Student Learning Outcomes.
 - 1. Have any Instructional Program-Level Student Learning Outcomes been changed from the completion of the previous program review? What are the changes? Attach documentation.
 - 2. Describe the assessment used to improve student learning. Cite a specific example.
- B. Explain how Instructional Program-Level Student Learning Outcomes are used to measure quality and success of this department/service area.
- C. Review course outlines and prerequisites. List all courses that apply to this program requiring a five-year course outline review.
 - 1. Describe the curriculum changes anticipated in the next two years. (These changes would include major course revisions, deletions, new courses, revised or new options within a program, or a proposed new program).
- D. To what extent is technology being used in the program?
- E. How does the program ensure that the current curriculum is adequately meeting the needs of the students?

VI. Career Technical Education Only

- A. Does your program result in providing licensing or certification to its program graduates which will enhance opportunities for employment? If yes, list.
- B. Discuss the opportunities available to students who plan to transfer to an institution of higher learning.
- C. Discuss the effectiveness of your program in terms of:
 - 1. Entry-level job placement as a result of training.

2. Effectiveness of continuing education to meet the need for advanced training and/or training in emerging technologies.
 3. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).
 4. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. *(250 words or less)*
- D. What would be the preferred sequence of courses to be taken to achieve your program's goal of a degree or certificate?
 - E. How does the program ensure that the current curriculum is adequately meeting the needs of students?
 - F. Excluding curriculum validation, discuss community involvement in the program.
 - G. List any special accreditations, external regulations, or advisory committees that have oversight to your program.
 - H. List any special regulations, space requirements, staff training, etc. required by your program.
 - I. List any program initiatives to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.).
 - H. Discuss the program's use of external funding, including grants, if applicable.

VII. Summary and Recommendations

- A. Based on analysis of the information provided in Sections I through VI above, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.
 1. Program strengths:
 2. Areas that need improvement:
 3. Strategies and actions for program enhancement and improvement:
- B. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

NON-INSTRUCTIONAL PROGRAM REVIEW
West Hills College Lemoore

I. General Information

- A. Non-Instructional Program: _____
- B. List of Full Time Program Faculty and Staff:

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*
- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated _____ Classified Professional _____ Volunteer _____
Student Workers _____

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

- A. Attach dashboard statistics here.
- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. *(250 words or less)*
- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services)
- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

IV. Professional Development

- A. What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify.
- B. Relate how the professional development activities have improved student learning outcome attainment.
- C. Describe the program's plans for staff development over the next four years.

V. Curriculum and Student Learning Outcomes

- A. List your Non-Instructional Program-Level Student Learning Outcomes.
 - 1. Have any Non-Instructional Program-Level Student Learning Outcomes been changed from the previous program review? What are the changes? Attach documentation.
 - 2. Describe the assessment used to improve student learning. Cite a specific example.
- B. Explain how Non-Instructional Program-Level Student Learning Outcomes are used to measure quality and success of this department/service area.
- C. To what extent is technology being used in the program?
- D. How does the program ensure that current delivery of service is adequately meeting the needs of students?
- E. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).
- F. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. *(250 words or less)*
- G. Excluding curriculum validation, discuss community involvement in the program.
- H. Do special accreditations, external regulations, or advisory committees regulate the program? Yes No (if yes, list)
- I. Does the program have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate)
- J. Is there evidence of unmet student needs in the program? Yes No (if yes, elaborate)

K. Describe the initiatives the program has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.)

L. Discuss the program's use of external funding, including grants, if applicable.

VI. Summary and Recommendations

A. What actions have been taken to address the assessment and improvements of program learning outcomes?

B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.

1. Program strengths

2. Areas that need improvement

3. Strategies and actions for program enhancement and improvement.

C. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Revised: 4/10

Assessment Grid

West Hills College Lemoore

Mission: *West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.*

Program: Mission: State the program/unit's mission. If you don't have one, create one. The mission statement should include the purpose of your program/unit, the ideals the program strives to attain, and whom the program/unit serves (student, staff, public, etc.). 200 words limit.		Contact Person/ext.:	
Submission Date:		Midterm Report Date (2 years from submission/ 1 year CTE):	
Program Goals/ Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes
At least 3 short-term and up to 2 long-term goals. Instruction: At least three of your goals must be program specific student-learning outcome oriented.	The specific activities you will implement to accomplish the goals (e.g. implement a new course) and intended outcomes.	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)
1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

Midterm Report

West Hills College Lemoore Program Review, Planning, and Evaluation Assessment Planning Logic Model

Program:		Date:
Findings	Analysis	Actions
What are the actual quantifiable outcomes compared to those listed in column four of the Assessment Grid?	Your interpretation of the results (why the activities were not successful in achieving the goal)	Based on the Findings and Analysis, what is the next step(s) to program improvement?
1.	1.	1.
2.	2.	2.
3.	3.	3.

Program Review Summary Sheet for Planning/Institutional Effectiveness

Training/Professional Development <input type="checkbox"/> Employee Development & Success Committee	Equipment Budget Allocation <input type="checkbox"/> Committee &/or Technology Committee	Facilities <input type="checkbox"/> Facilities, Safety, Committee	Personnel/Staffing <input type="checkbox"/> Academic Senate &/or Area Budget	Curriculum/Course Schedule <input type="checkbox"/> Learning Area Faculty	Budget <input type="checkbox"/> Budget Allocation Committee
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Program Review Summary Sheet for Planning/Institutional Effectiveness

I. General Information

Program: _____

Prepared By: _____

Date Prepared: _____

II. Summary

What actions have been taken to address the assessment and improvements of goals and learning outcomes?

III. Recommendations by Planning and Governance Council

<input type="checkbox"/> Training/Professional Development <input type="checkbox"/> Employee Development & Success Committee	<input type="checkbox"/> Equipment <input type="checkbox"/> Budget Allocation Committee &/or Technology Committee	<input type="checkbox"/> Facilities <input type="checkbox"/> Facilities, Safety, Committee	<input type="checkbox"/> Personnel/Staffing <input type="checkbox"/> Academic Senate &/or Area Budget	<input type="checkbox"/> Curriculum/Course Schedule <input type="checkbox"/> Learning Area Faculty	<input type="checkbox"/> Budget <input type="checkbox"/> Budget Allocation Committee

Approved by Planning and Governance Council (PGC) Date: _____

Recommended Action by PGC: Expand Program Maintain Program at Current Levels Eliminate Program

**Adjunct Faculty Shindig
West Hills College Lemoore Conference Center
Wednesday, August 11, 2010**

Agenda

5:30-5:35	Welcome	Dr. Marlon Hall Assoc. Dean-Ed Services
5:35-5:55	Opening Remarks	Don Warkentin President Dave Bolt VP-Ed. Services Sylvia Dorsey-Robinson VP-Student Services
5:55-6:00	Athletics	Bob Clement Director of Athletics
6:00-6:25	Dinner/Keycards	
6:25-6:30	Veteran's Affairs	Susie Acheron Veteran's Advisor
6:30- 6:40	Important Procedures	Staff
6:40- 6:50	Waitlist	Kyle Crider
7:00- 8:30	SLO Introduction	David Babb

Breakout Sessions

Sessions: 7:15- 8:15

1. SLO Session(Art & Letters) (Room 278) Jacqui Shehorn
2. SLO Session(Science/Math) (Room 234) David Babb
3. SLO Session(CTE) (Room 235) Christian Raia
4. SLO Session (Social Sci/CD) (Room 236) Vera Kennedy



Board Policy 5505 Academic Honesty

Reference: *Education Code Sections 66300; 70902; and 76037*

The West Hills Community College District seeks to promote and ensure academic honesty and personal integrity among students and other members of the college community. All members of the college community are responsible for knowing the policy and procedures on academic honesty.

Academic honesty is vital to the very fabric and integrity of the district. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the college community are responsible for creating and maintaining an honest environment and all must work together to ensure the success of the policy and code of behavior.

Student Honor Code

All students agree to abide by the following student honor code by signing the admissions application, which provides:

"I will be academically honest in all of my academic work and will not take part in academic dishonesty of others."

Goals

The goals of this academic honesty policy are to:

- Foster a culture of academic honesty in the college community.
- Maintain the integrity and academic reputation of the colleges and district.
- Process fairly and consistently matters related to academic dishonesty.

Definitions

For purposes of this policy, the following definitions are used:

- "Academic Honesty" means performing all academic work without plagiarism, cheating, lying, tampering, stealing, or receiving unauthorized or illegitimate assistance from any other person.
- "Academic Dishonesty" means knowingly performing, attempting to perform, or assisting any other person in performing any academic work that does not meet the above standard of academic honesty.
- "Academic Work" means any act performed in connection with work required to be submitted, being prepared to be submitted, or actually submitted for academic advancement in connection with courses and programs offered by the college. Academic work includes,

Board Policy 5505
Academic Honesty

but is not limited to, examinations, exercises, quizzes, term papers, reports, performances, presentations, artwork, laboratory work, and scientific experiments. Academic work includes, but is not limited to, written and oral work presented or recorded in any media including magnetic or electronic. Academic work includes, but is not limited to, work in connection with regular college courses, whether conducted at an on campus or off campus location), independent study courses at any location, courses offered through the college's continuing education and distance learning program at any location.

- “Advisor” means an individual who assists a faculty member or student in preparing for an academic honesty review panel meeting. The Chief Instructional Officer (CIO), in cooperation with the Academic Senate, will provide a list of individuals available to serve as advisors by request.
- “Facilitator” means a student, faculty member, or staff member certified by the CIO to assist a faculty member and student in a fair and focused discussion during a “Facilitated Discussion”, or to moderate academic honesty review panel meetings. In the case of academic honesty review panel meetings, the facilitator is not a member of the academic honesty review panel, does not vote to determine whether a violation occurred, and does not participate in the private deliberations of the panel. The facilitator is authorized to determine all procedural questions prior to and during discussions or meetings with academic honesty review panels.
- “Panelist” means any student and faculty member appointed by the Academic Senate President to serve on an academic honesty review panel. All panelists must be acknowledged by the CIO as qualified and willing to serve. All panelists must have received a copy of the Academic Honesty policy and procedure. Faculty panelists must be tenured or tenure-track. Student panelists must be currently enrolled at the college.
- “Academic Honesty Review Panel” means any group of panelists designated by the CIO and the Academic Senate President to review a particular accusation of academic dishonesty. There shall be three faculty (Academic Senate President or designee; one faculty member from discipline or closely aligned discipline in which the alleged infraction occurred; and one faculty member as determined by the Academic Senate President and the CIO); the Dean over the discipline or a designee; and one student panelist (as determined by the Academic Senate President or designee and the CIO) on each panel.
- “Chair” means a member of each academic honesty review panel selected by the panel as the presiding officer for that panel's private deliberations.
- “Day” means any calendar day in which the college operates, excluding Saturdays, Sundays and district holidays. When a certain act must be completed within a certain number of days following a specified beginning date, the beginning date shall be excluded in computing the due date.
- “Faculty member” means any member of the West Hills Community College District approved to instruct or monitor instruction of students.

- “Suspension” means a defined term in which a student is excluded from enrollment at the college. A consequence of suspension is that any classes successfully completed by the suspended student at another school or college during the period of suspension will not be credited toward a West Hills College degree or calculated in the student's overall GPA.
- “Expulsion” means permanent separation of the student from the District.

Prohibited Conduct

No student shall knowingly perform, attempt to perform, or assist another in performing any act of dishonesty in or related to academic work to be submitted for academic credit or advancement. The term "knowingly", as used in the preceding sentence, means that the student knows the dishonest nature of the conduct, and that the academic work involved will be submitted for academic credit or advancement. "Knowingly" does not mean that the student must have known that the particular act was a violation of the district's academic credit or honesty policy. A student does not have to intend to violate the honesty policy to be found in violation. For example, plagiarism – intended or unintended – is a violation of this policy. Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically mentioned in the list of examples below.

Examples of Academic Dishonesty

The following acts by a student are examples of academically dishonest behavior:

- Plagiarism – Submission for academic advancement the words, ideas, opinions or theories of another without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:
 - Directly quoting all or part of another person's written or spoken words without quotation marks or other means, as appropriate to the discipline;
 - Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work indicating so;
 - Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
 - Repeating information in academic work, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
 - Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work.
- Unauthorized assistance – Giving or receiving assistance in connection with any examination or other academic work such that the resulting work product is not that of the student. During examinations, quizzes, lab work and similar activity, students are to assume that any assistance (such as books, notes, calculators, and conversations with others) is unauthorized unless it has been specifically authorized by a faculty member. Examples of prohibited behavior include, but are not limited to, the following when not authorized:

- Copying, or allowing another to copy, answers to an examination;
 - Transmitting or receiving, during an examination, information that is within the scope of the material to be covered by that examination (including transmission orally, in writing, by sign, electronic signal, or other manner);
 - Giving or receiving answers to an examination scheduled for a later time;
 - Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report, computer application, laboratory experiment, or computation);
 - Submitting a group assignment, or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation;
 - Unauthorized use of a programmable calculator or other electronic device.
- Lying/Tampering/Bribery – Bribery or an attempt to bribe a college official or employee is prohibited conduct under this policy. Lying includes, but is not limited to:
 - Providing false information in connection with the performance of any academic work or in connection with any proceeding under this policy.
 - Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to the faculty member or to any college official for failure to attend an exam or to complete academic work;
 - Falsifying the results of any laboratory or experimental work or fabricating any data or information;
 - Altering any academic work after it has been submitted, unless such alterations are part of an assignment (such as a request of an instructor to revise the academic work);
 - Altering grade, lab, or attendance records. This includes, for example, the forgery of university forms for registration in or withdrawal from a course;
 - Damaging computer equipment (including disks) or laboratory equipment in order to alter or prevent the evaluation of academic work, unauthorized use of another's computer password, disrupting the content or accessibility of an Internet site, or impersonating another to obtain computer resources;
 - Giving false information or testimony in connection with any investigation or hearing under this policy;
 - Submitting for academic advancement an item of academic work that has previously been submitted (even when submitted previously by that student) for academic advancement, unless done pursuant to authorization from the faculty member supervising the work or containing fair attribution to the original work.
- Theft – Stealing, taking or procuring in any other unauthorized manner (such as by physical removal from an instructor's office or unauthorized inspection of computerized material) information related to any academic work (such as exams, grade records, forms used in grading, books, papers, computer equipment and data, and laboratory materials and data).

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Academic Honesty

- Other – Failure by a student to comply with a duty imposed under this policy. However, no penalty is imposed under this policy for failure to report an act of academic dishonesty by another or failure to testify in an academic honesty proceeding concerning another.

Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically mentioned in the above list of examples.

Required Conduct of Members of the College Community

Any member of the college community who has personal knowledge of facts relating to an alleged violation of this policy has a responsibility to report that alleged violation to the CIO as provided in this policy.

Required conduct includes, but is not limited to, participating in a discussion with the student believed to have violated the policy and truthfully answering questions and providing documentation of the matter to the Academic Senate President and CIO of the college.

Faculty have a responsibility to report alleged violations to the CIO as provided in this policy. Faculty shall have the responsibility to take reasonable steps to inform students of the academic honesty rules that apply to particular academic work and the specific types of academic assistance that are permissible in connection with that academic work. Additionally, each faculty member shall take reasonable steps to foster a climate of academic honesty. The failure of a faculty member to meet these responsibilities shall not be a defense to an accusation of academic dishonesty against a student.

The enrollment of a student at the college constitutes the student's agreement to be bound by this policy. Every student has an obligation to be informed concerning the terms of this policy. Lack of knowledge of the provisions of this policy is not an acceptable response to an accusation of violating this policy. Any discipline of a member of the college community, other than a student, for violation of this policy shall proceed under policies of the district applicable to faculty and staff conduct.

Board approval: 6/27/06

West Hills College

**BUS 35: Human Resource Management
Course Syllabus
Fall 2010 Semester**

Course Name and Number:	BUS -35 LO1 Human Resource Management
Semester Credit Hours:	3.0 Units
Textbook (Required):	<i>Managing Human Resources:</i> G. Bohlander & S. Snell, 15 th ed. (2010)
Prerequisites:	ENG 101B (or equivalent) is recommended
Resource List:	Must have access to computer and Internet.
Instructor: Office Hours: Voicemail: Email:	Jennifer Kelso, MBA By arrangement 720-308-6337 or 559-423-5660 jenniferkelso@whccd.edu or jenn.kelso@comcast.net
Class Schedule:	Monday & Wednesday: 7:00 p.m. – 10:00 p.m. August 19 – December 16 th
Location/Room number:	WHC Lemoore – Room 712

Catalog Description of this Course:

BUS 35 emphasizes the importance of dealing successfully with people both in “on-the-job” situations and in other contacts through the study of positive and preventative aspects of personnel management systems, organizational behavior, leadership and supervision, and related topics. (AA, CSU)

Instructional Objectives:

Upon completion of this course the student will be able to:

- Define Human Resource Management
- Identify the basic processes in HRM (Human Resource Management)
- Describe the relationship between the HRM Department and other units within the organization
- Cite key legislation affecting labor-management relations
- Describe some of the worldwide changes that are affecting the HRM environment
- Describe how downsizing and mergers relate to the changing social contract
- Identify several changes in job and work design
- Identify a number of implications of the change in proportion of women, minorities, and age groups in the work force
- List the seven categories of protected classes
- Describe at least three federal laws that are aimed at combating discrimination
- Identify the role of HRM in the development of effective work groups
- Describe the outcomes that can be used to measure organizational performance
- Define HR planning and how it is related to the overall strategic plan of the organization

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Instructional Objectives cont.

- Define job design and how to establish job content
- List the purposes of job analysis
- Define performance standards and how they are used/developed
- Describe the role of HRM in managing work rules and schedules
- Describe the procedures commonly used for making promotion/demotion/termination decisions
- Outline some of the options organizations have for avoiding layoffs
- Define training and outline the steps involved in establishing a training program in an organization

Student Learning Objectives

- 1.) Students will identify or describe the functions of human resource management and demonstrate an understanding of human resource issues.
- 2.) Student will analyze and identify possible resolutions to applied issues in human resources.
- 3.) Student will be able to identify, analyze, explain, and apply the federal, state, and local laws governing Human Resource Management.
- 4.) Student will be able to define human resource terms including but not limited to skills inventory, succession planning, and replacement chart, job analysis, job description, and job specification.

Course Content and Scope

1. The Challenge of Human Resource Management
2. Strategy and Human Resource Planning
3. Equal Employment Opportunity and Human Resource Management
4. Job Analysis, Employee Involvement, and Flexible Work Schedules
5. Expanding the Talent Pool: Recruitment and Careers
6. Employee Selection
7. Training and Development
8. Appraising and Improving Performance
9. Managing Compensation
10. Pay-for-Performance: Incentive Rewards
11. Employee Benefits
12. Promoting Safety and Health
13. Employee Rights and Discipline
14. The Dynamics of Labor Relations
15. International Human Resources Management
16. Creating High-Performance Work Systems

Learning Experience Designed to Achieve Goals and Objectives

1. Individual / Group Activities
2. Audio / Visual
3. Textbook Activities / Case Studies
4. Web exercises and research
5. Lectures/Class Discussion

Methods of Evaluation

1. Essay and Objective Exams
2. Homework Assignments
3. Participation: Class Discussion / Class Activities
4. Application of learned knowledge through the use of business Case Studies
5. Written Assignments

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Grade Weight and Grading Criteria (1000 points)		
Assigned Homework (8)	20%	200 points
Research Paper (1)	20%	200 points
Class Participation	10%	100 points
Case Studies (8)	20%	200 points
Midterm Exam	15%	150 points
Final Exam	15%	150 points
Total Score / Points	100%	1000 points

Grading Policy			
A	90-100%	Excellent	4 points
B	80- 89%	Good	3 points
C	70- 79%	Satisfactory	2 points
D	60- 69%	Passing, less than satisfactory	1 point
F	0- 59%	Fail	0 points

Homework = 200 Points
<p>There will be eight (8) Homework Assignments. Each homework assignment is worth 25 points totaling 200 points and 20% of your final grade.</p> <p>The homework is intended to reinforce the material that you have read and discussed in class. Homework will be used to demonstrate student's knowledge of human resource concepts and proficiency in applying methodologies.</p> <p>Homework assignments should address all aspects of the assignment (answer all questions) and include adequate detail. Students must support their thoughts with content from the textbook/assigned readings and/or outside research. Students must also include their own opinion and critical thought when requested. As a rule of thumb, I expect at least one paragraph (3-6 sentences) for each assigned homework question.</p> <p>Assignments should present a professional, neat appearance. Answers to Homework questions should be numbered and written in paragraph form. Some Homework assignments will require outside research either via the use of resources available at the library and/or online. Please remember to provide references/citations if using information obtained from an outside source (<i>see syllabus section entitled Helpful Websites for more information on referencing your work</i>). <i>As always, please contact me if you have any questions.</i></p> <p><u>See Course Outline for Assigned Homework and Due Dates.</u></p>

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Case Studies = 200 points

There will be eight Case Study assignments. Each assigned Case Study is worth 25 points totaling 200 points and worth 20% of your final grade.

Case Studies will give you the opportunity to identify relevant human resource facts, identify critical issues and problems, apply HR concepts presented in the text and classroom discussion, generate alternative solutions, and select an appropriate course of action. The Case Studies should demonstrate creative and critical thinking.

Students are expected to read the Case Study and answer each question that follows. As a rule of thumb, I am expecting at least one paragraph (3-6 sentences) to answer each question within the Case Study. *Case Studies cont...*

Studies are to be written in long answer/paragraph format and should present a professional, neat appearance. Answers will vary and may include associated textbook content and outside research as support. If you use an outside resource as evidence or to support your thoughts, please be sure to include a reference. Most importantly, I am looking for students to demonstrate a level of critical thought.

Please remember to provide references/citations if using information obtained from an outside source (*see syllabus section entitled Helpful Websites for more information on referencing your work*)

See Course Outline for Assigned Case Studies and Due Dates.

Research Paper (1) = 200 points

There is one Research Paper worth 200 points equaling 20% of your final grade.

Due Date: December 02, 2010

Formatting:

You will be supplied with a handout that outlines the formatting requirements for your papers which are to be submitted in either APA or MLA format and must be typed and include a title page, reference page, double-spacing, headings, and introductory and concluding paragraphs.

Research:

Outside research is required (at least three sources referenced and cited appropriately). Students can also refer to associated textbook content.

Length:

The minimum length requirement is 5 pages. This is the body of the document and does not include title page, outline (optional), and reference page. Papers are to be typed in Times New Roman, 12 point font size. The maximum length is 8 pages.

Topics:

We will discuss possible topics in class.

****Please let me know if you have any questions. I'm here to help if needed. We will discuss these papers in greater detail in class.**

Participation = 100 points

Just as lectures/discussion and class activities extend your understanding of your new skills and knowledge, participation also enhances the learning experience. I prefer to call the lecture segment of the course a discussion. I encourage all students to actively contribute to discussion, share specific examples,

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share articles relating to current events in business, or other material relating to the course content.

You will also be given opportunities to participate via class activities that will be randomly assigned and completed in class. In my experience, a student's overall learning experience, including the ability to retain course concepts, is enhanced when given the opportunity to discuss and apply course topics as a group. With that, group activities will liven up our class period as we explore, debate, and create human resource tactics and strategies. Business teams are becoming more prevalent in the ever competitive world of business. As a business leader, project manager, or human resource manager you must be able to work effectively as a team member. So, let's practice! Students will be given time in class to prepare and work with their teams. Participation is worth 10% of your final grade.

Thank you, in advance, for your participation!

Exams = 300 points

- | | | |
|-----------------|------------|---|
| ○ Midterm Exam: | 150 points | Date of exam: November 16, 2009. |
| ○ Final Exam: | 150 points | Date of exam: December 16, 2010. |

Both the Midterm and Final Exams will consist of Multiple Choice, True and False, Fill-in the Blank, and Essay Questions. Each exam is worth 15% of your final grade.

Make-Up Policy

All due dates are listed in the Course Outline. All assignments should be submitted upon arriving to class. In order to achieve the course objectives, you will need to miss no assignments. Remember, communication is the key to your success. Please don't hesitate to contact me with any concerns so that we can address any difficulties that you may be having with the material.

If you know that you are going to be absent you may submit homework assignments, case studies, or writing assignments early either in class or students may submit work to me via email (as an attachment) to jenniferkelso@whccd.edu.

Late Homework and Case Studies: Students are allowed one (1) late assignment with no late penalties. No other late work will be accepted for credit. I will accept your one late assignment in class or submitted as an attachment via email (jenniferkelso@whccd.edu). I encourage you to stay current with the Course Outline, keep organized, and be proactive. Assignments submitted after the due dates are considered late. If you are absent, please email me your assignment on or before the day it is due. Thank you for your attention to this.

Missed Exams: If a student must be absent on the day of the midterm or final exam, the student must make arrangements to take the examination before the next class period. Examinations taken late are subject to a 10% reduction from the points possible.

Late Writing Assignments: Late Writing Assignments will NOT be accepted. I must receive your Writing Assignments on or before the due date to receive credit.

Attendance Policy

Attendance is very important due to the format of this course. A great deal of information is covered in one class period. Lectures/Discussion and class activities extend your understanding and application of your new skills and knowledge. If you miss a class meeting, you are responsible for the material missed

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in your absence. You are also expected to submit any homework that is due on the date of your absence via email. Please remember to refer to your Course Outline and review the reading and homework assignments. Ultimately, you are responsible for the content covered during your absence. The class will begin on time, and you are expected to be on time. Attendance will be taken at the beginning of the class.

Students are allowed three absences. Please plan accordingly. Students may be dropped from the course upon the fourth absence. If unusual circumstances prevent the student from attending, he/she should notify the instructor, his/her advisor, and the Admissions and Records Office. Students who do not attend the first class meeting may be dropped by the instructor as a no-show. If you are considering withdrawing from the course, please see me first so that we may discuss your situation. Ultimately, it is the student's responsibility to ensure that they are dropped from the course. No person may attend or participate in the class without being properly enrolled.

General Classroom Policies

Food and Drinks: Students may have a water container with a screw top. No other food or drink is permitted in the classroom or lab.

Trash: Please utilize the trash receptacles.

Cellular Phones / iPods: Cell phones and other technology are valuable tools when used at appropriate times and places. You are expected to have your phone off in class, just as in any other professional meeting. Please use break times for making phone calls, texting, or listening to music. Thank you in advance for your professionalism.

Extra Credit Opportunities

Due 12/14/09: 5 points – Show me your WHC library card.

Due 12/14/09: 10 points – Take Eureka test at Career Center. Print results and share with me.

Due 12/14/09: 10 points – Attend a seminar, event, or workshop at the Career Center. Bring proof of attendance.

Due 12/14/09: 5 points – Participate in a Student Organization Event. Bring proof of attendance.

Due 12/14/09: 5 points – Bring in any article (web, newspaper, magazine) or journal relating to current trends in business. Article to be shared with the class.

Helpful Websites and Resources

Textbook companion Websites (web quizzes, flashcards, key terms, Human Resource News, Power Points):

**Access to the Premium Student Website is pincode protected. See you text to retrieve your pincode.

<http://www.cengage.com/management/bohlander>

Diana Hacker's Research and Documentation Online

http://www.dianahacker.com/resdoc/p04_c09_o.htmlhttp://www.dianahacker.com/resdoc/p04_c09_o.html

The official style guide website for the American Psychological Association (APA)

<http://www.apastyle.org/elecref.html><http://www.apastyle.org/elecref.html>

A template for a college paper in APA format

www.office.microsoft.com

West Hills College, Lemoore Library

<http://www.westhillscollge.com/lemoore/academics/library/index.asp>

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Goal setting and self-improvement resources: <http://www.topachievement.com>

Creative and Critical Thinking: <http://www.virtualsalt.com/crebook1.htm>

Google Calendar (to help keep you organized): <http://www.google.com/googlecalendar/tour.html>

Academic Honesty

All students are expected to abide by the academic honesty policies of West Hills College as noted in the college catalog and the college website. There is a zero tolerance policy for cheating and/or plagiarism.

Professional Behavior

Professional behavior is expected of all students. You are expected to abide by the code of conduct, ethical behavior, and other rules/regulations as noted in the college catalog.

Students with Disabilities

Please see instructor so that we can discuss your situation and the resources available to you.

Note from Instructor

Welcome to Human Resource Management!

Congratulations on making the decision to learn more about the world of business!! Human Resource Management is an exciting topic. It's innovative, creative, organized, strategic, and constantly changing and improving!!

In addition to creating an enjoyable, professional, respectful, and fun learning atmosphere, my goal is to guide you through the basic principles of human resource management so that you will leave this class with an understanding of the essential concepts of this fundamental area of business. I will also share current events relating to the world of business and topics of discussion and encourage you to do so as well.

I am asking everyone to stay caught up with this class. Since a significant part of the learning in this class is expected to come from shared discussions, lecture, and the associated textbook content, we all need to be on the same page. Attendance, participation, and submitting work in a timely manner will ensure your success! Please plan ahead, and let me know in advance if you anticipate any difficulties with the schedule. If you are considering withdrawing from the course, please see me first so that we may discuss your situation. I am here to help you succeed!!

I look forward to discussing and exploring this subject with you. Here's to an enjoyable and fruitful semester....

Welcome!

Jennifer Kelso, MBA
Adjunct Business Faculty
West Hills College, Lemoore and NAS
jenniferkelso@whccd.edu

BUS 35: Human Resource Management
Instructor: Jennifer Kelso
Course Outline
Fall 2010 Semester

** Subject to Change

DATE	TOPICS	ASSIGNMENTS	DUE DATES
Week 1			
Thursday 08/19/10	<ul style="list-style-type: none"> ○ Discuss Syllabus ○ Course Expectations ○ Announcements ○ Explore College Resources: *WHC Online Library Research Resources *Career Center Resources 	Assigned Readings: Chapter 1 Homework: Access BlackBoard and read online announcements. Save and Print Course Outline	HOMEWORK AND/OR CASE STUDIES ARE ASSIGNED EVERY THURSDAY AND DUE THE FOLLOWING THURSDAY
Week 2			
Thursday 08/26/10	<ul style="list-style-type: none"> ○ Chapter 1: The Challenge of HR Management ○ Chapter 2: Strategy & HR Planning ○ Class Activity 	Assigned Readings: Chapters 2 & 3 Homework: (25 Points) Chapter 1 <i>Discussion Questions</i> p. 41: Answer Questions 1 & 4 (see syllabus for homework expectations) Case Study: (25 points) Chapter 1 <i>Case Study #1: Global Management Consulting Firm</i> , p. 43, Answer Questions 1, 2, 3 (see syllabus for case study expectations)	Due 09/02/10 Due 09/02/10
Week 3			
Thursday 09/02/10	<ul style="list-style-type: none"> ○ Chapter 3: Equal Employment Opportunity & HR Mgmt ○ Class Activity 	Assigned Readings: Chapter 4 Homework: (25 Points) Chapter 3 <i>Discussion Questions</i> p. 138 Answer Questions #1 and #2 Case Study: (25 points) Chapter 3 <i>Case Study #1: Can Fido Come to Work?</i> , p. 141, Answer Questions 1-4	Due 09/09/10 Due 09/09/10

Week 4			
Thursday 09/09/10	<ul style="list-style-type: none"> ○ Chapter 4: Job Analysis, Employee Involvement, Flexible Work Schedule ○ Class Activity 	Assigned Readings: Chapters 5 & 6 Homework: (25 Points) Chapter 4 <i>Discussion Questions</i> p. 180 Answer #1 & #5	Due 09/16/10
Week 5			
Thursday 09/16/10	<ul style="list-style-type: none"> ○ Chapter 5: Expanding the Talent Pool: Recruitment & Careers ○ Chapter 6: Employee Selection ○ Class Activity 	Assigned Readings: Chapter 7 Case Study: (25 points) Chapter 6 <i>Case Study #2: Cleaning up the "Resu- mess"</i> , pgs. 298-300, Answer Questions 1-3	Due 09/23/10
Week 6			
Thursday 09/23/10	<ul style="list-style-type: none"> ○ Chapter 7: Training & Development ○ Class Activity 	Assigned Readings: Chapter 8 Homework: (25 Points) Chapter 7 <i>Discussion Questions</i> p. 348 Answer Question #4	Due 09/30/10
Week 7			
Thursday 09/30/10	<ul style="list-style-type: none"> ○ Chapter 8: Appraising & Improving Performance ○ Midterm Review ○ Class Activity 	Case Study: (25 points) Chapter 8 <i>Case Study #1: Appraising Employees at the San Diego Zoo</i> , pgs. 402-404, Answer Questions 1-3 Prepare for Midterm Exam (Chapters 1-8)	Due 10/07/10
Week 8			
Thursday 10/07/10	<ul style="list-style-type: none"> ○ Midterm Exam (Chapters 1-8) 	Assigned Readings: Chapter 9 Suggested Homework: Work on Research Paper due Week 16	
Week 9			
Thursday 10/14/10	<ul style="list-style-type: none"> ○ Chapter 9: Managing Compensation ○ Class Activity 	Assigned Readings: Chapter 10 Homework: (25 Points) Chapter 9 <i>Discussion Questions</i> p. 445 Answer #4 Case Study: (25 points) Chapter 9 <i>Case Study #2: New Pay Strategy</i> , pgs. 448-449, Answer Questions 1-4	Due 10/21/10 Due 10/21/10

Week 10			
Thursday 10/21/10	<ul style="list-style-type: none"> ○ Chapter 10: Pay-for-Performance: Incentive Rewards ○ Class Activity 	Assigned Readings: Chapter 11 Homework: (25 Points) Chapter 10 <i>Discussion Questions</i> p. 481 Answer #6	Due 10/28/10
Week 11			
Thursday 10/28/10	<ul style="list-style-type: none"> ○ Chapter 11: Employee Benefits ○ Class Activity 	Assigned Readings: Chapters 12 & 13 Case Study: (25 points) Chapter 11 <i>Case Study #2: Evaluate the Work/Life Climate</i> , pgs. 522-523, 1) Take the survey (if you do not currently work, analyze a former job or ask a friend or family member to take the survey. 2) Analyze results 3) Write a paragraph that illustrates your findings. Point out both strong and weak areas. What can the human resources department do to improve the work/life climate of the organization?	Due 11/04/10
Week 12			
Thursday 11/04/10	<ul style="list-style-type: none"> ○ Chapter 12: Promoting Safety and Health ○ Chapter 13: Employee Rights and Discipline ○ Class Activity 	Assigned Readings: Chapter 14 Homework: (25 Points) Chapter 12 <i>Discussion Questions</i> p. 561 Answer #1 / OSHA Case Study: (25 points) Chapter 13 <i>Case Study #1: Discharged for off-duty behavior</i> , p. 607, Answer Questions 1-3	Due 11/18/10 Due 11/18/10
Week 13			
Thursday 11/11/10	NO CLASS: <ul style="list-style-type: none"> ○ Holiday (Veteran's Day) 	Homework: Work on Research Paper due Week 16	
Week 14			
Thursday 11/18/10	<ul style="list-style-type: none"> ○ Chapter 14: The Dynamics of Labor Relations ○ Class Activity 	Assigned Readings: Chapter 15 Homework: (25 Points) Chapter 14 <i>Discussion Questions</i> p. 648 Answer Question #1	Due 12/02/10
Week 15			
Thursday 11/25/10	NO CLASS: <ul style="list-style-type: none"> ○ Holiday (Thanksgiving) 	Homework: Finalize Research Paper due Week 16	

Week 16			
Thursday 12/02/10	<ul style="list-style-type: none"> ○ Submit Research Paper ○ Chapter 15: International HRM ○ Class Activity 	Assigned Readings: Chapter 16 Case Study: (25 points) Chapter 15 <i>Case Study #1: How about a 900 percent raise?</i> , p. 698, Answer Questions 1-3)	Due 12/09/10
Week 17			
Thursday 12/09/10	<ul style="list-style-type: none"> ○ Chapter 16: Creating High-Performance Work Systems ○ Class Activity ○ Final Exam Review 	Review for Final Exam (Chapters 9-16)	Exam: 12/16 Reminder: The last day to submit late homework or case studies is 12/16/09
Week 18			
Thursday 12/16/10	FINAL EXAM (Chapters 9-16)	Congratulations!! You've completed Human Resources Management!!	

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**BUS 35: Human Resource Management
Course Syllabus
Fall 2010 Semester**

Course Name and Number:	BUS -35 LO1 Human Resource Management
Semester Credit Hours:	3.0 Units
Textbook (Required):	<i>Managing Human Resources:</i> G. Bohlander & S. Snell, 15 th ed. (2010)
Prerequisites:	ENG 101B (or equivalent) is recommended
Resource List:	Must have access to computer and Internet.
Instructor: Office Hours: Voicemail: Email:	Jennifer Kelso, MBA By arrangement 720-308-6337 or 559-423-5660 jenniferkelso@whccd.edu or jenn.kelso@comcast.net
Class Schedule:	Monday & Wednesday: 7:00 p.m. – 10:00 p.m. August 19 – December 16 th
Location/Room number:	WHC Lemoore – Room 712

Catalog Description of this Course:

BUS 35 emphasizes the importance of dealing successfully with people both in “on-the-job” situations and in other contacts through the study of positive and preventative aspects of personnel management systems, organizational behavior, leadership and supervision, and related topics. (AA, CSU)

Instructional Objectives:

Upon completion of this course the student will be able to:

- Define Human Resource Management
- Identify the basic processes in HRM (Human Resource Management)
- Describe the relationship between the HRM Department and other units within the organization
- Cite key legislation affecting labor-management relations
- Describe some of the worldwide changes that are affecting the HRM environment
- Describe how downsizing and mergers relate to the changing social contract
- Identify several changes in job and work design
- Identify a number of implications of the change in proportion of women, minorities, and age groups in the work force
- List the seven categories of protected classes
- Describe at least three federal laws that are aimed at combating discrimination
- Identify the role of HRM in the development of effective work groups
- Describe the outcomes that can be used to measure organizational performance
- Define HR planning and how it is related to the overall strategic plan of the organization

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Instructional Objectives cont.

- Define job design and how to establish job content
- List the purposes of job analysis
- Define performance standards and how they are used/developed
- Describe the role of HRM in managing work rules and schedules
- Describe the procedures commonly used for making promotion/demotion/termination decisions
- Outline some of the options organizations have for avoiding layoffs
- Define training and outline the steps involved in establishing a training program in an organization

Student Learning Objectives

- 1.) Students will identify or describe the functions of human resource management and demonstrate an understanding of human resource issues.
- 2.) Student will analyze and identify possible resolutions to applied issues in human resources.
- 3.) Student will be able to identify, analyze, explain, and apply the federal, state, and local laws governing Human Resource Management.
- 4.) Student will be able to define human resource terms including but not limited to skills inventory, succession planning, and replacement chart, job analysis, job description, and job specification.

Course Content and Scope

1. The Challenge of Human Resource Management
2. Strategy and Human Resource Planning
3. Equal Employment Opportunity and Human Resource Management
4. Job Analysis, Employee Involvement, and Flexible Work Schedules
5. Expanding the Talent Pool: Recruitment and Careers
6. Employee Selection
7. Training and Development
8. Appraising and Improving Performance
9. Managing Compensation
10. Pay-for-Performance: Incentive Rewards
11. Employee Benefits
12. Promoting Safety and Health
13. Employee Rights and Discipline
14. The Dynamics of Labor Relations
15. International Human Resources Management
16. Creating High-Performance Work Systems

Learning Experience Designed to Achieve Goals and Objectives

1. Individual / Group Activities
2. Audio / Visual
3. Textbook Activities / Case Studies
4. Web exercises and research
5. Lectures/Class Discussion

Methods of Evaluation

1. Essay and Objective Exams
2. Homework Assignments
3. Participation: Class Discussion / Class Activities
4. Application of learned knowledge through the use of business Case Studies
5. Written Assignments

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Grade Weight and Grading Criteria (1000 points)		
Assigned Homework (8)	20%	200 points
Research Paper (1)	20%	200 points
Class Participation	10%	100 points
Case Studies (8)	20%	200 points
Midterm Exam	15%	150 points
Final Exam	15%	150 points
Total Score / Points	100%	1000 points

Grading Policy			
A	90-100%	Excellent	4 points
B	80- 89%	Good	3 points
C	70- 79%	Satisfactory	2 points
D	60- 69%	Passing, less than satisfactory	1 point
F	0- 59%	Fail	0 points

Homework = 200 Points
<p>There will be eight (8) Homework Assignments. Each homework assignment is worth 25 points totaling 200 points and 20% of your final grade.</p> <p>The homework is intended to reinforce the material that you have read and discussed in class. Homework will be used to demonstrate student's knowledge of human resource concepts and proficiency in applying methodologies.</p> <p>Homework assignments should address all aspects of the assignment (answer all questions) and include adequate detail. Students must support their thoughts with content from the textbook/assigned readings and/or outside research. Students must also include their own opinion and critical thought when requested. As a rule of thumb, I expect at least one paragraph (3-6 sentences) for each assigned homework question.</p> <p>Assignments should present a professional, neat appearance. Answers to Homework questions should be numbered and written in paragraph form. Some Homework assignments will require outside research either via the use of resources available at the library and/or online. Please remember to provide references/citations if using information obtained from an outside source (<i>see syllabus section entitled Helpful Websites for more information on referencing your work</i>). <i>As always, please contact me if you have any questions.</i></p> <p><u>See Course Outline for Assigned Homework and Due Dates.</u></p>

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Case Studies = 200 points

There will be eight Case Study assignments. Each assigned Case Study is worth 25 points totaling 200 points and worth 20% of your final grade.

Case Studies will give you the opportunity to identify relevant human resource facts, identify critical issues and problems, apply HR concepts presented in the text and classroom discussion, generate alternative solutions, and select an appropriate course of action. The Case Studies should demonstrate creative and critical thinking.

Students are expected to read the Case Study and answer each question that follows. As a rule of thumb, I am expecting at least one paragraph (3-6 sentences) to answer each question within the Case Study. *Case Studies cont...*

Studies are to be written in long answer/paragraph format and should present a professional, neat appearance. Answers will vary and may include associated textbook content and outside research as support. If you use an outside resource as evidence or to support your thoughts, please be sure to include a reference. Most importantly, I am looking for students to demonstrate a level of critical thought.

Please remember to provide references/citations if using information obtained from an outside source (*see syllabus section entitled Helpful Websites for more information on referencing your work*)

See Course Outline for Assigned Case Studies and Due Dates.

Research Paper (1) = 200 points

There is one Research Paper worth 200 points equaling 20% of your final grade.

Due Date: December 02, 2010

Formatting:

You will be supplied with a handout that outlines the formatting requirements for your papers which are to be submitted in either APA or MLA format and must be typed and include a title page, reference page, double-spacing, headings, and introductory and concluding paragraphs.

Research:

Outside research is required (at least three sources referenced and cited appropriately). Students can also refer to associated textbook content.

Length:

The minimum length requirement is 5 pages. This is the body of the document and does not include title page, outline (optional), and reference page. Papers are to be typed in Times New Roman, 12 point font size. The maximum length is 8 pages.

Topics:

We will discuss possible topics in class.

****Please let me know if you have any questions. I'm here to help if needed. We will discuss these papers in greater detail in class.**

Participation = 100 points

Just as lectures/discussion and class activities extend your understanding of your new skills and knowledge, participation also enhances the learning experience. I prefer to call the lecture segment of the course a discussion. I encourage all students to actively contribute to discussion, share specific examples,

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share articles relating to current events in business, or other material relating to the course content.

You will also be given opportunities to participate via class activities that will be randomly assigned and completed in class. In my experience, a student's overall learning experience, including the ability to retain course concepts, is enhanced when given the opportunity to discuss and apply course topics as a group. With that, group activities will liven up our class period as we explore, debate, and create human resource tactics and strategies. Business teams are becoming more prevalent in the ever competitive world of business. As a business leader, project manager, or human resource manager you must be able to work effectively as a team member. So, let's practice! Students will be given time in class to prepare and work with their teams. Participation is worth 10% of your final grade.

Thank you, in advance, for your participation!

Exams = 300 points

- Midterm Exam: 150 points Date of exam: **November 16, 2009.**
- Final Exam: 150 points Date of exam: **December 16, 2010.**

Both the Midterm and Final Exams will consist of Multiple Choice, True and False, Fill-in the Blank, and Essay Questions. Each exam is worth 15% of your final grade.

Make-Up Policy

All due dates are listed in the Course Outline. All assignments should be submitted upon arriving to class. In order to achieve the course objectives, you will need to miss no assignments. Remember, communication is the key to your success. Please don't hesitate to contact me with any concerns so that we can address any difficulties that you may be having with the material.

If you know that you are going to be absent you may submit homework assignments, case studies, or writing assignments early either in class or students may submit work to me via email (as an attachment) to jenniferkelso@whccd.edu.

Late Homework and Case Studies: Students are allowed one (1) late assignment with no late penalties. No other late work will be accepted for credit. I will accept your one late assignment in class or submitted as an attachment via email (jenniferkelso@whccd.edu). I encourage you to stay current with the Course Outline, keep organized, and be proactive. Assignments submitted after the due dates are considered late. If you are absent, please email me your assignment on or before the day it is due. Thank you for your attention to this.

Missed Exams: If a student must be absent on the day of the midterm or final exam, the student must make arrangements to take the examination before the next class period. Examinations taken late are subject to a 10% reduction from the points possible.

Late Writing Assignments: Late Writing Assignments will NOT be accepted. I must receive your Writing Assignments on or before the due date to receive credit.

Attendance Policy

Attendance is very important due to the format of this course. A great deal of information is covered in one class period. Lectures/Discussion and class activities extend your understanding and application of your new skills and knowledge. If you miss a class meeting, you are responsible for the material missed

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in your absence. You are also expected to submit any homework that is due on the date of your absence via email. Please remember to refer to your Course Outline and review the reading and homework assignments. Ultimately, you are responsible for the content covered during your absence. The class will begin on time, and you are expected to be on time. Attendance will be taken at the beginning of the class.

Students are allowed three absences. Please plan accordingly. Students may be dropped from the course upon the fourth absence. If unusual circumstances prevent the student from attending, he/she should notify the instructor, his/her advisor, and the Admissions and Records Office. Students who do not attend the first class meeting may be dropped by the instructor as a no-show. If you are considering withdrawing from the course, please see me first so that we may discuss your situation. Ultimately, it is the student's responsibility to ensure that they are dropped from the course. No person may attend or participate in the class without being properly enrolled.

General Classroom Policies

Food and Drinks: Students may have a water container with a screw top. No other food or drink is permitted in the classroom or lab.

Trash: Please utilize the trash receptacles.

Cellular Phones / iPods: Cell phones and other technology are valuable tools when used at appropriate times and places. You are expected to have your phone off in class, just as in any other professional meeting. Please use break times for making phone calls, texting, or listening to music. Thank you in advance for your professionalism.

Extra Credit Opportunities

Due 12/14/09: 5 points – Show me your WHC library card.

Due 12/14/09: 10 points – Take Eureka test at Career Center. Print results and share with me.

Due 12/14/09: 10 points – Attend a seminar, event, or workshop at the Career Center. Bring proof of attendance.

Due 12/14/09: 5 points – Participate in a Student Organization Event. Bring proof of attendance.

Due 12/14/09: 5 points – Bring in any article (web, newspaper, magazine) or journal relating to current trends in business. Article to be shared with the class.

Helpful Websites and Resources

Textbook companion Websites (web quizzes, flashcards, key terms, Human Resource News, Power Points):

**Access to the Premium Student Website is pincode protected. See you text to retrieve your pincode.

<http://www.cengage.com/management/bohlander>

Diana Hacker's Research and Documentation Online

http://www.dianahacker.com/resdoc/p04_c09_o.htmlhttp://www.dianahacker.com/resdoc/p04_c09_o.html

The official style guide website for the American Psychological Association (APA)

<http://www.apastyle.org/eleceref.html><http://www.apastyle.org/eleceref.html>

A template for a college paper in APA format

www.office.microsoft.com

West Hills College, Lemoore Library

<http://www.westhillscollge.com/lemoore/academics/library/index.asp>

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Goal setting and self-improvement resources: <http://www.topachievement.com>

Creative and Critical Thinking: <http://www.virtualsalt.com/crebook1.htm>

Google Calendar (to help keep you organized): <http://www.google.com/googlecalendar/tour.html>

Academic Honesty

All students are expected to abide by the academic honesty policies of West Hills College as noted in the college catalog and the college website. There is a zero tolerance policy for cheating and/or plagiarism.

Professional Behavior

Professional behavior is expected of all students. You are expected to abide by the code of conduct, ethical behavior, and other rules/regulations as noted in the college catalog.

Students with Disabilities

Please see instructor so that we can discuss your situation and the resources available to you.

Note from Instructor

Welcome to Human Resource Management!

Congratulations on making the decision to learn more about the world of business!! Human Resource Management is an exciting topic. It's innovative, creative, organized, strategic, and constantly changing and improving!!

In addition to creating an enjoyable, professional, respectful, and fun learning atmosphere, my goal is to guide you through the basic principles of human resource management so that you will leave this class with an understanding of the essential concepts of this fundamental area of business. I will also share current events relating to the world of business and topics of discussion and encourage you to do so as well.

I am asking everyone to stay caught up with this class. Since a significant part of the learning in this class is expected to come from shared discussions, lecture, and the associated textbook content, we all need to be on the same page. Attendance, participation, and submitting work in a timely manner will ensure your success! Please plan ahead, and let me know in advance if you anticipate any difficulties with the schedule. If you are considering withdrawing from the course, please see me first so that we may discuss your situation. I am here to help you succeed!!

I look forward to discussing and exploring this subject with you. Here's to an enjoyable and fruitful semester....

Welcome!

Jennifer Kelso, MBA
Adjunct Business Faculty
West Hills College, Lemoore and NAS
jenniferkelso@whccd.edu

BUS 35: Human Resource Management
Instructor: Jennifer Kelso
Course Outline
Fall 2010 Semester

** Subject to Change

<i>DATE</i>	<i>TOPICS</i>	<i>ASSIGNMENTS</i>	<i>DUE DATES</i>
<i>Week 1</i>			
Thursday 08/19/10	<ul style="list-style-type: none"> ○ Discuss Syllabus ○ Course Expectations ○ Announcements ○ Explore College Resources: *WHC Online Library Research Resources *Career Center Resources 	Assigned Readings: Chapter 1 Homework: Access BlackBoard and read online announcements. Save and Print Course Outline	HOMEWORK AND/OR CASE STUDIES ARE ASSIGNED EVERY THURSDAY AND DUE THE FOLLOWING THURSDAY
<i>Week 2</i>			
Thursday 08/26/10	<ul style="list-style-type: none"> ○ Chapter 1: The Challenge of HR Management ○ Chapter 2: Strategy & HR Planning ○ Class Activity 	Assigned Readings: Chapters 2 & 3 Homework: (25 Points) Chapter 1 <i>Discussion Questions</i> p. 41: Answer Questions 1 & 4 (see syllabus for homework expectations) Case Study: (25 points) Chapter 1 <i>Case Study #1: Global Management Consulting Firm</i> , p. 43, Answer Questions 1, 2, 3 (see syllabus for case study expectations)	Due 09/02/10 Due 09/02/10
<i>Week 3</i>			
Thursday 09/02/10	<ul style="list-style-type: none"> ○ Chapter 3: Equal Employment Opportunity & HR Mgmt ○ Class Activity 	Assigned Readings: Chapter 4 Homework: (25 Points) Chapter 3 <i>Discussion Questions</i> p. 138 Answer Questions #1 and #2 Case Study: (25 points) Chapter 3 <i>Case Study #1: Can Fido Come to Work?</i> , p. 141, Answer Questions 1-4	Due 09/09/10 Due 09/09/10

Week 4			
Thursday 09/09/10	<ul style="list-style-type: none"> ○ Chapter 4: Job Analysis, Employee Involvement, Flexible Work Schedule ○ Class Activity 	Assigned Readings: Chapters 5 & 6 Homework: (25 Points) Chapter 4 <i>Discussion Questions</i> p. 180 Answer #1 & #5	Due 09/16/10
Week 5			
Thursday 09/16/10	<ul style="list-style-type: none"> ○ Chapter 5: Expanding the Talent Pool: Recruitment & Careers ○ Chapter 6: Employee Selection ○ Class Activity 	Assigned Readings: Chapter 7 Case Study: (25 points) Chapter 6 <i>Case Study #2: Cleaning up the "Resu-mess"</i> , pgs. 298-300, Answer Questions 1-3	Due 09/23/10
Week 6			
Thursday 09/23/10	<ul style="list-style-type: none"> ○ Chapter 7: Training & Development ○ Class Activity 	Assigned Readings: Chapter 8 Homework: (25 Points) Chapter 7 <i>Discussion Questions</i> p. 348 Answer Question #4	Due 09/30/10
Week 7			
Thursday 09/30/10	<ul style="list-style-type: none"> ○ Chapter 8: Appraising & Improving Performance ○ Midterm Review ○ Class Activity 	Case Study: (25 points) Chapter 8 <i>Case Study #1: Appraising Employees at the San Diego Zoo</i> , pgs. 402-404, Answer Questions 1-3 Prepare for Midterm Exam (Chapters 1-8)	Due 10/07/10
Week 8			
Thursday 10/07/10	<ul style="list-style-type: none"> ○ Midterm Exam (Chapters 1-8) 	Assigned Readings: Chapter 9 Suggested Homework: Work on Research Paper due Week 16	
Week 9			
Thursday 10/14/10	<ul style="list-style-type: none"> ○ Chapter 9: Managing Compensation ○ Class Activity 	Assigned Readings: Chapter 10 Homework: (25 Points) Chapter 9 <i>Discussion Questions</i> p. 445 Answer #4 Case Study: (25 points) Chapter 9 <i>Case Study #2: New Pay Strategy</i> , pgs. 448-449, Answer Questions 1-4	Due 10/21/10 Due 10/21/10

Week 10			
Thursday 10/21/10	<ul style="list-style-type: none"> ○ Chapter 10: Pay-for-Performance: Incentive Rewards ○ Class Activity 	Assigned Readings: Chapter 11 Homework: (25 Points) Chapter 10 <i>Discussion Questions</i> p. 481 Answer #6	Due 10/28/10
Week 11			
Thursday 10/28/10	<ul style="list-style-type: none"> ○ Chapter 11: Employee Benefits ○ Class Activity 	Assigned Readings: Chapters 12 & 13 Case Study: (25 points) Chapter 11 <i>Case Study #2: Evaluate the Work/Life Climate</i> , pgs. 522-523, 1) Take the survey (if you do not currently work, analyze a former job or ask a friend or family member to take the survey. 2) Analyze results 3) Write a paragraph that illustrates your findings. Point out both strong and weak areas. What can the human resources department do to improve the work/life climate of the organization?	Due 11/04/10
Week 12			
Thursday 11/04/10	<ul style="list-style-type: none"> ○ Chapter 12: Promoting Safety and Health ○ Chapter 13: Employee Rights and Discipline ○ Class Activity 	Assigned Readings: Chapter 14 Homework: (25 Points) Chapter 12 <i>Discussion Questions</i> p. 561 Answer #1 / OSHA Case Study: (25 points) Chapter 13 <i>Case Study #1: Discharged for off-duty behavior</i> , p. 607, Answer Questions 1-3	Due 11/18/10 Due 11/18/10
Week 13			
Thursday 11/11/10	NO CLASS: <ul style="list-style-type: none"> ○ Holiday (Veteran's Day) 	Homework: Work on Research Paper due Week 16	
Week 14			
Thursday 11/18/10	<ul style="list-style-type: none"> ○ Chapter 14: The Dynamics of Labor Relations ○ Class Activity 	Assigned Readings: Chapter 15 Homework: (25 Points) Chapter 14 <i>Discussion Questions</i> p. 648 Answer Question #1	Due 12/02/10
Week 15			
Thursday 11/25/10	NO CLASS: Holiday (Thanksgiving)	Homework: Finalize Research Paper due Week 16	

Week 16			
Thursday 12/02/10	<ul style="list-style-type: none"> ○ Submit Research Paper ○ Chapter 15: International HRM ○ Class Activity 	Assigned Readings: Chapter 16 Case Study: (25 points) Chapter 15 <i>Case Study #1: How about a 900 percent raise?</i> , p. 698, Answer Questions 1-3)	Due 12/09/10
Week 17			
Thursday 12/09/10	<ul style="list-style-type: none"> ○ Chapter 16: Creating High-Performance Work Systems ○ Class Activity ○ Final Exam Review 	Review for Final Exam (Chapters 9-16)	Exam: 12/16 Reminder: The last day to submit late homework or case studies is 12/16/09
Week 18			
Thursday 12/16/10	FINAL EXAM (Chapters 9-16)	Congratulations!! You've completed Human Resources Management!!	

AOJ 29 CRIMINOLOGY SYLLABUS

- SEMESTER:** Spring 2010
- INSTRUCTOR:** Larry Orth, Chief District Attorney Investigator (Retired),
Kings County District Attorney's Office.
E-mail address: lsorth@sbeglobal.net
West Hills E-mail address: larryorth@whccd.edu
Cell Phone: 816-2733
- DATE/TIMES:** 7:00 to 10:00 P.M.
- LOCATION:** NAS Lemoore Campus
- ROOM NUMBER:**
- TEXTBOOK:** Criminology, Tenth Edition, Larry J. Siegel

COURSE DESCRIPTION

Structured to examine classical & contemporary criminological theories, this course allows students to explore the origins of criminal behavior and to apply criminological knowledge to the diversity of crime as it exists today. This course is further designed to dispel crime myths and to provide and instill students with a well-informed and critical understanding of crime as a social phenomenon with historical underpinnings within the evolving context of society and knowledge. Beyond criminology's evolutionary considerations and in keeping with socially relevant and policy-oriented perspectives, analysis and discussion regarding crime causation, strategies and purposes of crime measurement, new and future trends in crime and crime control, and the operation of the criminal justice system will be examined.

COURSE OBJECTIVES:

- Develop an informed understanding regarding the causes of crime and deviance in society and society's responses to criminal and deviant.
- Develop an informed understanding related to how societal and legal changes have affected crime causation and how these factors have been interconnected throughout society's history.
- Refine analytical, reasoning, and connective abilities...learning to see the forest and the trees – plus how each aspect of the forest (each theory and/or social variable) is connected and interdependent.
- Develop a theoretical knowledge base regarding crime and crime's role in society, which is necessary for students' future course, field, and professional work.

- Develop a positive attitude toward the study of theory & theory's role in understanding social processes and policy formation...to get you interested and excited about how theory works and how it is applied.

STUDENT LEARNING OUTCOMES

The student will identify the basic principles of classical criminology, and positivism.

The student will identify the roles of the criminologist in the study of crime.

The student will identify the basic principles of physiognomy and phrenology.

The student will compare and contrast the arguments in the nature versus nurture theories of criminality.

COURSE REQUIREMENTS

ATTENDANCE:

Students will be allowed no more than four absences. Any further absences could be cause for the student to be dropped from the course. You are expected to attend class regularly. It's the only way you can learn the material. When necessarily absent, it is your responsibility to get the notes for the class missed from another student. I will not hand out copies of outlines, lend videos watched in class, etc.

Cheating and Plagiarism:

Cheating. Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it includes any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means. Cheating will generate a zero for the assignment involved.

Plagiarism. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by reprinting the material so used, as one's own work. Plagiarism will result in the total points for the lowest paper being halved and divided between any two students. Thus, a paper obtaining 70 points, but representing plagiarized works, would give each student involved 35 points for the assignment.

MAKEUP POLICY

Make-up Mid-term exam will only be given to those students who notify me and receive an excused absence for the exam day. The make-up exam will be given on an arranged date and time.

COURSE FORMAT

Class sessions will consist of lectures, films, group discussions and other activities.

- Lectures are intended to supplement, not reiterate the text
- Audio/visual presentations
- Participation in class activities is required

OTHER IMPORTANT INFORMATION

- Cell phones will be turned off in class.
- Electronic listening or recording devices may not be used without prior consent of instructor.
- All textbook/class materials are your responsibility to obtain.
- Handouts will be available in class.
- Quizzes/exams will be open notes/dictionary.
- Final exam/project must be completed at time indicated on schedule of assignments.

ASSIGNMENTS

There will be an assignment for each chapter is worth 50 points. This Assignment consists of 10 questions worth 5 points for each question or a total of 50 points. There are 18 chapters, which equals a total of 900 points.

The student is responsible for completing all assignments, which including the reading of the textbook, handouts and all outside assignments. Assignments will be turned in on time or loss points from that assignment may occur.

EXERCISES:

There will be exercises in this class which are not graded, but count toward your final grade in the category of participation.

EXTRA CREDIT

Any student wishing to do extra work to enhance their grade may do so. These assignments are on a limited basis at the discretion of the instructor. If you wish to due extra credit you must contact the instructor for a subject matter. Each assignment is worth fifty (50) points. Each student will be limited to two extra credit papers.

FACE PAGE:

Name of course, Date of course (Spring 2008), title of paper, student's name, and Instructor's name. Center this information is preferred.

CONTENT:

Five typed written pages, double spaced. Graphs, charts, photos, depictions, etc., will not count as content, however should be included if needed to enhance content. The student should have the proof read the paper prior to turning in paper.

REFERENCES:

Students shall have published sources in a bibliography page, which shall be the last page of the paper and not counted as content. If your sources are from the Internet, you must list the website address. Under no circumstances will you be permitted to copy verbatim from reference material. This is your work not someone else's.

EXAMINATIONS:

There will be a total of a mid-term and a final examination. Each of these exams will cover the text and lecture, films, slide programs covered since the last exam.

Examination Dates:

Mid-Term: November 18, 2010 The Mid-term exam will encompass chapters 1-9 in the textbook, handout material and lecture. **NECESSARY MODIFICATIONS TO THE ABOVE SCHEDULE WILL BE ANNOUNCED IN CLASS.**

Final Exam: December 16, 2010 The final exam will encompass chapters 10-18 in the textbook, handout material and lecture. **NECESSARY MODIFICATIONS TO THE ABOVE SCHEDULE WILL BE ANNOUNCED IN CLASS.**

MID-TERM:

A mid-term examination may consist of multiple choice, true and false questions, fill-in and/or essay questions. This examination will be worth 100 points towards the semester total grade.

FINAL:

A final examination may consist of multiple choice, true and false, fill-in and/or essay questions. This examination will be worth 100 points toward the semester total grade points.

GRADING

Grading will be on a cumulative points system as follows:

Assignments	900 points
Mid Term Examination...	100 points
Final Examination...	<u>100</u> points
Total...	1100 points
1100 – 985	A
984 – 875	B
875 – 765	C
764 – 655	D
654 – 0	F

WARNING!

Some materials utilized in the presentation of this course, including but not limited to film, video, slides, Power Point Presentations and printed photographs may be quite graphic, as is the nature of the Criminal System.

A Final Word about Learning Criminal Justice

Without exaggeration, this course is extremely important for anyone living in the United States. All private citizens should have at least a basic understanding of the criminal justice system that is not distorted by media hype or misconception. If you are planning a criminal justice career, you will find that this course provides necessary information for learning about the system, understanding why the system operates in the way it does, and deciding which criminal justice career would be best for you.

There are two important things to keep in mind while you take this course:

You are responsible for your learning and for helping yourself and your classmates. The instructor cannot fill passive students with knowledge or with a single right answer.

There are several right answers to many criminal justice issues, especially controversial ones such as the death penalty, three-strikes laws, and the role of rehabilitation.

Learning in this course is based upon cooperation and experience. You are expected to participate in class discussions and exercises, and to apply the concepts to your own experiences.

"If you have a verified need for an academic accommodation or materials in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans With Disabilities Act or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible."

AOJ 29 CRIMINOLOGY SYLLABUS

SEMESTER: Spring 2010

INSTRUCTOR: Larry Orth, Chief District Attorney Investigator (Retired),
Kings County District Attorney's Office.
E-mail address: lsorth@sbcglobal.net
West Hills E-mail address: larryorth@whccd.edu
Cell Phone: 816-2733

DATE/TIMES: 7:00 to 10:00 P.M.

LOCATION: NAS Lemoore Campus

ROOM NUMBER:

TEXTBOOK: Criminology, Tenth Edition, Larry J. Siegel

COURSE DESCRIPTION

Structured to examine classical & contemporary criminological theories, this course allows students to explore the origins of criminal behavior and to apply criminological knowledge to the diversity of crime as it exists today. This course is further designed to dispel crime myths and to provide and instill students with a well-informed and critical understanding of crime as a social phenomenon with historical underpinnings within the evolving context of society and knowledge. Beyond criminology's evolutionary considerations and in keeping with socially relevant and policy-oriented perspectives, analysis and discussion regarding crime causation, strategies and purposes of crime measurement, new and future trends in crime and crime control, and the operation of the criminal justice system will be examined.

COURSE OBJECTIVES:

- Develop an informed understanding regarding the causes of crime and deviance in society and society's responses to criminal and deviant.
- Develop an informed understanding related to how societal and legal changes have affected crime causation and how these factors have been interconnected throughout society's history.
- Refine analytical, reasoning, and connective abilities...learning to see the forest and the trees – plus how each aspect of the forest (each theory and/or social variable) is connected and interdependent.
- Develop a theoretical knowledge base regarding crime and crime's role in society, which is necessary for students' future course, field, and professional work.

- Develop a positive attitude toward the study of theory & theory's role in understanding social processes and policy formation...to get you interested and excited about how theory works and how it is applied.

STUDENT LEARNING OUTCOMES

The student will identify the basic principles of classical criminology, and positivism.

The student will identify the roles of the criminologist in the study of crime.

The student will identify the basic principles of physiognomy and phrenology.

The student will compare and contrast the arguments in the nature versus nurture theories of criminality.

COURSE REQUIREMENTS

ATTENDANCE:

Students will be allowed no more than four absences. Any further absences could be cause for the student to be dropped from the course. You are expected to attend class regularly. It's the only way you can learn the material. When necessarily absent, it is your responsibility to get the notes for the class missed from another student. I will not hand out copies of outlines, lend videos watched in class, etc.

Cheating and Plagiarism:

Cheating. Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it includes any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means. Cheating will generate a zero for the assignment involved.

Plagiarism. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by reprinting the material so used, as one's own work. Plagiarism will result in the total points for the lowest paper being halved and divided between any two students. Thus, a paper obtaining 70 points, but representing plagiarized works, would give each student involved 35 points for the assignment.

MAKEUP POLICY

Make-up Mid-term exam will only be given to those students who notify me and receive an excused absence for the exam day. The make-up exam will be given on an arranged date and time.

COURSE FORMAT

Class sessions will consist of lectures, films, group discussions and other activities.

- Lectures are intended to supplement, not reiterate the text
- Audio/visual presentations
- Participation in class activities is required

OTHER IMPORTANT INFORMATION

- Cell phones will be turned off in class.
- Electronic listening or recording devices may not be used without prior consent of instructor.
- All textbook/class materials are your responsibility to obtain.
- Handouts will be available in class.
- Quizzes/exams will be open notes/dictionary.
- Final exam/project must be completed at time indicated on schedule of assignments.

ASSIGNMENTS

There will be an assignment for each chapter is worth 50 points. This Assignment consists of 10 questions worth 5 points for each question or a total of 50 points. There are 18 chapters, which equals a total of 900 points.

The student is responsible for completing all assignments, which including the reading of the textbook, handouts and all outside assignments. Assignments will be turned in on time or loss points from that assignment may occur.

EXERCISES:

There will be exercises in this class which are not graded, but count toward your final grade in the category of participation.

EXTRA CREDIT

Any student wishing to do extra work to enhance their grade may do so. These assignments are on a limited basis at the discretion of the instructor. If you wish to due extra credit you must contact the instructor for a subject matter. Each assignment is worth fifty (50) points. Each student will be limited to two extra credit papers.

FACE PAGE:

Name of course, Date of course (Spring 2008), title of paper, student's name, and Instructor's name. Center this information is preferred.

CONTENT:

Five typed written pages, double spaced. Graphs, charts, photos, depictions, etc., will not count as content, however should be included if needed to enhance content. The student should have the proof read the paper prior to turning in paper.

REFERENCES:

Students shall have published sources in a bibliography page, which shall be the last page of the paper and not counted as content. If your sources are from the Internet, you must list the website address. Under no circumstances will you be permitted to copy verbatim from reference material. This is your work not someone else's.

EXAMINATIONS:

There will be a total of a mid-term and a final examination. Each of these exams will cover the text and lecture, films, slide programs covered since the last exam.

Examination Dates:

Mid-Term: November 18, 2010 The Mid-term exam will encompass chapters 1-9 in the textbook, handout material and lecture. **NECESSARY MODIFICATIONS TO THE ABOVE SCHEDULE WILL BE ANNOUNCED IN CLASS.**

Final Exam: December 16, 2010. The final exam will encompass chapters 10-18 in the textbook, handout material and lecture. **NECESSARY MODIFICATIONS TO THE ABOVE SCHEDULE WILL BE ANNOUNCED IN CLASS.**

MID-TERM:

A mid-term examination may consist of multiple choice, true and false questions, fill-in and/or essay questions. This examination will be worth 100 points towards the semester total grade.

FINAL:

A final examination may consist of multiple choice, true and false, fill-in and/or essay questions. This examination will be worth 100 points toward the semester total grade points.

GRADING

Grading will be on a cumulative points system as follows:

Assignments	900 points
Mid Term Examination...	100 points
Final Examination...	<u>100</u> points
Total...	1100 points
1100 – 985	A
984 – 875	B
875 – 765	C
764 – 655	D
654 – 0	F

WARNING!

Some materials utilized in the presentation of this course, including but not limited to film, video, slides, Power Point Presentations and printed photographs may be quite graphic, as is the nature of the Criminal System.

A Final Word about Learning Criminal Justice

Without exaggeration, this course is extremely important for anyone living in the United States. All private citizens should have at least a basic understanding of the criminal justice system that is not distorted by media hype or misconception. If you are planning a criminal justice career, you will find that this course provides necessary information for learning about the system, understanding why the system operates in the way it does, and deciding which criminal justice career would be best for you.

There are two important things to keep in mind while you take this course:

You are responsible for your learning and for helping yourself and your classmates. The instructor cannot fill passive students with knowledge or with a single right answer.

There are several right answers to many criminal justice issues, especially controversial ones such as the death penalty, three-strikes laws, and the role of rehabilitation.

Learning in this course is based upon cooperation and experience. You are expected to participate in class discussions and exercises, and to apply the concepts to your own experiences.

"If you have a verified need for an academic accommodation or materials in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans With Disabilities Act or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible."

Vocational Programs Certification and Licensing Exams

AOJ 50 A the Arrest Control component of P.C. 832:

We have had 100% pass of the state written certification exam for at least the last seven years and probably more.

I push students to study in groups for the state exam and I feel the dynamics of group study benefits them greatly.

Re: AOJ 50 B, the Firearms component of P.C. 832

We have not failed a student (there are four criteria by which a person may fail) in at least the last five years and probably longer.

Concerning your inquiry about the nursing program and EMT program licensing & certification process.

1. Nursing Students that graduate from our program must take a National Computerized Licensing Exam for Registered Nursing (NCLEX-RN). This is a mandated process by every State in the Union and regulated by the Board of Registered Nursing which is under the Department of Consumer Affairs. As you know we graduated our first class of nursing student in May of 2010. The First time pass rate was 88%. When the repeats were factored into the overall program pass rate is officially 86.23%. Our LVN to RN Bridge program enjoys a 92.3% first time pass rate.
2. Emergency Medical Technicians students that pass our EMT course may apply to the National Registry of Emergency Medical Technicians and sit for their certification exam. If they pass the exam they will be certified as a EMT. The student is allowed 3 attempts. Not every student that passes the EMT course takes the National Certification Exam. Our program currently has a first time pass rate of 56 % pass rate over the past 5 years. This pass rate is one of the better pass rates in the region.

Articulation Agreement by Major
Effective during the 10-11 Academic Year

To: CSU Fresno	From: West Hills College Lemoore
10-11 General Catalog	10-12 General Catalog
	Semester

====Liberal Studies (B.A.)====

ATTENTION: The Liberal Studies Degree/Multiple Subject or Education Specialist Credential requirements listed here are correct as of the time of publication of the Fresno State catalog. As teacher education programs are subject to state and system legislative control, it is recommended that students interested in the credential contact the Education Student Services Center of the Kremen School of Education and Human Development at Fresno State for current program requirements.

A. COURSES SATISFYING BOTH GENERAL EDUCATION AND MAJOR REQUIREMENTS

GE AREA A1 Oral Communication

ANY GE AREA A1 COURSE (3) | ANY CERTIFIED CSU GE AREA A1 COURSE(3)

GE AREA A2 Written Communication

ENGL 10 Accelerated Academic (3) | ENG 1A Composition and Reading (3)
Literacy

GE AREA A3 Critical Thinking

ANY GE AREA A3 COURSE (3) | ANY CERTIFIED CSU GE AREA A3 COURSE(3)

GE AREA B1 Physical Science

NSCI 1A Integrated Science: (4) | PHY SCI 2 Chemistry and Physics (4)
Physics and Chemistry | for Educators

GE AREA B2 Life Science

BIOL 10 Life Science (3) | BIO 15 Biology for Education (3)

GE AREA B4 Quantitative Reasoning

MATH 10A Structure and Concepts in (3) | MATH 10A Structure & Concepts (3)
Mathematics I | in Mathematics I

GE AREA C1 Arts

ONE COURSE FROM THE FOLLOWING:

ART 1 Art Forms (3)	ART 42 Art Appreciation (3)
ARTH 10 The Ancient and Medieval World (3)	ART 16A Survey of Western Art: (3) Pre-History to Proto-Renaissance
ARTH 11 The Early Modern World (3)	ART 16B Survey of Western Art (3) History: Renaissance to the Present
DRAMA 62 Theatre Today (3)	PA 1 Introduction to Theater (3)
MUSIC 9 Introduction to Music (3)	NO COMPARABLE COURSE
MUSIC 74 Listener's Guide to Music (3)	MUS 42 Music Appreciation (3)

GE AREA C2 Humanities

To: CSU Fresno, From: West Hills College Lemoore, 10-11

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Liberal Studies (B.A.) (continued)

HIST 20 World History I (3) | HIST 20 World History I (3)

ADDITIONAL GE AREA C1 OR C2

ONE COURSE FROM THE FOLLOWING:

ENGL 20	Introduction to Literature	(4)	|	ENG 1B	Literature, Critical Thinking and Writing	(3)
ENGL 30	Masterpieces	(4)	|	NO COMPARABLE COURSE		
HUM 10	Humanities from Antiquity to the Renaissance	(3)	|	HUM 1	Introduction to Western Culture	(3)
HUM 11	Humanities from the Baroque to the Modern	(3)	|	NO COMPARABLE COURSE		

GE AREA D1 American History

HIST 11	American History to 1877	(3)		PENDING; UNDER REVIEW FOR 2010-2011 (Reviewing HIST 17A)		
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GE AREA D2 American Government

PLSI 2	American Government and Institutions	(3)		NO COMPARABLE COURSE (Denied 07-21-10: POL SCI 1)		
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GE AREA D3 Social Science

GEOG 4	World Geography	(3)		GEOG 2A &	World Regional Geography I	(3)
			|	GEOG 2B	World Regional Geography II	(3)

GE AREA E1 Lifelong Understanding and Self-Development

CFS 39	Introduction to Child and Adolescent Development	(3)		CD 5	Child Development	(3)
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B. OTHER MAJOR REQUIREMENTS

CSCI 5	Computer and Applications	(3)		CIS 7	Computer Concepts	(3)
	OR		|		OR	
CSCI 7	Computer Literacy	(3)	|	NO COMPARABLE COURSE		
	OR		|		OR	
IS 52 &	Computer Concepts	(2)	|	CIS 7	Computer Concepts	(3)
IS 52L	Computer Concepts Lab	(1)	|			
EES 9	Introduction to Earth Science	(3)	|	NO COMPARABLE COURSE		

LING 11	Linguistics for Teachers	(3)	|	LING 11	Linguistics	(3)
MATH 10B	Structure and Concepts in Mathematics II	(3)	|	MATH 10B	Structure & Concepts in Mathematics II	(3)

C. PREREQUISITE FOR CREDENTIAL PROGRAM

To: CSU Fresno, From: West Hills College Lemoore, 10-11

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Liberal Studies (B.A.) (continued)

EHD 50 Introduction to Teaching (3) | EDUC 1 Introduction to Teaching (3)

D. NOTES

Students who want to become elementary school teachers must obtain admission to the credential courses. EHD 50 is a prerequisite for admission to the credential program, although students with appropriate experience may be allowed to waive it.

HIST 20 satisfies GE Area C2 for Liberal Studies majors only.

END OF MAJOR

Articulation Agreement by Major
Effective during the 10-11 Academic Year

To: CSU Fresno | From: West Hills College Lemoore
10-11 General Catalog Semester | 10-12 General Catalog Semester

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====Business Administration (B.S.)====

The Craig School of Business offers a Business Administration major with the following options: Accountancy Option; Entrepreneurship Option; Finance Option (General Finance Track); Human Resource Management Option; Computer Information Systems Option; International Business Option; Logistics and Supply Chain Strategies Option; Management Option (Organizational Leadership Track, Production/Logistics Management Track, or Special Management Applications Track); Marketing Option; Real Estate and Urban Land Economics Option; Sports Marketing Option; Special Option.

A. LOWER DIVISION PRE-BUSINESS REQUIREMENTS

ACCT 4A Financial Accounting (3) | BUS 1A Beginning Principles of (4)
Principles and Systems | Accounting

ACCT 4B Managerial Accounting (3) | BUS 1B Elementary Principles of (4)
Principles and Systems | Accounting

BA 18 Business and the Legal (4) | BUS 18 Business Law (4)
Environment |

DS 71 Quantitative Analysis (3) | BUS 39 Quantitative Analysis (3)

DS 73 Statistical Analysis I (3) | MATH 25 Introduction to (4)
| Statistics

ECON 40 Principles of (3) | ECON 1B Microeconomics (3)
Microeconomics |

OR

OR

AGEC 1 Introductory Agricultural (3) | NO COMPARABLE COURSE
Economics |

ECON 50 Principles of (3) | ECON 1A Macroeconomics (3)
Macroeconomics |

IS 52 & Computer Concepts (2) | CIS 7 Computer Concepts (3)
IS 52L Computer Concepts Lab (1) |

OR

OR

Achieve a passing score on the Craig School of Business computer competency waiver examination. See "computer competency waiver exam" at www.craig.csufresno.edu/Student_Info/USS/.

B. LOWER DIVISION OPTION REQUIREMENTS

ENTREPRENEURSHIP OPTION:

To: CSU Fresno, From: West Hills College Lemoore, 10-11

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Business Administration (B.S.) (continued)

ENTR 81 Introduction to (3) NO COMPARABLE COURSE
Entrepreneurship

HUMAN RESOURCE MANAGEMENT OPTION (Lower division choice:)

MGT 60 Women in Business (3) NO COMPARABLE COURSE

COMPUTER INFORMATION SYSTEMS OPTION:

IS 51 Programming Fundamentals (3) NO COMPARABLE COURSE

MANAGEMENT OPTION (Lower division choices:)

MKTG 90 Introduction to E-Business (3) NO COMPARABLE COURSE

Organizational Leadership Track and Special Management Applications Track in the

MANAGEMENT OPTION:

ENTR 81 Introduction to (3) NO COMPARABLE COURSE
Entrepreneurship

MARKETING OPTION (Lower division choice:)

MKTG 90 Introduction to E-Business (3) NO COMPARABLE COURSE

C. NOTES

To: CSU Fresno, From: West Hills College Lemoore, 10-11

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Business Administration (B.S.) (continued)

All business students entering Fresno State are considered Pre-Business majors and are coded as such. In order to select an option in business and enroll in upper-division business courses, pre-business students must do the following:

- a. Complete IS 52 and 52L or equivalent course(s) with a grade of "C" or better or achieve a passing score on the Craig School of Business computer competency waiver examination. See "computer competency waiver exam" at www.craig.csufresno.edu/Student_Info/USS/.
- b. Complete the following courses or their equivalents with a grade of "C" or better in each course:
ACCT 4A, ACCT 4B; BA 18; DS 71, DS 73; ECON 40 (or AGECE 1) and ECON 50.
- c. Have a cumulative grade point average of at least 2.25 ("C" average).
- d. Submit a request to declare an option in business.
Students may obtain this request form from the Craig School of Business Undergraduate Student Services Office located in the Peters Bldg., Room 185 or apply online at:
www.craig.csufresno.edu/Student_Info/USS/.

Students may apply for an option in the semester during which they will complete all work needed for enrollment qualification in upper-division business courses. Approval will be contingent upon satisfactory fulfillment of the lower-division course prerequisites and the GPA standard; international (foreign) students must achieve a minimum score of 500 on the TOEFL exam.

Transfer students will need to have their transcripts screened to see if they will receive equivalent credit for the above prerequisite courses. Transfer students must submit a complete set of transcripts (official or unofficial) or grade reports of all college-level study to the Undergraduate Student Services Office, 5254 N. Backer Ave M/S PB 7, Fresno, CA 93740-8001 for evaluation. If you are transferring from out of the region, having a copy of the catalog(s) and course syllabi from the different colleges you attended will also be required. Upon receipt of these materials, transfer students' records will be evaluated. Notification of business course credit will then be sent by e-mail.

Students who are ready to enroll in upper-division business courses, but who lack one or two of the pre-business courses, should contact the Undergraduate Student Services Office in Peters Building (PB), Room 185 for further information.

Students selecting the International Business Option must successfully demonstrate a working commercial knowledge in a language other than English.

DS 71 and ECON 50 are also used in General Education.

A grade of "C" or better must be earned for each course used to satisfy the requirements for the major.

END OF MAJOR

Articulation Agreement by Department
Effective during the 10-11 Academic Year

To: CSU Fresno	From: West Hills College Lemoore
10-11 General Catalog	10-12 General Catalog
	Semester

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====Business Administration====

ACCT 3	Essentials of Accounting	(3)	NO COMPARABLE COURSE	

ACCT 4A	Financial Accounting Principles and Systems	(3)	BUS 1A	Beginning Principles of Accounting (4)

ACCT 4B	Managerial Accounting Principles and Systems	(3)	BUS 1B	Elementary Principles of Accounting (4)

BA 18	Business and the Legal Environment	(4)	BUS 18	Business Law (4)

DS 71	Quantitative Analysis	(3)	BUS 39	Quantitative Analysis (3)

DS 71L	Quantitative Analysis Lab	(1)	NO COMPARABLE COURSE	

DS 73	Statistical Analysis I	(3)	MATH 25	Introduction to Statistics (4)

ENTR 81	Introduction to Entrepreneurship	(3)	NO COMPARABLE COURSE	

FIN 30	Personal Financial Planning	(3)	NO COMPARABLE COURSE	

IS 51	Programming Fundamentals	(3)	NO COMPARABLE COURSE	

IS 52 &	Computer Concepts	(2)	CIS 7	Computer Concepts (3)
IS 52L	Computer Concepts Lab	(1)		

MGT 60	Women in Business	(3)	NO COMPARABLE COURSE	

MKTG 90	Introduction to E-Business	(3)	NO COMPARABLE COURSE	

END OF DEPARTMENT

Articulation Agreement by Major
Effective during the 10-11 Academic Year

To: CSU Fresno 10-11 General Catalog Semester | From: West Hills College Lemoore 10-12 General Catalog Semester

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====Communication (B.A.)====

A. LOWER DIVISION MAJOR REQUIREMENTS

TWO COURSES FROM THE FOLLOWING:

COMM 3	Fundamentals of Public Communication	(3)	|	COM 1	Elements of Speech	(3)
COMM 4	Introduction to Interpersonal Communication	(3)	|	COM 5	Interpersonal Communication	(3)
COMM 5	Argumentation	(3)	|	COM 3	Argumentation and Debate	(3)
COMM 7	Persuasion	(3)	|	NO COMPARABLE COURSE		
COMM 8	Group Discussion	(3)	|	COM 4	Small Group Dynamics and Presentation	(3)

THREE UNITS FROM: (Please refer to the Fresno State Catalog for additional upper division courses offered in this area.)

COMM 15	Forensics Laboratory	(1-2)		NO COMPARABLE COURSE		
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B. NOTES

CR/NC grading is not permitted for courses required in the major.

END OF MAJOR

Articulation Agreement by Department
Effective during the 10-11 Academic Year

To: **CSU Fresno** | From: **West Hills College Lemoore**
10-11 General Catalog Semester | 10-12 General Catalog Semester

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====English====

ENGL 10	Accelerated Academic Literacy	(3)	ENG 1A	Composition and Reading	(3)
ENGL 20	Introduction to Literature	(4)	ENG 1B	Literature, Critical Thinking and Writing	(3)
ENGL 30	Masterpieces	(4)	NO COMPARABLE COURSE		
ENGL 31	Readings in British Literature	(4)	NO COMPARABLE COURSE		
ENGL 32	Readings in American Literature	(4)	NO COMPARABLE COURSE		
ENGL 41	Poetry Writing	(4)	NO COMPARABLE COURSE (Denied 05-11-04: ENG 25)		
ENGL 43	Fiction Writing	(4)	NO COMPARABLE COURSE (Denied 05-11-04: ENG 25)		
ENGL 44	Creative Non-Fiction Writing	(4)	NO COMPARABLE COURSE		

END OF DEPARTMENT

Articulation Agreement by Department
Effective during the 10-11 Academic Year

To: CSU Fresno		From: West Hills College Lemoore	
10-11 General Catalog	Semester	10-12 General Catalog	Semester

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----History----

HIST 1	Western Civilization I	(3)	HIST 4A	Western Europe to 1700	(3)
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HIST 2	Western Civilization II	(3)	PENDING; UNDER REVIEW FOR 2010-2011 (Reviewing HIST 4B)		
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HIST 11	American History to 1877	(3)	PENDING; UNDER REVIEW FOR 2010-2011 (Reviewing HIST 17A)		
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HIST 12	American History from 1877	(3)	PENDING; UNDER REVIEW FOR 2010-2011 (Reviewing HIST 17B)		
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HIST 20	World History I	(3)	HIST 20	World History I	(3)
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HIST 21	World History II	(3)	NO COMPARABLE COURSE		
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END OF DEPARTMENT

COURSES		Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Course #	Title					
AOJ 1	Introduction to Criminal Justice	X		X		X
AOJ 3	Introduction to Corrections	X			X	
AOJ 4	Control & Supervision of Inmates		X		X	
AOJ 5	Concepts of Probation & Parole	X		X		X
AOJ 6	Correctional Interviewing & Counseling			X		
AOJ 7	Legal Aspects of Corrections	X		X		X
AOJ 8	Law & Psychology				X	
AOJ 10	Principles & Procedures of Criminal Justice	X	X			X
AOJ 12	Written Criminal Justice Communications	X		X		X
AOJ 15X	Occupational Work Experience Education	X	X	X	X	X
AOJ 16	Human & Community Relations in Criminal Justice				X	
AOJ 20	Criminal Law			X		
AOJ 22	Criminal Evidence		X		X	
AOJ 24	Criminal Investigation	X	X			
AOJ 29	Crime & Delinquency	X		X		
AOJ 30/60	Experimental Course					
AOJ 32	Juvenile Delinquency					
AOJ 49/99	Directed Study					
AOJ 50A	P.C. 832 Arrest Control Module	X	X	X	X	X
AOJ 50B	P.C. 832 Firearms Module	X	X	X	X	X
AOJ 55	Adult Corrections Officer Core Training Course					
ASL 1	Introduction to American Sign Language: Level 1			X		X
ASL 2	Intermediate American Sign Language: Level 2				X	
ART 2	Two-Dimensional Design					
ART 3A	Introduction to 3-D Fundamentals					
ART 5A	Basic Drawing		X		X	
ART 5B	Advanced Drawing		X		X	
ART 13A	Introduction to Ceramic Design Studio					
ART 13B	Beginning Ceramic Design Studio					
ART 15A	Introduction to Painting	X	X	X	X	X
ART 15B	Beginning Painting	X	X	X	X	X
ART 15C	Intermediate Painting	X	X	X	X	X
ART 15D	Advanced Painting	X	X	X	X	X
ART 16A	Survey of Western Art: Pre-History to Proto-Renaissance	X		X		X
ART 16B	Survey of Western Art: Renaissance to the Present		X		X	
ART 20A	Introduction to Digital Art					
ART 30/60	Experimental Courses					
ART 42	Art Appreciation	X	X	X	X	X
ART 49/99	Directed Study					
BIO 10	Fundamentals of Biology	X	X	X	X	X
BIO 11	Biology of Death Valley					
BIO 12	Biology of the Grand Canyon					
BIO 15	Biology for Education		X		X	
BIO 20	Introductory Biology A (Zoology)					
BIO 24	Introductory Biology B (Botany)					
BIO 30/60	Experimental Course					
BIO 32	Human Anatomy	X	X	X	X	X
BIO 35	Human Physiology	X	X	X	X	X
BIO 38	Microbiology	X	X	X	X	X
BIO 49/99	Directed Study					
BUS 1A	Beginning Principles of Accounting	X	X	X	X	X
BUS 1B	Elementary Principles of Accounting	X	X	X	X	X
Bus 7	Introduction to Entrepreneurship	X	X	X	X	X
BUS 13A	Word for Windows I	X		X		X
BUS 13B	Word for Windows II	X		X		X
BUS 15X	Occupational Work Experience Education	X	X	X	X	X
BUS 18	Business Law	X		X		X
BUS 20	Introduction to Business	X	X	X	X	X

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
BUS 24	Business Mathematics		X		X	
BUS 28	Business Communication		X		X	
BUS 29	Techniques of Management					
BUS 30/60	Experimental Course					
BUS 32	Small Business Management		X		X	
BUS 35	Human Resources Management	X				
BUS 39	Quantitative Analysis			X		X
BUS 49/99	Directed Study					
BUS 50	Employability Skills	X				
BUS 52	Ten-Key Mastery	X		X		X
BUS 54	Presentation Graphics					
BUS 55	Elementary Accounting			X		X
BUS 56	Applied Intermediate Accounting					
BUS 59	Business English					
BUS 62A	Career Success & Job Retention Skills					
BUS 62B	Workplace Communication Skills					
BUS 62C	Building Confidence & Working with the Public					
BUS 62D	Guest Relations & Customer Service					
BUS 63	Skill Building Keyboarding					
BUS 67	Filing & Records Management		X		X	
BUS 69	Modern Office Procedures					
BUS 71	Income Tax Accounting					
BUS 74	Computerized Accounting		X		X	
BUS 80A	Introductory Alphabetic Keyboarding					
BUS 80B	Introductory Numeric/Symbol Keyboarding					
BUS 81A	Intermediate Keyboarding & Processing I		X		X	
BUS 81B	Intermediate Keyboarding & Processing II		X		X	
CM 10	Casino Management					
CM 11	Casino Regulations & Controls					
CM 12	Native American Gaming					
CM 61A	Mini-Baccarat, Midi-Baccarat or Baccarat Dealing					
CM 61B	Poker Dealing					
CM 61C	Blackjack Dealing					
CM 61D	Pai Gow Dealing					
CM 63A	Introduction to Management of Bingo & Keno					
CM 63B	Advanced Management of Bingo & Keno					
CM 64A	Introduction to Casino Cage Operation					
CM 64B	Advanced Casino Cage Operations					
CM 65A	Introduction to Security Operations					
CM 65B	Casino Security					
CM 65C	Advanced Casino Security					
CM 66A	Introduction to Slots Management					
CM 66B	Advanced Slots Management					
CHEM 1A	General Chemistry I	X		X		X
CHEM 1B	General Chemistry II		X		X	
CHEM 2A	Introductory Chemistry	X	X	X	X	X
CEM 30/60	Experimental Courses					
CHEM 49/99	Directed Study					
CD 3	Child Study and Assessment			X		X
CD 4	Parenting	X		X	X	X
CD 5	Child Development	X	X	X	X	X
CD 7	Early Intervention	X		X	X	X
CD 8	Infant Massage				X	
CD 9	Using Infant Gestures					
CD 10	The Child, Family & Society	X	X	X	X	X
CD 11	Young Children with Exceptional Needs	X			X	
CD 12A	Principles & Practices of Early Childhood Education		X		X	
CD 12B	Principles & Practices of Early Childhood Education Field Work	X	X		X	
CD 14A	Administration & Supervision of Children's Programs		X			X
CD 14B	Administration & Supervision of Children's Program Practicum		X			X

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
CD 15	Literature & Language Arts for Young Children		X		X	
CD 15X	Occupational Work Experience Education	X	X	X	X	X
CD 16	Creative Activities	X			X	
CD 17A	Sex Education for Teachers & Parenting of Young Children	X		X		X
CD 17B	Child Abuse Recognition & Prevention	X		X		X
CD 17C	Single Parenting					
CD 18	Health, Safety & Nutrition		X	X	X	X
CD 19	Family Day Care					
CD 20	Behavioral Management in the Early Childhood Classroom		X		X	
CD 21	Infant & Toddler Care-Giving	X		X		X
CD 22	Supervising Adults Working in Children's Programs		X		X	
CD 23	Domestic Violence Recognition & Prevention	X		X		X
CD 30/60	Experimental Course					
CD 49/99	Directed Study					
CIS 2	Internet Programming HTML/XHTML					
CIS 2A	Internet Programming-DHTML					
CIS 2B	Internet Programming-CSS	X				
CIS 2C	Internet Programming Scripting Languages					
CIS 2D	Internet Programming-Java					
CIS 2E	Web Design & Interactive Media					
CIS 2F	Internet Server Side Scripting	X				
CIS 2G	Introduction to E-Commerce					
CIS 2H	Internet Graphics	X				
CIS 3	Web Development	X				
CIS 4	Internet Programming - XML					
CIS 7	Computer Concepts	X	X	X	X	X
CIS 8	Microcomputer Operating Environment					
CIS 10	Microcomputer Concepts & DOS for Netware Users					
CIS 14	C++ Programming		X			
CIS 15	Visual Basic			X		
CIS 15X	Occupational Work Experience Education	X	X	X	X	X
CIS 17B	Advanced Java					
CIS 18A	Internet Programming - PHP					
CIS 19B	Database Creation & Management		X		X	
CIS 21	Desktop Publishing	X				
CIS 30/60	Experimental Course					
CIS 34	Introduction to spreadsheets	X		X		
CIS 35	Advance Spreadsheets					
CIS 42	System Design & Analysis		X		X	
CIS 49/99	Directed Study					
CIS 67	Computer Essentials					
CIS 73	Microsoft Project	X		X		
CIS 73A	Microsoft Visio	X		X		
CIS 75	Cyber Security		X		X	
CIS 76A	Operating Systems - Linux	X		X		X
CIS 80	A+ Certification: Hardware	X	X	X	X	X
CIS 80A	A+ Certification: Operating Systems	X	X	X	X	X
CIS 81A	Networking Essentials					
CIS 90	Microcomputer Application Skills					
COM 1	Elements of Public Speaking	X	X	X	X	X
COM 3	Argumentation and Debate	X		X		X
COM 4	Small Group Dynamics & Presentation	X	X	X	X	X
COM 5	Interpersonal Communication	X	X	X	X	X
COM 30/60	Experimental Course					
COM 49/99	Directed Study					
CUL 2	Food & Wine Pairings					
CUL 6	Culinary Excursions	X				
CUL 50	Safety And Sanitation	X	X	X	X	X
CUL 51	Restaurant Math		X		X	
CUL 52	Commercial Baking: Beginning		X		X	

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
CUL 53	Commercial Baking: Advanced		X		X	
CUL 54	Hospital Laws and Regulations	X		X		X
CUL 55	Commercial Food Preparation	X		X		X
CUL 56	Garde Managers	X		X		X
CUL 57	Beverage Management		X		X	
CUL 58	Dining Room Service and Management		X		X	
CUL 59	Introduction to Hospitality Careers and Human Relations					
CUL 60	Nutrition for Chefs		X		X	
CUL 61	Kitchen Management		X		X	
CUL 64	Restaurant Desserts					
CUL 65	Dining Room Service and Management II		X		X	
CUL 66	Mixology			X		X
ECON 1A	Macroeconomics	X	X	X	X	X
ECON 1B	Microeconomics	X	X	X	X	X
EDUC 1	Introduction to Teaching	X	X	X	X	X
EDUC 5	Critical Thinking in the Classroom	X	X	X	X	X
EDUC 57	Best Practices Summer Teaching Institute					
EA 55	General Tutoring	X	X	X	X	X
EA 56	Tutoring the Elementary Student					
EMT 1	Emergency Medical Technician - Basic	X	X	X	X	X
ENGR 10	Introduction to Engineering	X		X		X
ENGR 15	Engineering Computations	X		X		X
ENGR 20	Engineering Graphics		X		X	
ENGR 25	Electrical Circuits		X		X	
ENGR 31	Engineering Materials		X		X	
ENGR 35	Vector Statics	X		X		X
ENG 1A	Composition & Reading	X	X	X	X	X
ENG 1B	Literature, Critical Thinking & Writing	X	X	X	X	X
ENG 21	Literary Topics					
ENG 25	Creative Writing		X		X	
ENG 30/60	Experimental Course					
ENG 49/99	Directed Study					
ENG 51A	Introduction to Communication Skills	X	X	X	X	X
ENG 51B	Intermediate Communications Skills	X	X	X	X	X
ENG 89	Supplementary & Adaptive Learning Skills	X	X	X	X	X
ENG 101A	Introductory Reading	X	X	X	X	X
ENG 101B	Intermediate Reading	X	X	X	X	X
ENG 105A	Introductory Writing	X	X	X	X	X
ENG 105B	Elementary Writing	X	X	X	X	X
ESL 120	Conversation Practice & Everyday English		X	X	X	X
ESL 125	Conversation Practice: Intermediate Level		X	X	X	X
ESL 130	Reading & Writing: Beginning Level		X	X	X	X
ESL 135	Reading & Writing: Intermediate Level		X	X	X	X
ES 36	Contemporary Native American Social Issues		X		X	
FLSPN 1	Introductory Spanish for Non-Native Speakers	X	X	X	X	X
FLSPN 2	Elementary Spanish for Non-Native Speakers	X		X		X
FLSPN 3	Intermediate Spanish for Native and Non-Native Speakers					
FLSPN 4	Advanced Spanish					
FLSPN 11	Introduction to Spanish for the Limitedly Bilingual	X	X	X	X	X
FLSPN 12	Elementary Spanish for the Limitedly Bilingual	X		X		X
FLSPN 30/60	Experimental Course					
FLSPN 49/99	Directed Study					
FLSPN 51	Introductory Conversation Spanish for Personal or Professional Use					

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
GEOG 1	Physical Geography	X	X	X	X	X
GEOG 2A	World Regional Geography I		X		X	
GEOG 2B	World Regional Geography II	X		X		X
GEOG 3	Cultural Geography	X	X	X	X	X
GEOG 4	Introduction to Geographic Information Systems					
GEOG 10	Geography of Urban Los Angeles		X		X	
GEOG 11	Death Valley Field Course		X			
GEOG 12	Grand Canyon Field Course				X	
GEOG 13	San Francisco Urban Geography Field Course	X		X		X
GEOG 18	Geography of California	X	X	X	X	X
GEOG 30/60	Experimental Course					
GEOG 49/99	Directed Study					
GEOG 51	Modern Geography					
GEOG 59	Geography Field Experience					
GEOG						
GEOL 1	Physical Geology	X		X		X
GEOL 3	Historical Geology				X	
GEOL 10	Geology Field Course General					
GEOL 11	Death Valley Field Course					
GEOL 12	Grand Canyon Field Course					
GEOL 30/60	Experimental Course					
GEOL 49/99	Directed Study					
GEOL						
GS 61	Content Area Support	X	X	X	X	X
GS						
HE 35	Personal Health & Hygiene	X	X	X	X	X
HE						
HS 5	Medical Terminology	X	X	X	X	X
HS 15X	Occupational Work Experience Education					
HS 50	Sterile Processing Technician Preparation	X				
HS						
HIST 4A	Western Europe to 1700	X		X		X
HIST 4B	Western Europe from 1700		X		X	
HIST 17A	History of the U.S. 1492-1877	X	X	X	X	X
HIST 17B	History of the U.S. 1865-Present	X	X	X	X	X
HIST 20	World History I	X	X	X	X	X
HIST 30/60	Experimental Course					
HIST 32	Cultural History of the Chicano	X		X		X
HIST 34	Introduction to Black Studies		X		X	
HIST 44	Women's Roles in United States History		X		X	
HIST 49/99	Directed Study					
HIST						
HM 10	Introduction to Hotel Management					
HM 11	Hotel Design, Planning & Development					
HM 12	Hotel, Motel Management, & Operations					
HM 61	Front Office Management & Operations					
HM 63	Housekeeping Management					
HM 64	Maintenance Management					
HM 65	Conference, Convention & Event Planning					
HM 66	Tourism & Convention Marketing & Sales					
HM						
HRCM 1	Introduction to Hospitality		X			X
HRCM 3	Hospitality Marketing					
HRCM 4	Supervision & Leadership in Hospitality					
HRCM 15X	Occupational Work Experience Education	X	X	X	X	X
HRCM 62A	Career Success & Job Retention Skills					
HRCM 62B	Workplace Communication Skills					
HRCM 62C	Building Confidence & Working With the Public					
HRCM 62D	Guests Relations & Customer Service					
HRCM 67	Orientation to Hospitality		X			
HRCM						
HUM 1	Introduction to Western Culture	X	X	X	X	X
HUM 22	Introduction to Comparative Religion		X		X	
HUM						

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
HUM 30/60	Experimental Course					
HUM 49/99	Directed Study					
IS 1	College Success	X	X	X	X	X
IS 2	Career Planning	X	X	X	X	X
IS 7	Student Leadership Development	X	X	X	X	X
KINES 1	Introduction to Kineology	X	X	X	X	X
LING 11	Introduction to Linguistics		X		X	
MATH 1A	Introduction To Calculus	X	X	X	X	X
MATH 1B	Calculus with Application	X	X	X	X	X
MATH 2A	Multivariate Calculus	X		X		X
MATH 3A	Linear Algebra I		X		X	
Math 2B	Differential Equations		X		X	
MATH 10A	Structure & Concepts in Mathematics I	X		X		X
MATH 10B	Structure & Concepts in Mathematics II		X			
MATH 15	Precalculus	X	X	X	X	X
MATH 25	Introduction to Statistics	X	X	X	X	X
MATH 30/60	Experimental Course					
MATH 45	Contemporary Math					
MATH 49/99	Directed Study					
MATH 61	Elementary Algebra	X	X	X	X	X
MATH 63	Intermediate Algebra	X	X	X	X	X
MATH 64	Elementary & Intermediate Algebra	X	X	X	X	X
MATH 87	Mathematics for Life	X	X	X	X	X
MATH 88	Mathematics for Life II					
MATH 101	Basic College Mathematics	X	X	X	X	X
MUS 17A	Beginning Guitar					
MUS 17B	Elementary Guitar					
MUS 17C	Intermediate Guitar					
MUS 17D	Advanced Guitar					
MUS 30/60	Experimental Course					
MUS 42	Music Appreciation	X	X	X	X	X
MUS 49/99	Directed Study					
NC 100	General Supervised Tutoring	X	X	X	X	X
NC 101	Reading Lab	X	X	X	X	X
NC 105	Writing Lab	X	X	X	X	X
NC 140	Community Living Skills					
NC 140A	Community Living Skills	X	X	X	X	X
NC 140B	Community Living Skills	X	X	X	X	X
NC 141	Production Occupation Work Skills	X	X	X	X	X
NC 142	Service Occupation Work Skills	X	X	X	X	X
NC 154	Parenting					
NC 157	Fitness for Life	X	X	X	X	X
NC 160	GED Preparation Program	X	X	X	X	X
NURS 1	Foundations of Nursing	X		X		X
NURS 1L	Foundations of Nursing Lab	X		X		X
NURS 2	Medical Surgical Nursing I	X		X		X
NURS 2L	Medical Surgical Nursing I Lab	X		X		X
NURS 3	Basic Pharmacology	X		X		X
NURS 4	Medical Surgical Nursing II		X		X	
NURS 4L	Medical Surgical Nursing II Lab		X		X	
NURS 5	Obstetrics-Maternity Nursing		X		X	
NURS 5L	Obstetrics-Maternity Nursing Lab		X		X	
NURS 6	Advanced Pharmacology		X		X	
NURS 7	Medical-Surgical Nursing III	X		X		X
NURS 7L	Medical-Surgical Nursing III Lab	X		X		X
NURS 8	Mental Health-Psychiatric Nursing	X		X		X

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
NURS 8L	Mental Health-Psychiatric Nursing Lab	X		X		X
NURS 9	Pediatric Nursing	X		X		X
NURS 9L	Pediatric Nursing Lab	X		X		X
NURS 10	Advanced Medical-Surgical Nursing IV		X		X	
NURS 10L	Advanced Medical-Surgical Nursing IV Lab		X		X	
NURS 11	Gerontology Community Nursing		X		X	
NURS 11L	Gerontology Community Nursing Lab		X		X	
NURS 12	Role Transition LVN to RN					
NURS 12L	Role Transition LVN to RN Lab					
NURS 13	Leadership		X		X	
NURS 15X	Occupational Work Experience Education	X	X	X	X	X
NURS 101	Nursing Learning Lab	X	X	X	X	X
NUT 1	Basic Nutrition	X	X	X	X	X
PA 1	Introduction to Theater					
PA 3	Film Appreciation					
PHIL 1	Introduction to Philosophy	X	X	X	X	X
PHIL 2	Introduction to Logic	X		X		X
PHIL 3	Ethics		X		X	
PE 2	Archery	X	X	X	X	X
PE 6	Body Conditioning	X	X	X	X	X
PE 7	Aerobics	X	X	X	X	X
PE 8	Intermediate Aerobic Interval Training	X	X	X	X	X
PE 11	Golf	X		X		X
PE 16	Jogging & Power Walking		X		X	
PE 18	Bowling					
PE 19	Adaptive Physical Education	X	X	X	X	X
PE 21	Fitness Laboratory	X	X	X	X	X
PE 23	Weight Training	X	X	X	X	X
PE 25A	Introductory Soccer					
PE 25B	Intermediate Soccer					
PE 29	Introduction to Sport and Exercise Psychology	X	X	X	X	X
PE 30/60	Experimental Courses					
PE 35A	Theory of Soccer	X		X		X
PE 40	Introduction to Physical Education			X		X
PE 41	Standard First Aid					
PE 44	Fundamentals of Wrestling	X	X	X	X	X
PE 44B	Theory of Wrestling	X		X		X
PE 45	Coaching Team Sports			X	X	X
PE 46	Care & Prevention of Athletic Injuries			X	X	X
PE 46A	Theory of Golf	X	X	X	X	X
PE 46B	Theory of Cross Country	X		X		X
PE 47	Fundamentals of Soccer		X		X	
PE 48	Community First Aid & Safety	X	X	X	X	X
PE 49/99	Directed Study					
PE 10	Men's Intercollegiate Golf		X		X	
PE 15	Women's Intercollegiate Golf	X		X		X
PE 21A	Women's Intercollegiate Cross Country	X		X		X
PE 25	Men's Intercollegiate Wrestling	X		X		X
PE 28	Men's Intercollegiate Cross Country	X		X		X
PE 35	Women's Intercollegiate Soccer	X		X		X
PE 36	Men's Intercollegiate Soccer	X		X		X
PHYSICI 1	Survey of the Physical Sciences		X		X	
PHYSICI 2	Chemistry & Physics for Educators	X		X		X
PHYSICI 49/99	Directed Study					

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
PHSICS 2A	Mechanics & Thermodynamics	X		X		X
PHSICS 2B	Electricity, Magnetism, Optics & Modern Physics		X		X	
PHYSICS 4A	Classical Mechanics		X		X	
PHYSICS 4B	Electricity, Magnetsm & Waves	X		X		X
PHYSICS 4C	Thermodynamics, Optics & Modern Physics		X		X	
POLSCI 1	American Government	X	X	X	X	X
POLSCI 2	Comparative Government		X		X	
POLSCI 4	Introduction to International Relations	X		X		X
POLSCI 30/60	Experimental Course					
POLSCI 49/99	Directed Study					
PSYCH 1	General Psychology	X	X	X	X	X
PSYCH 2	Abnormal Psychology		X		X	
PSYCH 3	Deveopmental Psychology			X		X
PSYCH 4	Personal Psychology		X			
PSYCH 5	Biology Psychology			X		X
PSYCH 8	Law & Psychology					
PSYCH 29	Inroduction to Sport and Exercise Psychology	X	X	X	X	X
PSYCI 30/60	Experimental Course					
PSYCH 49/99	Directed Study					
RM 10	Introduction to Food Service Operations	X			X	
RM 11	Food & Beverag Cost Control		X			X
RM 61	Culinary Theory & Fundamentals	X			X	
RM 63	Cullinary Concepts	X		X		X
RM 64	Cuisines of the World		X		X	
RM 65	Catering & Beverage Services		X		X	
RM 66	Event Planning & Special Event Tourism	X				X
SW 15X	Occupational Work Experience Education	X	X	X	X	X
SW 20	Introduction to Social Welfare	X	X	X	X	X
SW 21	Eligibility & Case Management	X			X	
SW 22	Individual & Group Support		X			X
SW 23	Substance Abuse Counseling			X		
SOC 1	Introduction to Sociology	X	X	X	X	X
SOC 2	Critical Thinking & Social Problems	X	X	X	X	X
SOC 3	Marriage & Family	X	X	X	X	X
SOC 5	Cultural Diversity		X		X	
SOC 6	Drugs and Society	X		X		X
SOC 7	Sociology of Mental Health			X		
SOC 10	Sociology Practice		X		X	
SOC 30/60	Experimental Course					
SOC 49/99	Directed Study					
WE 15XX	General Work Experience Education	X	X	X	X	X

COURSES		Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Course #	Title					
AOJ 1	Introduction to Criminal Justice	X		X		X
AOJ 3	Introduction to Corrections	X			X	
AOJ 4	Control & Supervision of Inmates		X		X	
AOJ 5	Concepts of Probation & Parole	X		X		X
AOJ 6	Correctional Interviewing & Counseling			X		
AOJ 7	Legal Aspects of Corrections	X		X		X
AOJ 8	Law & Psychology				X	
AOJ 10	Principles & Procedures of Criminal Justice	X	X			X
AOJ 12	Written Criminal Justice Communications	X		X		X
AOJ 15X	Occupational Work Experience Education	X	X	X	X	X
AOJ 16	Human & Community Relations in Criminal Justice				X	
AOJ 20	Criminal Law			X		
AOJ 22	Criminal Evidence		X		X	
AOJ 24	Criminal Investigation	X	X			
AOJ 29	Crime & Delinquency	X		X		
AOJ 30/60	Experimental Course					
AOJ 32	Juvenile Delinquency					
AOJ 49/99	Directed Study					
AOJ 50A	P.C. 832 Arrest Control Module	X	X	X	X	X
AOJ 50B	P.C. 832 Firearms Module	X	X	X	X	X
AOJ 55	Adult Corrections Officer Core Training Course					
ASL 1	Introduction to American Sign Language: Level 1			X		X
ASL 2	Intermediate American Sign Language: Level 2				X	
ART 2	Two-Dimensional Design					
ART 3A	Introduction to 3-D Fundamentals					
ART 5A	Basic Drawing		X		X	
ART 5B	Advanced Drawing		X		X	
ART 13A	Introduction to Ceramic Design Studio					
ART 13B	Beginning Ceramic Design Studio					
ART 15A	Introduction to Painting	X	X	X	X	X
ART 15B	Beginning Painting	X	X	X	X	X
ART 15C	Intermediate Painting	X	X	X	X	X
ART 15D	Advanced Painting	X	X	X	X	X
ART 16A	Survey of Western Art: Pre-History to Proto-Renaissance	X		X		X
ART 16B	Survey of Western Art: Renaissance to the Present		X		X	
ART 20A	Introduction to Digital Art					
ART 30/60	Experimental Courses					
ART 42	Art Appreciation	X	X	X	X	X
ART 49/99	Directed Study					
BIO 10	Fundamentals of Biology	X	X	X	X	X
BIO 11	Biology of Death Valley					
BIO 12	Biology of the Grand Canyon					
BIO 15	Biology for Education		X		X	
BIO 20	Introductory Biology A (Zoology)					
BIO 24	Introductory Biology B (Botany)					
BIO 30/60	Experimental Course					
BIO 32	Human Anatomy	X	X	X	X	X
BIO 35	Human Physiology	X	X	X	X	X
BIO 38	Microbiology	X	X	X	X	X
BIO 49/99	Directed Study					
BUS 1A	Beginning Principles of Accounting	X	X	X	X	X
BUS 1B	Elementary Principles of Accounting	X	X	X	X	X
Bus 7	Introduction to Entrepreneurship	X	X	X	X	X
BUS 13A	Word for Windows I	X		X		X
BUS 13B	Word for Windows II	X		X		X
BUS 15X	Occupational Work Experience Education	X	X	X	X	X
BUS 18	Business Law	X		X		X
BUS 20	Introduction to Business	X	X	X	X	X

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
BUS 24	Business Mathematics		X		X	
BUS 28	Business Communication		X		X	
BUS 29	Techniques of Management					
BUS 30/60	Experimental Course					
BUS 32	Small Business Management		X		X	
BUS 35	Human Resources Management	X				
BUS 39	Quantitative Analysis			X		X
BUS 49/99	Directed Study					
BUS 50	Employability Skills	X				
BUS 52	Ten-Key Mastery	X		X		X
BUS 54	Presentation Graphics					
BUS 55	Elementary Accounting			X		X
BUS 56	Applied Intermediate Accounting					
BUS 59	Business English					
BUS 62A	Career Success & Job Retention Skills					
BUS 62B	Workplace Communication Skills					
BUS 62C	Building Confidence & Working with the Public					
BUS 62D	Guest Relations & Customer Service					
BUS 63	Skill Building Keyboarding					
BUS 67	Filing & Records Management		X		X	
BUS 69	Modern Office Procedures					
BUS 71	Income Tax Accounting					
BUS 74	Computerized Accounting		X		X	
BUS 80A	Introductory Alphabetic Keyboarding					
BUS 80B	Introductory Numeric/Symbol Keyboarding					
BUS 81A	Intermediate Keyboarding & Processing I		X		X	
BUS 81B	Intermediate Keyboarding & Processing II		X		X	
CM 10	Casino Management					
CM 11	Casino Regulations & Controls					
CM 12	Native American Gaming					
CM 61A	Mini-Baccarat, Midi-Baccarat or Baccarat Dealing					
CM 61B	Poker Dealing					
CM 61C	Blackjack Dealing					
CM 61D	Pai Gow Dealing					
CM 63A	Introduction to Management of Bingo & Keno					
CM 63B	Advanced Management of Bingo & Keno					
CM 64A	Introduction to Casino Cage Operation					
CM 64B	Advanced Casino Cage Operations					
CM 65A	Introduction to Security Operations					
CM 65B	Casino Security					
CM 65C	Advanced Casino Security					
CM 66A	Introduction to Slots Management					
CM 66B	Advanced Slots Management					
CHEM 1A	General Chemistry I	X		X		X
CHEM 1B	General Chemistry II		X		X	
CHEM 2A	Introductory Chemistry	X	X	X	X	X
CEM 30/60	Experimental Courses					
CHEM 49/99	Directed Study					
CD 3	Child Study and Assessment			X		X
CD 4	Parenting	X		X	X	X
CD 5	Child Development	X	X	X	X	X
CD 7	Early Intervention	X		X	X	X
CD 8	Infant Massage				X	
CD 9	Using Infant Gestures					
CD 10	The Child, Family & Society	X	X	X	X	X
CD 11	Young Children with Exceptional Needs	X			X	
CD 12A	Principles & Practices of Early Childhood Education		X		X	
CD 12B	Principles & Practices of Early Childhood Education Field Work	X	X		X	
CD 14A	Administration & Supervision of Children's Programs		X			X
CD 14B	Administration & Supervision of Children's Program Practicum		X			X

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
CD 15	Literature & Language Arts for Young Children		X		X	
CD 15X	Occupational Work Experience Education	X	X	X	X	X
CD 16	Creative Activities	X			X	
CD 17A	Sex Education for Teachers & Parenting of Young Children	X		X		X
CD 17B	Child Abuse Recognition & Prevention	X		X		X
CD 17C	Single Parenting					
CD 18	Health, Safety & Nutrition		X	X	X	X
CD 19	Family Day Care					
CD 20	Behavioral Management in the Early Childhood Classroom		X		X	
CD 21	Infant & Toddler Care-Giving	X		X		X
CD 22	Supervising Adults Working in Children's Programs		X		X	
CD 23	Domestic Violence Recognition & Prevention	X		X		X
CD 30/60	Experimental Course					
CD 49/99	Directed Study					
CIS 2	Internet Programming HTML/XHTML					
CIS 2A	Internet Programming-DHTML					
CIS 2B	Internet Programming-CSS	X				
CIS 2C	Internet Programming Scripting Languages					
CIS 2D	Internet Programming-Java					
CIS 2E	Web Design & Interactive Media					
CIS 2F	Internet Server Side Scripting	X				
CIS 2G	Introduction to E-Commerce					
CIS 2H	Internet Graphics	X				
CIS 3	Web Development	X				
CIS 4	Internet Programming - XML					
CIS 7	Computer Concepts	X	X	X	X	X
CIS 8	Microcomputer Operating Environment					
CIS 10	Microcomputer Concepts & DOS for Netware Users					
CIS 14	C++ Programming		X			
CIS 15	Visual Basic			X		
CIS 15X	Occupational Work Experience Education	X	X	X	X	X
CIS 17B	Advanced Java					
CIS 18A	Internet Programming - PHP					
CIS 19B	Database Creation & Management		X		X	
CIS 21	Desktop Publishing	X				
CIS 30/60	Experimental Course					
CIS 34	Introduction to spreadsheets	X		X		
CIS 35	Advance Spreadsheets					
CIS 42	System Design & Analysis		X		X	
CIS 49/99	Directed Study					
CIS 67	Computer Essentials					
CIS 73	Microsoft Project	X		X		
CIS 73A	Microsoft Visio	X		X		
CIS 75	Cyber Security		X		X	
CIS 76A	Operating Systems - Linux	X		X		X
CIS 80	A+ Certification: Hardware	X	X	X	X	X
CIS 80A	A+ Certification: Operating Systems	X	X	X	X	X
CIS 81A	Networking Essentials					
CIS 90	Microcomputer Application Skills					
COM 1	Elements of Public Speaking	X	X	X	X	X
COM 3	Argumentation and Debate	X		X		X
COM 4	Small Group Dynamics & Presentation	X	X	X	X	X
COM 5	Interpersonal Communication	X	X	X	X	X
COM 30/60	Experimental Course					
COM 49/99	Directed Study					
CUL 2	Food & Wine Pairings					
CUL 6	Culinary Excursions	X				
CUL 50	Safety And Sanitation	X	X	X	X	X
CUL 51	Restaurant Math		X		X	
CUL 52	Commercial Baking: Beginning		X		X	

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
CUL 53	Commercial Baking: Advanced		X		X	
CUL 54	Hospital Laws and Regulations	X		X		X
CUL 55	Commercial Food Preparation	X		X		X
CUL 56	Garde Managers	X		X		X
CUL 57	Beverage Management		X		X	
CUL 58	Dining Room Service and Management		X		X	
CUL 59	Introduction to Hospitality Careers and Human Relations					
CUL 60	Nutrition for Chefs		X		X	
CUL 61	Kitchen Management		X		X	
CUL 64	Restaurant Desserts					
CUL 65	Dining Room Service and Management II		X		X	
CUL 66	Mixology			X		X
ECON 1A	Macroeconomics	X	X	X	X	X
ECON 1B	Microeconomics	X	X	X	X	X
EDUC 1	Introduction to Teaching	X	X	X	X	X
EDUC 5	Critical Thinking in the Classroom	X	X	X	X	X
EDUC 57	Best Practices Summer Teaching Institute					
EA 55	General Tutoring	X	X	X	X	X
EA 56	Tutoring the Elementary Student					
EMT 1	Emergency Medical Technician - Basic	X	X	X	X	X
ENGR 10	Introduction to Engineering	X		X		X
ENGR 15	Engineering Computations	X		X		X
ENGR 20	Engineering Graphics		X		X	
ENGR 25	Electrical Circuits		X		X	
ENGR 31	Engineering Materials		X		X	
ENGR 35	Vector Statics	X		X		X
ENG 1A	Composition & Reading	X	X	X	X	X
ENG 1B	Literature, Critical Thinking & Writing	X	X	X	X	X
ENG 21	Literary Topics					
ENG 25	Creative Writing		X		X	
ENG 30/60	Experimental Course					
ENG 49/99	Directed Study					
ENG 51A	Introduction to Communication Skills	X	X	X	X	X
ENG 51B	Intermediate Communications Skills	X	X	X	X	X
ENG 89	Supplementary & Adaptive Learning Skills	X	X	X	X	X
ENG 101A	Introductory Reading	X	X	X	X	X
ENG 101B	Intermediate Reading	X	X	X	X	X
ENG 105A	Introductory Writing	X	X	X	X	X
ENG 105B	Elementary Writing	X	X	X	X	X
ESL 120	Conversation Practice & Everyday English		X	X	X	X
ESL 125	Conversation Practice: Intermediate Level		X	X	X	X
ESL 130	Reading & Writing: Beginning Level		X	X	X	X
ESL 135	Reading & Writing: Intermediate Level		X	X	X	X
ES 36	Contemporary Native American Social Issues		X		X	
FLSPN 1	Introductory Spanish for Non-Native Speakers	X	X	X	X	X
FLSPN 2	Elementary Spanish for Non-Native Speakers	X		X		X
FLSPN 3	Intermediate Spanish for Native and Non-Native Speakers					
FLSPN 4	Advanced Spanish					
FLSPN 11	Introduction to Spanish for the Limitedly Bilingual	X	X	X	X	X
FLSPN 12	Elementary Spanish for the Limitedly Bilengual	X		X		X
FLSPN 30/60	Experimental Course					
FLSPN 49/99	Directed Study					
FLSPN 51	Introductory Conversation Spanish for Personal or Professional Use					

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
GEOG 1	Physical Geography	X	X	X	X	X
GEOG 2A	World Regional Geography I		X		X	
GEOG 2B	World Regional Geography II	X		X		X
GEOG 3	Cultural Geography	X	X	X	X	X
GEOG 4	Introduction to Geographic Information Systems					
GEOG 10	Geography of Urban Los Angeles		X		X	
GEOG 11	Death Valley Field Course		X			
GEOG 12	Grand Canyon Field Course				X	
GEOG 13	San Francisco Urban Geography Field Course	X		X		X
GEOG 18	Geography of California	X	X	X	X	X
GEOG 30/60	Experimental Course					
GEOG 49/99	Directed Study					
GEOG 51	Modern Geography					
GEOG 59	Geography Field Experience					
GEOG						
GEOL 1	Physical Geology	X		X		X
GEOL 3	Historical Geology				X	
GEOL 10	Geology Field Course General					
GEOL 11	Death Valley Field Course					
GEOL 12	Grand Canyon Field Course					
GEOL 30/60	Experimental Course					
GEOL 49/99	Directed Study					
GEOL						
GS 61	Content Area Support	X	X	X	X	X
GS						
HE 35	Personal Health & Hygiene	X	X	X	X	X
HE						
HS 5	Medical Terminology	X	X	X	X	X
HS 15X	Occupational Work Experience Education					
HS 50	Sterile Processing Technician Preparation	X				
HS						
HIST 4A	Western Europe to 1700	X		X		X
HIST 4B	Western Europe from 1700		X		X	
HIST 17A	History of the U.S. 1492-1877	X	X	X	X	X
HIST 17B	History of the U.S. 1865-Present	X	X	X	X	X
HIST 20	World History I	X	X	X	X	X
HIST 30/60	Experimental Course					
HIST 32	Cultural History of the Chicano	X		X		X
HIST 34	Introduction to Black Studies		X		X	
HIST 44	Women's Roles in United States History		X		X	
HIST 49/99	Directed Study					
HIST						
HM 10	Introduction to Hotel Management					
HM 11	Hotel Design, Planning & Development					
HM 12	Hotel, Motel Management, & Operations					
HM 61	Front Office Management & Operations					
HM 63	Housekeeping Management					
HM 64	Maintenance Management					
HM 65	Conference, Convention & Event Planning					
HM 66	Tourism & Convention Marketing & Sales					
HM						
HRCM 1	Introduction to Hospitality		X			X
HRCM 3	Hospitality Marketing					
HRCM 4	Supervision & Leadership in Hospitality					
HRCM 15X	Occupational Work Experience Education	X	X	X	X	X
HRCM 62A	Career Success & Job Retention Skills					
HRCM 62B	Workplace Communication Skills					
HRCM 62C	Building Confidence & Working With the Public					
HRCM 62D	Guests Relations & Customer Service					
HRCM 67	Orientation to Hospitality		X			
HRCM						
HUM 1	Introduction to Western Culture	X	X	X	X	X
HUM 22	Introduction to Comparative Religion		X		X	

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
HUM 30/60	Experimental Course					
HUM 49/99	Directed Study					
IS 1	College Success	X	X	X	X	X
IS 2	Career Planning	X	X	X	X	X
IS 7	Student Leadership Development	X	X	X	X	X
KINES 1	Introduction to Kineology	X	X	X	X	X
LING 11	Introduction to Linguistics		X		X	
MATH 1A	Introduction To Calculus	X	X	X	X	X
MATH 1B	Calculus with Application	X	X	X	X	X
MATH 2A	Multivariate Calculus	X		X		X
MATH 3A	Linear Algebra I		X		X	
Math 2B	Differential Equations		X		X	
MATH 10A	Structure & Concepts in Mathematics I	X		X		X
MATH 10B	Structure & Concepts in Mathematics II		X			
MATH 15	Precalculus	X	X	X	X	X
MATH 25	Introduction to Statistics	X	X	X	X	X
MATH 30/60	Experimental Course					
MATH 45	Contemporary Math					
MATH 49/99	Directed Study					
MATH 61	Elementary Algebra	X	X	X	X	X
MATH 63	Intermediate Algebra	X	X	X	X	X
MATH 64	Elementary & Intermediate Algebra	X	X	X	X	X
MATH 87	Mathematics for Life	X	X	X	X	X
MATH 88	Mathematics for Life II					
MATH 101	Basic College Mathematics	X	X	X	X	X
MUS 17A	Beginning Guitar					
MUS 17B	Elementary Guitar					
MUS 17C	Intermediate Guitar					
MUS 17D	Advanced Guitar					
MUS 30/60	Experimental Course					
MUS 42	Music Appreciation	X	X	X	X	X
MUS 49/99	Directed Study					
NC 100	General Supervised Tutoring	X	X	X	X	X
NC 101	Reading Lab	X	X	X	X	X
NC 105	Writing Lab	X	X	X	X	X
NC 140	Community Living Skills					
NC 140A	Community Living Skills	X	X	X	X	X
NC 140B	Community Living Skills	X	X	X	X	X
NC 141	Production Occupation Work Skills	X	X	X	X	X
NC 142	Service Occupation Work Skills	X	X	X	X	X
NC 154	Parenting					
NC 157	Fitness for Life	X	X	X	X	X
NC 160	GED Preparation Program	X	X	X	X	X
NURS 1	Foundations of Nursing	X		X		X
NURS 1L	Foundations of Nursing Lab	X		X		X
NURS 2	Medical Surgical Nursing I	X		X		X
NURS 2L	Medical Surgical Nursing I Lab	X		X		X
NURS 3	Basic Pharmacology	X		X		X
NURS 4	Medical Surgical Nursing II		X		X	
NURS 4L	Medical Surgical Nursing II Lab		X		X	
NURS 5	Obstetrics-Maternity Nursing		X		X	
NURS 5L	Obstetrics-Maternity Nursing Lab		X		X	
NURS 6	Advanced Pharmacology		X		X	
NURS 7	Medical-Surgical Nursing III	X		X		X
NURS 7L	Medical-Surgical Nursing III Lab	X		X		X
NURS 8	Mental Health-Psychiatric Nursing	X		X		X

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
NURS 8L	Mental Health-Psychiatric Nursing Lab	X		X		X
NURS 9	Pediatric Nursing	X		X		X
NURS 9L	Pediatric Nursing Lab	X		X		X
NURS 10	Advanced Medical-Surgical Nursing IV		X		X	
NURS 10L	Advanced Medical-Surgical Nursing IV Lab		X		X	
NURS 11	Gerontology Community Nursing		X		X	
NURS 11L	Gerontology Community Nursing Lab		X		X	
NURS 12	Role Transition LVN to RN					
NURS 12L	Role Transition LVN to RN Lab					
NURS 13	Leadership		X		X	
NURS 15X	Occupational Work Experience Education	X	X	X	X	X
NURS 101	Nursing Learning Lab	X	X	X	X	X
NUT 1	Basic Nutrition	X	X	X	X	X
PA 1	Introduction to Theater					
PA 3	Film Appreciation					
PHIL 1	Introduction to Philosophy	X	X	X	X	X
PHIL 2	Introduction to Logic	X		X		X
PHIL 3	Ethics		X		X	
PE 2	Archery	X	X	X	X	X
PE 6	Body Conditioning	X	X	X	X	X
PE 7	Aerobics	X	X	X	X	X
PE 8	Intermediate Aerobic Interval Training	X	X	X	X	X
PE 11	Golf	X		X		X
PE 16	Jogging & Power Walking		X		X	
PE 18	Bowling					
PE 19	Adaptive Physical Education	X	X	X	X	X
PE 21	Fitness Laboratory	X	X	X	X	X
PE 23	Weight Training	X	X	X	X	X
PE 25A	Introductory Soccer					
PE 25B	Intermediate Soccer					
PE 29	Introduction to Sport and Exercise Psychology	X	X	X	X	X
PE 30/60	Experimental Courses					
PE 35A	Theory of Soccer	X		X		X
PE 40	Introduction to Physical Education			X		X
PE 41	Standard First Aid					
PE 44	Fundamentals of Wrestling	X	X	X	X	X
PE 44B	Theory of Wrestling	X		X		X
PE 45	Coaching Team Sports			X	X	X
PE 46	Care & Prevention of Athletic Injuries			X	X	X
PE 46A	Theory of Golf	X	X	X	X	X
PE 46B	Theory of Cross Country	X		X		X
PE 47	Fundamentals of Soccer		X		X	
PE 48	Community First Aid & Safety	X	X	X	X	X
PE 49/99	Directed Study					
PE 10	Men's Intercollegiate Golf		X		X	
PE 15	Women's Intercollegiate Golf	X		X		X
PE 21A	Women's Intercollegiate Cross Country	X		X		X
PE 25	Men's Intercollegiate Wrestling	X		X		X
PE 28	Men's Intercollegiate Cross Country	X		X		X
PE 35	Women's Intercollegiate Soccer	X		X		X
PE 36	Men's Intercollegiate Soccer	X		X		X
PHYSI 1	Survey of the Physical Sciences		X		X	
PHYSI 2	Chemistry & Physics for Educators	X		X		X
PHYSI 49/99	Directed Study					

Course #	Title	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
PHSICS 2A	Mechanics & Thermodynamics	X		X		X
PHSICS 2B	Electricity, Magnetism, Optics & Modern Physics		X		X	
PHYSICS 4A	Classical Mechanics		X		X	
PHYSICS 4B	Electricity, Magnetsm & Waves	X		X		X
PHYSICS 4C	Thermodynamics, Optics & Modern Physics		X		X	
POLSCI 1	American Government	X	X	X	X	X
POLSCI 2	Comparative Government		X		X	
POLSCI 4	Introduction to International Relations	X		X		X
POLSCI 30/60	Experimental Course					
POLSCI 49/99	Directed Study					
PSYCH 1	General Psychology	X	X	X	X	X
PSYCH 2	Abnormal Psychology		X		X	
PSYCH 3	Deveopmental Psychology			X		X
PSYCH 4	Personal Psychology		X			
PSYCH 5	Biology Psychology			X		X
PSYCH 8	Law & Psychology					
PSYCH 29	Inroduction to Sport and Exercise Psychology	X	X	X	X	X
PSYCH 30/60	Experimental Course					
PSYCH 49/99	Directed Study					
RM 10	Introduction to Food Service Operations	X			X	
RM 11	Food & Beverag Cost Control		X			X
RM 61	Culinary Theory & Fundamentals	X			X	
RM 63	Cullinary Concepts	X		X		X
RM 64	Cuisines of the World		X		X	
RM 65	Catering & Beverage Services		X		X	
RM 66	Event Planning & Special Event Tourism	X				X
SW 15X	Occupational Work Experience Education	X	X	X	X	X
SW 20	Introduction to Social Welfare	X	X	X	X	X
SW 21	Eligibility & Case Management	X			X	
SW 22	Individual & Group Support		X			X
SW 23	Substance Abuse Counseling			X		
SOC 1	Introduction to Sociology	X	X	X	X	X
SOC 2	Critical Thinking & Social Problems	X	X	X	X	X
SOC 3	Marriage & Family	X	X	X	X	X
SOC 5	Cultural Diversity		X		X	
SOC 6	Drugs and Society	X		X		X
SOC 7	Sociology of Mental Health			X		
SOC 10	Sociology Practice		X		X	
SOC 30/60	Experimental Course					
SOC 49/99	Directed Study					
WE 15XX	General Work Experience Education	X	X	X	X	X



EDUCATIONAL PLAN

Name _____ SSN _____

Counselor/Advisor _____ Date _____

Educational Objective

- A.A./A.S. Major _____
 Transfer Major _____ Transfer College/Univ. _____
 Basic Skill Acquisition Job Skills Exploration Certificate _____

Placement Scores	Referrals	Tentative Program
WS _____ IA _____ RS _____ EA _____ NS _____ CA _____	<input type="checkbox"/> Tutoring <input type="checkbox"/> EOPS <input type="checkbox"/> Financial Aid <input type="checkbox"/> SSS <input type="checkbox"/> Commuter <input type="checkbox"/> DSPS <input type="checkbox"/> Veteran <input type="checkbox"/> Athlete <input type="checkbox"/> Single Parent <input type="checkbox"/> Working	Term _____ Units _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
A.A./A.S. Non-Transfer General Ed. Met <input type="checkbox"/> A. Natural Sciences <input type="checkbox"/> B. Social Sciences <input type="checkbox"/> C Humanities <input type="checkbox"/> D.1 English Composition <input type="checkbox"/> D.2 Math <input type="checkbox"/> E. Health Ed. Major Requirements A.A. A.S. <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	A.A. Cal. State Univ. General Ed. Met Area A (9) <input type="checkbox"/> A.1 _____ <input type="checkbox"/> A.2 _____ <input type="checkbox"/> A.3 _____ Area B (9) <input type="checkbox"/> B.1 _____ <input type="checkbox"/> B.2 _____ <input type="checkbox"/> B.3 _____ Area C (9) <input type="checkbox"/> C.1 _____ <input type="checkbox"/> C.2 _____ <input type="checkbox"/> C.3 _____ Area D (9-12) <input type="checkbox"/> D.1 _____ <input type="checkbox"/> D.2 _____ <input type="checkbox"/> D.3 _____ <input type="checkbox"/> D.4 _____ Area E (3) <input type="checkbox"/> E.1 _____ Transfer Prep For Major: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	A.A. IGETC UC or CSU General Ed. Met 1. English Comp (69) <input type="checkbox"/> A. _____ <input type="checkbox"/> B. _____ <input type="checkbox"/> C. _____ 2. Math/Quant Reasoning (3) <input type="checkbox"/> _____ 3. Arts & Humanities (9) <input type="checkbox"/> A. Arts <input type="checkbox"/> B. Humanities <input type="checkbox"/> A. Or B. _____ 4. Social & Behav. Sd (9) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ 5. Physica/Biological Sci. (7) <input type="checkbox"/> A. _____ <input type="checkbox"/> B. _____ Foreign Language (UC Only). <input type="checkbox"/> 2 Yrs. High School U.S. History, Const & Amer Ideals (CSU Only) 6 Units Req. <input type="checkbox"/> _____ <input type="checkbox"/> _____ Transfer Prep For Major: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
		Term _____ Units _____ _____ _____ _____ _____ _____ _____ _____ Term _____ Units _____ _____ _____ _____ _____ _____ _____ _____ Term _____ Units _____ _____ _____ _____ _____ _____ _____

Student Signature _____ *Signature on file* _____



EDUCATIONAL PLAN

Name _____ SSN _____
 Counselor/Advisor _____ Date _____

Educational Objective

- A.A./A.S. Major _____
 Transfer Major _____ Transfer College/Univ. _____
 Basic Skill Acquisition Job Skills Exploration Certificate _____

Placement Scores	Referrals	Tentative Program	
WS _____ IA _____ RS _____ EA _____ NS _____ CA _____	<input type="checkbox"/> Tutoring <input type="checkbox"/> EOPS <input type="checkbox"/> Financial Aid <input type="checkbox"/> SSS <input type="checkbox"/> Commuter <input type="checkbox"/> DSPS <input type="checkbox"/> Veteran <input type="checkbox"/> Athlete <input type="checkbox"/> Single Parent <input type="checkbox"/> Working	Term _____ Units _____ _____ _____ _____ _____ _____ _____ _____	
A.A./A.S. Non-Transfer General Ed. Met <input type="checkbox"/> A. Natural Sciences _____ <input type="checkbox"/> B. Social Sciences _____ <input type="checkbox"/> C Humanities _____ <input type="checkbox"/> D.1 English Composition _____ <input type="checkbox"/> D .2 Math _____ <input type="checkbox"/> E. Health Ed. _____ Major Requirements A.A. A.S. <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	A.A. Cal. State Univ. General Ed. Met Area A (9) <input type="checkbox"/> A.1 _____ <input type="checkbox"/> A.2 _____ <input type="checkbox"/> A.3 _____ Area B (9) <input type="checkbox"/> B.1 _____ <input type="checkbox"/> B.2 _____ <input type="checkbox"/> B.3 _____ Area C (9) <input type="checkbox"/> C.1 _____ <input type="checkbox"/> C.2 _____ <input type="checkbox"/> C.3 _____ Area D (9-12) <input type="checkbox"/> D.1 _____ <input type="checkbox"/> D.2 _____ <input type="checkbox"/> D.3 _____ <input type="checkbox"/> D.4 _____ Area E (3) <input type="checkbox"/> E.1 _____ Transfer Prep For Major: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	A.A. IGETC UC or CSU General Ed. Met 1. English Comp (69) <input type="checkbox"/> A. _____ <input type="checkbox"/> B. _____ <input type="checkbox"/> C. _____ 2. Math/Quant Reasoning (3) <input type="checkbox"/> _____ 3. Arts & Humanities (9) <input type="checkbox"/> A. Arts _____ <input type="checkbox"/> B. Humanities _____ <input type="checkbox"/> A. Or B. _____ 4. Social & Behav. Sd (9) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ 5. Physical/Biological Sci. (7) <input type="checkbox"/> A. _____ <input type="checkbox"/> B. _____ Foreign Language (UC Only) <input type="checkbox"/> 2 Yrs. High School U.S. History, Const & Amer Ideals (CSU Only) 6 Units Req. <input type="checkbox"/> _____ <input type="checkbox"/> _____ Transfer Prep For Major: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Term _____ Units _____ _____ _____ _____ _____ _____ _____ _____ Term _____ Units _____ _____ _____ _____ _____ Term _____ Units _____ _____ _____ _____

Student Signature _____ *Signature on file*

Xtreme Registration and WOW-Week of Welcome
Minutes
June 6, 2007

Meeting called to order by **Sylvia** at approximately 1p.m.

Sylvia:

August 2, 2007- Big Meeting

Preference= Eliminate the June 27th meeting and come back on July 11th

Marlon Hall: everyone agrees to cancel the 27th and July 11th meeting, and keep the July 25th and August 2nd meeting for recap.

Clubs

Sylvia spoke about club dates

- Club date - August 16
- Add categorical program jubilee (including cal-works)
↓→Helps to make connections with students

Dean Lopez reported that **Rodney** would like to come and sell old soccer equipment

Instructional Documents

Angela suggests: Certificate Programs should include A.A. and A.S.

Survey and Technology

Speaker: **Pedro Avila**

- Asked for feedback on whole process
- If any suggestions email him
- Survey serves as a raffle tickets
- Survey needs correction on Placement Test section, should read *Placement Test Process*
- Making a requirement to have a student ID #
- If students complete process but not have an ID number, we still want feedback from them

Feedback on Technology Web page: It's Great

Sylvia suggests: color code the surveys/raffle tickets for other uses such as events like club day, ice cream, etc... and therefore we'll know for what event was the tickets used.

Melinda suggests: Admission Process on survey should read *Admission Process Application*

Melinda suggests that the survey needs to be better explained such as satisfaction of placement test service instead of asking about the placement test itself.

Raffles

-SD Cards (memory cards), IPODS, gift baskets, McDonald's gift cards, EOP&S/DSPS gift cards, or bus passes

Jan Young will ask for parking lot volunteers (students, squadron)

America suggests:

-Like Credit Union uses gift baskets to promote themselves, we can invite vendors to come and set booths to advertise themselves and us. We can use raffle tickets as well, and both the companies and the college can benefit.

Dean Lopez reported that students prefer pen drives over Ipods. Other gifts to be considered are buss passes or planners.

Logo

The logo shown to everyone (the Xtreme logo) will be used for T-shirts, flyers, etc...

Sylvia suggests that the logo would look great on a magnet for a WHCL van.

America suggests: to have banners downtown with the logo

Angela suggests: wants to use the logo for orientation flyers
Suggestions: little magnets

Susie- take advantage of more free advertising such as cable channels, etc.

Melinda- High school Advertising (about WHCL), have signs at high schools, including NAS Lemoore

Mike suggests: Advertise on the outside of buses

Angela proposed: watermark flyers

Pedro: work with videos and promote on my space, you tube, etc.

Dean Lopez reported: have video crew come and film all week (advertisements).

Sylvia- Have logos ready for Farmers Market, have online a calendar of the different events

Veronica will be in charge of Alumni

Sylvia- Logos will be on T-shirts and not on Polo shirts because T-shirts are more flexible than Polos.

- have visors and ball caps with names on the back

America proposed- to have on back of t-shirts an (X) instead of the word Staff

Sylvia suggested having blankets with the Xtreme Logo as well.

Susie- Free advertising, we want the college to be known everywhere, and spread the word

Leonore suggestions: have information of counselors such as e-mails and phone numbers on pamphlets.

Pedro will be in charge of dealing with camera.

America requested that she can solicit stuff from vendors.

Melinda requested walk in Advertisements such as having store employees wear Xtreme registration t-shirts. (e.g. given on Bestbuy). She also requested to have enough portable restrooms, and trash cans.

Sylvia Map of where will placement tests be taken at?

Library:

459	Office	467
DSPS	Financial Aid	
Computers		
Counter	Books	Entrance

And C+A stay in your offices.

Marta reported there will be 100% of C+A participation the whole week.

Placement Test Schedule

Sylvia reported that counseling appointments will be from 6:00-12:00 and anyone who comes in after 12:00, then they'll have to make appointments for 8:00-9:00 on Monday.

Angela proposed the following times for Orientation: 7:30 (Spanish), 6:30, 8:30, and 10:30(English). She also requested to have new pictures taken of C+A for the WHCL website.

Leonore and Pedro will be working on the online orientation.

- * Need wireless computers for registration
- * Perhaps use half computers for financial aid and half for registrations
- * T-SUM screens for all training

Music

America requested that we should have continuous music going on throughout the whole night.

- Ask Lora how much it will cost for D.J. music?
- Find out about satellite music, and live bands

Angela reported that she would speak to her husband about asking to have a news anchor come over

Melinda suggested we should have one of those big lights that shoot up to the sky...

BIG ISSUE

Leonore and Sylvia reported that students are having trouble being able to access their student account e-mails and blackboard.

Susie requested there should be a Blackboard Online Orientation or something should be done to help students get more acquainted with the program.

Sylvia also said that students often tend to forget what their username and password is for Blackboard, e-mail, and My West Hills, since they're dealing with probably more than one password.

Angela suggested that students who are having trouble with their application such as they're being blocked by the program or something should be given a fast pass.

Melinda: requested having stantions at least 24 of them for use in the Administration Building and the Library.

- find cheaper cost

* These will be a one time buy and will definitely be useful for future events such as graduation.



BBQ

Dean Lopez reported:

Have Christian probably help do the President's BBQ thing.

- VIP Aprons for President with Logo, suggested
- TCBY will come with cups of ice cream already prepared

Jan Young

6-7:30 radio station

Ernie G

10:30-Midnight- Music

- Explore band possibilities

*Consider getting a couple of bands or just one

America suggested: consider a FCC student's band, they charge \$400/hr, but they're really good.

Dean Lopez reported to have these on site:

-ER Vol.

-Traffic Control (Jan proposed to ask people on base for help)

-Student Workers working at Library

-Friends of West Hills to do Welcome Table

-Laminated ID cards

-List of key people we want to invite such as superintendents, etc...

They can be like VIP's of the community

-Connect with city of Lemoore

Helpers can help@ President's BBQ

Needs for Future:

Mike suggested SARS cards

Susie suggested on having an orientation survey

Tiffany talked about using web cameras for online students

Closing by Sylvia and Dean Lopez : Everyone save more ideas (future ideas) and share them on our next big meeting on August 2.

West Hills College Lemoore

Welcome Week



Welcome Week, an annual tradition at West Hills College Lemoore, fosters the Golden Eagle's Spirit for new and returning students. Take part in the fun and activities to find your place, make friends and become part of the Golden Eagle Spirit!

Welcome Week Events...

President's BBQ
FREE Hot Dogs, Hamburgers, Chips & Drinks

Between Admin. Bldg. & 200 Bldg.
11:00 am – 1:00 pm



Deans' Donuts

FREE
Donuts, Coffee & Juice

Between Admin. Bldg. & 200 Bldg.
7:30 am – 9:00 am

Deans' Diner

FREE
Sandwiches, Chips & Drinks

Quad Area
5:00 pm – 7:00 pm

Olympic Competition

Meet the Athletes
FREE Nacho Bar & Snow Cones

Between Admin. Bldg. & 200 Bldg.
11:00 am – 1:00 pm

Battle of the Bands Back to School Bash
Live Bands, 10.11 & J-Live, Guitar Hero Competition, Cash Prizes & Give-aways
Food & Drinks available

Tickets can be purchased by contacting Rich @ 559.380.8233

Location: Semas Plaza (Amphitheater)
5:00 pm – 8:00 pm

West Hills College Lemoore

Welcome Week

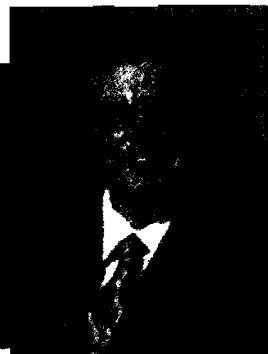


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5:00 pm – 8:00 pm

Outreach Calendar - Windows Internet Explorer

http://www.whccd.edu/depts/whcl_student_services/lists/Calendar

File Edit View Favorites Tools Help

Outreach Calendar

My West Hills Home

WHCL Student Services

My West Hills Home Staff Student Sign Out

Outreach Calendar

2010

Today is Monday, November 29, 2010

View All Site Content

Documents

- Shared Documents

Lists

- Outreach Calendar
- Tasks
- On and Off Campus Events
- Announcements

Discussions

- Team Discussion

Sites

- Advisors

People and Groups

Renewable File

November, 2010

Expand All Collapse All Day Week Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 8:00 AM Riverdale High Placement Test 8:30 AM Presentation and applications to Jamison High School 2:30 PM NAS Base INDOC - 2 more items	2 8:00 AM Laton High School Presentations	3	4	5	6
7 7:00 AM Appreciation Day for the Agricultural Worker	8	9 8:00 AM Carristler High School	10	11	12	13
14	15 1:00 PM NAS FRC WEST INDOC	16 8:00 AM Laton High school Applications	17	18	19 7:30 AM Hanford West Senior	20

Done Local Intranet 125% 3:58 PM

WEST HILLS COMMUNITY COLLEGE

CERTIFICATED STAFF

ACADEMIC FREEDOM

The Board believes the Academic Freedom is an essential right arising from the nature and function of education. The aims and objectives of West Hills College point to the unreserved and unqualified obligation of the instructor to pursue his/her subject and the program area surrounding it in a manner consistent with standards of scholarly objectivity as defined by academic tradition and practice.

West Hills College holds that academic freedom involves inherently the following right and responsibilities:

1. The right to explore to the limit of competence and training, the assigned teaching area and its references.
2. The responsibility within the teaching area to weigh studiously serious intellectual differences, when applicable, which rise from historical context and perceptive.
3. The right to present the democratic process with its freedoms, rights and safeguards as the sole way in which the academic community and nation can exist and establish the means for progress and the greater fulfillment of man.
4. The responsibility in solving problems to appeal only to those criteria sanctioned historically by reason as confirmed through objective discussion.
5. The right to survey, probe, and question the condition of man within the guidelines of accepted research techniques and intelligent discussion.
6. The responsibility of avoiding the intellectual error of assuming absolute answers for complex problems and presenting these answers as unquestionable truth.

WEST HILLS COMMUNITY COLLEGE
Academic Freedom

CERTIFICATED STAFF

7. The responsibility to introduce within the assigned teaching areas, controversial concepts, issues and systems, subjecting these ideas to the test of objective reasoning.
8. The responsibility of recognizing, respecting, and discussing fairly those areas of human activity not amenable as such to the scientific method.
9. The right to create an unhampered and clear intellectual atmosphere, maintained, encouraged, and supported by staff, administration, and trustees.
10. The responsibility of avoiding any teaching method which relies upon rigid authority or an implied infallibility.
11. The responsibility in challenging students, notwithstanding their ability or program, to develop a spirit of inquiry regarding all academic areas and to seek logical answers.

West Hills College considers academic freedom defined by its attendant rights and responsibilities as a vital, primary force in the achievement of the aims and objectives of the institution.

Ed. Code 87704

Board approval date: 6/16/98

go. green



go. green
go. green



FRAGILE
HANDLE WITH CARE





This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____ ZIP CODE _____

PHONE _____

STUDENT NO. _____



PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

Printed on recyclable paper



GPSIA: Premier Agendas Inc, Bellingham, WA, PY2010-11

Dear WHCL Golden Eagle

Welcome to the 2010-11 academic year. As you begin this year, we recognize some of the challenges you face. One such challenge is course selection and successful matriculation. While no one could have predicted the economic downturn and subsequent impact to community colleges, we can certainly look towards the future, your bright future.

Our administrators, faculty and staff are here to assist you in achieving your educational goals. We want to encourage you to regularly visit your "MyWestHills" portal site and your e-mail, to seek out your instructors for assistance when needed, make sure you have a Student Educational Plan completed with the assistance of a counselor or advisor, take advantage of the free tutoring we offer, join your Student Government Association or other clubs and support our athletic teams.

My staff and I look forward to working with you throughout this year and are available to assist you. Working together, your educational dreams will become a reality.

Sincerely,

Sylvia Dorsey-Robinson
Vice President of Student Services



GOLDEN EAGLES - NUMBERS TO KNOW

Financial Aid	925-3310
Bookstore-	925-3440
WHCL Front Counter	925-3317
WHCL Front Counter - VA	925-3341
Help Desk	934-2002
Child Development.....	925-3395
Counselor (Lead) -Angela Tos.....	925-3324
Library Technician.....	925-3402
Maintenance & Operations	925-3250
Snack Bar.....	925-3365
Veteran's Office (GI Bill).....	925-3312
Naval Air Station Lemoore (TA).....	925-3216
Naval Air Station Lemoore Secretary (TA)	925-3343
Dean of Student Services-Jose P. Lopez.....	925-3149
Dean of Learning Resources-Susan Kincade.....	925-3404
Associate Dean of Education	
College Evening Administrator- Dr. Marlon Hall	925-3224
Vice President of Student Services	
Sylvia Dorsey-Robinson	925-3331
Vice President of Educational Services-Dave Bolt.....	925-3222
Area Senior Secretary	925-3221/3202
President-Don Warkentin	925-3217
President's Administrative Assistant	925-3205

English 1B
Literature & Critical Thinking
(3 Units)

English 1B – satisfies critical thinking requirement at the UC and CSU

English 1A
Composition and Reading
(3 Units)

English 1A – AA degree and required at any four – year university

Transferable Courses above

English 51B
Introduction to Communication Skills

Non-transferrable Courses below

English 51A
Intermediate Communication Skills
Must be passed with C or better before you can take English 1A

English 51A or English 51B – students must get a "C" or better before taking English 1A

English 101B/105B
Intermediate Reading & Lab
(3 Units)

English 105A and /or 105B – students that placed into this level must take these basic skills courses to help prepare you for successful completion of "C" or better for English 51A

English 101A/105A
Introductory Reading & Lab
(3 Units)

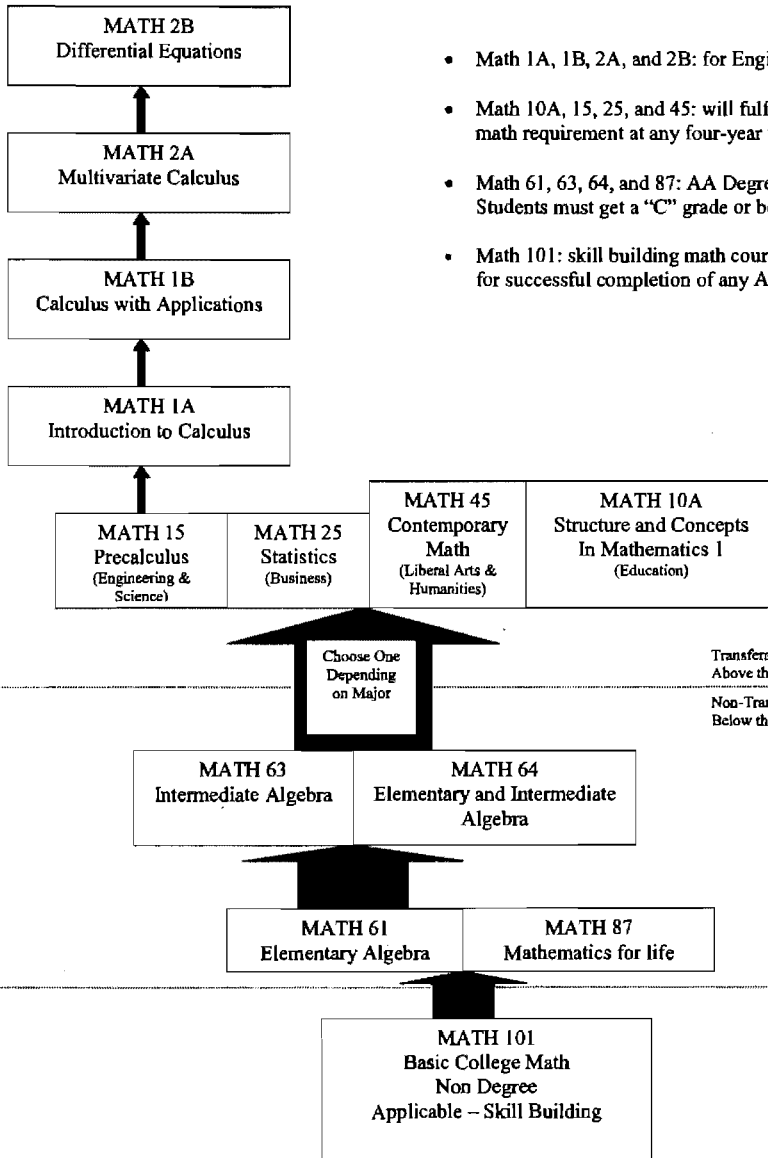
English 101A and/or 101B - Students that placed into this level must take these basic skills courses to help prepare you for successful completion of "C" or better for English 101B/105B

English Flow Chart

West Hills Community College Lemoore

Revised 6/10

MATH FLOW CHART WEST HILLS COLLEGE



- Math 1A, 1B, 2A, and 2B: for Engineering majors.
- Math 10A, 15, 25, and 45: will fulfill lower division math requirement at any four-year university.
- Math 61, 63, 64, and 87: AA Degree math courses. Students must get a "C" grade or better for graduation.
- Math 101: skill building math course to prepare students for successful completion of any AA degree course.

Transferable Courses
Above this line
Non-Transferable Courses
Below this line

**WEST HILLS COLLEGE DISTRICT
INSTRUCTIONAL CALENDAR
2010 - 2011**

2010 FALL SEMESTER

August 12	Th	Faculty Flex Day, No Classes
August 13	F	Duty Day, No Classes
August 16	M	Instruction Begins
September 6	M	Labor Day, No Classes
October 15	F	Last Day to Petition to Graduate
October 18	M	Second 9week Classes Begin
November 11	Th	Veteran's Day Observed, No Classes
November 15	M	Last Day to Withdraw with a W
November 25 & 26	Th-F	Thanksgiving, No Classes
December 13-17	M-F	Finals Week
December 17	F	End of Fall Semester
Total Instructional Days: 87		

2011 SPRING SEMESTER

January 13	Th	Faculty Flex Day, No Classes
January 14	F	Duty Day, No Classes
January 17	M	Martin Luther King Day, No Classes
January 18	Tu	Instruction Begins
February 11	F	Lincoln's Day Observed, No Classes
February 21	M	Washington's Day Observed, No Classes
March 18	F	Last Day to Petition to Graduate
March 21	M	Second 9 week Classes Begin
April 15	F	Last Day to Withdraw with a W
April 18-22	M-F	Spring Recess
May 23-27	M-F	Finals Week
May 26	Th	Lemoore Commencement
May 27	F	Coalinga Commencement
May 27	F	End of Spring Semester
Total Instructional Days: 88		

APPROVED BY THE BOARD OF TRUSTEES: JANUARY 20, 2009

GENERAL INFORMATION

WHERE SHOULD I GO?

...to get counseling

Counselors are available each day for conferences with students in the Student Services Administration Office. Appointments are recommended. Advising Specialists are available to help with issues such as selecting a major, program planning, and degree requirements.

...to find a job

Students who seek part-time jobs and qualify for work-study should go to the Financial Aid Office.

...to apply for a loan

Financial Aid Office.

...to review the college's accreditation, license and approvals

President's Office.

...to inquire about the cost of tuition and fees

Student Services Office.

...to use a computer or review reference materials

Check the library facilities.

...to get evening classes information

See the schedule of courses at our website: www.westhillscollge.com

...to locate faculty members

Please contact the Instruction Office (Admin. Building). Faculty office hours are posted on their respective doors, or use the WHC website.

...to study

The library is open from 7:30 a.m. until 8:00 p.m. Monday through Thursday and 7:30 a.m. to 4:30 p.m. on Friday.

...lost and found

Information desk in the Administration Building.

...to use a telephone

There are pay phones near the classroom building, library, or behind the Administration Building.

...to request a transcript

The Student Services Office.

...to report a change of address

The Student Services Office.

...to obtain a college catalog

The bookstore and via our website, www.westhillscollege.com

...to find a catalog for other colleges

The Transfer Center located next to the counseling office.

ADMISSIONS

ENTRANCE REQUIREMENTS

To enroll at West Hills College Lemoore, a student must satisfy one of the following requirements:

1. High school graduation.
2. Successful completion of the California High School Equivalency Examination or G.E.D.
3. Attainment of adult status, 18 years of age.
4. Recommendation from the principal/counselor the high school student is attending and parental permission.

APPLICATION FOR ADMISSION

High school transcripts and transcripts from other colleges attended, must be on file with West Hills College Lemoore. Students with transcripts from institutions outside the United States should contact the West Hills College District Office of Admissions and Records for information on transcript evaluation. The student must notify the institution previously attended to mail official transcripts directly to the Admissions and Records Office.

FEES

The legislature of the State of California has made it mandatory for West Hills College Lemoore to charge a California Community College fee of \$26.00 per unit. This fee is subject to change by the legislature. California Education Code Section 72252 allows exemption from the enrollment fee to any dependents, or surviving spouse who has not remarried, or any member of the California Na-

tional Guard, who, in the line of duty and while in the active service of the state, was killed, died of a disability from an event that occurred while in active service of the state, or permanently disabled as a result of an event that occurred in the active service of the state. In addition, the college is mandated to charge an out-of-state tuition fee for those students who do not qualify as California residents (see non-resident tuition).

Cost of student textbooks, supplies, and membership in the associated student body may average \$250 to \$300 per semester. A considerable savings is possible through the purchase of used textbooks from the college bookstore.

Active military personnel applying for tuition assistance, which pays for 100% of the registration fees, up to 12 units per year, must submit a completed authorization form to the college prior to registration; otherwise, registration fees must be paid in full. For more information, call (559) 925-3352.

NON-RESIDENT/INTERNATIONAL STUDENT TUITION

A student classified as a non-resident/international student shall be required to pay non-resident tuition. The fee for non-residents is \$149.00 per unit. Non-resident/international students must also pay an additional \$14.89 per unit non-refundable capital outlay fee, \$26 California Community College fee per unit and a \$100.00 one-time non-refundable processing fee.

REFUND OF ENROLLMENT FEES AND TUITION

Refund or reversal of enrollment fees and tuition shall be made as follows: (refund must be requested by the student).

Full Semester Classes, 16-18 weeks

1. Withdrawal during the first two weeks of instruction: 100% refund.
2. Withdrawal after the second week of instruction: no refund.

Short-term Classes

1. Withdrawal during the first 10% of the course length: 100% refund.
2. Withdrawal after 10% of course length: no refund.

MATERIALS FEE

Required instructional materials of continuing value outside the classroom must be paid for by the student. These are tangible materials that are essential to satisfaction of course objectives, have value to the student outside the classroom, belong to the student, and may be taken home. These materials include, but are not limited to, such items as textbooks, workbooks, syllabus, computer disks, tools, uniforms, and canvases. They also include material, such as clay, that can be transformed into materials of lasting value

Students are advised to provide certain instructional materials of an optional nature that will enhance a student's learning experience in the classroom but are not essential to completion of course objectives.

Some classes require a fee for instructional materials. These fees are for the types of materials described above. When such fees are charged, the materials for which the fees are levied are supplied at district cost.

NOTE: All fees must be paid in full at registration and are subject to change without advance notice by the Board of Trustees of the West Hills Community College District.

CLASSIFICATION OF STUDENTS

- Freshmen Students who have completed fewer than 30 semester units.
- Sophomores Students who have completed 30 or more semester units, but who have not yet been awarded an Associate Degree or higher degree.
- Full-time Students enrolled for 12 or more semester units of college credit.
- Part-time Student enrolled for fewer than 12 semester units of college credit.

PLACEMENT TESTS

Placement tests to assess writing, reading, and math skills are administered to each entering student. The results of these tests are used to assist students and counselors in the selection of college classes. These tests are not entrance examinations and they will not prevent any prospective student from admission to the college.

A schedule of testing times and dates will be listed in the schedule of classes and made available prior to registration each semester. For more information on placement testing, please contact the West Hills College Lemoore at (559) 925-3317/3388 or the Lemoore Naval Air Station Center at (559) 925-3350.

Placement Testing Exemption Policy

The following students are exempt from placement testing:

1. Students who have met the prerequisites of a course they intend to enroll in by earning a grade of (C) or higher in a lower-level course at West Hills College Lemoore or in an articulated course from another educational institution.
2. In all cases, the exemption for assessment listed above is available only to students who provide official records or transcripts to the Director of Admissions and Records before registration.

Ability to test (ATB) will be provided by appointment.

RESIDENCE ELIGIBILITY

A. Adults

Resident

A "resident" is a student who has resided in the State of California for more than one year immediately preceding the residence determination date and who has demonstrated intent to be a California resident with financial independence. Students must apply for residency in the Admissions and Records Office.

Non-Resident

A "non-resident" is a student who does not have legal residence in the state at the time of the residence determination date.

B. Minors

The residence of the parent with whom the minor child resides is considered the legal residence of that minor child.

The residence of an unmarried minor who has a living parent cannot be changed by his/her own act, by the appointment of a legal guardian, or by re-

linquishment of a parent's right of control. A married minor may establish his/her own residence.

Residency status is allowed for a student who, (1) has not been an adult resident of California for more than one year, and (2) is either the dependent child of a California resident who has not had residence for more than one year prior to the residence determination date, or has a parent who has both contributed court-ordered support for the student on a continuous basis and has been a California resident for a minimum of one year. The exception continues until the student has been in the state the minimum time necessary to become a resident (one year from time of California entry), as long as continuous attendance is maintained at the college.

C. Active Duty Military

A student who is a member of the armed forces of the United States stationed in this state on active duty, except a member of the armed forces assigned for educational purposes of state-supported institutions of higher education, is entitled to resident classification.

D. Military Dependents

A student who is a natural or adopted child, stepchild or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty shall be entitled to resident classification until he/she has resided in the state the minimum time necessary to become a resident. The minimum time necessary to become a resident for California Community College tuition purposes is one year and one day proceeding the semester for which the student is applying. If that member of the armed forces of the United States, whose dependent natural or adopted child, stepchild, or spouse is in attendance at an institution, (1) is therefore transferred on military orders to a place outside this state where the member continues to serve in the armed forces of the United States or, (2) if thereafter retired as an active member of the armed forces of the United States, the student dependent shall not lose his or her residence classification until he or she has resided in the state the minimum time necessary to become a resident.

E. United States Bureau of Indian Affairs

California Education Code Section 68077 (amended 1993): A student who

is a graduate of any school located in California that is operated by the United States Bureau of Indian Affairs, including but not limited to, the Sherman Indian High School, shall be entitled to resident classification. This exception shall continue so long as continuous attendance is maintained by the student at an institution.

COMPLIANCE STATEMENT

West Hills College Lemoore does not discriminate on the basis of race, color, national origin, sex (including sexual harassment), handicap (or disability), or age in any of its policies, procedures, educational programs, activities or practices, in compliance with Title VI of the Civil Rights Act of 1964 pertaining to race, color, and national origin and Title IX of the Educational Amendments of 1972, 20 U.S.C. §§ 1681 et seq. (Title IX) and its implementing regulations, 34 C.F.R. Part 106.; Section 504 of the American Disabilities Act of 1990 pertaining to handicap; and the Age Discrimination Act of 1975 (pertaining to age).

This nondiscrimination policy covers admission and access to, and treatment and employment in, the College's programs and activities, including vocational education.

The lack of English language skills will not be a barrier to admission and participation in the college's vocational education programs. West Hills College recognizes its obligation to provide overall program accessibility throughout the college for handicapped persons.

Inquiries regarding Federal laws and regulations concerning nondiscrimination in education or the District's compliance with those provisions may also be directed to: Office for Civil Rights, U.S. Department of Education, Old Federal Building, 50 United Nations Plaza, Room 239, San Francisco, California 94102.

The coordinator for Title IX, Section 504/ADA is Ken Stoppenbrink, Director of Human Resources. Inquiries regarding the equal opportunity policies, the filing of grievances, or grievance procedures covering discrimination complaints may be directed to: Ken Stoppenbrink, Director of Human Resources

West Hills Community College District
9900 Cody St., Coalinga, CA. 93210
(559) 934-2160

Inquirers regarding Federal laws and regulations concerning nondiscrimination in education or the District's compliance with those provisions may also be directed to:

Office for Civil Rights, San Francisco Office
U.S. Department of Education
Old Federal Building

50 United Nations Plaza, Room 239

San Francisco, CA. 94102

(415) 556-4275

OR THE

Department of Fair Employment & Housing

1900 Mariposa Mall

Suite 130

Fresno, CA. 93721

West Hills College Community College District

Is An Equal Opportunity Employer

WHAT ABOUT?

ADVERTISING

Commercial advertising of products are generally not allowed. The Dean of Student Services must approve all advertising.

ANIMALS ON CAMPUS

The West Hills Lemoore campus is closed to dogs, cats and all animal pets (excluding guide dogs). Students are asked to cooperate by reporting presence of animals to the office of the Dean of Student Services.

AUDITING OF COURSES

The auditing of courses is permitted at West Hills College with a charge of \$15.00 per unit. Priority is given to students who are enrolled in classes for college credit. Instructor permission is necessary.

BICYCLES

Bicycles must be parked in the rack provided in designated areas. For everyone's safety, bikes are not allowed in buildings and must be walked in hallways and on lawn areas.

CHANGE OF ADDRESS

It is the responsibility of each student to see that the Records Office is advised immediately of address change or name change.

CHILDREN ON CAMPUS

Unsupervised minors are not permitted. The college is not liable for children who are brought on campus. A child development center is located on campus which provides service to students and the community. Please call (559) 925-3380.

CLASS ATTENDANCE

All students enrolled at West Hills College are expected to be punctual and attend classes regularly. Absences due to illness may be accepted as "excused absence." See instructor's syllabus for more details.

DISCRIMINATION

It shall be the policy of the West Hills Community College District not to discriminate against any student on the basis of sex in employment practices, admission requirements or participation in any college activities, as prohibited by law.

DISTRIBUTION OF LITERATURE

Freedom of expression of ideas includes the right to distribute published material without prior censorship other than libelous and obscene material or that which advocates or directs the inciting or producing of imminent lawless action. The distribution of materials must be carried on in a manner that does not impede the orderly conduct of school classes and programs.

EQUIPMENT

Equipment may not be removed from room to room or from one part of the campus to another except by authorized personnel.

FOOD

No eating or drinking is allowed in the classrooms.

LIBRARY

All library property and other materials must be checked out at the desk before being taken from the library. Conversation shall be kept at a minimum at all times. All library delinquencies must be cleared before grades and transcripts will be issued, or registration will not be permitted.

MESSAGES

Only under extreme emergency will a student be contacted in class.

NON-COLLEGE PERSONS

Persons who are not students or employees of the college, while on college property, are required to adhere to the standards of conduct applicable to college students and to abide by district-wide policies and campus regulations.

POSTERS AND NOTICES

Posters and notices publicizing college-sponsored activities only may be placed on the bulletin boards around campus after the Dean of Student Services has approved them. Notices are not to be posted or painted on glass surfaces.

PROPERTY USE RESTRICTIONS

The use of skateboards, roller blades, bicycles and powered model airplanes are prohibited from use on college property.

RECORDING DEVICES

Education Code, Section 9209, is cited regarding the student use of recorders in the classroom. This code section has been provided for the protection of instruction. Instructors must approve use of recording devices in the classroom.

SCHEDULING OF EVENTS

All student activity dates must be cleared with the Student Activities Office. Facility Use Request forms to schedule calendar events may be obtained at the Administration Office. They are due two weeks prior to the event.

SMOKING

Use of smoking and smokeless tobacco is prohibited in all district-owned buildings and prohibited within 20 feet of any building opening and in areas so designated.

STUDENT MAIL AND E-MAIL

The college does not have facilities or personnel to handle student mail. West Hills College has provided every student with an e-mail account. Visit

www.westhillscollge.com. Under the "MyWestHills" section, click on "Student E-mail."

DISCLOSURE OF RECORDS

STUDENT RECORDS

All students have the right to review any part of the college's recorded educational records pertaining to them. Records cannot be sent or the contents revealed without the student's written permission.

Currently, enrolled students may release disclosure of any category of information under The Family Education Rights and Privacy Act of 1974. To release disclosure, written notification must be received by the West Hills College Records Office prior to the beginning of the second week of the term. Forms requesting the release of "Directory Information" are available in the Records Office.

Students have the right to inspect and review any and all official records, files and data directly related to them, including all materials that are incorporated into his/her record folder, and intended for school use or to be available to parties outside the school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (graded, standardized intelligence, aptitude, and psychological test, interest inventory results, health data, family background information, teacher or counselor rating and observation or recurring behavior patterns). The editing or withholding of any records is prohibited.

Students MAY NOT inspect and review the following as outlined by the Act: Financial information submitted by their parents; confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purpose for which they were collected.

ORGANIZATIONS

This college is not only an institution of learning but also a way of life, wherein lifetime friendships and associations are formed. The clubs listed below will help

you and your interests. We encourage all students to join at least one club. The clubs, as well as you, will benefit from your interest and membership. If you are interested in starting a club, refer to the club handbook, available at the Office of Dean of Student Services.

STUDENT GOVERNMENT ASSOCIATION (SGA)

This is the official organization of the student body. The SGA takes an active role in campus affairs, advocating student concerns, sponsoring cultural events, and managing a variety of services and projects. Students holding office earn credit while developing leadership planning and critical thinking skills. The West Hills College Lemoore Student Government Association is the official name of the student governing body that represents all West Hills College Lemoore students. The SGA's responsibilities include: representing student interests on college, district, and statewide issues and committees; participating in college governance by sharing in the development of college policies; and planning and implementing activities, programs and services for students.

The officers of SGA at the Lemoore campus are: president, vice president, secretary, treasurer, student body representative, re-entry student representative, military/VA student affairs representative, commissioner of policy, commissioner of programming and fundraisers and commissioner of publicity.

Meeting times and locations are posted each semester and all meetings are open to students, staff, and faculty.

Students involved in the SGA earn 1 or 2 units of credit (Interdisciplinary Studies 7 and 8) while developing leadership, planning, and critical thinking skills.

Students interested in becoming involved in the SGA should contact a current officer or the Student Activities Office at (559) 925-3425 or studentgovernment@whccd.net.

Student Identification Cards

All students are encouraged to join the Student Government Association (SGA). With membership, you will receive a photo SGA card that entitles the holder to free admission to all home athletic contests and away games by mutual agreement of the athletic departments, free or reduced admission to social events,

plays, concerts, community service performances, merchant discounts, participation in athletic events, annual issue of the Student Handbook, voting privileges, right to hold office in the Associated Students and the clubs, and the right to participate in all other activities sponsored by the Associated Students and its subsidiary organizations and other benefits attached to the SGA card.

The cost is \$7.50 per semester, and cards can be bought from the cashier in the Administrative Office of the Lemoore campus. The receipt is then taken to the library where the cards are made.

If you elect not to buy an SGA card, you may be required to obtain a Student Identification Card. The ID card can be used to gain access to the computer labs and to check out books, but does NOT entitle you to discounts at student games, plays, etc.

The easiest way to tell the SGA card from the ID card is to look for the Golden Eagle logo which appears on SGA cards only! Cards are the property of West Hills College Lemoore. There will be a \$10.00 replacement fee for lost or damaged cards.

STUDENTS IN FREE ENTERPRISE (SIFE)

“A Global Student Organization”

SIFE is a global, non-profit organization that is literally changing the world through highly dedicated student teams on more than 1500 university campuses in 37 countries. SIFE offers these students the opportunity to develop leadership, teamwork and communication skills through learning, practicing and teaching the principles of free enterprise, thereby improving the standard of living for millions in the process. Guided by distinguished faculty advisors and supported by businesses around the globe, SIFE teams teach important concepts through educational outreach projects, including market economics, entrepreneurship, personal and financial success, and business ethics to better themselves, their communities and their countries. Each year, SIFE competitions are held worldwide, drawing together thousands of students and business leaders to pay tribute to these extraordinary educational outreach projects. www.sife.org

Every semester SIFE requests all SIFE teams from around the nation to prepare and present a topic during a monthly competition. Each competition is based on four basic concepts:

- How the free market works in the global economy
- Entrepreneurship
- Personal financial success skills
- Business ethics

All SIFE members will be competing at an annual national conference. The team will be competing against other SIFE teams from around the United States.

ALPHA GAMMA SIGMA (AGS)

Alpha Chi Chapter

The mission of the chapter and organization shall be to foster, maintain, and recognize scholarship among members of Alpha Gamma Sigma; to develop programs offering cultural, social, and community service activities as part of the total college experience; and to encourage the members of Alpha Gamma Sigma to develop leadership skills, good character, and sound judgment.

EXTENDED OPPORTUNITY PROGRAM & SERVICES (EOPS)

The Extended Opportunity Program & Services (EOPS) was initiated in 1969 in Senate Bill 169 and authored by Senator Alfred Alquist from San Jose, CA.

EOPS was started as a means of developing programs at the community college level to ensure equal access to higher educational opportunities for persons, who because of academic, linguistic or socioeconomic limitations, have not had such access.

The following services are available to those who qualify: individual counseling, academic programming and vocational planning; grants and/or books vouchers; emergency loans, student activities/workshops, priority registration and transfer assistance to four-year schools.

CAL WORKS

California Work Opportunities and Responsibility to Kids Program

CalWORKS is a funded program designated to provide support services to students receiving cash aid from any county welfare agency. Its main focus is to provide the student with individual: Academic Counseling, Vocational Planning,

Childcare Assistance, Paid Work-Study, Job Work Experience. The Goal of the program is to empower the individual to leave public assistance and make a living for themselves and their family. Students will have the opportunity to select from various vocational certificate programs of study.

COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)

College Assistance Migrant Program (CAMP) provides academic and support services, as well as financial assistance to eligible migrant students who are admitted and enrolled on a full-time basis within the first academic year. The criterion for becoming a CAMP student at West Hills College requires one of the following: the student has a migrant educational Identification number from high school, the student or Immediate family (parent or legal guardian) must be a migrant/seasonal farm worker, and If a parent or legal guardian of the student has worked 75 days In the past two years as a migrant/seasonal farm worker. Student interested In applying for the CAMP Program need to contact West Hills Community College District and ask to speak with CAMP personnel (559) 925-3691.

COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)

The CARE Program at West Hills Community College is a cooperative effort between Fresno and Kings County Department of Social Services (DSS), Employment Development Department (EDD), and the college's Extended Opportunity Program & Services (EOPS).

The focus of the CARE Program is to assist single parents on Welfare/Cal Works with their childcare expenses and provide the necessary support for their academic success and retention.

Students are required to maintain 12 units or more. For more information call the EOPS Program, (559) 925-3330.

DISABLED STUDENTS PROGRAM AND SERVICES (DSPS)

West Hills College is committed to providing equal access to education for people with disabilities. The DSPS Office provides services to those persons with physical, psychological and learning disabilities. Services include:

- Individual, academic and vocational counseling
- Priority registration
- Note takers/readers
- Diagnostic testing
- Alternative testing services
- Mobility assistance
- Liaison with the State Department of Rehabilitation and other agencies

Our Learning Skills Program provides small group instruction and computer-assisted instruction to students with disabilities in a high-tech lab setting. For more information, call the DSPS program at (559) 925-3330 or (559) 935-3253.

INTERCLUB COUNCIL

By-laws

Inter-Club Council (ICC) at West Hills College Lemoore serves as the official student group to provide input and support to the Student Government Association (SGA). The ICC will be comprised of officers from all formally recognized student clubs and organizations. The council will:

- Develop policies for cooperation in the best interest of ALL students.
- Be an exemplary model campus citizen.
- Ensure that sponsored activities and events both on and off campus reflect the mission of the institution in a positive manner.

TEAM TEACH

If you are interested in becoming a teacher, join the TEAM Teach program, simply go online and locate the **Join the T.E.A.M. button** and submit your information. You will be assigned a level and contacted with further information. Team Teach is a program designed to assist student who wish to become teachers. It assists you with book loans, counseling, and CBEST seminars. Contact Mr. James Preston at (559) 925- 3146.

SCHOLASTIC REGULATIONS

ATTENDANCE POLICY

Since regular attendance is necessary for satisfactory achievement, a West Hills College student is expected to attend all sessions of the classes in which he/she is registered. Irregular attendance can result in exclusion from classes and eventual dismissal from the college.

The Education Code of the State of California (Section 6801 through 6806) gives the legal definition of accountable absence as being that which is due to illness, or illness-related causes.

In cases of extended illness, it is advisable to notify the Counseling Office by letter or phone call.

ACADEMIC PROBATION AND DISQUALIFICATION

At the end of any semester, a student who has failed to achieve an overall 2.0 (C) grade point average in units attempted will be placed on scholastic probation.

A student shall be subject to dismissal if he/she has failed to earn a grade point average of 1.0 (D) or higher after the completion of twelve units whether the units were earned in a semester or cumulatively.

A student transferring from another college with a grade point average of less than 2.0, with 12 or more units or who has been placed on probation by the college from which they transferred, shall be placed on academic probation.

Students dismissed for scholastic deficiency may apply for readmission after an interval of one semester. See the college catalog for further details.

A student may be removed from academic probation when their accumulated grade point average at West Hills College is 2.0 or higher

HONORS

PRESIDENT'S CITATION

A student will receive the President's Citation if twelve units or more are completed with a G.P.A. of 4.0 in one semester.

DEAN'S LIST

A student's name will be placed on the Dean's List if that student completes a total of twelve units or more with a G.P.A. of at least 3.0, and with no grade below (C) in one semester.

REGULATIONS GOVERNING STUDENT ACTIVITIES

All students should be aware of the following general regulations governing activities and organizations:

1. All extra-class events, activities, and organizations on or off campus that use the college name, or involve campus organizations are subject to the rules of the college. State law prohibits the use of alcoholic beverages at all such events.
2. No activity is to be held unless it has been approved. Approval is applied for by: completing Facilities Request Approval Form.
 - Signature of faculty advisor.
 - Signature of SGA president
 - Signature of Dean of Students.

* All programs and speakers to be presented on campus or by campus organizations must be approved by the college president or his designee, a minimum of two weeks in advance and placed on the activity calendar.
3. For protection of the general student body, a financial code of procedures has been developed for handling all SGA and club finances. This code must be observed.
4. The Dean of Student Services must approve all non-college advertising and publications.

5. Student Government Association approval must be secured whenever the campus is to be used or whenever the event is to be open to persons other than the members of an organization and their personal guests.
6. Special arrangements (including furniture, equipment, or service from the Maintenance Department) must be requested by the organization sponsor two weeks prior to the event.
7. Each social event must have a faculty/staff sponsor. The Dean of Student Services may assign sponsors, but they must be invited by the sponsoring organization both orally and in writing.
8. Approval for decoration will be dependent upon adequate provisions for clean up and for faculty/staff supervision thereof, as required by School Code.
9. Arrangements for dances, including time, duration, and facilities are the responsibility of the sponsoring organization. Ordinarily dances end at midnight.
10. Sponsors of all-college social events must arrange a discount to holders of SGA cards.

STUDENT POLITICAL ORGANIZATION ACTIVITY

Any student political organization that is affiliated with the official youth division of any political party that is on the ballot of the State of California may hold meetings on a junior college campus and may distribute bulletins and circulars concerning its meeting; provided that there is no endorsement of such organizations by the school authorities and no interference with the regularly scheduled program of the school. (Education Code 2-512: Added by Stats. 1963.Ch. 100).

SERVICES TO STUDENTS COLLEGE BOOKSTORE

The college bookstore is located in Building 5 (portables). It stocks all books required for courses scheduled on the Lemoore campus and carries stationery supplies and clothing imprinted with the college logo. There are also bookstores on the Coalinga campus and North District Center in Firebaugh. Each bookstore stocks the textbooks for courses offered at that location. NAS Lemoore students are recommended to use the Lemoore campus bookstore.

The bookstore begins selling textbooks one week before the semester begins. Used textbooks are available. However, students who want to buy used books will want to do so as early as possible because there is usually only a limited supply available.

Refund and buy-back policies are posted in the bookstore. The buy-back period is held during the week of final examinations on the Lemoore and the Coalinga campuses.

Bookstore Hours

Lemoore Campus

Spring and Fall hours: Monday-Thursday: 8:00 a.m. to 6:30 p.m., Friday:
8:00 a.m. to 4:00 p.m.

LIBRARY

West Hills College has excellent library facilities. Library facilities are operated on both the Lemoore and Coalinga campuses. The library system provides access to over 40,000 books, 150 magazines and over 650 full text periodicals; 3,500 periodicals in total, via the on-line research subscription data bases.

The Inter-Campus and Inter-Library Loan Programs allow books to be borrowed from either campus or from the San Joaquin Valley Information Service, which provides access to libraries statewide.

Library reference sections house almanacs, indexes, encyclopedias, government publications, bibliographies and other materials. The newspaper racks hold daily copies of the San Francisco Chronicle, The Fresno Bee, USA Today, the Wall Street Journal, and local papers. Computers provide Internet access. Wireless laptops can also be checked out to access the internet anywhere in the library. Typewriters, computers are available for word processing or other functions that may be assigned by faculty. A microfilm reader/printer is available. A photocopier, which students may use, is available at a cost per copy.

Orientations to the library, to learn the location of reference materials, computer lab, audio/visual room, open stacks and card files, will be conducted early in the semester.

The library is open 7:30 a.m. to 8:00 p.m. Monday - Thursday and 7:30 a.m. to 4 p.m. Friday. For more information, call (559) 925-3420. The Tutoring Program is also stationed in the library.

COUNSELING

Counseling services are available to all students at West Hills College. Counselors provide you with help in planning and choosing your academic path and/or career choice. Counselors help students define their place in the work world; and they provide personal counseling when crisis situations threaten to interfere with educational goals.

Assistance is also provided by Advising Specialists and they administer placement tests, and conduct college orientation sessions. They are also available to assist students with course selection within a specified major. Schedule your appointments with staff in student services.

Upward Bound Math and Science

The program serves eligible high school students at Lemoore, Laton, Corcoran, Caruthers and Riverdale High Schools. The purpose of the program is to generate in low-income, potential first generation college bound students, the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education.

An individual is eligible to participate if the individual meets all the following requirements:

- Is a citizen or national of the United States
 - Is a permanent resident of the United States
 - Is a potential first-generation college bound student
- OR
- A low-income individual
 - The student has a need for academic support in order to pursue successfully a program of education beyond high school.

Services include academic, career, and personal counseling, tutoring, cultural awareness events, and a summer program at the West Hills College Lemoore campus. For further information, please contact the Upward Bound Director at (559) 925-3127.

MATRICULATION - YOUR ACCESS TO SUCCESS

Matriculation is the process that brings West Hills Community College and you, the student, into an agreement for the purpose of realizing your education objectives. All new, first-time students (enrolling in 12 or more units) matriculate. We ask that you participate in a partnership with us to ensure your educational success. Here is how the process works:

- Admissions - The student fills out and submits an application and a supplemental form for admission to the college.
- Assessment - The student takes English or ESL, reading, and a math placement test. Then, the student's test results, along with other criteria, are used to determine placement for level of ESL, reading, and math.
- Orientation - The new college student is provided with information on a variety of academic programs, policies, and procedures. The student learns about campus services and how to access them.
- Counseling/Advising - The student is assisted with selecting courses and is provided with information regarding transfers, certificates, and degree programs. A Student Educational Plan should be developed by the second semester.
- Registration - Eligible college students may be given priority registration privileges.
- * Follow-up - On student progress with referral to support services if necessary.

As their part of the matriculation plan, students agree to:

- Complete the assessment and orientation program
- Declare a specific educational objective within a reasonable period of enrollment
- Attend two counseling sessions during the first two semesters of college, and develop a Student Educational Plan.
- Attend classes and seek out counseling services as necessary
- Complete courses and maintain progress toward your educational goal as identified in your Student Educational Plan.

TRANSFER/CAREER CENTER

The Transfer/Career Center provides services to assist individuals in making occupational and educational decisions. Included in these services are:

- A resource center for career information material.
- Career interest testing to help students determine occupational and educational goals.
- Transfer Admission Agreements (TAG) with UC campuses.
- Contact with 4-year colleges and universities including on-campus visits by representatives, college fairs, and transfer workshops.
- A library of college catalogs including the UC and CSU systems, California community colleges, and many independent institutions.

The Career Center is YOUR career information center. Students are encouraged to visit the center as early as possible for services, which directly assist them in testing for career choices. Come in and discover all the resources available to assist you in making career and/or college choices. Title V funds provide extended hours and services to our students. The Career Center is located in Room 275 for more information, call (559) 925-3388.

STUDENT GOVERNMENT ASSOCIATION OFFICES

Lemoore Student Government Association offices are located in the portables 507 next to the snack bar and bookstore. A student lounge is located in room 256 (adjacent to the Conference Center). The Student Lounge offers excellent information about activities for the individual student. The Student Lounge belongs to all students, every effort should be made to keep it neat, clean and presentable at all times.

TUTORIAL SERVICES

The tutorial program at West Hills College serves the Lemoore campus and NASL students. The tutorial services are free to all West Hills College students, take advantage of this valuable service.

The tutors are students referred to the program by instructors because of outstanding accomplishments in their subject areas. After completing at least one workshop, the students are certified and allowed to tutor. Two workshops are

offered: one entitles a tutor to a regular certificate, and the second, to an advanced certificate.

The tutorial centers are located in the college libraries and are open weekdays.

The College Reading and Learning Association, an international organization, has certified the West Hills College Tutoring Program.

VETERANS OFFICE

The Veterans Affairs Office is located at the West Hills College Lemoore campus. The office is here to help veterans continue their education and/or training and to help with any veteran-related problem.

How to minimize hang-ups and hassles when you are receiving V.A. benefits:

If you are a new student, make sure that you have provided the office with the following:

- Certified copies of marriage certificate, and birth certificates of dependent children, (Not required for all chapters. Please ask veterans' clerk for details.)
- Certified copies of DD-214 (s)
- Transcripts from any other colleges you may have attended
- Completed V.A. application
- If you are a new or continuing student, you must see a counselor each semester you plan to attend to ensure that class choices meet degree requirements
- Notify the V.A. clerk when you register
- Take a copy of any letter you receive from the V.A. Regional Office to the campus office, if you need assistance

If your check doesn't arrive by the second day of the month, don't panic. Checks are issued throughout the month.

- The V.A. no longer allows advanced pay for all chapters. You must earn your check before it is mailed to you. (The newest chapters require a monthly self-certification.)
- Report address changes or class load changes to Veterans' Clerk - 925-3341 at Lemoore.

- If you are attending more than one college concurrently, you cannot be certified for more than one semester. You will not be certified unless a copy of the other school's transcript is on file.
- Avoid having someone else call for you when you need assistance or have questions. We need first-hand information in order to help you.

If you can't remember all the above hints, keep this one in mind: Notify the veterans office at West Hills College whenever there has been a change in address, units, or dependents. It may be a minor inconvenience, but will save a major annoyance later.

Most Common Pay Problems

No Check

- Wrong address.
- Check absorbed by overpayment.
- File located at some other Regional Office.
- Student has over 70 units and/or a degree at a junior college.

Wrong Amount

- Veteran failed to notify college V.A. office of change in units.
- Dependent child has turned 18 years of age.
- Veteran has been out of school more than two semesters, and has not recertified his/her marital status.
- Veteran and spouse have been divorced and failed to submit a final decree.

If you have any questions, please come in and see us. We are located at the West Hills College Lemoore Administration Building.

SOCIAL ACTIVITIES

While the Student Government Association through the Dean of Student Services hosts a number of social events, the recognized clubs of the college sponsors most of the social functions.

In order to promote a balanced social life on the campus and to avoid conflicts of interest, a semester Activity Calendar is developed. All events should be registered with the Inter-Club Council as far in advance as possible. Any change in schedule should be reported promptly.

Officers of all organizations should acquaint themselves with the regulations and procedures that have proved to be necessary for the successful sponsoring of social events. An outline of these regulations and procedures is available in the SGA office.

ATHLETICS

The "Golden Eagles" participate in the Central Valley Conference for women's and men's soccer as well as women's and men's golf. West Hills College Lemoore competes in:

- Men's Soccer
- Women's Soccer
- Men's Golf
- Women's Golf
- Cross Country
- Wrestling

These sports are open to all full-time students. Equipment is provided both for practice and for competition.

Students interested in managing the varsity teams should apply to the head coach of the respective team.

Athletic honors are awarded upon the recommendation of the coach and are presented at the end of each sport season.

No student shall be eligible to participate in any athletic contest unless he/she is currently enrolled in a minimum of 12 units of work in a regular or special course defined in the curriculum of the college. Any student who wishes to participate in athletics should verify eligibility with the coach of the sport well in advance of the season.

ACCIDENTS, INJURIES AND HEALTH PROBLEMS

If required, a student should transport themselves for treatment. If the student is unable to transport him or herself, a staff member should contact the student's spouse, family or friends to arrange transportation. If these two initial options

have been exhausted, and the use of an ambulance is not indicated, a West Hills employee will drive the student. Calling an ambulance can result in an expense to the student depending upon their insurance coverage. This should only occur when necessary, or if the student requests it.

Student athletes should be referred to the WHC athletic trainer for sports-related accidents/injuries. The student accident insurance is a secondary insurance, to be utilized after the benefits of a primary insurance have been applied. Student accident insurance applies only to supervised school activities and may not cover all charges.

The instructor/coach is generally the first person to observe accidents or illness of students. The college has a published Emergency Preparedness Plan, which should be in every classroom. Please read the chart and be familiar with its contents. Call 911 if the situation is deemed an emergency. If an accident does occur, make sure an accident report is completed.

FINANCIAL AID

Financial assistance for college expenses comes in many forms.

SCHOLARSHIPS

Scholarships are available from a variety of community, state and private sources. Scholarships target students with particular qualifications including academic strength, field of study, or heritage. A comprehensive list of scholarships available to West Hills College Lemoore students is available at <http://www.westhillscollge.com/lemoore/academics/scholarships/index.asp> or you can search nationally using Fast Web at www.fastweb.com

GRANTS

Grants are available from the federal and state governments to students who meet the established income guidelines.

Pell Grants

These are federal monies provided to United States citizens and eligible non-citizens that are enrolled in college courses leading toward a degree or certificate. To apply, complete the Free Application for Federal Student Aid (FAFSA) at

www.fafsa.ed.gov. After submitting your online application, you will receive a student aid report (SAR) that must be reviewed for accuracy. Any corrections can be easily made on the FAFSA website. Your FAFSA information will be sent to West Hills College Lemoore and eligible students will receive their grant funds in three checks per semester. Eligibility is determined by income level and enrollment.

Cal Grants

These are state funded grants available to students that are legal California residents. Cal Grants A,B, & C all require that students complete a FAFSA and have their school submit their GPA. Incoming freshmen must have their high school GPA submitted by their high school. GPAs for students that have completed 24 or more units at WHC are submitted automatically. FAFSA applications must be submitted by March 2 to be considered for Cal Grants.

SEOG Grants

Supplemental Opportunity Grants are federal monies for undergraduates only. Awards are based on need and the limited availability of SEOG funds.

EOPS Grants

Extended Opportunity Program and Services Grants are available to California residents that meet need and additional eligibility requirements. More information can be obtained from the EOPS staff in the Administration Building.

FEE WAIVERS

Fee Waivers are available to California residents who meet the income requirements set by the Board of Governors. Fee waivers cover tuition charges at California Community Colleges.

WORK STUDY

Provides students with an opportunity to earn while they learn. Campus based, part-time employment is available through an application and hiring process.

LOANS

Loans are an option available to all students; however, it is important to note that loans do require repayment upon degree completion or withdrawal from school.

DIRECT STUDENT LOANS

These loans require a completed FAFSA and an additional loan application. Entrance counseling is also a required element of the loan application process. Student loans enter repayment six months after a student withdraws or drops below half-time status. Brochures are available in the financial aid office.

EMERGENCY LOANS

Emergency loans of up to \$100 are available to students experiencing extreme circumstances. Applications are available at the financial aid office. These 30-day loans are interest free.

WEB RESOURCES

West Hills Community College District
www.westhillscollge.com

Free Application for Federal Student Aid
www.fafsa.ed.gov

Federal Student Aid <http://ed.gov.studentaid>

California Student Aid www.csac.ca.gov

Fast Web Scholarship Search www.fastweb.com

IMPORTANT DATES AND DEADLINES

January 1	FAFSA filing period begins
March 2	Deadline for Cal Grant A&B
September 2	Deadline for competitive Cal Grant

DISQUALIFICATION

A student may be disqualified from financial aid if he/she fails to make academic progress. More information on this policy is available in the financial aid publication SAP (Satisfactory Academic Progress/how it affects you).

REINSTATEMENT

A student may appeal decisions regarding financial aid in writing to the Financial Aid Coordinator. Written appeals must be received within 10 days of the imposed decision. The Director may authorize the reinstatement of a disqualified student, if it does not conflict with federal or state regulations on financial aid. Appeal forms are available in the financial aid office.

OVERPAYMENTS

Students who collect financial aid for classes they stopped attending will be charged for the overpayment. Students owing overpayments are not eligible for further aid until repayment is made.

STANDARDS OF CONDUCT

ACADEMIC HONESTY

Board Policy 5500

Standards of Student Conduct

Reference: Education Code Section 66300, 66301; Accreditation Standard II.A.7.b

The Chancellor shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations. The procedures shall be made widely available to students through the college catalog and other means.

The following conduct shall constitute good cause for discipline including, but not limited to, the removal, suspension or expulsion of a student:

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. Open contempt for any safety rules and regulations.
3. Disruption or obstruction of teaching; research; administration; disciplinary proceedings; other West Hills Community college District (WHCCD) activities, including its public service functions on or off campus; or other authorized non-

WHCCD activities when the act occurs on WHCCD premises.

4. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object including, but not limited to, any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a district employee, which is concurred in by the College President.
5. Unlawful possession, use, sale, offer to sell, furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, offering, arranging or negotiating the sale of any drug paraphernalia defined in California Health and Safety Code Section 11014.5.
6. Committing or attempting to commit robbery or extortion.
7. Causing or attempting to cause damage to district property or to private property on campus.
8. Stealing or attempting to steal district property or private property on campus, or knowingly receiving stolen district property or private property on campus.
9. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the district.
10. Committing sexual harassment as defined by law or by district policies and procedures.
11. Engaging in harassing or discriminatory behavior based on race, sex (i.e., gender), religion, age, national origin, disability, or any other status protected by law.
12. Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the district or on campus.
13. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
14. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.

- The term “cheating” includes, but is not limited to:
 - Use of any unauthorized assistance in taking quizzes, tests, or examinations; o Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or acquisition, without permission, of tests or other academic material belonging to a member of the WHCCD faculty or staff.
 - The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the buying or selling of term papers or other academic materials.
15. Dishonesty, forgery, alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the district.
 16. Unauthorized entry upon or use of college or district facilities.
 17. Lewd, indecent or obscene conduct on district-owned or controlled property, or at district sponsored
 1. or supervised functions.
 18. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on college or district premises, or the violation of lawful district administrative procedures, or the substantial disruption of the orderly operation of the district.
 19. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
 20. Violation of published WHCCD policies, rules or regulations, including those concerning student organization and the use of college facilities or the time, place and manner of public expression or distribution of materials.

21. Violation of federal, state or local law on WHCCD premises or at WHCCD sponsored or supervised activities.
22. Participation in a campus demonstration which disrupts the normal operations of WHCCD and infringes on the rights of other members of the WHCCD community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on WHCCD premises or at WHCCD sponsored or supervised activities.
23. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction including, but not limited to, handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure.
24. Theft or other abuse of phones, electronic devices or computer time, including but not limited to:
 - a. Unauthorized entry into a WHCCD system file to use, read, or change the contents or for any other purpose.
 - b. Unauthorized or illegal transfer or downloading of files
 - c. Unauthorized use of another individual's identification and password.
 - d. Unauthorized use of electronic devices in the classroom including, but not limited to, head phones, cellular phones, and pagers.
 - e. Use of computing facilities to interfere with the work of another student, faculty member, or WHCCD staff member.
 - f. Use of computing facilities to download or view material deemed to be lewd, indecent and/or obscene matter that is not education related.
 - g. Use of computing facilities to send obscene or abusive threatening messages.
 - h. Use of computing facilities to interfere with normal operation of WHCCD computing systems.
25. Abuse of the Standards of Student Conduct including, but not limited to:
 - a. Failure to obey the summons of a Student Conduct Hearing Panel or WHCCD official.

- b. Falsification, distortion, or misrepresentation of information.
- c. Disruption or interference with the orderly conduct of a judicial proceeding or Student Conduct Hearing Panel.
- d. Institution of a judicial proceeding or Student Conduct Hearing Panel knowingly without cause.
- e. Attempting to discourage an individual's proper participation in, or use of, the WHCCD judicial system.
- f. Attempting to influence the impartiality of a member of a judicial body prior to and/or during the course of the judicial proceeding or Student Conduct Hearing Panel.
- g. Failure to comply with the sanctions imposed under the Student Code of Conduct and/or Education Code.
- h. Influencing or attempting to influence another person or commit an abuse of the judicial system.

Board approval date: 7/27/10

Administrative Procedure 5520

Student Discipline

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

These Administrative Procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected.

Definitions:

District – The West Hills Community College District

Student – Any person currently enrolled as a student at any college or in any program offered by the District.

Instructor – Any academic employee of the District in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

Short-term Suspension – Exclusion of the student by the College President for good cause from one or more classes for a period of up to ten consecutive days of instruction.

Long-term Suspension – Exclusion of the student by the College President for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the college for one or more terms.

Expulsion – Exclusion of the student by the Board of Trustees from all colleges in the district for one or more terms or permanently.

Removal from class – Exclusion of the student by an instructor for the day of the removal and the next class meeting.

Written or verbal reprimand – An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the college. A record of the fact that a verbal reprimand has been given may become part of a student's record at the college for a period of up to one year.

Withdrawal of Consent to Remain on Campus – Withdrawal of consent by the College President or designee for any person to remain on campus in accordance with California Penal Code Section 626.4 where the College President or designee has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

Day – Days during which the District is in session and regular classes are held, excluding Saturdays and Sundays.

Short-term Suspensions, Long-term Suspensions, and Expulsions

Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

- Notice – The Chief Student Services Officer (CSSO) or designee will provide the student with written notice of the conduct warranting the discipline. The written notice will include the following:
 - The specific section of the Standards of Student Conduct that the student is accused
 - of violating.
 - A short statement of the facts supporting the accusation.
 - The right of the student to meet with the CSSO or designee to discuss the
 - Accusation, or to respond in writing.
 - The nature of the discipline that is being considered.

Time limits – The notice must be provided to the student within ten (10) days of the date on which the conduct took place, in the case of continuous, repeated or ongoing conduct, the notice must be provided within five (5) days of the date on which conduct occurred which led to the decision to take disciplinary action.

Meeting – If the student chooses to meet with the CSSO or designee, the meeting must occur no sooner than three (3) days after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.

Short-term Suspension – Within five (5) days after the meeting described above, the College President shall, pursuant to a recommendation from the CSSO or designee, decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the College President's decision shall be provided to the student. The notice will include the length of time of the suspension, or the nature of the

lesser disciplinary action. The College President's decision on a short-term suspension shall be final.

Long-term Suspension – Within five (5) days after the meeting described above, the College President shall, pursuant to a recommendation from the CSSO or designee, decide whether to impose a long-term suspension. Written notice of the College President's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of this administrative procedure describing the procedures for a hearing.

Expulsion Within ten (1) days after the meeting described above, the College President shall, pursuant to a recommendation from the CSSO or designee, decide whether to recommend expulsion to the Chancellor for recommendation to the Board of Trustees. Written notice of the College President's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this administrative procedure describing the procedures for a hearing.

Hearing Procedures

- Request for Hearing – Within five (5) days after receipt of the College President's decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The request must be made in writing to the College President or designee.
- Schedule of Hearing – The formal hearing shall be held within fifteen (15) days after a formal request for hearing is received.
- Hearing Panel – The hearing panel for any disciplinary action shall be composed of one administrator, one faculty member, and one student.

The College President, the president of the Academic Senate, and the Associated Student Body President shall each, at the beginning of the academic year, establish a list of at least six (6) persons (2 persons each) who will serve on student disciplinary hearing panels. The College President shall appoint the hearing panel from the names on

these lists. However, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel.

- Hearing Panel Chair – The College President shall appoint one member of the panel to serve as the chair. The decision of the hearing panel chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by both other members of the panel to the contrary.
- Conduct of the Hearing – The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the hearing begins.
- The facts supporting the accusation shall be presented by a college representative who shall be the CSSO or designee
- The college representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
- Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.
- Unless the hearing panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the college representative to prove by substantial of evidence that the facts alleged are true.
- The student may represent himself or herself, and may also have the right to be represented by a person of his or her choice except that the student shall not be represented by an attorney unless, in the judgment of the hearing panel, complex legal issues are involved. If the student wishes to be represented by an attorney, a request must be presented not less than five days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the college representative may request legal assistance. The hearing panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide

legal counsel but shall not be a member of the panel nor vote with it.

- Hearings shall be closed and confidential unless the student requests that it be open to the public. Any such request must be made no less than five (5) days prior to the date of the hearing.
- In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.
- The hearing shall be recorded by the District either by tape recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Tape recording shall remain in the custody of the District at all times, unless released to a professional transcribing service. The student may request a copy of the tape recording.
- All testimony shall be taken under oath; the oath shall be administered by the hearing panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded is not unavailable.
- Within five (5) days following the close of the hearing, the hearing panel shall prepare and send to the College President a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Standards of Student Conduct were violated. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing.

College President's Decision

- Long-term suspension – Within five (5) days following receipt of the hearing panel's recommended decision, the College President shall render a final written decision. The College President may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the College President modifies or rejects the hearing panel's decision, the College President shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the College President shall be final.
- Expulsion – Within five (5) days following receipt of the hearing panel's recommended decision, the College President shall render a written recommended decision to the Chancellor who shall forward the recommendation to the Board of Trustees. The Chancellor may accept, modify or reject the findings, decisions and recommendations. If the Chancellor modifies or rejects the decision, he or she shall review the record of the hearing and shall prepare a new written decision which contains specific factual findings and conclusions. The Chancellor's decision shall be forwarded to the Board of Trustees.

Board of Trustees Decision

- The Board of Trustees shall consider any recommendation from the Chancellor for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.
- The Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122).
- The student shall be notified in writing, by registered or certified mail or by personal service, at least three days prior to the meeting, of the date, time, and place of the Board's meeting.
- The student may, within forty-eight hours after receipt of the notice, request that the hearing be held as a public meeting.
- Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board

will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in closed session.

- The Board may accept, modify or reject the findings, decisions and recommendations of the Chancellor and/or the hearing panel. If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board shall be final.
- The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

Immediate Interim Suspension (Education Code Section 66017)

The College President and/or designee may order immediate suspension of a student where he or she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days.

Removal from Class (Education Code Section 76032)

Any instructor may order a student removed from his or her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the College President and the CSSO or designee. The CSSO or designee shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests, the CSSO or designee shall attend the conference. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor. Nothing herein will prevent the CSSO or designee from recommending further disciplinary procedures in

accordance with these procedures based on the facts which led to the removal.

Withdrawal of Consent to Remain on Campus

The CSSO or designee may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he or she must promptly leave or be escorted off campus. If consent is withdrawn by the CSSO or designee, a written report must be promptly made to the College President.

The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions.

In no case shall consent be withdrawn for longer than twenty (20) days from the date upon which consent was initially withdrawn. Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest. (Penal Code Section 626.4)

Time Limits

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

Board approval date: 7/27/10

Administrative Procedure 5530 Student Rights and Grievances

Reference: *Title IX, Education Amendments of 1972; Education Code Section 76224(a)*

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a college decision or

action has adversely affected his or her status, rights or privileges as a student. The procedures shall include, but not be limited to, grievances regarding:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- Sexual harassment
- Financial aid
- Illegal discrimination
- Course grades, to the extent permitted by Education Code Section 76224(a), which provides: "When grades are given for any course of instruction taught in a community college District, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." "Mistake" may include, but is not limited to, errors made by an instructor in calculating a student's grade and clerical errors.
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120

This procedure does not apply to:

- Student disciplinary actions, which are covered under separate Board policies and Administrative Procedures
- Police citations (i.e. "tickets"); complaints about citations must be directed to the County Courthouse in the same way as any traffic violation

Definitions

- Party – The student or any persons claimed to have been responsible for the student's alleged grievance, together with their representatives. "Party" shall not include the Grievance Hearing Committee or the College Grievance Officer.
- President – The College President or a designated representative of the College President.
- Student – A currently enrolled student, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a

complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).

- **Respondent** – Any person claimed by a grievant to be responsible for the alleged grievance.
- **Day** – Unless otherwise provided, day shall mean a day during which the college is in session and regular classes are held, excluding Saturdays and Sundays.

Informal Resolution

Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local college administration. In matters involving a disputed course or test grade, students should attempt to resolve the matter with the instructor before involving the administration.

The College President shall appoint an employee who shall assist students in seeking resolution by informal means. This person shall be called the Grievance Officer (Chief Instructional Officer or designee). The Grievance Officer and the student may also seek the assistance of the Associated Student Organization in attempting to resolve a grievance informally.

Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussion for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

Any student who believes he or she has a grievance shall file a Complaint/Incident/Grievance Form with the Grievance Officer within

ten (10) days of the incident on which the grievance is based, or ten (10) days after the student learns of the basis for the grievance, whichever is later. The Complaint/Incident/Grievance Form must be filed whether or not the student has already initiated efforts at informal resolution, if the student wishes the grievance to become official. Within two days following receipt of the Complaint/Incident/Grievance Form, the Grievance Officer shall advise the student of his or her rights and responsibilities under these procedures, and assist the student, if necessary, in the final preparation of the Statement of Grievance form.

If at the end of ten (10) days following the student's first meeting with the Grievance Officer, there is no informal resolution of the complaint which is satisfactory to the student, the student shall have the right to request a grievance hearing.

Grievance Hearing Committee

The College President shall, at the beginning of each semester, including any summer session, establish a standing panel of nine (9) members of the college community, including three (3) students, three (3) faculty members and three (3) administrators, from which one or more Grievance Hearing Committees may be appointed. The panel will be established with the advice and assistance of the Associated Students Organization and the Academic Senate, who shall each submit three (3) names to the College President for inclusion on the panel. A Grievance Hearing Committee shall be constituted in accordance with the following:

- The Grievance Officer shall select three (3) individuals from the panel to serve on the Grievance Hearing Committee. It shall include one (1) student, one (1) instructor, and one college administrator selected from the panel described above.
- No person shall serve as a member of a Grievance Hearing Committee if that person has been personally involved in any matter giving rise to the grievance, has made any statement on the matters at issue, or could otherwise not act in a neutral manner. Any party to the grievance may challenge for cause any member of the hearing committee prior to the beginning

of the hearing by addressing a challenge to the College President who shall determine whether cause for disqualification has been shown. If the College President feels that sufficient grounds for removal of a member of the committee has been presented, the College President shall remove the challenged member or members and substitute a member or members from the panel described above. This determination is subject to appeal as defined below.

- The Grievance Officer shall sit with the Grievance Hearing Committee but shall not serve as a member nor vote. The Grievance Officer shall coordinate all scheduling of hearings, shall serve to assist all parties and the Hearing Committee to facilitate a full, fair and efficient resolution of the grievance, and shall avoid an adversary role.

Request for Grievance Hearing

Any request for a grievance hearing shall be filed on a Request for Grievance Hearing Form within ten (10) days after filing the Complaint/Incident/Grievance Form as described above.

Within twenty (20) days following receipt of the Request for Grievance Hearing, the College President shall appoint a Grievance Hearing Committee as described above, and the Grievance Hearing Committee shall meet in private and without the parties present to select a chair and to determine on the basis of the Statement of Grievance whether it presents sufficient grounds for a hearing.

The determination of whether the Statement of Grievance presents sufficient grounds for a hearing shall be based on the following:

- The statement contains facts which, if true, would constitute a grievance under these procedures;
- The grievant is a student as defined in these procedures, which include applicants and former students;
- The grievant is personally and directly affected by the alleged grievance;
- The grievance was filed in a timely manner;

- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

If the grievance does not meet each of the requirements, the Hearing Committee chair shall notify the student in writing of the rejection of the Request for a Grievance Hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within ten (10) days of the date the decision is made by the Grievance Hearing Committee.

If the Request for Grievance Hearing satisfies each of the requirements, the College Grievance Officer shall schedule a grievance hearing. The hearing will begin within twenty (20) days following the decision to grant a Grievance Hearing. All parties to the grievance shall be given not less than five (5) days notice of the date, time and place of the hearing.

Hearing Procedure

The decision of the Grievance Hearing Committee chair shall be final on all matters relating to the conduct of the hearing unless there is a vote of a majority of the other members of the panel to the contrary.

The members of the Grievance Hearing Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins.

Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the Grievance Hearing Committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant or grievants shall make the first presentation, followed by the respondent or respondents. The grievant(s) may present rebuttal evidence after the respondent(s)' evidence. The burden shall be on the grievant(s) to prove by substan-

tial evidence that the facts alleged are true and that a grievance has been established as specified above.

Each party to the grievance may represent himself or herself, and may also have the right to be represented by a person of his or her choice; except that a party shall not be represented by an attorney unless, in the judgment of the Grievance Hearing Committee, complex legal issues are involved. If a party wishes to be represented by an attorney, a request must be presented to the Grievance Officer not less than ten (10) days prior to the date of the hearing. If one party is permitted to be represented by an attorney, any other party shall have the right to be represented by an attorney. The hearing committee may also request legal assistance through the College President. Any legal advisor provided to the hearing committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made to the Grievance Officer no less than five (5) days prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary.

The hearing shall be recorded by the Grievance Officer either by tape recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the Grievance Hearing Committee Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The tape recording shall remain in the custody of the District, either at the college or the District office, at all times, unless released to a professional transcribing service. Any party may request a copy of the tape recording.

All testimony shall be taken under oath; the oath shall be administered by the Grievance Hearing Committee Chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded shall be considered to be unavailable.

Within ten (10) days following the close of the hearing, the Grievance Hearing Committee shall prepare and send to the College President a written decision. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing.

President's Decision

Within ten (10) days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the College President shall send to all parties his or her written decision, together with the Hearing Committee's decision and recommendations. The College President may accept or reject the findings, decisions and recommendations of the Hearing Committee. The factual findings of the Hearing Committee shall be accorded great weight; and if the College President does not accept the decision or a finding or recommendation of the Hearing Committee, the College President shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the College President shall be final, subject only to appeal as provided below.

Appeal

Any appeal relating to a Grievance Hearing Committee decision that the Statement of Grievance does not present a grievance as defined in these procedures shall be made in writing to the College President within ten (10) days of that decision. The College President shall review the Statement of Grievance and Request for Grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters. The College

President's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

Any party to the grievance may appeal the decision of the College President after a hearing before a Grievance Hearing Committee by filing an appeal with the Chancellor. The Chancellor may designate a District administrator to review the appeal and make a recommendation.

- Any such appeal shall be submitted in writing within five days following receipt of the College President's decision and shall state specifically the grounds for appeal.
- The written appeal shall be sent to all concerned parties. All parties may submit written statements on the appeal.
- The Chancellor or designee shall review the record of the hearing and the documents submitted in connection with the appeal, but shall not consider any matters outside of the record. Following the review of the record and appeal statements, the Chancellor or designee, if any, shall make a written recommendation to the College President regarding the outcome of the appeal.
- The Chancellor may decide to sustain, reverse or modify the decision of the College President. The Chancellor's decision shall be in writing and shall include a statement of reasons for the decision. The Chancellor's decision shall be final.
- The decision on appeal shall be reached within five days after receipt of the appeal documents. Copies of the Chancellor's appeal decision shall be sent to all parties.

Time Limits

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

STUDY HABITS

1. Set a regular time to study. Don't delay - have all materials ready. Make up a time schedule for a week (seven days). Plan your study time - and stick to that plan, work your plan.

2. Have a regular quiet place to study. No distractions (or as few as possible). Have a dictionary and all other materials handy (pencils, paper, calculator, etc.). A straight-back chair is recommended.
 3. Keep a "things I have to do" list. Keep it accurate. List dates that assignments and projects are due. Watch long-term assignments - don't wait until the last minute to start.
 4. Allow enough time for each assignment. Start with the toughest or least favorite task. Take a short break now and then. Keep up with assignments, day by day, or within the respective week, at the very least. This avoids your having to "cram."
 5. Make good use of time before and after class. Review your notes and "fill in" information immediately after class before your memory fades. Refresh your memory before class so you can focus your attention on the topic.
 6. Give full attention to your work. Use every minute of class time profitably. Train yourself to listen-most communication is oral. Pick up on the structure of the lecture or discussion. Be ready to respond. Know and understand the assignment.
 7. Read to understand ideas, concepts and vocabulary. Check that you understand the meaning of each sentence and paragraph. Vocabulary and reading skills are absolutes for success - in college and in our society. A dictionary will come in handy.
 8. Neatness always counts. Make your papers neat, complete and hand them in on time. Ask yourself, is it neat, in ink or typewritten form, on 8 1/2 x 11" white paper - with no grammatical or spelling errors? If not, do it again - correctly!
 9. Follow a study system (a) survey the material before reading it; (b) ask yourself questions about the material; (c) read the material and look for answers to your questions; (d) recite the material while underlining, outlining and/or writing a summary; and (e) review from your summary, outline, or underline material.
 10. Be strict with yourself. Success is earned through effort and work. Force yourself to learn the habits that are necessary to achieve success.
- IMPORTANT!!! If a study skill problem develops, DON'T WAIT! See your instructor - as soon as possible - during his/her office hours or contact your counselor.

HOW TO TAKE EXAMS

1. Prepare early for examinations. Begin during the first week of the semester. Study day-by-day, week-by-week.

Will the exam cover all or part of the course? Will it be based on textbook reading, lectures, or both? Be sure that you know. Study what you do not know. Do know the vocabulary. Cooperative study with others is helpful. Cramming (if you absolutely must): (1) Review intensively a week before the examination; (2) cramming on material previously learned may be helpful; but (3) cramming on new material won't work! Think positively - most people pass examinations.

2. Taking the test - Relax on the night before the examination, but no TV. Activities that tax the mind tend to interfere with learning and/or retention. Be early and follow directions to the letter. Bring a pencil and pen (as necessary). Ignore other students in the class - they have their own problems. Don't panic if your mind goes blank on a question. Move on and then come back to it later - if you have the time. Skim over the entire test quickly. Note the time allowed and number of questions.

3. Objective Tests - read the directions first - then skim the entire test. Find out if there is a penalty for guessing. Beware of changing answers, unless you obviously misread the questions. On true/false questions, look for the key words, (always-never-seldom usual). On multiple-choice questions, eliminate the obviously incorrect answers first. Skip difficult questions on first read-through. Return to them later, if you have the time. On matching, answer immediately those items of which you are sure - and check them off. Then guess at the rest. Always plan your time -estimating the time needed per question.

4. Essay Tests - Skim over the entire test first. Note the number of points assigned to each question, then plan your time accordingly. Answer the easy questions first, leaving appropriate space for the others. Attempt all questions - whether you are sure of your answers or not. Think about one question at a time. Follow directions (if it says to evaluate, evaluate -don't merely describe). Plan before you write (thesis statements, supporting material, tran-

sitional words and phrases, perhaps a summary). Outline in your mind. Write neatly and in ink. Watch mechanics, such as spelling, punctuation and grammar. If you have time, reread your answers before turning in the test. You just may remember an important additional item.

5. Summary - To build confidence, study carefully - all through the course. Stay in shape both physically and emotionally. Follow directions. Be sure of what is being asked. Plan your time! Stick with your plans. Learn from each test in order to do better on future tests.

When you have done your best, turn in the exam and then relax. Go on to your next task. Don't waste time and energy worrying. You did your best and the exam is history. It's time to cover new territory and challenges in the learning process!

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
30	31					1
2	3	4	5	6	7	8
9	10	11	12 <small>RAMADAN</small> • Faculty Flex Day, No Classes	13 • Duty Day, No Classes	14	15
16 • Welcome Week • Instruction Begins	17 • Welcome Week	18 • Welcome Week	19 • Welcome Week	20 • Welcome Week	21	22
23	24	25	26	27	28	29

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1	2	3	4	5
6 LABOR DAY • Labor Day, No Classes	7	8	9 EID AL-FITR ROSH HASHANAH	10	11 PATRIOT DAY	12
13	14	15	16	17	18 YOM KIPPUR	19
20	21	22	23	24	25	26
27	28	29	30			

SEPTEMBER | 2010

SEP

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
				1	2	3
4	5	6	7	8	9	10
11 COLUMBUS DAY	12	13	14	15 • Last Day to Petition to Graduate	16	17
18 • Second 9-Week Classes Begin	19	20	21	22	23	24
25	26	27	28	29	30	31 HALLOWEEN

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	2	3	4	5 <i>DIWALI</i>	6	7
8	9 • Veteran's Annual Luncheon	10 <i>MARINE CORPS BIRTHDAY (1775)</i>	11 <i>VETERANS DAY</i> • Veteran Day Observed, No Classes	12	13	14
15 <i>EID AL-ADHA</i> • Last Day to Withdraw with a W	16	17	18	19	20	21
22	23	24	25 <i>THANKSGIVING DAY</i> • Thanksgiving, No Classes	26 • Thanksgiving, No Classes	27	28
29	30					

NOVEMBER | 2010

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1	2 <small>HANUKKAH</small>	3	4	5
6	7 <small>MUHARRAM</small>	8	9	10	11	12
13 • Finals Week	14 • Finals Week	15 • Finals Week	16 • Finals Week	17 • Finals Week • End of Fall Semester	18	19
20	21	22	23	24	25 <small>CHRISTMAS</small>	26 <small>KWANZAA</small>
27	28	29	30	31		

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
31					1 NEW YEAR'S DAY	2
3	4	5	6	7	8	9
10	11	12	13 • Faculty Flex Day, No Classes	14 • Duty Day, No Classes	15	16
17 MARTIN LUTHER KING JR. DAY • Martin Luther King Day, No Classes	18 • Instruction Begins	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY | 2011

JAN

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1	2	3	4	5	6
7	8	9	10	11 • Lincoln's Day Observed, No Classes	12 LINCOLN'S BIRTHDAY	13
14 VALENTINE'S DAY	15	16	17	18	19	20
21 PRESIDENTS' DAY • Washington's Day Observed, No Classes	22 WASHINGTON'S BIRTHDAY	23	24	25	26	27
28						

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1	2	3	4	5	6
7	8	9 <i>ASH WEDNESDAY</i>	10	11	12	13
14	15	16	17 <i>ST. PATRICK'S DAY</i>	18 • Last Day to Petition to Graduate	19	20
21 • Second 9-Week Classes Begin	22	23	24	25	26	27
28	29	30	31			

MARCH | 2011

MAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15 • Last Day to Withdraw with a W	16	17 <small>PALM SUNDAY</small>
18 • Spring Break	19 • Spring Break <small>PASSOVER</small>	20 • Spring Break	21 • Spring Break	22 • Spring Break <small>GOOD FRIDAY</small>	23	24 <small>EASTER</small>
25	26	27	28	29	30	

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
30 MEMORIAL DAY	31					1
2	3	4	5	6	7	8 MOTHER'S DAY
9	10	11	12	13	14	15
16	17	18	19	20	21 • Instruction Begins thru August 10, 2010	22
23 • Finals Week	24 • Finals Week	25 • Finals Week	26 • Finals Week • Lemoore Commencement	27 • Finals Week • Coalinga Commencement • End of Spring Semester	28	29

MAY | 2011

MAY

JUN

2011 | JUNE

70

School
Specialty

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15 <small>FLAG DAY</small>	16	17	18	19 <small>FATHER'S DAY</small>
20	21	22	23	24	25	26
27	28	29	30			

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
				1 <small>CANADA DAY</small>	2	3
4 <small>INDEPENDENCE DAY</small> • Independence Day Observed	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY | 2011

AUGUST

CAREER PREP TIP

Now's the time to get informed about possible careers. With a little thought and planning now, you'll hit the ground running after graduation.

WEEKLY GOALS

Academic	Personal

MONDAY 23

AUGUST

TUESDAY 24

AUGUST

WEDNESDAY 25

AUGUST

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12 p.m.		
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9		
10		

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2010

AUGUST

M	T	W	T	F	S	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

AUG

THURSDAY 26
AUGUST

FRIDAY 27
AUGUST

SATURDAY 28
AUGUST

7 a.m. 8 9 10 11 12 p.m. 1 2 3 4 5 6 7 8 9 10						

SUNDAY 29
AUGUST

SEPTEMBER

CAREER PREP TIP

Making a list of your interests can help point you in the direction of a career. Let who you are influence what you do.

WEEKLY GOALS

Academic	Personal

MONDAY 30

AUGUST

TUESDAY 31

AUGUST

WEDNESDAY 1

SEPTEMBER

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2010

SEPTEMBER

M	T	W	T	F	S	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEP

THURSDAY 2 SEPTEMBER

FRIDAY 3 SEPTEMBER

SATURDAY 4 SEPTEMBER

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SUNDAY 5 SEPTEMBER

SEPTEMBER

CAREER PREP TIP

Take a good, hard look at the skills that you currently have. Ask yourself which careers typically use and require those particular skills.

WEEKLY GOALS

Academic	Personal

MONDAY 6
SEPTEMBER

TUESDAY 7
SEPTEMBER

WEDNESDAY 8
SEPTEMBER

LABOR DAY ✓

7 a.m.		
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10		
• Labor Day, No Classes		

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2010

SEPTEMBER

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

M	T	W	T	F	S	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEP

THURSDAY 9

SEPTEMBER

EID AL-FITR
ROSH HASHANAH ✓

FRIDAY 10

SEPTEMBER

SATURDAY 11

SEPTEMBER

PATRIOT DAY ✓

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>		
		<p>SUNDAY 12</p> <p>SEPTEMBER</p>

SEPTEMBER

CAREER PREP TIP

By now, you should have a pretty good idea about your individual strengths. What careers do you think those strengths would suit?

WEEKLY GOALS

Academic	Personal
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MONDAY 13
SEPTEMBER

TUESDAY 14
SEPTEMBER

WEDNESDAY 15
SEPTEMBER

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: textbooks, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2010

SEPTEMBER

M	T	W	T	F	S	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

M	T	W	T	F	S	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEP

THURSDAY 16

SEPTEMBER

FRIDAY 17

SEPTEMBER

SATURDAY 18

SEPTEMBER

YOM KIPPUR ✓

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SUNDAY 19

SEPTEMBER

1 ✓

SEPTEMBER

CAREER PREP TIP

When you're considering a possible career, don't forget to think about whether it matches your personality type.

WEEKLY GOALS

Academic	Personal

MONDAY 20

SEPTEMBER

TUESDAY 21

SEPTEMBER

WEDNESDAY 22

SEPTEMBER

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>		
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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2010

SEPTEMBER

M	T	W	T	F	S	S
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20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
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SEP

THURSDAY 23

SEPTEMBER

FRIDAY 24

SEPTEMBER

SATURDAY 25

SEPTEMBER

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SUNDAY 26

SEPTEMBER

SEPTEMBER

CAREER PREP TIP

Try to choose a career that matches your personal style. What do you enjoy - working with people, ideas, or things?

WEEKLY GOALS

Academic	Personal

MONDAY 27

SEPTEMBER

TUESDAY 28

SEPTEMBER

WEDNESDAY 29

SEPTEMBER

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2010

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

SEPTEMBER

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
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SEP

THURSDAY 30
SEPTEMBER

FRIDAY 1
OCTOBER

SATURDAY 2
OCTOBER

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SUNDAY 3
OCTOBER

OCTOBER

CAREER PREP TIP

Don't confine your career interests to the same jobs as everyone else. There is an almost unlimited variety of jobs out there.

WEEKLY GOALS

Academic	Personal

MONDAY 4
OCTOBER

TUESDAY 5
OCTOBER

WEDNESDAY 6
OCTOBER

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Facebook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2010

OCTOBER							NOVEMBER						
M	T	W	T	F	S	S	M	T	W	T	F	S	S
					1	2	3	4	5	6	7	8	9
4	5	6	7	8	9	10	11	12	13	14	15	16	17
11	12	13	14	15	16	17	18	19	20	21	22	23	24
18	19	20	21	22	23	24	25	26	27	28	29	30	31
25	26	27	28	29	30	31	29	30					

THURSDAY 7
OCTOBER

FRIDAY 8
OCTOBER

SATURDAY 9
OCTOBER

OCT

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>		
		<p>SUNDAY 10 OCTOBER</p>

OCTOBER

CAREER PREP TIP

While money is certainly a consideration in choosing a career, don't ignore the core values of your personality.

WEEKLY GOALS

Academic	Personal
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MONDAY 11

OCTOBER

TUESDAY 12

OCTOBER

WEDNESDAY 13

OCTOBER

COLUMBUS DAY

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES / CONTACTS

May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2010

OCTOBER

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

M	T	W	T	F	S	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

THURSDAY 14
OCTOBER

FRIDAY 15
OCTOBER

SATURDAY 16
OCTOBER

OCT

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>	<p>• Last Day to Petition to Graduate</p>	<p>✓</p>
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OCTOBER

CAREER PREP TIP

Even after your schooling is over, it may still take some time to become qualified for the position you desire. Think of it as getting paid to learn.

WEEKLY GOALS

Academic	Personal

MONDAY 18

OCTOBER

TUESDAY 19

OCTOBER

WEDNESDAY 20

OCTOBER

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• Second 9-Week Classes Begin		

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: textbook, notes, previous tests, handouts, essays, books, magazines, interviews, internet, etc.

2010

OCTOBER

M	T	W	T	F	S	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

THURSDAY 21
OCTOBER

FRIDAY 22
OCTOBER

SATURDAY 23
OCTOBER

OCT

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>		
		<p>SUNDAY 24 OCTOBER</p>

OCTOBER

CAREER PREP TIP

Which courses in school do you enjoy and/or excel in? Use your experience in post-secondary to help you decide on a career path.

WEEKLY GOALS

Academic	Personal

MONDAY 25
OCTOBER

TUESDAY 26
OCTOBER

WEDNESDAY 27
OCTOBER

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NOVEMBER

CAREER PREP TIP

Your choice of where to work is more than just the company. It can also mean physical locations such as overseas, outside, or in an urban setting.

WEEKLY GOALS

Academic	Personal

MONDAY 1
NOVEMBER

TUESDAY 2
NOVEMBER

WEDNESDAY 3
NOVEMBER

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*Key include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc

2010

NOVEMBER

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22	23	24	25	26	27	28
29	30					

DECEMBER

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

THURSDAY 4
NOVEMBER

FRIDAY 5
NOVEMBER

SATURDAY 6
NOVEMBER

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>	<p style="text-align: center;">DIWALI</p>	<p>7</p> <p>8</p> <p>9</p> <p>10</p>
<p>SUNDAY 7 NOVEMBER</p>		<p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p>

NOV

NOVEMBER

CAREER PREP TIP

Since you'll be spending a significant part of your life at work, the quality of the work environment may be just as important as the salary.

WEEKLY GOALS

Academic _____ _____ _____ _____	Personal _____ _____ _____ _____
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MONDAY 8

Accountant

TUESDAY 9

Accountant

WEDNESDAY 10

Accountant

Monday Close! **WEDNESDAY 10!**

	MONDAY 8	TUESDAY 9	WEDNESDAY 10
7 a.m.			
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10			
		Veteran's Annual Luncheon	

2010

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

NOVEMBER

M	T	W	T	F	S	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

M	T	W	T	F	S	S
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20	21	22	23	24	25	26
27	28	29	30	31		

THURSDAY 11

NOVEMBER

FRIDAY 12

NOVEMBER

SATURDAY 13

NOVEMBER

VETERANS DAY

7 a.m.		
8		
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12 p.m.		
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- Veteran Day Observed, No Classes		

SUNDAY 14

NOVEMBER

NOV

NOVEMBER

CAREER PREP TIP

To get some ideas for possible careers, take a look at the activities you enjoy doing in your free time. What skills or interests do they involve?

WEEKLY GOALS

Academic	Personal

MONDAY 15

NOVEMBER

EID AL-ADHA ↘

TUESDAY 16

NOVEMBER

WEDNESDAY 17

NOVEMBER

7 a.m.		
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• Last Day to Withdraw with a W		

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2010

NOVEMBER

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

M	T	W	T	F	S	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

THURSDAY 18
NOVEMBER

FRIDAY 19
NOVEMBER

SATURDAY 20
NOVEMBER

NOV

7 a.m. 8 9 10 11 12 p.m. 1 2 3 4 5 6 7 8 9 10		

SUNDAY 21
NOVEMBER

NOVEMBER

CAREER PREP TIP

Career counselors can be a valuable resource in your career planning. If they can't give you the information you need, they can help you find it.

WEEKLY GOALS

Academic	Personal

MONDAY 22
NOVEMBER

TUESDAY 23
NOVEMBER

WEDNESDAY 24
NOVEMBER

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

2010

NOVEMBER

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

THURSDAY 25
NOVEMBER

FRIDAY 26
NOVEMBER

SATURDAY 27
NOVEMBER

THANKSGIVING DAY

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12 p.m.		
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SUNDAY 28
NOVEMBER

• Thanksgiving, No Classes	• Thanksgiving, No Classes	
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NOV

DECEMBER

CAREER PREP TIP

Many schools have career centers, which are great places to start if you're looking for information on career planning and readiness.

WEEKLY GOALS

Academic	Personal

MONDAY 29
NOVEMBER

TUESDAY 30
NOVEMBER

WEDNESDAY 1
DECEMBER

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2010

DECEMBER							JANUARY						
M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4 5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
													31

THURSDAY 2
DECEMBER

FRIDAY 3
DECEMBER

SATURDAY 4
DECEMBER

HANUKKAH ✓

7 a.m.

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12 p.m.

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SUNDAY 5
DECEMBER

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DEC

DECEMBER

CAREER PREP TIP

Post-secondary education is one of the most important investments you can make. Work hard so you get good value for your money.

WEEKLY GOALS

Academic	Personal

MONDAY 6
DECEMBER

TUESDAY 7
DECEMBER

WEDNESDAY 8
DECEMBER

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2010

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

DECEMBER

M	T	W	T	F	S	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY

M	T	W	T	F	S	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

THURSDAY 9
DECEMBER

FRIDAY 10
DECEMBER

SATURDAY 11
DECEMBER

7 a.m.
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12 p.m.
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SUNDAY 12
DECEMBER

DEC

DECEMBER

CAREER PREP TIP

A part-time job or a social life can be welcome diversions from school work, but don't forget that your main role is still being a student.

WEEKLY GOALS

Academic	Personal

MONDAY 13

DECEMBER

TUESDAY 14

DECEMBER

WEDNESDAY 15

DECEMBER

7 a.m.		
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• Finals Week	• Finals Week	• Finals Week

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2010

DECEMBER							JANUARY						
M	T	W	T	F	S	S	M	T	W	T	F	S	S
		1	2	3	4	5				1	2		
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						

THURSDAY 16 DECEMBER

FRIDAY 17 DECEMBER

SATURDAY 18 DECEMBER

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>• Finals Week</p>	<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>• Finals Week • End of Fall Semester</p>	<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>• Finals Week</p>
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DEC

DECEMBER

CAREER PREP TIP

Try making a list of possible career choices. Next, rank each according to how much you'd like to do it and then by how hard it will be to get it.

WEEKLY GOALS

Academic	Personal

MONDAY 20
DECEMBER

TUESDAY 21
DECEMBER

WEDNESDAY 22
DECEMBER

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2010

DECEMBER						
M	T	W	T	F	S	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						31

THURSDAY 23
DECEMBER

FRIDAY 24
DECEMBER

SATURDAY 25
DECEMBER

CHRISTMAS

7 a.m.
8
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12 p.m.
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SUNDAY 26
DECEMBER

KWANZAA

DEC

DECEMBER

CAREER PREP TIP

Where do you see yourself working in ten years? What are the steps you can take now to ensure that you achieve your ambition?

WEEKLY GOALS

Academic	Personal

MONDAY 27

DECEMBER

TUESDAY 28

DECEMBER

WEDNESDAY 29

DECEMBER

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2010

DECEMBER

M	T	W	T	F	S	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY

M	T	W	T	F	S	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

THURSDAY 30
DECEMBER

FRIDAY 31
DECEMBER

SATURDAY 1
JANUARY

7 a.m. 8 9 10 11 12 p.m. 1 2 3 4 5 6 7 8 9 10	✓	✓	NEW YEAR'S DAY ✓
		SUNDAY 2 JANUARY	✓

DEC

JANUARY

CAREER PREP TIP

Already have a clear career goal? Outstanding. Now, how can you supplement your education to help yourself reach that goal?

WEEKLY GOALS

Academic	Personal	ST

MONDAY 3 JANUARY

TUESDAY 4 JANUARY

WEDNESDAY 5 JANUARY

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

JANUARY

M	T	W	T	F	S	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

M	T	W	T	F	S	S
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19	20	21	22	23	24	25
26	27	28	29	30		

THURSDAY 6
JANUARY**FRIDAY 7**
JANUARY**SATURDAY 8**
JANUARY

7 a.m.
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12 p.m.
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SUNDAY 9
JANUARY

JAN

JANUARY

CAREER PREP TIP

Looking for more information on a specific career? Try interviewing someone who works in that field and see what advice you can get.

WEEKLY GOALS

Academic	Personal

MONDAY 10

JANUARY

TUESDAY 11

JANUARY

WEDNESDAY 12

JANUARY

7 a.m.		
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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

JANUARY

M	T	W	T	F	S	S
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FEBRUARY

M	T	W	T	F	S	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
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THURSDAY 13 JANUARY

FRIDAY 14 JANUARY

SATURDAY 15 JANUARY

7 a.m. 8 9 10 11 12 p.m. 1 2 3 4 5 6 7 8 9 10	7 a.m. 8 9 10 11 12 p.m. 1 2 3 4 5 6 7 8 9 10	7 a.m. 8 9 10 11 12 p.m. 1 2 3 4 5 6 7 8 9 10
• Faculty Flex Day, No Classes	• Duty Day, No Classes	<h3>SUNDAY 16 JANUARY</h3> 7 a.m. 8 9 10

JAN

JANUARY

CAREER PREP TIP

If you have a great job in mind, don't let others discourage you from following your dreams. Sometimes a clear direction is all we need to succeed.

WEEKLY GOALS

Academic	Personal

MONDAY 17

JANUARY

MARTIN LUTHER KING JR. DAY ✓

TUESDAY 18

JANUARY

WEDNESDAY 19

JANUARY

7 a.m.		
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• Martin Luther King Day, No Classes	• Instruction Begins	

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

2011

JANUARY

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FEBRUARY

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21	22	23	24	25	26	27
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THURSDAY 20
JANUARY

FRIDAY 21
JANUARY

SATURDAY 22
JANUARY

7 a.m.
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SUNDAY 23
JANUARY

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JANUARY

CAREER PREP TIP

One of the best tools that can help you get the career of your choice is information. Know what you need to do to get to where you want to go.

WEEKLY GOALS

Academic	Personal

MONDAY 24
JANUARY

TUESDAY 25
JANUARY

WEDNESDAY 26
JANUARY

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

JANUARY							FEBRUARY						
M	T	W	T	F	S	S	M	T	W	T	F	S	S
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3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28						
31													

THURSDAY 27
JANUARY

FRIDAY 28
JANUARY

SATURDAY 29
JANUARY

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>		
		<p>SUNDAY 30 JANUARY</p>

JAN

FEBRUARY

CAREER PREP TIP

Don't worry about changing your mind about the job that you want to have. It's easier to make that change now than when you are working.

WEEKLY GOALS

Academic	Personal

MONDAY 31

JANUARY

TUESDAY 1

FEBRUARY

WEDNESDAY 2

FEBRUARY

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2011

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

FEBRUARY

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

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21	22	23	24	25	26	27
28	29	30	31			

THURSDAY 3
FEBRUARY

FRIDAY 4
FEBRUARY

SATURDAY 5
FEBRUARY

7 a.m.

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12 p.m.

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Blank planning area for Friday, February 4th.

Blank planning area for Saturday, February 5th.

SUNDAY 6
FEBRUARY

Blank planning area for Sunday, February 6th.

FEB

FEBRUARY

CAREER PREP TIP

You don't have to force yourself to stick to one specific career path. The more flexible you are, the more options will be open to you.

WEEKLY GOALS

Academic	Personal

MONDAY 7
FEBRUARY

TUESDAY 8
FEBRUARY

WEDNESDAY 9
FEBRUARY

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2011

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

FEBRUARY

M	T	W	T	F	S	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

THURSDAY 10
FEBRUARY

FRIDAY 11
FEBRUARY

SATURDAY 12
FEBRUARY

LINCOLN'S BIRTHDAY

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	• Lincoln's Day Observed, No Classes	

SUNDAY 13
FEBRUARY

FEB

FEBRUARY

CAREER PREP TIP

Apply for lots of jobs and try to go to as many interviews as possible. Each bit of experience you gain will help you improve for the next one.

WEEKLY GOALS

Academic	Personal

MONDAY 14

FEBRUARY

VALENTINE'S DAY ✓

TUESDAY 15

FEBRUARY

WEDNESDAY 16

FEBRUARY

7 a.m.		
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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

FEBRUARY							MARCH						
M	T	W	T	F	S	S	M	T	W	T	F	S	S
1	2	3	4	5	6		1	2	3	4	5	6	
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28							28	29	30	31			

THURSDAY 17
FEBRUARY

FRIDAY 18
FEBRUARY

SATURDAY 19
FEBRUARY

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>			
			<p>SUNDAY 20 FEBRUARY</p>

FEB

FEBRUARY

CAREER PREP TIP

Check out some of the government websites on careers and job outlooks. They'll give you a pretty good idea about the job security you'll have

WEEKLY GOALS

Academic	Personal

MONDAY 21

FEBRUARY

PRESIDENTS' DAY ✓

TUESDAY 22

FEBRUARY

WASHINGTON'S BIRTHDAY ✓

WEDNESDAY 23

FEBRUARY

7 a.m.		
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12 p.m.		
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* Washington's Day Observed, No Classes		

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

FEBRUARY

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

THURSDAY 24

FEBRUARY

FRIDAY 25

FEBRUARY

SATURDAY 26

FEBRUARY

7 a.m.

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12 p.m.

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Blank lined area for notes on Friday, February 25.

Blank lined area for notes on Saturday, February 26.

SUNDAY 27

FEBRUARY

Blank lined area for notes on Sunday, February 27.

FEB

MARCH

CAREER PREP TIP

Talk to your program advisor or instructors about what career options go along with your course of study.

WEEKLY GOALS

Academic	Personal

MONDAY 28
FEBRUARY

TUESDAY 1
MARCH

WEDNESDAY 2
MARCH

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

MARCH							APRIL						
M	T	W	T	F	S	S	M	T	W	T	F	S	S
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	

THURSDAY 3
MARCH

FRIDAY 4
MARCH

SATURDAY 5
MARCH

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>			
			<p>SUNDAY 6 MARCH</p>

MAR

MARCH

CAREER PREP TIP

Even though other people can be a great source of advice, the decision is still up to you - it's your life, after all.

WEEKLY GOALS

Academic	Personal

MONDAY 7
MARCH

TUESDAY 8
MARCH

WEDNESDAY 9
MARCH

ASH WEDNESDAY

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2011

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: textbook, notes, previous tests, handouts, videos, books, magazines, interviews, Internet, etc.

MARCH

M	T	W	T	F	S	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

M	T	W	T	F	S	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

THURSDAY 10

MARCH

FRIDAY 11

MARCH

SATURDAY 12

MARCH

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>		
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SUNDAY 13

MARCH

MAR

MARCH

CAREER PREP TIP

A great way of exploring new interests and of gaining valuable experience is volunteering. You get as much out of it as the people that you help.

WEEKLY GOALS

Academic	Personal

MONDAY 14

MARCH

TUESDAY 15

MARCH

WEDNESDAY 16

MARCH

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2011

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

MARCH						
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21	22	23	24	25	26	27
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APRIL						
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18	19	20	21	22	23	24
25	26	27	28	29	30	

THURSDAY 17*MARCH***FRIDAY 18***MARCH***SATURDAY 19***MARCH*

ST. PATRICK'S DAY ✓

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	• Last Day to Petition to Graduate	

SUNDAY 20*MARCH***MAR**

MARCH

CAREER PREP TIP

Get involved in different extracurricular activities. You don't need to be in the classroom to develop your skills and abilities.

WEEKLY GOALS

Academic	Personal

MONDAY 21
MARCH

TUESDAY 22
MARCH

WEDNESDAY 23
MARCH

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• Second 9-Week Classes Begin		

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

MARCH

M	T	W	T	F	S	S
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APRIL

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THURSDAY 24
MARCH

FRIDAY 25
MARCH

SATURDAY 26
MARCH

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>		

SUNDAY 27
MARCH

MAR

MARCH

CAREER PREP TIP

Take advantage of any career preparation classes or workshops that your school offers. They're usually free and quite useful.

WEEKLY GOALS

Academic	Personal
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MONDAY 28

MARCH

TUESDAY 29

MARCH

WEDNESDAY 30

MARCH

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

MARCH

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APRIL

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THURSDAY 31

MARCH

FRIDAY 1

APRIL

SATURDAY 2

APRIL

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SUNDAY 3

APRIL

MAR

APRIL

CAREER PREP TIP

If you don't know what you want to do after you've finished school, try taking a broad variety of classes at the beginning of your program.

WEEKLY GOALS

Academic	Personal

MONDAY 4
APRIL

TUESDAY 5
APRIL

WEDNESDAY 6
APRIL

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

APRIL							MAY						
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11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

THURSDAY 7
APRIL

FRIDAY 8
APRIL

SATURDAY 9
APRIL

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>		

SUNDAY 10
APRIL

APR

APRIL

CAREER PREP TIP

A number of your fellow students and instructors are potential networking contacts, so make sure they have a high opinion of you and your work.

WEEKLY GOALS

Academic	Personal

MONDAY 11
APRIL

TUESDAY 12
APRIL

WEDNESDAY 13
APRIL

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

APRIL							MAY						
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4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

THURSDAY 14
APRIL

FRIDAY 15
APRIL

SATURDAY 16
APRIL

7 a.m.
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SUNDAY 17
APRIL

PALM SUNDAY ✓

• Last Day to Withdraw with a W

APR

APRIL

CAREER PREP TIP

A resume is your way of "selling" yourself to a prospective employer. Make sure that your resume is an example of your best work.

WEEKLY GOALS

Academic	Personal

MONDAY 18

APRIL

TUESDAY 19

APRIL

WEDNESDAY 20

APRIL

PASSOVER

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• Spring Break	• Spring Break	• Spring Break

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

APRIL						
M	T	W	T	F	S	S
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MAY						
M	T	W	T	F	S	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
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THURSDAY 21
APRIL

FRIDAY 22
APRIL

SATURDAY 23
APRIL

7 a.m.

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GOOD FRIDAY

EASTER

SUNDAY 24
APRIL

EASTER

APR

• Spring Break

• Spring Break

APRIL

CAREER PREP TIP

Employers' first impressions of you will be heavily influenced by your resume, so put in a lot of effort to wow them.

WEEKLY GOALS

Academic	Personal

MONDAY **25** APRIL

TUESDAY **26** APRIL

WEDNESDAY **27** APRIL

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include textbooks, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

APRIL

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MAY

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

THURSDAY 28

APRIL

FRIDAY 29

APRIL

SATURDAY 30

APRIL

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>	<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>	<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>
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SUNDAY 1

MAY

APR

MAY

CAREER PREP TIP

A cover letter is not just a formality, it is actually a way for an employer to see an example of your writing ability.

WEEKLY GOALS

Academic	Personal

MONDAY 2 MAY

TUESDAY 3 MAY

WEDNESDAY 4 MAY

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

MAY							JUNE						
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2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												

THURSDAY 5
MAY

FRIDAY 6
MAY

SATURDAY 7
MAY

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>		
		<p>SUNDAY 8 MAY</p> <p>MOTHER'S DAY ✓</p>

MAY

MAY

CAREER PREP TIP

Don't put the focus of your cover letter and resume on yourself. Instead, let employers know what you can do for them.

WEEKLY GOALS

Academic	Personal

MONDAY 9

MAY

TUESDAY 10

MAY

WEDNESDAY 11

MAY

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

2011

MAY							JUNE						
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9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

THURSDAY 12 MAY **FRIDAY 13 MAY** **SATURDAY 14 MAY**

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>	Empty grid for Friday	Empty grid for Saturday
		<p>SUNDAY 15 MAY</p> Empty grid for Sunday

MAY

MAY

CAREER PREP TIP

Two of the most important things to remember when writing your resume are: don't lie, and always proofread your work.

WEEKLY GOALS

Academic	Personal

MONDAY 16
MAY

TUESDAY 17
MAY

WEDNESDAY 18
MAY

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

MAY						
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JUNE						
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THURSDAY 19
MAY

FRIDAY 20
MAY

SATURDAY 21
MAY

7 a.m. 8 9 10 11 12 p.m. 1 2 3 4 5 6 7 8 9 10		• Instruction Begins thru August 10, 2010
		SUNDAY 22 MAY

MAY

MAY

CAREER PREP TIP

If you have no real experience to put in your resume or cover letter, try focusing on the skills you have to offer.

WEEKLY GOALS

Academic	Personal

MONDAY 23
MAY

TUESDAY 24
MAY

WEDNESDAY 25
MAY

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• Finals Week	• Finals Week	• Finals Week

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: textbook, notes, previous tests, handouts, essays, books, magazines, interviews, internet, etc

2011

MAY							JUNE							
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16	17	18	19	20	21	22	20	21	22	23	24	25	26	
23	24	25	26	27	28	29	27	28	29	30				
30	31													

THURSDAY 26
MAY

FRIDAY 27
MAY

SATURDAY 28
MAY

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>		
<ul style="list-style-type: none"> • Finals Week • Lemoore Commencement 	<ul style="list-style-type: none"> • Finals Week • Coalinga Commencement • End of Spring Semester 	

SUNDAY 29
MAY

MAY

JUNE

CAREER PREP TIP

A job interview is not just a way for employers to find out what you can do. It is a chance for them to see what kind of person you are.

WEEKLY GOALS

Academic	Personal

MONDAY 30
MAY

TUESDAY 31
MAY

WEDNESDAY 1
JUNE

MEMORIAL DAY ✓

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

JUNE						
M	T	W	T	F	S	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY						
M	T	W	T	F	S	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

THURSDAY 2
JUNE

FRIDAY 3
JUNE

SATURDAY 4
JUNE

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
---	----------	----------	----------

SUNDAY 5
JUNE

JUN

JUNE

CAREER PREP TIP

When you go to an interview, ensure that you're dressed appropriately for the job and that your body language expresses confidence.

WEEKLY GOALS

Academic	Personal
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MONDAY 6

JUNE

TUESDAY 7

JUNE

WEDNESDAY 8

JUNE

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2011

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

JUNE							JULY						
M	T	W	T	F	S	S	M	T	W	T	F	S	S
	1	2	3	4	5					1	2	3	
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

THURSDAY 9
JUNE

FRIDAY 10
JUNE

SATURDAY 11
JUNE

7 a.m.

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12 p.m.

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SUNDAY 12
JUNE

JUN

JUNE

CAREER PREP TIP

Try to spend as much time as possible on activities that both develop and demonstrate your unique talents and strengths.

WEEKLY GOALS

Academic	Personal

MONDAY 13

JUNE

TUESDAY 14

JUNE

WEDNESDAY 15

JUNE

	FLAG DAY	
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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

JUNE

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

THURSDAY 16
JUNE

FRIDAY 17
JUNE

SATURDAY 18
JUNE

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>	Empty space for Friday	Empty space for Saturday
		<p>SUNDAY 19 JUNE</p> <p>FATHER'S DAY ✓</p>
		Empty space for Sunday

JUN

JUNE

CAREER PREP TIP

If you already have a job, remember to always act professionally. A good reference from your employer will be extremely valuable for other jobs.

WEEKLY GOALS

Academic	Personal
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MONDAY 20

JUNE

TUESDAY 21

JUNE

WEDNESDAY 22

JUNE

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO-DO / SOURCES / CONTACTS

*Use plastic folders, tabs, pens, pencils, highlighters, markers, eraser, compass, ruler, etc.

2011

JUNE							JULY						
M	T	W	T	F	S	S	M	T	W	T	F	S	S
		1	2	3	4	5					5	6	7
8	9	10	11	12			8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26			22	23	24	25	26	27	28
29	30	31					29	30	31				

THURSDAY 23
JUNE

7 a.m.	
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12 p.m.	
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FRIDAY 24
JUNE

SATURDAY 25
JUNE

SUNDAY 26
JUNE

JUN

JUNE

CAREER PREP TIP

The key to achieving a career goal is to "keep your eyes on the prize." That is, think long term and don't let minor setbacks discourage you.

WEEKLY GOALS

Academic	Personal
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MONDAY 27
JUNE

TUESDAY 28
JUNE

WEDNESDAY 29
JUNE

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STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc

2011

JUNE

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

THURSDAY 30
JUNE

FRIDAY 1
JULY

SATURDAY 2
JULY

CANADAY ✓

7 a.m. 8 9 10 11 12 p.m. 1 2 3 4 5 6 7 8 9 10		
		<p>SUNDAY 3 JULY</p>

JUN

JULY

CAREER PREP TIP

Your personal habits can play a large role in the jobs and promotions that you get, so always be presentable and on time.

WEEKLY GOALS

Academic	Personal

MONDAY 4
JULY

TUESDAY 5
JULY

WEDNESDAY 6
JULY

INDEPENDENCE DAY ✓

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• Independence Day Observed		

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, pre-class tests, handouts, essays, books, magazines, interviews, Internet, etc.

2011

JULY

M	T	W	T	F	S	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

M	T	W	T	F	S	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

THURSDAY 7
JULY

FRIDAY 8
JULY

SATURDAY 9
JULY

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>		
		<p>SUNDAY 10 JULY</p>

JUL

JULY

CAREER PREP TIP

As long as it's respectful and mature, your individuality can be an excellent way of making yourself stand out from other job applicants.

WEEKLY GOALS

Academic	Personal

MONDAY 11 JULY

TUESDAY 12 JULY

WEDNESDAY 13 JULY

7 a.m.		
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2011

STUDY PLANNER

DATE	TIME	SUBJECT OR TOPIC(S)	TO DO / SOURCES* / CONTACTS

*May include: Textbook, notes, previous tests, handouts, essays, books, magazines, interviews, Internet, etc.

JULY							AUGUST						
M	T	W	T	F	S	S	M	T	W	T	F	S	S
					1	2	3	4	5	6	7	8	9
5	6	7	8	9	10	11	12	13	14	15	16	17	18
18	19	20	21	22	23	24	25	26	27	28	29	30	31

THURSDAY 14
JULY

FRIDAY 15
JULY

SATURDAY 16
JULY

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12 p.m.		
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SUNDAY 17
JULY

JUL

JULY

CAREER PREP TIP

There is a very clear link between one's level of education and how much money he or she earns, so it really does pay to stay in school.

WEEKLY GOALS

Academic	Personal

MONDAY 18

JULY

TUESDAY 19

JULY

WEDNESDAY 20

JULY

<p>7 a.m.</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12 p.m.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>		

2011

STUDY PLANNER

DATE	TIME	SUBJECT OR SERVICE	TO DO / REMINDS / COMMENTS

JULY

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

THURSDAY 21
JULY

FRIDAY 22
JULY

SATURDAY 23
JULY

7 a.m.
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12 p.m.
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SUNDAY 24
JULY

JUL

10 Month Future Planning Guide

AUGUST 2011	SEPTEMBER 2011
OCTOBER 2011	NOVEMBER 2011
DECEMBER 2011	JANUARY 2012
FEBRUARY 2012	MARCH 2012
APRIL 2012	MAY 2012

2010

		JANUARY							FEBRUARY							MARCH						
		S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
OCTOBER	OCTOBER	3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
	NOVEMBER	10	11	12	13	14	15	16	14	15	16	17	18	19	14	15	16	17	18	19	20	
	DECEMBER	17	18	19	20	21	22	23	21	22	23	24	25	26	21	22	23	24	25	26	27	
	JANUARY	24	25	26	27	28	29	30	28	28	29	30	31	28	29	30	31					
JULY	JULY	4	5	6	7	8	9	10	1	2	3	4	5	6	1	2	3	4	5			
	AUGUST	11	12	13	14	15	16	17	8	9	10	11	12	13	6	7	8	9	10	11	12	
	SEPTEMBER	18	19	20	21	22	23	24	15	16	17	18	19	20	13	14	15	16	17	18	19	
	OCTOBER	25	26	27	28	29	30	22	23	24	25	26	27	20	21	22	23	24	25	26		
APRIL	APRIL	4	5	6	7	8	9	10	2	3	4	5	6	7	6	7	8	9	10	11	12	
	MAY	11	12	13	14	15	16	17	9	10	11	12	13	14	13	14	15	16	17	18	19	
	JUNE	18	19	20	21	22	23	24	16	17	18	19	20	21	20	21	22	23	24	25	26	
	JULY	25	26	27	28	29	30	23	24	25	26	27	28	27	28	29	30					

2011

		JANUARY							FEBRUARY							MARCH						
		S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
OCTOBER	OCTOBER	2	3	4	5	6	7	8	6	7	8	9	10	11	6	7	8	9	10	11	12	
	NOVEMBER	9	10	11	12	13	14	15	13	14	15	16	17	13	14	15	16	17	18	19		
	DECEMBER	16	17	18	19	20	21	22	20	21	22	23	24	20	21	22	23	24	25	26		
	JANUARY	23	24	25	26	27	28	29	27	28	27	28	29	30	31							
JULY	JULY	3	4	5	6	7	8	9	1	2	3	4	5	1	2	3	4	5				
	AUGUST	10	11	12	13	14	15	16	8	9	10	11	12	8	9	10	11	12				
	SEPTEMBER	17	18	19	20	21	22	23	15	16	17	18	19	12	13	14	15	16	17	18		
	OCTOBER	24	25	26	27	28	29	30	22	23	24	25	26	19	20	21	22	23	24	25		
APRIL	APRIL	3	4	5	6	7	8	9	1	2	3	4	5	5	6	7	8	9	10	11		
	MAY	10	11	12	13	14	15	16	8	9	10	11	12	12	13	14	15	16	17	18		
	JUNE	17	18	19	20	21	22	23	15	16	17	18	19	19	20	21	22	23	24	25		
	JULY	24	25	26	27	28	29	30	22	23	24	25	26	26	27	28	29	30				

2012

		JANUARY							FEBRUARY							MARCH						
		S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
OCTOBER	OCTOBER	7	8	9	10	11	12	13	5	6	7	8	9	4	5	6	7	8	9	10		
	NOVEMBER	14	15	16	17	18	19	20	12	13	14	15	16	11	12	13	14	15	16	17		
	DECEMBER	21	22	23	24	25	26	27	19	20	21	22	23	18	19	20	21	22	23	24		
	JANUARY	28	29	30	31	26	27	28	29	25	26	27	28	29	30	31						
JULY	JULY	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5				
	AUGUST	8	9	10	11	12	13	14	8	9	10	11	12	8	9	10	11	12				
	SEPTEMBER	15	16	17	18	19	20	21	15	16	17	18	19	15	16	17	18	19	20	21		
	OCTOBER	22	23	24	25	26	27	28	22	23	24	25	26	22	23	24	25	26	27	28		
APRIL	APRIL	1	2	3	4	5	6	7	6	7	8	9	10	3	4	5	6	7	8	9		
	MAY	8	9	10	11	12	13	14	13	14	15	16	17	10	11	12	13	14	15	16		
	JUNE	15	16	17	18	19	20	21	20	21	22	23	24	17	18	19	20	21	22	23		
	JULY	22	23	24	25	26	27	28	27	28	29	30	31	24	25	26	27	28	29	30		

**Categorical Programs Self-Evaluation for
West Hills College Lemoore**

Report Date: November 14, 2008



**California Community Colleges
Student Services and Special Programs Division**

Categorical Programs Self-Evaluation

Signature Page

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Signature: _____

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Signature: _____

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Signature: _____

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Date: ____

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Director/Coordinator – Noncredit Matriculation

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Printed Name: N/A

Date: _____

Phone Number: _____ Email Address: _____

Director/Coordinator – EOPS

Signature: _____ % of Time: 25 _____

Printed Name: Sylvia Dorsey-Robinson

Date: _____

Phone Number: 559-925-3331

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Date: _____

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Coordinator – DSP&S

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Date: _____

Phone Number: 559-925-3331

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Coordinator – CalWORKs

Signature: _____ % of Time: 25 _____

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Date: _____

Phone Number: 925-3331/559-934-2147

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Categorical Programs Self-Evaluation

Contact Sheet

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Categorical Programs Self-Evaluation

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I. Introduction

- A. A brief overview of the college, to include the credit/non-credit enrollments, demographics and a description of the organization of the college with an organizational chart detailing the four categorical programs.*

West Hills College Lemoore is one of two separately accredited colleges within the West Hills Community College District. The college is located in the city of Lemoore, which is about 40 miles southwest of Fresno, California and 17 miles east of the I-5 corridor. The college sits quietly on 100 acres near the crossroads of Highway 41 and Highway 198. Conveniently, the college is situated within 2 - 3 hours from Yosemite and Central Coast cities such as San Luis Obispo. The college serves citizens from the communities of Riverdale, Laton, Lemoore, Caruthers, Hanford, Stratford, Avenal, and the Lemoore Naval Air Base.

The college campus is new, with students and staff moving in during the spring of 2002. The college facilities, instructional programs, and technology are state of the art and the college is well prepared to meet the needs of the twenty-first century. The Strategic Master Plan further demonstrates that the college is on the cutting edge of educational technologies to serve diverse communities. In serving the rural communities, WHCL has taken an active role leading the way with unique programs and marketing outreach activities, along with innovative ideas like “Xtreme Registration.” WHCL takes pride in being the only fully accredited comprehensive college in Kings County.

The history of West Hills College began in 1932 when Fresno State College created a Coalinga Extension Center. In 1941, Coalinga Junior College became an independent unit under the Governing Board of Coalinga High School District. In 1962, the voters in Lemoore annexed to the college district, which officially changed its name to West Hills College in 1969. The first college classroom in Lemoore went up in 1981 and it was called the Kings County Center. In 2002, the Lemoore center of West Hills Community College relocated to a brand new facility thanks in part to a land donation from the Pederson and Simas families. West Hills College Lemoore began the accreditation process to become a comprehensive community college and gained status as the 109th California Community College in June of 2006. Today WHCL has the most advanced library in Kings County, a state-of-the-art science wing called a “Colaboratory,” and a student population that continues to grow.

West Hills College Lemoore’s unduplicated student headcount for 2006-2007 was 6,469 and 7,091 for 2007-2008. Students who enroll at WHCL choose from 24 different programs including 4 System Office approved certificates, 13 Associate of Science degrees and 19 Associate of Arts degree. The newest program is the Registered Nursing program, which received final state approval in the spring of 2008.

The following provides a series of graphics that illustrates WHCL enrollment; and the gender, ethnicity, and age diversity of the student population as well as the student retention and degree completion rates.

WHCL Student Headcount

Year	Count	% Change
2002-03	5,468	
2003-04	5,010	-8.38
2004-05	5,512	10.02
2005-06	5,817	5.53
2006-07	6,469	11.21
2007-08	7,091	9.62

Source: WHCCD Data Warehouse

- A three year trend of steady growth with significant increase on the Main Campus
- Note: due to state budget cuts during the 2003-2004 year, numbers of courses offered were reduced therefore causing a decrease in student headcount.

WHCL Gender:

GENDER	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	3398	62.14	3,168	63.23	3,473	63.01	3,597	61.84	4,015	62.07	4392	61.94
Male	2038	37.27	1,842	36.77	2,036	36.94	2,206	37.92	2,391	36.96	2650	37.37
Unknown/DTS	32	0.59	0	0.00	3	0.05	14	0.24	63	0.97	49	0.69
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- Overall Distribution of male/female students is stable.

WHCL Ethnicity:

ETHNICITY	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	109	1.99	201	4.01	239	4.34	336	5.78	365	5.64	327	4.61
African American	351	6.42	327	6.53	357	6.48	358	6.15	419	6.48	547	7.71
Filipino	220	4.02	190	3.79	213	3.86	215	3.70	239	3.69	274	3.86
Hispanic	1883	34.44	1,789	35.71	2,025	36.74	2,124	36.51	2,458	38.00	2803	39.53
Native American	70	1.28	69	1.38	80	1.45	70	1.20	79	1.22	86	1.21
Other	37	0.68	51	1.02	63	1.14	84	1.44	97	1.50	84	1.18
Pacific Islander	27	0.49	27	0.54	27	0.49	33	0.57	28	0.43	33	0.47
White	2573	47.06	2,185	43.61	2,275	41.27	2,298	39.50	2,444	37.78	2563	36.14
Unknown/DTS	198	3.62	171	3.41	233	4.23	299	5.14	340	5.26	374	5.27
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- African American, Native American, and Pacific Islander populations remain steady.
- Asian and Hispanic growth is steady but slower than statewide data.

WHCL Age:

AGE	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	1,386	25.35	1,204	24.03	1,437	26.07	1,515	26.04	1,578	24.39	1817	25.62
20-24	1,477	27.01	1,592	31.78	1,749	31.73	1,855	31.89	2,098	32.43	2194	30.94
25-29	722	13.20	721	14.39	764	13.86	826	14.20	959	14.82	1089	15.36
30-49	1,566	28.64	1,260	25.15	1,278	23.19	1,367	23.50	1,536	23.74	1651	23.28
50+	314	5.74	233	4.65	283	5.13	253	4.35	295	4.56	334	4.71
Unknown/DTS	3	0.05	0	0.00	1	0.02	1	0.02	3	0.05	6	0.08
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

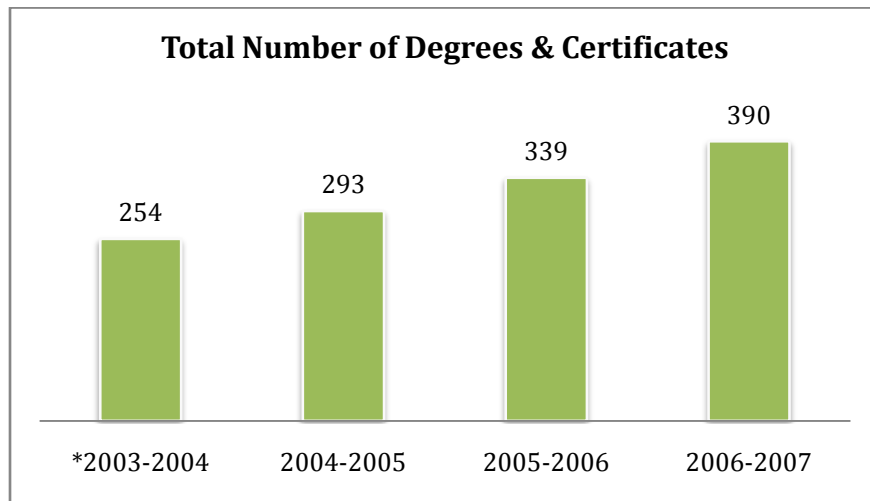
Source: WHCCD Data Warehouse

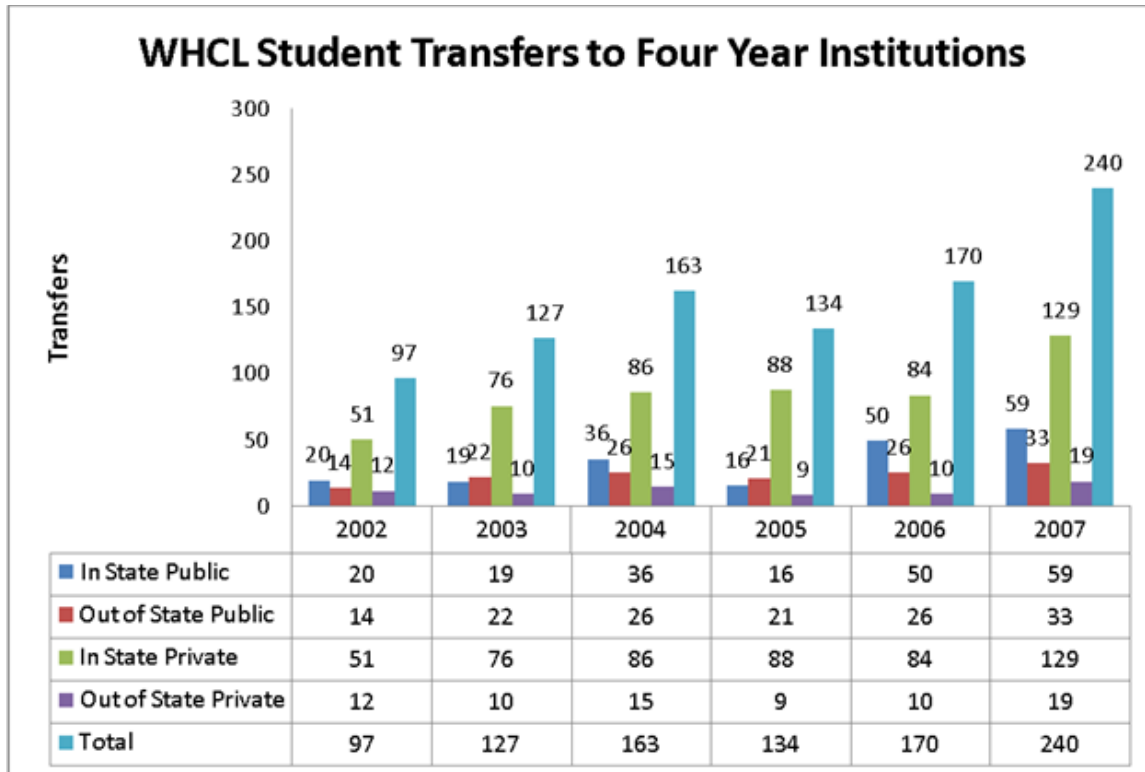
- Distribution of age is stable

WHCL AVERAGE RETENTION, 2002-2007

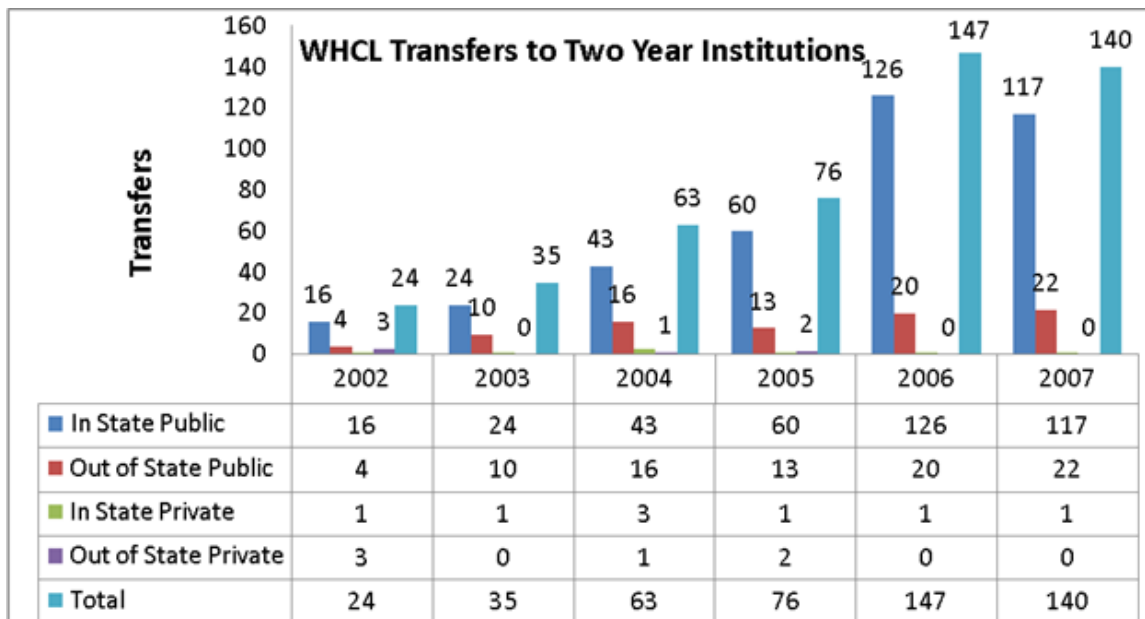
Program	Retention	Program	Retention
HRCM	90%	COLLEGE AVERAGE, 2002-07	79%
Geology	88%	Psychology	78%
Art	86%	Computer Information Systems	77%
Geography	85%	Health Science (General)	76%
Physics	85%	Math	75%
AOJ	84%	Teaching Assistant	75%
Child Development	82%	Business	71%
Communications	82%	Office Management	69%
Humanities	82%	Engineering	67%
Social Science	82%	Health Science (Pre-Professional)	66%
Physical Education	80%	Chemistry	61%
Biology	79%		

WHCL

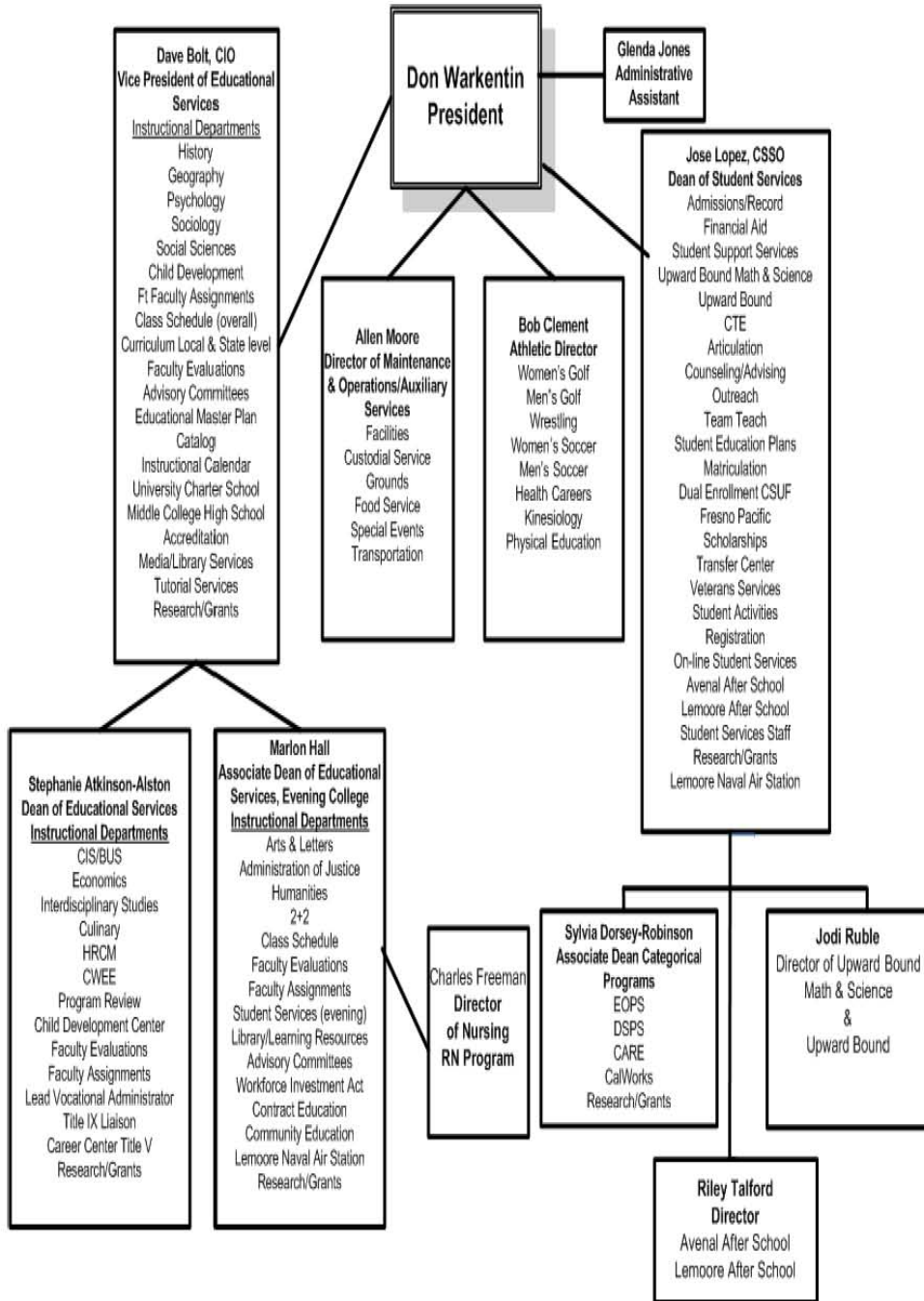


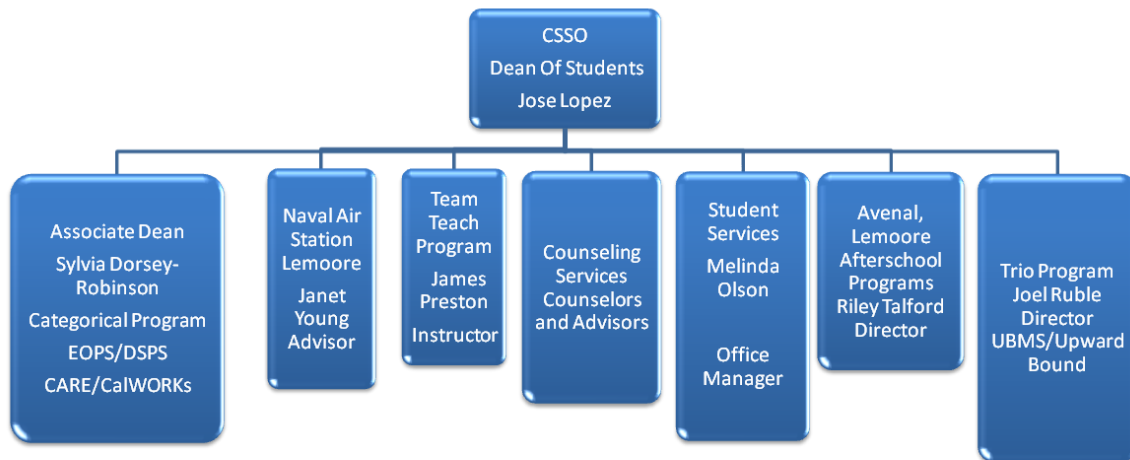


Source for both graphs: National Student Clearing House; WHCCD Data Warehouse
 Methodology: Students who completed at least 12 units at WHCCD before transferring to four year institution.



The college is organized in a traditional manner with a Vice President for Instructional Services (CIO) and a Student Services Dean (CSSO) who oversee their respective areas. Deans and Associate Deans are administrators who oversee other programs within these areas. The following organizational charts will reflect staffing at West Hills College Lemoore.





B. A brief overview of each of the four categorical programs to include number of staff, number of student served annually, facilities/location, and responses to or progress made towards recommendations from your last categorical program or fiscal review, as appropriate.

Matriculation

The West Hills College Lemoore matriculation program provides a process for admission; an orientation to college programs, services and procedures; pre-enrollment assessment and counseling for course selection; a suitable curriculum or program of courses; continuous follow-up on student progress with referral to support services when needed; and a program of institutional research and evaluation.

Admissions processes at WHCL occur primarily electronically. Students typically utilize the online application through CCCApply and the information is imported electronically into the college's Datatel management information system. Whenever application follow-up or additional processing is required it is handled by the WHCL Student Services Assistants or the Student Services Office Manager.

Assessment at WHCL is an organized institutional process that facilitates course placement and selection. This function is critical in determining students' skill level in mathematics, reading and writing and serves as a launch-board for student educational plans. WHCL has cross-trained six Advising Specialists to proctor and process the placement tests throughout the year. Testing is provided in multiple

locations and times across campus with accommodations for students with disabilities as necessary. The goal of WHCL assessment practices is to provide adequate opportunities for students to take advantage of this service. The college assessed over 1,000 students this past year.

Counseling and advising services are a critical component of the matriculation program. The interaction between the counselor/advisor and the student is vital to providing a rewarding college experience and successful matriculation. The focus of the program is to provide academic, career, transfer and personal counseling/advising to assist students in realizing their educational goals. The specific services provided are:

- Assistance in completing the application for admission.
- Orientations to inform students about their college options, programs, services, activities, policies, rights and responsibilities.
- Assistance in utilizing assessment results for appropriate course placement and educating students regarding how their skills relate to academic success.
- Assistance in understanding the entire range of educational opportunities available including vocational, transfer, certificate/degree, and other personal objectives.
- Assistance with career decision making through personality assessment, individual and or group counseling, classes and referrals to the Career/Transfer Center.
- Follow up and counseling services to students experiencing personal/academic problems and making appropriate referrals to: community mental health agencies, Financial Aid, Tutoring, Writing labs, Math labs, DSP&S, and EOPS.

In the 06-07 school years, there were 926 students who matriculated to WHCL. This number reflects those students who participated in assessment, orientation, and/or had contact with a counselor or advisor. There are many more students who took advantage of individual matriculation services in the 06-07 school year; however, for purposes of defining and identifying a matriculated student, the student must have met the aforementioned criteria. All students are afforded the opportunity to utilize the matriculation services; however, not all students elect to participate.

The Administration/Student Services Building is the primary point of contact for matriculation. The student services department has three full-time Student Services Assistants and an Office Manager all located in the lobby area within this building. Additionally, the majority of the counselors and advisors and categorical programs are housed in the administration building. The matriculation funded staff includes a coordinator who is a counselor with 25% matriculation load; five adjunct counselors, one full-time advising specialist, and a part time test proctor. The matriculation program also funds a proportionate amount of time of

three additional full-time counselors, a program development assistant, and the three aforementioned student services assistants.

The college has not had to respond to any recommendations from the last categorical program or fiscal review as this is the second year of full accreditation.

EOPS/CARE

The Extended Opportunity Programs and Services (EOPS) provides over and above supplements to the regular educational programs at WHCL. This is done to encourage the enrollment and retention of students challenged by language, social, and economic disadvantages. EOPS and its companion program CARE (Cooperative Agencies Resources for Education), facilitate the successful completion of participating students' educational goals and objectives. Located in the Student Services Office area are five staff members working directly in the EOPS/CARE programs. Supervising the program and staff is one Associate Dean who also supervises two other categorical programs and one secretary who has responsibilities in those programs as well. Additionally, there are two counselors and one advising specialist serving the EOPS/CARE student population.

In the 06-07 school year, 221 students were served in EOPS and 75 students in CARE. In the 07-08 school year there were 268 students served in EOPS and 52 in CARE.

Because WHCL was recently established as a comprehensive, accredited college in June 2006, there are no recommendations from prior categorical or fiscal reviews.

Disabled Student Program and Services

The mission of West Hills Community College Disabled Student Programs and Services (DSP&S) is to provide equal access to education for disabled students in order that each student has the opportunity to realize his/her full potential. This is accomplished, in part, by providing academic accommodations and support services to students with physical, learning and psychological disabilities. Currently there is fourteen staff supporting the DSP&S students and one volunteer. The certificated staff is composed of the Associate Dean, two DSP&S Counselors and five faculty (one full-time and three part-time). The classified staff consists of one High Technology/Access Specialist, two Learning Skills Program Assistants, one secretary, one part-time mobility driver, and one student driver.

The DSP&S staff is comprised of not only individuals with a variety of education and experience levels, but ethnic groups as well. Of the 14 staff, ethnic diversity is well represented (three- African-Americans, nine Caucasians and three Hispanics).

The student population has continued to grow, going from 356 in 2005-06 to currently 424 students; representing a wide range of individual with disabilities.

DSP&S services are provided in the Administration Building as well as in the Learning Resource Center. In the Administration Building, students are able to meet with a counselor and communicate with the Associate Dean and secretary. In the Learning Resource Center, students are also able to meet with a counselor, access the DSP&S lab, and receive services from the High Technology/Assistive Specialist and Learning Skills Program Assistants.

The college has not had to respond to any recommendations from the last categorical program or fiscal review as this is the second year of full accreditation.

CalWORKs

The CalWORKs Program served approximately 205 students for 2006-2007.

The program is located in the Career/Transfer Center, room 270. The program is strategically located there to provide students with access to computer work stations, program staff, and in close proximity to additional educational and employment resources.

Currently there are four staff supporting the CalWORKs program; an Associate Dean of Categorical Programs, one full time advising specialist, one counselor and a career technician who are full-time but share portions of their time with other programs.

The college has not had to respond to any recommendations from the last categorical program or fiscal review as this is the second year of full accreditation.

II. Collegewide Student Services Integration and Coordination

This section should summarize responses for Student Services as a whole. If there are specific issues for one or two programs, those issues should be described in the appropriate program-specific section.

A. How these four categorical programs work with each other and with other student services programs.

WHCL benefits from the structure and organization of the student services department. Not only is the staff competent in their respective areas, but the culture of the department is such that it encourages communication, collegiality, and support. There is one vision for student services- student success. It is communicated by the Dean of Student Services and passed down to the categorical programs by the Associate Dean and the Matriculation Coordinator. This is reflected and enhanced by the participation and membership of staff in campus wide committees that contribute to institutional effectiveness, planning and sound decision making. As a testimony to this systemic process, the Dean of Student Services holds counseling and advising (C&A) meetings twice a month. These meetings include standing items for each of the categorical programs and committee members to report on campus activities. It is important to note that every counselor and advisor on campus (general, federal categorical and state categorical) participates in the meetings. WHCL is fortunate to have the benefit of the vast majority of the staff located in the administration building.

Additionally, EOPS/CARE, CalWORKs, and DSP&S work closely together; this occurs in many different ways. These programs share a director, the Associate Dean of Categorical Programs. There are monthly staff meetings which deliberately occur right after the counseling and advising meetings. At these meetings each area provides updates and information to the other categorical staff. The purpose of the meeting is for the programs to be of one accord while respecting the individual purpose and intent of each categorical program. This is done by engaging staff in shared decision making for the improvement of all of the programs and identifying ways to serve students and avoid duplication of services. This cohesion of services creates a wrap-around service delivery system for our students

B. How student services works with instruction, institutional research, and the management information systems (MIS).

Student Services works with instruction in a number of venues at WHCL. The Deans meet with the President, program directors, and representatives from the academic area on a monthly basis. Counselors also serve on the Academic Senate, Curriculum Committee, Basic Skills Committee, Bookstore Committee,

Planning and Governance as well as on the Student Success Committee. Additionally, each counselor on staff serves as a liaison to an instructional learning area and attends that department meeting as a representative of student services. This allows for open communication between student services and instruction. At the C&A meetings, the counselor liaison, and as needed the instructional services faculty, deans and directors, present updated reports to the group and/or pass along relevant information to other student services personnel.

A good working relationship exists between the student services department and the Director of Institutional Effectiveness and Planning (WHCCD's Institutional Researcher). The Director of Institutional Effectiveness and Planning provides timely and updated demographic statistical reports that enable the student services staff to analyze and make decisions related to retention, persistence, and success. In addition, the Director of Institutional Effectiveness and Planning customizes reports for the end user and assist in the development, implementation, compilation, and analysis of surveys. Support of program review and student learning outcomes data and training is also provided by the Director of Institutional Effectiveness and Planning. While the Director of Institutional Effectiveness and Planning is a district office employee, he and/or his staff are frequently on the WHCL campus, attend meetings and make themselves available for individual consultations and committee work.

Student Services staff interacts with management information systems (MIS) through training provided on new screens or updates on DATATEL. For MIS reporting, counselors and advisors work with IT specialists to check each others' data for accuracy before it is sent to Sacramento. The Matriculation Coordinator, the Associate Dean of Categorical Programs and the Dean of Students receive MIS reports on a regular basis and these are shared with staff when appropriate. Student services staff work closely with IT staff during the implementation of new programs. Additionally, IT staff is available for on-site training and review of the data elements as well as to collaborate with student services staff to ensure accuracy of MIS reports.

It is important to note that the Instructional Services, Institutional Research, and IT Departments are all genuinely interested in working collaboratively with the Student Services Department and each other for the benefit of students. A perfect example of this collaboration is the Xtreme Registration event. Members of each area volunteer their time to make this event a success every semester. The participation has grown to over 135 volunteers, which include faculty, staff, administration, and district office staff.

C. How are these programs integrated with student equity planning and other strategic planning initiatives of the college?

The Student Equity plan was last updated in January of 2005, before WHCL was accredited as a comprehensive college. Therefore it reflects both West Hills College Coalinga (WHCC) and WHCL as one institution. It is the intention of the Dean of Student Services to create a WHCL Student Equity Plan during the 2008-2009 academic school year. The Dean of Student Services will incorporate the student success and access mandates of the categorical programs within the framework of the WHCL Student Equity Plan. The Dean of Students will establish a timeline for completion of the Student Equity Plan that involves the consultation of representatives of the categorical programs. In addition, the timeline will include dissemination of the WHCL student equity plan through the shared governance strategic planning process.

The categorical program staff are involved in many aspects of strategic planning across campus as evidenced in constituency membership of the WHCL Strategic Planning Team, the Planning and Governance Committee, the Budget Committees, the Educational Master Plan committee and various other standing and ad hoc committees. The staff lends a voice to the access, success, and persistence issues on the various committees reflective of the needs of the categorical programs.

D. How effective the programs are in enabling success for underprepared and underrepresented students? (i.e., are they using data to reassess how services are provided?)

Analysis of student access and success reveals that an overwhelming majority of students in WHCL categorical programs are performing as well as or better than students not participating in categorical programs as evidenced by the table on the following page.

West Hills College Lemoore Revision date: 6/30/2008	All Students	% of all	EOPS (Non- CARE)	% of EOPS	% of all	CARE	% of CARE	% of all	DSP&S	% of DSP&S	% of all	Cal WORKs	% of CalWORKs	% of all
GENERAL DATA														
Total Students	6,469		221	100.0%	3.4%	75	100.0%	1.2%	424	100.0%	6.6%	205	100.0%	3.2%
Enrolled in CREDIT	6,211	96.0%	221	100.0%	3.6%	75	100.0%	1.2%	234	55.2%	3.8%	201	98.0%	3.2%
Credit FTES	2,631	40.7%	216	100.0%	8.2%	66	99.7%	2.5%	154	32.0%	5.9%	144	99.5%	5.5%
Enrolled in NONCREDIT	357	5.5%	18	8.1%	5.0%	6	8.0%	1.7%	215	50.7%	60.2%	19	9.3%	5.3%
Noncredit FTES	344	5.3%	0.00	0.0%	0.0%	0.2	0.3%	0.1%	327	68.0%	95.0%	0.70	0.5%	0.2%
ACCESS														
GENDER														
Female	4,015	62.1%	167	75.6%	4.2%	74	98.7%	1.8%	192	45.3%	4.8%	167	81.5%	4.2%
Male	2,391	37.0%	54	24.4%	2.3%	1	1.3%	1.3%	207	48.8%	8.7%	38	18.5%	1.6%
Unknown /DTS	63	1.0%	0	0.0%	0.0%	0	0.0%	0.0%	25	5.9%	39.7%	0	0.0%	0.0%
AGE GROUP														
< 20	1,578	24.4%	54	24.4%	3.4%	6	8.0%	0.4%	50	11.8%	3.2%	15	7.3%	1.0%
20 - 24	2,098	32.4%	82	37.1%	3.9%	25	33.3%	1.2%	119	28.1%	5.7%	88	42.9%	4.2%
25 - 29	959	14.8%	26	11.8%	2.7%	20	26.7%	2.1%	59	13.9%	6.2%	47	22.9%	4.9%
30 - 49	1,536	23.7%	51	23.1%	3.3%	24	32.0%	1.6%	140	33.0%	9.1%	53	25.9%	3.5%
50 +	295	4.6%	8	3.6%	2.7%	0	0.0%	0.0%	56	13.2%	19.0%	2	1.0%	0.7%
Unknown/DTS	3	0.0%												
RACE/ETHNICITY														
African-American	419	6.5%	19	8.6%	4.5%	12	16.0%	2.9%	56	13.2%	13.4%	28	13.7%	6.7%
Asian	365	5.6%	1	0.5%	0.3%	1	1.3%	0.3%	4	0.9%	1.1%	3	1.5%	0.8%
Filipino	239	3.7%	3	1.4%	1.3%	0	0.0%	0.0%	6	1.4%	2.5%	5	2.4%	2.1%
Hispanic	2,458	38.0%	140	63.3%	5.7%	39	52.0%	1.6%	152	35.8%	6.2%	97	47.3%	3.9%
Native American	79	1.2%	7	3.2%	8.9%	0	0.0%	0.0%	6	1.4%	7.6%	5	2.4%	6.3%
Other	97	1.5%	4	1.8%	4.1%	0	0.0%	0.0%	9	2.1%	9.3%	1	0.5%	1.0%
Pacific Islander	28	0.4%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
White	2,444	37.8%	42	19.0%	1.7%	19	25.3%	0.8%	178	42.0%	7.3%	60	29.3%	2.5%
Unknown/DTS	340	5.3%	5	2.3%	1.5%	4	5.3%	1.2%	13	3.1%	3.8%	6	2.9%	1.8%
DISABILITY														
Primary Disability	412	6.4%	42	19.0%	10.2%	9	12.0%	2.2%	412	97.2%	100.0%	18	8.8%	4.4%
Secondary Disability	32	0.5%	0	0.0%	0.0%	0	0.0%	0.0%	32	7.5%	100.0%	1	0.5%	3.1%
Dept. of Rehabilitation	36	0.6%	9	4.1%	25.0%	0	0.0%	0.0%	34	8.0%	94.4%	0	0.0%	0.0%

The Dean of Instruction has established a comprehensive timeline for program review and mid-term reporting which is the mechanism for evaluating program effectiveness. This process includes both instructional and non-instructional programs, specifically categorical programs. A comprehensive, ongoing training timeline supports the categorical staff in analyzing data reflective of their programs, particularly students' success and access of underrepresented programs. During the program review process, the Director of Institutional Effectiveness and Planning provides program specific data. Categorical programs use this data to evaluate program effectiveness and implement improvements for student success and access. This process activates the mechanism for strategic planning; which includes the budget allocation committee.

E. How the program directors/coordinators and the business office work together to monitor allowable expenditures and reconcile fiscal reporting.

Program directors, deans, and support staff work closely with the district business office through frequent and ongoing meetings and communications; when necessary, individual consultations are also scheduled. The Matriculation Coordinator, Dean of Students and Associate Dean outline the fiscal management plan in the program plan or the expenditure sheet which is developed and reviewed by the business office. Those documents are approved by the Dean of Students, President, and Vice Chancellor of Business Services prior to submittal to the System Office. These documents are maintained in the business office and serves as a resource and reference for allocations and reporting to the WHCCD Board of Trustees.

The Datatel system provides up-to-date line item expenses and tracks expenditures throughout the year. The system prevents any final procurement before all signatures are collected. The District Office has made themselves available to provide its expertise in fiscal planning and year end close outs. Appropriate categorical and business office staff has access to the same fiscal information in Datatel.

III. Program-Specific Self-Evaluation

Matriculation: Credit and Non-Credit

- A. *Management Information System (MIS) Data Reporting - For access, progress and success, MIS data for the prior three years (2005-06, 2006-07, and 2007-08) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.*

Questions for Analysis:

1. *How is the categorical program director involved in the review of MIS data before it is submitted to the System Office?*

At least once a semester, usually at the beginning, the Matriculation Coordinator conducts training at the regularly scheduled counseling and advising meeting. This training covers how to properly input the MIS student data so that all contacts can be extracted. The District Programmer/Analyst extracts the MIS data from Datatel and places it into a readable Excel format for review by the Matriculation Coordinator. The data is put into tabular reports to help identify weaknesses; as well as measure overall counts more easily. The Coordinator reviews the data for accuracy. Prior to the final extract, the Matriculation Coordinator in collaboration with the Dean of Students notifies students services personnel that all appropriate and/or corrected data must be input into the system by a specified date. Student Services personnel correct and update the data before the date specified. The final data extract occurs at this point and is sent to the System Office.

2. *Do the data appear to be accurate? Do the numbers of students in the MIS report match your program records?*

The overall count of students in the matriculation report is accurate given the enrollment at the college. For the matriculation program, the number of students in the MIS report matches the program records, because the data that is being reported is filed electronically into the very database used for reporting. In the matriculation program, the majority of documentation is housed in the MATI screen of Datatel; the MIS reporting software reads these same fields. Additionally, transcripts from other colleges are scanned into an electronic database as are the student education plans. These electronic files are available to counselors and advisors and become an official part of the student files. Students in the categorical programs are included in Matriculation. However, the data

relies on counselors/advisors to hand input the correct contact codes for every individual contact they have with students. The only concern related to the data is that it is dependent on individual counselor/advisor input and it is difficult to validate the accuracy.

3. *If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.*

The CCC System Office began clarification of the data in 2007 that stated SM01 is an “informed goal after receiving matriculation services” has caused a change in the process for the Counseling/Advising staff. Prior to the summer of 2007, the informed education goal data was downloaded automatically from the online application and was not “informed.” Instead it represented data provided by the student on the application for admission without any direction, consultation, or feedback from counselors/advisors. To solve this problem, Datatel was reprogrammed in summer of 2007 and all records housed in this section of Datatel were eliminated. Essentially, the SM01 data then needed to be hand input. In order to successfully transition through this process, the Matriculation Coordinator needed to be trained and then train all counselors/advisors to input this data individually as they meet with students. This training occurred late November of 2007. Consequently, the data is not wholly reflective of the services being provided, however, the data should be more accurate and continue to improve with each consecutive semester.

SM12 “Counseling/Advising-Services” and SM13 “Academic- Follow-up-Services” reporting is improving each semester; however, it does not appear that the counselors and advisors are capturing all of our counseling and follow up services. Since the summer of 2007 the counselors/advisors have done a better job of documenting individual appointments and coding them correctly into Datatel; therefore the data is improving. Since our college was accredited in the summer of 2006, the matriculation coordinator has provided training at the counselor/advisor meetings and has been available to better assist in improving the data.

- B. *Access - Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.*

Questions for Analysis:

1. *How does the program compare with the total college demographic data?*

<i>West Hills College Lemoore Revision</i> <i>date: 6/30/2008</i>	All		*Matric	% of	
	Students	% of all		Matric	% of all
GENERAL DATA					
Total Students	6,469		926	100.0%	14.3%
Enrolled in CREDIT	6,211	96.0%	922	99.6%	14.8%
Credit FTES	2,631	40.7%	434	46.8%	7.0%
Enrolled in NONCREDIT	357	5.5%	37	4.0%	0.6%
Noncredit FTES	344	5.3%	3	0.3%	0.1%
ACCESS					
GENDER					
Female	4,015	62.1%	534	57.7%	8.6%
Male	2,391	37.0%	387	41.8%	6.2%
Unknown /DTS	63	1.0%	5	0.5%	0.1%
AGE GROUP					
< 20	1,578	24.4%	361	39.0%	5.8%
20 - 24	2,098	32.4%	223	24.1%	3.6%
25 - 29	959	14.8%	140	15.1%	2.3%
30 - 49	1,536	23.7%	185	20.0%	3.0%
50 +	295	4.6%	16	1.7%	0.3%
Unknown/DTS	3	0.0%	1	0.1%	0.0%
RACE/ETHNICITY					
African-American	419	6.5%	71	7.7%	1.1%
Asian	365	5.6%	22	2.4%	0.4%
Filipino	239	3.7%	64	6.9%	1.0%
Hispanic	2,458	38.0%	329	35.5%	5.3%
Native American	79	1.2%	11	1.2%	0.2%
Other	97	1.5%	11	1.2%	0.2%
Pacific Islander	28	0.4%	8	0.9%	0.1%
White	2,444	37.8%	361	39.0%	5.8%
Unknown/DTS	340	5.3%	49	5.3%	0.8%
DISABILITY					
Primary Disability	412	6.4%	36	3.9%	0.6%
Secondary Disability	32	0.5%	1	0.1%	0.0%
Dept. of Rehabilitation	36	0.6%	4	0.4%	0.1%
FINANCIAL AID					
Not Received	3,888	60.1%	471	50.9%	12.1%
Received	2,581	39.9%	455	49.1%	17.6%
BOG Waiver	2,492	38.5%	435	47.0%	17.5%
PELL Grant	1,450	22.4%	281	30.3%	19.4%
Other	1,068	16.5%	191	20.6%	17.9%

In the 06-07 school year, 6,469 total students enrolled at WHCL; 30% are considered full time students with a credit load of 12 or more units. For purposes of this report, a matriculated student is defined as one who participated in assessment, orientation, and/or had contact with a counselor or advisor.

When reviewing the statistics, the following statements can be made with a 95% certainty that the statistical differences are not due to chance. With respect to gender breakdowns, there are 4.4% fewer women represented in the matriculation program as compared to females in the college population. However, 4.8% more men participate in the matriculation program as compared to males in the general college population.

With respect to ethnicity, the African-American, Hispanic, Native American, Pacific Islander, and Caucasian students participate in the matriculation program at about the same rates (no statistical significance) when compared to the same sub-groups of the general population. The Filipino students are matriculating at a rate 3.2% better than the general student population. However, Asian students are only matriculating about half as well when compared to the number of Asian students in the general population (2.4% vs. 5.6%).

Students under the age of 20, matriculate at a much better rate when compared to students aged 20 or younger in the general student population (39.0% vs. 24.4%). Students ages 25-29 and 30-49 are matriculating at about the same rate as their respective age groups in the general student population. However, students aged 20-24 and 50 and older are not well represented in the matriculation population.

Approximately 10% of WHCL students are English Language Learners. However, data regarding English Language Learners and students' informed educational goal was not available for review and comparison between the matriculation program and the general student population.

Students who receive the BOG Waiver or the Pell Grant are more likely to matriculate when compared to the general student population (47% vs. 38.5% and 30.3% vs. 22.4% respectively.)

The proportion of students with a disability who matriculate is about half in comparison to the general student population with a disability (3.9% vs. 6.4%). Students with a disability represent 6.4% of the general population; however they only represent 3.9% of the matriculation program.

2. Describe the areas where you have concerns about access.

The Matriculation Program has concerns about access for female students, Asian students, students ages 20-24 and over 50, and students with a disability. The Matriculation Coordinator and Associate Dean of Categorical Programs suspect that the students with disabilities are receiving the services and matriculating; however, the data is not being captured or input to reflect this.

3. Please describe any plans in place for improving access.

The following plans are in place for improving access:

- Sending an email to all students informing them about matriculation and the services available and inviting them to participate.
- Providing sessions of New Student Orientation during Welcome Week.
- The Student Success Committee is exploring mandating orientation and proposing this through the governance process.
- The Matriculation Coordinator and counselors will also visit classes and make presentations about services available and student education plans.
- Utilizing the Student Portal to promote and advertise matriculation services.

4. What programs and services do you feel specifically contribute to student access at your college? Why?

The following programs and services contribute to student access at WHCL:

- “Xtreme Registration” is offered from 6:00 PM until 12:00 AM on the Friday prior to the start of each semester. It provides a one-stop shop approach for students to take advantage of all the services necessary for enrolling for the semester including application assistance, new student orientation, assessment and counseling/advising.
- Online application, registration and new student orientation provide a mechanism for students to get services in a non-traditional format and at whatever time is convenient.
- The majority of matriculation services are provided in one location allowing for easy access for students.
- The majority of categorical programs are housed in the same location as most of the matriculation services; this allows for increased communication, easy accessibility and a strategic and efficient approach to services for students.

C. *Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.*

Questions for Analysis:

1. How well do the students served by your program perform compared to the total college population?

West Hills College Lemoore Revision date: 6/30/2008	All Students	% of all	*Matric	% of Matric	% of all		
GENERAL DATA							
PROGRESS							
PERSISTENCE							
Enrolled in Fall 06	3,850	59.5%	501	54.1%	13.0%		
Persisted to Spring 07	2,476	64.3%	383	76.4%	15.5%		
<i>Fall 06 to Fall07</i>	1,647	42.8%	262	52.3%	15.9%		
COURSE COMPLETION - Enrollment and success is based on duplicated enrollments							
DEGREE APPLICABLE							
Attempted	20,717	100.0%	3362	100.0%	16.2%		
Successful	12,982	62.7%	2115	62.9%	16.3%		
BASIC SKILLS							
ESL							
Attempted	40	0.6%	9	100.0%	22.5%		
Successful	34	85.0%	9	100.0%	26.5%		
ENGLISH							
Attempted	385	6.0%	135	100.0%	35.1%		
Successful	217	56.4%	71	52.6%	32.7%		
MATH							
Attempted	321	5.0%	103	100.0%	32.1%		
Successful	210	65.4%	69	67.0%	32.9%		
WORKFORCE DEVELOPMENT - Enrollment & success is based on duplicated enrollments							
Apprenticeship (SAM = A)							
Attempted	0	0.0%	0	0.0%	0.0%		
Successful	0	0.0%	0	0.0%	0.0%		
Adv. Occupational (SAM = B)							
Attempted	97	100.0%	15	100.0%	15.5%		
Successful	59	60.8%	6	40.0%	10.2%		
Clearly Occupational (SAM = C)							
Attempted	4,226	100.0%	523	100.0%	12.4%		
Successful	2,714	64.2%	322	61.6%	11.9%		

In the degree applicable courses and vocational courses (WORKFORCE DEVELOPMENT as indicated on the chart) students perform about the same as students in the college population.

When comparing student progress in the ESL classes; all nine matriculated students successfully passed the courses as compared to 85% of the general student population who took ESL. Although the sample size is quite small (40

students total, 9 matriculated) it is noteworthy that those students who received matriculation services all succeeded.

When reviewing the English courses, the students in the matriculation program have slightly lower success rates than the general student population (52.6% vs. 56.4%); however, the data demonstrates that the students in the matriculation program actually attempt English at a much higher rate than the general population (35.1% compared to 6.0%). This is significant because it indicates that students who receive services are being directed to take English.

In the Math courses the students in the matriculation program perform about the same as the students in the general student population (67% vs. 65.4%). However, like English, students in the matriculation program attempt Math courses at a higher rate than the general student population (32.1% vs. 5%). This indicates that the matriculation program has a positive impact on student progress as both Math and English are necessary courses for both foundational skills development and most educational goals.

Data regarding academic and progress dismissal was not available for review and comparison.

When comparing persistence, the data indicates that matriculation has a positive impact on student progress. Students in the matriculation program persisted 12.1% better than the general student population from fall 2006 to spring 2006 (76.4% vs. 64.3%). The fall 2006 to fall 2007 persistence rates indicates an improvement in the matriculation program of 9.5% (52.3% vs. 42.8%).

2. Describe areas where you have concern about student progress.

There are no significant concerns related to student progress in the matriculation program at this time.

3. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

The following programs and services contribute to student progress at WHCL:

- The Early Alert system allows for early identification and intervention for students who have barriers to success in their classes.
- Counselor follow up with instructors and students as a result of the Early Alert system provides appropriate services and referrals for students.
- The tutoring program provides a mechanism for success in classes that are challenging for students.

- Providing a dedicated Advising Specialist for the Basic Skills students allows for more personal and sustained follow up.
- There is both a dedicated English Lab and Math Lab available to students. The labs are staffed by full-time faculty in those learning areas for assistance with homework, content area questions and to discuss ways to overcome obstacles.
- Although data was not provided on academic progress dismissal for purposes of this report, the District Director of Enrollment does provide semester reports to the Dean of Students and follow up occurs with these students via a letter recommending they meet with a counselor.

D. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

Questions for Analysis:

1. How well do the program students perform compared to the total college population?

West Hills College Lemoore Revision date: 6/30/2008	All Students	% of all	*Matric	% of Matric	% of all
GENERAL DATA					
ACADEMIC SUCCESS					
Degree	349	5.4%	27	2.9%	7.7%
Certificate	24	0.4%	2	0.2%	8.3%
Transferred to 4-Year	1,544	23.9%			
<i>Unduplicated Success Rate</i>	1,725	26.7%			
Transfer Directed	762	11.8%			
Transfer Prepared	572	8.8%			

Students in the matriculation program perform better overall in completing their educational goals. The percentage of students in the matriculation program who complete associates degrees is 7.7% as compared to 5.4% of students in the general population. For certificates, matriculated students complete certificates at a rate of 8.3% which is significantly higher than students in the general population (0.4%).

Data regarding number of transfer prepared students and number of transfer students was not available for review and comparison.

Data regarding the achievement rate of non-credit educational goals was not available for review and comparison.

2. Describe areas where you have concern about student success.

There are no significant concerns related to student success in the matriculation program at this time.

3. What programs and services do you feel specifically contribute to the success of students at your college? Why?

The following programs and services contribute to student success at WHCL:

- New student orientation outlines the requirements for associate degrees, transfer pathways, and certificate programs.
- Counselor interaction with students in the completion of a student education plan clarifies goal requirements and provides a planning mechanism for students.
- There is a dedicated transfer/career center with a full time counselor who assists students in identifying and working toward their educational goals.
- The Engineering Scholars Program and the Team T.E.A.C.H program identify students with specific education goals and provide appropriate support and in-depth services to enable students to succeed.
- There is a dedicated counselor to assist nursing students in realizing their educational goals.

E. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the program at the college.

Questions for Analysis:

1. What are the SLOs for the program?

- 1.) After completing a student educational plan (SEP), students will make progress towards their informed educational goal.
- 2.) After completing orientation, students will understand that they need to meet with a counselor to formalize their educational plan.
- 3.) After completing orientation, students will know that the preferred method of communication between the district and them is via their West Hills College student email account.
- 4.) After taking the assessment test, students will register for the appropriate classes.

5.) After meeting with a counselor or advisor for academic follow up, students will be given the information necessary to be successful.

2. What process was used (or plan to use) to develop these outcomes?

The Matriculation program has completed both program level outcomes and student learning outcomes. The program level outcomes were completed in March of 2007 when the Matriculation Program Review Midterm Report was due. The mid-term report is designed to review and assess the program outcomes. The original program review was completed as a district wide program review as it was prepared before Lemoore received accreditation as an independent college. In reality, the mid-term report was prepared to reflect Lemoore's program outcomes independently. The program level outcomes were written based upon the Strategic Plan for the college; the outcomes of Matriculation are aligned with the goals outlined in the West Hills College Lemoore Strategic Plan. The midterm report was written by a team comprised of two counselors (one is the transfer/career counselor, the other is the Matriculation Coordinator), an advising specialist and the Director of Institutional Planning and Effectiveness.

Once the program outcomes were written; the Matriculation Coordinator formed a committee of counseling faculty and the Director of Institutional Effectiveness and Planning that met multiple times to write the student learning outcomes. The goals of the college's Strategic Plan and the matriculation regulations provided the framework and direction utilized to identify and write appropriate student learning outcomes.

3. What types of activities are you conducting in order to achieve these outcomes?

Activities for:

SLO #1-After a Student Educational Plan is on file and the student meets with a counselor or advisor for follow up, the student's goals are reviewed to ensure that the student is making progress. If necessary, the SEP is updated or changed to reflect the student's current educational goal. If the student is not making progress, the counselor may refer students to additional academic and health support services or appropriate programs to ensure success. Counselors also respond to Early Alert forms from faculty to check in with students who are not succeeding in a class or who have barriers inhibiting their progress.

SLO #2- All new students are sent a letter prior to the start of the fall semester and informed of the new student orientation and invited to attend. At the new student orientation, students are educated about the value of meeting with a counselor and completing a Student Education Plan. This message is reinforced when the orientation covers students' rights and responsibilities during the

orientation- students are informed that they have the responsibility to obtain a SEP. Counselors and advisors also go into basic skills and general education classes and reinforce this message through announcements. Additionally, completion of a SEP is a course assignment for the IS 1 College Success Class. It is the common practice by the counselors to initiate the SEP with students the first time a student meets with a counselor.

SLO #3- During the face-to-face orientation students are informed that they need to utilize their West Hills College student email. This is covered several times and is also illustrated on two different PowerPoint slides. In the online orientation this information is covered and reinforced.

SLO #4- Upon completion of the assessment test the student is handed a form that indicates their raw score on the test and interprets for them what Mathematics and English courses to take. The counselors and advisors also utilize the placements when assisting students with course selection.

SLO #5- When a counselor meets with a student as a result of an Early Alert, the counselor assesses the students' needs and assists the student in meeting those needs. Often a referral to tutoring, academic support, or other outside agencies is generated as a result of the appointment.

4.How are you assessing the achievement of the outcomes?

For SLO #1, the achievement of the outcomes is assessed by coding in Datatel the informed educational goal and updating the major in SACP. The completion rates are tracked by cohort and checked to ensure that students are progressing toward their educational goal as stated in the SEP.

For SLO #2, the achievement of the outcomes is assessed using a pre- and post survey. The survey question is "Who do you meet with to identify the courses needed to reach your educational goal?" and the answer options are: Instructor, Financial Aid, Friends, and Counselor.

For SLO #3, the achievement of the outcomes will also be measured utilizing the pre- and post-survey. The survey question is "Which email should you use for online classes and for correspondence with the campus?" and the answer options are: Home email, whccd.net, parent's email, or work email.

For SLO #4, the achievement of the outcomes is assess by identifying a cohort of students who took the placement test and check their schedule to determine whether they have registered for the appropriate classes.

For SLO #5, the achievement of the outcomes is measured by tracking the Early Alert students and their success rates.

5. How have you used the assessment information to improve the services?

As a result of the assessments completed at the Spring 2008 New Student Orientation, wherein 42.8% of the students did not know that the preferred method of communication between the district and them is via their West Hills College student email account; the Matriculation Coordinator has identified the need for further and more specific training to be given to the staff providing new student orientation services. Additionally, the Matriculation Coordinator added slides to the face-to-face orientation PowerPoint that further emphasize student usage of the WHCCD email and completion of a SEP. In developing the script for the online orientation, content was added to reinforce the message that the WHCCD email is the main form of communication utilized by the district.

- F. *Compliance - Provide an overview of how each program is meeting the applicable minimum requirements of the federal laws and regulations, California Education Code, Title 5 regulations, Budget Act Language and/or program guidelines. The key areas to be reviewed include: 1) student eligibility, 2) student services, 3) program requirements, and 4) funding, expenditures, and accountability. The review should clearly demonstrate that the programs are responsibly handling categorical dollars.*

Student Eligibility

The Matriculation process is a comprehensive and integrated set of services designed to enhance student retention and persistence, and thereby contribute to the educational opportunities of all students. Matriculation provides and coordinates fundamental student services, including admissions and orientation assistance, general assessment, counseling/advisement, and follow-up assistance to all non-exempt, students in credit and noncredit Matriculation programs. Please provide a copy of your Board approved exemption policy for Matriculation.

Student Services

Admissions

The admissions component is the first opportunity for the potential student to declare an educational goal and to identify any supportive or language needs that may be critical to the student's successful enrollment.

Are there significant student populations on campus that speak primary languages other than English? If yes, are there application materials available for these students in their native languages?

West Hills College Lemoore has identified a significant Spanish speaking population on campus. Application materials are available in Spanish for these students. Students can choose to complete an online Spanish version of the application or a paper Spanish version of the application. The online application is available in both English and Spanish; at any time students can switch between languages by clicking a button. This function allows students to interpret and answer each question in the language in which they feel most comfortable and proficient. In addition, Spanish speaking student services personnel are available to assist students with the application.

(Title 5 - 55520(a); 55522; 55510(a)(4))

Orientation

The orientation component signals the student's introduction to the college environment and provides the opportunity for the student and counselor/advisor to interact while exposing the student to the college's programs, services, facilities and grounds, academic expectations and institutional procedures.

1. What modes of orientation are available to students?

West Hills College Lemoore offers multiple sessions of face-to-face orientation prior to the start of each semester. It is offered in conjunction with "Xtreme Registration," an event that occurs on our campus the Friday before the beginning of the fall and spring semesters. The event occurs in the evening and the different orientation sessions are offered between the hours of 6 p.m. and midnight. In addition to the face-to-face orientation format, an online orientation has been developed, filmed, and is in the final stages of production. The goal is to have it ready and in use prior to the fall 2008 semester.

2. What topics are covered in orientation? Is there a script, PowerPoint presentation or outline available? If yes, please provide a copy.

Orientation covers a variety of information that a committee of college faculty, staff, and administrators identified as necessary to student success. Topics covered during orientation include: Catalog, Student Complaint Procedures, Sexual Harassment Policy, Matriculation, Assessment, Student Education Plans, "MyWestHills," Student Email, Pre-Requisites and Co-Requisites, Class Delivery, Student Services, Financial Aid, Support Programs and Services, Certificates, Associate Degrees, Transfer, Bookstore, Student Life, and important

phone numbers and resources. There is a script of the online orientation as well as a PowerPoint presentation available.

3. *Are modified modes of orientation available for ethnic or language minority groups?*

At least one face-to-face session of the orientations offered during “Xtreme Registration” is offered in Spanish. The online orientation has a Spanish captions option available for student to select as well as closed captions for those with a disability.

(Title 5 - 55530(b)(d); 55502(j); 58106(c)(d)(e); 55534 (a)(b); 55522; 55532(a)(c)(d))

Assessment

The assessment component is critical to the accurate placement of students into the college’s curricula. Student placement must be accomplished with an approved test instrument and appropriate multiple measures. If the college uses a self-placement procedure, identify the elements of the placement process.

1. *Are all validation studies for the college’s assessment instruments up to date?*

Yes; the current assessment instruments used by the West Hills College District were implemented in the spring of 2005. At that time, the cut scores were validated by the West Hills College Coalinga Matriculation Coordinator (WHCL gained accreditation in summer of 2006.) Since then additional validation studies have occurred. A validation study is currently being undertaken this semester (spring 2008) for the Math assessment instrument. The English assessment instrument was validated by the Matriculation Coordinator in spring of 2007.

2. *Describe the multiple measures and how they are regularly used for placement.*

The multiple measures that are most commonly used at West Hills College Lemoore by counselors and advisors for placement purposes are high school transcripts, college transcripts, self reporting, instructor recommendations and assessment tests. When discussing course placement with a student, counselors and advisors utilize the above mentioned measurements to identify the classes in which students are most likely to succeed.

3. *Identify the test instruments used for placement.*

The College Test of English Proficiency (CTEP) is the English assessment instrument currently used for placement. However, the English faculty, in a

meeting with the Matriculation Coordinator, expressed concern regarding the fact that the CTEP does not include a writing sample of student work. The Matriculation Coordinator has agreed to work with the faculty in exploring other assessment options in the next academic year.

The test instrument used for math placement is the UC/CSU Mathematics Diagnostic Testing Project (MDTP.) However, the Matriculation Coordinator is currently researching other test options for mathematics placement purposes at the request of the Mathematics Learning Area faculty.

(Title 5 - 55510(a)(4); 55520(c); 55521(a)(b)(c)(e); 55522; 55532(a)(c)(d))

Counseling and Advising

The counseling and advisement component provides academic advice as well as academic planning opportunities for all students. The college must provide these services to all nonexempt students with reasonable attempts to counsel the following student groups: probationary, those enrolled in pre-collegiate basic skills courses and students without a declared educational goal.

1. How do you address the counseling needs of:

- *Students who speak languages other than English?*

West Hills College Lemoore employs Spanish speaking student services personnel including three advising specialists to assist students. In addition, the district appointed Spanish speaking representative is a WHCL student services assistant who provides students with assistance at the initial point of contact.

- *Evening/weekend students?*

The college provides counselors and advisors in the evenings. The student services' building is open Monday through Thursday from 7:30 a.m. to 7 p.m. and from 7:30 a.m. to 5 p.m. on Fridays. This schedule parallels the course offerings; classes are offered in the evenings Monday through Thursday with the latest class session beginning at 7 p.m. There is counselor coverage until 7 p.m. Monday through Thursday. West Hills College Lemoore does not offer a weekend program at this time.

- *Students attending summer or inter-sessions?*

Each spring the Lead Counselor (who is also the Matriculation Coordinator) organizes a meeting with all counselors to coordinate their schedules to ensure

full time counseling faculty coverage throughout the year including summer and the winter break. Advising specialists work on a 12 month contract. Additionally, adjunct counseling faculty are also employed year round.

- *Students who are only distance education students?*

Counseling and advising resources exist online for students who are only distance education students. These resources include “Ask-a-Counselor,” a form online that allows students to ask specific questions and receive an answer via email. Counselors also schedule phone appointments on an as needed basis. The West Hills College Lemoore website also provides a lot of resources including links to services for students. During business hours, the district employs a technology support/help desk professional to assist students with their technology needs.

- *Other students who seek online counseling support?*

In addition to the services outlined above, West Hills College Lemoore also offers an online orientation for new students that provide necessary information regarding counseling and advising services to online students.

2. *Describe how paraprofessionals are used in the provision of counseling/advising services.*

West Hills Community College District employs advising specialists to assist in meeting students’ needs. Advising specialists assist with registration, orientation, class selection, and administer the placement tests. Several advising specialists are designated fulltime to specific programs and perform all counseling/advising services for students in that program.

3. *Describe the activities associated with developing Student Educational Plans (SEPs)*

At what point in the counseling/advising process is the SEP initiated?

Students are expected to identify a specific educational goal during the term after which they complete 12 units. Once they have identified a specific goal, the student is expected to meet with a counselor to complete a SEP.

How many SEPs are written by counselors or advisors each term?

Below is the numbers of SEPs written by counselors or advisors each term as reported in Datatel for 06-07 academic terms and fall of 2007:

- 2006/SU - 0
- 2006/FA - 143
- 2007/SP – 107
- 2007/FA - 243

These numbers appear to be low. The data is derived through each advisor and counselor inputting contact codes into Datatel upon meeting with students. Since our college was accredited in the summer of 2006, the matriculation coordinator has provided training at the counselor/advisor meetings and has been available to better assist in improving the data. As the data demonstrates, each semester the data has improved. The matriculation coordinator reinforces this training each semester and expects that the data will continue to improve.

How often are the SEPs reviewed and updated?

The process for reviewing and updating SEPs are initiated by students. This process occurs informally as a result of student appointments with counselors and advisors. The process is often initiated by counselors if the student has been referred as a result of an Early Alert or has been academically disqualified or placed on probation; the counselor will utilize the SEP as a tool for directing the student. Additionally, when a student appeals financial aid, a SEP is initiated; for those students who have them already, the SEP is reviewed and updated at the time of the appeal.

Are SEPs available in an electronic format?

SEPs are not currently available in an electronic format. A team of student services personnel reviewed the Datatel module that provides this service to students to determine whether the district wants to purchase the module. After reviewing the technology and exploring this option, the team decided the technology did not support all of the services necessary to provide an electronic SEP. However, the student services subcommittee of the West Hills College Information Systems Team (WHCIST-ST) has identified placing an electronic SEP on the web as a priority for the district and the team is currently exploring other options.

(Title 5-55520(d) (g)(1)(2); 55523(a)(1)(2)(3)(4); 55526; 55525(a),(b)(c)(d); 55530(d); 55201(f),(g);58106(c),(d),(e); 55534(b); 55522; 55510(a)(4)(5); 55532(a)(c)(d))

Student Follow-Up

The student follow-up component is intended to ensure that students who are experiencing academic difficulties are identified early enough during the term for appropriate and effective intervention to occur.

Describe the follow-up services provided for students who are on probation or dismissal status, basic skills, undecided, provided by the college:

How are students selected for follow-up?

The District Director of Enrollment Services runs a report out of Datatel that indicates- probationary, dismissal, president's list and dean's list students. The lists are sent to the Dean of Students to be distributed as appropriate. Those students who are identified as probationary or dismissed status are sent a letter that informs them of their academic status and the services that are available. The letter urges them to see a counselor and to take advantage of the academic support services. When these students see a counselor they are often referred to tutoring. Students are also informed of tutoring services through a variety of ways including orientation, instructor referral, flyers, via the campus website, and school newspaper.

Basic Skills students receive follow up services through a basic skills advising specialist who works closely with the instructors of the basic skills courses. The advising specialist contacts students who exhibit risk factors such as poor attendance, late or missing work, and poor academic progress and connects these students with appropriate services. The Basic Skills advising specialist is diligent in tracking down students via phone calls, emails, text messages, and intercepting them in class. Additionally, he visits the classes regularly to remind students to take advantage of services and to meet with him for support and assistance.

Students who are undecided are referred to the Career/Transfer center to take personality inventories and assessments to identify their aptitudes and interests. This process often occurs at the time a student meets with a counselor to develop a Student Education Plan.

How does instructional faculty participate in follow-up?

The instructional faculty members participate in follow up activities in a variety of ways. The most formal mechanism for faculty participation in student follow up is utilization of the Early Alert System. A lot of the follow up occurs informally. Full time faculty engage in student follow up through office hours: these hours are published in the course syllabus. Many faculty will email students directly. The learning communities also provide faculty with another avenue for student follow up: the instructors who team teach the courses often converse with each other regarding student attendance, performance, etc. Currently the college

is looking at using Basic Skills money to implement a faculty/staff mentor program for students in the basic skills classes to provide them an additional avenue of support and follow-up services. Another way in which instructional faculty participate in follow up is they identify those students needing tutoring and complete the faculty referral portion of the tutoring application. Often times faculty will also assist with follow-up by referring students to a specific counselor or advisor based upon appropriate student demographics; for example a student may share with a faculty member that they are the first in their family to attend college and they are struggling financially and the faculty member recommends to the student that they check out the EOPS program.

Does the college utilize an Early Alert Program?

West Hills College Lemoore utilizes an Early Alert Program. There is an online counseling referral form that faculty and staff can fill out and submit to notify student services of any concerns related to individual students. The form generates an email that is sent to a counselor who is responsible for coordinating the program. The coordinator reads the email and disseminates it to the appropriate individual or program for follow up. It is expected that the student will be contacted within 48 hours (at the latest; if the counselor determines that the situation requires immediate intervention it is handled accordingly.) Once the student has been contacted, the individual who submitted the referral is notified that the student has received services. Please note that confidentiality of the student is maintained throughout the process. The Matriculation Coordinator reminds the faculty of the process at the start of each semester at Flex Day activities and sends an email with instructions and a link to the online form at the start of the semester and at the mid-way point.

(Title 5 - 55520(f)(g); 55522; 55523(a)(1-3); 55526; 55510(a)(4))

Program Requirements

Coordination and Training

Much of the coordination of Matriculation services depends upon a network of service providers with different responsibilities. It is important that staff and personnel in each component be properly integrated into the comprehensive Matriculation process. This is accomplished primarily with training and staff development opportunities.

- 1. Identify who is responsible for each matriculation component and the process used to keep staff up-to-date on matriculation requirements.*

The Matriculation Coordinator is on the system wide matriculation list serve. As updates and information is sent out via the list serve, the matriculation coordinator disseminates that information through the proper channels on our campus via email, meetings, and trainings.

The Student Services Office Manager is responsible for coordination and training of the Admissions component. The Office Manager keeps the students services assistants informed of any changes related to the application process and students records.

The Matriculation Coordinator is responsible for coordination and training related to the orientation component. This includes training new orientation presenters, updating the orientation PowerPoint and managing the online orientation.

Counseling/Advising training occurs regularly; the mechanism is the bi-monthly counseling and advising meeting. This meeting is chaired by the Dean of Students and matriculation is a regular informational item on the agenda. In addition, the schedule of the meetings is set in such a way as to allow for in-depth training to happen once a month.

Student Follow up is coordinated by the Matriculation Coordinator. Peer tutors are trained in their courses (EA 50, EA 55, and EA 58.) Each semester the Matriculation Coordinator covers the Early Alert process in the adjunct faculty orientation. In addition, all faculty are sent a reminder email with a link to the online Early Alert form and instructions on how to use the form at the start of every semester.

In consultation with the Matriculation Coordinator, the Director of Institutional Effectiveness and Planning supports the Research and Evaluation component of matriculation and assists with training. This includes providing data and analysis for program evaluation.

The faculty Curriculum Chairperson and CIO are responsible for training and updates related to Pre-Requisites/Co-Requisites. This training typically occurs at the weekly curriculum committee meetings as updates and changes come down from the System Office.

2. What types of matriculation training are provided to faculty, staff and administrators (e.g. FLEX activities, etc.)

In the spring of 2008 at Flex Day the matriculation coordinator hosted a workshop entitled "Matriculation Matters." All faculty members attended the workshop; the content was an overview of matriculation. It is the priority of the Matriculation Coordinator to continue to conduct in-service trainings. It is the intent of the

Matriculation Coordinator to conduct this training at the newly implemented Classified Staff Duty Day.

Since spring of 2008 the Matriculation Coordinator has attended the adjunct faculty orientations and provided an overview of matriculation and training on the services available to students, including how to complete the Early Alert online form. The matriculation coordinator also attends faculty brown bag sessions, senate workshops and meetings, and curriculum workshops and meetings to answer any matriculation related questions and provide information on regulations.

Annual trainings to student services staff are provided by the Matriculation Coordinator via the counseling and advising meetings. Additionally, the Student Services Office Manager is responsible to monitor admissions and registration services and provide training as necessary to the student services assistants.

(Title 5 - 55516; 55510(a)(3)(4); 55523(b))

Research and Evaluation

The research and evaluation component can readily illustrate the efficacy of the provision of Matriculation services by analyzing and reporting on student retention, persistence, course completions, educational goals, transfer, etc.

1. Describe the resources available and committed for matriculation research.

West Hills College Lemoore has access to several resources for matriculation research. There is a Director of Institutional Effectiveness and Planning who provides consultation services and is responsible for district research. Although he is located at the district office, he is very accessible and works closely with the Matriculation Coordinator to provide any needed research and or data. In addition, there is a full time Research Assistant; although this is a district-wide position as well, she is based at the Lemoore campus. In addition to the research specific positions, the “Data Warehouse” was created. It is a data repository designed to ease/facilitate reporting functions and duties which allows WHCCD to be more effective in generating reports. It can be accessed whenever necessary.

Additionally, there is a district Programmer/Analyst who is responsible for all of the MIS reporting including matriculation specific reports. The District Director of Enrollment also assists with querying Datatel, the student services software for matriculation related research.

2. *Describe the research agenda supporting matriculation and what studies have been completed.*

There are several active research projects that the district has completed and continues to research. The matriculation research agenda is driven by the matriculation SLOs and the program goals. The Community College Survey of Student Engagement (CCSSE) was first implemented in 2007 and is reassessed annually. This survey provides the campus with information regarding student satisfaction with their overall college experience.

Students who petition to receive an associate degree or certificate are given an exit survey to provide the campus with additional information regarding students' plans and their perception of the college experience.

The assessments of matriculation student learning outcomes are another ongoing research agenda item. Some but not all of the SLOs related to matriculation have been assessed. The SLOs are on a specific assessment cycle.

There are two surveys that were assessed to identify specific needs related to student retention- the Student Retention Survey and the Student Retention Survey for Faculty.

The College Performance Indicators identify how well we are doing with enrollment services; these indicators assess High School Participation Rates and Adult Participation Rates.

Finally, Program Review is an ongoing matriculation research item. Data collected from program review provides direction for all matriculation services.

(Title 5 - 55512(a)(1)(2)(3)(4)(5)(6); 55514(a)(b)(c)(d)(f)(g)(h); 55520(g); 55532(a); 55510(a)(4))

Prerequisites, Co-requisites and Advisories on Recommended Preparation

Establishing prerequisites, co-requisites, and advisories on recommended preparation is an academic responsibility of instructional faculty. The responsibility for ensuring that policies are in place in order to establish and enforce pre- and co-requisites is shared by Matriculation.

1. *Are there local board-adopted policies governing prerequisites?*

Yes, there are local board-adopted policies governing prerequisites. The policies are included in the evidence submitted with this document.

2. *Have all prerequisites been approved by the curriculum committee?*

All the prerequisites have been approved by the curriculum committee and they are reviewed along with the course outlines.

3. *Does the college follow the Model District Policy?*

WHCL does follow the Model District Policy.

(Title 5 - 55201(b)(3); 55002(b)(2)(D); 55002(a)(2)(E); 55510(a)(6); 55201(e); 55002(a)(2)(D); 55201(b)(1); 58106(b))

Funding, Expenditures and Accountability

The credit and noncredit Matriculation funding formulas are complex and comprised of different elements with different weights and matching requirements.

1. *Are you familiar with the distinctions between the formulas and their elements and how these determine the college/district allocation(s)? Would you like technical assistance in this area?*

The college is familiar with the distinctions between the formulas and their elements and the way in which these determine the college/district allocations. While WHCL does not think that technical assistance is necessary at this time, it is felt that exploring best practices opportunities can assist in enhancing the matriculation process and the Matriculation Coordinator is open and interested in attending workshops and conferences related to best practices.

2. *How do you ensure that Matriculation funds are only used to pay for allowable matriculation expenditures?*

The funding requests are initiated at any level and forwarded to the Dean of Student Services. If there is a concern regarding whether the request is an allowable matriculation expenditure, the Dean will consult with the Matriculation Coordinator. The Matriculation Coordinator is familiar with the regulations and makes recommendations to the Dean based upon the “CCCCO Matriculation Allowable Expenditures Fact Sheet.” The Dean approves and signs the request. It is then forwarded to the College President for approval and signature who in turn forwards it to the Business Office for final signatures and approvals from the Vice Chancellor of Business Services.

3. *Describe the process for developing and approving the Matriculation Budget and Expenditures.*

The Dean of Students works with the Program Development Assistant who is familiar with the accounting process at the district level. The Program Development Assistant coordinates the compilation of expenditure data for the Dean of Students. Together, the Dean of Students and the Program Development Assistant consult with the Matriculation Coordinator and District Director of Enrollment to determine the fiscal needs of the matriculation program.

4. Identify the process for completing the Matriculation Year-End Report and relationship to the district's year-end program accounting.

The Program Development Assistant completes the Matriculation Year-End Report in consultation with the Dean of Students, the Matriculation Coordinator and the Director of Fiscal Services.

Other

a. With which other departments or areas on campus do you coordinate to provide services to students?

The matriculation program works with most departments on campus. The Matriculation Coordinator consults with other areas on campus as needed to coordinate matriculation services and the Matriculation Coordinator is often called upon by other departments for consultation related to student needs.

III. Program-Specific Self-Evaluation

EOPS/CARE: Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education

The self-evaluation is based on the WASC Accreditation Standard IIB-Student Support Services:

“The institution recruits and admits diverse students who are able to benefit from programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assess student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.”

- A. Management Information System (MIS) Data Reporting –for access, progress and success, MIS data for the prior year (2006-07) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.*

Questions for Analysis:

- 1. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor’s Office?*

EOPS staff enters student contacts into the Datatel system at the time of the contact. This process allows for accurate data storage. The Secretary maintains an excel spreadsheet to track student services data and uses this information for reconciliation. Prior to MIS submission to the System Office, the District Programmer/Analyst and the Associate Dean of Categorical Programs (EOPS Director) communicate regarding the accuracy of the MIS data. The Secretary and the Associate Dean make any necessary clarifications to the data. Once the data has been validated, the District Programmer/Analyst submits it to the System Office.

- 2. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?*

Yes, the data appears to be accurate and the numbers of the students match our program report.

- 3. If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, ect.). Document the process*

used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.

N/A

B. Access-Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOGG fee waiver recipients, English Language Learners (ELL) and students with disabilities.

West Hills College Lemoore Revision date: 6/30/2008		All Students	% of all	EOPS (Non-CARE)	% of EOPS	% of all	CARE	% of CARE	% of all
GENERAL DATA									
	Total Students	6,469		221	100.0%	3.4%	75	100.0%	1.2%
	Enrolled in CREDIT	6,211	96.0%	221	100.0%	3.6%	75	100.0%	1.2%
	Credit FTES	2,631	40.7%	216	100.0%	8.2%	66	99.7%	2.5%
	Enrolled in NONCREDIT	357	5.5%	18	8.1%	5.0%	6	8.0%	1.7%
	Noncredit FTES	344	5.3%	0.00	0.0%	0.0%	0.2	0.3%	0.1%
ACCESS									
GENDER									
	Female	4,015	62.1%	167	75.6%	4.2%	74	98.7%	1.8%
	Male	2,391	37.0%	54	24.4%	2.3%	1	1.3%	1.3%
	Unknown /DTS	63	1.0%	0	0.0%	0.0%	0	0.0%	0.0%
AGE GROUP									
	< 20	1,578	24.4%	54	24.4%	3.4%	6	8.0%	0.4%
	20 - 24	2,098	32.4%	82	37.1%	3.9%	25	33.3%	1.2%
	25 - 29	959	14.8%	26	11.8%	2.7%	20	26.7%	2.1%
	30 - 49	1,536	23.7%	51	23.1%	3.3%	24	32.0%	1.6%
	50 +	295	4.6%	8	3.6%	2.7%	0	0.0%	0.0%
	Unknown/DTS	3	0.0%						
RACE/ETHNICITY									
	African-American	419	6.5%	19	8.6%	4.5%	12	16.0%	2.9%
	Asian	365	5.6%	1	0.5%	0.3%	1	1.3%	0.3%
	Filipino	239	3.7%	3	1.4%	1.3%	0	0.0%	0.0%
	Hispanic	2,458	38.0%	140	63.3%	5.7%	39	52.0%	1.6%
	Native American	79	1.2%	7	3.2%	8.9%	0	0.0%	0.0%
	Other	97	1.5%	4	1.8%	4.1%	0	0.0%	0.0%
	Pacific Islander	28	0.4%	0	0.0%	0.0%	0	0.0%	0.0%
	White	2,444	37.8%	42	19.0%	1.7%	19	25.3%	0.8%
	Unknown/DTS	340	5.3%	5	2.3%	1.5%	4	5.3%	1.2%
DISABILITY									
	Primary Disability	412	6.4%	42	19.0%	10.2%	9	12.0%	2.2%
	Secondary Disability	32	0.5%	0	0.0%	0.0%	0	0.0%	0.0%
	Dept. of Rehabilitati	36	0.6%	9	4.1%	25.0%	0	0.0%	0.0%

West Hills College Lemoore Revision date: 6/30/2008		All Students	% of all	EOPS (Non-CARE)	% of EOPS	% of all	CARE	% of CARE	% of all
FINANCIAL AID									
	Not Received	3,888	60.1%	1	0.5%	0.0%	0	0.0%	0.0%
	Received	2,581	39.9%	220	99.5%	8.5%	75	100.0%	2.9%
	BOG Waiver	2,492	38.5%	221	100.0%	8.9%	74	98.7%	3.0%
	PELL Grant	1,450	22.4%	210	95.0%	14.5%	68	90.7%	4.7%
	Other	1,068	16.5%	210	95.0%	19.7%	67	89.3%	6.3%

Questions for Analysis:

1. How does the program compare with the total college demographic data?

With respect to gender breakdowns, there are 13.5% more female students in EOPS than non-EOPS students; the EOPS male population is 12.6% less than the non-EOPS male student population. There is a disproportionate number of CARE female students when compared with male students in the CARE program and the general population. This difference is due to the fact that one of the requirements for CARE students is to be a single parent of at least one child under the age of 14 which typically is the female parent.

With respect to ethnic breakdown, both EOPS and CARE serve a very high population of Hispanic students at 63.3% for EOPS and 52.0% for CARE. In contrast, Hispanic students comprise only 38% of the total student population. While 37.8% of the students attending WHCL are Caucasian, only 14.8% of the EOPS students are Caucasian and 25.3% comprise the CARE population.

2. Describe the areas where you have concerns about access.

The EOPS program is concerned about the access of Caucasian students; although several strategies for recruiting have been tried, the dominate recruitment strategy has always been word of mouth. A review of the data suggests that the Hispanic population is more aware of the EOPS/CARE programs and actively utilize the services.

3. Please describe any plans in place for improving access.

- The strategies listed below are intended to address the strategies for improving access for students.
- Working with departments on campus such as CalWorks and vocational education programs to reach out and identify possible EOPS/CARE students.
- Improving our working relationship with financial aid in identifying all BOGG A and B students. We hope to capture more of these students that fall within the demographics not generally associated with EOPS/CARE: non-minorities, males and over 35 years.

- Improving early outreach activities in the local high schools and community agencies.
- Enlisting EOPS counselor attendance at feeder high school presentations along with the general counselors to explain the programs requirements and benefits to all high school seniors.
- Providing the EOPS application online.
- Increase advertising of EOPS eligibility requirements.

4. What programs and services do you feel specifically contribute to student access at your college? Why?

The following bullets identify programs and services that contribute to student access at WHCL:

- In the spring of 2007 an additional full time EOPS counselor was added with extended evening hours. This improved access opportunities for students by doubling the number of full time EOPS counselors.
- Ongoing working relationships with college faculty; specifically faculty who teach basic skills level courses and college success courses that help identify potential EOPS/CARE students.
- The EOPS Advisor's established and sustained relationship with feeder high school students facilitates a smooth transition to WHCL.
- Collaborative efforts with other on-campus programs such as Financial Aid, CalWorks, and DSP&S.
- Referrals by other department staff and a genuine concern by counselors and advisors to inform students about programs that can assist them.

C. Progress-Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

Questions for Analysis:

- 1. How well do the students served by your program perform compared to the total college population?*

<i>West Hills College Lemoore</i> <i>Revision date: 6/30/2008</i>	All Students	% of all	EOPS (Non- CARE)	% of EOPS	% of all	CARE	% of CARE	% of all
GENERAL DATA								
PROGRESS								
PERSISTENCE								
Enrolled in Fall 06	3,850	100.0%	189	85.5%	4.9%	52	69.3%	1.4%
Persisted to Spring 07	2,476	64.3%	161	85.2%	6.5%	48	92.3%	1.9%
<i>Fall 06 to Fall07</i>	1,647	42.8%	114	60.3%	6.9%	33	63.5%	2.0%
COURSE COMPLETION - Enrollment and success is based on duplicated enrollments								
DEGREE APPLICABLE								
Attempted	20,717	100.0%	1676	100.0%	8.1%	509	100.0%	2.5%
Successful	12,982	62.7%	1,074	64.1%	8.3%	291	57.2%	2.2%
BASIC SKILLS								
ESL								
Attempted	40	1.0%	1	100.0%	2.5%	0	0.0%	0.0%
Successful	34	85.0%	1	100.0%	2.9%	0	0.0%	0.0%
ENGLISH								
Attempted	385	10.0%	33	100.0%	8.6%	23	100.0%	6.0%
Successful	217	56.4%	17	51.5%	7.8%	9	39.1%	4.1%
MATH								
Attempted	321	8.3%	41	100.0%	12.8%	11	100.0%	3.4%
Successful	210	65.4%	29	70.7%	13.8%	4	36.4%	1.9%

<i>West Hills College Lemoore</i> <i>Revision date: 6/30/2008</i>	All Students	% of all	EOPS (Non- CARE)	% of EOPS	% of all	CARE	% of CARE	% of all
GENERAL DATA								
WORKFORCE DEVELOPMENT - Enrollment and success is based on duplicated enrollments								
Apprenticeship (SAM = A)								
Attempted	0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Successful	0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Adv. Occupational (SAM = B)								
Attempted	97	100.0%	3	100.0%	3.1%	4	100.0%	4.1%
Successful	59	60.8%	1	33.3%	1.7%	3	0.0%	5.1%
Clearly Occupational (SAM = C)								
Attempted	4,226	100.0%	294	100.0%	7.0%	153	100.0%	3.6%
Successful (A,B,C)	2,714	64.2%	213	72.4%	7.8%	91	59.5%	3.4%

Please note that data was not available for the EOPS program to evaluate academic and progress dismissal. However, the persistence rate for EOPS students during fall 06 to fall 07 was 60.3% compared to the non-EOP students which were 42.8%. EOPS students showed approximately 17.5% higher persistence rate over non-EOPS students. The CARE students' persistence rates were even higher at 63.5%

The success rate for EOPS in English classes was 51.5%, compared to 56.4% for non-EOPS students. CARE students' success rate in English classes was lower at 39.1%.

In the area of Math, the EOPS success rates was 70.7%, compares to 65.4% for non-EOPS student. CARE students success rates in math classes was 36.4%.

2. Describe areas where you have concern about student progress.

There is concern for the EOPS and CARE students' progress in the areas of Math and English.

3. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

The following bullets identify programs and services that contribute to student progress at WHCL:

- In the spring of 2007 an additional full time EOPS counselor was added with extended evening hours. This improves student progress through increasing the breadth, scope and length allotted for contacts.
- Mid-semester progress reports enable the counselors to identify interventions and strategies for students.
- Utilizing the EOPS/CARE advisory group fiscal priorities were identified such as increasing bus passes for student transportation use.

D. Success-Review how well your students are completing their educational goals.

Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

<i>West Hills College Lemoore</i> <i>Revision date: 6/30/2008</i> GENERAL DATA	All		EOPS	% of	% of		% of	% of
	Students	% of all	(Non-CARE)	EOPS	all	CARE	CARE	all
ACADEMIC SUCCESS								
<i>Degree</i>	349	5.4%	30	13.6%	8.6%	11	14.7%	3.2%
<i>Certificate</i>	24	0.4%	0	0.0%	0.0%	3	4.0%	12.5%
<i>Transferred to 4-Year</i>	1544	23.9%	27	12.2%	1.7%	2	2.7%	0.1%
<i>Unduplicated Success Rate</i>	1725	26.7%	41	18.6%	2.4%	12	16.0%	0.7%
<i>Transfer Directed</i>	762	11.8%	29	13.1%	3.8%	2	2.7%	0.3%
<i>Transfer Prepared</i>	572	8.8%	25	11.3%	4.4%	6	8.0%	1.0%

Questions for Analysis:

1. How well do the program students perform compared to the total population?

Please note that transfer data was not available for comparison due to the relatively new accreditation status and achievement of non-credit educational goals data was not provided. EOPS and CARE students have performed significantly better with degree

completion than the general student population at a rate of 13.6% for EOPS and 14.7% for CARE. This compares to the 5.4% of the general students who have completed their degree programs.

With regards to certificates completed, CARE students have completed at a higher percentage than the general population however, in 2006-2007 none of the EOPS students completed a certificate. Only.4% of the general program completed their certificate program.

2. Describe the areas where you have concern about student success.

There are no concerns in the area of student success at this time.

3. What programs and services do you feel specifically contribute to the success of students at your college? Why?

The following bullets identify programs and services that contribute to student success at WHCL:

- Collaborative efforts with other on-campus programs such as Financial Aid, CalWORKs, DSP&S, the Career/Transfer Center, the EOPS/CARE advisory group and Kings County of Social Services have been very effective in increasing student success.
- In the spring of 2007 an additional full time EOPS counselor was added with extended evening hours. This enabled the students to review and update educational plan and course selections as related to their goals.
- While there is no quantitative data related specifically to student/counselor contact, the EOPS/CARE success rates as indicated by that data supports that the student counselor relationship that is developed through the three mandatory contacts helps students succeed.

E. Student Learning Outcomes-Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the program at the college.

Questions for Analysis:

1. What are the SLOs for the program?

The EOPS/CARE students will meet expectations outlined in the Mutual Responsibility Contract.

2. What process was used (or plan to use) to develop these outcomes?

During the 2007-08 school year, the EOPS/CARE staff met to evaluate student data regarding persistence in the EOPS/ARE program. As a result of this data review, the teams determined that EOPS/CARE students had difficulty sustaining the commitment to follow the Mutual Responsibility Contract. Specifically, making and keeping appointments. The EOPS Program Plan created a temporary part-time position to evaluate all EOPS/CARE students' files to extrapolate data on the percentages of students that met their counseling appointments. This data was analyzed and it was determined that an aggressive approach was necessary to ensure that students followed through with their Mutual Responsibility Contracts. The EOPS/CARE staff developed one SLO to address this problem.

Each semester, counselors review the mutual responsibility contracts with student. After students have been in the program a few semesters, instead of reading and explaining the MRC to the student, Counselors ask the student to explain what they are required to accomplish as an EOPS/CARE student.

Students' academic progress is monitored through mid-semester progress reports by instructors.

3. What types of activities are you conducting in order to achieve these outcomes?

There is an orientation each semester where a survey is administered to students as a springboard for discussion and clarification regarding the EOPS/CARE program requirements. This discussion covers the student Mutual Responsibility Contract (MRC), which is the foundation for the SLOs.

If a student misses one of his/her mandatory contacts, the counselor will immediately email the student reminding them of the appointment they missed. Additionally, the Associate Dean of Categorical Programs meets with students who are in jeopardy of not meeting or have already failed to meet the MRC to re-establish program involvement.

At the EOPS/CARE advisory committee meetings and the staff meetings, ongoing discussions occur regarding concerns and intervention opportunities to improve student completion of the MRC.

4. How are you assessing the achievement of the outcomes?

Data will be provided each semester by the Director of Institutional Research and the EOPS secretary regarding the number of EOPS/CARE students who maintained full-time (12 units) status.

Data will be provided each semester by the Director of Institutional Research and the EOPS secretary regarding the number of EOPS/CARE students who met with a counselor/advisor 3 times that semester.

Data will be provided each semester by the Director of Institutional Research and the EOPS secretary regarding the number of EOPS/CARE students who maintained a cumulative GPA of 2.0 or higher.

5. How have you used the assessment information to improve the services?

This will be the first year the EOPS/CARE program has developed and conducted research on the SLO's. The staff will meet to discuss possible ways to ensure students are following their MRC.

- F. Compliance - Provide an overview of how each program is meeting the applicable minimum requirements of the federal laws and regulations, California Education Code, Title 5 regulations, Budget Act Language and/or program guidelines. The key areas to be reviewed include: 1) student eligibility, 2) student services, 3) program requirements, and 4) funding, expenditures, and accountability. The review should clearly demonstrate that the programs are responsibly handling categorical dollars.*

EOPS/CARE: Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education

EOPS provides financial and academic support to community college students whose educational and socioeconomic backgrounds might prevent them from successfully attending college. Services are specifically designed for at-risk students and their special needs. Counseling contacts are mandatory and a Student Educational Plan (SEP) is developed for each student to assist the student in achieving their individual goal.

CARE further assists EOPS students who are recipients of TANF and CalWORKs, single heads of household with children under 14 years old, to break the welfare-dependency cycle by completing college-level educational training programs, and therefore, become more employable and economically self-sufficient.

Student Eligibility

Student eligibility for the EOPS program is limited to those who meet specific criteria identified in Title 5. The program is responsible for determining the student's eligibility and documenting this in the student's file. The CARE program has additional eligibility

requirements which must be reviewed and documented to accept students into the program. The program must monitor student continued participation

1. Describe the factors your program used to determine that students are educationally disadvantaged and how these factors are communicated in your program information/handouts? [Title 5 – 56208]

The Advising Specialist evaluates the incoming students' application. The EOPS application asks specific questions which determine if a student has an educational disadvantage such as:

- What was your high school grade point average?
- Are you a high school graduate?
- Are you eligible for degree level math and English?
- Have you previously taken remedial education courses?
- Are you a 1st generation college student (10%)?

The supportive paperwork that is used to document this information is High School transcripts, college transcripts and WHCL Assessment test scores.

This information is communicated through college brochures, the WHCL college website, and during outreach activities and campus-wide events. The brochures are also available in the Administration Building along with other program brochures.

2. Describe the process used to monitor continued EOPS eligibility (70 units/6 semesters). [Title 5 – 56226]

The monitoring of EOPS eligibility is conducted by a secretary who is shared between EOPS and other categorical programs. Prior to the start of each semester, the secretary extrapolates semester completion data from Datatel as well as the number of units completed to identify any EOPS student who has exceeded the semester and/or unit limit. Those students are flagged and mailed a conditional acceptance letter alerting them to their eligibility status.

3. Describe the process for assisting students in completing their Student Educational Plan (SEP) and making necessary revisions.

When a student is determined to be eligible for the program, an appointment is scheduled with the EOPS counselor. During this appointment the counselor and student review the student's educational goals and test scores. Course prerequisites are explained in detail so that the student understands why classes need to be taken in sequence. During this appointment, the counselor and student determine if his/her goal is to receive job skills which may include a certificate, associate degree or possibly transfer general education requirements. The program major sheet is then reviewed by both the counselor and student along with the required general education courses for an associate degree.

Transfer general education requirements are reviewed if applicable. Counseling notes are then entered in MATI to record what services were provided or issues discussed with the student.

The EOPS student Educational Plan reflects at least 12 units per semester. The counselor and student work together to ensure that appropriate English/math skills are mastered to promote college success. The SEP is then signed by both the counselor and the student indicating that both agree that this is the best plan of action at this time. At the beginning of each semester the SEP is reviewed with the student to make appropriate changes where needed if necessary.

4. Describe the process and documentation used to verify eligibility for the CARE program.

A student must first complete an EOPS and CARE application. They must meet all requirements for the EOPS program before they can be considered for the CARE program. For the CARE program, the student must meet the following criteria: be a single head of household, a current recipient of TANF/CalWORKs, have one child under 14 years of age, and be enrolled full-time upon acceptance into the program.

The documentation used to verify eligibility for CARE is a “Notice of Action” or “Passport of Services” from the Department of Social Services. This document cannot be dated more than thirty days from the date of acceptance into the program and must be renewed each year.

1. Student Services

1. Does the EOPS program offer all of the program services listed in Article 3 of Title 5? If not, which ones are not offered in EOPS and why? [Title 5-56232-56240]

EOPS/CARE at West Hills College Lemoore does not provide the following services; waivers were submitted and approved by the Chancellor’s Office for the 2006-07 school year:

Assessments:

EOPS and CARE does not provide assessments as this is provided by the college for all students.

Tutoring Services:

Tutoring services are not directly offered by the EOPS/CARE program. However, tutoring is available for all students at West Hills College Lemoore. Each student is allowed up to 3 hours per week tutoring for any subject. An English Lab has also been established for additional tutoring hours in English. The English Lab is open Monday

through Friday for at least 5 to 7 hours a day. The lab is staffed by an English instructor and there are also tutors available for additional assistance. Also, there is a Math lab on campus.

Basic Skills Instruction and Tutoring Services:

EOPS/CARE program does not provide or pay for basic skills instruction. The college offers basic skills instruction that includes: 1) English as a Second Language (e.g. ESL 120, 125, 130, 135), 2) Remedial/developmental English and reading courses (101A, 101B, 105A, 105B), and remedial/developmental math (math 101). These are non-degree applicable courses designed to build the necessary skills to succeed in credit coursework. Many times, students lack sufficient study skills to enable successful completion of college classes. For this reason, EOP&S/CARE students may enroll in the Guidance Studies class, GS 61. This class is offered in the DSP&S lab which is equipped with state of the art technology. Students are able to acquire college success skills, which include, note taking strategies and study skills. It can be taken every semester if needed.

Transfer and Career Employment Services:

These services are not offered by EOPS/CARE program. However, West Hills College Lemoore has a well established and active Transfer/Career Center which provides information about job opportunities for all students. EOPS counselors also inform students about “federal work study” jobs that are available on the campus. In addition, the Cooperative Work Experience Education (CWEE) program is a class that students can take to prepare them for a job in their specific major.

2. How are the required counseling contacts documented? [Title 5-56236]

Counselors record counseling contacts on the Activity Log in the student’s file. The counselor briefly documents what occurred during the meeting. The counselor also enters the student contact into Datatel. Finally, the program secretary enters contact information on a spreadsheet that she maintains for record keeping of all EOPS students.

3. Describe the process you have in place to ensure all eligible students meet their required counseling contacts. [Title 5 – 56236]

The EOPS/CARE staff continually stress the requirement and importance of the required counseling contacts. This expectation is also communicated at the student orientations each semester. In the student orientation held for the spring of 2008, students were given a “True” or “False” questionnaire to test their knowledge of the EOPS/CARE program requirements and services. In addition, when a student meets with an EOPS counselor to complete their Student Educational Plan (SEP), the counselor will review the Mutual Responsibility Contract (MRC) with each student. The MRC is discussed in detail, explaining that there are requirements the student must complete in order to remain

eligible. Part of the student obligation is to attend and participate in a minimum of three counselor contacts per semester. Before the student leaves the counseling session their next contact appointment is scheduled.

The student is also required to sign and date the MRC. The student is then given a copy of the contract to keep for their records. When a scheduled appointment is missed, the counselor emails the student, reminding them of their obligation and encouraging them to call and reschedule their missed appointment.

The final process we use to hold a student accountable for meeting their required semester contacts is a letter sent to them by the Associate Dean for Categorical Programs. They are informed why they will be put on a probationary status and that they have a right to appeal the decision by calling and meeting with the Associate Dean. After the meeting, a letter is sent to the student informing them of what they must accomplish to remain in the program and to receive full benefits.

4. Describe the tutorial services for EOPS that are over and above those available to the general students.

At this time the EOPS/CARE program does not provide tutorial services over and above those available to the general students at WHCL.

5. What services are provided to CARE students and how are these over and above those provided to EOPS students?

CARE students receive a stipend for additional educational costs; which may cover transportation needs or school supplies. CARE students make the determination on how to spend their stipend based on individual needs.

CARE students also are offered multiple opportunities to attend different workshops each semester. Topics discussed often include self-esteem, parenting, study skills and time management. The expectation is that CARE students will attend at least one workshop per semester.

2. Program Requirements

1. Title 5 regulations require the program to have a full-time EOP&S/CARE director. If the director is less than full-time in EOP&S/CARE, please identify the other program responsibilities and the percentage of time for each. In addition, if the position is less than full-time attach a copy of the letter granting a waiver to these criteria.

The Associate Dean is currently less than full-time in EOPS/CARE. This individual also oversees the DSP&S and CalWORKs Programs. Her time is divided 50% EOPS/CARE, 25% DSP&S and 25% District. (A copy of the letter granting a waiver for this criterion is attached, in order to meet compliance of 100%).

2. Describe the role of the EOP&S/CARE advisory committee, identify the membership/composition, list the frequency of the meetings and provide a copy of the last meeting's minutes. [Title 5-5602]

The role of the EOPS/CARE advisory committee at West Hills College Lemoore is to provide valuable input to the EOPS/CARE staff regarding the implementation of the program and its policies and services.

The Advisory Committee meets two times a year. The first meeting was on February 14, 2008 and the next meeting was held on May 6, 2008. In the future, meetings will be one time each semester. Copies of the meetings minutes are attached.

The EOPS/CARE Advisory Committee is composed of the following faculty, staff, and members of the local community:

- Angela Barginear, WHCL CalWorks
- Keith Brock, WHCL DSP&S
- Marla Fleming, WHCL Learning Skills Program Assistant
- Rafeal Flores, WHCL CalWorks Advising Specialist
- Valentine Garza, Hanford Human Services Agency
- Anthony Gracian, Community Member
- Veronica Grijalva, WHCL EOPS/CARE Counselor
- Lataria Hall, WHCL DSP&S Counselor
- Suanne Heskett, WHCL DSP&S Instructor
- Eva Jimenez, WHCL EOPS/CARE Advising Specialist
- Michael Rodriguez, WHCL CalWorks/Career Center Counselor
- Adrian Simas, WHCL Learning Skills Program Assistant
- Gissell Simon, WHCL Interim EOPS Counselor
- Dolores Smith, WHCL Financial Aid Director
- Sylvia Spiller, Hanford Human Services Agency
- Karen Stieve, WHCL Work Study Coordinator
- Elva Torres, WHCL EOPS/CARE/DSP&S Secretary
- Erika Guillen, WHCL student
- Jeanette Rodriguez, WHCL Student
- Esther Concilian, WHCL Student
- Jacqueline Tafolla, WHCL Student
- Ines Tafolla, WHCL student

- Martin Vega, WHCL student
- Rosa Diaz, WHCL student
- Alma V. Cervantez Mejicanos, WHCL student
- Elena Zermeno, WHCL Student

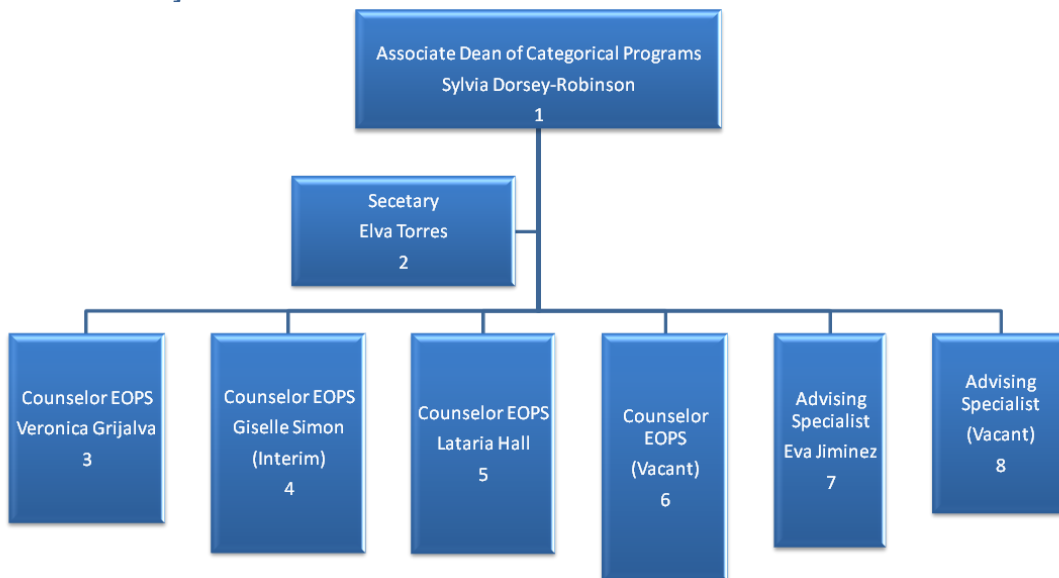
3. *Funding, Expenditures and Accountability*

EOP&S and CARE funds may only be used to fund over and above services to EOPS and CARE students. This also applies to district funds reported as direct contribution.

1. Understanding the EOPS and CARE funding formulas is essential in effectively administering and advocating for your program. The funding formula is complex and comprised of different elements. Would you like technical assistance in this area?

The Associate Dean has attended technical training at the state and local levels. She also checks the Chancellor’s website as a source. Also the EOPS and CARE coordinators at the Chancellor’s Office are always accessible to answer questions or concerns. However, continued technical assistance is valued and appreciated.

2. For staff reported in your EOPS program plan that are not assigned 100% to EOPS/CARE, please list the position(s) and how the percentage of time was determined. How are these staff accountable to the EOPS Director for the services they provide to EOPS students? In addition, how are their duties for this assigned time above and beyond what they provide to non-EOPS or CARE students? [Title 5-56293]



- Associate Dean of Categorical Programs/EOPS Director-50% EOP&S, 25% DSP&S-State, 25% DSP&S-District.
- Counselor-80%-EOP&S, 10%-DSP&S, 10%-District
- Interim Counselor-80%-EOP&S, 10%-DSP&S, 10%-District
- Counselor-15%-EOPS, DSP&S-State-60%, DSP&S-District-15%, District-General-10%
- Counselor- 15%-EOPS, DSP&S-State-60%, DSP&S-District-15%, District-General-10%
- Advising Specialist- EOPS-State-42.5%, CARE-22.5%, DSP&S-State-25%, District-General-10%
- Advising Specialist-EOPS-State-15%, CARE-15%, CalWorks-70%
- Program Secretary-EOPS-District-40%, DSP&S-State-15%, DSP&S-District-25%, District-General-20%)

The recently added positions were determined based upon the increased student population and a discussion with the advisory and EOPS/CARE team regarding strategies for increased student access and success.

Staff is accountable to the Associate Dean by submitting time allocation logs on a monthly basis. In addition, monthly staff meetings are held to discuss program updates, service issues or concerns, events and pending student needs.

In addition, the staff duties for EOPS/CARE students listed below demonstrate above and beyond what is provided to non-EOPS/CARE students:

- Associate Dean of Categorical Programs/EOPS Director- Coordinates all administration needs of the program and staff.
- Counselors- complete a SEP for all EOPS/CARE students; meets with students at least three times each semester; and follows up with students who missed appointments; and facilitates workshops.
- Advising Specialists- Reviews all incoming applications for EOPS/CARE to determine student eligibility; works closely with the counselor and student in answering various questions to assist in academic planning and success; and organizes all workshops for CARE students.
- Program Secretary-Assists Associate Dean and EOPS staff with necessary secretarial support duties such as scheduling counseling appointments; maintaining contact logs; preparing awards disbursement; and assists with data entry for MIS reporting.

3. For CARE funded positions that provide services to CARE students, please list the position(s) and describe how the services provided are above and beyond those provided to EOPS students?

The two Advising Specialists provide assistance in monitoring continued student program eligibility and collaborate with each other regarding the identifying and coordinating the CalWorks students who may also be eligible for CARE. They also assist the Associate Dean in coordinating all support services for CARE students. The Advising Specialist participates in on/off campus recruitment activities that target potential CARE students. Additionally, they facilitate workshops specifically tailored to meet the needs of CARE students.

4. How do you ensure that EOPS and CARE funds are only used to pay for allowable services for EOPS/CARE eligible students?

Title V expenditures are accounted for appropriately by the Associate Dean of Categorical Programs. The student eligibility list is maintained in the DATATEL system which is utilized to determine events, activities and awards. The Associate Dean maintains close contact with the Business Office, Budget Committees, Financial Aid, along with the Dean of Students and College President. The staff at the System Office is contacted when there are any questions concerning allowable expenses.

5. Describe the process for developing and approving the EOPS and CARE Budgets and Expenditures.

The EOPS/CARE staff members discuss student needs and current services and identify priorities for the next fiscal year. Advisory members and students also provide valuable input. The budget is developed and submitted to the WHCL Dean of Students and WHCCD Vice Chancellor of Business Services for review and signature.

EOPS/CARE expenditures are monitored regularly by the Business Office. The Associate Dean of Categorical Programs and program secretary meet as needed to reconcile accounts and provide regular maintenance on budget issues.

All requisitions are completed electronically and the Associate Dean of Categorical Programs approves requisitions before they can be processed and purchase orders issued. The requisitions may require one or more signatures from site administration and district business office employees, depending on the dollar amount.

6. Identify the process for completing the EOPS and CARE Year-End Reports and relationship to the district's year-end program.

The Associate Dean of Categorical Programs reviews the end of the year expenditures report for EOPS/CARE and district contribution. This information is reviewed by category and salaries are totaled and placed in the appropriate allocation budget categories; this is also done with the district contribution. This process is completed to insure all EOPS funds are accounted for and district contributions are met. A draft of the

report is reviewed by the Business Office before the final report is signed by all designated administrators and forwarded to the EOPS program staff in the System Office.

The CARE year-end report also consists of a narrative of highlights of services provided to CARE student throughout the year. This report is developed in collaboration with the EOPS/CARE Advisor.

4. Other

1. What other areas or departments on campus do you coordinate with to provide services to EOPS and CARE students?

EOPS and CARE work very closely with Financial Aid, Admissions and Records, CalWorks, Career/Transfer Center, DSP&S, General Counseling, Department of Social Services, and the Work Study Coordinator to provide services to EOPS and CARE students.

2. What other programs or agencies off-campus do you coordinate with to provide services to EOPS and CARE students?

EOPS/CARE work very closely with the local feeder high schools and continuation schools to assist in identifying incoming high school freshman who may qualify for EOPS/CARE. Other organizations we work with are: Kings Area Rural Transit, Kings County Department of Social Services, Kings Community Action Organization, a county organization that assists the low-income population with child care and other needs and Kings County Mental Health Department.

3. Is there any training that you believe would improve performance in the EOPS program? Please describe training needs as you see them.

On-going training opportunities provided through the System Office with updated or best practices models would improve performance in the EOPS program. Internally, EOPS staff could learn more about the departments with which efforts are coordinated and share information with those departments regarding how EOPS/CARE works.

III. Program-Specific Self-Evaluation

Disabled Student Program and Services

The self-evaluation is based on the WASC Accreditation Standard IIB – Student Support Services:

“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.”¹

- A. Management Information System (MIS) Data Reporting - For access, progress and success, MIS data for the prior three years (2005-06, 2004-05, and 2003-04) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.*

Questions for Analysis:

How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor’s Office?

The Associate Dean of Categorical Programs works closely with the DSP&S staff and District Programmer/Analyst to ensure that information is entered correctly. The District Programmer/Analyst submits preliminary data for review by the Associate Dean and secretary. This information is reconciled to ensure that contacts are appropriately coded in Datetel; contacts relate to the disability and all student contacts are captured correctly before submission to the System Office. Additionally, all DSP&S staff are involved in reviewing their entries to ensure they are correct.

Do the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

The data appears to be accurate. However, the data is not provided for a comparison between the students in NC140A, NC140B, NC141 and NC 142; therefore the team requested that the Director of Institutional Effectiveness

¹ Self Study Manual – ACCJC Standards Adopted June 2002, Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, August 2005

and Planning provide an additional field as it is theorized that these students are more likely to persist from one semester to another and one year to another.

If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.

N/A

- B. *Access - Identify how accessible the program is by comparing demographic data from the group college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.*

Questions for Analysis:

How does program compare with the total college demographic data?

West Hills College Lemoore	All	% of	% of	% of
Revision date: 6/30/2008	Students	all	DSP&S	DSP&S
Dept. of Rehabilitation	36	0.6%	34	8.0% 94.4%
FINANCIAL AID				
Not Received	3,888	60.1%	265	62.5% 6.8%
Received	2,581	39.9%	159	37.5% 6.2%
BOG Waiver	2,492	38.5%	158	37.3% 6.3%
PELL Grant	1,450	22.4%	115	27.1% 7.9%
Other	1,068	16.5%	91	21.5% 8.5%

West Hills College Lemoore Revision date: 6/30/2008	All	% of	DSP&S	% of	% of
	Students	all		DSP&S	all
GENERAL DATA					
Total Students	6,469		424	100.0%	6.6%
Enrolled in CREDIT	6,211	96.0%	234	55.2%	3.8%
Credit FTES	2,631	40.7%	154	32.0%	5.9%
Enrolled in NONCREDIT	357	5.5%	215	50.7%	60.2%
Noncredit FTES	344	5.3%	327	68.0%	95.0%
ACCESS					
GENDER					
Female	4,015	62.1%	192	45.3%	4.8%
Male	2,391	37.0%	207	48.8%	8.7%
Unknown /DTS	63	1.0%	25	5.9%	39.7%
AGE GROUP					
< 20	1,578	24.4%	50	11.8%	3.2%
20 - 24	2,098	32.4%	119	28.1%	5.7%
25 - 29	959	14.8%	59	13.9%	6.2%
30 - 49	1,536	23.7%	140	33.0%	9.1%
50 +	295	4.6%	56	13.2%	19.0%
Unknown/DTS	3	0.0%			
RACE/ETHNICITY					
African-American	419	6.5%	56	13.2%	13.4%
Asian	365	5.6%	4	0.9%	1.1%
Filipino	239	3.7%	6	1.4%	2.5%
Hispanic	2,458	38.0%	152	35.8%	6.2%
Native American	79	1.2%	6	1.4%	7.6%
Other	97	1.5%	9	2.1%	9.3%
Pacific Islander	28	0.4%	0	0.0%	0.0%
White	2,444	37.8%	178	42.0%	7.3%
Unknown/DTS	340	5.3%	13	3.1%	3.8%
DISABILITY					
Primary Disability	412	6.4%	412	97.2%	#####
Secondary Disability	32	0.5%	32	7.5%	#####

With respect to gender breakdowns, there is not a statistically significant difference between the numbers of males vs. female students receiving DSP&S services. However, in the DSP&S program there is a statistically significant difference in the number of students who indicated their gender is “unknown”. There were 5.9% that responded to “unknown” to this question while only 1% of the general population responded “unknown”.

The largest percentage of DSP&S students attending West Hills Lemoore by age group are those who are between the ages of 30-49. Thirty-three percent of the DSP&S students are within this age group; while 23.7 % of the general population is in this age group. By contrast, the second largest number of DSP&S students attending college are those in the age range of 20-24; and in the general population, this age group represented the highest percentage of students attending college.

With respect to ethnic breakdowns, there appears to be a disproportionate number of African-American students receiving DSP&S services as compared to students enrolled at the college. A little more than six percent of the student population is African-American (6.5%), while 13.2% of the DSP&S students are African-American. The team believes that the impact of the Larry P. vs. Riles 793 F. 2d 969 (9th Cir. 1984) decision in the K-12 setting, which prohibits the IQ testing of African-American students, is the contributing factor to this large number. While this is not to say that African-American students were not served in the K-12 setting if they had academic difficulties, some students may not have met the eligibility criteria under the California Education Code. The team believes that this factor will diminish over time as the reauthorization of IDEA (Individuals with Disabilities Education Action), instituted the Response to Intervention.

Describe the areas where you have concerns about access.

While there are no significant concerns in the area of access for individuals who are 30 years of age and above and who are African-American, the college needs to be mindful of the sensitive cultural and age factors to these respective populations. The DSP&S staff is concerned about the limited number of Caucasian students in the program.

Please describe any plans in place for improving access.

The DSP&S program staff is very proud of the number of students' accessing the program.

The team would like to explore the notion of "student ambassadors" to mentor incoming students. A "student ambassador" who is already familiar with the program would serve as a contact for incoming students with a disability. Their roles would be to facilitate the transition; acquaint the new student to resources, supports and campus life; and become an individual that the new students can contact with questions.

What programs and services do you feel specifically contribute to student access at your college? Why?

The team believes that the genuine concern staff expresses for students, the availability of services, the openness of the DSP&S lab and all other services contribute to the overall access opportunities students have with the program. Additionally, the counselors stay in contact with feeder school special education teachers; and work one-on-one with students for application assistance, placement testing and registration in the spring of every year. As a part of continued opportunities to improve service delivery and outreach, the counselors have provided campus and community-wide events that highlight the eligibility requirements and services provided.

C. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

Questions for Analysis:

1. How well do the students served by your program perform compared to the total college population?

West Hills College Lemoore Revision date: 6/30/2008	All Students	% of all	DSP&S	% of DSP&S	% of all		
GENERAL DATA							
PROGRESS							
PERSISTENCE							
Enrolled in Fall 06	3,850	59.5%	339	80.0%	8.8%		
Persisted to Spring 07	2,476	64.3%	292	86.1%	11.8%		
Fall 06 to Fall 07	1,647	42.8%	252	74.3%	15.3%		
COURSE COMPLETION - Enrollment and success is based on duplicated enrollments							
DEGREE APPLICABLE							
Attempted	20,717	100.0%	1,172	100.0%	5.7%		
Successful	12,982	62.7%	697	59.5%	5.4%		
BASIC SKILLS							
ESL							
Attempted	40	0.6%	0	0.0%	0.0%		
Successful	34	85.0%	0	0.0%	0.0%		
ENGLISH							
Attempted	385	6.0%	99	100.0%	25.7%		
Successful	217	56.4%	40	40.4%	18.4%		
MATH							
Attempted	321	5.0%	28	100.0%	8.7%		
Successful	210	65.4%	15	53.6%	7.1%		

West Hills College Lemoore Revision date: 6/30/2008	All	% of	% of	% of	
	Students	all	DSP&S	DSP&S	all
GENERAL DATA					
WORKFORCE DEVELOPMENT - Enrollment and success is based on duplicated enrollments					
<i>Apprenticeship (SAM = A)</i>					
Attempted	0	0.0%	0	0.0%	0.0%
Successful	0	0.0%	0	0.0%	0.0%
<i>Adv. Occupational (SAM = B)</i>					
Attempted	97	100.0%	6	100.0%	6.2%
Successful	59	60.8%	4	66.7%	6.8%
<i>Clearly Occupational (SAM = C)</i>					
Attempted	4,226	100.0%	271	100.0%	6.4%
Successful (A,B,C,l)	2,714	64.2%	138	50.9%	5.1%

DSP&S students are more likely to persist from one semester to another and one year to another as reflected in the 2006-07 data. DSP&S students have a significantly higher rate of semester to semester persistence (86.1%) compared to the general population (64.3%). Additionally DSP&S students are more likely to return from one year to another as evidenced in the data from 2006-07; wherein 74.3% of DSP&S students return from one fall. By contrast, only 42.8% of the general population returned.

With regard to Workforce Development the sample size (4 students) of advanced occupational courses is too small to make assumptions regarding DSP&S student progress. In the area of Clearly Occupations, DSP&S students success rate was significantly lower (13.3% less) than the general population,

However, in the area of course completions, DSP&S students had a higher rate of being unsuccessful in the classes they attempted. In the areas of English and Math, 40.4% of DSP&S students were successfully in English courses and 36.4% were successful in Math courses. This is particularly alarming as 56.4% of the general population students were successful in English and 65.4% were successful in Math.

Describe areas where you have concern about student progress.

The areas that are most concerning are the success rates of DSP&S students in both English and Math classes. It will be important for the DSP&S team to further explore what mitigating factors are influencing the success rate of DSP&S students.

However, the results of data regarding student persistent is inspiring. In the area of persistence, the DSP&S students did significantly better than the

general college population. 86.1 % of DSP&S students persisted from the fall 2006 to the spring of 2007, compared to 64.3% of the total student populations. Additionally, DSP&S students had a higher persistence rate from fall 2006 to fall 2007 at a rate of 86.1%, compared with the general student population rating at 42.8%.

In the area of course completions, the success rate of DSP&S students were 3.2% less than the general student populations at a rate of 59.5% compared to the general population at 62.7%. There appears to be a significant disparity between the percentage of DSP&S students successfully completing English and Math class. There is a 16% difference in the area of English and an 11.8% in Math.

With regard to Workforce Development, the DSP&S students were slightly more successful in Advanced Occupational classes (5.9% higher), than the general population and significantly lower (13.3%) in the Clearly Occupational classes.

It is unclear what is the underlying reason; to this end, the team will spend more time evaluating this discrepancy and working on implementing “student ambassadors” to orient and connect students to campus resources and a specialized tutoring program for the 2009-10 school year.

What programs and services do you feel specifically contribute to the progress of students at your college? Why?

It is believed that the success of the DSP&S students in persistence is due to many factors across the campus community. These factors include: the openness of faculty and staff, DSP&S counseling and other services, accommodations provided, and technology available in the lab. Additionally, we now have two full time counselors and we have also extended the hours for student contacts; students now have the option to come in until 5:30 pm instead of 4:00 pm. The DSP&S labs hours have also been extended to accommodate students in the evening.

D. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

West Hills College Lemoore Revision date: 6/30/2008	All	% of	DSP&S	% of	% of
GENERAL DATA	Students	all	DSP&S	DSP&S	all
ACADEMIC SUCCESS					
Degree	349	5.4%	25	5.9%	7.2%
Certificate	24	0.4%	2	0.5%	8.3%
Transferred to 4-Year	1,544	23.9%	27	6.4%	1.7%
<i>Unduplicated Success Rate</i>	1,725	26.7%	39	9.2%	2.3%
Transfer Directed	762	11.8%	18	4.2%	2.4%
Transfer Prepared	572	8.8%	26	6.1%	4.5%

Questions for Analysis:

1. How well do the program students perform compared to the total college population?

The results of data regarding student persistence, retention, and graduation are inspiring. DSP&S students are achieving degrees (5.9%) and certificates (0.5%) at a comparable rate to general students (degrees- 5.4%, certificates 0.4%). However, a review of the transfer data shows that fewer DSP&S students (6.4%) transfer than the general population (23.9%).

2. Describe areas where you have concern about student success.

The area of concern is the percentage of DSP&S students who do not transfer.

3. What programs and services do you feel specifically contribute to the success of students at your college? Why?

The DSP&S staff believes that students feel very positive about staff, services, and support they receive on campus. This starts with initial contacts to lab availability, counseling services, assistive technology and availability of staff to confer with. In addition, the positive interactions are highlighted with faculty and those interactions with students.

E. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the program at the college.

Questions for Analysis:

1. What are the SLOs for the program?

SLO 1.) Students will be able to follow their educational plan.

SLO 2.) Students will be able to advocate their special needs to faculty and staff.

2. What process was used (or plan to use) to develop these outcomes?

The faculty and staff of the DSP&S Department met to develop the program plan in 2006-07. Using student demographic data supplied from the Director of Institutional Effectiveness and Planning, the staff recognized that educational achievement of DSP&S students would heavily depend on their capability to complete their educational plan and to be able to self advocate.

3. What types of activities are you conducting in order to achieve these outcomes?

At the DSP&S students' orientation, students were given "true" and "false" questions to assess their knowledge of the DSP&S program and serve their understanding of their responsibilities for self advocating. Additionally, students were given an electronic communication regarding the process for communicating their educational need to their instructors and assessing services and supports. This communication is also provided to faculty each semester. Counselors also review with students their educational contract and make revisions as necessary.

4. How are you assessing the achievement of the outcomes?

The Student Learning Outcomes listed above were completed in the fall of 2007. The DSP&S staff will be assessing the achievement of the outcomes in the spring of 2008 in the following manner:

SLO 1.) A random sampling of 20% of the DSP&S students will be made to determine the number of students following their education plan as outlined.

SLO 2.) Data regarding the number of students requesting accommodations following the census week will be collected each semester.

5. How have you used the assessment information to improve the services?

The categorical staff, which includes the DSP&S staff, review the results of the data collected at a regularly scheduled staff meeting. The analysis of the data helps to guide decisions regarding programs, supports, activities, and goals for the upcoming year.

- F. *Compliance - Provide an overview of how each program is meeting the applicable minimum requirements of the federal laws and regulations, California Education Code, Title 5 regulations, Budget Act Language and/or program guidelines. The key areas to be reviewed include: 1) student eligibility, 2) student services, 3) program requirements, and 4) funding, expenditures, and accountability. The review should clearly demonstrate that the programs are responsibly handling categorical dollars.*

DSPS: Disabled Student Programs and Services

The Disabled Student Programs and Services (DSP&S) program administered by the System Office is unique in the nation in the scope of services provided to individuals with a range of physical and cognitive disabilities to assist them to succeed in postsecondary education. The DSP&S program authorizes the provision of support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate fully and benefit equitably from the college experience.

Colleges are charged with providing an equal opportunity for students with disabilities to succeed, but cannot guarantee success. "Equal, not better" is the critical determinant in whether DSP&S should provide a service or arrange for an accommodation for a student with a disability. These services assist California's community colleges in meeting the requirements that college programs and activities be accessible to and useable by students with disabilities contained in Section 504 of the federal Rehabilitation Act of 1973, the federal Americans with Disabilities Act (ADA) of 1990, State Government Code sections 11135-11139.5 and California Education Code section 67310.

Student Eligibility

1. Describe the processes used to verify and document a student's eligibility for DSP&S services and instruction. Please provide a copy of the form(s) used to document a student's eligibility for services.

A "student with a disability" is a person enrolled in the college who has a verified impairment, which limits one or more major life activities, and which imposes an educational limitation. DSP&S eligibility needs to comply with Title 5, CCR section 56006

The process used to verify and document a student's eligibility for DSP&S is:
A student requests and receives an application (blue form) and an appointment is scheduled with a DSP&S counselor. An intake interview is completed with the

student and the application is reviewed (blue form which includes the consent for release) with the student. Based on the intake interview, the student may indicate that they have received services from the high school and an IEP (Individualized Education Plan) is requested from their high school.

If it is determined that LD testing is appropriate, the first testing session is then scheduled. If the student has just enrolled as a first time student from a local high school and has a current IEP this student may be granted temporary services.

If the disability appears or suggests that he/she has a medical or psychological disability, they are given a Medical Disability Verification form to be given to the appropriate medical professional for verification. This may include documentation from Mental Health or some other agency. A student's eligibility is verified through documentation from a person who is licensed or certified in a field to diagnose specified conditions. The completed medical form needs to include functional limitations.

If the intake interview suggests that the student has a history of learning difficulties, the student is provided with an application for testing (yellow form) and scheduled for testing. If the college receives prior documentation of a learning disability, the DSP&S Counselor/LD Specialist will review those documents to determine if there is sufficient information to meet the prior documentation test as outlined through the System Office.

If however, a student has an observable disability, such as blindness, the DSP&S Counselors will certify that the student meets the criteria under Title V for eligibility.

Upon completion of disability verification, the correct disability code will be assigned to the student and appropriate accommodations will be set up in the necessary classes. This information is documented in the student's file and a statement of their educational limitations is notated in the (SEC) Student Educational Contract.

2. Describe the process used to determine what support services the student would need to enable his or her participation in activities, programs and classes offered by the college, given the student's educational limitation.

Support services are student specific and are determined by the student's educational limitations, disability and self disclosure. The in-take interview is essential in determining academic needs, the student's limitations and coursework that will satisfy their educational goals.

Upon initiation by the student each semester, accommodation forms are given to the student to deliver to his/her instructor(s). For instructors teaching on-line classes, this accommodations sheet is provided electronically with the permission from the student. Accommodations are monitored throughout the school year and are often modified, depending on student needs, requests, schedule changes, etc.

(Title 5 - 56000, 56002, 56004, 56005, 56006, 56008, 56010, 56022, 56026, 56027, 56028, 56029, 56032, 56034, 56036, 56038, 56040, 56042, 56044)

Student Services

1. List and describe the DSP&S services that are provided to students with disabilities, above and beyond the regular services offered by the college. (Title 5 – 56005, 56026)

The services that are provided to DSP&S students that are over and above the regular services offered by the college are:

- Adaptive equipment
 - Loans for adaptive equipment
 - Traditional and speech activated calculators
 - Alpha Smart Keyboards
 - Braille labeler
- Alternative media
 - Tape recorders and other listening devices
 - E-books
- Braille
- Assistive computer Technology
 - Assistive technology in DSP&S lab, and other campus locations
- Campus and Community Liaison
 - Liaison/advocating and referrals with college programs, instructors, administration, and other agencies
- Counseling: academic, career and personal, vocational
- Course related co-curricular accommodations
 - Preferential seating
- Equipment loan –
 - Flash drivers
 - Automatic door openers
- Interpreter /caption services
 - Video captioning
 - Interpreter for the deaf
- Liaison with local, state and federal agencies
- Multi-media educational aids
 - Computers modified to accommodate various limitations (e.g. magnified screens, specialized keyboards and monitors)

- Note taker/scribe services
 - Scribes and readers
- Outreach activities
 - Networking with DSP&S staff, feeder schools
- Referral services
- Registration assistance
 - Priority registration
- Repair of adaptive equipment
- Specials classes
 - Adaptive educational classes
- Specialized/supplemental orientation
 - DSP&S Orientation
 - Tools for organization
- Learning assessments/Educational testing
- Test facilitation/proctoring
 - Location change for testing with extended time
 - Testing accommodations
- Transportation (on campus) if criteria is met
 - Transportation between classes
- Initial mobility orientation

2. List and describe the DSP&S special class instruction that is offered by the college, if applicable. (Title 5 – 56028)

West Hills College Lemoore is fortunate to be able to offer a variety of adaptive classes, both credit and non-credit. The classes offer students developmental skill building in order to assist students in achieving their goals of a higher education.

The credit classes consist of Guidance Studies Classes (GS 61), English 89, and Adapted PE 19.

GS 61:

These classes assist students below the basic skill level; as well as provide assistance in acquiring prerequisites required for the basic skills courses. Content includes instruction in study skills, learning styles, test-taking, note-taking, reading strategies, and assistive technology programs. Students receive instruction in a lecture/lab structure with both whole group and individual instruction. The class is intended primarily for students with learning or other disabilities, although any student may enroll.

English 89:

These classes are intended primarily for students with learning disabilities. The content of the course relates to writing, spelling and related language arts.

PE 19 (Adaptive):

These classes are designed to assess the fitness and ability levels of students while creating a specific fitness plan.

The non-credit classes consists of NC 140A, NC140B, NC141 and NC142. All of these courses are offered off site at the Kings Rehabilitation Center. The focus is primarily on individuals with developmental disabilities. The course curriculum graduates from a moderately disabled adult to a mildly disabled adult. However, all of the courses focus on opportunities to develop personal, vocational, social and behavioral skills through integrated activities.

The core expectations for all DSP&S students are to advance towards independence, self-sufficiency and self-advocacy.

NC 140A:

These classes are designed to provide moderately disabled adults with opportunities to develop personal, vocational, social, and behavioral skills through a comprehensive program of work, social, behavioral, and community integrated activities.

NC 140B:

Similar to design of NC 140A, this class is designed to provide mildly and moderately disabled adults with opportunities to develop personal, vocational, social, and behavioral skills through a comprehensive program of work, social, behavioral, and community integrated activities.

NC 141:

This course provides paid work opportunities to individuals with a variety of disabilities. The program is intended for those individuals who lack competitive job skills at the time of placement due to disability, but who are capable both vocationally and socially of performing work with work crews. These crews receive job coaching and support. Pay is based on individual productivity.

NC 142:

This course provides job skill development, extended employment, off-site employment, living skills and support services to individuals who, at referral, are too severely disabled to work in a competitive job situation. Services will assist in maximizing vocational development and

independent living through work crews and enclaves. Pay is based on individual productivity.

3. *Describe how regulations, policies, legal opinions, US Department of Education, Office for Civil Rights (OCR) decisions and administrative directives are incorporated into DSP&S program operations and service delivery. (Californian Education Code and Title 5)*

The Associate Dean of the DSP&S program stays current on regulations, policies, legal opinions, USD Department of Education, and OCR decisions and administrative directives by:

- Reviewing the publications such as: LRP, Disability Compliance for Higher Education, ADA Compliance Guide, Title V Regulations.
- Communicating with representatives from the Galvin Group, regional colleagues, System Office staff
- Attending workshops and conferences.

4. *Describe the procedures for preparing, monitoring, and annually updating the Student Educational Contract (SEC). What methods are being used to evaluate student progress? (Title 5 - 56022)*

The DSP&S counselors meet with the student to review the necessary requirements to complete their program of study using program sheets. The counselor, along with the student, completes the Student Educational Contract (SEC) for the year. Additionally, the student's disability is identified along with educational limitations and supports needed for the classes in which the student is enrolling. The SEC is prepared upon initial contact in the granting of the student case. This contract can be amended as needed throughout the year.

The SEC is monitored and evaluated throughout the semester through student contacts and the mid-semester progress reports. Using the mid-semester report, the counselors discuss student progress, needs, amendments and supports to help the student pass their classes. At the completion of each semester or beginning of the following semester, the SEC is updated when the grades are received. The student's academic records are reviewed to assess progress towards the student goal's and the student educational plan.

The SEC is updated at least once a year.

Program Requirements

1. *Describe the role of the advisory committee, identify the composition of the advisory committee representatives, the frequency of the meetings, and attach minutes from the two most recent meetings.*

The Advisory Committee is a cross-representation of faculty, staff, students and community agencies. The role of the advisory as stated in our missions statement is: "...The Mission of the DSP&S Advisory committee will be to assess the functioning of said DSP&S programs as it relates to Title V Requirements and the needs of the disabled student population within the community." The DSP&S Advisory committee meets once a year or more frequently as needed. (Title 5 - 56050)

2. *Identify the individual designated as the DSP&S Coordinator and how the individual serving in this position meets the minimum qualifications. (Title 5 – 56048)*

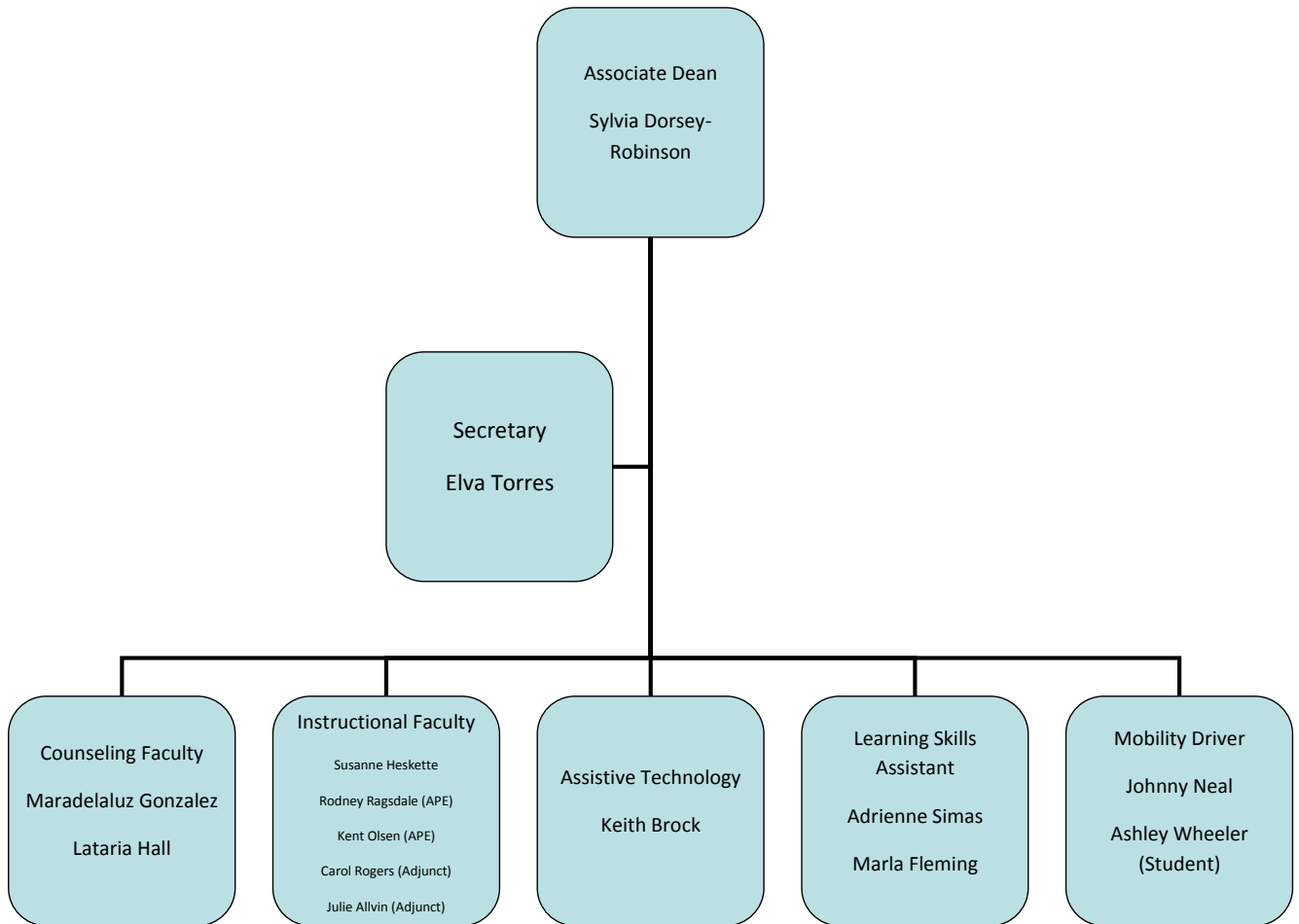
The Associate Dean of the DSP&S program is Sylvia Dorsey-Robinson. She meets the minimum qualifications by having acquired a Master's Degree in Education Administration, having worked over twenty years in the K-12 setting with individuals with disabilities, including serving as the Director of Special Education for ten of those years and having served as the Associate Dean of the DSP&S program for the last year and a half. Her resume and credentials were meticulously reviewed by the Human Resources department and determined to have met the requirements under the Title 5 Regulations.

3. *List and describe each of the positions funded by or supporting DSP&S and how the individuals serving in these positions meet the minimum qualifications. (Title 5 - 56048)*

The DSP&S staff consists of:

- director (Associate Dean- partially funded)
- secretary (partially funded)
- full-time counselors
- 1 high technology/access specialists
- learning skills assistants
- 2 adjunct faculty
- 1 full time faculty
- 2 full-time faculty with adapted PE classes
- 1 part-time mobility driver
- 1 work-study mobility driver

All of the individuals listed above meet minimum qualifications based on the job description and Title 5 Regulations as reviewed by the Human Resources Department.



Funding, Expenditures and Accountability

- 1. Describe how DSP&S funding is being used to provide support services and/or instruction to students with disabilities.***

The DSP&S funds provide support services and/or instructional services in the funding of staff, delivery of assistive technology, orientations, specialized classes, on-campus transportation, training, workshops and outreach.

- 2. How is the DSP&S Coordinator’s salary funded?***

The DSP&S Associate Dean is funded 25% - State allocation DSP&S and 75% district.

3. *How is revenue from DSP&S Special Classes being accounted? (Title 5 – 56060, 56064, 56070, 56072)*

The Associate Dean and the secretary gather positive attendance data from the non-credit classes each month. This information is forwarded to the Registrar who verifies the attendance documents. At the conclusion of the fall term the Associate Dean requests FTEs generated from the adaptive classes, both credit and non-credit. This process occurs each term.

4. *Describe the process for developing and approving the DSP&S Budget and Expenditures.*

The DSP&S Associate Dean works with the staff and advisory to identify any needs for the upcoming year and establish budget priorities accordingly. This is part of the college wide planning and governance process. The Associate Dean creates both a categorical dollar budget and a general fund budget in the spring of each year. The categorical budget is based on a 95% allocation, as the actual allocation is unknown until the fall term.

The general fund budget is developed based on the budget amount supplied by the business office. These budgets are reviewed with the Dean of Students before submission to the president.

5. *Identify the process for completing the DSP&S Year-End Report and relationship to the district's year-end program accounting.*

The DSP&S Year End Report is completed by the Associate Dean. This process begins after the first month of the summer term. The Associate Dean and the secretary gather positive attendance data from the non-credit classes each month. This information is forwarded to the Director of District Enrollment who verifies the attendance documents. At the conclusion of the fall term the Associate Dean requests FTEs generated from the adaptive classes, both credit and non-credit. This process continues in both the fall and spring semesters. Throughout the year, the Associate Dean and secretary are monitoring the DSP&S budgets and making adjustments as necessary. At the end of the fiscal year, the Associate Dean reviews the budget and FTEs and reports the dollars as indicated on the End of the Year Report. This information is reviewed with the business office prior to obtaining appropriate signatures and submitting to the System Office on or before September 15th of each year.

- 6. Identify the process for tracking and documenting Deaf and Hard of Hearing Allocation funds expenditures, if the college receives these funds, and the required college match.*

At the time of this report, the college had not applied for and Deaf and Hard of Hearing Allocations.

- 7. Describe how the college utilizes the funds in the DSP&S allocation for Access to Print and Electronic Information and funds from other sources, to ensure that educational materials are provided in a format that is accessible to and usable by students with disabilities.*

The colleges utilize the funds in DSP&S for access to print and electronic information by employing an Assistive Technology/High Access Specialist. This individual ensures that alternative support is provided to enable students to access the curriculum. The Assistive Technology Specialist communicates with the DSP&S counselors, faculty, students, the High Tech Center, and the Alternative Text Production Centers to provide the appropriate support to students in order to achieve access.

- 8. Describe the procedures for recording the student's minimum four service contacts per year that are required in order to receive funding, and the process of verifying and reporting those service contacts to MIS (Title 5 – 56062)*

Upon granting a student case, the information is documented under the Datatel EMER/CASM screen. A MIS form is submitted to the DSP&S department's secretary who cross-checks the information through her database. It is important that the information on the MIS form coincides with the information on the Datatel EMER screen. The District Programmer/Analyst generates a semester report listing student contacts to DSP&S. This ensures that the required four yearly contacts have been met.

A student enrolled in an adaptive class will automatically receive their four contacts. A student who is not enrolled in an adaptive class, but receives disability related services such as test proctoring, is also documented in the CASM Datatel screen.

A master list of contacts is compiled to verify the required four contacts. The District Programmer/Analyst submits preliminary data for review by the Associate Dean and secretary. This information is reconciled to ensure that contacts are appropriately coded in the EMER screen and relate to disability, and all student contacts are captured and corrected before submission to the System Office.

9. *In general, describe the DSP&S funding allocations formula and its elements. Understanding the formula is essential in effectively administering and advocating for your program. The funding formula is complex and comprised of different elements, including weights assigned by disability category. Would your college like to request technical assistance in this area?*

The DSP&S funding is built on student “head count” broken down and weighted by disability and the enrollment in credit and non-credit classes. Staff is responsible for entering all student contacts; however, only those contacts related to the disability count and must be a minimum of 4 contacts per year in order for the college to receive DSP&S funding. The specific disability areas identified through the community college system are: Mobility, hearing, vision, psychological, developmentally delayed, learning disabled, acquired brain injury, speech, and other.

The Institutional Technology Services (ITS) department maintains the data as it is input in the Datatel system. The District Programmer/Analyst communicates with the DSP&S Associate Dean and the secretary to indicate when the data has been updated. The DSP&S department reviews the student information to ensure that the information is correct and accurate, reports any mistakes so that District Programmer/Analyst can make any changes prior to submission to the System Office. The System Office uses this head count information along with the FTES generated by the credit and non-credit classes, and the amount of money spent in the current year, along with the anticipated amount that should have been spent to determine the next years’ allocation.

The Associate Dean works closely with the DSP&S staff, students, advisory group, and facilities team members to determine upcoming needs in the DSP&S program. Each spring, the Associate Dean uses this information and other information supplied by the business department to develop a budget based on a minimum 95% of the current year’s allocation.

The college feels that accessing the resources available through the Galvin Group provides adequate training and technical assistance at this time.

Other

1. *Describe other areas or departments on campus you coordinate with to provide services to students served by DSP&S.*

The DSP&S program and staff are intricately involved in the fabric of the college. Staff are standing members of Learning Communities, Facilities and Planning meetings, President’s Cabinet, President’s Executive Cabinet, Site team Planning, Development of SLO’s, the Basic Skills Committee and Counseling and Advising

meetings. This ensures that the needs of the disabled population are well represented and that there is collegiality between and amongst staff and programs that fosters unity of services to this population. In addition, all staff has an open door policy that allows for good communication to exist.

This coordination is evidence in the fact that faculty will often submit referrals to the DSP&S department. They also assist with providing the necessary and appropriate accommodations within their classrooms. They are often collaborating with staff on ways in which they can maximize assistive technology and identify alternative technologies to enable students to gain the needed material. Faculty often meets with the director, counselors and assistive technology specialist in order to collaborate regarding student needs.

The Associate Dean communicates regularly with the Director of Maintenance and Operations to identify accessibility issues and needed resources or potential problems for students. The staff is very accommodating and amendable to providing services.

Because the director of the DSP&S program is the Associate Dean of Categorical Programs, she oversees the EOPS, CARE, and CalWORKs programs as well. This multifaceted responsibility has served to harness inter-categorical communications. This is accomplished through the centralized Associate Dean and monthly staff meetings.

2. What type of training would you like to receive in order to improve the efficiency and performance of your college's DSP&S program? Please describe all DSP&S related training needs as you see them.

The staff recognizes the need to advance its knowledge of assistive technology software and hardware; as well as providing students with training on use of the software and hardware in order to maximize the use of the devices.

In addition, there is an increased need and interest in understanding the characteristics and how best to support the needs of individuals with autism and autism related disabilities. The staff and faculty also need training in the areas of Tourette's Syndrome, mental illness and learning disabilities and accommodations.

As previously mentioned, the college as a recently accredited college is in its infancy; therefore the staff has continued to grow. One area of growth is in the number of staff. However, with that growth and additional staff is the need to "ramp-up" staff in order to advert any break in services. While we have completed this comfortably, it is an area we would continue to need to monitor.

There are a number of ways the staff feels they can achieve the desired results listed above, some of which are participation and attendance at regional meetings, maintaining communications with the various list-serves, attendance at the CAPED, CSUN, and AHEAD conferences as well as seeking out conference and trainings opportunities that focuses on brain-based learning opportunities.

CalWORKs/TANF: California Work Opportunities and Responsibility to Kids/Temporary Assistance to Needy Families

Program-Specific Self-Evaluation

The self-evaluation is based on the WASC Accreditation Standard IIB – Student Support Services:

“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.”²

- A. Management Information System (MIS) Data Reporting - For access, progress and success, MIS data for the prior three years (2005-06, 2004-05, and 2003-04) will be provided annually by the System Office for each college. Program staff will need to conduct an analysis of the data sent by the System Office. Colleges may also use in-house data to complete this section.***

Questions for Analysis:

1. How is the categorical program director involved in the review of MIS data before it is submitted to the State Chancellor’s Office?

The District Office has a Data Tracking Technician that generates campus CalWORKs MIS specific reports from Datatel for the Associate Dean of Categorical Programs. In 2006-2007, these reports were forwarded and validated by the Career Center Technician who was responsible for tracking and entering all WHCL CalWORKs MIS data. In addition to MIS input into Datatel, the Career Center Technician maintained a local database of information. The MIS data report is compared to the data stored in the locally developed program database. Any necessary corrections are reviewed and cited by the Career Center Technician and Associate Dean before forwarding to the District for final submission to the Chancellor’s Office.

² Self Study Manual – ACCJC Standards Adopted June 2002, Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, August 2005

2. Does the data appear to be accurate? Do the numbers of students in the MIS report match your program records?

So far, implementation of the new CalWORKs MIS data since Summer 2007 has been successful. Data appears to be accurate with some inconsistencies occurring with enrollment records of CalWORKs student in non-credit courses as well as reporting of students in the local database that are unable to be captured in MIS since the student fails to apply or enroll in classes. Establishing a clear procedure for tracking and maintaining CalWORKs MIS Data collection is needed as the new CalWORKs Advising Specialist will be processing this data instead of the Career Center Technician.

3. If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify the problem. Share this information with the college information technology services staff to determine ways to correct your MIS reporting.

As cited previously, the inconsistencies occur between the MIS report and the local database of CalWORKs information. The problem exists with the enrollment records of CalWORKs student in non-credit courses as well as the inability to capture student that go through the intake process but fail to apply or enroll in classes. Much of this falls on the CalWORKs program staff, not the information technology services staff. Again, efforts to establish a clear procedure for tracking and maintaining CalWORKs data is needed as the new CalWORKs Advising Specialist will be processing this data instead of the Career Center Technician.

B. Access - Identify how accessible the program is by comparing demographic data from the college to the program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and BOG fee waiver recipients, English Language Learners (ELL) and students with disabilities.

West Hills College Lemoore Revision date: 6/30/2008		All Students	% of all	Cal WORKs	% of CalWORKs	% of all
GENERAL DATA						
	Total Students	6,469		205	100.0%	3.2%
	Enrolled in CREDIT	6,211	96.0%	201	98.0%	3.2%
	Credit FTES	2,631	40.7%	144	99.5%	5.5%
	Enrolled in NONCRED	357	5.5%	19	9.3%	5.3%
	Noncredit FTES	344	5.3%	0.70	0.5%	0.2%
ACCESS						
	GENDER					
	Female	4,015	62.1%	167	81.5%	4.2%
	Male	2,391	37.0%	38	18.5%	1.6%
	Unknown /DTS	63	1.0%	0	0.0%	0.0%
	AGE GROUP					
	< 20	1,578	24.4%	15	7.3%	1.0%
	20 - 24	2,098	32.4%	88	42.9%	4.2%
	25 - 29	959	14.8%	47	22.9%	4.9%
	30 - 49	1,536	23.7%	53	25.9%	3.5%
	50 +	295	4.6%	2	1.0%	0.7%
	Unknown/DTS	3	0.0%			
	RACE/ETHNICITY					
	African-American	419	6.5%	28	13.7%	6.7%
	Asian	365	5.6%	3	1.5%	0.8%
	Filipino	239	3.7%	5	2.4%	2.1%
	Hispanic	2,458	38.0%	97	47.3%	3.9%
	Native American	79	1.2%	5	2.4%	6.3%
	Other	97	1.5%	1	0.5%	1.0%
	Pacific Islander	28	0.4%	0	0.0%	0.0%
	White	2,444	37.8%	60	29.3%	2.5%
	Unknown/DTS	340	5.3%	6	2.9%	1.8%
	DISABILITY					
	Primary Disability	412	6.4%	18	8.8%	4.4%
	Secondary Disabil	32	0.5%	1	0.5%	3.1%
	Dept. of Rehabilita	36	0.6%	0	0.0%	0.0%
FINANCIAL AID						
	Not Received	3,888	60.1%	20	9.8%	0.5%
	Received	2,581	39.9%	185	90.2%	7.2%
	BOG Waiver	2,492	38.5%	185	90.2%	7.4%
	PELL Grant	1,450	22.4%	149	72.7%	10.3%
	Other	1,068	16.5%	116	56.6%	10.9%

Questions for Analysis:

1. How does the program compare with the total college demographic data?

- CalWORKs serves more females (81.5%) than males (18.5%)
- In comparison to the general population, CalWORKs students' ethnicities are higher in the following areas: Hispanic (47.3%), African-American (13.7%), and Native American (2.4%)
- CalWORKs students' ages, 20-49, are consistent with the general population
- CalWORKs students' receipt of financial aid (90.2%) is significantly higher than the general population (39.9%)
- Of the 6.4%, or 412, total students cited with a primary or secondary disability, 8.8%, or 18, were CalWORKs students

2. Describe the areas where you have concerns about access.

- Increasing participation of males and teenage parents

3. Please describe any plans in place for improving access.

- Work closely with the county and school teen parenting programs to increase referral process for males and teenage parents

4. What programs and services do you feel specifically contribute to student access at your college? Why?

- Location of CalWORKs office works well within the Career Center
- Ability to place at least 10% of CalWORKs eligible students in on campus work study positions
- Availability of supervised tutorial through NC160 (GED Preparation) course which counts as an allowable activity for county purposes
- EOPS/CARE and DSP&S often refer CalWORKs students for services

C. Progress - Compare how well students served by the program perform compared to those of the whole college. Data to be compared include course success rates, academic and progress dismissal, and persistence.

West Hills College Lemoore <i>Revision date: 6/30/2008</i>		All	% of	Cal	% of	% of
		Students	all	WORKs	CalWORKs	all
GENERAL DATA						
PROGRESS						
PERSISTENCE						
	Enrolled in Fall 06	3,850	59.5%	138	67.3%	3.6%
	Persisted to Spring 07	2,476	64.3%	116	84.1%	4.7%
	<i>Fall 06 to Fall07</i>	1,647	42.8%	65	47.1%	3.9%
COURSE COMPLETION - Enrollment and success is based on duplicated enrollments						
DEGREE APPLICABLE						
	Attempted	20,717	100.0%	1122	100.0%	5.4%
	Successful	12,982	62.7%	631	56.2%	4.9%
BASIC SKILLS						
ESL						
	Attempted	40	0.6%	2	100.0%	5.0%
	Successful	34	85.0%	2	100.0%	5.9%
ENGLISH						
	Attempted	385	6.0%	41	100.0%	10.6%
	Successful	217	56.4%	22	53.7%	10.1%
MATH						
	Attempted	321	5.0%	23	100.0%	7.2%
	Successful	210	65.4%	13	56.5%	6.2%

West Hills College Lemoore <i>Revision date: 6/30/2008</i>		All	% of	Cal	% of	% of
		Students	all	WORKs	CalWORKs	all
GENERAL DATA						
WORKFORCE DEVELOPMENT- Enrollment and success is based on duplicated enrollments						
Apprenticeship (SAM = A)						
	Attempted	0	0.0%	0	0.0%	0.0%
	Successful	0	0.0%	0	0.0%	0.0%
Adv. Occupational (SAM = B)						
	Attempted	97	100.0%	9	100.0%	9.3%
	Successful	59	60.8%	4	44.4%	6.8%
Clearly Occupational (SAM = C)						
	Attempted	4,226	100.0%	330	100.0%	7.8%
	Successful (A,B,C,C)	2,714	64.2%	180	54.5%	6.6%

Questions for Analysis:

1. How well do the students served by your program perform compared to the total college population?

- In comparison to the general college population, CalWORKs students' successful course completion is low for degree applicable (General 62.7%, CalWORKs 56.2%), English (General 56.4%, CalWORKs 53.7%), math

(General 65.4%, CalWORKs 56.5%), advanced occupational (General 60.8%, CalWORKs 44.4%), and clearly occupational (General 64.2%, CalWORKs 54.5%)

- CalWORKs student performed better than the general college population in successful course completion of English as a Second Language (General 85%, CalWORKs 100%)
- CalWORKs students persisted from semester to semester at a higher rate than the general population.

2. Describe areas where you have concern about student progress.

- CalWORKs students’ academic performance is low, especially in math. However, CalWORKs students tend to possess more challenges than your average student (lack of high school diploma or equivalent, limited financial resources, child care, and transportation – just to name a few)

3. What programs and services do you feel specifically contribute to the progress of students at your college? Why?

- The addition of the CalWORKs Advising Specialist in Spring 2008 will support and monitor student learning by providing increased case management and student support
- County collaborative on campus supports the coordinating of essential student services (textbook, child care, and transportation assistance)
- Availability of a CalWORKs specific orientation, supervised tutorial environment, academic and vocational counseling, child care, work study, and employment services

C. Success - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

West Hills College Lemoore Revision date: 6/30/2008	All	% of	Cal	% of	% of
	Students	all	WORKs	CalWORKs	all
GENERAL DATA					
ACADEMIC SUCCESS					
Degree	349	5.4%	26	12.7%	7.4%
Certificate	24	0.4%	3	1.5%	12.5%
Transferred to 4-Year	1,544	23.9%	16	7.8%	1.0%
<i>Unduplicated Success Rate</i>	1,725	26.7%	32	15.6%	1.9%
Transfer Directed	762	11.8%	13	6.3%	1.7%
Transfer Prepared	572	8.8%	26	12.7%	4.5%

Questions for Analysis:

1. How well do the program students perform compared to the total college population?

- CalWORKs had high certificate (1.5%) and degree (12.7%) completion rates

2. Describe areas where you have concern about student success.

- Due to the nature of CalWORKs student educational goals, majority of students are on a non-transfer track
- CalWORKs students have limited vocational certificate options, and of those vocational options, there are inconsistent course offerings

3. What programs and services do you feel specifically contribute to the success of students at your college? Why?

- The addition of the CalWORKs Advising Specialist in Spring 2008 will support and monitor student learning by providing increased case management and student support
- County collaborative on campus supports the coordinating of essential student services (textbook, child care, and transportation assistance)
- Availability of a CalWORKs specific orientation, supervised tutorial environment, academic and vocational counseling, child care, work study, and employment services

E. Student Learning Outcomes - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for the program at the college.

Questions for Analysis:

1. What are the SLOs for the program?

Student Level

- Upon completion of the CalWORKs orientation students will be able to identify program related information and services.
- CalWORKs students will navigate between on and off campus resources to obtain their books for school.
- Students placed in CalWORKs work study program will be able to meet employer expectations & standards

2. What process was used (or plan to use) to develop these outcomes?

Direction was given to create program and student level outcomes. The two counselors and the Associate Dean affiliated with the CalWORKs Program

convened in Fall 2007 on three separate occasions to review CalWORKs Program related goals and objectives. At least three student and three program level outcomes were created along with suggested assessment methods.

3. What types of activities are you conducting in order to achieve these outcomes?

The framework is in place to assess and evaluate student and program outcomes. For the CalWORKs student level outcomes, three activities are being conducted. The first is the CalWORKs orientations which are conducted prior to the Fall and Spring semesters as well as one on one orientations throughout the semester. At the conclusion of the orientation, an evaluation is completed by the student to assess level of familiarity with CalWORKs services as well as other on and off campus resources. The second activity that demonstrates students successfully navigating between on and off campus resources is related to requesting textbook assistance. This is assessed by the CalWORKs staff receiving receipt of book purchase authorization from the county. The third activity is the supervisor's evaluation of the CalWORKs Work Study student's performance. For the CalWORKs program level outcomes, activities will include file audits to review service receipts, progress reports, and evaluations. Increased coordination between EOPS/CARE, DSP&S, and the Career Center allows for follow-up on progress reports and workshop participation.

4. How are you assessing the achievement of the outcomes?

The assessment tools mentioned above are in place to gather information and data. At this time, the goal is to evaluate at least one student and program outcome each semester.

5. How have you used the assessment information to improve the services?

At this time, data has been gathered but not evaluated yet to directly improve services. The CalWORKs Program Student Learning Outcomes were developed in fall 2007. Assessment occurred in Spring 2008. Those results will be compiled and shared with CalWORKs staff during Fall 2008 to incorporate any suggested recommendations to improve services for the 2008-2009 academic year.

F. Compliance - Provide an overview of how each program is meeting the applicable minimum requirements of the federal regulations, California Education Code, Title 5 regulations, Budget Act Language and/or program

guidelines. The key areas to be reviewed include: 1) student eligibility, 2) student services, 3) program requirements, 4) funding, expenditures, and accountability, and 5) other. The review should clearly demonstrate that the programs are responsibly handling categorical dollars.

*CalWORKs/TANF: California Work Opportunities and Responsibility to
Kids/Temporary Assistance to Needy Families
Student Eligibility*

Colleges must coordinate with the local County Welfare Department (CWD) to determine eligibility. Eligibility must be determined at the beginning of each term. The college's CalWORKs program is responsible for determining and tracking student eligibility and for all CalWORKs and TANF-funded services. Services provided through other college department, like the Child Care Center, must be coordinated with the college CalWORKs program to verify a student's ongoing eligibility for services, academic progress, monitor program expenses, and report data.

- 1. Describe your college's coordination with the local county department of social services to determine student eligibility for services and coordinate services to be consistent with and in support of the student's welfare-to-work plan.*

West Hills College Lemoore (WHCL) CalWORKs program has had an agreement since 2006-2007 with the Kings County Human Services Employment & Training (KCHSET) Services. This agreement outlines the respective roles that each entity will fulfill which includes eligibility determination and coordination of support services relative to the student's Welfare to Work (WTW) plan. During the intake process, the CalWORKs student signs a consent to release information. As a result, the County and the CalWORKs program are able to obtain eligibility verifications, coordinate services, and provide case management on a regular basis. The partnership has afforded greater accessibility for staff and students by stationing Employment and Training Workers (ETW) at the WHCL campus who address the CalWORKs student's ancillary requests and eligibility documentation. To ensure services are dealt with in a timely manner and consistent with the CalWORKs student's WTW plan, monthly case management meetings and bi-annual advisory meetings occur as well as email and telephone communiqué between the CalWORKs staff and the ETW. Regular student contact is maintained to assess any additional needs or services.

CalWORKs students have a variety of services available at the WCHL campus to meet their mandatory work hour requirements. These include: academic, vocational, and remedial programs, study skills lab, and exposure to employment opportunities. Direct student support services offered at the WHCL campus

include counseling/advising, job preparation workshops, work study, child care, and academic follow-up/case management. All CalWORKs students are encouraged to apply for financial aid and other student support programs, such as Extended Opportunity Programs and Services/Cooperative Agencies and Resources for Education (EOPS/CARE) and the Disabled Students Programs and Services (DSP&S).

2. What documentation is used for eligibility for CalWORKs funded services? Do the student files contain this eligibility documentation?

To validate CalWORKs funded services, all student files include a current “Passport to Services” - this is a county notice to validate the student’s CalWORKs/TANF status and level of services. In its entirety, the CalWORKs student files include:

- CalWORKs Student Intake
- CalWORKs Narrative/Case Notes
- CalWORKs Student Educational Plan
- CalWORKs Progress Reports
- CalWORKs Consent to Release Information
- College Semester Schedule
- College Transcripts
- Financial Aid Award Letter for Work Study students only
- County “Passport to Services”
- County Contract/Referral/Enrollment Verification
- County Consent to Release Information
- Other Miscellaneous Correspondence

The CalWORKs student file maintains the necessary information for eligibility as well as data necessary for semester Management Information Systems (MIS) reporting. At this time, verifications for CalWORKs funded child care and work study remain within the Child Development Center and Financial Aid Work Study department files. It is recognized that centralization of this information is necessary and steps have already been taken to better coordinate CalWORKs child care and work study services.

3. If provided, describe how student eligibility for on-campus child care is determined and how is this service coordinated between the college’s Child Development Center and the CalWORKs program.

The child development center collects verification of eligibility from the CalWORKs student and authorizes necessary child care services. In addition, they validate the students served with the CalWORKs office and, each semester,

reports the number of children utilizing services and the hours of child care provided. As mentioned previously, centralization of this information is necessary and efforts have been made to increase coordination efforts between the Child Development Center and the CalWORKs program's child care services.

(State Budget 6870-101-0001 Schedule (8) 20.10.045-Special Services for CalWORKs Recipients; CalWORKs Handbook, Essential Program Elements (a))

Student Services

The California Community College CalWORKs program funds are used for specific coordinated student services as detailed in the annual budget act. These comprehensive support services are designed to assist welfare recipient students obtain the educational level they need to transition off of welfare and ultimately achieve long-term self-sufficiency. These funds enable the community colleges to be a full partner in the statewide welfare reform system by requiring the colleges to provide the following direct student support services: service coordination; curriculum development and redesign; work-study; subsidized child care; and job development and job placement.

1. Describe each of the program component services that are provided using CalWORKs and TANF funds and how these services are documented.

(State Budget Act; Education Code)

Service coordination and case management is provided by the ETW and supplemented by the CalWORKs program staff. Currently, the CalWORKs Advising Specialist is the first point of contact for the CalWORKs student. The initial meeting includes the CalWORKs student providing a copy of their "Passport to Services" and completing the CalWORKs intake form. A subsequent appointment with the counselor for a student educational plan is arranged. The counselor assists the student in choosing the appropriate coursework to satisfy their career objectives and meet their requirements under welfare to work. CalWORKs staff assists the students by setting them up with the necessary tools and resources to navigate the campus and the community. This includes information on campus programs and services such as EOPS/CARE, DSP&S, career/transfer center, financial aid, scholarships, student government association, child care resources, and public transportation information. A separate process is in place to facilitate textbook purchases between the county and the campus bookstore. A consent to release information form is signed to facilitate exchange of information with the county and between campus programs to coordinate services. An internal system is in place between categorical programs to utilize a color coded identifier to acknowledge their participation in a specific program – such as EOPS, CARE, or DSP&S – and facilitate the exchange of "Passport to Services", student educational plans, or semester progress reports. All

documentation and services referred and received are noted in the student's CalWORKs file.

There are no current activities planned for curriculum development and redesign. However, the business/computer skills and remedial basic skills (NC 160: GED Preparation) open entry and open exit labs are previous curriculum areas that were created to meet the needs of the CalWORKs student population. A recent addition of the WorkKeys program will provide job skills assessment that measures the CalWORKs student's real world skills. WorkKeys connect work skills, training, and testing for education and employers. It supports the CalWORKs program by fulfilling the requirements of federal programs and legislation, as well as economic and workforce development programs. CalWORKs students that are engaged in any curricular area have their academic and vocational objectives outlined in their student educational plan.

In order for students to access **CalWORKs Work Study (CWWS)**, they must bring a referral or copy of their "Passport to Services" to verify their eligibility for services. CalWORKs students are required to be enrolled in at least 6.0 units, maintain satisfactory academic progress (Grade point average of 2.0 or better), and have submitted and completed their Free Application for Financial Student Aid (FAFSA). The Work Study Coordinator matches the wages as follows: 75% from CWWS and 25% from Federal Work Study (FWS). Wages do not exceed state minimum wage standards. The task of placing CalWORKs eligible student in work study and expending CWWS funds is easily accomplished each fiscal year. Work study opportunities are identified by students and campus programs or departments with placements intended to match the students identified career objectives. Due to the College's rural location, lack of business and transportation, most students are placed on campus. Students are placed primarily on-campus and at local elementary schools as tutors. The work study coordinator is responsible for collecting the work study application, matching student placement with their career goals, and maintaining all work study placement information (site, hours per week, wages). On average, up to 15 - 20 CalWORKs students get placed during the fiscal year. The financial aid award letter serves as documentation of the CWWS award. On the rare occasion when there are additional funds or positions available, other outreach avenues include coordinating with EOPS/CARE and researching CalWORKs/TANF recipients via the Board of Governors Grant (BOGG).

CalWORKs child care services are available through the campus child development center (CDC). Quality and convenience are the prime reasons CalWORKs students are encouraged to utilize the CDC. As one of the few child care centers in Lemoore, the CalWORKs students seek out the child care services and opt to obtain training and education as well. Students bring proof of CalWORKs eligibility ("Passport to Services" and school schedule) and this

allows their family access to child care services. The CDC staff is responsible for providing the data necessary for MIS reporting. Annually, the CalWORKs programs provides 15% of the child care funding to enhance the CDC play equipment and often requests additional funding from the Chancellor's Office to meet the needs of the CalWORKs families. For billing purposes, CalWORKs child care funds are set up with their own account number and the CDC staff charge monthly against this account for our CalWORKs children. The CDC provides monthly invoices which are processed directly to the CalWORKs child care budget. For continuation of service from semester to semester, the CalWORKs student is required to provide the CDC staff with a current passport to service and a copy of their semester schedule. All information is maintained in the child's file at the CDC.

Job development and job placement activities occur through the financial aid work study coordinator and the campus career center staff. The CalWORKs Office's location within the Career and Transfer Center facilitates job development and job placement activities. The CalWORKs program collaborates with the career center to offer workshops on career exploration, drafting resume, cover letter writing, dress for success, and interview skills. CalWORKs students are encouraged to participate in these activities to increase their employability. If there are no available positions or funding available under CWWS, the career center and county staff assist with direct job placement. Additional considerations may be developed through the creation of internships and use of work experience opportunities. Any CalWORKs funded employment services provided to the student are documented in their student files.

2. *Describe your college's process for providing case management services.*

Academic case management is provided to students in partnership with ETW. CalWORKs students are referred to the Career Center/CalWORKs Office. The CalWORKs Advising Specialist begins the intake process by collecting information, verifying case worker, obtaining the referral documentation, and scheduling the student for needs assessment and academic advising. The advising specialist obtains transcripts at the end of each semester to assure satisfactory progress, provide interventions as needed, and validate appropriate placement and monitoring of future classes. Now that this program is falling under the scope of the Associate Dean of Categorical Programs, students will be required to provide a mid-term evaluation for progress tracking purposes. CalWORKs staff works closely with ETW to validate eligibility and students time limitations under CalWORKs/TANF.

(State Budget Act; CalWORKs Handbook, Essential Program Elements (c) & Case Management Section)

Program Requirements

The community college CalWORKs program must have a program coordinator or director in place to manage the use of funds, ensure coordinated services are provided to students, and ensure that reports, forms, and program plans are submitted to the System Office in a timely basis.

- 1. Do you have a program coordinator or director? What percentage of time does this position have assigned to CalWORKs and how was it calculated?*

The Associate Dean of Categorical Programs primary assignment is for WHCL; this individual has local oversight and direction of the WHCL CalWORKs program. The Associate Dean allocates 20% of their time to managing the CalWORKs program. This calculation is based upon the multiple categorical areas of oversight and distribution of student populations. Historically, CalWORKs program management has been handled at the District level and started gradually shifting locally in 2006-2007 with the hiring of the Associate Dean and the identification of CalWORKs staff to serve the Lemoore campus. With the CalWORKs staff in place, a variety of elements have been implemented (case management, counseling, and work study) to firmly establish the program.

(CalWORKs Handbook, Essential Program Elements (g); Organization Section)

- 2. Describe how the CalWORKs program coordinator and staff coordinate with the local county welfare department to provide services to eligible CalWORKs students.*

Coordination elements are performed by all partners affiliated with CalWORKs. The county ETWs complement the current process utilized by the College CalWORKs Staff. When the CalWORKs Staff see a new student and they mention they are on public assistance, a CalWORKs intake form is completed. The CalWORKs Counselor and Advising Specialist encourage the student to choose a major that is approvable by county CalWORKs standards and assists in the development of a student educational plan. This plan and current class schedule is transmitted to the ETW who will coordinate the purchase of textbooks and approve any necessary transportation and child care. A process is underway to centralize CWWS and CWCC through the CalWORKs Advising Specialist who will document referral and receipt of CalWORKs services.

To insure that as many CalWORKs students are being served, the WHCL CalWORKs staff works closely with the county workers to capture and service eligible participants. Internally, there are two other means to identify if a student is on CalWORKs; one is to review list of the EOPS/CARE students and the

second is to review BOGG applications for indication that they are a CalWORKs/TANF recipient. The second method requires greater attention as we seek to increase outreach efforts. The ETW is an active member of the CalWORKs Advisory.

Funding, Expenditures and Accountability

The community college CalWORKs program must have a process for tracking the expenditure of CalWORKs funds, to ensure expenditures comply with legal requirements set forth in the Education Code and annual Budget Act language, and in guidelines issued by the System Office.

1. *How do you ensure that CalWORKs funds are only used to pay for allowable services for CalWORKs eligible students?*

Expenditures are monitored and verified to ensure it is an allowable expense under the CalWORKs budget regulations.

(State Budget Act, Education Code, CalWORKs Handbook)

2. *How do you ensure the declared match are from allowable sources and are for direct services provided to CalWORKs students?*

Matching funds must benefit the CalWORKs program directly. The matching source is reviewed to make sure it is permissible with the criteria set forth through the CalWORKs District Match Guidelines. All match sources are cited in the CalWORKs program plan and budgeting reports.

3. *Describe the process for developing and approving the CalWORKs Budget and Expenditures.*

As West Hills College transitions from a single to multi-college district, plans are in place to gradually increase and implement site level development of the CalWORKs budget and expenditures. Continued coordination will be required since CalWORKs funding is allocated at the District level. Currently, the CalWORKs budget and expenditures are developed and approved locally in consultation with the West Hills Community College District business office. Any dollars expended through the CalWORKs program has to go through an approval process. This process begins with the local Associate Dean and then forwarded to the District Program Manager, Grants Accountant, and Director of Fiscal Services before it is posted to the program ledger.

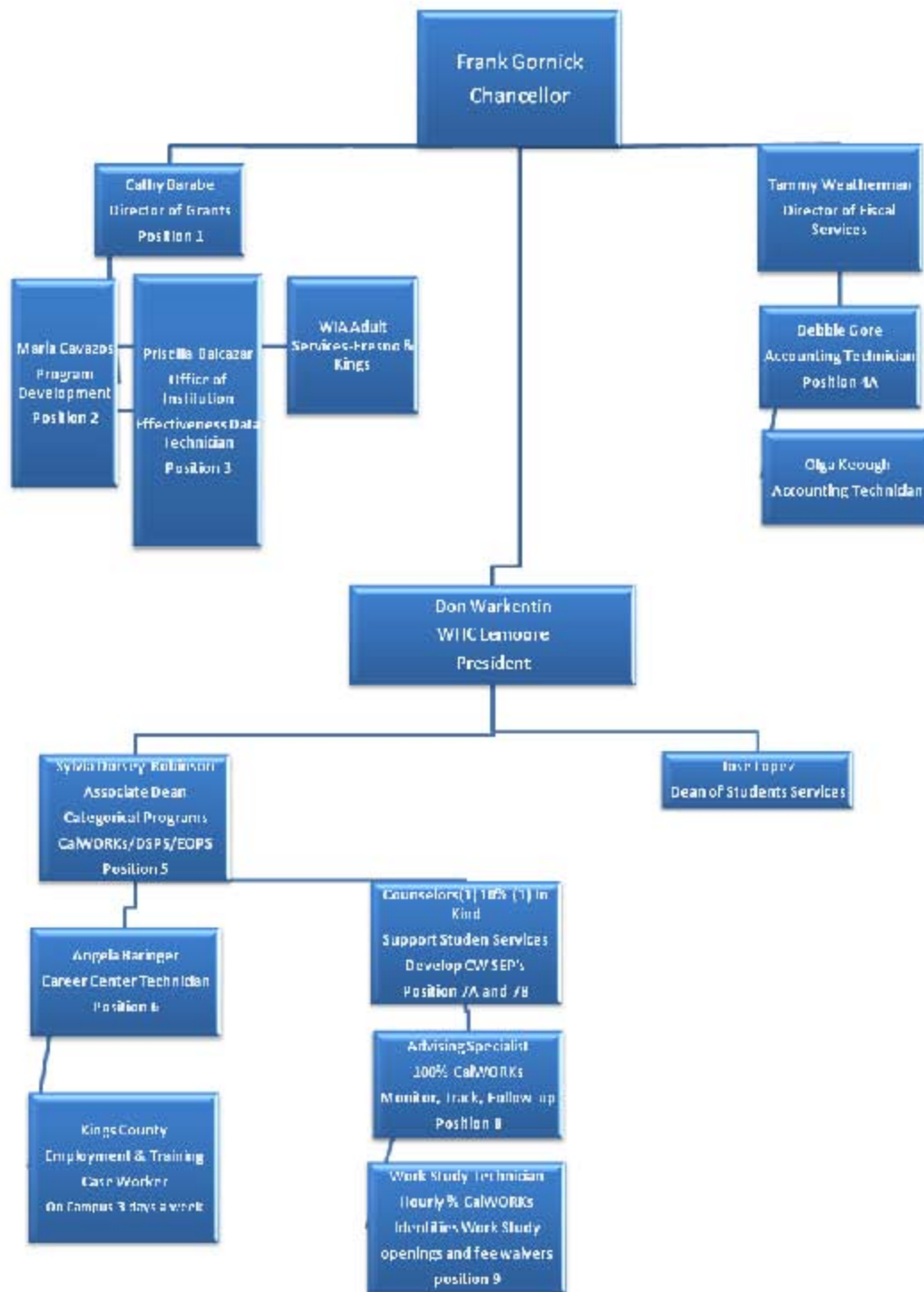
4. *Identify the process for completing the CalWORKs Year-End Report and relationship to the district's year-end program accounting.*

At the end of the fiscal year, the District's grant accountant runs various general ledger reports related to the CalWORKs and TANF budgets. The District's internal auditor examines the reports to make sure that the expenditures are allowable and comply with the funding guidelines.

Other

What other areas or departments on campus do you coordinate with to provide services to CalWORKs students?

The CalWORKs Program coordinates with a variety of on campus areas and departments to provide services to its target population. The CalWORKs program coordinates with the bookstore, Eagle Career Connection, transfer center, child development center, financial aid/work study, tutorial center, EOPS/CARE, DSP&S, and the Student Support Services programs. Consultation occurs in the learning areas for the development of vocational and instructional support services for CalWORKs students (i.e. GED Preparation, CalWORKs Study Lab, WorkKeys). The access and co-location of the county case workers on campus in Learning Resource Center is valuable and essential for the provision of providing timely services to CalWORKs students. In 200-2007, an annual student recognition ceremony was held with EOPS/CARE and DSP&S to recognize academic achievement. Finally, CalWORKs program information is provided at the campus College Day and during the Fall and Spring Xtreme Registrations.



Effective Practices and Opportunities for Improvement

Please complete a separate narrative for each categorical program by describing:

Matriculation: Credit and Non-Credit

A. What is working well.

Progress and Success- matriculation has a positive impact on student progress and success. Students in the matriculation program are progressing and succeeding as well as or better than students in the general population.

SLOs- program and student outcomes are written and the assessment process is underway. The assessment and evaluation process has been informative and has provided feedback useful for training purposes.

Admissions- When applying online, students can switch back and forth between Spanish and English. The online application for admission is in real time; once submitted, within minutes the student can access all student services including online orientation, registration, assessment, etc.

Orientation- It is offered multiple times a year in multiple modalities (face-to-face and online.) Face-to-face orientation is offered in both English and Spanish. The online orientation has Spanish captions and closed captioning for students with a disability. Face-to-face orientation is linked with our Xtreme Registration event and therefore gets a lot of publicity and generates a lot of excitement.

Assessment- Ample opportunities for assessment exist; there has been a significant increase in the amount of assessments scheduled in the last two years. The numbers of assessments offered are driven by student demand with additional sessions added as needed. Assessment is offered with a variety of times for assessment to meet all scheduling needs. Cross training of staff exists to provide multiple sessions of assessment; a part time test proctor was hired in 2007-2008 to meet the added demand of increasing assessments.

Counseling and Advising-The bi-monthly meetings provide an excellent time for communication, training, and updates to keep everyone on the same page and well informed. There are a variety of ways offered for students to access counseling and advising services including evening and online. The counselors work together as a team to provide full time counselor coverage all summer for students to access services. The counselors serve as liaisons to other learning areas to increase collaboration and communication between student services and instructional services.

Academic Follow Up- Better student utilization of the Tutoring Program resulting in increased participation rates as well as improved student tutor training through implementation of monthly tutor training workshops. There has been a significant increase in faculty awareness and use of the Early Alert Program. The addition of an Advising Specialist dedicated to basic skills students has improved follow up to this student population.

Coordination and Training-There has been increased numbers and types of training related to matriculation campus-wide. As a result of “MATI” trainings, our MIS data is improving. The Matriculation Coordinator serves on several committees across the campus to advocate, communicate, and coordinate the program.

Research and Evaluation-The Matriculation Coordinator and Director of Institutional Effectiveness and Planning work closely together to assess the efficacy of matriculation. The District Programmer/Analyst is very responsive to requests for assistance or data and provides the matriculation coordinator ample time to review data prior to MIS submissions.

B. What areas need to be addressed more effectively.

The matriculation program is well aware that it needs to focus on improving student participation rates. There is concern regarding the participation rates of female students, Asian students, and students ages 20-24 and 50 or older. Additionally, the matriculation program would like to increase the overall participation of students.

WHCL has had low participation rates in new student orientation. Although many innovative ideas have been implemented to address the low participation, the rates continue to be small.

The number of student education plans is low and needs to be increased. The matriculation program suspects that there are more students completing SEPs than is reflected in the numbers; however, the data does not reflect this.

The matriculation program is aware that the MIS reporting does not wholly reflect the actual services and contacts students are receiving. Training has been implemented to address this concern and the data has demonstrated improvements; however, it is clear that training needs to be an ongoing activity.

C. Any exemplary practices and services that may be replicated by other colleges.

The “Xtreme Registration” event is a highly successful event that has generated much interest and excitement throughout the college and community. Additionally, it was so successful and well advertised that another local community college has since adopted a similar model.

Implementing the Counselor Liaison model has linked student services more closely with instructional services as evidenced by the voluntary involvement of the instructional faculty in the “Xtreme Registration” event. Additionally this has increased communication and collaboration between areas and has kept student advocacy at the forefront of conversation and decision making.

The college strategically linked full-time counselor instruction of college success classes with specific learning communities.

The Team T.E.A.C.H and Engineering Scholars Program both provide counselors, specific curriculum, and services for students to assist them in navigating the complex educational systems necessary for goal obtainment.

Provision of the English and Math labs facilitate communication between faculty and students and assists students in succeeding in the respective content areas.

Implementing a Tutor training program has improved the quality of peer tutoring offered on the WHCL campus. In order to ensure quality tutoring services, peer tutors enroll in EA 50, EA 55 and EA 58, tutor training courses. During these courses, peer tutors cover pertinent topics related to working with others and problem solving.

WHCL launched an online orientation in the fall of 2008. While it is too early to assess the impact and data, early student feedback has been very positive.

D. Any successful pilot projects implemented by your program.

None of the projects implemented from the matriculation program were piloted first.

*EOPS/CARE: Extended Opportunity Programs and Services/Cooperative
Agencies Resources for Education*

A. What is working well.

Within the last two years there have been significant changes in the staff, including a new director (Associate Dean) and advising specialist, as well as an additional counselor, and a portion of another advising specialist. Despite these changes, there has been an increase in the number of EOPS/CARE students served; and innovative outreach activities such as a “Categorical Jubilee” and End of the Year Celebrations. Along with these highlights, there has been an increase in the number of student attending the EOPS orientations; a 6% increase from one year to the next.

In addition the Associate Dean, who is responsible for multiple categorical programs, meets regularly with the entire team of categorical staff; which includes EOPS/CARE. These meetings allow and ensure cross-categorical communication in an effort to eliminate duplication of services and maintain the integrity of each program.

B. What areas need to be addressed more effectively.

The development of the Student Learning Outcomes is evidence that the EOPS/CARE staff recognize a continued need to work with students in fulfilling the commitments in the Mutual Responsibility Contract. The staff will explore implementation of a “student ambassador” program to connect returning EOPS/CRE students who have successfully met the obligations in the Mutual Responsibility contract for two consecutive semesters with incoming first time EOPS/CARE students.

In addition, there is a need to expand greater outreach activities to males and Caucasian students as these populations are significantly lower than females and Hispanic.

Another area that needs to be addressed is the course completion of EOPS/CARE students who are not successful in both English and math courses.

D. Any exemplary practices and services that may be replicated by other colleges.

None at this time

D. Any successful pilot projects implemented by your program.

None at this time.

Disabled Student Program and Services

A. What is working well.

The DSP&S is a strong team that is molded into the fabric of other categorical programs and the campus composition. The faculty and staff are very responsive to student needs and go above and beyond. There is a campus feeling of “they are our students”. The communication lines are open and faculty and staff are very eager to support the needs of the DSP&S students. In addition, the campus has expanded the hours to include the evening time up to 7:00 PM.

Another area that works well is the bi-semester electronic communication with faculty regarding the DSP&S accommodations, services and test proctoring. Faculty anticipates this electronic communication and uses it to communicate with students about their specific accommodations and needs.

In addition, the test proctoring process has been streamlined. In the past, there were no consistent expectations regarding how tests were delivered, administered and returned. The DSP&S staff have created an on-line mechanism, so that an electronic test is distributed to a variety of the DSP&S team members, which takes into consideration when one person is out, the student is still able to have his/her test administered.

Additionally, all students are required to sign up to have their test proctored, rather than walk into the lab and expect that it will be taken care of when they want it.

B. What areas need to be addressed more effectively.

The DSP&S staff recognizes that the program is beginning to lay a solid foundation for services as an accredited college. The DSP&S staff is a very committed team; however, nearly half of the staff supporting this program has been in the program for less than one and one-half years. While many systems and processes are in place, the team recognizes the need to continue to strengthen processes, services, communication and supports.

C. Any exemplary practices and services that may be replicated by other colleges.

Because of the close collaboration the DSP&S staff has with other programs and departments, there is a sense of share responsibility and support of all students on the campus.

D. Any successful pilot projects implemented by your program.

While the college has had the availability of pick-up services for DSP&S students for several years, the installation of bus stops has recently begun and it is anticipated that by fall 2008 a schedule of stops will be added.

In addition, a second Learning Skills position and counselor were added in spring 2008. These additional staff has enabled program services and DSP&S lab hours to be available in the evening.

CalWORKs/TANF: California Work Opportunities and Responsibility to Kids/Temporary Assistance to Needy Families

A. What is working well.

- Associate Dean of Categoricals overseeing and managing programs minimizing duplication of services
- Collaboration of categorical programs via monthly staff meetings and categorical advisory boards
- Rebuilding CalWORKs Staff and Program
- Exchange of information between campus and Kings County Human Services Eligibility Staff

B. What areas need to be addressed more effectively

- Track student participation to validate mileage and attendance
- Work within local and district guidelines to increase work study hours and opportunities for CalWORKs students
- Increase collaboration with the Vice-President of Educational Services & Workforce Development Administrator to increase vocational and short-term classes that meet the needs of the CalWORKs population.
- Utilize progress reports for referrals to tutoring and learning disability assessment
- Maximize campus work experience program for CalWORKs students

C. Any exemplary practices and services that may be replicated by other colleges.

- Co-location of county worker on college campus

D. Any successful pilot projects implemented by your program.

- None at this time

IV. Planning Agenda

As you evaluate each program with respect to the data provided and topics reviewed, identify areas where you may need to make adjustments. The Planning Agenda will provide the opportunity for the programs to list changes needed in order to improve their services to students. The planning agenda should include new plans, timelines, resources needed and who is responsible for implementing the plans.

Matriculation: Credit and Non-Credit

The matriculation program has the following planning agenda items:

New Plan	Timelines	Resources Needed	Person(s) Responsible
Increase student awareness of matriculation program via an email to all students informing of the services and their responsibilities in the process.	Fall, 2008	Time Allocation	<ul style="list-style-type: none"> ▪ Matriculation Coordinator
Increase student awareness of the matriculation program by visiting the English classes and providing presentations	Fall, 2008	Time Allocation Faculty Commitment	<ul style="list-style-type: none"> ▪ Matriculation Coordinator ▪ Counselors ▪ Advising Specialists
Utilizing the new “My West Hills” portal to advertise matriculation	Fall 2009	Time Allocation Training	<ul style="list-style-type: none"> ▪ Matriculation Coordinator ▪ Dean of Students
Explore mandating new student orientation	2008-2009 Academic Year	Support of the Student Success Committee, Approval from Academic Senate, Planning and Governance and Board.	<ul style="list-style-type: none"> ▪ Dean of Students ▪ Matriculation Coordinator
Implement sessions of new student orientation during Welcome Week	Spring 2009	Time Allocation	<ul style="list-style-type: none"> ▪ Matriculation Coordinator
Explore creation of an assessment center	2008-2009 Academic Year	Designated location Fiscal allocation Staffing allocation	<ul style="list-style-type: none"> ▪ Dean of Students ▪ Matriculation Coordinator
Research the MIS data collection and compare it to the total number of SEPs on file	2008-2009 Academic Year	Time Allocation	<ul style="list-style-type: none"> ▪ Associate Dean of Categorical Programs ▪ Matriculation Coordinator
Implement SARs for data tracking and MIS reporting purposes.	Spring 2009	Time Allocation	<ul style="list-style-type: none"> ▪ CIO ▪ Dean of Students

Continue working with IT department for data tracking and MIS reporting purposes	Ongoing	Training	<ul style="list-style-type: none"> ▪ Matriculation Coordinator ▪ Programmer/Analyst ▪ Counselors/Advising Specialist
Research the efficacy of the addition of College Success courses taught by full time counselors to the learning communities model	Fall 2009	Time Allocation	<ul style="list-style-type: none"> ▪ Matriculation Coordinator ▪ Director of Institutional Effectiveness and Planning ▪ Counselors ▪ Teaching Faculty

*EOPS/CARE: Extended Opportunity Programs and Services/Cooperative
Agencies Resources for Education*

The EOPS/CARE staff has discussed current and future needs that will enable EOPS/CARE students to successfully complete their Student Education Plan. Those discussions have resulted in the following Planning Agenda Items:

New Plan	Timelines	Resources Needed	Person(s) Responsible
Assessment of SLO's	Fall, 2008	Time Allocation	<ul style="list-style-type: none"> ▪ Associate Dean (EOPS/CARE) ▪ EOPS/CARE staff ▪ IT Department
Explore creating a "student ambassador" program	Fall, 2008	Time Allocation	EOPS/CARE Staff
Identify outreach activities that appeal to males and Caucasian students	Fall, 2008	Time Allocation	<ul style="list-style-type: none"> ▪ Associate Dean (EOPS/CARE) ▪ EOPS/CARE staff
Explore intervention options for EOPS/CARE students in English and Math	Fall, 2008	Time Allocation	<ul style="list-style-type: none"> ▪ Associate Dean (EOPS/CARE) ▪ EOPS/CARE staff ▪ Instructional staff

Disabled Student Program and Services

The DSP&S staff has discussed current and future needs that will enable all students to have equal access to a college education. Those discussions have resulted in the following Planning Agenda Items:

New Plan	Timelines	Resources Needed	Person(s) Responsible
Create on-line DSP&S Applications	Fall, 2008	Time Allocation	Associate Dean (DSP&S) <ul style="list-style-type: none"> ▪ Assistive Technology Specialist ▪ IT Department
Implement “specialized tutoring” for DSP&S students	Spring, 2009	Fiscal Allocation	Associate Dean (DSP&S) <ul style="list-style-type: none"> ▪ DSP&S Counselors
Explore creating a “student ambassador” program	Fall, 2008	Time Allocation	DSP&S Staff
Update the existing college DSP&S website and maintain currency	Fall, 2008	Training	Associate Dean (DSP&S) <ul style="list-style-type: none"> ▪ Assistive Technology Specialist ▪ IT Department
Develop an internal system to communicate to identify medically fragile students, without breaching confidentiality,	Fall, 2008	Time Allocation	<ul style="list-style-type: none"> ▪ Associate Dean (DSP&S) ▪ Academic Senate ▪ Secretary ▪ Counselors ▪ Deans ▪ Vice-President ▪ President
Work with the IT Department and Deans regarding Section 508 Compliance	Ongoing	Time Allocation Training	<ul style="list-style-type: none"> ▪ Associate Dean (DSP&S) ▪ Instructional and Student Services Deans ▪ Director of IT
Evaluate campus-wide ADA accessibility issues	Ongoing	Time Allocation	Associate Dean (DSP&S) <ul style="list-style-type: none"> ▪ Director M & O ▪ Advisory Team
Maintain active involvement on the Facilities Committee to ensure new construction projects go beyond the minimum ADA compliance responsibilities.	Ongoing	Time Allocation	<ul style="list-style-type: none"> ▪ Associate Dean (DSP&S)
Complete installation of mobility pick-up stations	Spring, 2008	None	<ul style="list-style-type: none"> ▪ Associate Dean (DSP&S) ▪ Director M & O

CalWORKs/TANF: California Work Opportunities and Responsibility to Kids/Temporary Assistance to Needy Families

Plans	Timeline	Resources Needed	Responsible Persons
Establish intensive case management services and protocol – should include practices for working with the hard-to serve, identifying needs early, referring and accounting for services provided	Spring of 2009	Time Allocation	<ul style="list-style-type: none"> • Associate Dean • CalWorks Staff
Increase marketing and recruiting efforts to students not directly referred by the county welfare offices, especially males and teenage parenting programs	Fall of 2008	Time Allocation	<ul style="list-style-type: none"> • Associate Dean • CalWorks Staff • County Personnel
Increase program visibility by marketing benefits of the program – especially child care, work study, and success stories	Fall of 2008	Time Allocation	<ul style="list-style-type: none"> • Associate Dean • CalWorks Staff • Marketing Department

V. Implementation and Technical Assistance

Matriculation: Credit and Non-Credit

A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- Ongoing and greater campus-wide participation of staff in regional and state matriculation trainings.

B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college? (Optional)

- None at this time.

*EOPS/CARE: Extended Opportunity Programs and Services/Cooperative
Agencies Resources for Education*

- A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?*

There are no trainings or technical assistance identified at this time.

- B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college? (Optional)*

There are currently no laws, regulations or other requirements that appear to be problematic in implementing the EOPS/CARE program .

Disabled Student Program and Services

A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

As technology advances continue to be made, there is a need for on-going training regarding the types of software and hardware available for students with disabilities in order to better enable them to access the curriculum.

Additionally, students need to become better trained in how to maximize the use of the software and hardware devices provided. The college has recently completed the recruitment for a permanent full-time Assistive technology/Access Specialist.

B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college? (Optional)

There are currently no laws, regulations or other requirements that we have found to be problematic in implementing the DSP&S program or any other categorical program.

CalWORKs/TANF: California Work Opportunities and Responsibility to Kids/Temporary Assistance to Needy Families

A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs?

- On-going participation of CalWORKs Staff in regional and state trainings

B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college? (Optional)

- None at this time.

VII. Supplemental Information

A. Collegewide Information

1. College Application
2. College Catalog
3. Class Schedule
4. Student Handbook
5. Student Equity Plan
6. Student Services SLOs

B. Matriculation

1. Matriculation Program Plan
2. Orientation outline or presentation.
3. Matriculation SLOs

C. EOPS/CARE

1. List of what is maintained in an EOPS and CARE student file:
2. Examples of typical counselor entries.
3. List of special majors exceeding the 70 unit limit.
4. Forms used in EOPS (i.e. EOPS application, educational plan, and mutual responsibility contract, student eligibility determination, progress monitoring, notifications to students that apply to the EOPS and CARE programs)
5. EOPS and CARE SLOs

D. DSP&S

1. DSP&S Program Plan
2. Approved list of DSP&S credit/non-credit special classes.
3. Policies and procedures for special class repetition, accommodation requests and academic adjustments, suspension and termination of services, assessment and testing, access for students with sensory disabilities.
4. Emergency Preparation and Disaster Plan for students with disabilities.

5. Forms used in DSP&S (i.e. DSP&S application, release of student information, disability verification, student educational contract, educational accommodations)
6. List all of the elements retained in the DSP&S Student File and provide the record retention period for each item contained in the student file.
7. DSP&S SLOs

E. CalWORKs

1. County verification form for cash assistance.
2. List of what is maintained in a CalWORKs student file.
3. List of county approved degree and certificate programs.
4. Forms used in CalWORKs (i.e. CalWORKs eligibility verification, intake/needs assessment, educational plan, student class schedule, CalWORKs progress review, workability agreements)
5. CalWORKs SLOs

**West Hills College Lemoore
Planning and Governance Council
Wednesday – February 4, 2009, 1:30 p.m.
Conference Center Rm. 256**

AGENDA

Call to Order

Approval of minutes

- January 21, 2009

Action Items

- Matriculation Program Review

Information/Discussion Items

1. Program Reviews:
For further discussion Dave Bolt
 - i. Business Administration Program
 - ii. Social Science Program
 - iii. Life After School Program
First Reading:
 - i. Mathematics
 - ii. Library/Learning Resources
2. Board Policies (college approval is not needed)
 - BP and AP 2433 Chancellor Selection Dave Bolt
 - BP 2432 Chancellor Succession
3. Curriculum Committee Report Rene Sanchez
4. Academic Senate Report Stephanie Droker
5. Report from Committee Representative
 - a) Student Learning Outcomes Committee David Babb
 - b) Student Learning Committee Dave Bolt
 - c) Budget Allocation Committee Dave Bolt
 - d) Employee Success and Development Committee Marlon Hall
 - e) Student Success Committee Jose Lopez
 - f) Facilities, Safety and Auxiliary Services Committee Allen Moore
 - g) Technology Committee Ron Oxford
6. PGC Membership Don Warkentin
7. Other
 - Student Strategic Planning Retreat, Friday, 2/27/09
 - Off Campus Traffic
8. Agenda items for next meeting
9. Adjournment – Next mtg., February 18, 2009

**West Hills College Lemoore
Planning and Governance Council
Wednesday – February 4, 2009, 1:30 p.m.
Conference Center Rm. 256**

MINUTES

Members Present:

David Babb, Student Learning Outcomes Chair
Dave Bolt, Vice President of Educational Services
Stephanie Droker, Academic Senate President
Marty Ennes, CTA/Faculty Representative
Jose Lopez, Dean of Students
Allen Moore, Director of Facilities & Auxiliary Services
Ron Oxford, Librarian
Angela Tos, CTA/Faculty Representative

Members Absent:

America Bryant, CSEA/Classified Representative
Bob Clement, Athletic Director
Marlon Hall, Associate Dean of Educational Services, Evening College
Teresa Macias-Quilici, CSEA/Classified Representative
Rene Sanchez, Curriculum Committee Chair
Don Warkentin, President
_____, Counselor/Advisor
_____, Student Government Association Representative

Call to Order

In the absence of Mr. Warkentin, Dave Bolt called the meeting to order at 1:36 p.m.

Approval of minutes

Marty Ennes motioned to approve the minutes from the January 21, 2009 meeting, it was seconded by Stephanie Droker with one correction, all were in favor with two abstentions (Dave Bolt and Angela Tos), motion passed.

Action Items

- Matriculation Program Review

Marty Ennes motioned to approve the Matriculation Program Review, it was seconded by David Babb, all were in favor, motion passed.

Information/Discussion Items

1. Program Reviews:
 - i. Business Administration Program
 - ii. Social Science Program
 - iii. Life After School Program

Dave Bolt announced that he's the chair of the Student Learning Committee (SLC). He was not in attendance at the last PGC meeting and asked what the criticisms were of the program reviews that were forwarded to the PGC for approval. David Babb and Marty Ennes explained that there were sections left blank and also grammar and punctuation errors. The Business Administration Program Review slo's were more like program outcomes and were not written as student learning outcomes. Dave Bolt believes these should be returned to the originators to discuss the problems. David Babb concurred stating that PGC thought it would be good for the SLC to review the program reviews for completeness and return them to the originator if not complete. Dave questioned the expectations from the SLC as it is not their role to approve program reviews, but only to funnel them to the PGC. Angela Tos stated that Dean Alston had led her to believe if there were concerns with program reviews they would come from the SLC. What the SLC did was pass these to someone not too close to the program for reading. Dave responded that the SLC does not look for content they are just checking to see if answers were complete. The Technical Review Committee (TRC) reviews curriculum committee information and Dave questioned if this is something SLC should be doing. He further commented that they all don't excel in the English language. Marty Ennes does not feel that the grammar is the most important, but suggested an administrator could be responsible to review the specific area program review to make sure all questions have been responded to, and that if there are glaring punctuation errors whoever wrote it could make corrections. Ron Oxford stated that as the originator of the Library/Learning Resources Program Review, he expects that the PGC will address questions to him when this review becomes an action item. Marty believes PGC should look at the content. Dave reminded all that this is a new process and this is the reason for questions/brainstorming. Further discussion concerning the process transpired with the outcome being that program reviews will first pass through the learning area and/or administrator whichever is most expedient, and then they will go to the SLC, then to the PGC. Dave would also like learning area approval. Marty believes the process should be approved from the learning area first, then the area administrator, then SLC, and then PGC. David Babb questioned what happens at the SLC. Dave Bolt responded that he thought they looked at completeness. Stephanie Droker asked if the forms are to be consistent (i.e. graphs, charts) within the form. David Babb replied that the form says to attach the proper data. Dave stated we will take the Business Administration, Life After School Program, and Social Science Program Reviews and send them back to the learning area administrator for review in lieu of the TRC. The question was asked where the program review goes after it is approved by PGC. Dave responded that he sees the program review being returned to the learning area who prepared the review; however, Mr. Warkentin has told him that approved program reviews would go to the Budget Allocation Committee (BAC) to be considered as budget decisions are made. Marty Ennes recommends a form be developed to extract data from the program review to be sent to BAC to outline relevant staffing/budget needs. This would serve as an advocate to various committees.

First Reading:

- i. Mathematics
- ii. Library/Learning Resources

Mr. Bolt stated that the above program reviews are for a first reading. Marty Ennes stated that she does not know if the formatting needs to be consistent, she feels the format can be difficult to read. Marty Ennes motioned that the VP/CIO be the person to contact the respective program review originator to request their attendance at the PGC when their specific program review is on the agenda for action, it was seconded by Allen Moore, all were in favor, the motion passed. Dave Bolt stated that he will return the discussed three program reviews and the ones backlogged in Dean Alston's office back to the area administrator for review.

2. Board Policies (college approval is not needed)

- BP and AP 2433 Chancellor Selection
- BP 2432 Chancellor Succession

Mr. Bolt stated that he learned at the District Leadership Council that BP/AP 2433 and BP 2432 had been approved. Marty Ennes interjected that these were discussed at the last retreat and they needed to have something in place for succession or selection of the chancellor. Additionally, when they were in San Francisco at the bond meeting, it was valued to know that we have a succession/selection process in place for sustainability. These have been approved by the Board and have been sent to the constituency groups as a courtesy. Other items discussed were OASHA recommendations which came out of the JPA; these have been approved by the Board. These mostly affect campus level safety and only certain departments. The other one is the sustainable resources policy. There has also been BP 3830 approved. Faculty wants to see confirmation that our paper is being recycled and that we have more recycling bins on campus. This is a touchy topic. Mr. Bolt reported that he is aware of paper waste; however, we are using recyclable paper. Marty will create a summary review of faculty concerns regarding board policies. Allen responded that we are mandated by the state to recycle. Stephanie Droker stated that a question had come up at Senate about papers placed in the bottle dumpster. Paper can be placed in the dumpsters along with bottles.

3. Curriculum Committee Report

In the absence of Rene Sanchez, Dave Bolt reported that there had not been a meeting this semester as there is no curriculum. His title as co-chair of the Curriculum Committee needs to be discussed. There are deadlines for items to be in the new catalog. Anything discussed this semester will not go into the catalog addendum until spring. Marty Ennes stated that Rene Sanchez had sent an e-mail regarding the deadline. David Babb reported that he did not know about the addendum and that he is aware of problems with the Biology information.

4. Academic Senate Report

Stephanie Droker reported that they have had two meetings and the next is scheduled on the first Monday in March. Tenure recommendations have not yet been confirmed to her before going to the Board.

5. Report from Committee Representative

a) Student Learning Outcomes Committee

David Babb reported they had their first meeting today to discuss meeting times and days. They talked about the possibility of meetings on Tuesdays. They also discussed general education slo's and how to get those taken care of. They plan to have a focused meeting on this topic. They are going to schedule slo parties (program level) to help people write slo's. Non-instructional slo's have to be put on the correct forms. Dave Bolt announced that WASC is highlighting a program for electronic submission of slo's.

b) Student Learning Committee

Dave Bolt reported that the Student Learning Committee had not met and is scheduled to meet next week with the focus to remedy the flow of the program review process. They will also discuss a form to gather program review information and the next cycle of program reviews.

c) Budget Allocation Committee

Dave Bolt reported that the Budget Allocation Committee is scheduled to meet next Tuesday and they will discuss the fact that the district office has withdrawn supplies money. They will still go through the process for input from staff should there be monies come available. Marty Ennes asked if people need to be concerned about on-going necessary items. Dave responded that necessary supplies in order to carry out curriculum are permitted and requests should be submitted.

d) Employee Success and Development Committee

In the absence of Dr. Hall, no report was given at this time.

e) Student Success Committee

Jose Lopez reported that SSC had met last week and they wish to begin a Retention Committee. Dave Bolt recommends this go to the Strategic Planning Committee. Marty Ennes questioned whether this should possibly be a subcommittee of the Student Success Committee. Ron Oxford questioned how the membership takes into account the on-line student concerns. Angela Tos responded that Susan Whitener has been attending and she feels this committee would need a standing committee member. Dave suggested discussing this with the respective constituency groups. This will be discussed at the Strategic Planning Committee meeting scheduled in March.

f) Facilities, Safety and Auxiliary Services Committee

Allen Moore reported that this committee has a meeting soon. He reported that the work order system has been implemented. Lemoore Unified Elementary School District revealed at a meeting yesterday that they are willing to pay for half of the cost of the student center. They would thereby be entitled to use of half; however, the size of the building would double. The other revelation is that the Middle College High School has recently become a charter school and now also has access to funds and is willing to share the cost of the 500 building complex for shared use. This would allow daytime use by them and evening time use for us. Mr. Lopez stated that grants are available for charter schools. It is Dave's opinion that the college's needs must come first.

g) Technology Committee

Ron Oxford reported that the Technology Committee will be meeting on Tuesday. Tomorrow night, author, Michael Mehas, will be on campus for a book signing and presentation.

6. PGC Membership

Dave Bolt asked for recall of the discussion on the PGC membership at the last meeting. Jose Lopez stated that the recommendation from the counseling area was for Teresa Quilici to fill the open seat; however, it was voiced that this was not the understanding by counselors in attendance at their recent department meeting. Mr. Lopez will revisit the minutes of the counselor/advisor meeting. CSEA needs to be the one selecting their representative and counseling/advising needs to select theirs. Ron Oxford stated that Keith Brock rotates his work between campuses. Marty Ennes recommended that Mr. Warkentin speak to Mark Millet, CSEA President, with regard to Keith Brock as a PGC CSEA representative.

7. Other**• Student Strategic Planning Retreat, Friday, 2/27/09**

Topics of concern to students need be determined. There will be a student survey on-line soon. Marty Ennes would like to be notified when the survey goes live through the portal. Glenda OliverSmith will bring a list of topics and rsvp's to the next meeting and PGC will possibly add to the list of topics. Marty suggested that the flier be sent to faculty with sign-up sheets and that faculty sign students up to attend. Angela Tos motioned that the name of the student planning event be entitled, "*Student Town Hall Meeting*", it was seconded by Marty Ennes, all in favor, motion passed.

• Off Campus Traffic

Dave Bolt gave an update on off campus traffic issues that have now been witnessed by the commander of the Lemoore Police Department. They recognize that this is a safety concern. The City of Lemoore manager, charter school principal, chancellor, and other community members attended a meeting with the topic of discussion as why the recent traffic issue. They have concurred that WHCL is responsible due to the new class schedule. Students elect to take 8 a.m. classes and thus WHCL told the City that there is nothing we can do this semester but we would think about it for future planning. Mr. Warkentin's plan is to maintain the same number of classes next semester. Over the summer the City will make some adjustments. One thing is to change the stop sign and create a turn lane. Also they may remove some stop signs. This will prevent some traffic from making turns during certain hours of the day. Marty Ennes asked if on the class schedule they will look at 8 a.m. sections and enrollment dropping for future scheduling. Some students took the 8 a.m. classes as that was the only choice they had. Marty feels it is a misnomer as some students do not choose to be in 8 a.m. classes. Dave feels this is interpretational. Enrollment is up 11-12% this semester. Marty asked how we are doing with room usage. Dave stated that he had received a phone call from chief of police and she is looking for people to work part-time who want to be deputized for LPD. There may be AOJ students who are interested. This is minimum wage and only 1 hour per day. Allen Moore will e-mail Terry Davis regarding this.

Angela Tos announced that the *New Student Orientation* is now on-line.

8. Agenda items for next meeting:

- Accreditation
- Pre-requisite/Co-requisite Challenge Form

9. Adjournment – Next mtg., February 18, 2009

The meeting was adjourned at 2:58 p.m.

Appointment Usage Report (by Day of Week)

11/1/2010 - 11/29/2010

Counselor: ALL

Date	Day of Week	Individual	Group
11/1/2010	Monday	46	36
11/2/2010	Tuesday	50	18
11/3/2010	Wednesday	66	9
11/4/2010	Thursday	55	18
11/5/2010	Friday	10	2
11/8/2010	Monday	51	21
11/9/2010	Tuesday	41	27
11/10/2010	Wednesday	72	57
11/11/2010	Thursday	7	14
11/12/2010	Friday	25	2
11/15/2010	Monday	49	5
11/16/2010	Tuesday	44	9
11/17/2010	Wednesday	55	13
11/18/2010	Thursday	67	46
11/19/2010	Friday	13	3
11/22/2010	Monday	25	7
11/23/2010	Tuesday	15	35
11/24/2010	Wednesday	20	5
11/29/2010	Monday	24	1

Date: 11/29/2010
Time: 4:01 PM

Appointment Attendance Summary Report

Page: 1
Location: LMC-COUNS

8/16/2010 - 11/29/2010
Counselor: ALL
Schedule Code: ALL

Appointment Status	Individual	Group
Appointments - Attended	2,856	1,460
Drop-ins	12	
Appointments - Unmarked	122	138
Appointments - Not Attended	770	24
Appointments - Cancelled	401	9
Appointment Slots Unfilled	1,561	

Appointment Attendance Summary Report

1/3/2010 - 5/31/2010
Counselor: ALL
Schedule Code: ALL

Appointment Status	Individual	Group
Appointments - Attended	3,946	1,265
Drop-ins	2	
Appointments - Unmarked	152	27
Appointments - Not Attended	846	89
Appointments - Cancelled	576	14
Appointment Slots Unfilled	2,538	

Spring 2010

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WHC Exit Survey For Graduating Students: 2006-2009

If applicable, please indicate your level of satisfaction with the following student services.

4.0 – 5.0 = Satisfied → Very Satisfied
 3.0 – 3.99 = Neutral → Satisfied
 2.0-2.99 = Dissatisfied → Neutral

Coalinga	Overall Average	TOTAL Respondents (4 yrs.)
Counseling/Advising	4.32	126
Admissions/Registration	4.05	124
Financial aid	4.01	107
College Orientation	3.97	100
Career Center/Job Placement	3.93	43
Placement Testing	3.89	99
Residence Halls	3.51	53
Cafeteria/Food services	3.45	73

Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
Admissions/Registration	4.31	418
Financial aid	4.31	326
Counseling/Advising	4.30	419
College Orientation	4.26	320
Placement Testing	4.21	332
Residence Halls	4.14	97
Career Center/Job Placement	3.87	158
Cafeteria/Food services	3.45	213

North District Center	Overall Average	TOTAL Respondents (4 yrs.)
Counseling/Advising	4.63	60
Admissions/Registration	4.55	60
Financial aid	4.51	55
College Orientation	4.44	52
Placement Testing	4.40	50
Residence Halls	3.90	10
Career Center/Job Placement	3.20	10
Cafeteria/Food services	2.83	6

Online	Overall Average	TOTAL Respondents (4 yrs.)
Counseling/Advising	4.55	67
College Orientation	4.50	48
Admissions/Registration	4.46	72
Financial aid	4.36	45
Residence Halls	4.33	6
Placement Testing	4.32	47
Cafeteria/Food services	4.20	15
Career Center/Job Placement	3.91	11

II. Mapping Program Level SLOs to Courses/Learning Experiences/Requirements

Map the expected program level student learning outcomes (Section I) to all the courses, program requirements, and/or other learning experiences (i.e. work experience, internships, support services, etc.) that are a part of the program. Place an "X" in the box for each program level SLO that is introduced, emphasized, or reinforced in each of the listed courses or learning experiences.

Course or Learning Experience	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
IS 1	X	X	X		X
IS 2	X			X	X
IS 7					
Ed Code 55502	X	X	X	X	X
Ed Code 55520	X	X	X	X	X
Ed Code 55523	X			X	X
Ed Code 55525	X				
Ed Code 55526					X

III. Defining Assessment of Expected Student Learning Outcomes

Identify appropriate assessment methodologies for the program level student learning outcomes, including summative assessments where appropriate.

1.) Code in Datatel the informed educational goal and update the major in SACP.
Track completion rates by cohort of the goal within three years to develop a baseline.

2.) Utilize a pre-survey and post-survey at orientation- “Who do you meet with to identify the courses needed to reach your educational goal?”

- a. Instructor
- b. Financial Aid
- c. Friends
- d. Counselor

3.) At orientation students will be directed to send an email to the LemooreOrientation@westhillscollge.com
Track the number of students who complete an orientation and send an email.
Compare received emails with attendance at orientation as MATI'd

4.) Identify a cohort of students who took the placement test and check their schedule to determine they have registered for the appropriate classes.

5.) Track early alert students and their success rates.

IV. Assessing Student Learning Outcomes

Have the expected student learning outcomes for all courses or other experiences required in the program (section II and III) been assessed? If all relevant courses and/or other experiences have been assessed, summarize the assessment data.

IS 1-

IS2- Was not taught at West Hills College Lemoore either face-to-face or online this year academic year (2008-2009).

SLO #2 was assessed both in the fall and in the spring semesters.

The data indicates:

Fall 2008 New Student Orientation:

48% of the students understood that they needed to meet with a counselor to formalize their educational plan.

Spring 2009 New Student Orientation:

65/95 students understood that they needed to meet with a counselor to formalize their educational plan for a total of 68% accuracy.

SLO# 3 was assessed both in the fall and in the spring semesters.

The data indicates:

Fall 2008 New Student Orientation:

42% of the students knew that the preferred method of communication between the district and them is via their West Hills College student email account.

Spring 2009 New Student Orientation:

65/95 students knew that the preferred method of communication between the district and them is via their West Hills College student email account for an accuracy rate of 68%.

However, when worded a little differently: "How will you be most frequently contacted with all types of important information?" only 36/95 answered correctly for an accuracy rate of 38%.

V. Analyzing the Results of Assessment

Have the assessment results for all courses and/or other experiences required in the program (section II and III) been analyzed? If so, summarize those analyses. In other words, what does the relevant SLO assessment data tell you about student learning in this program.

IS1-

IS 7-

SLO #2-68% accuracy is an improvement over past orientations whereas the highest accuracy in the past was 48%. This improvement demonstrates that the training provided for orientation and the addition of the 2 slides is improving the success rates.

SLO #3-68% accuracy is an improvement over past orientations whereas the highest accuracy in the past was 42%. This improvement demonstrates that the training provided for orientation and the addition of the slides is improving the success rates. The discrepancy between correct answers when the same content is worded differently provides interesting insight. This evaluator believes that students answered the second question in a manner as to how **they** would **like** to be contacted. This hypothesis requires further exploration and as it is the district's policy to use email we need to explore the ramifications.

VI. Planning/implementing changes to pedagogy, facilities, etc. to improve learning

Using the assessment results from sections IV and V, have changes to pedagogy, facilities, etc. been planned and implemented to improve learning in the program? Explain how the assessment results were used to plan and make changes to improve learning; and describe the changes implemented. If no changes are planned, explain why.

SLO #2- It is the plan of the matriculation coordinator to continue with the trainings already initiated for those who will facilitate new student orientation as improvement was demonstrated. At this time neither the PowerPoint Presentation nor the online orientation will undergo significant changes as the data indicated it is not warranted.

SLO#3- It appears that students would prefer or are most easily contacted via their cell phone. If this is truly the case, perhaps the district needs to revisit their policy of having email be the primary means of communication. If the district determines to continue to use email primarily, then we need to change the culture of the students. This would require additional training besides new student orientation and reinforcements campus-wide. For new student orientation purposes, perhaps an activity (hands-on preferred) at the face-to-face orientation that trains them on how to use whccd.net email and helps them learn their login and password would be useful.

West Hills College Lemoore

Program Level Student Learning Outcomes

Program Name/Title:

Originator(s):

Date:

I. Expected Program Level Student Learning Outcomes Defined
--

<p>SLO 1: After completing a student educational plan (SEP), students will make progress towards their informed educational goal.</p>
--

<p>SLO 2: After completing orientation, students will understand that they need to meet with a counselor to formalize their educational plan.</p>
--

<p>SLO 3: After completing orientation, students will know that the preferred method of communication between the district and them is via their West Hills College student email account.</p>

<p>SLO 4: After taking the assessment test, students will register for the appropriate classes.</p>
--

<p>SLO 5: After meeting with a counselor or advisor for academic follow up, students will be given the information necessary to be successful.</p>



West Hills College Lemoore
Student Success
Meeting Minutes
Date: December 10, 2010

Attending: America Bryant, S. Dorsey-Robinson, Tammy Larson, Jose Lopez, Tiffani McGee, Mike Rodriguez, Joel Ruble, Angela Tos, Ryan Cardoza (student), Brittany Burkhardt (student)

Absent: Susie Briones-Aceron, Priscilla Balcazar

1. Hear Update from Student Activities Committee - Lopez

J. Lopez gave an update from the Student Activities Committee. He stated they were having a meeting next Thursday and they were off to a good start. He also stated that having student, like Brittany, on the committee was good. They were working on identifying students for next year to sign up for the IS 7 class that can also assist with Heritage Day. He stated that in April 2011, a week before spring break, there will be Heritage week activities.

J. Lopez discussed a fall Scholarship Gala Night to raise money, something he will work on. More information will follow.

2. Hear Update of Student Services – Robinson

- High School Principal Contact and Follow-up meeting
- High school Outreach
- H.O.P.E.

SDR shared information on collaboration with high schools and initiatives and the work that the advisors are doing. J. Ruble shared the "Having Opportunity and Promise through Education" (H.O.P.E.) project

3. Review WCHL Crest

J. Lopez shared a copy of the proposed WCHL Crest. A discussion regarding the timeline for completion and bringing it back to Student Success Committee was discussed. SDR shared that the timeline was important in order to have things ready by graduation. SDR will place item on next Student Success agenda for action and J. Lopez will take to SGA for portal vote.

4. Discuss Result of placement test

Angela Tos shared work that is being done on the placement test

5. Follow-up to Student Success Conference

Team shared what they learned from the Strengthening Student Success Conference, T. McGee shared that she was impressed with information she learned about supplemental instruction, tutors, and assigned tutors to basic skills classes. A. Bryant shared the wealth of information she received from the Financial Aid sessions, and the notation of Financial Aid I.Q., SDR shared information on the CalPASS sessions and "Ask Lane" robust online serves at Lane Community College in Oregon; A. Tos shared information on the data on Completion by Design, Loss Points, Momentum Points, Achieving the Dream, "It is not Over in October" and Stay until May campaign at Sacramento Community College, learning community about how

effective retention is, and how to make it universal. All committee members that attended felt it was one of the best conferences and should be something that members are able to attend next year.

6. Receive Updated Strategic Planning Grid on progress made

SDR distributed copies of the revised Strategic planning grid with changes made from last Student Success Committee meeting. A small 3 hole punch was requested by team members so that can punch holes in their documents and put in their binders. SDR stated she would get them.

7. Receive Proposed WHCCD Strategic Plan Goals 2011-2016

SDR distributed copies 2011-2016 Strategic Planning which focused new goals and targets/

8. Tasks to be completed

- a. Revised Student Equity Plan
- b. Revised Student Transfer Plan
- c. Follow-Up to Student Town Hall Matrix

SDR shared that the goals of the activity was to have members break off into teams, with J. Lopez facilitating the Student Town Hall matrix revisions, M. Rodriguez facilitating the revision to the Transfer Plan and SDR facilitating revising to the Equity Plan. Members were given additional data and using the data in their binders to examine the following:

1. What does the data say
2. What does this mean
3. What is the goal
4. How will we get there
5. Timeline
6. Who is responsible
7. Where to for to get more information
8. Resources and Funding

Team members were assigned to work in groups and share back. Based on the discussins, team members felt the need to come back together to finish in January.

9. Other:

- a. WISE-Up- T. McGee and M. Rodriguez shared that they were working with the local credit union to deliver a WISE-UP session to there is students on April 8th from 9:00-12. The purpose is to help student understand how to manage their money

Community College Survey of Student Engagement
Means Summary Report: All Students

West Hills College Lemoore

Item	Class	Your College			Other Small Colleges			2008 CCSSE Cohort		
		Mean	Mean	Sig [*] Effect Size	Mean	Sig [*] Effect Size	Mean	Sig [*] Effect Size		
		All Students N = 423			All Other Small N = 117630			All Other Colleges N = 342965		

COLLEGE ACTIVITIES

Academic, Intellectual and Social Experiences

4. In your experiences at this college during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often

a. Asked questions in class or contributed to class discussions	All Students	2.93	2.96		2.91
b. Made a class presentation	All Students	2.18	2.05		2.04
c. Prepared two or more drafts of a paper or assignment before turning it in	All Students	2.55	2.47		2.47
d. Worked on a paper or project that required integrating ideas or information from various sources	All Students	2.82	2.71		2.71
e. Came to class without completing readings or assignments	All Students	1.82	1.84		1.87
f. Worked with other students on projects during class	All Students	2.65	2.49		2.47 * 0.21
g. Worked with classmates outside of class to prepare class assignments	All Students	1.90	1.90		1.88
h. Tutored or taught other students (paid or voluntary)	All Students	1.33	1.38		1.37
i. Participated in a community-based project as a part of a regular course	All Students	1.31	1.32		1.30
j. Used the Internet or instant messaging to work on an assignment	All Students	3.00	2.84		2.84
k. Used email to communicate with an instructor	All Students	2.53	2.52		2.52
l. Discussed grades or assignments with an instructor	All Students	2.55	2.56		2.52
m. Talked about career plans with an instructor or advisor	All Students	2.10	2.09		2.02

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College			Other Small Colleges			2008 CCSSS Cohort		
		Mean	SD	Effect Size	Mean	SD	Effect Size	Mean	SD	Effect Size
COLLEGE ACTIVITIES										
<i>Academic, Intellectual, and Social Experiences continued</i>										
1-Strongly Dislike, 2-Dislike, 3-Neutral, 4-Like, 5-Strongly Like										
n. Discussed ideas from your readings or classes with instructors outside of class	All Students	1.77		1.78			1.73			
o. Received prompt feedback (written or oral) from instructors on your performance	All Students	2.78		2.59			2.68			
p. Worked harder than you thought you could to meet an instructor's standards or expectations	All Students	2.55		2.58			2.53			
q. Worked with instructors on activities other than coursework	All Students	1.87		1.44			1.40			
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	All Students	2.68		2.57			2.65			
s. Had serious conversations with students of a different race or ethnicity than your own	All Students	2.70		2.28 *	0.40		2.57 *		0.30	
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	All Students	2.48		2.38			2.53			
u. Skipped class	All Students	1.81		1.54			1.87			
Character of Mental Activities										
1-Strongly Dislike, 2-Dislike, 3-Neutral, 4-Like, 5-Strongly Like										
5. During the current school year, how much has your coursework at this college emphasized the following mental activities?										
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	All Students	2.62		2.81			2.83			
b. Analyzing the basic elements of an idea, experience, or theory	All Students	2.65		2.82			2.84			
c. Synthesizing and organizing ideas, information, or experiences in new ways	All Students	2.72		2.76			2.71			
d. Making judgments about the value or soundness of information, arguments, or methods	All Students	2.66		2.54			2.55			
e. Applying theories or concepts to practical problems or in new situations	All Students	2.63		2.65			2.64			
f. Using information you have read or heard to perform a new skill	All Students	2.77		2.78			2.76			

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College			Other Small Colleges			2009 CCSSE Cohort		
		Mean	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size		
COLLEGE ACTIVITIES										
Reading and Writing 1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20										
6. During the current school year, about how much reading and writing have you done at this college?										
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	All Students	2.81	2.88			2.86				
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	All Students	2.12	2.06			2.08				
c. Number of written papers or reports of any length	All Students	2.88	2.84			2.83				
Nature of Exams 1=Extremely easy to 7=Extremely challenging										
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college										
	All Students	5.04	5.05			5.00				
OPINIONS ABOUT YOUR SCHOOL										
Institutional Emphasis 1=Very little, 2=Some, 3=Quite a bit, 4=Very much										
9. How much does this college emphasize each of the following?										
a. Encouraging you to spend significant amounts of time studying	All Students	3.00	2.97			2.96				
b. Providing the support you need to help you succeed at this college	All Students	3.05	2.88			2.95				
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	All Students	2.71	2.45	*	0.26	2.47	*	0.24		
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	All Students	2.05	1.96			1.93				
e. Providing the support you need to thrive socially	All Students	2.27	2.15			2.11				
f. Providing the financial support you need to afford your education	All Students	2.40	2.48			2.38				
g. Using computers in academic work	All Students	3.27	3.15			3.11				

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College				Other Small Colleges			2008 CCSE® Cohort		
		Mean	SD	Sig.	Effect Size	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size

WEEKLY ACTIVITIES

10. About how many hours do you spend in a typical 7 - day week doing each of the following?											
<small>0=None, 1=1-3 hours/week, 2=4-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5=more than 30 hours/week</small>											
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	All Students	1.98		1.93		1.20					
b. Working for pay	All Students	2.95		3.04		3.19					
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	All Students	0.25		0.31		0.27					
d. Providing care for dependents living with you (parents, children, spouse, etc.)	All Students	2.07		1.98		1.79					
e. Commuting to and from classes	All Students	1.26		1.33		1.32					

Quality of Relationships

11. Mark the box that best represents the quality of your relationships with people at this college:											
<small>1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging</small>											
a. Relationships with other students	All Students	5.48		5.00		5.45					
<small>1=Unpleasant, unhelpful, unsympathetic to 7=Pleasant, helpful, sympathetic</small>											
b. Relationships with instructors	All Students	5.85		5.74		5.67					
<small>1=Unpleasant, inconsiderate, rigid to 7=Pleasant, considerate, flexible</small>											
c. Relationships with administrative personnel and offices	All Students	4.01		5.15	*	4.99					

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College			Other Small Colleges			2008 CCSSE Cohort		
		Mean	Sig.	Effect Size	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size
EDUCATIONAL AND PERSONAL GROWTH										
Knowledge, Skills & Personal Development										
12 How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?										
1=very little, 2=Some, 3=Quite a bit, 4=very much										
a. Acquiring a broad general education	All Students	3.00			2.95			2.94		
b. Acquiring job or work-related knowledge and skills	All Students	2.50			2.67			2.58		
c. Writing clearly and effectively	All Students	2.75			2.70			2.69		
d. Speaking clearly and effectively	All Students	2.70			2.62			2.60		
e. Thinking critically and analytically	All Students	2.88			2.90			2.87		
f. Solving numerical problems	All Students	2.54			2.62			2.59		
g. Using computing and information technology	All Students	2.83			2.78			2.71		
h. Working effectively with others	All Students	2.63			2.77			2.71		
i. Learning effectively on your own	All Students	2.94			2.93			2.89		
j. Understanding yourself	All Students	2.66			2.62			2.58		
k. Understanding people of other racial and ethnic backgrounds	All Students	2.55			2.34	*	0.21	2.36		
l. Developing a personal code of values and ethics	All Students	2.43			2.38			2.34		
m. Contributing to the welfare of your community	All Students	2.08			2.04			2.00		
n. Developing clearer career goals	All Students	2.74			2.70			2.64		
o. Gaining information about career opportunities	All Students	2.69			2.60			2.53		

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College		Other Small Colleges		2008 CCSSE Cohort	
		Mean	Sig.	Mean	Sig.	Mean	Sig.
STUDENT SERVICES							
13.1 How often do you use the following services?		<i>0=Don't know/N.A., 1=Rarely/never, 2=Sometimes, 3=Often</i>					
a. Frequency: Academic advising/planning	All Students	1.74		1.71		1.75	
b. Frequency: Career counseling	All Students	1.58		1.43	* 0.23	1.43	* 0.23
c. Frequency: Job placement assistance	All Students	1.27		1.28		1.24	
d. Frequency: Peer or other tutoring	All Students	1.27		1.46	* -0.28	1.46	* -0.27
e. Frequency: Skill labs (writing, math, etc.)	All Students	1.77		1.75		1.71	
f. Frequency: Child care	All Students	1.23		1.21		1.18	
g. Frequency: Financial aid advising	All Students	1.81		1.86		1.79	
h. Frequency: Computer lab	All Students	2.07		2.15		2.10	
i. Frequency: Student organizations	All Students	1.35		1.38		1.34	
j. Frequency: Transfer credit assistance	All Students	1.63		1.56		1.55	
k. Frequency: Services to students with disabilities	All Students	1.30		1.31		1.29	

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College			Other Small Colleges			2008 CCSSE Cohort		
		Mean	Mean	Sig	Effect Size	Mean	Sig	Effect Size		
STUDENT SERVICES										
13.2 How satisfied are you with the services?		0=Not at all, 1=Somewhat, 3=Very								
a. Satisfaction: Academic advising/planning	All Students	2.22	2.28			2.22				
b. Satisfaction: Career counseling	All Students	2.16	2.07			2.05				
c. Satisfaction: Job placement assistance	All Students	1.77	1.88			1.83				
d. Satisfaction: Peer or other tutoring	All Students	1.97	2.17	*	0.28	2.15	*	0.28		
e. Satisfaction: Skill labs (writing, math, etc.)	All Students	2.28	2.27			2.26				
f. Satisfaction: Child care	All Students	1.78	1.80			1.77				
g. Satisfaction: Financial aid advising	All Students	2.25	2.25			2.19				
h. Satisfaction: Computer labs	All Students	2.59	2.52			2.48				
i. Satisfaction: Student organizations	All Students	2.02	2.00			1.97				
j. Satisfaction: Transfer credit assistance	All Students	2.16	2.08			2.07				
k. Satisfaction: Services to students with disabilities	All Students	2.12	2.04			2.01				

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College		Other Small Colleges		2008 CCSSE Cohort		
		Mean	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size
STUDENT SERVICES								
13.3 How important are the services to you?		1=Not at all, 2=Somewhat, 3=Very						
a. Importance: Academic advising/planning	All Students	2.57	2.52			2.51		
b. Importance: Career counseling	All Students	2.51	2.28	*	0.30	2.29	*	0.28
c. Importance: Job placement assistance	All Students	1.88	2.00			2.02		
d. Importance: Peer or other tutoring	All Students	2.09	2.10			2.10		
e. Importance: Skill labs (writing, math, etc.)	All Students	2.23	2.19			2.19		
f. Importance: Child care	All Students	1.81	1.76			1.74		
g. Importance: Financial aid advising	All Students	2.38	2.44			2.38		
h. Importance: Computer lab	All Students	2.43	2.48			2.44		
i. Importance: Student organizations	All Students	1.93	1.84			1.83		
j. Importance: Transfer credit assistance	All Students	2.31	2.21			2.24		
k. Importance: Services to students with disabilities	All Students	2.07	2.05			2.04		

Community College Survey of Student Engagement
Means Summary Report: All Students

Item	Class	Your College				Other Small Colleges			2008 CCSSE Cohort		
		Mean	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size
COLLEGE EXPERIENCES											
14. How likely is it that the following issues would cause you to withdraw from class or from this college? <i>1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely</i>											
a. Working full-time	All Students	2.40	2.14	*	0.23	2.17					
b. Caring for dependents	All Students	2.16	1.93	*	0.21	1.92	*	0.22			
c. Academically unprepared	All Students	1.74	1.64			1.68					
d. Lack of finances	All Students	2.37	2.43			2.40					
e. Transfer to a 4-year college or university	All Students	2.62	2.30	*	0.26	2.46					
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>											
15. How supportive are your friends of your attending this college?	All Students	3.34	3.27			3.23					
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>											
16. How supportive is your immediate family of your attending this college?	All Students	3.59	3.54			3.50					
<i>0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5=over 60 credits</i>											
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	All Students	1.94	2.04			2.02					
<i>1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more</i>											
25. How many classes are you presently taking at OTHER institutions?	All Students	1.55	1.42			1.42					
<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>											
27. How would you evaluate your entire educational experience at this college?	All Students	3.19	3.18			3.19					

Community College Survey of Student Engagement

West Hills College Lemoore

Summary Statistics: All Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Your College	Other Small Colleges	2008 CCSSE Cohort	Your College	Other Small Colleges	2008 CCSSE Cohort	Your College	Other Small Colleges	2008 CCSSE Cohort	Your College	Other Small Colleges	2008 CCSSE Cohort	Other Small Colleges*	2008 CCSSE Cohort	Other Small Colleges	2008 CCSSE Cohort
CLQUEST	423	117,688	342,495	2.93	2.90	2.91	0.87	0.93	0.88	0.043	0.002	0.001	0.451	0.607	-0.04	0.03
CLPRESEN	423	117,245	341,107	2.18	2.05	2.04	0.98	0.91	0.91	0.048	0.003	0.003	0.002	0.002	0.18	0.18
REWRORPAP	419	118,816	338,953	2.56	2.47	2.47	1.00	1.03	1.03	0.049	0.003	0.002	0.008	0.004	0.09	0.09
INTEGRAT	420	117,024	340,304	2.82	2.71	2.71	0.89	0.94	0.94	0.043	0.003	0.002	0.015	0.018	0.12	0.12
CLUNPREP	416	116,719	339,502	1.82	1.84	1.87	0.73	0.73	0.74	0.036	0.002	0.001	0.561	0.153	-0.03	-0.07
CLASSGRP	416	116,476	338,841	2.65	2.49	2.47	0.91	0.88	0.89	0.044	0.003	0.002	0.000	0.000	0.18	0.21
OCCGRP	421	116,860	339,096	1.90	1.90	1.86	0.92	0.90	0.89	0.048	0.003	0.002	0.833	0.357	0.00	0.04
TUTOR	421	117,107	340,666	1.33	1.38	1.37	0.72	0.70	0.69	0.030	0.002	0.001	0.108	0.217	-0.08	-0.06
COMMPROJ	420	116,625	339,389	1.31	1.32	1.30	0.64	0.66	0.66	0.031	0.002	0.001	0.763	0.878	-0.02	0.01
INTERNET	418	116,710	339,516	3.00	2.84	2.84	0.97	1.01	1.01	0.047	0.003	0.002	0.002	0.001	0.15	0.16
EMAIL	421	116,771	339,784	2.53	2.52	2.52	1.05	1.02	1.00	0.051	0.003	0.002	0.788	0.896	0.01	0.01
FACGRADE	419	116,814	339,956	2.55	2.56	2.52	0.93	0.86	0.86	0.045	0.003	0.001	0.783	0.418	-0.01	0.04
FACPLANS	420	116,624	339,539	2.10	2.09	2.02	0.98	0.89	0.88	0.048	0.003	0.002	0.752	0.652	0.02	0.08
FACIDEAS	420	116,620	339,148	1.77	1.75	1.73	0.90	0.83	0.82	0.044	0.002	0.001	0.825	0.401	-0.01	0.04
FACFEED	416	116,768	338,482	2.78	2.59	2.68	0.95	0.88	0.90	0.048	0.002	0.001	0.893	0.010	0.08	0.12
WORKHARD	422	116,862	339,853	2.55	2.56	2.53	0.91	0.87	0.88	0.044	0.003	0.002	0.819	0.695	-0.01	0.02
FACOTH	421	115,901	337,005	1.37	1.44	1.40	0.71	0.74	0.71	0.035	0.002	0.001	0.040	0.336	-0.10	-0.05
OOCIDEAS	421	117,191	340,774	2.68	2.57	2.56	0.96	0.92	0.93	0.047	0.003	0.002	0.020	0.009	0.11	0.13
DIVRSTUD	422	117,118	340,806	2.79	2.29	2.37	1.11	1.03	1.04	0.054	0.003	0.002	0.000	0.000	0.40	0.52
DIFFSTUD	420	116,971	340,722	2.48	2.30	2.33	1.08	1.00	1.01	0.053	0.003	0.002	0.008	0.002	0.18	0.15
SKIPCLAS	421	117,290	341,117	1.81	1.54	1.57	0.64	0.65	0.66	0.031	0.002	0.001	0.022	0.266	0.11	0.06
MEMORIZE	422	117,520	341,827	2.82	2.81	2.82	0.98	0.89	0.89	0.043	0.003	0.002	0.861	0.956	0.01	0.00
ANALYZE	422	117,163	340,820	2.85	2.82	2.84	0.81	0.84	0.84	0.040	0.002	0.001	0.481	0.883	0.03	0.01
SYNTHESZ	420	116,722	339,506	2.72	2.70	2.71	0.87	0.87	0.87	0.042	0.003	0.001	0.649	0.711	0.02	0.02
EVALUATE	421	116,910	339,394	2.95	2.94	2.93	0.92	0.91	0.91	0.045	0.003	0.002	0.008	0.011	0.13	0.12
APPLYING	421	117,069	340,482	2.63	2.65	2.64	0.91	0.90	0.91	0.044	0.003	0.002	0.620	0.980	-0.02	-0.01
PERFORM	422	117,410	341,537	2.77	2.78	2.75	0.90	0.93	0.93	0.044	0.003	0.002	0.705	0.616	-0.01	0.02
READASGN	419	116,004	337,362	2.81	2.69	2.86	1.03	1.05	1.03	0.050	0.003	0.002	0.122	0.339	-0.08	-0.05
READOWN	420	116,111	337,620	2.12	2.06	2.08	1.02	1.02	1.00	0.050	0.003	0.002	0.232	0.376	0.06	0.04
WRITEANY	420	115,894	337,192	2.88	2.84	2.83	1.12	1.14	1.13	0.054	0.003	0.002	0.493	0.332	0.03	0.05

* T-tests, 2-tailed

Community College Survey of Student Engagement

West Hills College Lemoore

Summary Statistics: All Students

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	Your College	Other Small Colleges	2008 CCSSE Cohort	Your College	Other Small Colleges	2008 CCSSE Cohort	Your College	Other Small Colleges	2008 CCSSE Cohort	Your College	Other Small Colleges	2008 CCSSE Cohort	Other Small Colleges*	2008 CCSSE Cohort*	Other Small Colleges	2008 CCSSE Cohort
													Colleges*	Cohort*	Colleges	Cohort
EXAMS	400	111,750	223,822	5.04	5.00	5.00	1.21	1.21	1.20	0.061	0.004	0.002	0.510	0.463	-0.01	0.04
ENVSCHOL	419	115,109	337,591	3.00	2.97	2.90	0.81	0.83	0.84	0.030	0.002	0.001	0.466	0.264	0.04	0.09
ENVSUPRT	420	115,983	337,181	3.05	2.88	2.98	0.88	0.84	0.88	0.047	0.002	0.001	0.131	0.023	0.07	0.11
ENVDIRVS	417	115,684	336,292	2.71	2.45	2.47	1.00	1.00	1.00	0.051	0.003	0.002	0.000	0.000	0.26	0.24
ENVNACAD	419	115,779	336,401	2.05	1.96	1.93	1.04	0.96	0.95	0.051	0.003	0.002	0.057	0.006	0.09	0.14
ENVSOCAL	416	115,307	334,959	2.27	2.15	2.11	1.05	0.93	0.93	0.052	0.003	0.002	0.009	0.001	0.13	0.17
FINSUPP	418	115,464	335,215	2.40	2.48	2.39	1.14	1.10	1.10	0.058	0.003	0.002	0.892	0.048	0.01	0.10
ENVCOMP	420	115,983	337,078	3.27	3.15	3.11	0.90	0.91	0.93	0.044	0.003	0.002	0.008	0.000	0.13	0.18
ACAOPR01	418	115,007	338,872	1.88	1.83	1.90	0.99	1.10	1.08	0.048	0.003	0.002	0.382	0.082	-0.04	-0.02
PAYWORK	417	115,592	335,835	2.95	3.04	3.19	2.00	1.98	1.94	0.098	0.006	0.003	0.381	0.013	-0.04	-0.12
COCURR01	417	115,694	336,088	0.25	0.31	0.27	0.65	0.78	0.73	0.032	0.002	0.001	0.115	0.516	-0.08	-0.03
CAREDE01	418	115,468	335,433	2.07	1.96	1.79	2.01	2.11	2.04	0.098	0.006	0.004	0.264	0.004	0.05	0.14
COMMUTE	420	115,890	335,916	1.25	1.33	1.33	0.88	0.92	0.80	0.047	0.003	0.002	0.083	0.099	-0.08	-0.08
ENVSTU	420	118,054	337,130	5.48	5.60	5.48	1.35	1.30	1.34	0.089	0.004	0.002	0.086	0.968	-0.09	0.00
ENVFAC	420	118,030	337,081	5.86	5.74	5.87	1.23	1.24	1.25	0.080	0.004	0.002	0.042	0.002	0.10	0.15
ENVADM	419	115,948	336,655	4.81	5.15	4.98	1.75	1.54	1.57	0.086	0.005	0.003	0.000	0.031	-0.22	-0.11
GNGENLED	419	115,883	336,545	3.00	2.95	2.94	0.90	0.85	0.86	0.044	0.003	0.001	0.213	0.168	0.06	0.07
GNWORK	420	115,723	336,013	2.50	2.67	2.56	1.03	1.01	1.02	0.050	0.003	0.002	0.000	0.202	-0.17	-0.06
GNWRITE	420	115,728	335,147	2.75	2.70	2.89	1.00	0.93	0.94	0.048	0.003	0.002	0.290	0.171	0.00	0.07
GNSPEAK	419	115,735	335,006	2.70	2.62	2.80	1.00	0.98	0.98	0.049	0.003	0.002	0.088	0.041	0.08	0.10
GNANALY	419	115,627	335,805	2.88	2.80	2.87	0.92	0.87	0.87	0.045	0.003	0.002	0.720	0.700	-0.02	0.01
GNSOLVE	418	115,564	335,652	2.54	2.62	2.59	1.06	0.98	0.99	0.052	0.003	0.002	0.120	0.342	-0.08	-0.05
GNCMPTS	420	115,591	335,731	2.83	2.78	2.71	1.04	0.98	1.00	0.051	0.003	0.002	0.309	0.016	0.05	0.12
GNOTHERS	420	115,664	335,918	2.83	2.77	2.71	0.98	0.90	0.92	0.048	0.003	0.002	0.174	0.008	0.07	0.13
GNING	420	115,670	335,943	2.94	2.93	2.89	0.92	0.87	0.89	0.045	0.003	0.002	0.777	0.259	0.01	0.06
GNSELF	420	115,522	335,556	2.88	2.82	2.88	1.05	1.00	1.01	0.051	0.003	0.002	0.367	0.117	0.05	0.08
GNDIRVS	417	115,488	335,382	2.55	2.34	2.36	1.10	1.01	1.01	0.054	0.003	0.002	0.000	0.000	0.21	0.19
GNETHICS	418	115,511	335,388	2.43	2.38	2.34	1.08	1.01	1.01	0.053	0.003	0.002	0.324	0.087	0.05	0.08
GNCOMMUN	413	115,365	334,851	2.08	2.04	2.00	1.04	0.97	0.96	0.051	0.003	0.002	0.456	0.074	0.04	0.09
CARGOAL	419	115,640	335,763	2.74	2.70	2.64	1.08	0.99	1.01	0.053	0.003	0.002	0.443	0.052	0.04	0.10

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													Colleges*	Cohort*	Colleges	Cohort
GAINCAR	418	118,793	336,308	2.89	2.89	2.55	1.06	1.03	1.03	0.052	0.003	0.002	0.000	0.002	0.09	0.13
USEACAD	382	106,324	307,333	1.74	1.80	1.75	0.87	0.88	0.94	0.034	0.002	0.001	0.000	0.002	-0.09	-0.02
USEACOU	363	92,100	287,458	1.32	1.43	1.43	0.66	0.62	0.61	0.035	0.002	0.001	0.000	0.000	0.23	0.23
USEJOBPL	235	68,907	197,239	1.27	1.28	1.24	0.59	0.55	0.52	0.039	0.002	0.001	0.000	0.454	-0.01	0.05
USETUTOR	278	84,052	242,634	1.27	1.46	1.46	0.57	0.67	0.66	0.035	0.002	0.001	0.000	0.000	-0.28	-0.27
USELAB	325	89,370	257,355	1.77	1.75	1.71	0.79	0.77	0.76	0.045	0.003	0.002	0.608	0.178	0.03	0.08
USECHLD	175	48,824	146,881	1.23	1.21	1.16	0.57	0.55	0.50	0.043	0.003	0.001	0.732	0.199	-0.03	-0.10
USEFAADV	330	92,972	257,851	1.81	1.86	1.78	0.76	0.78	0.77	0.043	0.003	0.002	0.285	0.831	-0.06	0.03
USECOMLB	378	103,479	292,899	2.07	2.10	2.10	0.81	0.78	0.79	0.042	0.002	0.001	0.036	0.491	-0.12	-0.04
USESTORG	267	73,777	207,416	1.35	1.38	1.34	0.60	0.62	0.60	0.038	0.002	0.001	0.417	0.908	-0.05	0.01
USETRCRD	285	73,141	218,684	1.63	1.56	1.55	0.72	0.69	0.68	0.044	0.003	0.001	0.130	0.066	0.09	0.11
USEDISAB	160	47,486	138,293	1.30	1.31	1.29	0.66	0.62	0.61	0.051	0.003	0.002	0.733	0.971	-0.03	0.00
SATACAD	342	96,007	273,419	2.22	2.28	2.22	0.80	0.83	0.83	0.037	0.003	0.001	0.112	0.977	-0.09	0.00
SATACOU	297	88,092	196,303	2.18	2.07	2.08	0.70	0.69	0.68	0.041	0.003	0.002	0.052	0.012	0.11	0.13
SATJOBPL	138	41,667	123,058	1.77	1.88	1.83	0.77	0.71	0.71	0.068	0.003	0.002	0.068	0.303	-0.16	-0.06
SATTUTOR	172	58,901	166,359	1.97	2.17	2.15	0.76	0.70	0.70	0.059	0.003	0.002	0.000	0.001	-0.29	-0.26
SATLAB	240	69,172	193,548	2.28	2.27	2.26	0.68	0.64	0.65	0.046	0.003	0.002	0.906	0.668	0.01	0.03
SATCHLD	96	27,023	71,477	1.76	1.80	1.77	0.82	0.77	0.77	0.086	0.005	0.003	0.590	0.894	-0.06	-0.01
SATFAADV	263	80,338	213,175	2.28	2.35	2.18	0.71	0.73	0.75	0.046	0.003	0.002	0.976	0.160	0.00	0.09
SATCOMLB	341	92,004	258,855	2.38	2.32	2.48	0.59	0.60	0.61	0.033	0.002	0.001	0.044	0.068	0.11	0.13
SATSTORG	179	56,454	134,621	2.02	2.00	1.87	0.65	0.67	0.67	0.062	0.003	0.002	0.711	0.328	0.03	0.06
SATTRCRD	218	56,320	164,958	2.16	2.09	2.07	0.73	0.72	0.71	0.052	0.003	0.002	0.194	0.079	0.09	0.13
SATDISAB	93	30,970	84,596	2.12	2.04	2.01	0.75	0.76	0.77	0.085	0.004	0.003	0.363	0.221	0.10	0.14
IMPACAD	403	111,827	323,543	2.57	2.52	2.51	0.66	0.67	0.67	0.033	0.002	0.001	0.134	0.098	0.08	0.08
IMPACOU	404	110,802	319,880	2.31	2.38	2.29	0.72	0.79	0.79	0.038	0.002	0.001	0.000	0.000	0.30	0.28
IMPJOBPL	402	109,332	318,880	1.98	2.06	2.02	0.85	0.84	0.84	0.043	0.003	0.002	0.060	0.350	-0.08	-0.06
IMPTUTOR	398	109,344	315,781	2.09	2.19	2.18	0.84	0.82	0.82	0.043	0.003	0.001	0.752	0.781	-0.02	-0.01
IMPLAB	396	108,839	314,603	2.23	2.19	2.19	0.81	0.80	0.80	0.041	0.002	0.001	0.296	0.282	0.05	0.05
IMPCHLD	395	108,323	312,698	1.81	1.76	1.74	0.91	0.87	0.86	0.046	0.003	0.002	0.197	0.085	0.07	0.09
IMPFAADV	397	109,328	315,555	2.36	2.44	2.38	0.83	0.79	0.82	0.042	0.002	0.001	0.062	0.640	-0.10	-0.02

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	IMPCOMB	399	108,802	317,270	2.43	2.48	2.44	0.77	0.73	0.74	0.039	0.002	0.001	0.224	0.771	-0.08
IMPSTORG	366	108,024	311,782	1.93	1.84	1.83	0.81	0.78	0.78	0.042	0.002	0.001	0.023	0.010	0.12	0.13
IMPTRCRD	401	108,138	315,378	2.31	2.21	2.24	0.83	0.86	0.85	0.042	0.003	0.002	0.021	0.124	0.12	0.08
IMPDISAB	397	108,866	314,320	2.07	2.05	2.04	0.92	0.92	0.92	0.047	0.003	0.002	0.717	0.502	0.02	0.03
WRKFULL	421	116,052	336,828	2.40	2.14	2.17	1.23	1.16	1.17	0.060	0.003	0.002	0.000	0.000	0.23	0.19
CAREDEP	421	115,833	336,084	2.16	1.93	1.92	1.12	1.07	1.07	0.055	0.003	0.002	0.000	0.000	0.21	0.22
ACADUNP	420	115,457	334,884	1.74	1.64	1.68	0.88	0.91	0.93	0.048	0.003	0.002	0.018	0.148	0.12	0.07
LACKFIN	419	115,698	335,688	2.37	2.43	2.40	1.22	1.19	1.19	0.059	0.003	0.002	0.359	0.680	-0.04	-0.03
TRANSFER	421	115,838	336,116	2.62	2.30	2.46	1.25	1.23	1.24	0.061	0.004	0.002	0.000	0.010	0.26	0.13
FRNDSUPP	420	116,108	337,039	3.34	3.27	3.23	0.88	0.86	0.88	0.043	0.003	0.002	0.109	0.012	0.08	0.12
FAMSUPP	421	115,881	336,200	3.59	3.54	3.50	0.76	0.77	0.80	0.037	0.002	0.001	0.200	0.032	0.06	0.10
TOTCHRS	420	115,525	335,165	1.94	2.04	2.02	1.57	1.50	1.48	0.077	0.004	0.003	0.183	0.279	-0.07	-0.05
OTHINST	421	115,845	336,827	1.55	1.42	1.42	1.14	1.06	1.05	0.056	0.003	0.002	0.011	0.013	0.12	0.12
ENTREXP	422	115,864	335,708	3.19	3.18	3.16	0.76	0.85	0.88	0.034	0.002	0.001	0.621	5.384	0.04	0.04

THE GRID - [LMC-COUNS]

Thursday, November 04, 2010 7:00:00 AM Linda Amaya-Guerron

Time	AMAYA	BANALES	BRIONES	DENNEY	DEOCHOA	GONZALEZ	GRIJALVA	HALL	HENDRICK	JIMENEZ	MCGEE
07:00 AM	ADMIN								ADMIN		
07:30 AM	NOSHOW								ADMIN	ADMIN	PRESENT
08:00 AM	NOSHOW	ADMIN	ADMIN				ADMIN	ADMIN	ADMIN	PRESENT	PRESENT
08:30 AM	NOSHOW	ADMIN	BOOKED				NOSHOW	NOSHOW	ADMIN	NOSHOW	NOSHOW
09:00 AM	NOSHOW	OPEN	NOSHOW			PRESENT	PRESENT	ADMIN	ADMIN	PRESENT	PREP
09:30 AM		OPEN	BOOKED			PRESENT	NOSHOW	PRESENT	ADMIN	PRESENT	PRESENT
10:00 AM	ADMIN	OPEN	TASKS				PRESENT		ADMIN	NOSHOW	PRESENT
10:30 AM	PRESENT	ADMIN	PRESENT			PRESENT	NOSHOW	NOSHOW	ADMIN	PRESENT	ADMIN
11:00 AM	NOSHOW	ADMIN				NOSHOW	MTNG	PRESENT	ADMIN	PRESENT	CLASS
11:30 AM	PRESENT	ADMIN	BOOKED			ADMIN	MTNG	PRESENT	ADMIN	PRESENT	CLASS
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04:30 PM			ADMIN	OPEN		ADMIN			ADMIN		
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Location Code: LMC-COUNS

Date View: History, Current, Future

Specialty: All

Display Mode: By Counselor

By Date: 11/04/2010

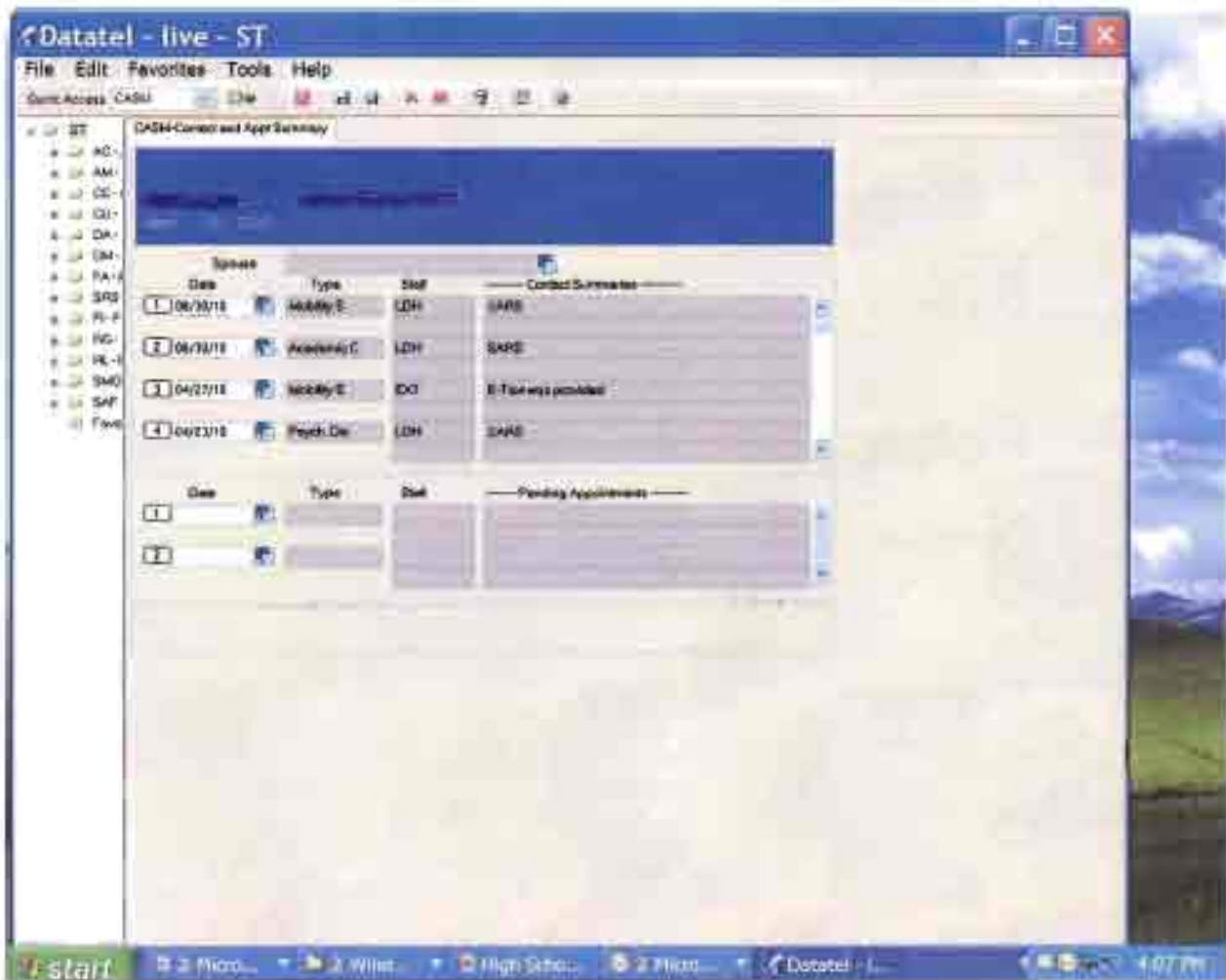
Student History

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Counseling Faculty Learning Area Meeting

Agenda: 5/12/10

1. Call to Order
2. Changes to Agenda
3. Approval of Minutes
4. Reports
 - a. Senate
 - b. Curriculum
 - c. Student Success
 - d. Student Learning Outcomes
 - e. Basic Skills
 - f. Transfer/Career
 - g. Articulation
 - h. PGC
 - i. Technology Committee
 - j. Advisor Meeting Update
 - k. Learning Areas
 - i. Arts and Letters
 - ii. Social Science
 - iii. Career Technical Education
 - iv. Health and Wellness
 - v. Math and Science
5. Action Items

6. Agenda items for next meeting

Next meeting is scheduled for May 26th??????

Counseling Faculty Learning Area Meeting

Minutes: 3/24/10

1. Call to Order:
2. Changes to Agenda
3. Members
 - a. Present: Tiffani McGee, Mike Rodriguez, Ann Barr, Marta Hendrickson, Sylvia Dorsey-Robinson, Angela Tos, Linda Amaya, Veronica Grijalva, Rupinder Rai, Maria Gonzalez, Lataria Hall
4. Absent: Gary Sedgwick
5. Reports
 - a. Senate:
 - i. Discussed new faculty list: 1. Psych 2. ESL 3. Humanities 4. Developmental English 5. Nursing
 - b. Curriculum
 - i. PE 45 was approved
 - ii. Education 5 was approved for 5 year review
 - iii. English 89 to 100/GS 61 to 101 were both approved for a second reading
 - iv. Intro to nursing courses was approved for second reading
 - v. Deleted Humanities degree because of new liberal arts degree
 - vi. Program revision for LVN to RN and RN were approved
 - c. Student Success
 - i. Prioritized student town hall matrix
 - ii. Reviewed Student Equity Plan
 - iii. Revised governance statement
 - d. Student Learning Outcomes
 - i. Discussed that adjunct faculty need to assess SLO's because we are not getting credit through WASC for the assessment unless every section of the course is assessed.
 - e. Basic Skills
 - i. Discussed goals for next semester
 - f. Transfer/Career
 - i. Transfer Dinner on May 20th
 - ii. UC Merced is opening doors for Spring 2011. Also accepting TAG agreements for Spring 2011
 - g. Articulation
 - i. Marta went to DeVry University presentation. They offer 16 week sessions with 8 week session incorporated. They also have degree completion programs. The cost to attend is \$580 per unit for the first 11 units and \$350 per unit for the 12th unit and above. See Marta for the catalog
 - ii. Online Biology 10 lab is being rescinded (online part)
 - iii. Update on Bio 35L-only students who have take our Bio 35 online or currently taking our Bio 35 online and plan to transfer to CSUF

or another campus that does not take our Bio 35 online should take this one unit lab course.

- iv. Geol 9 Update-will not be cross-listed with Geog 1. B. Hall plans to create geology as a new stand alone class (earth science)
- h. PGC
 - i. Discussed program review for Snack Bar and UBMS-approved
 - ii. Middle College Accreditation-received an "A" letter grade-suggestion to get separate campus
 - iii. Evelyn Sue Westover-honorary degree/PGC approved-going to Board for final approval
 - iv. Relay for Life update-made \$1500 and received a bronze medal
 - v. SGA elections were held on May 12th
- i. Technology Committee
 - i. Has not met
- j. Advisor Meeting Update
 - i. Not met yet since last meeting-SDR provided update
 - ii. Met w/Cindy Homburg from HHS-discussed concerns and protocol for next semester
 - iii. A few advisors and SDR are going on a field trip next Monday to visit a few local high schools-plans to get a sense of their needs and we can do to improve our services to their campuses.
 - iv. LHS has not responded to our invitation for a meeting to discuss concerns
- k. Learning Areas
 - i. A & L-Discussed new faculty list
 - ii. Social Science-has not met since last meeting
 - iii. Career Technical Education-Discussed AOJ and SLO's
 - iv. Health and Wellness-Discussed nominations for new faculty
 - v. Math and Science-has not met
- 6. Action Items
 - a. Give comp time usage for remaining of the semester to SDR ASAP
 - b. Transcript evaluations
 - i. Commitment to students-transcripts will be evaluated and posted w/in 10 days of receiving them.
 - ii. SDR gathering funds-had conversation w/Jewel—take over Fall 2010 transcript evaluation process w/front counter(stamped, dated)
 - c. Request for conferences
 - i. SDR will post excel spreadsheet on portal for requests. She wants to honor as many requests as possible
 - d. Summer Coverage
 - i. Calendars to SDR by 6/1/10
 - e. Next SSM meeting is 5/21/10 from 8:30-10:00 with all student services staff
 - f. Lunch schedule for next year
 - i. Will stagger lunches (11:30-12:30, 12:00-1:00, 12:30-1:30) Monday through Thursday only

ii. Will discuss at flex day when discussing committee responsibilities

7. Items for next meeting:

- a. Flex Day 8/10/10-committee assignments/coordinate lunch schedule
- b. Discuss position for dual enrollment
- c. Petition to graduate changes (2 campuses)
- d. Review of progress on SLO's and assessment cycle
- e. What does Early Alert look like next year?

Logo – Multi Cultural
Events... ..

School Name: WHCL – Golden Eagles

**July
2010**

Important Information

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 4 th potluck	3
4 Independen ce Day	5	6	7 Oscar Villarreal b-day	8	9	10
11 Gary Sedgwick b-day	12 Susie Briones b-day	13	14 Jose Lopez b-day	15	16	17
18	19	20	21	22	23	24
25	26	27	28 Rebecca Riddle b-day	29	30	31

August 2010

Important Information

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10 Jan Young b-day	11	12 Flex Day <i>New Student Orientation</i>	13 Duty Day	14 Tiffany Hernandez: b-day
15	16	17 <i>Welcome Week</i>	18 <i>Welcome Week</i>	19 <i>Welcome Week</i>	20	21
22	23	24 Aimee Freitas b-day	25 Lataria Hall b-day	26	27 Tiffani McGee b-day	28
29	30	31				

Logo

School Name - WHCL

**September
2010**

Important Information

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Jose Murrieta b-day	2	3	4
5	6 Labor Day	7 College Nights	8 College Nights	9 College Nights	10 Constitution Day	11 Amber Avitia b-day
12	13	14	15 Start of Hispanic Awareness Month	16	17	18
19	20	21	22	23	24	25
26	27	28 Valarie Kerns b-day	29	30		

Logo

School Name - WHCL

**October
2010**

Important Information

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Jennifer Cadena b-day	2
3	4	5 <i>Counselor Luncheon</i>	6	7	8	9
10	11 <i>Disability Awareness Week</i> Columbus Day	12	13	14	15 <i>End of Hispanic Awareness Month.</i>	16
17	18	19	20	21	22	23
24	25 Anna Silvestre B-day	26	27	28	29	30
31 Halloween						

Logo

School Name - WHCL

**November
2010**

Important Information

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 <i>Native Americans Month</i> <i>Disabilities awareness Month</i>	2 <i>Day of the Dead-Library</i>	3	4 <i>Presidents Scholars Dinner</i>	5	6
7	8	9 Riley Talford b-day	10 <i>Veterans Luncheon</i>	11 <i>Veterans Day</i>	12	13 Angela Bargineer b-day
14	15 Don Warkentin b-day	16	17 Keith Brock b-day	18	19	20
21	22	23	24 Tina Garcia b-day	25 <i>Thanksgiving Day</i>	26	27
28	29	30				

Logo

School Name - WHCL

**December
2010**

Important Information

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4 SGA In Christmas Parade
5	6	7	8	9	10	11 Leo Orange b-day
12	13	14	15	16	17	18
19	20 Veronica Grijalva b-day	21	22	23	24 Eva Jimenez b-day	25 Christmas Day
26	27 Monique Suter b-day	28	29	30 Dave Bolt b-day	31	

Logo

School Name - WHCL

**January
2011**

Important Information

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 New Year's Day
2	3	4	5	6	7	8
9	10	11	12	13 Flex Day	14 Duty Day	15
16 Laura Santillan b-day	17 M.L. King Day Debra Christy b-day	18 Welcome Week	19 Welcome Week	20 Welcome Week	21	22
23	24	25	26	27	28	29 Lupe Banales 01/29
30	31					

Logo

School Name - WHCL

**February
2011**

Important Information

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Black History Month	1 Theresa Quilici b-day	2	3 Team Teach Banquet	4	5
6	7	8	9	10	11	12
13	14 Marlon Hall b-day	15	16	17	18	19
20	21 Presidents Day	22	23	24	25	26
27 Sylvia Dorsey-Robinson b-day	28					

Logo

School Name - WHCL

March 2011 Important Information

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 National Women's History Month	2	3	4 Student Town Hall # V	5
6	7	8 Jody Ruble b-day	9	10	11	12
13	14 Accreditation Week	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30 Angela Tos b-day	31 Kyle Crider b-day		

Logo

School Name - WHCL

April 2011 Important Information

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7 <i>Fidela Byars</i> b-day	8	9
10	11	12	13	14 <i>Marta Hendrickson</i> b-day	15 <i>VA Student Conference</i>	16
17	18 <i>Heritage Week Celebration</i>	19 <i>Elva Torres</i> b-day	20	21	22	23
24	25	26	27	28	29	30

Logo

School Name

May 2011 Important Information

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5 <i>Cinco de Mayo</i>	6	7
8	9	10	11	12 Honors Brunch	13	14
15	16	17	18 Rose Denberg b-day	19	20	21
22	23	24	25	26 <i>Graduation</i>	27	28
29	30 Memorial Day	31				

Logo

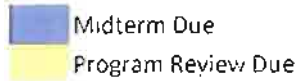
School Name

June 2011 Important Information

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11 Adrienne Simas b-day
12 Joy Jones b-day	13	14	15 America Bryant b-day	16	17	18
19	20 C's Camp	21 Linda Amaya-Guenon b-day	22	23	24	25 Michelle DeOchoa b-day
26	27	28	29	30		

PROGRAM REVIEW SCHEDULE

Instructional Programs



Program Name	Date of Most Current Program Review	Date of Most							
		2009	2010	2011	2012	2013	2014	2015	
Administration of Justice	2009e	C							
Art	2006	C							
Biology	2006e								
Business	2010e		C						
Business Administration	2009	C							
Chemistry									
Child Development	2010		C						
CIS	2007e	C							
Community Education	2009	C							
Contract Education	2009	C							
Culinary	2006								
Engineering/Physics	2009	C							
Geography	2009	C							
Geology									
Health Science (General)	2009	C							
Health Science (Pre-Professional)	2009	C							
HRCM	2009	C							
Humanities	2007								
Liberal Arts--Arts and Humanities									
Liberal Arts--Communication									
Liberal Arts--Elementary Teacher Preparation									
Liberal Arts--Math and Science									
Liberal Arts--Social Sciences									
Math	2009								
Nursing									
Office Management and Technology	2010		C						
Physical Education	2009	C							
Psychology	2004								
Social Science	2009	C							

PROGRAM REVIEW SCHEDULE

Non-Instructional Programs

Midterm Due
 Program Review Due

Program Name	Date of Most Current Program Review	2009	2010	2011	2012	2013	2014	2015
Administrative Offices	2009e	C						
Athletics	2009e	C						
Cal Works								
Career Technical Education								
DSPS	2007							
EOPS/CARE	2009	C						
Library/LRC	2008e							
Maintenance and Operations	2009	C						
Matriculation	2009	C						
NASL	2010		C					
Snack Bar	2010		C					
Student Activities	2010		C					
Upward Bound Classic	2010		C					
Upward Bound Math and Science	2010		C					

PROGRAM REVIEW SCHEDULE

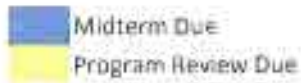
District Office

Midterm Due
 Program Review Due

Program Name	Date of Most							
	Current Program Review	2009	2010	2011	2012	2013	2014	2015
After School	2009	C						
Business Services								
Chancellor's Office								
Child Development Centers								
Enrollment Services								
Financial Aid	2004e							
Foundation								
Grants	2006							
Human Resources								
ITS								
Learning Resources	2007							
Marketing/Duplicating								
Office of Institutional Effectiveness and Planning								
Student Support Services (TRID)								
Web Services								
Workforce Development								

PROGRAM REVIEW SCHEDULE



District Office



Program Name	Date of Most Current Program Review	2009	2010	2011	2012	2013	2014	2015
After School	2009	C						
Business Services								
Chancellor's Office								
Child Development Centers								
Enrollment Services								
Financial Aid	2004e							
Foundation								
Grants	2006							
Human Resources								
ITS								
Learning Resources	2007							
Marketing/Duplicating								
Office of Institutional Effectiveness and Planning								
Student Support Services								
Web Services								
Workforce Development								

PROGRAM REVIEW SCHEDULE

Instructional Programs

 Midterm Due
 Program Review Due

Program Name	Date of Most Current Program Review	2009	2010	2011	2012	2013	2014	2015
Administration of Justice	2009e	C						
Art	2006	C						
Biology	2006e							
Business	2010e		C					
Business Administration	2009	C						
Chemistry	2004							
Child Development	2010		C					
CIS	2007e	C						
Community Education	2009	C						
Contract Education	2009	C						
Culinary	2006							
Engineering/Physics	2009	C						
Geography	2009	C						
Geology								
Health Science (General)	2009	C						
Health Science (Pre-Professional)	2009	C						
HRCM	2009	C						
Humanities	2007							
Liberal Arts—Arts and Humanities								
Liberal Arts—Communication								
Liberal Arts—Elementary Teacher Preparation								
Liberal Arts—Math and Science								
Liberal Arts—Social Sciences								
Math	2009							
Nursing								
Office Management and Technology	2010		C					
Physical Education	2009	C						
Psychology	2004							
Social Science	2009	C						

PROGRAM REVIEW SCHEDULE

Non-Instructional Programs

Midterm Due
 Program Review Due

Program Name	Date of Most							
	Current Program Review	2009	2010	2011	2012	2013	2014	2015
Administrative Offices	2009e	C						
Athletics	2009e	C						
Caf Works								
Career Technical Education								
DSPS	2007							
EOPS/CARE	2009	C						
Library/LRC	2008e							
Maintenance and Operations	2009	C						
Matriculation	2009	C						
NASL	2010		C					
Snack Bar	2010		C					
Student Activities	2010		C					
Upward Bound Classic	2010		C					
Upward Bound Math and Science	2010		C					

WEST HILLS COLLEGE LEMOORE

PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS UNIT PLANNING GUIDE - NON-INSTRUCTIONAL DEPARTMENTS & AREAS TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Department/Service: TRiO Upward Bound

Date Prepared: October 1, 2008

Prepared By: Joel Ruble

Staff: Jose Murrieta, Brian Green, Anna Silvestre

II. Program Overview

- A. State the program mission. If you don't have one, create one. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. *(200 word limit)*

West Hills College Lemoore's Upward Bound Classic program is committed to youth, educational experiences, community partnerships, and providing opportunities to the underserved and disadvantaged population. UB Classic identifies low-income, first-generation college bound students and provides them with services such as after school tutoring, special instruction, college visits and educational/career advising. Members will have their educational aspirations encouraged and enhanced by qualified instructors, counselors and positive experiences that promote diversity, cultures, educational experiences and the real possibility of attending a college of their choice.

- B. Briefly describe the current state of the program/department/service area. *(250 words or less)*

Upward Bound Classic at West Hills College Lemoore is a newly funded program in our first year of operation. We are funded to serve 50 students from our 3 target high schools, Laton, Lemoore and Avenal. We began recruiting and serving students last fall and filled all of our program slots before spring. The program's focus is on college entry and success for our first generation and low income students. The program's primary activities are weekly or daily tutorials at each school site, monthly Saturday sessions and a 6-week summer program. There are also various activities throughout the year such as campus visits at colleges and universities or at science or technology enterprises. A perfect example of these activities would be a trip taken on February 2009; we took a group of students to visit UCLA Campus along with the Museum Of Tolerance in Los Angeles, CA. We monitor our students' grades carefully and assist them with applications to colleges and universities. Many of our students have the opportunity to take college level courses through West Hills College Lemoore. At the same time students are able to take these classes for dual credit. This must be approved by parents,

school counselor and principal. When our students do take college courses, we purchase their books and provide them whatever support is necessary to ensure their success.

C. Describe how the program/department/service area goals and objectives are aligned to the advancement of the college mission, goals and objectives. *(250 words or less)*

Our program SLO's are focused on the needs of our low income, first generation pertaining to their preparation for college. They include results on the California High School Exit Exam, advising in college preparation (SAT, A thru G, financial aid, etc.) and postsecondary enrollment. All develop in our communities a college going culture.

D. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*

As a new program this is our first opportunity to participate in the program review process.

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

- Enrollment Trends
 - Approximately 50% of our program participants enroll in courses at WHCL for dual credit.
- Student Retention Rates/Student Success Rates (if applicable)
- WSCH/FTEF (if applicable)
- Full-time to Part-time Faculty Ratio- NA
- Number of Students Earning Degrees (if applicable) N/A
- Number of Students Earning Certificates (if applicable) N/A
- Job Market Analysis (if applicable)
- Student Demographics- See Chart below
- Grade Distribution (if applicable)
- Student Survey Data (if applicable)

Total Students - 50	Race/Ethnicity	Entry Status
<u>9th graders</u> 1-Lemoore HS 0-Laton HS 0-Avenal HS	<u>Lemoore HS</u> 19-Hispanic 1African American	33 - First Generation and Low Income 17 - First Gen only
<u>10th Graders</u> 3-Lemoore HS 5-Laton HS 8-Avenal HS	<u>Laton HS</u> 7-Hispanic 2-White 1-Asian	
<u>11th Graders</u> 8-Lemoore HS 5-Laton HS 8-Avenal HS	<u>Avenal HS</u> 19-Hispanic 1-Arab	
<u>12th Graders</u> 9-Lemoore HS 1-Laton HS		

- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. (250 words or less)

The most significant trends for Upward Bound Classic are that under our new grant application we are serving 3 target schools. Upward Bound Classic serves Avenal, Lemoore and Laton high schools. This spreads our resources over a larger geographic area and also requires staff to be in more places during a normal week. It doubles the school site staff necessary for operation and doubles the number of tutorials to manage each week. All of this serves to spread our staffing and fiscal resources more thinly than we expected. It also lays the groundwork for the second trend that has great effect on our program operation.

The recent increases in transportation costs are probably the most difficult issues for us to resolve. Because we transport our students to events at the college or at other institutions and having 6 sites to serve rather than 3, the impact of these transportation expenses is all the more devastating.

- 1) State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).

We measure the success of our program primarily through our annual performance report. We measure standardized objectives regarding low income/first generation status, state testing, retention, and post secondary enrollment.

We also measure our success in our overall contact with students. We have approximately 90% attendance at our afterschool tutorial, 75%-80% at our Saturday sessions and approximately 50% participation in our 6-week summer component. During the summer, a good block of our students work to help support their families, attend other college programs (COSMOS, Berkeley House, etc.) Or attend summer school at their high schools. In this light, our 50% summer participation is quite high.

- C. Attach the following data maintained for your program/department/service area:

1. Budget information regarding costs per program/department/service area on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the service as reflected by student enrollment.

UB BUDGET

SALARIES

Full-time Personnel 131,123

Part-time Personnel 6,500

BENEFITS 45,566

SUPPLIES & MATERIALS 1,809

TRAVEL AND CONFERENCE	3,500
PARTICIPANT COSTS	22,150
PARTICIPANT STIPENDS	22,500
TOTAL DIRECT COST	233,148
INDIRECT COST 8%	16,852
TOTAL PROGRAM COST	250,000
Cost per participant	5,000

2. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.

Employee Classification:

Certificated .5 Class. Professional 1.4 Student Worker 1
 Volunteers 0

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input checked="" type="checkbox"/> Caucasian/Non-Hispanic |
| <input checked="" type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input checked="" type="checkbox"/> Mixed | |

3. Describe the certificated and classified staffing requirements of the existing program/department/service area, as well as the effect any proposed curricular or instructional changes would have in the next three years. This statement should include the need to retrain, or to add staffing for new specialties. Finally, this statement should include the need to retrain or to add staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.

Our program employs 1.1 advising staff under the Advising Specialist, .25 Program Development Assistant and 1 hour per week school site instructors under the Upward Bound Instructor job description and student tutors at our school sites. We also have 1 student worker per semester to help with office and clerical work. Although our staff does a great job accomplishing our goals the need for more staff is obvious especially for our weekend Saturday session and/or weekend trips. This would help because hours would be distributed evenly among staff so no overtime would have to be paid thus, saving the program money.

- D. Identify and discuss the effect that trends may have on the program/department/services area's organization, structure, and nature over the next two to four years.

Our model is well established and proven effective and we would be unwise to retool that model at this point. We will also have to respond to escalating transportation costs in our summer program design. Transporting students from 3 communities each day is prohibitively expensive and so our program will respond by transferring some

of the summer instruction to an online environment and doing portions of our work in the communities where our target schools are located. Due to our current financial crisis, our institution has gone through a shift of personnel (Director Position). Our Advising staff and schools are still intact. Budget concerns have also caused a cut back in staff travel as well as student travel, not eliminated but limited to how much travel can be done.

- E. What resources are required to maintain program/department/service area, and what additional resources are necessary to improve or expand it?

Transportation is our main consideration resource wise. Our other main resource requirement is for technology to stay connected with our students and to connect them with the most current college and scholarship information. Transportation cost has gone up versus our financial crisis is affecting our program in a big way. We must now ask our students to travel on their own with parents to our locations. We cannot afford to contract out a bus company to bring our students to our local Saturday sessions but will limit to contracting when planning out of district travel.

- F. Discuss staff training, academic and professional currency.

Our staff is involved in training throughout the year. For example: our advisor and Director will enroll in a specific TRiO training if budget allows. TRiO trainings are Federal trainings therefore, sometimes located out of state. We also do local CSU and UC counselor conferences which are most of the time located in Fresno, CA. We plan to attend at least one TRiO training per year. These are offered by various organizations and are approved by the DOE (Department of Education). The director attends the TRiO annual conference (San Antonio, TX in 2009) which is mandated under our approved grant proposal.

- G. Excluding curriculum validation, discuss community involvement in the operation of the program/department/service area. Upward Bound involves our students and staff greatly in our communities. One of our most successful community event this past year was our Student walk for measure W. We have a great rapport with site counselors, principals and teachers along with our parents. We offer our students a great opportunity for them to give back by setting up an annual Community Service project out at Camp El-o-Win. Our students have always been willing and able to help whenever we are needed in our communities.

IV. Professional Development

- A. What professional development activities have staff participated in?

We have attended professional developments such as; CSU counselors' conference, UC counselors' conference, TRiO training in priority 1 record keeping retention student success.

B. How does this professional development affect Student Learning Outcomes for your program/department/service area?

Our trainings always focus on student retention and success as well as postsecondary enrollment.

C. Describe the program/department/service area's plans for staff development over the next four years.

We will continue with our current plan. We are looking to focus on increasing our efficiency with our student database as our first priority. Due to financial crisis that our state is in, our institution has gone through a re-organization of personnel as well as cross-training for job specification. (Our Director has been re-organized to serve our grant 75% and our District/Institution 25%)

D. Discuss the effectiveness of continuing education requirement to meet the need for advanced training and/or training in emerging technologies.

Upward Bound continues to strive in our technology department. Perfect example of this is, we are currently using our Student Access software to store all of our students' information as well as running our partial and annual reports. West Hills College has also done a great job improving our online services, we are now able to use the Portal to check students' grades and/or class schedules and we also can have access to our work email through this portal.

V. Student Learning Outcomes

A List all Student Learning Outcomes for this program/department/service.

SLO.1). Upward Bound Classic students will be successful in high school as indicated by successful completion of the California High School Exit Exam. (CAHSEE)

SLO. 2). Upward Bound Classic students will enroll in programs of postsecondary education after high school.

SLO.3). Upward Bound Classic students will be successful in college level coursework.

B. Explain how Student Learning Outcomes are used to measure quality and success of this program/department/service area.

We based our SLO's on West hills College Lemoore's standardized outcomes and so success in SLO's will naturally reflect success from the perspective of our federal regulators.

C. Based upon the results of the program SLO assessments, what improvements have been identified?

We have yet to assess our SLO's.

VI. General Operations

A. How does the program/department/service area ensure that current curriculum/delivery of service is adequately meeting the needs of students?

Our program Advisor ensures that current deliveries of services are meeting the needs of the program participants by:

1. Attending workshops to keep up with new technology/updates related to our students. For example: Trio training, UC/CSU Counselors' conferences as well as Financial Aid Workshops.

2. Assessing Student needs by having personal advising thus, directing needs based on each individual participant.

B. Do special accreditations, external regulations, or advisory committees regulate the program/department/service area? Yes No (if yes, elaborate.)

Upward Bound Classic is directed under the umbrella of the TRiO Programs out of the US department of Education. We operate under the Education Department's General Administrative Regulations Guidelines.

C. Does the program/department/service area have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate.)

Under the approved grant, the host institution must provide the work/office space necessary to run Upward Bound Classic. This includes but is not limited to office equipment, transportation for staff and participants as well as to and from Federal or local staff training opportunities. West Hills College Lemoore is in the works of a new building phase and Upward Bound Classic has been considered for office space in this new construction.

D. Is there evidence of unmet student needs caused by your program/department/service area? Yes No (if yes, elaborate.)

A major student need that is currently not being met is in the area of transportation which is limited due to high cost. Commercial passenger vans can no longer be utilized for our high school students due to the CHP/Department of Transportation compliance policy. This new policy has an effect on attendance and participation during weekend activities held outside of students' local area.

E. How does the program/department/service area address cultural diversity?

Upward Bound Classic is guided toward helping disadvantage students. Students must meet a certain criteria to be eligible for program services. 1. First Generation College bound. 2. Family Income must meet the Federal low income levels. 3. US Citizen or US Resident. These students can come from any cultural background as long as they meet the National criteria.

Program addresses cultural diversity by exposing students to cultural related events that are hosted by higher education institutions.

F. Describe the initiatives the program/department/service area has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical mental disabilities, re-entry, gender, etc.)

Bound by Federal guidelines that mandate as to who to target thus, Upward Bound Classic targets students with disadvantage backgrounds. Students and their families must meet the low income levels that set forth by the Federal Government. Upward Bound staff requires documentation from applicants to confirm qualification.

G. Discuss the program/department/service area's use of external funding, including grants and collaborative partnerships, if applicable.
US department of Education is only funding source.

H. To what extent is technology being used in the program/department/service area?
Technology is used on a daily basis by Upward Bound Classic staff and students. A main example of this would be our WHCL Portal and website where student and staff can communicate with each other via email. Staff has also made their cell phone numbers available to students for texting since, this is widely use in our young population now days.

I. Describe the supply requirements for your existing program/department/service area, as well as the effect that any proposed changes would have on the supplies in the next four years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.

Supplies are needed throughout the year for our program. Starting with our office supplies, which include, but are limited to file folders, writing equipment, binder and outreach materials among others needed "Student Access" data entry software is needed for electronic data filing. An increase in demand combined with an increase of cost is giving our program difficulty providing the right equipment and materials. With help of West Hills College Lemoore providing extra materials our program would function better.

J. Describe the need for facility modifications within your existing program/department/service area or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next four years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.

West Hills College Lemoore has mentioned Upward Bound as one of the new considered occupants of the new construction phase in 2012. This would benefit our programs by being closer to our regular college counselors and being able to refer our program participants to our college staff and programs.

VII. Additional Information (optional)

Please provide any other information to describe, explain, justify, analyze, or clarify prospective program/department/service area changes or needs anticipated in the next four years.

A. What factors did you use in determining the quality and success of this program/department/service area?

Upward Classic was established nationally in 1972 and since then guidelines have been followed continually throughout the years. Upward Bound Classic at West Hills

College Lemoore has been in existence since fall 2007, with these guidelines in mind as well as our College's mission statement we serve our students and community. Federal Guidelines will continue to overlook our Upward Bound program. One way to determine our program success is by looking at examples of our students that have since graduated from Upward Bound. For example we have 95% of our graduated students confirm enrolment in either a CSU or UC of their choice. These results go along with our grant objectives, we have objectives such as retention, graduation and participation; Retention objective: 85% of our students will stay with our program until graduation of high school. Our numbers were 89%. Graduation objective: 85% of our students will graduate from high school and enroll in a post high school program. Our numbers were 95%. Participation objective: 85% of our active participants will participate in program sponsored activities. Our numbers were 86%.

- B. Identify the best ways to measure the quality and success of this program/department/service area. Conduct an evaluation of the program/department/service area. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by this program/department/service area evaluate its adequacy or effectiveness? How do services compare to similar departments/service areas outside the College? By what processes does the program/department/service area deal with complaints and continually up-grade services? Other methods might include matching or exceeding nation-wide productivity measures, i.e., full-time staffing equivalent per square foot for M & O and per number of employees for Human resources, feedback from campus "clients", etc.)

Participants are given surveys and evaluation forms that allows for reflection of services. Students receive these questionnaires throughout program activities. These surveys will allow our staff to have more effective program activities thus, keeping retention numbers up and actual programs up by recruitment. These surveys also allow our students to express satisfaction/dissatisfaction along with a voice in the program. This would make the students have some ownership and pride in the program.

- C. Describe the annual scheduling patterns for courses impact your program/department/service areas. Consider interaction with other programs/departments/service areas, use of facilities and flexibility for students.

Our program participants are required to enroll in college level courses in the summer session. In part of the coordination of registration, program staff collaborates with Department Faculty to inform them of our initiatives which focuses on high school students. Due to our current financial crisis, our institution has gone through a dramatic cut back on class sessions thus, creating less available classes for our current participants to choose from.

VIII. Summary and Recommendations

- A. What actions have been taken to address the assessment and improvements of program learning outcomes?

Program staff is required to monitor student progress on a monthly basis versus quarterly. Students are provided with evaluation forms to assess program services so appropriate adjustments or accommodations are made for students.

B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.

1. Program strengths

Staff is committed to serving students and meeting their needs. Program has positive rapport with target serving school sites and their staff. Program has attained successful rates of students entering institutions of higher education after high school graduation.

2. Areas that need improvement

Program needs improvement in the area of facilities and transportation

3. Strategies and actions for program enhancement and improvement.

Staff will make more contact with students to develop education planning to insure that students are progressing academically. Program staff is currently strategizing on collaborating with other programs and school transportation officials to reduce student unmet needs.

C. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Program Review, Planning and Evaluation

**West Hills College Lemoore
Assessment Grid**

Program: Upward Bound Classic

Contact Person/ext.: Joel Ruble / 3127

Submission Date: 11/4/2009

Midterm Report Date (2 years from submission):

Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
<p>At least 3 short-term and up to 2 long-term goals. Instruction: At least three of your goals must be student-learning outcome oriented. *</p>	<p>The specific activities you will implement to accomplish the goals (e.g. implement a new course).</p>	<p>Any additional resources you will need to accomplish the activity. Please be specific and realistic.</p>	<p>Means of Assessment/Criteria for Success including timeline (Measurable)</p>	<p>Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)</p>
<ol style="list-style-type: none"> 1. Recruit and maintain 50 qualifying participants from the 3 target serving high schools. 2. Provide after school advising services to all participants to maintain contact with project staff and to enhance retention in the program and in school. 3. Provide Saturday enrichment education workshops to enhance academic progress. Project will supplement 	<ol style="list-style-type: none"> 1. Advertise UB Classic services to students at target area high schools to meet objective. 2. Coordinate in conjunction with high school staff and administration to facilitate tutorial services. 3. Coordinate with host institution through Facilities and transportation department administrators to conduct and facilitate Saturday workshops. Project staff will recruit and employ necessary instructor(s) needed for Saturday instruction through host institution Human Resources Dept. 4. Project staff will monitor participant progress and 	<ol style="list-style-type: none"> 1. Funds for travel expenses. 3. Technology equipment and classroom. Transportation vehicles including drivers that can transport participants to and from site locations. Host institution faculty that can provide instruction in the areas for which the project targets. 4. Support from the host institution counseling department, admissions and financial aid departments. 5. Support from the 	<ol style="list-style-type: none"> 1. Records and documentation of number of participants and recordings of qualification status. 2. Documentation taken during tutorial sessions for evidence of attendance and retention. 3. Documentation showing record of attendance at program workshops. 4. Evaluation of participant academic records showing progress and satisfactory in all subject areas. Evaluation of participant meeting 	<ol style="list-style-type: none"> 1. Maintain number of serving participants. 2. Increase retention and attendance during after-school tutorials. 3. Involve host institution faculty during projects Saturday Academic workshops. 4. Increase number of graduating participants attending post-secondary education. 5. Increase number of participants attending summer bridge program 6. Show evidence of student-learning outcomes.

<p>knowledge in the areas of math, science, English, computer science, geography, Spanish, along with any liberal studies and careers.</p> <p>4. Participants will graduate and pursue higher education at a post-secondary institution.</p> <p>5. Project staff will coordinate a six-week summer bridge program for graduates at host institution. Continuing participants will enroll in college oriented courses for dual credit.</p> <p>6. Project will develop student-learning outcomes that meet objective goals.</p>	<p>maintain academic records to guide graduating students towards a post-secondary institution. Project staff will provide participants with the necessary knowledge and assistance to apply for admission and financial aid support. Project staff will adhere to program guidelines to prepare and align participants to meet college requirements.</p> <p>5. Project staff will coordinate with host institution counseling department to assist with the enrollment process. Graduating participants will develop a student educational plan that will be recorded in admissions. Project staff will coordinate with counseling department to assist with continuing participants who will be enrolled in college credited courses that qualify for dual credit.</p> <p>6. Project staff will conduct a series of goal evaluations for enhancement purposes in the implementation of services to increase student-learning outcomes.</p>	<p>host institution Counseling, Admissions, Financial Aid and Facilities Departments.</p> <p>6. Support from the Administration.</p>	<p>state standards equivalency and showing mastery of the California High School Exit Exam.</p> <p>5. Documentation and record of admission forms required for registration for courses.</p> <p>6. Evaluation of participant progress through Annual Report.</p>	
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**If, your previous Program Review did not contain SLOs, but you now have them you can refer to your SLOs here.*

Program Review, Planning and Evaluation

**West Hills College Lemoore
Program Planning and Evaluation
Assessment Planning Logic Model
Midterm Report**

Program: Upward Bound Classic		Date:
Findings	Analysis	Actions
What are the actual quantifiable outcomes compared to those listed in column four of the Assessment Grid?	Your interpretation of the results (why the activities were not successful in achieving the goal)	Based on the Findings and Analysis, what is the next step?
<ol style="list-style-type: none"> 1. Currently, project has met number of qualifying participants for the year. Site instructors are in place at each of our participating high schools. Project has 54 active participants and intends to retain 54 participants by the end of the academic year. 2. Participant log in sheets are completed during tutorial sessions weekly, recording attendance and participant course work. 3. Saturday workshops are coordinated on a monthly basis and documentation recording dates and 	<ol style="list-style-type: none"> 1. Although students are highly involved in extra-curricular activities and cannot commit the amount of time required by project; we have been able to find recruits but with difficulties especially in the smaller high schools. Project staff is limited to the amount of time spent on recruiting new participants. 2. Documentation on attendance during tutorials is recorded on a weekly basis. 3. Activities are being met and accomplished effectively. Saturday 	<ol style="list-style-type: none"> 1. Work closely with site instructors and delegate more time to be spent on recruiting students interested in a post secondary education. 2. Continue maintaining accurate documentation recording attendance and participant course work during after-school weekly tutorials. 3. Continue planning in advance to meet mandated project requirements consisting of Saturday workshops covering a series of core subjects including cultural and community service activities. Maintain accurate

<p>subjects are in place. Project has conducted 6 Saturday academic and culturally related sessions. Project is currently planning to conduct it 7th and 8th session for the year. Documentation and attendance including activities conducted during the Saturday events are recorded monthly.</p> <ol style="list-style-type: none"> 4. Participant academic records are evaluated on a quarterly basis. Grades are obtained through high school counseling department. Project staff reviews grades and proceeds with one to one meeting with participant to discuss academic progress or regression. 5. Project is currently in the planning stages developing summer program. Project staff has met with institution's faculty to discuss course outline and schedule. Project staff has informed all participants of the summer program that is underway. Majority of participants are already admitted into the institution through its application process. Over 35 participants have taken the institution's placement exam, a requirement for selection of courses. During the next eight weeks project staff will submit all required forms on behalf of the participant for summer registration confirmation. 6. Annual report is due in January of 2008 and data for report is on file. Data will be converted into report's format when Dept. of Education 	<p>workshops are planned accordingly and have yet have not canceled or postponed scheduled activities. All documentation relating to Saturday activities are recorded monthly.</p> <ol style="list-style-type: none"> 4. Academic records are posted quarterly and made available for project staff to review. Project staff is responsible to schedule student meetings to discuss grades. Evaluation of participant grades is done accordingly when grades are available for review. 5. A six-week summer program is under review and will be going on our third summer session in the upcoming Summer 2010. Participants will be required to make efforts to be part of this component. 6. Annual report is always submitted prior to deadline and reviewed by project staff and administrator prior to submission. Annual report is due January 14, 2010. It is necessary that the project work in conjunction with students services personnel to develop SLO's that appropriately reflect our program goals and objectives. 	<p>records of Saturday activities and events including attendance.</p> <ol style="list-style-type: none"> 4. Continue evaluating grades when available and meet with participants accordingly to discuss academic results to promote achievement. 5. Plan and execute an effective six-week summer component that will allow participants to gain college and high school credit for achieving a passing grade in a college course. 6. Maintain accurate data throughout the academic year to meet all standards required by the Department of Education which reviews our project's accomplishments during the academic year and Summer component. In addition to annual reporting, program staff will work closely with institution student success personnel to develop appropriate student learning outcomes.
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announces instructions for report.
Project SLO's will be defined by
annual reporting requirements and
institutional student success
committee.

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WEST HILLS COLLEGE LEMOORE

PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS UNIT PLANNING GUIDE - NON-INSTRUCTIONAL DEPARTMENTS & AREAS TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Department/Service: **TRiO Upward Bound Math and Science**

Date Prepared: **October 1, 2008**

Prepared By: **Joel Ruble**

Staff: **Oscar Villarreal, Brian Green, Anna Silvestre**

II. Program Overview

- A. State the program mission. If you don't have one, create one. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. *(200 word limit)*

West Hills College Lemoore Upward Bound Math & Science (UBMS) program is committed to youth, educational experiences, community partnerships, and providing opportunities to the underserved and disadvantaged population. UBMS identifies low-income, first-generation college bound students and provides them with services that provide participants access to individualized tutoring, special instruction, college visits and educational/career advising. Members will have their Science, Engineering, Technology and Math interests encouraged and enhanced by qualified instructors, counselors, and positive experiences that promote diversity, cultures, educational success and post secondary attainment.

- B. Briefly describe the current state of the program/department/service area. *(250 words or less)*

Upward Bound Math and Science at West Hills College Lemoore is a federally funded TRiO program in its second funding cycle beginning 2007-2008. We are funded to serve 50 students from our 3 target high schools in the communities of: Laton, Lemoore and Avenal. In addition to the three target sites, we continue to provide limited services to 3 additional high schools from our previous cycle. At present, we have filled 40 of our 50 program slots. The program's focus is on college entry and success for our first generation and low income students. The program's primary activities consist of daily or weekly tutorials at each school site, monthly Saturday sessions and a 6-week summer program with a residential component. There are also various activities throughout the year such as campus visits to universities, community service fieldtrips to science or technology enterprises (ie: Moss Landing Institute, San Francisco Exploratorium, Roche Pharmaceutical, and Point Lobos). In addition, we monitor our

students' academic progress regularly and provide post-secondary access support. More than 50% of our students experience dual college enrollment at West Hills College during first year participant status. Participants enrolled in college courses are provided with books and materials in addition to academic support through the UBMS program.

- C. Describe how the program/department/service area goals and objectives are aligned to the advancement of the college mission, goals and objectives. (250 words or less)

Our program SLO's are focused on the needs of our low income, first generation population pertaining to their preparation for college. This includes evaluation of results on the California High School Exit Exam, advisement in college preparation (ie: SAT/ACT, A thru G, financial aid, etc.) and postsecondary enrollment. These activities develop in our communities which promote a college going culture aligning with the mission statement of the college in terms of providing educational learning opportunities and partnerships. As well as providing a positive environment that is committed to student learning and empowering students to achieve their educational goals.

- D. List any recommendations from the most recent college/program/department accreditation and/or previous review. (250 words or less)

No recommendations proposed at this time.

III. Qualitative and Quantitative Data Review

- A. Attach the following Non-Instructional Program Review data (as provided):

- Enrollment Trends-Approximately 50% of our program participants enroll in courses at WHCL for dual credit.
- Student Retention Rates/Student Success Rates (if applicable) -- Our year to year retention rate as submitted in our Annual Performance Report is consistently at approximately 89%.
- WSCH/FTEF (if applicable)
- Full-time to Part-time Faculty Ratio
- Number of Students Earning Degrees -- (Data not available at this time)
- Number of Students Earning Certificates -- (Data not available at this time)
- Job Market Analysis (not applicable)
- Student Demographics Review Data Below
- Grade Distribution (not applicable)
- Student Survey Data (not applicable)

Target Sites:

1. Lemoore High School
2. Avenal High School
3. Laton High School
4. Corcoran High School
5. Caruthers High School
6. Riverdale High School

Grade Levels:

1. Freshmen (9th) -3
2. Sophomores (10th) - 15
3. Juniors (11th) - 6
4. Seniors (12th) - 16

Program Category:

1. 27 - Low Income / First Generation
2. 13 - First Generation Only

Race / Ethnicity:

1. 33 - Hispanic
2. 2 - White
3. 2 - Indian
4. 1 - African American
5. 2 - Other

Median Grade Point Average:

1. Freshmen (9th) - 3.01
2. Sophomores (10th) - 3.027
3. Juniors (11th) - 3.051
4. Seniors (12th) - 3.170

Total Students Currently: 40

B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. (250 words or less)

The most significant trend for Upward Bound Math and Science is that under our new grant application we are mandated to serve 3 target schools one of which is new to our program. During the time of transition from our previous cycle to the new, we have approval to limit services to the students from previous target sites not highlighted in the new grant cycle of 2007-2011. This stretches our resources over a larger geographic area requiring staff to be out in the field for the majority of time. It doubles the school site staff necessary for operation and doubles the number of tutorials to manage each week. These challenges encumber on our staffing and fiscal resources as they are limited. It also lays the groundwork for the second trend that has great effect on our program operation.

The recent increases in transportation costs are probably the most difficult issues for us to resolve. Because we transport our students to events at the college or at other institutions and having 6 sites to serve rather than 3, the impact of these transportation expenses is all the more devastating.

The lack of residential living on campus is another trend that forces the program to seek outside partnerships to house participants during the summer component. Without providing students a residential living experience, the program would be out of compliance with the grantee. Every year, program staff explores and networks with other organizations that provide opportunities to give students a residential living experience. In past experience, CSU Monterey has invited our students to participate in a Biotechnology Camp that provides housing at minimal costs to the program. We have also taken the opportunity to partner with the Girl Scouts of America who kindly allow us

to use their facilities and housing units for student related activities during the summer component.

- 1) State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).

We measure the success of our program primarily through our Annual Performance Report. We measure standardized objectives regarding low income/first generation status, state assessment, participant retention, and post secondary enrollment. We take account of the positive feedback we receive from student testimonies on our yearly student surveys. Additionally, administrators and staff at the target high schools have recognized the positive influences of the program to its students through advisory committee feedback announcements.

We also measure our success in our overall contact with students. We have approximately 90% attendance at our afterschool tutorial, 75%-80% at our Saturday sessions and approximately 50% participation in our 6-week summer component. During the summer, a significant number of our students join the workforce to help support their families. Others attend out of district programs (COSMOS, Berkeley House, etc.) or are required to attend summer school at their local high schools forcing them limit themselves to participation during the Upward Bound's summer component. In this light, our 50% summer participation is quite high.

C. Attach the following data maintained for your program/department/service area:

1. Budget information regarding costs per program/department/service area on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the service as reflected by student enrollment.

UBMS BUDGET

SALARIES

Full-time Personnel 131,123

Part-time Personnel 6,500

BENEFITS 45,566

SUPPLIES & MATERIALS 1,809

TRAVEL AND CONFERENCE 3,500

PARTICIPANT COSTS 22,150

PARTICIPANT STIPENDS 22,500

TOTAL DIRECT COST 233,148

INDIRECT COST 8% 16,852

TOTAL PROGRAM COST

	250,000
Cost per participant	5,000

- Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.

Employee Classification:

Certificated 5 Class. Professional 1.4 Student Worker 1
Volunteers 0

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input checked="" type="checkbox"/> Caucasian/Non-Hispanic |
| <input checked="" type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input checked="" type="checkbox"/> Mixed | |

- Describe the certificated and classified staffing requirements of the existing program/department/service area, as well as the effect any proposed curricular or instructional changes would have in the next three years. This statement should include the need to retrain, or to add staffing for new specialties. Finally, this statement should include the need to retrain or to add staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.

Our program employs 1.1 advising staff under the Advising Specialist, .25 Program Development Assistant, 1 hour per week school site instructors under the Upward Bound Instructor job description and student tutors at our school sites. We also have 1 student worker per semester to help with office and clerical work.

The program would recommend additional staff to broaden the opportunities and services it already provides. But, due to budget constraints, additional hires would dampen the budget and hinder the program from meeting its goals and objectives jeopardizing its future. Staff is also recommended to attend yearly training seminars related to program standards. Travel expenses at times will prevent staff from attending out of district trainings requiring staff to adhere to out dated policies and procedures or required to research the web for updated material related to program operation.

- D. Identify and discuss the effect that trends may have on the program/department/services area's organization, structure, and nature over the next two to four years.

Structural changes will occur primarily based upon our shift from 6 target campuses down to 3. Our model is well established and proven effective and we would be unwise to retool that model at this point. We will also have to respond to escalating transportation costs in our summer program design. Transporting students from 6 communities each day is prohibitively expensive and so our program will respond by transferring some of the summer instruction to an online environment and doing portions of our work in the communities where our target schools are located.

Due to the state's economic crisis, our host institution is revamping its administrative structure which impacts all categorical programs on campus. The new organization will require for our program's director to delegate a percentage of his responsibilities toward district duties. This change will bring forth additional duties and responsibilities onto current program staff potentially hindering the delivery of services to program participants.

- E. What resources are required to maintain program/department/service area, and what additional resources are necessary to improve or expand it?

Transportation is our main consideration resource wise. If the college were to provide transportation services at minimal or no-cost to the program, attendance to functions and events will improve substantially. Our other main resource requirement is technology which allows for program staff to communicate with students to inform them with the most current college updates including scholarship information. Additional personnel are another resource that will prove valuable to the operation of the program. More funding would vitalize the capabilities ensuring innovation and commitment to our students.

- F. Discuss staff training, academic and professional currency.

Our staff is invited to trainings throughout the year. Staff arranges to attend at least 1 TRiO related training per year. These are offered by various organizations and are approved by the Department of Education. The director attends the annual conference, which is usually held in Washington D.C. or San Antonio, Texas. Our advising staff also attends training from the CSU and UC to stay updated with university admissions and topics related to incoming transfers.

- G. Excluding curriculum validation, discuss community involvement in the operation of the program/department/service area.

Throughout the year, our participants get involved with community service projects. Many of our students volunteered their time during the election year of 2008 promoting the Measure E bond which would expand West Hills College. They walked precincts and participated in phone banking informing community members about Measure E. In addition to their community service, many of our students make it a yearly tradition to help out the Girl Scouts of America. Every summer, our students make a trip to Camp-El-O-Win and spend time cleaning debris and helping prepare the campsite prior to the opening of summer camp. In addition to their involvement with the Girl Scouts of America, our students have also volunteered their time to help remove non-native plants at the Point Lobos State Reserve of California located in Monterey County. The program also recruits instructors from the community that work with our students in school and during Saturday workshops.

IV. Professional Development

A. What professional development activities have staff participated in?

CSU Counselors Conference, UC Counselors Conference, TRiO training in priority 1 record keeping, retention student success.

B. How does this professional development affect Student Learning Outcomes for your program/department/service area?

Our trainings always focus on student retention and success as well as postsecondary enrollment. Strategies to improve student retention and positive student outcome are always highlighted and reintroduced for reinforcement purposes. Our efforts to maintain student retention rates improve the overall success of the program's goals and objectives.

C. Describe the program/department/service area's plans for staff development over the next four years.

We will continue with our current plan. We are looking to focus on increasing our efficiency with our student database and implementing a new staff re-organization structure that will require cross-training among staff for the purpose of program effectiveness.

D. Discuss the effectiveness of continuing education requirement to meet the need for advanced training and/or training in emerging technologies.

Program staff is encouraged to continue with furthering their education and given an opportunity to take advantage of an internal Educational Assistance Program that helps with tuition costs. West Hills College also provides training opportunities for staff to advance in emerging technologies. The college has moved towards a Portal network that provides students access to college information using technology innovation. All employees are required to attend trainings related to the Portal network to stay updated with system updates. The program has also purchased a student database through Student Access which allows for TRIO programs to maintain record-keeping for its participants. Training for continued effectiveness on database program is forthcoming.

V. Student Learning Outcomes

A List all Student Learning Outcomes for this program/department/service.

- 1.) Upward Bound Math and Science students will be successful in high school as indicated by successful completion of the California High School Exit Exam. (CAHSEE)
- 2.) Upward Bound Math and Science students will enroll in programs of postsecondary education after high school.

3.) Upward Bound Math and Science students will be successful in college level coursework.

B. Explain how Student Learning Outcomes are used to measure quality and success of this program/department/service area.

We based our SLO's on West Hills College Lemoore standardized outcomes and so success in SLO's will also reflect success from the perspective of our federal mandates of Upward Bound Math & Science.

C. Based upon the results of the program SLO assessments, what improvements have been identified?

We have yet to assess our SLO's.

VI. General Operations

A. How does the program/department/service area ensure that current curriculum/delivery of service is adequately meeting the needs of students?

Students are showing improvement in their academics and have a positive attitude towards higher education. Students are fulfilling the California Exit Exam standards and progressing academically based on evaluation of student academic transcripts. Graduating seniors are meeting eligibility criteria for the CSU and UC college systems.

B. Do special accreditations, external regulations, or advisory committees regulate the program/department/service area? Yes No (if yes, elaborate.)

Program operation must adhere to the Education Department General Administrative Regulations manual which set standards for program administration of services and agreements. Mandates require Upward Bound Math & Science program to maintain retention rates, improve college access to participants and demonstrate success of program effectiveness through post-secondary retention.

C. Does the program/department/service area have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate.)

Program grant specifies that appropriate facilities must be provided for staff. The grant also provides a budget which appropriates funds for staff training that is available year round. West Hills College Lemoore is in process of completing a new phase in the expansion project and is considering TRIO Programs to be accommodated in the newly constructed facility.

D. Is there evidence of unmet student needs caused by your program/department/service area? Yes No (if yes, elaborate.)

A major student need that is currently not being met is in the area of transportation which is limited due to high costs. Commercial passenger vans can no longer be utilized for transporting of minors. This new policy is in force by the Department of Transportation and California's Highway Patrol which has a negative impact on attendance and participation during weekend activities held outside of student's target area.

E. How does the program/department/service area address cultural diversity?

Program addresses cultural diversity by becoming aware of the multicultural factions along with their values and learning needs. Staff is sensitive to the cultural diversity that exists and utilizes multicultural activities to bring awareness to students and their peers.

F. Describe the initiatives the program/department/service area has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical mental disabilities, re-entry, gender, etc.)

Program insures equality to all participants regardless of deficiencies. It also provides an incentive stipend to assist students economically. The program currently does not have students with physical or mental disabilities. The program primarily targets students who come from a low social-economically background who are at a disadvantage in acquiring the necessary resources to pursue higher education.

G. Discuss the program/department/service area's use of external funding, including grants and collaborative partnerships, if applicable.

The program is funded through a grant sponsored by the Department of Education. The program is currently seeking to acquire collaborative partnerships with other grant programs within the hosted institution.

H. To what extent is technology being used in the program/department/service area?

Technology is the vital resource that is utilized for program operation. Technology is used for communication purposes which is instrumental to the program's functions. Technology is also utilized to provide instruction and for learning development. The program integrates technology during weekly and Saturday instruction and promotes telecommunication among its participants.

I. Describe the supply requirements for your existing program/department/service area, as well as the effect that any proposed changes would have on the supplies in the next four years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.

The demand for supplies will increase along with costs in the upcoming years. With the help of the college, our program would operate much more successfully if provided assistance in this area. Much of our office supplies include but not limited to file folders,

writing materials, binders, and other outreach essentials. Another requirement in this area that will impact the program's supply budget is the renewal and maintenance agreement for the Student Access database provided by Heiburg Consulting.

- J. Describe the need for facility modifications within your existing program/department/service area or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next four years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.

Individual staff offices needed. Currently, West Hills College Lemoore is in process of completing a new phase in the expansion construction project and is considering housing TRIO Program Offices in the newly constructed facility. This will bring forth advantages that will improve the delivery of services to our students.

VII. Additional Information (optional)

Please provide any other information to describe, explain, justify, analyze, or clarify prospective program/department/service area changes or needs anticipated in the next four years.

- A. What factors did you use in determining the quality and success of this program/department/service area?

The program evaluates student assessment provided by the state of California. As required by the grantee, program objectives revolve around student success. Participant graduation rates and post-secondary enrollment are indicators that confirm program success. In addition to these factors, the program has a proven record of success based on its renewal funding awards which are determined by program effectiveness.

- B. Identify the best ways to measure the quality and success of this program/department/service area. Conduct an evaluation of the program/department/service area. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by this program/department/service area evaluate its adequacy or effectiveness? How do services compare to similar departments/service areas outside the College? By what processes does the program/department/service area deal with complaints and continually up-grade services? Other methods might include matching or exceeding nation-wide productivity measures, i.e., full-time staffing equivalent per square foot for M & O and per number of employees for Human resources, feedback from campus "clients", etc.)

Participants are given surveys and evaluation forms that allows for reflection of services. Students receive these questionnaires upon completion of program activities for feedback purposes.

- C. Describe the annual scheduling patterns for courses impact your program/department/service areas. Consider interaction with other programs/departments/service areas, use of facilities and flexibility for students.

Our program participants are required to enroll in college level courses in the summer session. In part of the coordination of registration, program staff collaborates with Department Faculty to inform them of our initiatives which focuses on high school students. Due to current fiscal cuts enforced by the state, our host institution is forced to reduce course sections which will impact the number of program participants enrolling in college classes in the near future.

VIII. Summary and Recommendations

- A. What actions have been taken to address the assessment and improvements of program learning outcomes?

Program staff is required to monitor student progress on a monthly basis versus quarterly. Students are provided with evaluation forms to assess program services so appropriate adjustments or accommodations are made for students.

- B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.

1. Program strengths

Staff is committed to serving students and meeting their needs. Program has positive rapport with target serving school sites. Program has attained successful rates of students entering higher education institutions after graduation. Collaboration efforts with West Hills College Lemoore are effective promoting future program participant involvement with college events and activities.

2. Areas that need improvement

Program needs improvement in the area of facilities and transportation.

3. Strategies and actions for program enhancement and improvement.

Staff will make more contact with students to develop education planning to insure that students are progressing academically. Program staff is currently strategizing on

collaborating with other programs and school transportation officials to reduce student unmet needs.

- C. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Program Review, Planning and Evaluation

West Hills College Lemoore
Assessment Grid

Program: Upward Bound Math & Science		Contact Person/ext.: Joel Ruble / 3127		
Submission Date:		Midterm Report Date (2 years from submission):		
Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
At least 3 short-term and up to 2 long-term goals. Instruction: At least three of your goals must be student-learning outcome oriented. *	The specific activities you will implement to accomplish the goals (e.g. implement a new course).	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)	Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)
<ol style="list-style-type: none"> Recruit and maintain 50 qualifying participants from the 5 target serving high schools. Provide after school advising services to all participants to maintain contact with project staff and to enhance retention in the program and in school. Provide Saturday enrichment education workshops to enhance academic progress. Project will supplement 	<ol style="list-style-type: none"> Advertise UBMS services to students at target area high schools to meet objective. Coordinate in conjunction with high school staff and administration to facilitate tutorial services. Coordinate with host institution through Facilities and transportation department administrators to conduct and facilitate Saturday workshops. Project staff will recruit and employ necessary instructor(s) needed for Saturday instruction through host institution Human Resources Dept. Project staff will monitor participant progress and maintain academic records to 	<ol style="list-style-type: none"> Funds for travel expenses. Funds for travel expenses. Technology equipment and classroom. Transportation vehicles including drivers that can transport participants to and from site locations. Host institution faculty that can provide instruction in the areas for which the project targets. Support from the host institution counseling department, admissions and financial aid 	<ol style="list-style-type: none"> Records and documentation of number of participants and recordings of qualification status. Documentation taken during tutorial sessions for evidence of attendance and retention. Documentation showing record of attendance at program workshops. Evaluation of participant academic records showing progress and satisfactory in all subject areas. Evaluation of participant meeting 	<ol style="list-style-type: none"> Increase number of serving participants. Increase retention and attendance during after-school tutorials. Involve host institution faculty during projects Saturday Academic workshops. Increase number of graduating participants attending post-secondary education. Increase number of participants attending summer bridge program Show evidence of student-learning outcomes.

<p>knowledge in the areas of math, science, English, computer science, geography, Spanish, and careers.</p> <p>4. Participants will graduate and pursue higher education at a post-secondary institution.</p> <p>5. Project staff will coordinate a six-week summer bridge program for graduates at host institution. Continuing participants will enroll in college oriented courses for dual credit.</p> <p>6. Project will develop student-learning outcomes that meet objective goals.</p>	<p>guide graduating students towards a post-secondary institution. Project staff will provide participants with the necessary knowledge and assistance to apply for admission and financial aid support. Project staff will adhere to program guidelines to prepare and align participants to meet college requirements.</p> <p>5. Project staff will coordinate with host institution counseling department to assist with the enrollment process. Graduating participants will develop a student educational plan that will be recorded in admissions. Project staff will coordinate with counseling department to assist with continuing participants who will be enrolled in college credited courses that qualify for dual credit.</p> <p>6. Project staff will conduct a series of goal evaluations for enhancement purposes in the implementation of services to increase student-learning outcomes.</p>	<p>departments.</p> <p>5. Support from the host institution Counseling, Admissions, Financial Aid and Facilities Departments.</p> <p>6. Support from the Administration.</p>	<p>state standards equivalency and showing mastery of the California High School Exit Exam.</p> <p>5. Documentation and record of admission forms required for registration for courses.</p> <p>6. Evaluation of participant progress through Annual Report.</p>	
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**If, your previous Program Review did not contain SLOs, but you now have them you can refer to your SLOs here.*

Program Review, Planning and Evaluation

**West Hills College Lemoore
Program Planning and Evaluation
Assessment Planning Logic Model
Midterm Report**

Program: Upward Bound Math & Science		Date:
Findings	Analysis	Actions
What are the actual quantifiable outcomes compared to those listed in column four of the Assessment Grid?	Your interpretation of the results (why the activities were not successful in achieving the goal)	Based on the Findings and Analysis, what is the next step?
<ol style="list-style-type: none"> 1. Currently, project has not met number of qualifying participants for the year. Site instructors are recruiting interested students at their area high school. Project has 42 active participants and intends to recruit and retain 50 participants by the end of the academic year. 2. Participant log in sheets are completed during tutorial sessions weekly, recording attendance and participant course work. 3. Saturday workshops are coordinated on a monthly basis and documentation recording dates and subjects are in place. Project has 	<ol style="list-style-type: none"> 1. Students are highly involved in extra-curricular activities and cannot commit the amount of time required by project. Project staff is limited to the amount of time spent on recruiting new participants. 2. Documentation on attendance during tutorials is recorded on a weekly basis. 3. Activities are being met and accomplished effectively. Saturday workshops are planned accordingly and have yet have not canceled or postponed scheduled activities. All documentation relating to Saturday activities are recorded monthly. 	<ol style="list-style-type: none"> 1. Work closely with site instructors and delegate more time to be spent on recruiting students interested in careers in the Math or Science fields. 2. Continue maintaining accurate documentation recording attendance and participant course work during after-school weekly tutorials. 3. Continue planning in advance to meet mandated project requirements consisting of Saturday workshops covering a series of core subjects including cultural and community service activities. Maintain accurate records of Saturday activities and events including attendance.

conducted 3 Saturday academic and culturally related sessions. Project is currently planning to conduct its 4th session for the year. Documentation and attendance including activities conducted during the Saturday events are recorded monthly.

4. Participant academic records are evaluated on a quarterly basis. Grades are obtained through high school counseling department. Project staff reviews grades and proceeds with one to one meeting with participant to discuss academic progress or regression.
5. Project is currently in the planning stages developing summer program. Project staff has met with institution's faculty to discuss course outline and schedule. Project staff has informed all participants of the summer program that is underway. Majority of participants are already admitted into the institution through its application process. Over thirty participants have taken the institution's placement exam, a requirement for selection of courses. During the next eight weeks project staff will submit all required forms on behalf of the participant for summer registration confirmation.
6. Annual report is due in December of 2009 and data for report is on file. Data will be converted into report's format when Dept. of Education announces instructions for report. Project SLO's will be defined by

4. Academic records are posted quarterly and made available for project staff to review. Project staff is responsible to schedule student meetings to discuss grades. Evaluation of participant grades is done accordingly when grades are available for review.
5. A six-week summer program is implemented yearly which includes a residential module off campus. Participants will be required to make efforts to be part of this component.
6. Annual report is always submitted prior to deadline and reviewed by project staff and administrator prior to submission. Annual report is due December 28, 2009. It is necessary that the project work in conjunction with students services personnel to develop SLO's that appropriately reflect our program goals and objectives.

4. Continue evaluating grades when available and meet with participants accordingly to discuss academic results to promote achievement.
5. Plan and execute an effective six-week summer component that will allow participants to gain college and high school credit for achieving a passing grade in a college course.
6. Maintain accurate data throughout the academic year to meet all standards required by the Department of Education which reviews our project's accomplishments during the academic year of 2008-2009. In addition to annual reporting, program staff will work closely with institution student success personnel to develop appropriate student learning outcomes.

annual reporting requirements and institutional student success committee.

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West Hills Community College Library/Learning Resource Center Mission, Vision, and Collection Policy

Mission

Learning Resources supports WHCCD in providing a positive world-class learning environment by utilizing innovative technology, as well as traditional and nontraditional resources, to promote enhanced learning opportunities for the local and global campus communities we serve.

Vision

Facilitate the scholarly pursuit of academic excellence by providing diverse resources and developing information competencies.

Lending Policy

Enrolled students, staff, and faculty may obtain an identification card which allows items to be checked out according to the following loan periods:

- Reference materials – In library use only.
- Academic Reserves – In library use only.
- Magazines – In library use only.
- Short loan books – Seven (7) days.
- CD/Videos/Cassettes – Overnight.
- Books – Three (3) weeks.
- Laptop Computers – In library use only.

Items may be renewed as long as there are not any current holds placed by other library users. Returning items on time is the responsibility of the borrower. Overdue items will be assessed a fine and the ability to obtain grades, transcripts, and register for classes may be affected by not clearing fines and/or returning items that are overdue.

Databases are usable by the students, staff, and faculty both on campus and off. Community users are free to use any of the databases or collection items within the library with the exception of laptop computers. The primary goal of the library is the support of the students and staff here at West Hills College with any preference always being given to them in regards to resource use. As the policies and collection grow the community borrowing procedures will be enhanced to best suit the needs of all who seek to further their academic knowledge through the resources offered at West Hills College.

Selection Responsibility

Discussion and input from faculty will weigh heavily in the selection of materials for their subject areas, but the ultimate decision lies with the Librarian and the Dean of Learning Resources. Everyone is welcome to recommend resources for the Library/LRC. Full and part-time faculty members are strongly encouraged to take an interest in their subject areas and make recommendations.

Guidelines for Selection

Collection development will be geared toward a balanced collection in all subject areas relevant to the curriculum at West Hills College Lemoore. The Library/LRC will only pursue acquisitions that will support this curriculum. Popular fiction is available in the public libraries and will not be purchased with some exceptions. Barring any large discrepancies in cost all formats relevant to the collection will be considered. Web-based resources will be continuously sought and evaluated for usefulness and added to the libraries web site. Chosen URLs will be monitored to ensure their relevancy with outdated or dead links being removed. Selection of materials will be based on reviews, publications, peer suggestions, faculty requests, cost, and any other criteria deemed relevant by the library staff and/or faculty member. Any controversial topics will have differing viewpoints offered. The collection will strive to have breadth over depth with single copies of all but the most high use items being maintained. Up-to-date information will be a goal of the Library/LRC in all areas keeping in mind that new is not always better in some subject areas such as the classics and out-of-print materials. Some items such as the sciences will need to be maintained at a more intensive pace due to the nature of the information and the need for updated information.

Complaints

Any library user who finds an item to be inappropriate for the collection is free to give a written complaint to the Librarian. The Librarian will evaluate the item with a faculty member in the particular area in question or with the Dean of Learning Resources as appropriate. A written response will be given to the person submitting the complaint.

Magazines and Newspapers

Due to storage considerations newspapers will be kept for six months. Magazine titles deemed to be of research value will be maintained with leisure magazines being kept for three months. Although there has not been a policy of periodical retention in the past the Library/LRC will begin to develop a collection of useful research magazines and journals for access via a traditional periodical index in order to supplement the electronic magazine database.

Weeding/Deselection

Weeding/Deselection will be carried out by continuously reviewing, and evaluating the collection. This procedure will be an ongoing process with all members of the Library/LRC staff bringing any items of possible concern to the attention of the Librarian. Although circulation logs will weigh heavily in any weeding decisions the age of the edition, possible obsolescence of the information, condition, newer versions in the collection, and overall value for research purposes will all be looked at before any items are chosen for weeding.

Donations

Donations are accepted with the understanding that the items will face the same criteria that purchased items must face. The librarian and the Dean of Learning Resources have the right to accept, reject, sell, or otherwise dispose of donated materials. Donated materials will be thoroughly scanned for mold, mildew, or insect damage. Old periodicals will not be accepted. Reference materials over two years old will not be accepted. There are Internal Revenue Service Regulations which bar the appraisal of gifts.

Textbooks

Textbooks will have to be recommended by faculty as the best source of information in that area before being added to the collection. The Library/LRC will not purchase textbooks for the support of the curriculum. Textbooks are not good for the general collection because of their high-cost and constant need of revision.

Intellectual Freedom

The Library/LRC will adhere to the following:

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Created 10/31/03

Updated 1/20/05

Updated 8/2/05

Ron Oxford Library/Learning Resource Specialist

Library Budget 2009-2010

West Hills CCD
Summary Budget Status Report

07/27/10

Page: 1

For Period Ending 08/31/2009

Fiscal Year: 2010

FUND: 11 - G/F Unrestr

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
<hr/>				
11-000-612000-48886-220		Library : Other Stdnt Fees/Chrgs		
		Opening Balances -->	0.00	0.00
		0.00		
		Prior Totals -->	0.00	82.90-
		0.00		
		Current Period Totals -->	0.00	190.50-
		0.00		
273.40		To Date Totals -->	0.00	273.40-
		0.00		
		Future Totals -->	0.00	1,001.95-
		0.00		
1,275.35		Fiscal Totals -->	0.00	1,275.35-
		0.00		
		1,275.35		
<hr/>				
11-000-612000-51240-220		Library : Acad. FT, Librarian		
		Opening Balances -->	105,954.00	0.00
		0.00		
		Prior Totals -->	0.00	8,628.42
		0.00		
		Current Period Totals -->	5,753.00-	8,828.14
		0.00		
82,744.44		To Date Totals -->	100,201.00	17,456.56
		0.00		
		82,744.44		
		82.58 %		
		Future Totals -->	4,538.33	87,282.77
		0.00		
0.00		Fiscal Totals -->	104,739.33	104,739.33
		0.00		
		0.00		
		0.00 %		
<hr/>				
11-000-612000-51440-220		Library : Acad, Oth, Librarians		
		Opening Balances -->	0.00	0.00
		0.00		
		Current Period Totals -->	0.00	0.00
		0.00		
0.00		To Date Totals -->	0.00	0.00
		0.00		
		Future Totals -->	23,526.00	23,526.00
		0.00		
0.00		Fiscal Totals -->	23,526.00	23,526.00
		0.00		
		0.00		
		0.00 %		

Library Budget 2009-2010

11-000-612000-52120-220	Library : Class, FT, Regular		
	Opening Balances -->	38,803.00	0.00
0.00			
	Prior Totals -->	0.00	3,390.00
0.00			
	Current Period Totals -->	0.00	3,219.32
0.00			
32,193.68	To Date Totals -->	38,803.00	6,609.32
	32,193.68		
	82.97 %		
	Future Totals -->	0.00	33,012.46
0.00			
818.78-	Fiscal Totals -->	38,803.00	39,621.78
0.00	818.78-		
	2.11-%		

11-000-612000-52140-220	Library : Class, PT, Regular		
	Opening Balances -->	15,407.00	0.00
0.00			
	Prior Totals -->	0.00	1,346.76
0.00			
	Current Period Totals -->	0.00	1,278.00
0.00			
12,782.24	To Date Totals -->	15,407.00	2,624.76
	12,782.24		
	82.96 %		
	Future Totals -->	0.00	23,979.52
0.00			
11,197.28-	Fiscal Totals -->	15,407.00	26,604.28
0.00	11,197.28-		
	72.68-%		

11-000-612000-52350-220	Library : Temp, Non-Instr, Oth		
	Opening Balances -->	1,410.00	0.00
0.00			
	Current Period Totals -->	0.00	0.00
0.00			
1,410.00	To Date Totals -->	1,410.00	0.00
	1,410.00		
	100.00 %		
	Future Totals -->	0.00	0.00
0.00			
1,410.00	Fiscal Totals -->	1,410.00	0.00
0.00	1,410.00		
	100.00 %		

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07/27/10

Page: 2

West Hills CCD
Summary Budget Status Report
For Period Ending 08/31/2009

Fiscal Year: 2010

FUND: 11 - G/F Unrestr

Page 2

Allocated

Revenue/

Library Budget 2009-2010
Unencumbered

Unexpended GL Account Balance	Encumbrances	Balance/Pcnt	Budget	Expenses
<hr/>				
11-000-612000-52360-220		Library : Temp, Non-Instr, Students		
		Opening Balances -->	6,731.00	0.00
	0.00			
		Prior Totals -->	0.00	1,064.00
	0.00			
		Current Period Totals -->	0.00	2,976.00
	0.00			
2,691.00	0.00	To Date Totals -->	6,731.00	4,040.00
		2,691.00		
		39.98 %		
	0.00	Future Totals -->	2,500.00	4,416.00
775.00	0.00	Fiscal Totals -->	9,231.00	8,456.00
		775.00		
		8.40 %		
<hr/>				
11-000-612000-52480-220		Library : Temp, InDir Inst, Students		
		Opening Balances -->	2,500.00	0.00
	0.00			
		Current Period Totals -->	0.00	0.00
	0.00			
2,500.00	0.00	To Date Totals -->	2,500.00	0.00
		2,500.00		
		100.00 %		
	0.00	Future Totals -->	2,500.00-	0.00
0.00	0.00	Fiscal Totals -->	0.00	0.00
		0.00		
<hr/>				
11-000-612000-53222-220		Library : PERS,Class/Nonacad		
		Opening Balances -->	3,767.00	0.00
	0.00			
		Prior Totals -->	0.00	329.14
	0.00			
		Current Period Totals -->	0.00	312.56
	0.00			
3,125.30	0.00	To Date Totals -->	3,767.00	641.70
		3,125.30		
		82.97 %		
	0.00	Future Totals -->	0.00	3,205.17
79.87-	0.00	Fiscal Totals -->	3,767.00	3,846.87
		79.87-		
		2.12-%		
<hr/>				
11-000-612000-53232-220		Library : PERS,Academic,Other		
		Opening Balances -->	10,287.00	0.00
	0.00			
		Prior Totals -->	0.00	837.74

Library Budget 2009-2010

0.00	Current Period Totals -->	559.00-	857.12
0.00	To Date Totals -->	9,728.00	1,694.86
8,033.14	8,033.14		
	82.58 %		
0.00	Future Totals -->	0.00	8,474.30
0.00	Fiscal Totals -->	9,728.00	10,169.16
441.16-	441.16-		
	4.53-%		

11-000-612000-53322-220	Library : FICA&M/C,Class/Nonacad		
0.00	Opening Balances -->	3,192.00	0.00
0.00	Prior Totals -->	0.00	266.28
0.00	Current Period Totals -->	0.00	252.23
0.00	To Date Totals -->	3,192.00	518.51
2,673.49	2,673.49		
	83.76 %		
0.00	Future Totals -->	0.00	2,747.36
0.00	Fiscal Totals -->	3,192.00	3,265.87
73.87-	73.87-		
	2.31-%		

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 Summary Budget Status Report
 For Period Ending 08/31/2009

Fiscal Year: 2010

FUND: 11 - G/F Unrestr

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
11-000-612000-53332-220	Library : FICA&M/C,Acad,Other			
0.00	Opening Balances -->	8,105.00	0.00	
0.00	Prior Totals -->	0.00	660.07	
0.00	Current Period Totals -->	440.00-	675.35	
0.00	To Date Totals -->	7,665.00	1,335.42	
6,329.58	6,329.58			
	82.58 %			
0.00	Future Totals -->	626.38	6,955.96	
0.00	Fiscal Totals -->	8,291.38	8,291.38	
0.00	0.00			

Library Budget 2009-2010

0.00 %

11-000-612000-53422-220	Library : H&w,Class/Nonacad		
	Opening Balances -->	12,602.00	0.00
	0.00		
	Prior Totals -->	0.00	1,050.60
	0.00		
	Current Period Totals -->	0.00	1,050.60
	0.00		
10,500.80	To Date Totals -->	12,602.00	2,101.20
	0.00	10,500.80	
	83.33 %		
	Future Totals -->	0.00	10,449.02
	0.00		
51.78	Fiscal Totals -->	12,602.00	12,550.22
	0.00	51.78	

0.41 %

11-000-612000-53432-220	Library : H&w,Acad, Other		
	Opening Balances -->	13,229.00	0.00
	0.00		
	Prior Totals -->	0.00	1,009.24
	0.00		
	Current Period Totals -->	0.00	1,009.24
	0.00		
11,210.52	To Date Totals -->	13,229.00	2,018.48
	0.00	11,210.52	
	84.74 %		
	Future Totals -->	306.52	10,904.00
	0.00		
0.00	Fiscal Totals -->	12,922.48	12,922.48
	0.00	0.00	

0.00 %

11-000-612000-53522-220	Library : SUI,Class/Nonacad		
	Opening Balances -->	201.00	0.00
	0.00		
	Prior Totals -->	0.00	14.21
	0.00		
	Current Period Totals -->	0.00	13.49
	0.00		
173.30	To Date Totals -->	201.00	27.70
	0.00	173.30	
	86.22 %		
	Future Totals -->	0.00	170.97
	0.00		
2.33	Fiscal Totals -->	201.00	198.67
	0.00	2.33	

1.16 %

11-000-612000-53531-220	Library : SUI,Educ Admin		
	Opening Balances -->	162.00	0.00

Library Budget 2009-2010

	0.00			
	0.00	Current Period Totals -->	0.00	0.00
162.00	0.00	To Date Totals -->	162.00	0.00
		162.00		
		100.00 %		
	0.00	Future Totals -->	0.00	0.00
162.00	0.00	Fiscal Totals -->	162.00	0.00
		162.00		
		100.00 %		

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Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
<hr/>				
11-000-612000-53532-220		Library : SUI,Acad, Other		
		Opening Balances -->	318.00	0.00
		0.00		
		Prior Totals -->	0.00	25.89
		0.00		
		Current Period Totals -->	17.00-	26.48
		0.00		
248.63	0.00	To Date Totals -->	301.00	52.37
		248.63		
		82.60 %		
	0.00	Future Totals -->	83.84	332.47
		0.00		
0.00	0.00	Fiscal Totals -->	384.84	384.84
		0.00		
		0.00 %		
<hr/>				
11-000-612000-53622-220		Library : w/C,Class/Nonacad		
		Opening Balances -->	949.00	0.00
		0.00		
		Prior Totals -->	0.00	101.52
		0.00		
		Current Period Totals -->	0.00	130.79
		0.00		
716.69	0.00	To Date Totals -->	949.00	232.31
		716.69		
		75.52 %		
	0.00	Future Totals -->	0.00	1,074.69
		0.00		
358.00-	0.00	Fiscal Totals -->	949.00	1,307.00
		358.00-		

Library Budget 2009-2010

37.72-%

11-000-612000-53631-220	Library : w/C,Educ Admin		
	Opening Balances -->	653.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
653.00	To Date Totals -->	653.00	0.00
	0.00	653.00	
		100.00 %	
	Future Totals -->	0.00	0.00
	0.00		
653.00	Fiscal Totals -->	653.00	0.00
	0.00	653.00	
		100.00 %	

11-000-612000-53632-220	Library : w/C,Acad, Other		
	Opening Balances -->	1,854.00	0.00
	0.00		
	Prior Totals -->	0.00	151.00
	0.00		
	Current Period Totals -->	100.00-	154.49
	0.00		
1,448.51	To Date Totals -->	1,754.00	305.49
	0.00	1,448.51	
		82.58 %	
	Future Totals -->	490.61	1,939.12
	0.00		
0.00	Fiscal Totals -->	2,244.61	2,244.61
	0.00	0.00	
		0.00 %	

11-000-612000-53722-220	Library : APPLE,Class/Nonacad		
	Opening Balances -->	1,005.00	0.00
	0.00		
	Prior Totals -->	0.00	50.50
	0.00		
	Current Period Totals -->	0.00	47.93
	0.00		
906.57	To Date Totals -->	1,005.00	98.43
	0.00	906.57	
		90.21 %	
	Future Totals -->	0.00	899.28
	0.00		
7.29	Fiscal Totals -->	1,005.00	997.71
	0.00	7.29	
		0.73 %	

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Library Budget 2009-2010

Fiscal Year: 2010

FUND: 11 - G/F Unrestr

GL Account	Unexpended Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
<hr/>					
11-000-612000-54120-220			Library : Books/Magazines/Subscriptns		
			Opening Balances -->	0.00	0.00
			0.00		
			Current Period Totals -->	3,800.00	0.00
			0.00		
			To Date Totals -->	3,800.00	0.00
3,800.00		0.00	3,800.00		
			100.00 %		
			Future Totals -->	700.00	4,306.32
		0.00			
			Fiscal Totals -->	4,500.00	4,306.32
193.68		0.00	193.68		
			4.30 %		
<hr/>					
11-000-612000-54560-220			Library : Dupl Svs, Non-Instr		
			Opening Balances -->	1,380.00	0.00
			0.00		
			Current Period Totals -->	0.00	0.00
			0.00		
			To Date Totals -->	1,380.00	0.00
1,380.00		0.00	1,380.00		
			100.00 %		
			Future Totals -->	0.00	5,955.93
		0.00			
			Fiscal Totals -->	1,380.00	5,955.93
4,575.93-		0.00	4,575.93-		
			331.59-%		
<hr/>					
11-000-612000-54590-220			Library : Other Supplies, Non-Instr		
			Opening Balances -->	8,800.00	0.00
			0.00		
			Prior Totals -->	0.00	911.16
			3,690.99		
			Current Period Totals -->	0.00	926.39
			194.53-		
			To Date Totals -->	8,800.00	1,837.55
6,962.45		3,496.46	3,465.99		
			39.39 %		
			Future Totals -->	0.00	6,444.32
		3,223.98-			
			Fiscal Totals -->	8,800.00	8,281.87
518.13		272.48	245.65		
			2.79 %		
<hr/>					

Library Budget 2009-2010

11-000-612000-55212-220	Library : Academic Travel		
	Opening Balances -->	1,160.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
1,160.00	To Date Totals -->	1,160.00	0.00
	1,160.00		
	100.00 %		
	Future Totals -->	0.00	0.00
	0.00		
1,160.00	Fiscal Totals -->	1,160.00	0.00
	1,160.00		
	100.00 %		

11-000-612000-55213-220	Library : Classified Travel		
	Opening Balances -->	870.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
870.00	To Date Totals -->	870.00	0.00
	870.00		
	100.00 %		
	Future Totals -->	0.00	0.00
	0.00		
870.00	Fiscal Totals -->	870.00	0.00
	870.00		
	100.00 %		

11-000-612000-55222-220	Library : Mileage Reimb, Acad		
	Opening Balances -->	290.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
290.00	To Date Totals -->	290.00	0.00
	290.00		
	100.00 %		
	Future Totals -->	0.00	0.00
	0.00		
290.00	Fiscal Totals -->	290.00	0.00
	290.00		
	100.00 %		

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Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
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Library Budget 2009-2010

11-000-612000-55223-220	Library : Mileage Reimb, Class		
	Opening Balances -->	290.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
290.00	To Date Totals -->	290.00	0.00
	0.00	290.00	
		100.00 %	
	Future Totals -->	0.00	0.00
	0.00		
290.00	Fiscal Totals -->	290.00	0.00
	0.00	290.00	
		100.00 %	

11-000-612000-55310-220	Library : Dues and Membership		
	Opening Balances -->	888.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
888.00	To Date Totals -->	888.00	0.00
	0.00	888.00	
		100.00 %	
	Future Totals -->	0.00	735.00
	0.00		
153.00	Fiscal Totals -->	888.00	735.00
	0.00	153.00	
		17.23 %	

11-000-612000-55612-220	Library : Leases-Equipment		
	Opening Balances -->	1,250.00	0.00
	0.00		
	Prior Totals -->	0.00	616.16
	3,383.84		
	Current Period Totals -->	0.00	0.00
	0.00		
633.84	To Date Totals -->	1,250.00	616.16
	3,383.84	2,750.00-	
		220.00-%	
	Future Totals -->	0.00	3,998.60
	3,383.84-		
3,364.76-	Fiscal Totals -->	1,250.00	4,614.76
	0.00	3,364.76-	
		269.18-%	

11-000-612000-55620-220	Library : Contract Services		
	Opening Balances -->	0.00	0.00
	0.00		
	Prior Totals -->	0.00	23,813.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
	To Date Totals -->	0.00	23,813.00

Library Budget 2009-2010

23,813.00-	0.00	23,813.00-			
		Future Totals -->		0.00	0.00
	0.00	Fiscal Totals -->		0.00	23,813.00
23,813.00-	0.00	23,813.00-			

11-000-612000-55640-220	Library : Maintenance & Repair		
	Opening Balances -->	1,400.00	0.00
	0.00		
	Prior Totals -->	0.00	0.00
	2,500.00		
	Current Period Totals -->	0.00	58.74
	58.74-		
	To Date Totals -->	1,400.00	58.74
1,341.26	2,441.26	1,100.00-	
		78.57-%	
	Future Totals -->	0.00	867.52
	867.52-		
	Fiscal Totals -->	1,400.00	926.26
473.74	1,573.74	1,100.00-	
		78.57-%	

11-000-612000-55750-220	Library : Postage		
	Opening Balances -->	150.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
	To Date Totals -->	150.00	0.00
150.00	0.00	150.00	
		100.00 %	
	Future Totals -->	0.00	0.00
	0.00		
	Fiscal Totals -->	150.00	0.00
150.00	0.00	150.00	
		100.00 %	

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	Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
11-000-612000-56310-220			Library : Libr Bks/Media		
			Opening Balances -->	0.00	0.00
			0.00		
			Current Period Totals -->	0.00	0.00
			0.00		
			To Date Totals -->	0.00	0.00

		Library Budget 2009-2010		
0.00	0.00	0.00		
		Future Totals -->	500.00	488.02
	0.00	Fiscal Totals -->	500.00	488.02
11.98	0.00	11.98		
		2.40 %		

11-000-612000-56416-220	Library : Computer HW <\$5000			
		Opening Balances -->	5,000.00	0.00
	0.00	Current Period Totals -->	3,800.00-	0.00
	0.00	To Date Totals -->	1,200.00	0.00
1,200.00	0.00	1,200.00		
		100.00 %		
		Future Totals -->	500.00-	0.00
	0.00	Fiscal Totals -->	700.00	0.00
700.00	0.00	700.00		
		100.00 %		

11-000-612000-56419-220	Library : Oth Equip < \$5000			
		Opening Balances -->	5,000.00	0.00
	0.00	Current Period Totals -->	3,261.62	0.00
	3,261.62	To Date Totals -->	8,261.62	0.00
8,261.62	3,261.62	5,000.00		
		60.52 %		
		Future Totals -->	700.00-	3,261.62
	3,261.62-	Fiscal Totals -->	7,561.62	3,261.62
4,300.00	0.00	4,300.00		
		56.87 %		

Totals for FUND: 11 - G/F Unrestr				
		To Date Totals -->	249,999.62	65,809.16
184,190.46	12,583.18	171,607.28		
		68.64 %		
		Future Totals -->	28,958.64	244,424.47
	10,736.96-	Fiscal Totals -->	278,958.26	310,233.63
31,275.37-	1,846.22	33,121.59-		
		11.87-%		

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Grand Totals
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Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
184,190.46	12,583.18	To Date Grand Totals --> 171,607.28	249,999.62	65,809.16
		68.64 %		
	10,736.96-	Future Grand Totals -->	28,958.64	244,424.47
31,275.37-	1,846.22	Fiscal Grand Totals --> 33,121.59-	278,958.26	310,233.63
		11.87-%		

Library Budget 2008-2009

West Hills CCD
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FUND: 11 - G/F Unrestr

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
<hr/>				
11-000-612000-48886-220		Library : Other Stdnt Fees/Chrgs		
		Opening Balances -->	0.00	0.00
	0.00	Prior Totals -->	0.00	77.50-
	0.00	Current Period Totals -->	0.00	132.00-
	0.00	To Date Totals -->	0.00	209.50-
209.50	0.00	209.50		
	0.00	Future Totals -->	0.00	1,219.63-
	0.00	Fiscal Totals -->	0.00	1,429.13-
1,429.13	0.00	1,429.13		
<hr/>				
11-000-612000-51240-220		Library : Acad. FT, Librarian		
		Opening Balances -->	98,736.00	0.00
	0.00	Prior Totals -->	0.00	7,793.50
	0.00	Current Period Totals -->	0.00	9,463.34
	0.00	To Date Totals -->	98,736.00	17,256.84
81,479.16	0.00	81,479.16		
		82.52 %		
	0.00	Future Totals -->	0.00	86,284.20
	0.00	Fiscal Totals -->	98,736.00	103,541.04
4,805.04-	0.00	4,805.04-		
		4.87-%		
<hr/>				
11-000-612000-51440-220		Library : Acad, Oth, Librarians		
		Opening Balances -->	0.00	0.00
	0.00	Prior Totals -->	0.00	1,080.00
	0.00	Current Period Totals -->	0.00	2,592.00
	0.00	To Date Totals -->	0.00	3,672.00
3,672.00-	0.00	3,672.00-		
	0.00	Future Totals -->	0.00	23,328.00
	0.00	Fiscal Totals -->	0.00	27,000.00
27,000.00-	0.00	27,000.00-		

Library Budget 2008-2009
 11-000-612000-52120-220 Library : Class, FT, Regular

	Opening Balances -->	40,381.00	0.00
0.00			
	Prior Totals -->	0.00	3,365.00
0.00			
	Current Period Totals -->	0.00	3,365.00
0.00			
33,651.00	To Date Totals -->	40,381.00	6,730.00
	33,651.00		
	83.33 %		
0.00	Future Totals -->	0.00	33,650.00
1.00	Fiscal Totals -->	40,381.00	40,380.00
	1.00		
	0.00 %		

11-000-612000-52140-220 Library : Class, PT, Regular

	Opening Balances -->	16,152.00	0.00
0.00			
	Prior Totals -->	0.00	1,345.76
0.00			
	Current Period Totals -->	0.00	1,345.76
0.00			
13,460.48	To Date Totals -->	16,152.00	2,691.52
	13,460.48		
	83.34 %		
0.00	Future Totals -->	0.00	13,457.60
2.88	Fiscal Totals -->	16,152.00	16,149.12
	2.88		
	0.02 %		

11-000-612000-52350-220 Library : Temp, Non-Instr, Oth

	Opening Balances -->	1,410.00	0.00
0.00			
	Current Period Totals -->	0.00	0.00
0.00			
1,410.00	To Date Totals -->	1,410.00	0.00
	1,410.00		
	100.00 %		
0.00	Future Totals -->	0.00	580.00
830.00	Fiscal Totals -->	1,410.00	580.00
	830.00		
	58.87 %		

0

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FUND: 11 - G/F Unrestr

Page 2 Allocated Revenue/

Library Budget 2008-2009

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Budget	Expenses
<hr/>				
11-000-612000-52360-220		Library : Temp, Non-Instr, Students		
		Opening Balances -->	6,731.00	0.00
	0.00	Current Period Totals -->	0.00	1,616.00
	0.00	To Date Totals -->	6,731.00	1,616.00
5,115.00	0.00	5,115.00		
		75.99 %		
	0.00	Future Totals -->	0.00	5,224.00
	0.00	Fiscal Totals -->	6,731.00	6,840.00
109.00-	0.00	109.00-		
		1.62-%		
<hr/>				
11-000-612000-52480-220		Library : Temp, InDir Inst, Students		
		Opening Balances -->	2,500.00	0.00
	0.00	Current Period Totals -->	0.00	0.00
	0.00	To Date Totals -->	2,500.00	0.00
2,500.00	0.00	2,500.00		
		100.00 %		
	0.00	Future Totals -->	0.00	0.00
	0.00	Fiscal Totals -->	2,500.00	0.00
2,500.00	0.00	2,500.00		
		100.00 %		
<hr/>				
11-000-612000-53222-220		Library : PERS,Class/Nonacad		
		Opening Balances -->	3,807.00	0.00
	0.00	Prior Totals -->	0.00	317.25
	0.00	Current Period Totals -->	0.00	317.25
	0.00	To Date Totals -->	3,807.00	634.50
3,172.50	0.00	3,172.50		
		83.33 %		
	0.00	Future Totals -->	0.00	3,266.02
	0.00	Fiscal Totals -->	3,807.00	3,900.52
93.52-	0.00	93.52-		
		2.46-%		
<hr/>				
11-000-612000-53232-220		Library : PERS,Academic,Other		
		Opening Balances -->	9,309.00	0.00
	0.00	Prior Totals -->	0.00	734.77

Library Budget 2008-2009

0.00	Current Period Totals -->	0.00	892.21
0.00	To Date Totals -->	9,309.00	1,626.98
7,682.02	7,682.02		
	82.52 %		
0.00	Future Totals -->	0.00	8,134.90
0.00	Fiscal Totals -->	9,309.00	9,761.88
452.88-	452.88-		
	4.86-%		

11-000-612000-53322-220	Library : FICA&M/C,Class/Nonacad		
0.00	Opening Balances -->	3,324.00	0.00
0.00	Prior Totals -->	0.00	265.38
0.00	Current Period Totals -->	0.00	265.38
0.00	To Date Totals -->	3,324.00	530.76
2,793.24	2,793.24		
	84.03 %		
0.00	Future Totals -->	0.00	2,719.38
0.00	Fiscal Totals -->	3,324.00	3,250.14
73.86	73.86		
	2.22 %		

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Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
11-000-612000-53332-220	Library : FICA&M/C,Acad,Other			
0.00	Opening Balances -->	7,554.00	0.00	
0.00	Prior Totals -->	0.00	611.87	
0.00	Current Period Totals -->	0.00	761.53	
0.00	To Date Totals -->	7,554.00	1,373.40	
6,180.60	6,180.60			
	81.82 %			
0.00	Future Totals -->	0.00	6,938.95	
0.00	Fiscal Totals -->	7,554.00	8,312.35	
758.35-	758.35-			

Library Budget 2008-2009

10.04-%

11-000-612000-53422-220	Library : H&w,Class/Nonacad		
	Opening Balances -->	12,634.00	0.00
0.00			
	Prior Totals -->	0.00	1,020.77
0.00			
	Current Period Totals -->	0.00	1,020.77
0.00			
10,592.46	To Date Totals -->	12,634.00	2,041.54
	10,592.46		
	83.84 %		
0.00	Future Totals -->	0.00	10,506.00
	Fiscal Totals -->	12,634.00	12,547.54
86.46	86.46		
	0.68 %		

11-000-612000-53432-220	Library : H&w,Acad, Other		
	Opening Balances -->	12,109.00	0.00
0.00			
	Prior Totals -->	0.00	1,006.61
0.00			
	Current Period Totals -->	0.00	1,006.61
0.00			
10,095.78	To Date Totals -->	12,109.00	2,013.22
	10,095.78		
	83.37 %		
0.00	Future Totals -->	0.00	10,081.87
	Fiscal Totals -->	12,109.00	12,095.09
13.91	13.91		
	0.11 %		

11-000-612000-53522-220	Library : SUI,Class/Nonacad		
	Opening Balances -->	169.00	0.00
0.00			
	Prior Totals -->	0.00	14.14
0.00			
	Current Period Totals -->	0.00	14.14
0.00			
140.72	To Date Totals -->	169.00	28.28
	140.72		
	83.27 %		
0.00	Future Totals -->	0.00	144.38
	Fiscal Totals -->	169.00	172.66
3.66-	3.66-		
	2.17-%		

11-000-612000-53531-220	Library : SUI,Educ Admin		
	Opening Balances -->	164.00	0.00

Library Budget 2008-2009

	0.00			
	0.00	Current Period Totals -->	0.00	0.00
	0.00			
164.00	0.00	To Date Totals -->	164.00	0.00
		164.00		
		100.00 %		
	0.00	Future Totals -->	0.00	0.00
	0.00	Fiscal Totals -->	164.00	0.00
164.00	0.00	164.00		
		100.00 %		

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Summary Budget Status Report

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For Period Ending 08/31/2008

Fiscal Year: 2009

FUND: 11 - G/F Unrestr

GL Account	Unexpended Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
11-000-612000-53532-220			Library : SUI, Acad, Other		
			Opening Balances -->	296.00	0.00
			0.00		
			Prior Totals -->	0.00	26.62
			0.00		
			Current Period Totals -->	0.00	36.17
			0.00		
			To Date Totals -->	296.00	62.79
233.21	0.00		233.21		
			78.79 %		
			Future Totals -->	0.00	328.89
			0.00		
			Fiscal Totals -->	296.00	391.68
95.68-	0.00		95.68-		
			32.32-%		

11-000-612000-53622-220			Library : W/C, Class/Nonacad		
			Opening Balances -->	1,131.00	0.00
			0.00		
			Prior Totals -->	0.00	94.22
			0.00		
			Current Period Totals -->	0.00	126.54
			0.00		
			To Date Totals -->	1,131.00	220.76
910.24	0.00		910.24		
			80.48 %		
			Future Totals -->	0.00	939.42
			0.00		
			Fiscal Totals -->	1,131.00	1,160.18
29.18-	0.00		29.18-		

Library Budget 2008-2009

2.58-%

11-000-612000-53631-220	Library : w/C, Educ Admin		
	Opening Balances -->	653.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
653.00	To Date Totals -->	653.00	0.00
	653.00		
	100.00 %		
	Future Totals -->	0.00	0.00
	0.00		
653.00	Fiscal Totals -->	653.00	0.00
	653.00		
	100.00 %		

11-000-612000-53632-220	Library : w/C, Acad, Other		
	Opening Balances -->	1,975.00	0.00
	0.00		
	Prior Totals -->	0.00	177.47
	0.00		
	Current Period Totals -->	0.00	241.11
	0.00		
1,556.42	To Date Totals -->	1,975.00	418.58
	1,556.42		
	78.81 %		
	Future Totals -->	0.00	1,947.37
	0.00		
390.95-	Fiscal Totals -->	1,975.00	2,365.95
	390.95-		
	19.79-%		

11-000-612000-53722-220	Library : APPLE, Class/Nonacad		
	Opening Balances -->	606.00	0.00
	0.00		
	Prior Totals -->	0.00	50.46
	0.00		
	Current Period Totals -->	0.00	50.46
	0.00		
505.08	To Date Totals -->	606.00	100.92
	505.08		
	83.35 %		
	Future Totals -->	0.00	504.66
	0.00		
0.42	Fiscal Totals -->	606.00	605.58
	0.42		
	0.07 %		

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West Hills CCD
Summary Budget Status Report

For Period Ending 08/31/2008

Fiscal Year: 2009

Library Budget 2008-2009

FUND: 11 - G/F Unrestr

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
<hr/>				
11-000-612000-54120-220		Library : Books/Magazines/Subscriptns		
		Opening Balances -->	0.00	0.00
		0.00		
		Prior Totals -->	0.00	60.00
		0.00		
		Current Period Totals -->	0.00	0.00
		0.00		
60.00-	0.00	To Date Totals -->	0.00	60.00
		60.00-		
	0.00	Future Totals -->	235.00	114.05
60.95	0.00	Fiscal Totals -->	235.00	174.05
		60.95		
		25.94 %		
<hr/>				
11-000-612000-54560-220		Library : Dupl Svs, Non-Instr		
		Opening Balances -->	1,380.00	0.00
		0.00		
		Current Period Totals -->	0.00	0.00
		0.00		
1,380.00	0.00	To Date Totals -->	1,380.00	0.00
		1,380.00		
		100.00 %		
	0.00	Future Totals -->	550.00-	1,070.01
240.01-	0.00	Fiscal Totals -->	830.00	1,070.01
		240.01-		
		28.92-%		
<hr/>				
11-000-612000-54590-220		Library : Other Supplies, Non-Instr		
		Opening Balances -->	8,800.00	0.00
		0.00		
		Prior Totals -->	0.00	416.46
		673.26		
		Current Period Totals -->	0.00	2,298.38
		601.37-		
6,085.16	71.89	To Date Totals -->	8,800.00	2,714.84
		6,013.27		
		68.33 %		
	71.89-	Future Totals -->	0.00	6,084.88
0.28	0.00	Fiscal Totals -->	8,800.00	8,799.72
		0.28		
		0.00 %		

Library Budget 2008-2009

11-000-612000-55212-220	Library : Academic Travel			
	Opening Balances -->	1,000.00		0.00
	0.00			
	Current Period Totals -->	0.00		0.00
	0.00			
1,000.00	To Date Totals -->	1,000.00		0.00
	1,000.00			
	100.00 %			
	Future Totals -->	160.00		1,082.00
	0.00			
78.00	Fiscal Totals -->	1,160.00		1,082.00
	78.00			
	6.72 %			

11-000-612000-55213-220	Library : Classified Travel			
	Opening Balances -->	750.00		0.00
	0.00			
	Current Period Totals -->	0.00		0.00
	0.00			
750.00	To Date Totals -->	750.00		0.00
	750.00			
	100.00 %			
	Future Totals -->	120.00		131.26
	0.00			
738.74	Fiscal Totals -->	870.00		131.26
	738.74			
	84.91 %			

11-000-612000-55222-220	Library : Mileage Reimb, Acad			
	Opening Balances -->	250.00		0.00
	0.00			
	Current Period Totals -->	0.00		0.00
	0.00			
250.00	To Date Totals -->	250.00		0.00
	250.00			
	100.00 %			
	Future Totals -->	40.00		210.60
	0.00			
79.40	Fiscal Totals -->	290.00		210.60
	79.40			
	27.38 %			

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West Hills CCD
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For Period Ending 08/31/2008

Fiscal Year: 2009

FUND: 11 - G/F Unrestr

Unexpended	Unencumbered	Allocated	Revenue/
GL Account	Balance/Pcnt	Budget	Expenses
Balance	Encumbrances		

Library Budget 2008-2009

11-000-612000-55223-220	Library : Mileage Reimb, Class		
	Opening Balances -->	250.00	0.00
	0.00		
	Prior Totals -->	0.00	46.80
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
203.20	To Date Totals -->	250.00	46.80
	0.00	203.20	
	81.28 %		
	Future Totals -->	40.00	0.00
	0.00		
243.20	Fiscal Totals -->	290.00	46.80
	0.00	243.20	
	83.86 %		

11-000-612000-55310-220	Library : Dues and Membership		
	Opening Balances -->	888.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
888.00	To Date Totals -->	888.00	0.00
	0.00	888.00	
	100.00 %		
	Future Totals -->	0.00	435.00
	0.00		
453.00	Fiscal Totals -->	888.00	435.00
	0.00	453.00	
	51.01 %		

11-000-612000-55612-220	Library : Leases-Equipment		
	Opening Balances -->	1,250.00	0.00
	0.00		
	Prior Totals -->	0.00	0.00
	4,000.00		
	Current Period Totals -->	0.00	1,162.46
	1,162.46-		
87.54	To Date Totals -->	1,250.00	1,162.46
	2,837.54	2,750.00-	
	220.00-%		
	Future Totals -->	2,750.00	3,190.32
	2,837.54-		
352.78-	Fiscal Totals -->	4,000.00	4,352.78
	0.00	352.78-	
	8.82-%		

11-000-612000-55640-220	Library : Maintenance & Repair		
	Opening Balances -->	1,400.00	0.00
	0.00		
	Prior Totals -->	0.00	250.00-
	2,500.00		
	Current Period Totals -->	0.00	82.10

Library Budget 2008-2009

	67.90	To Date Totals -->	1,400.00	167.90-
1,567.90	2,567.90	1,000.00-		
		71.43-%		
		Future Totals -->	765.00	1,039.11
	2,567.90-			
1,293.79	0.00	Fiscal Totals -->	2,165.00	871.21
		1,293.79		
		59.76 %		

11-000-612000-55750-220	Library : Postage			
	Opening Balances -->		150.00	0.00
	0.00			
	Current Period Totals -->		0.00	0.00
	0.00			
150.00	To Date Totals -->		150.00	0.00
	0.00	150.00		
		100.00 %		
	Future Totals -->		125.00	0.00
	0.00			
275.00	Fiscal Totals -->		275.00	0.00
	0.00	275.00		
		100.00 %		

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 Summary Budget Status Report
 For Period Ending 08/31/2008

Fiscal Year: 2009

FUND: 11 - G/F Unrestr

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses

11-000-612000-56310-220	Library : Libr Bks/Media			
	Opening Balances -->		0.00	0.00
	0.00			
	Prior Totals -->		0.00	4,215.97
	0.00			
	Current Period Totals -->		0.00	0.00
	0.00			
4,215.97-	To Date Totals -->		0.00	4,215.97
	0.00	4,215.97-		
	Future Totals -->		4,765.97	512.10
	0.00			
37.90	Fiscal Totals -->		4,765.97	4,728.07
	0.00	37.90		
		0.80 %		

11-000-612000-56416-220	Library : Computer HW <\$5000			
	Opening Balances -->		5,000.00	0.00

Library Budget 2008-2009

	0.00			
	0.00	Current Period Totals -->	0.00	0.00
	0.00			
5,000.00	0.00	To Date Totals -->	5,000.00	0.00
		5,000.00		
		100.00 %		
	0.00	Future Totals -->	3,875.00-	0.00
	0.00	Fiscal Totals -->	1,125.00	0.00
1,125.00	0.00	1,125.00		
		100.00 %		

11-000-612000-56419-220		Library : Oth Equip < \$5000		
		Opening Balances -->	5,000.00	0.00
	0.00			
	0.00	Current Period Totals -->	0.00	0.00
	0.00			
5,000.00	0.00	To Date Totals -->	5,000.00	0.00
		5,000.00		
		100.00 %		
	0.00	Future Totals -->	4,215.97-	0.00
	0.00	Fiscal Totals -->	784.03	0.00
784.03	0.00	784.03		
		100.00 %		

Totals for FUND: 11 - G/F Unrestr				
		To Date Totals -->	245,759.00	48,840.76
196,918.24	5,477.33	191,440.91		
		77.90 %		
	5,477.33-	Future Totals -->	360.00	220,685.34
		Fiscal Totals -->	246,119.00	269,526.10
23,407.10-	0.00	23,407.10-		
		9.51-%		

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Summary Budget Status Report
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Fiscal Year: 2009 Page: 8

Grand Totals				
Unexpended		Unencumbered	Allocated	Revenue/
GL Account		Balance/Pcnt	Budget	Expenses
Balance	Encumbrances			
-----	-----	-----	-----	-----
196,918.24	5,477.33	To Date Grand Totals -->	245,759.00	48,840.76
		191,440.91		

Library Budget 2008-2009

		77.90 %		
		Future Grand Totals -->	360.00	220,685.34
	5,477.33-			
		Fiscal Grand Totals -->	246,119.00	269,526.10
23,407.10-	0.00	23,407.10-		
		9.51-%		

Library Budget 2007-2008

West Hills CCD
Summary Budget Status Report

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For Period Ending 08/31/2007

Fiscal Year: 2008

FUND: 11 - G/F Unrestr

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
<hr/>				
11-000-612000-48886-110		Library : Other Stdnt Fees/Chrgs		
		Opening Balances -->	0.00	0.00
		0.00		
		Prior Totals -->	0.00	114.00-
		0.00		
		Current Period Totals -->	0.00	172.00-
		0.00		
286.00	0.00	To Date Totals -->	0.00	286.00-
		286.00		
		Future Totals -->	0.00	1,322.75-
		0.00		
1,608.75	0.00	Fiscal Totals -->	0.00	1,608.75-
		1,608.75		
<hr/>				
11-000-612000-48886-220		Library : Other Stdnt Fees/Chrgs		
		Opening Balances -->	0.00	0.00
		0.00		
		Prior Totals -->	0.00	143.00-
		0.00		
		Current Period Totals -->	0.00	298.75-
		0.00		
441.75	0.00	To Date Totals -->	0.00	441.75-
		441.75		
		Future Totals -->	0.00	995.97-
		0.00		
1,437.72	0.00	Fiscal Totals -->	0.00	1,437.72-
		1,437.72		
<hr/>				
11-000-612000-51240-110		Library : Acad. FT, Librarian		
		Opening Balances -->	86,519.00	0.00
		0.00		
		Prior Totals -->	0.00	7,209.83
		0.00		
		Current Period Totals -->	0.00	7,209.83
		0.00		
72,099.34	0.00	To Date Totals -->	86,519.00	14,419.66
		72,099.34		
		83.33 %		
	0.00	Future Totals -->	0.00	72,098.30
1.04	0.00	Fiscal Totals -->	86,519.00	86,517.96
		1.04		
		0.00 %		
<hr/>				

Library Budget 2007-2008
 11-000-612000-51240-220 Library : Acad. FT, Librarian

	Opening Balances -->	93,523.00	0.00
0.00			
	Prior Totals -->	0.00	7,793.50
0.00			
	Current Period Totals -->	0.00	7,793.50
0.00			
77,936.00	To Date Totals -->	93,523.00	15,587.00
	77,936.00		
	83.33 %		
	Future Totals -->	0.00	77,935.00
0.00			
1.00	Fiscal Totals -->	93,523.00	93,522.00
	1.00		
	0.00 %		

11-000-612000-51440-220 Library : Acad, Oth, Librarians

	Opening Balances -->	0.00	0.00
0.00			
	Current Period Totals -->	0.00	0.00
0.00			
0.00	To Date Totals -->	0.00	0.00
	0.00		
	Future Totals -->	8,160.00	21,885.00
0.00			
13,725.00-	Fiscal Totals -->	8,160.00	21,885.00
	13,725.00-		
	168.20-%		

11-000-612000-52120-110 Library : Class, FT, Regular

	Opening Balances -->	32,547.00	0.00
0.00			
	Prior Totals -->	0.00	2,648.00
0.00			
	Current Period Totals -->	0.00	2,648.00
0.00			
27,251.00	To Date Totals -->	32,547.00	5,296.00
	27,251.00		
	83.73 %		
	Future Totals -->	0.00	27,383.00
0.00			
132.00-	Fiscal Totals -->	32,547.00	32,679.00
	132.00-		
	0.41-%		

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 Summary Budget Status Report
 Fiscal Year: 2008 For Period Ending 08/31/2007
 FUND: 11 - G/F Unrestr

Unexpended GL Account	Unencumbered	Allocated Budget	Revenue/ Expenses
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Library Budget 2007-2008
Balance/Pcnt

Balance	Encumbrances	Library Budget 2007-2008 Balance/Pcnt		
<hr/>				
11-000-612000-52120-220	Library : Class, FT, Regular			
	Opening Balances -->	40,381.00	0.00	
0.00				
	Prior Totals -->	0.00	3,365.00	
0.00				
	Current Period Totals -->	0.00	3,365.00	
0.00				
33,651.00	To Date Totals -->	40,381.00	6,730.00	
	33,651.00			
	83.33 %			
	Future Totals -->	0.00	33,650.00	
0.00				
	Fiscal Totals -->	40,381.00	40,380.00	
1.00	1.00			
	0.00 %			
<hr/>				
11-000-612000-52140-220	Library : Class, PT, Regular			
	Opening Balances -->	16,152.00	0.00	
0.00				
	Prior Totals -->	0.00	1,345.76	
0.00				
	Current Period Totals -->	0.00	1,345.76	
0.00				
13,460.48	To Date Totals -->	16,152.00	2,691.52	
	13,460.48			
	83.34 %			
	Future Totals -->	0.00	13,457.60	
0.00				
	Fiscal Totals -->	16,152.00	16,149.12	
2.88	2.88			
	0.02 %			
<hr/>				
11-000-612000-52140-440	Library : Class, PT, Regular			
	Opening Balances -->	17,486.00	0.00	
0.00				
	Prior Totals -->	0.00	1,523.17	
0.00				
	Current Period Totals -->	0.00	1,523.17	
0.00				
14,439.66	To Date Totals -->	17,486.00	3,046.34	
	14,439.66			
	82.58 %			
	Future Totals -->	0.00	8,489.05	
0.00				
	Fiscal Totals -->	17,486.00	11,535.39	
5,950.61	5,950.61			
	34.03 %			
<hr/>				
11-000-612000-52350-110	Library : Temp, Non-Instr, Oth			
	Opening Balances -->	8,450.00	0.00	

Library Budget 2007-2008

0.00				
	Prior Totals -->	0.00		263.50
0.00	Current Period Totals -->	0.00		705.50
0.00	To Date Totals -->	8,450.00		969.00
7,481.00	7,481.00			
	88.53 %			
0.00	Future Totals -->	0.00		6,288.26
0.00	Fiscal Totals -->	8,450.00		7,257.26
1,192.74	1,192.74			
	14.12 %			

11-000-612000-52350-220	Library : Temp, Non-Instr, Oth			
	Opening Balances -->	1,410.00		0.00
0.00	Current Period Totals -->	0.00		0.00
0.00	To Date Totals -->	1,410.00		0.00
1,410.00	1,410.00			
	100.00 %			
0.00	Future Totals -->	1,410.00-		0.00
0.00	Fiscal Totals -->	0.00		0.00
0.00	0.00			

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Summary Budget Status Report
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FUND: 11 - G/F Unrestr

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses

11-000-612000-52350-440	Library : Temp, Non-Instr, Oth			
	Opening Balances -->	2,564.00		0.00
0.00	Current Period Totals -->	0.00		495.00
0.00	To Date Totals -->	2,564.00		495.00
2,069.00	2,069.00			
	80.69 %			
0.00	Future Totals -->	0.00		1,032.00
0.00	Fiscal Totals -->	2,564.00		1,527.00
1,037.00	1,037.00			
	40.44 %			

Library Budget 2007-2008

11-000-612000-52360-110	Library : Temp, Non-Instr, Students		
	Opening Balances -->	3,357.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
3,357.00	To Date Totals -->	3,357.00	0.00
	3,357.00		
	100.00 %		
	Future Totals -->	0.00	1,589.89
	0.00		
1,767.11	Fiscal Totals -->	3,357.00	1,589.89
	1,767.11		
	52.64 %		

11-000-612000-52360-220	Library : Temp, Non-Instr, Students		
	Opening Balances -->	6,731.00	0.00
	0.00		
	Current Period Totals -->	0.00	8,568.75
	0.00		
1,837.75-	To Date Totals -->	6,731.00	8,568.75
	1,837.75-		
	27.30-%		
	Future Totals -->	3,910.00	2,565.25
	0.00		
493.00-	Fiscal Totals -->	10,641.00	11,134.00
	493.00-		
	4.63-%		

11-000-612000-52360-440	Library : Temp, Non-Instr, Students		
	Opening Balances -->	3,846.00	0.00
	0.00		
	Current Period Totals -->	0.00	528.75
	0.00		
3,317.25	To Date Totals -->	3,846.00	528.75
	3,317.25		
	86.25 %		
	Future Totals -->	0.00	5,418.75
	0.00		
2,101.50-	Fiscal Totals -->	3,846.00	5,947.50
	2,101.50-		
	54.64-%		

11-000-612000-52480-220	Library : Temp, INDir Inst, Students		
	Opening Balances -->	2,500.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
2,500.00	To Date Totals -->	2,500.00	0.00
	2,500.00		
	100.00 %		
	Future Totals -->	2,500.00-	0.00
	0.00		
	Fiscal Totals -->	0.00	0.00

Library Budget 2007-2008

0.00 0.00 0.00

11-000-612000-52480-440	Library : Temp, InDir Inst, Students		
	Opening Balances -->	500.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
500.00	To Date Totals -->	500.00	0.00
	500.00		
	100.00 %		
	Future Totals -->	0.00	0.00
	0.00		
500.00	Fiscal Totals -->	500.00	0.00
	500.00		
	100.00 %		

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FUND: 11 - G/F Unrestr

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
<hr/>				
11-000-612000-53132-110	Library : STRS,Academic,Other			
	Opening Balances -->		7,138.00	0.00
	0.00			
	Prior Totals -->		0.00	594.81
	0.00			
	Current Period Totals -->		0.00	594.81
	0.00			
5,948.38	To Date Totals -->	5,948.38	7,138.00	1,189.62
	0.00			
	83.33 %			
	Future Totals -->		0.00	5,948.10
	0.00			
0.28	Fiscal Totals -->	0.28	7,138.00	7,137.72
	0.00			
	0.00 %			

11-000-612000-53222-110	Library : PERS,Class/Nonacad			
	Opening Balances -->		2,970.00	0.00
	0.00			
	Prior Totals -->		0.00	246.42
	0.00			
	Current Period Totals -->		0.00	246.42
	0.00			
2,477.16	To Date Totals -->	2,477.16	2,970.00	492.84
	0.00			

Library Budget 2007-2008

		83.41 %		
	0.00	Future Totals -->	0.00	2,548.27
71.11-	0.00	Fiscal Totals -->	2,970.00	3,041.11
		71.11-		
		2.39-%		

11-000-612000-53222-220		Library : PERS,Class/Nonacad		
	0.00	Opening Balances -->	3,684.00	0.00
	0.00	Prior Totals -->	0.00	313.15
	0.00	Current Period Totals -->	0.00	313.15
	0.00	To Date Totals -->	3,684.00	626.30
3,057.70	0.00	3,057.70		
		83.00 %		
	0.00	Future Totals -->	0.00	3,131.50
73.80-	0.00	Fiscal Totals -->	3,684.00	3,757.80
		73.80-		
		2.00-%		

11-000-612000-53222-440		Library : PERS,Class/Nonacad		
	0.00	Opening Balances -->	1,595.00	0.00
	0.00	Prior Totals -->	0.00	141.75
	0.00	Current Period Totals -->	0.00	141.75
	0.00	To Date Totals -->	1,595.00	283.50
1,311.50	0.00	1,311.50		
		82.23 %		
	0.00	Future Totals -->	0.00	790.01
521.49	0.00	Fiscal Totals -->	1,595.00	1,073.51
		521.49		
		32.70 %		

11-000-612000-53232-220		Library : PERS,Academic,Other		
	0.00	Opening Balances -->	8,533.00	0.00
	0.00	Prior Totals -->	0.00	725.26
	0.00	Current Period Totals -->	0.00	725.26
	0.00	To Date Totals -->	8,533.00	1,450.52
7,082.48	0.00	7,082.48		
		83.00 %		
	0.00	Future Totals -->	0.00	7,252.60
170.12-	0.00	Fiscal Totals -->	8,533.00	8,703.12
		170.12-		

Library Budget 2007-2008
1.99-%

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GL Account	Unexpended Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
<hr/>					
11-000-612000-53322-110			Library : FICA&M/C,Class/Nonacad		
			Opening Balances -->	2,490.00	0.00
	0.00		Prior Totals -->	0.00	195.27
	0.00		Current Period Totals -->	0.00	201.68
	0.00		To Date Totals -->	2,490.00	396.95
2,093.05		0.00	2,093.05		
			84.06 %		
			Future Totals -->	0.00	2,070.57
	0.00		Fiscal Totals -->	2,490.00	2,467.52
22.48		0.00	22.48		
			0.90 %		
<hr/>					
11-000-612000-53322-220			Library : FICA&M/C,Class/Nonacad		
			Opening Balances -->	3,324.00	0.00
	0.00		Prior Totals -->	0.00	265.80
	0.00		Current Period Totals -->	0.00	265.80
	0.00		To Date Totals -->	3,324.00	531.60
2,792.40		0.00	2,792.40		
			84.01 %		
			Future Totals -->	0.00	2,653.80
	0.00		Fiscal Totals -->	3,324.00	3,185.40
138.60		0.00	138.60		
			4.17 %		
<hr/>					
11-000-612000-53322-440			Library : FICA&M/C,Class/Nonacad		
			Opening Balances -->	1,338.00	0.00
	0.00		Prior Totals -->	0.00	116.53
	0.00		Current Period Totals -->	0.00	123.71
	0.00		To Date Totals -->	1,338.00	240.24

1,097.76	0.00	Library Budget 2007-2008 1,097.76		
		82.04 %		
	0.00	Future Totals -->	0.00	649.45
448.31	0.00	Fiscal Totals -->	1,338.00	889.69
		448.31		
		33.51 %		

11-000-612000-53332-110	Library : FICA&M/C,Acad,Other			
	Opening Balances -->	1,255.00		0.00
0.00				
0.00	Prior Totals -->	0.00		103.24
0.00	Current Period Totals -->	0.00		103.24
0.00				
1,048.52	To Date Totals -->	1,255.00		206.48
	1,048.52			
	83.55 %			
	Future Totals -->	8.32-		1,040.20
0.00				
0.00	Fiscal Totals -->	1,246.68		1,246.68
	0.00			
	0.00 %			

11-000-612000-53332-220	Library : FICA&M/C,Acad,Other			
	Opening Balances -->	7,154.00		0.00
0.00				
0.00	Prior Totals -->	0.00		596.21
0.00	Current Period Totals -->	0.00		596.21
0.00				
5,961.58	To Date Totals -->	7,154.00		1,192.42
	5,961.58			
	83.33 %			
	Future Totals -->	0.00		6,279.43
0.00				
317.85-	Fiscal Totals -->	7,154.00		7,471.85
	317.85-			
	4.44-%			

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Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
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Library Budget 2007-2008

11-000-612000-53422-110	Library : H&w,Class/Nonacad		
	Opening Balances -->	12,194.00	0.00
0.00			
	Prior Totals -->	0.00	986.24
0.00			
	Current Period Totals -->	0.00	986.24
0.00			
10,221.52	To Date Totals -->	12,194.00	1,972.48
	10,221.52		
	83.82 %		
	Future Totals -->	0.00	10,220.40
0.00			
1.12	Fiscal Totals -->	12,194.00	12,192.88
	1.12		
	0.01 %		

11-000-612000-53422-220	Library : H&w,Class/Nonacad		
	Opening Balances -->	12,222.00	0.00
0.00			
	Prior Totals -->	0.00	988.82
0.00			
	Current Period Totals -->	0.00	988.82
0.00			
10,244.36	To Date Totals -->	12,222.00	1,977.64
	10,244.36		
	83.82 %		
	Future Totals -->	0.00	10,207.49
0.00			
36.87	Fiscal Totals -->	12,222.00	12,185.13
	36.87		
	0.30 %		

11-000-612000-53432-110	Library : H&w,Acad, Other		
	Opening Balances -->	12,006.00	0.00
0.00			
	Prior Totals -->	0.00	1,000.48
0.00			
	Current Period Totals -->	0.00	1,000.48
0.00			
10,005.04	To Date Totals -->	12,006.00	2,000.96
	10,005.04		
	83.33 %		
	Future Totals -->	0.00	10,042.20
0.00			
37.16-	Fiscal Totals -->	12,006.00	12,043.16
	37.16-		
	0.31-%		

11-000-612000-53432-220	Library : H&w,Acad, Other		
	Opening Balances -->	12,030.00	0.00
0.00			
	Prior Totals -->	0.00	1,002.47
0.00			
	Current Period Totals -->	0.00	1,002.47

Library Budget 2007-2008

	0.00			
10,025.06	0.00	To Date Totals -->	12,030.00	2,004.94
		10,025.06		
		83.33 %		
	0.00	Future Totals -->	0.00	10,065.93
40.87-	0.00	Fiscal Totals -->	12,030.00	12,070.87
		40.87-		
		0.34-%		

11-000-612000-53522-110		Library : SUI,Class/Nonacad		
	0.00	Opening Balances -->	16.00	0.00
	0.00	Prior Totals -->	0.00	1.45
	0.00	Current Period Totals -->	0.00	1.67
	0.00	To Date Totals -->	16.00	3.12
12.88	0.00	12.88		
		80.50 %		
	0.00	Future Totals -->	0.00	17.69
4.81-	0.00	Fiscal Totals -->	16.00	20.81
		4.81-		
		30.06-%		

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Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
<hr/>				
11-000-612000-53522-220		Library : SUI,Class/Nonacad		
	0.00	Opening Balances -->	28.00	0.00
	0.00	Prior Totals -->	0.00	2.35
	0.00	Current Period Totals -->	0.00	2.35
	0.00	To Date Totals -->	28.00	4.70
23.30	0.00	23.30		
		83.21 %		
	0.00	Future Totals -->	0.00	23.50
0.20-	0.00	Fiscal Totals -->	28.00	28.20
		0.20-		
		0.71-%		

Library Budget 2007-2008

11-000-612000-53522-440	Library : SUI,Class/Nonacad		
	Opening Balances -->	9.00	0.00
	0.00		
	Prior Totals -->	0.00	0.76
	0.00		
	Current Period Totals -->	0.00	1.01
	0.00		
7.23	To Date Totals -->	9.00	1.77
	0.00	7.23	
		80.33 %	
	Future Totals -->	0.00	4.24
	0.00		
2.99	Fiscal Totals -->	9.00	6.01
	0.00	2.99	
		33.22 %	

11-000-612000-53531-220	Library : SUI,Educ Admin		
	Opening Balances -->	163.50	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
163.50	To Date Totals -->	163.50	0.00
	0.00	163.50	
		100.00 %	
	Future Totals -->	0.00	0.00
	0.00		
163.50	Fiscal Totals -->	163.50	0.00
	0.00	163.50	
		100.00 %	

11-000-612000-53532-110	Library : SUI,Acad, Other		
	Opening Balances -->	43.00	0.00
	0.00		
	Prior Totals -->	0.00	3.60
	0.00		
	Current Period Totals -->	0.00	3.60
	0.00		
35.80	To Date Totals -->	43.00	7.20
	0.00	35.80	
		83.26 %	
	Future Totals -->	0.20	36.00
	0.00		
0.00	Fiscal Totals -->	43.20	43.20
	0.00	0.00	
		0.00 %	

11-000-612000-53532-220	Library : SUI,Acad, Other		
	Opening Balances -->	47.00	0.00
	0.00		
	Prior Totals -->	0.00	3.90
	0.00		
	Current Period Totals -->	0.00	3.90

Library Budget 2007-2008

	0.00	To Date Totals -->	47.00	7.80
39.20	0.00	39.20		
		83.40 %		
		Future Totals -->	0.00	52.51
	0.00			
13.31-	0.00	Fiscal Totals -->	47.00	60.31
		13.31-		
		28.32-%		

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Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses

11-000-612000-53622-110		Library : w/c,Class/Nonacad		
		Opening Balances -->	814.00	0.00
	0.00			
		Prior Totals -->	0.00	72.79
	0.00			
		Current Period Totals -->	0.00	83.84
	0.00			
657.37	0.00	To Date Totals -->	814.00	156.63
		657.37		
		80.76 %		
		Future Totals -->	0.00	881.57
	0.00			
224.20-	0.00	Fiscal Totals -->	814.00	1,038.20
		224.20-		
		27.54-%		

11-000-612000-53622-220		Library : w/c,Class/Nonacad		
		Opening Balances -->	1,414.00	0.00
	0.00			
		Prior Totals -->	0.00	117.77
	0.00			
		Current Period Totals -->	0.00	331.99
	0.00			
964.24	0.00	To Date Totals -->	1,414.00	449.76
		964.24		
		68.19 %		
		Future Totals -->	0.00	1,241.83
	0.00			
277.59-	0.00	Fiscal Totals -->	1,414.00	1,691.59
		277.59-		

Library Budget 2007-2008

11-000-612000-53622-440	Library : w/C,Class/Nonacad		
	Opening Balances -->	437.00	0.00
	0.00		
	Prior Totals -->	0.00	38.08
	0.00		
	Current Period Totals -->	0.00	63.68
	0.00		
335.24	To Date Totals -->	437.00	101.76
	0.00	335.24	
		76.71 %	
	Future Totals -->	0.00	373.50
	0.00		
38.26-	Fiscal Totals -->	437.00	475.26
	0.00	38.26-	
		8.76-%	

11-000-612000-53631-220	Library : w/C,Educ Admin		
	Opening Balances -->	653.50	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
653.50	To Date Totals -->	653.50	0.00
	0.00	653.50	
		100.00 %	
	Future Totals -->	0.00	0.00
	0.00		
653.50	Fiscal Totals -->	653.50	0.00
	0.00	653.50	
		100.00 %	

11-000-612000-53632-110	Library : w/C,Acad, Other		
	Opening Balances -->	2,379.00	0.00
	0.00		
	Prior Totals -->	0.00	180.25
	0.00		
	Current Period Totals -->	0.00	180.25
	0.00		
2,018.50	To Date Totals -->	2,379.00	360.50
	0.00	2,018.50	
		84.85 %	
	Future Totals -->	216.00-	1,802.50
	0.00		
0.00	Fiscal Totals -->	2,163.00	2,163.00
	0.00	0.00	
		0.00 %	

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Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
<hr/>				
11-000-612000-53632-220	Library : w/C,Acad, Other			
	0.00	Opening Balances -->	2,572.00	0.00
	0.00	Prior Totals -->	0.00	194.84
	0.00	Current Period Totals -->	0.00	194.84
2,182.32	0.00	To Date Totals --> 2,182.32	2,572.00	389.68
		84.85 %		
	0.00	Future Totals -->	0.00	2,490.40
308.08-	0.00	Fiscal Totals --> 308.08-	2,572.00	2,880.08
		11.98-%		
<hr/>				
11-000-612000-53722-110	Library : APPLE,Class/Nonacad			
	0.00	Opening Balances -->	0.00	0.00
	0.00	Prior Totals -->	0.00	9.88
	0.00	Current Period Totals -->	0.00	26.45
36.33-	0.00	To Date Totals --> 36.33-	0.00	36.33
	0.00	Future Totals -->	0.00	235.78
272.11-	0.00	Fiscal Totals --> 272.11-	0.00	272.11
<hr/>				
11-000-612000-53722-220	Library : APPLE,Class/Nonacad			
	0.00	Opening Balances -->	606.00	0.00
	0.00	Prior Totals -->	0.00	50.46
	0.00	Current Period Totals -->	0.00	50.46
505.08	0.00	To Date Totals --> 505.08	606.00	100.92
		83.35 %		
	0.00	Future Totals -->	0.00	504.60
0.48	0.00	Fiscal Totals --> 0.48	606.00	605.52
		0.08 %		
<hr/>				
11-000-612000-53722-440	Library : APPLE,Class/Nonacad			
		Opening Balances -->	0.00	0.00

Library Budget 2007-2008

	0.00			
	Current Period Totals -->	0.00	0.00	18.57
	0.00			
	To Date Totals -->	0.00	0.00	18.57
18.57-	0.00	18.57-		
	Future Totals -->	0.00	0.00	0.00
	0.00			
	Fiscal Totals -->	0.00	0.00	18.57
18.57-	0.00	18.57-		

11-000-612000-54120-110	Library : Books/Magazines/Subscrptns			
	Opening Balances -->	0.00	0.00	0.00
	0.00			
	Current Period Totals -->	0.00	0.00	0.00
	0.00			
	To Date Totals -->	0.00	0.00	0.00
0.00	0.00	0.00		
	Future Totals -->	192.50	192.50	192.50
	0.00			
	Fiscal Totals -->	192.50	192.50	192.50
0.00	0.00	0.00		
				0.00 %

11-000-612000-54120-220	Library : Books/Magazines/Subscrptns			
	Opening Balances -->	1,500.00	0.00	0.00
	0.00			
	Current Period Totals -->	0.00	0.00	0.00
	0.00			
	To Date Totals -->	1,500.00	0.00	0.00
1,500.00	0.00	1,500.00		
				100.00 %
	Future Totals -->	500.00	6,037.63	6,037.63
	0.00			
	Fiscal Totals -->	2,000.00	6,037.63	6,037.63
4,037.63-	0.00	4,037.63-		
				201.88-%

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Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
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11-000-612000-54130-110	Library : Library Books/Replmt			
	Opening Balances -->	0.00	0.00	0.00
	0.00			
	Current Period Totals -->	0.00	0.00	0.00
	0.00			
	To Date Totals -->	0.00	0.00	0.00

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0.00	0.00	0.00	25.00-	110.00-
		Future Totals -->		
85.00	0.00	Fiscal Totals -->	25.00-	110.00-
		85.00		
340.00-%				

11-000-612000-54560-110	Library : Dupl Svs, Non-Instr			
		Opening Balances -->	1,380.00	0.00
	0.00			
		Current Period Totals -->	0.00	0.00
	0.00			
1,380.00	0.00	To Date Totals -->	1,380.00	0.00
		1,380.00		
		100.00 %		
	0.00	Future Totals -->	0.00	969.32
410.68	0.00	Fiscal Totals -->	1,380.00	969.32
		410.68		
29.76 %				

11-000-612000-54560-220	Library : Dupl Svs, Non-Instr			
		Opening Balances -->	1,380.00	0.00
	0.00			
		Current Period Totals -->	0.00	0.00
	0.00			
1,380.00	0.00	To Date Totals -->	1,380.00	0.00
		1,380.00		
		100.00 %		
	0.00	Future Totals -->	500.00-	1,813.56
933.56-	0.00	Fiscal Totals -->	880.00	1,813.56
		933.56-		
106.09-%				

11-000-612000-54560-440	Library : Dupl Svs, Non-Instr			
		Opening Balances -->	240.00	0.00
	0.00			
		Current Period Totals -->	0.00	0.00
	0.00			
240.00	0.00	To Date Totals -->	240.00	0.00
		240.00		
		100.00 %		
	0.00	Future Totals -->	240.00-	0.00
0.00	0.00	Fiscal Totals -->	0.00	0.00
		0.00		

11-000-612000-54590-110	Library : Other Supplies, Non-Instr			
		Opening Balances -->	4,503.00	0.00
	0.00			
		Prior Totals -->	0.00	387.61
	2,125.00			

Library Budget 2007-2008

		Current Period Totals -->	0.00	744.97
	744.97-			
3,370.42	1,380.03	To Date Totals -->	4,503.00	1,132.58
		1,990.39		
		44.20 %		
	1,380.03-	Future Totals -->	2,575.95	5,949.34
2.97-	0.00	Fiscal Totals -->	7,078.95	7,081.92
		2.97-		
		0.04-%		

11-000-612000-54590-220	Library : Other Supplies, Non-Instr			
	0.00	Opening Balances -->	8,800.00	0.00
		Prior Totals -->	0.00	860.60
	2,893.24			
	477.78	Current Period Totals -->	0.00	0.00
7,939.40	3,371.02	To Date Totals -->	8,800.00	860.60
		4,568.38		
		51.91 %		
	3,371.02-	Future Totals -->	1,250.00	10,122.36
932.96-	0.00	Fiscal Totals -->	10,050.00	10,982.96
		932.96-		
		9.28-%		

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West Hills CCD
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Fiscal Year: 2008

FUND: 11 - G/F Unrestr

Unexpended GL ACCOUNT Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses

11-000-612000-54590-440	Library : Other Supplies, Non-Instr			
	0.00	Opening Balances -->	710.00	0.00
		Prior Totals -->	0.00	0.00
	375.00			
	137.44-	Current Period Totals -->	0.00	137.44
572.56	237.56	To Date Totals -->	710.00	137.44
		335.00		
		47.18 %		
	237.56-	Future Totals -->	0.00	576.39
3.83-	0.00	Fiscal Totals -->	710.00	713.83
		3.83-		

Library Budget 2007-2008
0.54-%

11-000-612000-55212-110	Library : Academic Travel		
	Opening Balances -->	3,000.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
3,000.00	To Date Totals -->	3,000.00	0.00
	0.00	3,000.00	
		100.00 %	
	Future Totals -->	1,192.50-	1,538.35
	0.00		
269.15	Fiscal Totals -->	1,807.50	1,538.35
	0.00	269.15	
		14.89 %	

11-000-612000-55212-220	Library : Academic Travel		
	Opening Balances -->	1,000.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
1,000.00	To Date Totals -->	1,000.00	0.00
	0.00	1,000.00	
		100.00 %	
	Future Totals -->	0.00	1,665.86
	0.00		
665.86-	Fiscal Totals -->	1,000.00	1,665.86
	0.00	665.86-	
		66.59-%	

11-000-612000-55213-220	Library : Classified Travel		
	Opening Balances -->	750.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
750.00	To Date Totals -->	750.00	0.00
	0.00	750.00	
		100.00 %	
	Future Totals -->	0.00	200.00
	0.00		
550.00	Fiscal Totals -->	750.00	200.00
	0.00	550.00	
		73.33 %	

11-000-612000-55222-110	Library : Mileage Reimb, Acad		
	Opening Balances -->	0.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
0.00	To Date Totals -->	0.00	0.00
	0.00	0.00	
	Future Totals -->	222.13	375.65
	0.00		

Library Budget 2007-2008

	Fiscal Totals -->	222.13	375.65
153.52-	0.00	153.52-	
		69.11-%	

11-000-612000-55222-220	Library : Mileage Reimb, Acad Opening Balances --> 0.00 Current Period Totals --> 0.00 To Date Totals --> 250.00 Future Totals --> 0.00 Fiscal Totals --> 250.00	250.00 0.00 250.00 250.00 0.00 250.00	0.00 0.00 0.00 0.00 0.00 0.00
250.00	0.00	250.00	0.00
		100.00 %	
250.00	0.00	250.00	0.00
		100.00 %	

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Fiscal Year: 2008 FUND: 11 - G/F Unrestr

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
11-000-612000-55223-110	Library : Mileage Reimb, Class Opening Balances --> 0.00 Current Period Totals --> 0.00 To Date Totals --> 2,033.68 Future Totals --> 0.00 Fiscal Totals --> 576.81	2,088.00 0.00 2,088.00 2,033.68 1,000.00- 1,088.00	0.00 54.32 54.32 456.87 511.19	
2,033.68	0.00	2,033.68		
		97.40 %		
576.81	0.00	576.81		
		53.02 %		

11-000-612000-55223-220	Library : Mileage Reimb, Class Opening Balances --> 0.00 Current Period Totals --> 0.00 To Date Totals --> 250.00	250.00 0.00 250.00	0.00 0.00 0.00
250.00	0.00	250.00	0.00
		100.00 %	

Library Budget 2007-2008

	0.00	Future Totals -->	0.00	40.40
209.60	0.00	Fiscal Totals -->	250.00	40.40
		209.60		
		83.84 %		

11-000-612000-55223-440	0.00	Library : Mileage Reimb, Class Opening Balances -->	800.00	0.00
	0.00	Current Period Totals -->	0.00	0.00
800.00	0.00	To Date Totals -->	800.00	0.00
		800.00		
		100.00 %		
	0.00	Future Totals -->	690.00-	0.00
110.00	0.00	Fiscal Totals -->	110.00	0.00
		110.00		
		100.00 %		

11-000-612000-55310-110	0.00	Library : Dues and Membership Opening Balances -->	250.00	0.00
	0.00	Current Period Totals -->	0.00	0.00
250.00	0.00	To Date Totals -->	250.00	0.00
		250.00		
		100.00 %		
	30.00	Future Totals -->	290.00-	32.28
72.28-	30.00	Fiscal Totals -->	40.00-	32.28
		102.28-		
		255.70 %		

11-000-612000-55310-220	0.00	Library : Dues and Membership Opening Balances -->	888.00	0.00
	0.00	Current Period Totals -->	0.00	0.00
888.00	0.00	To Date Totals -->	888.00	0.00
		888.00		
		100.00 %		
	0.00	Future Totals -->	0.00	435.00
453.00	0.00	Fiscal Totals -->	888.00	435.00
		453.00		
		51.01 %		

11-000-612000-55310-440	0.00	Library : Dues and Membership Opening Balances -->	25.00	0.00
	0.00	Current Period Totals -->	0.00	0.00

Library Budget 2007-2008

	0.00			
25.00	0.00	To Date Totals -->	25.00	0.00
		25.00		
		100.00 %		
	0.00	Future Totals -->	25.00-	0.00
	0.00	Fiscal Totals -->	0.00	0.00
0.00	0.00	0.00		

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FUND: 11 - G/F Unrestr

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses

11-000-612000-55612-110	Library : Leases-Equipment			
	Opening Balances -->		1,250.00	0.00
	0.00			
	Current Period Totals -->		0.00	107.98
	539.90			
1,142.02	539.90	To Date Totals -->	1,250.00	107.98
		602.12		
		48.17 %		
	539.90-	Future Totals -->	602.12-	539.90
		Fiscal Totals -->	647.88	647.88
0.00	0.00	0.00		
		0.00 %		

11-000-612000-55612-220	Library : Leases-Equipment			
	Opening Balances -->		1,250.00	0.00
	0.00			
	Prior Totals -->		0.00	0.00
	800.00			
	Current Period Totals -->		0.00	398.15
	3,040.10			
851.85	3,840.10	To Date Totals -->	1,250.00	398.15
		2,988.25-		
		239.06-%		
	3,840.10-	Future Totals -->	0.00	6,960.11
		Fiscal Totals -->	1,250.00	7,358.26
6,108.26-	0.00	6,108.26-		
		488.66-%		

11-000-612000-55612-440	Library : Leases-Equipment			
	Opening Balances -->		500.00	0.00

Library Budget 2007-2008

	0.00			
	0.00	Current Period Totals -->	0.00	0.00
	0.00			
500.00	0.00	To Date Totals -->	500.00	0.00
		500.00		
		100.00 %		
	0.00	Future Totals -->	500.00-	0.00
	0.00			
0.00	0.00	Fiscal Totals -->	0.00	0.00
		0.00		

11-000-612000-55640-110		Library : Maintenance & Repair		
		Opening Balances -->	1,400.00	0.00
	0.00			
	0.00	Current Period Totals -->	0.00	0.00
	0.00			
1,400.00	0.00	To Date Totals -->	1,400.00	0.00
		1,400.00		
		100.00 %		
	0.00	Future Totals -->	1,150.00-	86.49-
	0.00			
336.49	0.00	Fiscal Totals -->	250.00	86.49-
		336.49		
		134.60 %		

11-000-612000-55640-220		Library : Maintenance & Repair		
		Opening Balances -->	1,400.00	0.00
	0.00			
	0.00	Current Period Totals -->	0.00	0.00
	0.00			
1,400.00	0.00	To Date Totals -->	1,400.00	0.00
		1,400.00		
		100.00 %		
	0.00	Future Totals -->	0.00	2,664.11
	0.00			
1,264.11-	0.00	Fiscal Totals -->	1,400.00	2,664.11
		1,264.11-		
		90.29-%		

11-000-612000-55640-440		Library : Maintenance & Repair		
		Opening Balances -->	200.00	0.00
	0.00			
	0.00	Current Period Totals -->	0.00	0.00
	0.00			
200.00	0.00	To Date Totals -->	200.00	0.00
		200.00		
		100.00 %		
	0.00	Future Totals -->	200.00-	0.00
	0.00			
0.00	0.00	Fiscal Totals -->	0.00	0.00
		0.00		

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Library Budget 2007-2008

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Fiscal Year: 2008

FUND: 11 - G/F Unrestr

GL Account	Unexpended Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
<hr/>					
11-000-612000-55750-220			Library : Postage		
			Opening Balances -->	150.00	0.00
			0.00		
			Current Period Totals -->	0.00	0.00
			0.00		
150.00		0.00	To Date Totals -->	150.00	0.00
			150.00		
			100.00 %		
		0.00	Future Totals -->	0.00	0.00
			0.00		
150.00		0.00	Fiscal Totals -->	150.00	0.00
			150.00		
			100.00 %		
<hr/>					
11-000-612000-56310-110			Library : Libr Bks/Media		
			Opening Balances -->	14,989.00	0.00
			0.00		
			Current Period Totals -->	0.00	347.47
		3,652.53			
14,641.53		3,652.53	To Date Totals -->	14,989.00	347.47
			10,989.00		
			73.31 %		
		3,652.53-	Future Totals -->	4,292.12	18,332.61
601.04		0.00	Fiscal Totals -->	19,281.12	18,680.08
			601.04		
			3.12 %		
<hr/>					
11-000-612000-56310-220			Library : Libr Bks/Media		
			Opening Balances -->	26,129.00	0.00
			0.00		
			Prior Totals -->	0.00	0.00
		3,967.58			
			Current Period Totals -->	0.00	3,967.58
		3,967.58-			
22,161.42		0.00	To Date Totals -->	26,129.00	3,967.58
			22,161.42		
			84.82 %		
		0.00	Future Totals -->	1,400.00-	25,942.65
5,181.23-		0.00	Fiscal Totals -->	24,729.00	29,910.23
			5,181.23-		

Library Budget 2007-2008
20.95-%

11-000-612000-56310-440	Library : Libr Bks/Media		
	Opening Balances -->	2,992.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
2,992.00	To Date Totals -->	2,992.00	0.00
	0.00	2,992.00	
		100.00 %	
	Future Totals -->	0.00	2,593.86
	0.00		
398.14	Fiscal Totals -->	2,992.00	2,593.86
	0.00	398.14	
		13.31 %	

11-000-612000-56320-110	Library : Reference Serials		
	Opening Balances -->	1,275.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
1,275.00	To Date Totals -->	1,275.00	0.00
	0.00	1,275.00	
		100.00 %	
	Future Totals -->	1,275.00-	0.00
	0.00		
0.00	Fiscal Totals -->	0.00	0.00
	0.00	0.00	

11-000-612000-56320-440	Library : Reference Serials		
	Opening Balances -->	500.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
500.00	To Date Totals -->	500.00	0.00
	0.00	500.00	
		100.00 %	
	Future Totals -->	500.00-	0.00
	0.00		
0.00	Fiscal Totals -->	0.00	0.00
	0.00	0.00	

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Fiscal Year: 2008 FUND: 11 - G/F Unrestr

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
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Library Budget 2007-2008

11-000-612000-56370-110	Library : Video/Films			
	Opening Balances -->	800.00		0.00
	0.00			
	Current Period Totals -->	0.00		0.00
	0.00			
800.00	To Date Totals -->	800.00		0.00
	800.00			
	100.00 %			
	Future Totals -->	457.20-		42.85
	0.00			
299.95	Fiscal Totals -->	342.80		42.85
	0.00	299.95		
	87.50 %			

11-000-612000-56370-220	Library : Video/Films			
	Opening Balances -->	1,550.00		0.00
	0.00			
	Prior Totals -->	0.00		0.00
	110.90			
	Current Period Totals -->	0.00		70.28
	0.00			
1,479.72	To Date Totals -->	1,550.00		70.28
	110.90	1,368.82		
	88.31 %			
	Future Totals -->	4,900.00		4,350.19
	110.90-			
2,029.53	Fiscal Totals -->	6,450.00		4,420.47
	0.00	2,029.53		
	31.47 %			

11-000-612000-56370-440	Library : Video/Films			
	Opening Balances -->	500.00		0.00
	0.00			
	Current Period Totals -->	0.00		0.00
	0.00			
500.00	To Date Totals -->	500.00		0.00
	0.00	500.00		
	100.00 %			
	Future Totals -->	500.00-		0.00
	0.00			
0.00	Fiscal Totals -->	0.00		0.00
	0.00	0.00		

11-000-612000-56411-220	Library : AV Equip < \$5000			
	Opening Balances -->	0.00		0.00
	0.00			
	Current Period Totals -->	0.00		0.00
	0.00			
0.00	To Date Totals -->	0.00		0.00
	0.00	0.00		
	Future Totals -->	2,400.00		1,889.76
	0.00			
510.24	Fiscal Totals -->	2,400.00		1,889.76
	0.00	510.24		

Library Budget 2007-2008

21.26 %

11-000-612000-56416-110	Library : Computer HW <\$5000		
	Opening Balances -->	0.00	0.00
	0.00		
	Prior Totals -->	1,000.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
1,000.00	To Date Totals -->	1,000.00	0.00
	1,000.00		
	100.00 %		
	Future Totals -->	500.00	1,297.03
	0.00		
202.97	Fiscal Totals -->	1,500.00	1,297.03
	202.97		

13.53 %

11-000-612000-56416-220	Library : Computer HW <\$5000		
	Opening Balances -->	5,000.00	0.00
	0.00		
	Current Period Totals -->	0.00	0.00
	0.00		
5,000.00	To Date Totals -->	5,000.00	0.00
	5,000.00		
	100.00 %		
	Future Totals -->	3,500.00-	624.26
	0.00		
875.74	Fiscal Totals -->	1,500.00	624.26
	875.74		

58.38 %

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West Hills CCD
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Fiscal Year: 2008

FUND: 11 - G/F Unrestr

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcnt	Allocated Budget	Revenue/ Expenses
11-000-612000-56419-110	Library : Oth Equip < \$5000			
	Opening Balances -->		0.00	0.00
	0.00			
	Prior Totals -->		0.00	864.12
	0.00			
	Current Period Totals -->		0.00	0.00
	0.00			
864.12-	To Date Totals -->		0.00	864.12
	864.12-			

Library Budget 2007-2008

	0.00	Future Totals -->	864.12	0.00
0.00	0.00	Fiscal Totals -->	864.12	864.12
		0.00		
		0.00 %		

11-000-612000-56419-220	Library : Oth Equip < \$5000			
	Opening Balances -->	0.00	5,000.00	0.00
	Prior Totals -->	744.32	0.00	0.00
	Current Period Totals -->	744.32-	0.00	749.34
4,250.66	To Date Totals -->	0.00	5,000.00	749.34
	4,250.66			
	85.01 %			
	Future Totals -->	0.00	3,650.00-	0.00
600.66	Fiscal Totals -->	0.00	1,350.00	749.34
	600.66			
	44.49 %			

Totals for FUND: 11 - G/F Unrestr				
424,280.64	13,132.04	To Date Totals -->	506,780.00	82,499.36
		411,148.60		
		81.13 %		
	13,102.04-	Future Totals -->	7,935.88	445,483.80
13,267.28-	30.00	Fiscal Totals -->	514,715.88	527,983.16
		13,297.28-		
		2.58-%		

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Grand Totals

Unexpended GL Account Balance	Encumbrances	Unencumbered Balance/Pcmt	Allocated Budget	Revenue/ Expenses
-------------------------------------	--------------	------------------------------	---------------------	----------------------

424,280.64	13,132.04	To Date Grand Totals -->	506,780.00	82,499.36
		411,148.60		
		81.13 %		
	13,102.04-	Future Grand Totals -->	7,935.88	445,483.80
		Fiscal Grand Totals -->	514,715.88	527,983.16

13,267.28-

30.00 Library Budget 2007-2008
13,297.28-

2.58-%

**WEST HILLS COLLEGE LEMOORE
CURRICULUM/GENERAL EDUCATION COMMITTEE**

April 1, 2009

12:00 p.m. –1:00p.m.

Administration Building Conference Room 124

MINUTES

Voting Members: D. Bolt, N. Gomez, V. Grijalva, R. Neves, P. Kraft-Chapman, B. Kron, M. Hendrickson, M. McDowell, R. Sanchez, K. Olson, R. Oxford

Non-Voting Members: S. Atkinson-Alston, M. Hall, J. Lopez

At-Large Non-Voting Members: D. Georgatos, S. Whitener, M. Lourenco

Members Present: M. Hendrickson, P. Kraft-Chapman, B. Kron, M. McDowell, R. Neves, , R. Sanchez,

Members Absent: S. Atkinson-Alston, D. Bolt, D. Georgatos, V. Grijalva, J. Lopez, M. Lourenco, K. Olson, R. Oxford, S. Whitener

Others: K. Crider, R. Ragsdale, J. Shehorn

1.0 Call to order

Meeting called to order at 12:06pm by R. Sanchez.

2.0 Changes to the agenda

None

3.0 Approval of Minutes

3.1 March 25, 2009

A motion to approve the minutes from 3/25/09 with corrections was made by R. Neves and seconded by M. McDowell; the motion passed unanimously.

4.0 Items for Second Consideration

4.1 Course Revision

4.1.1 PE 35 – Women’s Intercollegiate Soccer

• **Course**

R. Ragsdale reported that the class hours have been changed to 175 hours, and a textbook has been listed for the course. M. McDowell made a motion to approve the course, and it was seconded by M. Hendrickson. The motion passed unanimously.

5.0 Items for First Consideration

5.1 New Course

5.1.1 Math 88 – Mathematics for Life II

• **Course**

R. Neves reported that this class is being created to give students an option to continue from Math 87 and fulfill the math requirement to get an Associates . M. Hendrickson pointed out that on page three this class should be listed as GE and elective for an associate degree, rather than as transferable. “Successful completion of...” was added to the prerequisite statement, and the catalog description will be slightly reworded. B. Kron made a motion to move this course to a second reading. This was seconded by P. Kraft-Chapman and passed unanimously.

- **Prerequisite(s): Math 87 or Math 61 or the equivalent**

Revisions to the prerequisite were suggested, including the addition of “successful completion of...”, the listing of the course numbers for the prerequisite classes, and numbering the items on the content review grid of the prerequisite form B. R. Neves made a motion to move the prerequisite to a second reading. This was seconded by P. Kraft-Chapman and approved unanimously.

- **DE (hybrid)**

M. Hendrickson made a motion to approve the DE addendum for Math 88. P. Kraft-Chapman seconded the motion and it was approved unanimously.

6.0 Old Business

6.1 Certificates (less than 18 units)

R. Sanchez reported that she had discussed the naming of certificates with Sarah Shepherd in Coalinga, and that Coalinga’s curriculum committee would allow Lemoore to decide on a name for certificates of less than 18 units, and that Coalinga would use the same name for its certificates. B. Kron reported that community members at the recent CTE advisory meeting stated that they would like a listing of skills attached to each certificate.

R. Neves made a motion to name these certificates Career Development Certificates; P. Kraft-Chapman seconded the motion and it was approved unanimously.

6.2 Catalog Committee

R. Sanchez reported on an email she had received from D. Bolt regarding the catalog committee and its goals and membership. Membership would include the VP of Educational Services as the committee chair, a counselor or advisor, and a full-time instructor. It was noted that the Curriculum Committee chair and the Director of Enrollment Services could serve on the committee as *ad hoc* members. M. Hendrickson stated that she would prefer a seat for a counselor on the committee rather than a counselor or advisor.

7.0 New Business

Information Competency Requirement

J. Shehorn pointed out that our college is unusual for not requiring courses to have an information competency requirement, and that she and Ron Oxford have been discussing the idea. This requirement would focus on students’ abilities to

evaluate information and properly conduct research and is important to groups such as WASC. J. Shehorn and R. Oxford proposed adding information competency to all course outlines—making it a required item, similar to writing assignments and the diversity statement. J. Shehorn and R. Oxford pointed out that standalone courses for research skills are not the best option, but that the library could conduct workshops on research skills that students could be required by their instructors to attend.

R. Sanchez stated that she would email the committee members to have them discuss this with their learning areas.

8.0 Adjournment

Meeting adjourned at 12:49pm.

WEST HILLS COLLEGE LEMOORE

PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS UNIT PLANNING GUIDE - NON-INSTRUCTIONAL DEPARTMENTS & AREAS TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Department/Service: Library/Learning Resource Center

Date Prepared:

Prepared By: Ron Oxford

Staff: Fracess Andrade, Russell Bellamy, Sharon Eldridge, Jessica Fernandez

II. Program Overview

A. State the program mission. If you don't have one, create one. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. *(200 word limit)*

The WHCL Library/LRC is committed to the creation of a collection of intellectual and academic value for the student, faculty, and community population that we serve. It is the goal of the Library/LRC to provide a scholarly atmosphere with the materials and knowledge necessary for these users to become information literate in today's advanced technological society. The secondary goal is the enrichment of the lives of the district population through cultural and social activities. In order to have an environment conducive to the pursuit of knowledge access to the collection and resources is open to all.

B. Briefly describe the current state of the program/department/service area. *(250 words or less)*

With the continued growth in enrollment at WHCL the Library/Learning Resource Center (LLRC) is striving to maintain a level of service that allows for every student, staff, and visitor to meet their informational needs. Currently the library houses over 45,000 items in both electronic and traditional formats. There are 60 circulating laptops and 45 student computer workstations in the library at this time. The amount of visitors is growing with approximately 75,000 people entering the library during the spring 2008 semester. This number is simply the amount of people entering the library tallied on a daily basis. This number includes students, staff, faculty, and one person could be counted numerous times if they enter at various times throughout the day. This number also is just reflecting traffic through the front door and not alternate entrances.

With the large volume of students, staff, and community members entering the LLRC on a daily basis the staff faces an ever broadening array of requests for services. Many of those seeking information or computer assistance require staff interaction

outside the level of assistance available from student workers. This increasing workload continually challenges the current staffing levels.

As traditional library services are maintained and enhanced the need to provide increased services to online learners is also increasing. There is a growing need for online tutorials and guides to engage online learners in the proper usage of the libraries electronic resources. These online resources currently consist of six full text subscription databases and a growing collection of electronic books. With the speed in which information technology is being generated it is also imperative that library staff remain current in the field and take part in professional development activities on a regular basis.

C. Describe how the program/department/service area goals and objectives are aligned to the advancement of the college mission, goals and objectives. *(250 words or less)*

“The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals”. The L/LRC aligns with this section of the college mission by providing facilities and services which allow students to access research materials, both traditional and electronic and technology in a safe, clean, and comfortable environment. **“WHCL is committed to provide quality education to students and the community”.** This goal is met by the L/LRCs development of a relevant academic collection of resources for use by students, faculty, staff, and the community. The L/LRC also stimulates intellectual curiosity for the community and campus via book signings and lectures throughout the year covering a broad range of topics. **“WHCL will effectively maintain and increase its resources and productivity”.** The L/LRC currently houses approximately 30,000 books with the Association of College and Research Libraries recommending that a college with FTES of 1,000 - 2,999 should have at least 40,000 volumes. With the current budget restraints on purchasing new items the library is focusing on enhancing the Library Management system with upgrades and cataloging of donated items of value to the collection. Productivity is always being strived for via increased utilization of technology to complete job functions and strengthening of policies and procedures.

D. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*

Self-identified issues and responses from the 2007 Focused Midterm Report:

- 1. The college will hire a librarian for West Hills College Lemoore to allow Library/Learning Resource Center maintenance to be completed on a regular basis.** The hiring of a librarian in July of 2006 allows for the regular maintenance of the Library/Learning Resource Center.
- 2. The college will initiate a Library/Learning Resource Center guide to using the library’s resources via Blackboard that can be taken by all students.** An online repository for faculty has been created. This repository is designed to help faculty guide their students in using the online library resources. During the recent Distance Learning Strategic Planning session in November 2008 there was a renewed emphasis placed on enhancing library services to online learners.

3. **The librarian will become more involved with the Curriculum Committee in adding information literacy to course outlines.** As a result of a librarian being hired many of the goals regarding the library have changed. As a result, the librarian plays a supportive role rather than one of instruction. The librarian is not involved with curriculum decisions; therefore, this agenda item is complete. It should be noted however that there is a close professional working relationship between teaching and non-teaching faculty and informal dialogue about acquiring needed resources is carried out on a regular basis.

2004 Program Review Three-Year Goal Statements:

1. **Collection Development** – It was recommended that a consistent and thorough purchasing and weeding program be put in place. This has been done and continues to be strengthened.
2. **Computer lab enhancement** – There were concerns about the lack of staff ability to deal with the wide array of computer problems and assistance requests in the lab. A recent decision to rearrange the computer lab and address printing issues may help alleviate some of these problems. Because of the multitude of issues with the lab computers and software a lab technician would greatly enhance services.
3. **Procedures** – The procedures Manual is out of date and still needs updating.
4. **Student Library Orientation** – There were concerns about the amount of students not taking part in library orientation tours. Although there has been an increase in the amount of students being reached in classroom orientations there is still a need for online tutorials to be developed.

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

- Enrollment Trends

Unduplicated Student Headcount

Year	Count	% Change
2002-03	5,468	-9.24
2003-04	5,010	-8.38
2004-05	5,512	10.02
2005-06	5,817	5.53
2006-07	6,469	11.21
2007-08	7,091	9.62

Source: WHCCD Data Warehouse

- The last four years show a pattern of steady growth.

▪ Student Demographics

ETHNICITY	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	109	1.99	201	4.01	239	4.34	336	5.78	365	5.64	327	4.61
African American	351	6.42	327	6.53	357	6.48	358	6.15	419	6.48	547	7.71
Filipino	220	4.02	190	3.79	213	3.86	215	3.70	239	3.69	274	3.86
Hispanic	1883	34.44	1,789	35.71	2,025	36.74	2,124	36.51	2,458	38.00	2803	39.53
Native American	70	1.28	69	1.38	80	1.45	70	1.20	79	1.22	86	1.21
Other	37	0.68	51	1.02	63	1.14	84	1.44	97	1.50	84	1.18
Pacific Islander	27	0.49	27	0.54	27	0.49	33	0.57	28	0.43	33	0.47
White	2573	47.06	2,185	43.61	2,275	41.27	2,298	39.50	2,444	37.78	2563	36.14
Unknown/DTS	198	3.62	171	3.41	233	4.23	299	5.14	340	5.26	374	5.27
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- The proportion of enrollment for most ethnic populations remains fairly stable.
- Among Hispanic students there has been a 5% increase over the time shown while white student enrollment has decreased by approximately 10%.

B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. (250 words or less)

With growing enrollment comes an increase of students with diverse learning needs. One significant area of this population that needs more attention from library staff while working in conjunction with faculty is Basic Skills students. Because these students are just beginning to develop their research skills it is an opportune time to work with them and teach information literacy basics. Also, because of the blurring of online library resource usage and traditional library materials there is a need to maintain and enhance both equally. In order to do this in the most efficient manner possible a sustained system of tracking usage and gaining user feedback needs to be developed and maintained. Another significant trend that needs addressing is the number of Latino students attending WHCL. A recent study by the PEW institute states that this demographic is the least likely to have computer and internet access at home. In order to ensure the Digital Divide in our area is not widened computers must be maintained in sufficient quantities to allow students access. Just by providing access to computers though will not prepare students for proper information usage, this is done via information literacy (the ability to seek, evaluate, and disseminate information). There is a need to strengthen information literacy for all students.

- 1) State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).

A survey of faculty, staff, and students was implemented during Fall 2008. The results of this survey will be discussed under **Additional Information VII B.**

- C. Attach the following data maintained for your program/department/service area:
 1. Budget information regarding costs per program/department/service area on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the service as reflected by student enrollment.

<u>Budget Items</u>	
<u>Allocated</u>	<u>Normal/08-09</u>
Personnel	219,035
Books/Mags/DVD	29,179/0
Supplies	10,330
Travel/Memberships	3,130
Hardware/Maint./License	12,650
Total	274,324

1. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.

Employee Classification:

Certificated 1.5 Class. Professional 2 Student Worker 10
 Volunteers 0

*Diversity (Race/Ethnicity)**

- | | |
|---|---|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input checked="" type="checkbox"/> African/African-American/Non-Hispanic (1) |
| <input type="checkbox"/> Asian/Pacific Islander | <input checked="" type="checkbox"/> Caucasian/Non-Hispanic (2) |
| <input checked="" type="checkbox"/> Hispanic (1) | <input type="checkbox"/> Filipino |
| <input checked="" type="checkbox"/> Mixed (1) | |

*Student workers are not reflected in this response due to constant turnover of workers.

2. Describe the certificated and classified staffing requirements of the existing program/department/service area, as well as the effect any proposed curricular or instructional changes would have in the next three years. This statement should include the need to retrain, or to add staffing for new specialties. Finally, this statement should include the need to retrain or to add staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.

Association of College and Research Libraries (ACRL) Standards

FTE Students	Admin	Faculty		Technicians/Staff		Total Staff	
	Min/Excel	Minimum	Excellent	Min	Excel	Min	Excel
ACRL Guidelines for FTE 1,000-3,000	1	3	5	6	12	10	18
Current West Hills College Lemoore Library		1.5		2		3.5	

Title V: Minimum Standards Sections 66700, 70901, and 84750.

FTE Student	Faculty Librarian	Support Staff	Total
Ed. Code Guidelines for 1,000-3,000	4	7.5	11.5
Current West Hills College Lemoore Library	1.5	2	3.5

These numbers are based on the recommendations from 2006 with the current system being based on peer group points of comparison. These numbers are being used as the data needed to compare peer institutions in regards to library services has yet to be developed. The most appropriate method of staffing an academic library would be to have staff focusing on areas of specialization while also sharing certain duties. Because we are currently operating with no depth to our staffing structure almost all staff time is devoted to simple day-to-day operations. The current library hours are M-Th 7:30 A.M.-8:00 P.M. and F 7:30 A.M. – 4:00 P.M.. Our current staffing usually allows for only one staff member to be assigned circulation desk duties at any one time. This is problematic when there is illness, vacation, professional development, or campus governance time needed by an employee. There are times when student workers are left to manage the circulation desk and “managed” by someone in Media Services or Distance Learning staff. Currently there are no substitutes for missing library staff. Although current staffing levels fall below what is recommended in the above tables this program review does not advocate too large of a staffing increase. A concise and well trained staffing package should be able to meet the campus needs with the minimum amounts recommended. This recommended library staff package will be described below.

Library Faculty

It is the job of library faculty to organize, develop, and maintain complex systems and policies for the proper functioning of an academic library. The reference desk should be manned by a professional librarian during open hours in order to give one-on-one instruction during the research process. Information literacy in an academic library begins with proper research skills being taught at point of contact to students in order for them to gain the necessary abilities to perform in today's information rich environment. Relying on student workers or un-trained para-professionals is not meeting this important academic need. We currently have only one designated adjunct reference librarian who works the reference desk 16 hours of the libraries 54.5 open hours. Besides manning the reference desk there is a need to catalog items into the collection according to Library of Congress Cataloging Rules (Technical Services Librarian). Maintaining the numerous systems such as the Sirsi/Dynix Library Management System, ID card system, Website, Portal Team Site, and subscription research databases requires systems librarian skills. Tutorials, pathfinders, and information literacy workshops falls within the realm of information literacy librarian. Working with faculty and vendors to create a relevant and up-to-date collection is the area of collection development librarian. Over the next three years some of these areas need to be parceled out to specialized adjunct staff that will be able to enhance and create innovative services for the campus community. 1.5 FTE faculty librarians fall short of the recommended minimum 3 or 4 FTE. An increase of 2 adjunct librarians would allow for extended library hours and the creation of a virtual library. This could be accomplished by extending the library hours into the night and having the adjuncts focus solely on online learning needs while working in an atmosphere less prone to interruption. It would not be as busy at night as in the day. If possible funding for this position could be split with Distance Learning and the night adjunct librarian could be cross-trained to assist the help-desk during this time.

Library Technicians/Specialists

The library currently has one full-time technician and two part-time specialists for a support staff FTE of 2. As can be seen from the chart above the minimum recommended for our FTES is 6. This program review recommends a modest increase in this area while streamlining the job descriptions and adding a lower pay scale entry level position equivalent to a clerical position called Library Assistant. Having a full-time technician with a very similar job description, heavier workload, and lower pay rate than the two part-time specialists is problematic from a management standpoint. These positions should be made uniform with the Technician position being inactivated. If we had 3 FTE Library Specialists that could concentrate on individual service areas that are less technical than faculty duties workloads could be more uniform. These positions would then have the more basic duties of monitoring student workers replaced by Library Assistants. Service areas that need individualized attention from Specialists are as follows:

Acquisitions/Accounting – The Specialist in this area would be responsible for placing, tracking, and reconciling of library material orders recommended by

librarians. The multitude of vendors that the library uses needs to have one access point to the Business Office. This would also allow for more time to be spent on price comparison. This position would be responsible for student timecards and scheduling.

Circulation/Reserves/Periodicals – This Specialist would be responsible for the libraries circulation policies. This entails various systems settings to deal with different users permissions. Maintaining the Charter School, MCHS, faculty, staff, and community user's levels of access is a huge undertaking. This person would also be responsible for the ID cards that are growing ever more complex. Managing special IDs for Charter (getting ID #s), MCHS, Nursing, After School Programs, etc. is beginning to require more attention. Managing the Reserve textbook collection is an important function of the library and needs constant attention. Periodical management is the tracking and archiving of newspapers and magazines.

Technical Services/Processing – This position would be responsible for copy cataloging of books, labeling of items, and quality control of student workers final processing (labels, book jackets, stamping, etc.). If a book is mislabeled then it is effectively lost in the collection until the mistake is found.

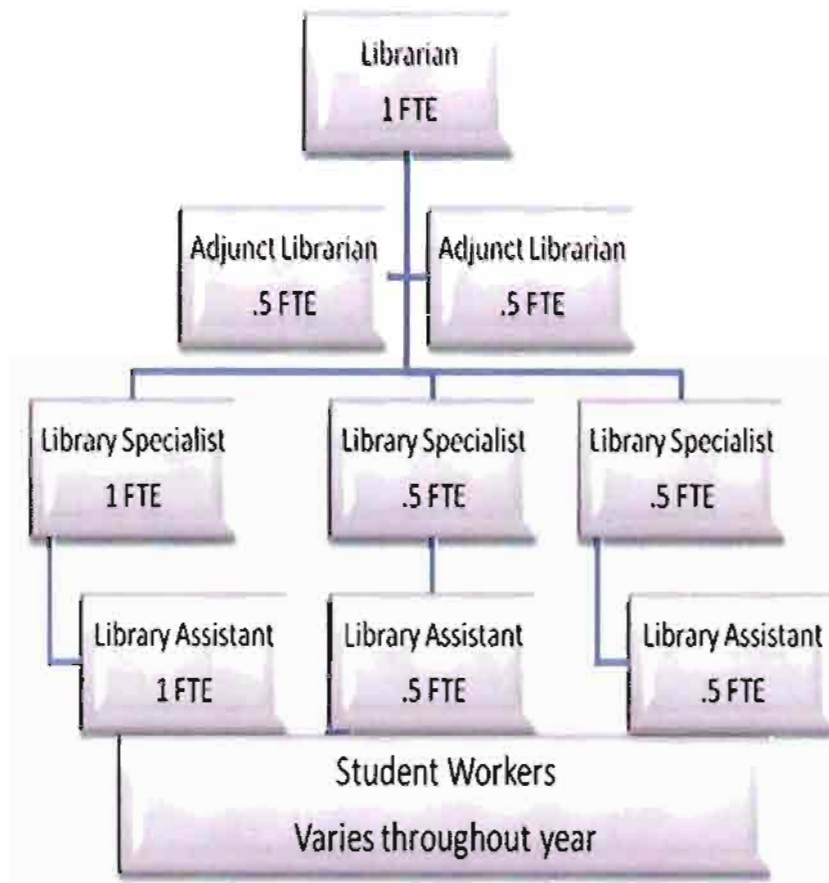
Library Assistants

This would be a newly created position. It would be designed to directly work with, train, and monitor the student workers. This position would be the people managing the circulation desk and assisting student workers and specialists with entry level tasks. This would be an entry position to develop a career path for those wishing to gain experience in an academic library. This position would also be responsible for the monitoring and required assistance needed with expanding computer applications in the lab and on the laptops. These staff members would be directly responsible for stack maintenance and the proper shelving of books by student workers.

Student Workers

The library currently enjoys a generous allotment of student workers from the Financial Aid office. The amount of student workers varies, but averages about ten per semester. This number is sometimes supplemented by workers from CAMP and other programs as well. It is imperative that minimal staffing levels not rely heavily on student workers for the long term. Although there are exceptions student workers have a high turn-over rate, are sometimes unreliable, and don't have the skills necessary to properly staff an academic library without sufficient training and supervision. Having students respond to other student's needs does not fulfill the academic need of a teaching library. There is a definite need for the amount of student workers as the circulation of materials continues to increase. This circulation is most labor intensive with managing the laptops. Final processing of materials and re-shelving of returned books is also a function that requires many student hours.

Hierarchy



Reaching this level of staffing

- First year
 - Move Technician to Specialist
 - Create Library Assistant position
 - Hire part-time Library Assistant
 - Hire an adjunct librarian
 - Extend library hours
- Second year
 - Move Library Assistant position to full time
 - Hire second part-time Library Assistant
 - Hire an adjunct librarian
- Third year
 - Hire third part-time position
 - Evaluate staffing during Library Program Review
- If this were to be implemented we would have 2 FTE Library Faculty Librarians the first year and a total of 2.5 the second year. This would still fall short of the minimum recommended 3 FTE equivalents, but be beneficial to the program.
- First year would place us at 2.5 FTE support staff.
- Second year 3.5 FTE

- Third year a total of 4 FTE support staff still under the recommended 6 but beneficial to the program.

It is fully understood that the current budget situation will not allow for much to be done in this area, but within the next several years hopefully this will form the basis of an increased library staffing expansion. The district reclassification study is also underway and initial indications are the career ladder aspects of the above recommendations are being mirrored within it.

- D. Identify and discuss the effect that trends may have on the program/department/services area's organization, structure, and nature over the next two to four years. The two largest trends that will affect the library are both related to growth. The campus is due for a large expansion that will create many new opportunities for the students, both academically and extracurricular. The library is not due to be a part of this next expansion and will rely on well designed staffing schemes, appropriate funding, and clear policies in order to continue providing the needed services for a growing campus community. Utilization of existing space will be paramount in the coming years and hours will need expansion to meet this growing need. The second trend that will affect the library program is the growth in online learning. As the Distance Learning program continues to grow there will be increasing demands on library staff to help support the academic research needs of the online learners and faculty. Again this will require proper utilization of staff and resources.
- E. What resources are required to maintain program/department/service area, and what additional resources are necessary to improve or expand it? The computer lab was recently moved into a larger area that will be able to accommodate more desktop computers. Within the next 2 to 3 years the current computers will need to be replaced and more added. Due to the fiscal crisis in 08/09 there were no new books purchased. Although there were books added to the collection from donations and a backlog of cataloging new books are needed. In order to maintain the collection's relevance the reestablishment of money for books will need to take place. A collaborative effort with Coalinga and the District must be developed to help establish a virtual library. Relying on current budgets and staffing at the campus level to create an online library will strain Lemoore Library's resources. Online classes need funding for electronic research databases beyond what is purchased with campus funds. Resource allocation to the Sirsi/Dynix Library Management System should take place. The current public access catalog for finding materials is outdated and needs upgrading.
- F. Discuss staff training, academic and professional currency. Information science is a constant challenge to stay abreast of because of how quickly technologies come and go. Staff training has gained a new momentum recently with a regular schedule of various topics being developed. The most pressing need for training at this point is in two areas. First is the need to train staff on how to properly assist students in using the research databases. The next area is for staff to get a

better grasp of the circulation software. The ability to send staff to professional development activities is hampered by the lack of coverage available from other staff members. A thorough and documented plan of staff development will be instated and begin implementation during the 08/09 year. Many training opportunities are free from the various vendors who provide our services, yet there is still a need to provide funds for conferences and webcasts.

- G. Excluding curriculum validation, discuss community involvement in the operation of the program/department/service area. The two greatest areas of community involvement in regards to library activities are book signings/lectures and use of our resources while on campus. Each year in conjunction with the Kings County Library we invite authors, local figures, and experts in various fields to WHCL. We attempt to have as many classes participate in these lectures as possible. Turnouts have been good and we will be continuing with this endeavor. Although there is not currently a mechanism in place to allow community borrowers the opportunity to check items out of the library they are still able to access our resources on campus. Memorandums of Understanding will need to be explored with other local colleges who increasingly want to use our resources for their students. Reference materials, books, and databases can be used by anyone within the library, but currently only WHCL students and staff are allowed to check items out.

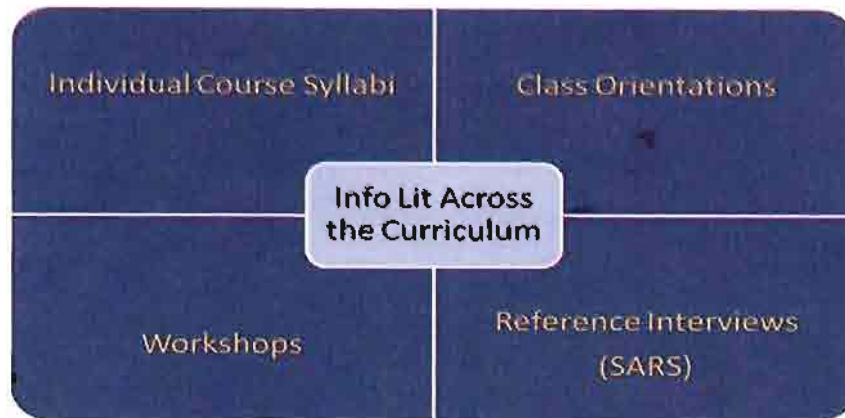
IV. Professional Development

- A. What professional development activities have staff participated in? The librarian and full time library technician regularly attend the California Library Association and American Library Association (When on West Coast) conferences. In Fall 2008 Information Today's Internet Librarian Conference was also attended by the librarian. All staff take part in various webcasts and online tutorials. Some of the providers of these learning opportunities are; Association of College and Research Libraries e-Learning webcasts, Infopeople webcasts, and Ebscohost online tutorials. Three staff members also recently took part in the National Women's Conference.
- B. How does this professional development affect Student Learning Outcomes for your program/department/service area? The libraries student learning outcomes are tied directly to student's abilities to access and properly use information. The professional development opportunities that staff participate in are directly related to preparation in these areas.
- C. Describe the program/department/service area's plans for staff development over the next four years. A systematic method of evaluating and enhancing staff development needs to be implemented. As mentioned earlier staff need to be cross-trained in all areas of the library, but also need to begin specialization in particular areas in order to increase quality of services.

- D. Discuss the effectiveness of continuing education requirement to meet the need for advanced training and/or training in emerging technologies. Information technology is very dynamic and fast-paced with library staffs ability to keep pace being critical. The most crucial area that staff needs advanced training in is the online environment. There is enough continuing education opportunities available to meet this need, yet limited staffing levels and budget constraints minimize the abilities of staff to fully explore these options.

V. Student Learning Outcomes

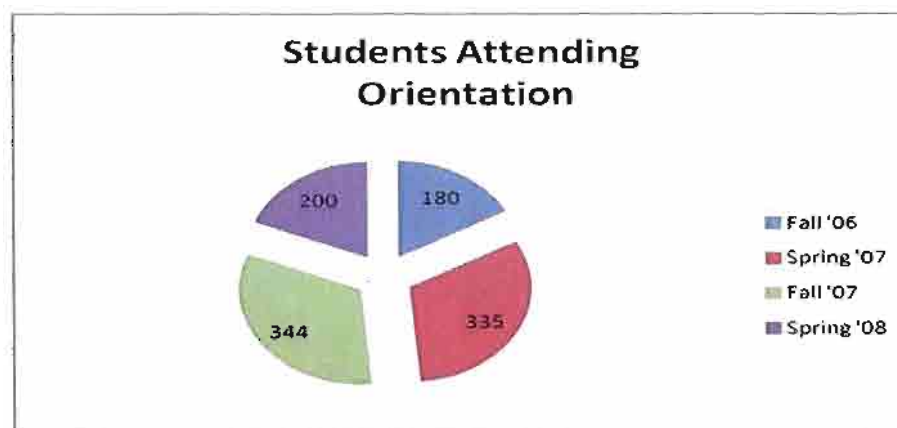
- A. List all Student Learning Outcomes for this program/department/service. In developing the student learning outcomes for the library the following three areas were discerned to be the most useful:
1. Students access a variety of information resources to achieve their educational goals.
 2. Students become life-long learners by increasing their information literacy.
 3. Students have access to an information environment conducive to study and research.
- B. Explain how Student Learning Outcomes are used to measure quality and success of this program/department/service area. The library SLOs are currently being reevaluated in order to separate program level outcomes from student level outcomes. Because assessing student learning outcomes at the student level is difficult the library will be focusing on program level outcomes. Once a system of evaluating student's information literacy skills is developed individual student learning outcomes can begin to be assessed.
- C. Based upon the results of the program SLO assessments, what improvements have been identified? Currently there is no formal mechanism in place at WHCL for ensuring students are gaining needed information literacy skills. The current system is one of information literacy across the curriculum with the idea being all classes will teach the needed skills of information retrieval, evaluation, and ethical use. Many community colleges offer standalone courses, courses that have information literacy components embedded in them, or series of workshops to teach the needed skills. As accreditation approaches some documentation should be developed explaining WHCLs philosophy on this matter. If information literacy across the curriculum is to be the method of teaching this needed skill the college may at some point be asked to provide evidence of this policy. The following chart could be used as a basis in the development of this:



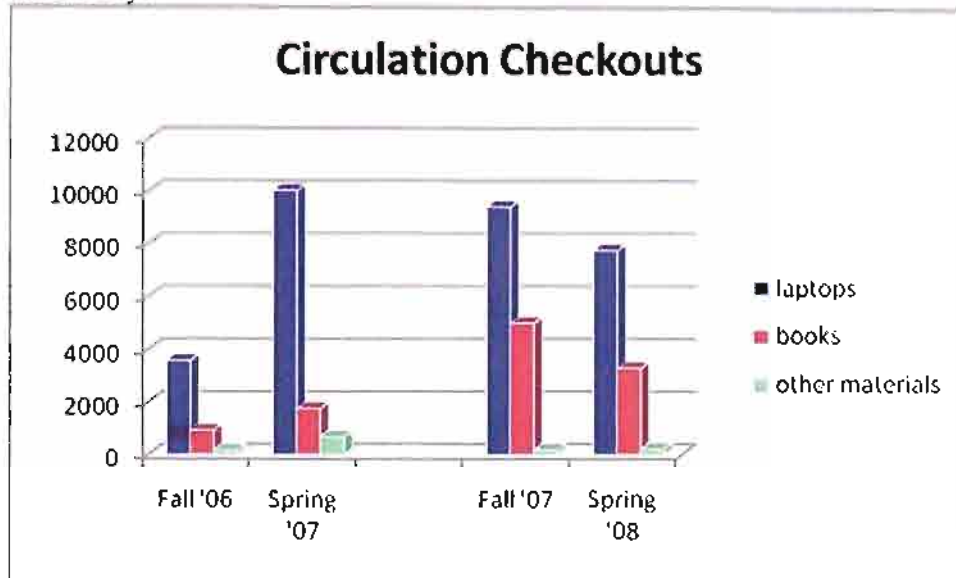
By working within the above framework faculty and library staff would be able to begin strengthening information literacy throughout the campus. Once a system of teaching information literacy is developed the library will then be able to assess student level outcomes.

VI. General Operations

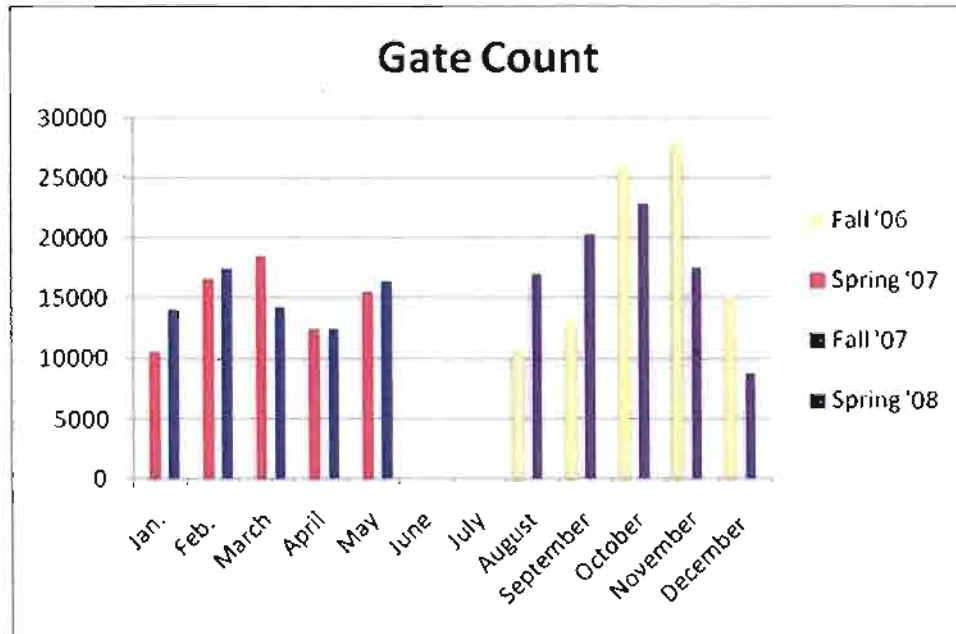
- A. How does the program/department/service area ensure that current curriculum/delivery of service is adequately meeting the needs of students? The library constantly tracks a variety of information about service delivery. Four of the more relevant areas of service are displayed below:
- Library orientations are given to classes upon instructor request and provide information literacy guidance. These numbers do not fulfill the needs of all students, but are a good starting point.



- Circulation of materials is also a good indicator of how well the library is providing services. The laptop program continues to be a main function for the library.



- The library also charts the number of visitors on a daily basis. This number is simply a door count of everytime someone enters the building. It consists of students, staff, visitors, and faculty. If someone enters multiple times they will be counted on each occasion.



B. Do special accreditations, external regulations, or advisory committees regulate the program/department/service area? Yes [] No [X] (if yes, elaborate.)

- C. Does the program/department/service area have any special regulations, space requirements, staff training, etc.? Yes [] No [X] (if yes, elaborate.)
- D. Is there evidence of unmet student needs caused by your program/department/service area? Yes [X] No [] (if yes, elaborate.)
Although there is no evidence that information literacy needs are not being met it is this program reviews recommendation that it needs to be strengthened across the curriculum.
- D. How does the program/department/service area address cultural diversity? The following statement from the Collection Development Policy addresses intellectual freedom in the collection:
Race, nationality, or creed will not bar an author's work from being selected for the collection. Personal biases of the Library/LRC staff will not determine collection development. The collection will be developed on principles of librarianship and every effort will be made to further the academic value of the collection development policy.
It is library policy to purchase materials that provide information from all perspectives and opposing viewpoints. The library regularly has displays of books and other items celebrating cultural awareness.
- F. Describe the initiatives the program/department/service area has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical mental disabilities, re-entry, gender, etc.) WHCL is strong in the support services offered to students in the above categories. All staff are encouraged to become versed in the services offered and know where to direct students. The library does provide a fully functional assistive technology station for anyone needing it. Individual assistance with information resources is also provided to those needing it through reference services. The library also offers a popular textbook checkout program that allows students to use textbooks in the library for two hours at a time. This program aids those in financial need and allows many students to continue in their classes who would be unable to do so otherwise.
- G. Discuss the program/department/service area's use of external funding, including grants and collaborative partnerships, if applicable. The library has had substantial grant allocations over the past several years from various sources as well as lottery funds. The vast majority of these funds have been used to build the collection by buying books. Initial start-up of a collection is a huge expense and these funds have been well-spent. Due to the current 08/09 financial situation all funding has been scarce.
- H. To what extent is technology being used in the program/department/service area?
The library relies heavily on technology in almost all aspects of the services provided.
- I. Describe the supply requirements for your existing program/department/service area, as well as the effect that any proposed changes would have on the supplies in the next

four years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology. The computer lab is used extensively during all open hours and was recently moved into the larger open area to allow for expansion of the number of computers that can be housed there. There are currently 45 desktops with plans to expand to approximately 60 during the next purchase. This purchase of 60 computers will need to be budgeted for within the next three years at an approximate cost of \$72,000. IT has suggested that labs be purchased in unison rather than piecemeal in order to facilitate better care and service. The library also has the circulating laptops which number 60 at this time. There are no current plans to expand this past 60 as any more becomes too hard to manage at the circulation desk. These also will need to be replaced in the next three years at an approximate cost of \$60,000. Staff computers and the Online Public Access Catalog (OPAC) computers will also need replacing at an approximate cost of \$10,000. The ID card machine and software also needs to be upgraded at a cost of approximately \$10,000. The open computer lab printers will also need replacing at approximately \$2,000. The supply budget needs to be substantially increased in order to compensate for the amount of paper and toner being used since the campus has gone to free printing. Almost the entire supply budget in 07/08 was used to provide for this free service. Supplies also need to be purchased for day-to-day operations and the processing of books. Book supplies alone consist of jackets, barcodes, labels, etc. and are a necessity for the proper operation of the library.

- J. Describe the need for facility modifications within your existing program/department/service area or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next four years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs. The next four years will show a substantial amount of construction on the campus. As facilities are added and FTES grows the library will need to utilize all of its space in the most efficient way possible. Student study space is already at a premium and any removal of this limited space for faculty or staff use is not recommended by this program review.

VII. Additional Information (optional)

Please provide any other information to describe, explain, justify, analyze, or clarify prospective program/department/service area changes or needs anticipated in the next four years.

- A. What factors did you use in determining the quality and success of this program/department/service area? The library tracks a variety of data which is used to answer the Annual Data Survey to the Chancellor's Office in Sacramento, the American Library Association survey, California State Library survey, and the California Library Association survey. This data tracks the most common measurements of quality library services and includes transaction statistics, door counts, collection totals, reference interviews, etc. The library also began running a

survey during the Fall semester that is ongoing both in the library and with a link on the website. Some of the results of this survey are provided in B below.

- B. Identify the best ways to measure the quality and success of this program/department/service area. Conduct an evaluation of the program/department/service area. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by this program/department/service area evaluate its adequacy or effectiveness? How do services compare to similar departments/service areas out side the College? By what processes does the program/department/service area deal with complaints and continually up-grade services? Other methods might include matching or exceeding nation-wide productivity measures, i.e., full-time staffing equivalent per square foot for M & O and per number of employees for Human resources, feedback from campus “clients”, etc.)

Although the survey covers a variety of services and user concerns only the following portion is provided to give an idea of library user’s satisfaction.

6. Please describe your overall satisfaction with the following resources:								
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not Apply	Rating Average	Response Count
Books available for checkout	31.2% (49)	38.2% (60)	14.6% (23)	1.3% (2)	0.6% (1)	14.0% (22)	3.56	157
Charter school library	10.8% (16)	20.3% (30)	20.3% (30)	0.0% (0)	1.4% (2)	47.3% (70)	1.97	148
Reference books	24.7% (38)	41.6% (64)	16.9% (26)	0.6% (1)	0.0% (0)	16.2% (25)	3.42	154
Reserve materials	25.0% (39)	31.4% (49)	20.5% (32)	1.3% (2)	0.0% (0)	21.8% (34)	3.15	156
DVDs, CDs, and VHS	17.7% (28)	25.3% (40)	24.1% (38)	0.6% (1)	0.0% (0)	32.3% (51)	2.63	158
Research	37.2%	35.3%	12.8%	0.6% (1)	1.3% (2)	12.8%	3.68	156

6. Please describe your overall satisfaction with the following resources:

databases	(58)	(55)	(20)			(20)		
Magazines and newspapers (Periodicals)	30.3% (47)	34.2% (53)	14.8% (23)	1.8% (3)	0.0% (0)	18.7% (20)	3.37	155
eBooks	23.2% (36)	27.1% (42)	21.3% (33)	0.6% (1)	0.0% (0)	27.7% (43)	2.90	155
Controversial Topics/Hot Topics Collection (7 Day Books)	20.1% (31)	27.9% (43)	17.5% (27)	1.3% (2)	0.6% (1)	32.5% (50)	2.68	154
<i>answered question</i>								158
<i>skipped question</i>								0

Below are some of the suggestions provided by library users on the survey:

1. Longer hours, such as classes run until 10pm but the library closes by 8pm. Since most resources are electronic, for example, you need a computer to read them, and the public lemoore library has a one hour time limit per day for internet use when available, could the library be open on the weekends (at least on Saturdays) as well, especially during fall and spring semesters? CSU Fresno is opening a big new library @ Fall of 2009. This would be good opportunity for soliciting volunteers who would be interested to gain experience in this area for when they want to transfer to a 4-year institution, and it may help them learn better in their classes here.
2. you should watch for people smoking outside of the doors its very disrespectful that they smoke right outside the doors. last semester i was pregnant and not just here but everywhere people smoke right in front of the classes and non-smokers have to deal with that. they should have a place where they can smoke without bolering anyone else
3. More books and DVDs (always need more!), more "loungue" areas in the library; a separate computer area for non-school use--a place where students can use MySpace, etc. and not worry; a separate library for the Charter Schools! Turn the bullpen into the tutoring center and find semi-private offices (maybe some of the study rooms) for the faculty.
4. I had a very satisfied feeling about the services of the library because I use it in daily basis with the tutoring I get and for other reasons like to do homework, but as of this week starting 11/11/08 they had moved the computers and it seems there is less room to seat. Everything looks crowded to find a place to seat. It seems that the tutors have almost half of the library space to them but is that necessary when we already had enough room to seat and study. Now it is obvious whos tutoring or getting tutor because we have a special place to seat. I personally do not like it. The library looks crowded with all the computers taking to much space

in the rough tables and you can not even see if there is an empty space to seat. It was better how it was before. All students learn differently and it was a more functional library how it was before, with more options, and more organized. Now it looks crowded with less room and more disturbing. Thank you for letting me express myself about this new change, because change is good when it is for the best. Not in this case.

5. Please make sure all student workers are informed correctly about services offered in the library
6. Please allow students to print PowerPoint lecture notes and post instructions for doing so to save paper and ink. Even charging for this service is appropriate, they just need access.
7. maintenance needs to clean more often and thoroughly. library staff is very helpful.
8. I am grateful to have it the way it is.
9. The DVD collection copied for instructors should be stored separately from general reserved collection and only released from instructor control when the instructor is terminated.
10. Why is it not open longer for students to study 10 or 11 would be good.
11. I definitely need to use the Library/Learning Resource Center more often. I would like to find information on different videos that I can show in my IS 1 class.
12. I have had several students complain this semester that when they want to use computers for "actual" class work they have been times when they weren't available because younger students were on site like MySpace or playing games.
13. When I go up to the counter to ask a question it takes a good 5 minutes for someone to recognize that I'm there. They are talking/on the computer/text messaging/etc
14. Maybe a little colder
15. Have longer hours Mon-Thurs, maybe until 9pm. Weekend hours also 9-2pm. More tables around library, by windows (stacks)
16. zj #14 Students often come into library to socialize, get on Myspace and mess around. I come to work on assignments- these students cause a distraction and take up space and resources that could be for students actually working.
17. Myspace is ok, but only if networking for jobs or to reach a family member. Not to listen to music or play games.
18. It would be nice for the library to have all the books that the teachers make mandatory to have for class
19. sometimes it gets a little noisy!
20. more copy machines for students
21. open longer on summer sessions
22. DOING GREAT WORK!
23. better chairs
24. better summer hours
25. some cookies and juice
26. A big smile once I come in!
27. charter students should not be able to check out laptops if college students need them several times I have tried to get a laptop and they were out. I needed to do homework while they were on Myspace.
28. I do not agree with the charter students sharing the library

Two of the major themes that are reflected in the above comments are the need for longer hours and dissatisfaction with the number of students using computers for recreation as opposed to academics.

- C. Describe the annual scheduling patterns for courses and how they impact your program/department/service areas. Consider interaction with other programs/departments/service areas, use of facilities and flexibility for students. The library has many classes, meetings, and other functions taking place on a daily basis. Managing study room reservations for various groups can sometimes be problematic

when rooms sit vacant after they have been reserved. The library is actively trying to get those reserving rooms to call and notify if they don't intend on keeping their reservation in order to free up space for others. Scheduling of classes outside of the normal operating hours of the library is also a practice that sometimes leaves students free to roam the library when no staff is present. There have been times when the doors have been propped open for friends to come and go while others are in class. This results in a security issue and loss of computers or other materials could result. M & O has been consulted on this issue and solutions are being worked out.

VIII. Summary and Recommendations

- A. What actions have been taken to address the assessment and improvements of program learning outcomes? The librarian has recently begun the position of co-chair for the student learning outcomes committee. This position will focus directly on program level outcomes and give the library a better grasp as to how these program learning outcomes can be better assessed and improved.
- B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.
1. Program strengths:
The library program is fortunate to have good support from the administration, work study, information technology and all the other departments which make for a good working environment. Library staff are dedicated and motivated to provide quality services to everyone using the library. Having a relatively new collection of materials also allows for collection growth that is directly relevant to the curriculum.
 2. Areas that need improvement:
As mentioned throughout this program review the need for an improved staffing structure is key to the continuation of quality library services. Policies and procedures need to be strengthened. Staff training and professional development will also become more necessary as the college continues to grow. As with all things in the current budget crisis a study flow of funds for materials is necessary, but understandably hard to locate.
 3. Strategies and actions for program enhancement and improvement.
This program review will be used as a basis over the course of the next several years to improve on the library program.
- C. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

WHC Lemoore Spring Library Statistical Snapshot
Spring 2010

Gate Count	Jan	Feb	Mar	April	May	Jan-May
	1,355	1,214	1,102	1,149	1,046	5,866

Check Outs	Jan	Feb	Mar	April	May	Jan-May
Other materials	14	44	37	42	20	157
Books	892	1,214	1,133	995	896	5,130
Laptops	1,392	3,209	3,382	3,244	2,441	13,668
Total:	2,298	4,467	4,552	4,281	3,357	18,955

Collection	Jan-May
Books	24,332
DVD/VHS	1,149
Charter	2,493
Reference	1,765
Total:	29,739

Student Interaction	Jan	Feb	Mar	April	May	Jan-May
Reference Questions	17	40	77	77	74	285
Instruction Sessions	5	2	2	5	0	14
Total:	22	42	79	82	74	299

Database Usage**	Jan-May	**
CQ	1,304	# of Sessions ea. month
CountryWatch	384	# of Visits ea. month
Ebsco	675	# of Sessions ea. month
NetLibrary	123	Title Usage
SIRS	1,797	Total # of Accesses to SIRS
Total:	4,283	

Computer Usage	Jan	Feb	Mar	April	May	Jan-May
Pages Printed	27,739	58,578	52,487	54,210	48,640	241,654
ID Cards Made						

All Sites

Advanced Search

Staff - Student Sign Out

My West Hills Home > Staff

• User Account
• Admission Information
• Student Financial Information
• Financial Aid
• Registration
• Academic Profile
• Employee Profile
• Time Entry and Approval
• WHCCD Financial Activity
• Faculty Information
• Communication

Class Roster Student Profile

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
NC-100-L01 (5481) Supervised Tutoring	N. Daniels	08/16/2010-12/17/2010 Laboratory/Studio/Activity Days to be Announced, Times to be Announced Library/Learning Resources, Room 459	247 / 3 / 0

Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Credits	CEUs	Cross-Listed Section
Acosta, Christopher J.	0141192		christopheracosta@whccd.net	559-301-2460 (EVE)	P	Freshmen	UG	Add	0.00		
Aguilar, Juan M.	0130531		juanaguilar@whccd.net	559-380-9906 (EVE)	P	Freshmen	UG	Add	0.00		
Aguillon Edward	0197881		edwardaguillon@whccd.net	559-410-3176 (DAY)	P	Freshmen	UG	Add	0.00		
Aguiniga, Flora	0082746		floraaguiniga@whccd.net	559-572-8460 (EVE)	P	Freshmen	UG	Add	0.00		
Alberty, Melody A.	0018303		melodywilliams@whccd.net	559-584-3718 (EVE)	P	Freshmen	UG	Add	0.00		
Alcala, Estevan	0154122		estevanacala@whccd.net	559-867-1418 (EVE)	P	Freshmen	UG	Add	0.00		
Alcala, Kelsey L.	0186004		kelseyacala@whccd.net	559-583-7393 (DAY)	P	Freshmen	UG	Add	0.00		
Alcala, Tracy M.	0180691		tracyacala@whccd.net	559-867-1418 (EVE)	P	Freshmen	UG	Add	0.00		
Aldea, Krystal L.	0191623		krystalaldea@whccd.net	559-321-5184 (EVE)	P	Freshmen	UG	Add	0.00		
Alexander, Adriana J.	0006264		adrianaalexander@whccd.net	559-816-1170 (HOM)	P	Freshmen	UG	Add	0.00		
Alvarado, Jeanette	0185853		jeanettealvarado@whccd.net	559-992-4633 (EVE)	P	Freshmen	UG	Add	0.00		
Alvarez, Cristal I.	0192481		cristalalvarez@whccd.net	559-386-0758 (EVE)	P	Freshmen	UG	Add	0.00		
Alves, Evan A.	0174711		evanalves@whccd.net	559-583-7232 (EVE)	P	Freshmen	UG	Add	0.00		
Amponin, Kenneth Keith J.	0136959		kennethkeithamponin@whccd.net	589-301-5477	P	Freshmen	UG	Add	0.00		
Andrade, Jessica M.	0166020		jessicaandrade@whccd.net	559-924-6353 (EVE)	P	Freshmen	UG	Add	0.00		
Andrade, Mana C.	0159537		maniaandrade5@whccd.net	559-884-2784 (EVE)	P	Freshmen	UG	Add	0.00		
Angel, Luis C.	0180627		luisangel1@whccd.net	559-582-	P	Freshmen	UG	Add	0.00		

				8249 (EVE)					
Arriaga, Erica	0181220	encaarriaga@whccd.net	559-923-4573 (EVE)	P	Freshmen	UG	Add	0.00	
Arroyo, Ruby E	0173615	rubyarroyo@whccd.net	559-945-2147 (EVE)	P	Freshmen	UG	Add	0.00	
Atilles, Phylcia C	0139819	phylciaatilles@whccd.net	559-817-9127 (EVE)	P	Freshmen	UG	Add	0.00	
Augustus, Brenda K	0006586	brendaaugustus@whccd.net	559-572-1249 (EVE)	P	Freshmen	UG	Add	0.00	
Avalos, Francisco	0198875	franciscoavalos@whccd.net	209-570-1028 (EVE)	P	Freshmen	UG	Add	0.00	
Avila, Monica	0196305	monicaavila1@whccd.net	559-582-1743 (EVE)	P	Freshmen	UG	Add	0.00	
Avina, Joanna	0170502	juannaavina@whccd.net	559-947-3952 (DAY)	P	Freshmen	UG	Add	0.00	
Babiera, Marvin B	0156716	marvinbabiera@whccd.net	559-584-5956 (DAY)	P	Freshmen	UG	Add	0.00	
Bailey, Fatima	0183205	fatimabailey@whccd.net	559-681-9348 (EVE)	P	Freshmen	UG	Add	0.00	
Balcazar, Linda	0160391	lindabalcazar@whccd.net	559-824-8877 (EVE)	P	Freshmen	UG	Add	0.00	
Banuelos, Rudy A	0134743	rudybanuelos@whccd.net	559-582-7974 (EVE)	P	Freshmen	UG	Add	0.00	
Barginear, Alfred J	0162925	alfredbarginear@whccd.net	559-309-1834 (EVE)	P	Freshmen	UG	Add	0.00	
Baron, Larrin R	0160504	larrinbaron@whccd.net	559-945-9884 (EVE)	P	Freshmen	UG	Add	0.00	
Bay, Ethan L	0167986	ethanbay@whccd.net	559-585-1770 (EVE)	P	Freshmen	UG	Add	0.00	
Beach, Sarah J	0191652	sarahbeach@whccd.net	716-201-9409 (EVE)	P	Freshmen	UG	Add	0.00	
Belleville, James D	0188678	jamesbelleville@whccd.net	559-381-9763 (EVE)	P	Freshmen	UG	Add	0.00	
Berber, Peter J	0182083	peterberber@whccd.net	559-866-5293 (EVE)	P	Freshmen	UG	Add	0.00	
Bisler, Robert B	0012608	robertbisler@whccd.net	559-924-5963 (DAY)	P	Freshmen	UG	Add	0.00	
Boatner, Rayshawn R	0198321	rayshawnboatner@whccd.net		P	Freshmen	UG	Add	0.00	
Boatner, Winfred R	0197648	winfredboatner@whccd.net	661-874-6188 (EVE)	P	Freshmen	UG	Add	0.00	
Bostic, Kendra R	0182777	kendrabostic@whccd.net		P	Freshmen	UG	Add	0.00	
Breedlove, Conner L	0189018	connertbreedlove@whccd.net	559-924-5496 (DAY)	P	Freshmen	UG	Add	0.00	
	0197384		757-803-	P	Freshmen	UG	Add	0.00	

Brown Cassandra C.		cassandrabrown@whccd.net	3301 (EVE)					
Bursiaga, Blake J.	0185836	blakebursiaga@whccd.net	559- 553- 5014 (DAY)	P	Freshmen	UG	Add	0.00
Burton, Alexis M	0131318	alexisburton1@whccd.net	559- 309- 0300 (EVE)	P	Freshmen	UG	Add	0.00
Camarillo, Johnathan T.	0190920	johnathancamrillo@whccd.net	559- 772- 9801 (EVE)	P	Freshmen	UG	Add	0.00
Cansler, Morgan F.	0184611	morgancansler@whccd.net	559- 582- 8590 (DAY)	P	Freshmen	UG	Add	0.00
Carcamo, Roy	0166264	roycarcamo@whccd.net	559- 584- 6165 (EVE)	P	Freshmen	UG	Add	0.00
Carrilo, Amparo	0184823	amparocarrilo@whccd.net	559- 410- 8217 (DAY)	P	Freshmen	UG	Add	0.00
Carrizales, Carl J.	0188279	carlcarrizales@whccd.net	559- 923- 4474 (EVE)	P	Freshmen	UG	Add	0.00
Castaneda, Alysa M	0188282	alysiacastaneda@whccd.net	559- 584- 4766 (EVE)	P	Freshmen	UG	Add	0.00
Castellanos, Angela M.	0146703	angelacastellanos@whccd.net	559- 386- 2810 (DAY)	P	Freshmen	UG	Add	0.00
Castellanos, Margaret	0024171	margaretcastellanos@whccd.net	559- 582- 2781 (DAY)	P	Freshmen	UG	Add	0.00
Castillo, Jessica V.	0015679	jessicacastillo@whccd.net	559- 589- 3863 (EVE)	P	Freshmen	UG	Add	0.00
Cervantes Guadalupe	0142737	guadalupecervantes1@whccd.net	559- 836- 8686 (HOM)	P	Freshmen	UG	Add	0.00
Chapman, Cheri R	0065136	cherichapman@whccd.net	559- 423- 5130 (EVE)	P		UG	Add	0.00
Chavez Priscilla M.	0192435	priscillachavez@whccd.net	559- 762- 7484 (EVE)	P	Freshmen	UG	Add	0.00
Chesnut, Linda S.	0187979	lindachesnut@whccd.net	559- 380- 7898 (EVE)	P	Freshmen	UG	Add	0.00
Compton, Jerry C.	0013369	jerrycompton@whccd.net	559- 587- 0446 (EVE)	P	Freshmen	UG	Add	0.00
Cordero, Matthew R.	0174267	matthewcordero@whccd.net	559- 836- 9045 (EVE)	P	Freshmen	UG	Add	0.00
Dandurand, Jamiedawn C	0178882	jamiedawndandurand@whccd.net	559- 380- 5001 (DAY)	P	Freshmen	UG	Add	0.00
De Boer, Sandra C.	0172350	sandradeboer@whccd.net	559- 923- 4472 (EVE)	P	Freshmen	UG	Add	0.00
Defendis, Giovanni M	0181373	giovannidelendis@whccd.net	559- 309- 9031 (EVE)	P	Freshmen	UG	Add	0.00
Delgado, Louis G	0197378	louisdelgado@whccd.net	559- 572- 3012 (DAY)	P	Freshmen	UG	Add	0.00
Delgado Sophia S	0148589	sophiadelgado@whccd.net	559- 916- 5905	P	Freshmen	UG	Add	0.00

								(EVE)
De Pillars, Patricia J	0186676	patrinadepillars@whccd.net	559-817-5014 (DAY)	P	Freshmen	UG	Add	0.00
Diaz, Jorge Luis B	0188118	jorgeluisdiaz@whccd.net	559-925-9695 (EVE)	P	Freshmen	UG	Add	0.00
Dollete, Eric S	0187502	ericdollete@whccd.net	559-585-8450 (EVE)	P	Freshmen	UG	Add	0.00
Dombrowski Thomas P	0176705	thomasdombrowski@whccd.net	559-469-9190 (EVE)	P	Freshmen	UG	Add	0.00
Durr, Darilynn A	0085321	darilynndurr@whccd.net	559-925-1606 (DAY)	P	Freshmen	UG	Add	0.00
Durr, Kendall P	0141247	kendalldurr@whccd.net	559-925-1606 (EVE)	P	Freshmen	UG	Add	0.00
Esajian, Tina B	0180205	lnaesajian@whccd.net	559-583-0138 (DAY)	P	Freshmen	UG	Add	0.00
Escandon, Monaisa C.	0127833	monaisaescandon@whccd.net	559-945-7172 (EVE)	P	Freshmen	UG	Add	0.00
Estes, Harry L.	0158058	harryestes@whccd.net	559-998-4726 (DAY)	P	Freshmen	UG	Add	0.00
Evans, Tishana R	0190652	tishanaevans@whccd.net	619-253-0320 (EVE)	P	Freshmen	UG	Add	0.00
Fender, Casey C.	0196840	caseyfender@whccd.net	559-309-0136 (EVE)	P	Freshmen	UG	Add	0.00
Fernandez, Jessica K.	0131132	jessicafernandez@whccd.net	559-816-4135 (EVE)	P	Freshmen	UG	Add	0.00
Ferrer, Venessa H	0171030	venessaferrer@whccd.net	559-309-0335 (EVE)	P	Freshmen	UG	Add	0.00
Fiore, Elizabeth J.	0124820	elizabethfiore@whccd.net	559-998-5669 (EVE)	P	Freshmen	UG	Add	0.00
Flores, Andrew S.	0195081	andrewflores1@whccd.net	559-380-8521 (EVE)	P	Freshmen	UG	Add	0.00
Franklin, Marques	0166703	marquesfranklin@whccd.net	559-587-0385 (EVE)	P	Freshmen	UG	Add	0.00
Fuller, Michelle	0182799	michellefuller@whccd.net	559-942-0720 (EVE)	P	Freshmen	UG	Add	0.00
Gain, Sara J	0162492	saragain@whccd.net	559-998-8572 (EVE)	P	Freshmen	UG	Add	0.00
Garcia, America E.	0197916	americagarcia1@whccd.net	559-905-6354 (DAY)	P	Freshmen	UG	Add	0.00
Garcia, Christina M.	0070898	christinagarcia2@whccd.net	559-572-5376 (HOM)	P	Freshmen	UG	Add	0.00
Garcia, Jose A.	0179474	josegarcia23@whccd.net	559-587-1029 (EVE)	P	Freshmen	UG	Add	0.00
Garcia, Justin A.	0180179	justingarcia2@whccd.net	559-423-5277 (EVE)	P	Freshmen	UG	Add	0.00

Garcia, Mana E.	0180886	mariagarcia21@whccd.net	559-925-6157 (EVE)	P	Freshmen	UG	Add	0.00
Gaytan Cynthia R.	0007527	onlhyagaytan@whccd.net	559-945-9177 (DAY)	P	Freshmen	UG	Add	0.00
Gibbs, Candice M.	0174062	candicegibbs@whccd.net	559-403-6008 (EVE)	P	Freshmen	UG	Add	0.00
Gill Wesley G.	0163448	wesleygill@whccd.net	559-867-4583 (EVE)	P	Freshmen	UG	Add	0.00
Gilmore, Lovela R.	0198116	lovetagilmore@whccd.net	559-583-1385 (DAY)	P	Freshmen	UG	Add	0.00
Gist-robinson, Rebecca L.	0196134	rebeccagistrobinson@whccd.net	559-584-3648 (EVE)	P	Freshmen	UG	Add	0.00
Gloria Sophia M.	0187948	sophiagloria@whccd.net	559-772-8488 (DAY)	P	Freshmen	UG	Add	0.00
Gomez, Violet H.	0015677	violetgomez@whccd.net	559-410-7387 (EVE)	P	Freshmen	UG	Add	0.00
Gonzalez, Katie	0159395	katiegonzalez@whccd.net	559-572-6783 (EVE)	P	Freshmen	UG	Add	0.00
Gonzalez, Pedro	0192582	pedrogonzalez5@whccd.net	559-922-1819 (EVE)	P	Freshmen	UG	Add	0.00
Gonzalez, Yaneli M.	0176799	yaneligonzalez@whccd.net	559-380-8424 (HOM)	P	Freshmen	UG	Add	0.00
Gosvener, Janice L.	0146483	janicegosvener@whccd.net	559-386-2820 (EVE)	P	Freshmen	UG	Add	0.00
Green, Steven T.	0162461	stevengreen1@whccd.net	559-584-5379 (EVE)	P	Freshmen	UG	Add	0.00
Guadron, Rosa G.	0176267	rosaguadron@whccd.net	559-925-8447 (EVE)	P	Freshmen	UG	Add	0.00
Hansen, Eric L.	0186022	erichansen@whccd.net	559-583-1876 (EVE)	P	Freshmen	UG	Add	0.00
Henry, Elston R.	0180204	eistonhenry@whccd.net	559-583-6808 (EVE)	P	Freshmen	UG	Add	0.00
Hernandez Amanda J.	0012168	amandahernandez@whccd.net	559-925-8432 (EVE)	P	Freshmen	UG	Add	0.00
Hernandez, Angel	0198456	angelhernandez1@whccd.net		P	Freshmen	UG	Add	0.00
Hernandez Eric	0183671	erichernandez3@whccd.net	559-924-0463 (EVE)	P	Freshmen	UG	Add	0.00
Hernandez, Hector	0177070	hectorhernandez1@whccd.net	559-585-1507 (DAY)	P	Freshmen	UG	Add	0.00
Hernandez Jessica C.	0087453	jessiearangel@whccd.net	559-633-0611	P	Freshmen	UG	Add	0.00
Hernandez, Robert P.	0178898	ruberthernandez1@whccd.net	559-992-4557 (EVE)	P	Freshmen	UG	Add	0.00
HOLBROOK, PAMELA C.	0127664	pamelaholbrook@whccd.net	559-582-9464 (EVE)	P	Freshmen	UG	Add	0.00

Horn, Avery	0162527	averyhorn@whccd.net	559-362-6012 (DAY)	P	Freshmen	UG	Add	0.00
Houston, Diane	0059377	dianehouston@whccd.net	559-925-1259 (EVE)	P	Freshmen	UG	Add	0.00
Ibarra, Vanessa M.	0010774	vanessaibarra@whccd.net	559-924-9733 (EVE)	P	Freshmen	UG	Add	0.00
Ignacio, Alma R.	0189272	almaignacio@whccd.net	559-423-5826 (EVE)	P	Freshmen	UG	Add	0.00
Jackson, Braxton L.	0198364	braxtonjackson1@whccd.net	559-572-0035 (EVE)	P	Freshmen	UG	Add	0.00
Jackson, Melissa A.	0193922	melissajackson@whccd.net	559-301-7480 (EVE)	P	Freshmen	UG	Add	0.00
Jackson, Nicole M.	0173918	nicolejackson@whccd.net	559-274-3814 (EVE)	P	Freshmen	UG	Add	0.00
Jimenez, Beatriz	0185305	beatrizjimenez2@whccd.net	559-587-9460 (DAY)	P	Freshmen	UG	Add	0.00
Jimenez, Noemi	0185929	noemijimenez@whccd.net	559-309-3991 (EVE)	P	Freshmen	UG	Add	0.00
Johnson, Joe J.	0022490	joejohnson@whccd.net	559-572-6625 (EVE)	P	Freshmen	UG	Add	0.00
Johnson, Tenel N.	0167205	teneljohnson@whccd.net	559-572-1171 (EVE)	P	Freshmen	UG	Add	0.00
Jones, Glenn D.	0006743	glennjones@whccd.net	559-589-9878 (EVE)	P		UG	Add	0.00
Jordan, Keilah B.	0194763	keilahjordan@whccd.net	559-381-0398 (DAY)	P	Freshmen	UG	Add	0.00
La Fond, Nancy C.	0182490	nancylafond@whccd.net	901-937-9327 (DAY)	P	Freshmen	UG	Add	0.00
Ledezma, Luis C.	0157422	luisledezma1@whccd.net	559-924-1848 (EVE)	P	Freshmen	UG	Add	0.00
Lee, Saeho	0178963	saeholee@whccd.net		P	Freshmen	UG	Add	0.00
Lefridge, Marina L.	0194562	marinalefridge@whccd.net	559-762-7033 (EVE)	P	Freshmen	UG	Add	0.00
Lemos, Jillian M.	0171169	jillianemos@whccd.net	559-836-7541	P	Freshmen	UG	Add	0.00
Leon, Melinda	0137032	melindaleon1@whccd.net	559-923-1516 (DAY)	P	Freshmen	UG	Add	0.00
Linville, Peter C.	0129655	peterlinville@whccd.net	559-309-3295 (EVE)	P	Freshmen	UG	Add	0.00
Lopez, Deidre N.	0196046	deidrelopez@whccd.net	559-572-4784 (DAY)	P	Freshmen	UG	Add	0.00
Lopez, Maria V.	0191809	marialopez33@whccd.net	559-866-5491 (DAY)	P	Freshmen	UG	Add	0.00
Lopez, Sandi D.	0170957	sandilopez@whccd.net	559-572-2208	P	Freshmen	UG	Add	0.00

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Love, Patricia E	0174291	patricialove9@whccd.net	380-7861 (EVE)	P	Freshmen	UG	Add	0.00
Lowe, Michele L	0156887	michelelowe@whccd.net	559-589-9363 (EVE)	P	Freshmen	UG	Add	0.00
Lowery, Edna M	0034074	ednalowery@whccd.net	559-924-2221 (EVE)	P	Freshmen	UG	Add	0.00
Lugo, Mark	0196282	marklugo@whccd.net	559-572-4801 (EVE)	P	Freshmen	UG	Add	0.00
Manalo Louieangelo C	0163220	louieangelomanalo@whccd.net	559-381-1805 (DAY)	P	Freshmen	UG	Add	0.00
Martinez Amanda C	0194386	amandamartinez3@whccd.net	619-729-6650 (DAY)	P	Freshmen	UG	Add	0.00
Martinez Jose A	0184496	josemartinez20@whccd.net	559-584-8661 (EVE)	P	Freshmen	UG	Add	0.00
Martinez Llivia S	0141834	lliviamartinez@whccd.net	559-992-5992 (EVE)	P	Freshmen	UG	Add	0.00
Martinez, Mariana	0170765	marianamartinez1@whccd.net	559-992-8383 (EVE)	P	Freshmen	UG	Add	0.00
Martinez, Rosalva R	0148064	rosalvamartinez@whccd.net	559-639-9233 (EVE)	P	Freshmen	UG	Add	0.00
Mauldin, Anna M.	0147668	annamauldin@whccd.net	559-997-0721 (EVE)	P	Freshmen	UG	Add	0.00
McCullum Christine	0032165	christinemccullum@whccd.net	559-904-5113 (EVE)	P	Freshmen	UG	Add	0.00
Medrano, Amelia	0198160	ameliamedrano@whccd.net	559-789-5278 (EVE)	P	Freshmen	UG	Add	0.00
Meehan, Kevin P	0071277	kevinmeehan@whccd.net	209-924-0944 (DAY)	P	Freshmen	UG	Add	0.00
Melendrez, Maria M.	0140131	mariamelendrez@whccd.net	559-816-2072 (CEL)	P	Freshmen	UG	Add	0.00
Mendes, Lisa M	0149499	lisamendes@whccd.net	559-923-4327 (EVE)	P	Freshmen	UG	Add	0.00
Mendiola, Michaelyn D	0185133	michaelynmendiola@whccd.net	559-410-8465 (EVE)	P	Freshmen	UG	Add	0.00
Mendoza Delores	0086113	deloresmendoza@whccd.net	559-924-2126 (DAY)	P	Freshmen	UG	Add	0.00
Mendoza Patricia A	0028646	patriciamendoza@whccd.net	559-582-4139 (EVE)	P	Freshmen	UG	Add	0.00
Miner, Brittany A.	0165488	brittanyminer@whccd.net	559-867-4870 (EVE)	P	Freshmen	UG	Add	0.00
Morin Jeanette R.	0016157	jeanettemorin@whccd.net	559-924-6041 (DAY)	P	Freshmen	UG	Add	0.00
Morris Kristina J	0015101	kristinemorris@whccd.net	559-590-5780 (DAY)	P	Freshmen	UG	Add	0.00
	0177268	guadalupemosqueda1@whccd.net	559-924-5263	P	Freshmen	UG	Add	0.00

Mosqueda Guadalupe				(EVE)					
Munoz, Herlinda L.	0175505	herlindamunoz@whccd.net	559- 867- 3953 (EVE)	P	Freshmen	UG	Add	0.00	
Navarro, Shantal A.	0189038	shantalnavarro@whccd.net	559- 723- 3309 (EVE)	P	Freshmen	UG	Add	0.00	
Neff, Candace D.	0196325	candaceneff@whccd.net	614- 592- 9011 (EVE)	P	Freshmen	UG	Add	0.00	
Neri, Virginia A.	0153698	virginianeri@whccd.net	559- 410- 0515 (EVE)	P	Freshmen	UG	Add	0.00	
Novela, Ramiro R.	0182114	ramironovela@whccd.net	559- 867- 3014 (EVE)	P	Freshmen	UG	Add	0.00	
Nunnelley, Darrell W.	0187639	darrellnunnelley@whccd.net	559- 410- 7509 (EVE)	P	Freshmen	UG	Add	0.00	
Ochoa, Rosie M.	0188043	rosieochoa@whccd.net	559- 925- 6070 (DAY)	P	Freshmen	UG	Add	0.00	
Ojinaga, Albert J.	0182091	albertojinaga@whccd.net	559- 585- 1559 (EVE)	P	Freshmen	UG	Add	0.00	
Olono, Olivia R.	0189793	oliviaolono@whccd.net	559- 415- 5381 (EVE)	P	Freshmen	UG	Add	0.00	
Orapa, Edgardo D.	0183589	edgardoorapa@whccd.net	559- 947- 3524 (EVE)	P	Freshmen	UG	Add	0.00	
Ornelas, Irene G.	0193600	ireneornelas1@whccd.net	559- 575- 2574 (DAY)	P	Freshmen	UG	Add	0.00	
Orozco, Rosa M.	0198015	rosaoorozco@whccd.net	559- 362- 5777 (EVE)	P	Freshmen	UG	Add	0.00	
Orozco, Tawnia N.	0012519	tawniaorozco@whccd.net	559- 572- 5078 (HOM)	P	Freshmen	UG	Add	0.00	
Osborn, Sonia	0135566	soniaosborn@whccd.net	559- 867- 3460 (EVE)	P	Freshmen	UG	Add	0.00	
Ospital, Christopher D.	0194736	christopherspital@whccd.net	559- 924- 7434 (EVE)	P	Freshmen	UG	Add	0.00	
Oytas, Julius C.	0167556	juliusoytas@whccd.net	559- 924- 3498 (EVE)	P	Freshmen	UG	Add	0.00	
Pacheco, Elsie	0193628	elsiepacheco@whccd.net	559- 589- 9760 (DAY)	P	Freshmen	UG	Add	0.00	
Pacheco, Patricia	0151873	patriciapacheco1@whccd.net	559- 362- 7231 (EVE)	P	Freshmen	UG	Add	0.00	
Perez, Alexander S.	0166559	alexanderperez@whccd.net	559- 925- 0940 (EVE)	P	Freshmen	UG	Add	0.00	
Perez, Elvira R.	0151608	elviraperez@whccd.net	559- 584- 1409 (EVE)	P	Freshmen	UG	Add	0.00	
Perez, George S.	0178016	georgeperez1@whccd.net	559- 925- 1022 (EVE)	P	Freshmen	UG	Add	0.00	
Perez, Kristian L.	0175565	kristianperez@whccd.net	559- 410- 7028	P	Freshmen	UG	Add	0.00	

				(EVE)					
Perez, Soledad E.	0190949	soledadperez1@whccd.net	559-924-3074 (EVE)	P	Freshmen	UG	Add	0.00	
Peterson Christina M.	0018977	christinapeterson@whccd.net	559-925-1677 (EVE)	P	Freshmen	UG	Add	0.00	
Pico Joseph	0198097	josephpico@whccd.net	559-572-3779 (EVE)	P	Freshmen	UG	Add	0.00	
Pierce Julia E.	0089597	juliapierce@whccd.net	559-924-5122 (EVE)	P	Freshmen	UG	Add	0.00	
Polk Felyn E.	0148366	falynpolk@whccd.net	559-707-4350 (EVE)	P	Freshmen	UG	Add	0.00	
Puga Willie A.	0138907	williepuga@whccd.net	559-309-0300 (EVE)	P	Freshmen	UG	Add	0.00	
Qasim, Ramsha	0167155	ramshaqasim@whccd.net	559-584-1827 (DAY)	P	Freshmen	UG	Add	0.00	
Ramey, Jennifer A.	0192254	jenniferramey@whccd.net	318-780-3525 (EVE)	P	Freshmen	UG	Add	0.00	
Ramirez, Lorena	0192518	lorenaramirez@whccd.net	559-386-0381 (EVE)	P	Freshmen	UG	Add	0.00	
Ramos Jaqueline	0017079	jaquelineros@whccd.net	559-945-3907 (EVE)	P	Freshmen	UG	Add	0.00	
Razo, Elizabeth	0179812	elizabethrazo@whccd.net	559-582-4016 (EVE)	P	Freshmen	UG	Add	0.00	
Reddy Rajaram M.	0166571	rajaramreddy@whccd.net	559-587-1988 (DAY)	P	Freshmen	UG	Add	0.00	
Reed Mary A.	0167534	maryreed1@whccd.net	559-572-0790 (EVE)	P	Freshmen	UG	Add	0.00	
Reed Tyree C.	0170699	tyreereed@whccd.net	559-584-6356 (EVE)	P	Freshmen	UG	Add	0.00	
Ricarte, Kristina Ann S.	0192306	kristinaannricarte@whccd.net	559-816-6036	P	Freshmen	UG	Add	0.00	
Richardson Zealin K.	0137713	zealinrichardson@whccd.net	559-836-6329 (DAY)	P	Freshmen	UG	Add	0.00	
Rincon, Daisy	0162350	daisyrincon@whccd.net	559-587-9713 (EVE)	P	Freshmen	UG	Add	0.00	
Rivera, Karen J.	0160754	karenrivera1@whccd.net	559-362-8438 (DAY)	P	Freshmen	UG	Add	0.00	
Rodriguez, Angelica	0141997	angelicarodriguez@whccd.net	559-583-7281 (DAY)	P	Freshmen	UG	Add	0.00	
Rodriguez, Azucena	0190917	azucenarodriguez@whccd.net	559-924-4293 (EVE)	P	Freshmen	UG	Add	0.00	
Rodriguez, Reyna G.	0018401	reynarodriguez@whccd.net		P	Freshmen	UG	Add	0.00	
Rogers, Elizabeth J.	0184381	elizabethrogers@whccd.net	559-212-7980 (EVE)	P	Freshmen	UG	Add	0.00	
	0140244		559-582-	P	Freshmen	UG	Add	0.00	

Rogers, Katie J		katerogers@whccd.net	5042 (EVE)						
Rosalés, Israel J	0004035	israelrosales@whccd.net	559-659-3278 (EVE)	P	Freshmen	UG	Add	0.00	
Ross, Jasmin B.	0144773	jasminross@whccd.net	559-867-4890 (DAY)	P	Freshmen	UG	Add	0.00	
Saavedra, Ruby S.	0140014	rubysaavedra@whccd.net	559-308-0956 (EVE)	P	Freshmen	UG	Add	0.00	
Saito, Ryo	0180514	ryosaito@whccd.net		P	Freshmen	UG	Add	0.00	
Sanchez, Ana E.	0170792	anasanchez2@whccd.net	559-924-5409 (DAY)	P	Freshmen	UG	Add	0.00	
Sandoval, Allyshia M	0154370	allyshiasandoval@whccd.net	559-772-5870 (EVE)	P	Freshmen	UG	Add	0.00	
Sandoval, Lourdes	0183617	lourdessandoval@whccd.net	559-362-0043 (EVE)	P	Freshmen	UG	Add	0.00	
Scearcy, James R	0173956	jamesscearcy1@whccd.net	559-925-0535 (EVE)	P	Freshmen	UG	Add	0.00	
Schoonmaker, Jazmine N.	0189090	jazmineschoonmaker@whccd.net	619-829-1009 (EVE)	P	Freshmen	UG	Add	0.00	
Schuchhardt, Jennifer C	0177634	jenniferschuchhardt@whccd.net	559-241-4926 (EVE)	P	Freshmen	UG	Add	0.00	
Scoggin, William J	0190323	williamscoggin@whccd.net	559-924-8718 (DAY)	P	Freshmen	UG	Add	0.00	
Scott, Devin L.	0167984	devinscott@whccd.net	559-587-9032 (EVE)	P	Freshmen	UG	Add	0.00	
Sema, Raymond E.	0189844	raymondsema@whccd.net	559-992-1927 (EVE)	P	Freshmen	UG	Add	0.00	
Serrano, Iggy Aqkeem J.	0168515	iggyaqkeemserrano@whccd.net	559-582-7831 (EVE)	P	Freshmen	UG	Add	0.00	
Shreves, Sierra M.	0161787	sierrashreves@whccd.net	559-423-5356 (EVE)	P	Freshmen	UG	Add	0.00	
Sifuentes, Areida J.	0165776	areidasifuentes@whccd.net	559-924-6097 (DAY)	P	Freshmen	UG	Add	0.00	
Simas, Kelley R	0186049	kelleysimas@whccd.net	559-584-9043 (DAY)	P	Freshmen	UG	Add	0.00	
Singh, Manmohan	0195244	manmohansingh@whccd.net	559-643-7898 (EVE)	P	Freshmen	UG	Add	0.00	
Smith, Keith L.	0188809	keithsmith2@whccd.net	559-924-1238 (DAY)	P	Freshmen	UG	Add	0.00	
Solis, Yuridia	0147878	yuridiasolis@whccd.net	559-924-4186 (EVE)	P	Freshmen	UG	Add	0.00	
Soto, Gabriela A.	0194555	gabnelasoto@whccd.net	559-992-1444 (DAY)	P	Freshmen	UG	Add	0.00	
Stahlman, John W.	0171333	johnstahlman@whccd.net	559-924-5936 (EVE)	P	Freshmen	UG	Add	0.00	

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Stein, Lauren M	0177179	laureinstein@whccd.net	572-6627 (EVE)	P	Freshmen	UG	Add	0.00
Streibel, Jesse	0193540	jessestreibel@whccd.net	559-584-1907 (EVE)	P	Freshmen	UG	Add	0.00
Suniga Manuel A	0009915	manuel.suniga@whccd.net	559-469-1480 (EVE)	P	Freshmen	UG	Add	0.00
Tapia Mariana	0170573	marlenetapia@whccd.net	559-582-6219 (EVE)	P	Freshmen	UG	Add	0.00
Thompson, Joyce E	0186484	joyce.thompson@whccd.net	559-904-1610 (EVE)	P	Freshmen	UG	Add	0.00
Torres, Abelina	0036964	abelinatorres@whccd.net	559-572-5936 (EVE)	P	Freshmen	UG	Add	0.00
Torres Angelica A.	0182425	angelicatorres1@whccd.net	559-924-3278 (DAY)	P	Freshmen	UG	Add	0.00
Torres, Juan J	0192394	juantorres18@whccd.net	559-904-6179 (DAY)	P	Freshmen	UG	Add	0.00
Trejo, Jesus	0171049	jesustrejo1@whccd.net	559-589-1255 (EVE)	P	Freshmen	UG	Add	0.00
Underwood, Timmie L	0169509	timmie.underwood@whccd.net	559-836-8351 (DAY)	P	Freshmen	UG	Add	0.00
Vasquez, Sylvia A.	0197914	sylvia.vasquez1@whccd.net	559-577-8885 (EVE)	P	Freshmen	UG	Add	0.00
Vazquez, Diana	0192976	dianavazquez@whccd.net	559-587-9664 (EVE)	P	Freshmen	UG	Add	0.00
Vazquez, Sara	0175778	saravazquez@whccd.net	559-386-0392 (EVE)	P	Freshmen	UG	Add	0.00
Vega Isabel R.	0161549	isabelvega@whccd.net	559-585-8608 (EVE)	P	Freshmen	UG	Add	0.00
Velazquez, Gabriel	0176745	gabrielvelazquez@whccd.net	559-583-6797 (EVE)	P	Freshmen	UG	Add	0.00
Vigano, Joshua T	0157009	joshuavigano@whccd.net	559-867-3807 (DAY)	P	Freshmen	UG	Add	0.00
Vogel, Yesim	0181099	yesimvogel@whccd.net	559-423-5186 (EVE)	P	Freshmen	UG	Add	0.00
Wesson, Dellora E	0188718	dellorawesson@whccd.net	559-772-5637 (EVE)	P	Freshmen	UG	Add	0.00
West, Katherine-nanae L.	0176420	katherinerianaewest@whccd.net	559-924-1730 (EVE)	P	Freshmen	UG	Add	0.00
Westfall Robert D	0164703	robertwestfall@whccd.net	559-289-3599 (DAY)	P	Freshmen	UG	Add	0.00
Willcoxson, Sandra M	0198562	sandravillcoxson@whccd.net	559-584-3913 (DAY)	P	Freshmen	UG	Add	0.00
Williams, Russell F.	0190187	russellwilliams2@whccd.net	559-212-7919 (EVE)	P	Freshmen	UG	Add	0.00
Willis, Willie R	0187542	williewillis@whccd.net	559-582-2032	P	Freshmen	UG	Add	0.00

								(DAY)
Yamaura, Shelowie Q	0083022	shelowieyamaura@whccd.net	559-583-6955 (EVE)	P	Freshmen	UG	Add	0.00
Yang, Kazou	0195117	kazouyang@whccd.net	559-584-5346 (EVE)	P	Freshmen	UG	Add	0.00
Young, Wanda K	0184134	wandayoung@whccd.net	559-584-7792 (EVE)	P	Freshmen	UG	Add	0.00
Zenteno, Paola C	0130970	paolazenteno@whccd.net	559-212-7620 (CEL)	P	Freshmen	UG	Add	0.00

Security Access Messages

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Registration
Academic Profile
Employee Profile
Time Entry and Approval
WHCCD Financial Activity
Faculty Information
Communication

Class Roster Student Profile

Course Name and Title	Instructor	Meeting Information	Reg/Avail
NC-100-L01 (3633) Supervised Tutoring	N. Daniels	08/17/2009-12/18/2009 Laboratory/Studio/Activity Days to be Announced, Times to be Announced Library/Learning Resources, Room 459	186 / 14 / 0

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Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Credits	CEUs	Crc Lis Sec
Aicala, Jazmin	0171659		jazminaicala@whccd.net	559-587-2536 (EVE)	P	Freshmen	UG	Add	0.00		
Alcaraz, David N	0188644		dauidalcaraz@whccd.net	559-469-7564 (DAY)	P	Freshmen	UG	Add	0.00		
Aldredge, Duron K.	0138582		duronaldredge@whccd.net	510-812-1904 (EVE)	P	Freshmen	UG	Add	0.00		
Allaro, Alejandra	0170747		alejandraallaro@whccd.net	559-992-4958 (EVE)	P	Freshmen	UG	Add	0.00		
Allen, David S.	0015047		davidallen@whccd.net	559-924-3377 (DAY)	P	Freshmen	UG	Add	0.00		
Allen, Debra L	0004853		debraallen@whccd.net	559-582-5184 (DAY)	P	Freshmen	UG	Add	0.00		
Alvarez, Melissa A	0182439		melissaalvarez@whccd.net	559-572-0178 (EVE)	P	Freshmen	UG	Add	0.00		
Anderson, Tienace N	0157052		tienaceanderson@whccd.net	559-925-8645 (EVE)	P	Freshmen	UG	Add	0.00		
Araiza, Cynthia M.	0131906		cynthiaaraiza@whccd.net		P	Freshmen	UG	Add	0.00		
Arellano, Joshua A	0188828		joshuaarellano@whccd.net	559-772-8488 (EVE)	P	Freshmen	UG	Add	0.00		
Arredondo, Lizeth L.	0146895		lizetharredondo@whccd.net	559-386-5945 (EVE)	P	Freshmen	UG	Add	0.00		
Arroyo, Ruby E.	0173615		rubyarroyo@whccd.net	559-945-2147 (EVE)	P	Freshmen	UG	Add	0.00		
Atiles, Phylcia C.	0139819		phylciaatiles@whccd.net	559-817-9127 (EVE)	P	Freshmen	UG	Add	0.00		
Avila, Angelica M	0169496		angelicaavila@whccd.net	559-585-8140 (EVE)	P	Freshmen	UG	Add	0.00		
Banuelos, Adam C	0145574		adambanuelos@whccd.net	559-309-3779 (DAY)	P	Freshmen	UG	Add	0.00		
Barajas, Sigifredo	0166250		sigifredobarajas@whccd.net	559-589-3848 (EVE)	P	Freshmen	UG	Add	0.00		
Barker, Michael R	0086305		michaelbarker@whccd.net	559-904-1109 (HOM)	P	Freshmen	UG	Add	0.00		
Belleville, James D.	0188678		jamesbelleville@whccd.net	559-381-9763 (EVE)	P	Freshmen	UG	Add	0.00		
Beritez, Magali	0175322		magaliberitez@whccd.net	559-582-3375 (DAY)	P	Freshmen	UG	Add	0.00		
Booker, Julie M.	0075275		julebooker@whccd.net	559-803-1181 (EVE)	P	Freshmen	UG	Add	0.00		
Brodzka, Anna D	0141140		annabrodzka@whccd.net	859-362-7304 (CEL)	P	Freshmen	UG	Add	0.00		
Burgos, Alexis L	0148121		alexisburgos@whccd.net	559-836-9810 (EVE)	P	Freshmen	UG	Add	0.00		
Calderon, Sandra G.	0135455		sandracalderon@whccd.net	559-583-0221 (DAY)	P	Freshmen	UG	Add	0.00		
Carreon, Saul	0184567		saulcarreon@whccd.net	559-992-2752 (EVE)	P	Freshmen	UG	Add	0.00		
Carrillo, Amparo	0184823		amparocarrillo@whccd.net	559-410-8217 (DAY)	P	Freshmen	UG	Add	0.00		

Castellanos, Angela M	0146703	angelacastellanos@whccd.net	559-386-2810 (DAY)	P	Freshmen UG	Add	0.00
Castle, Anna T.	0161678	annacastle@whccd.net	559-997-7967 (DAY)	P	Freshmen UG	Add	0.00
Castrejon, Elias	0169330	eliascastrejon@whccd.net	559-380-9574 (EVE)	P	Freshmen UG	Add	0.00
Clark Rejeana L.	0174368	rejeanaclark@whccd.net	559-410-8121 (HOM)	P	Freshmen UG	Add	0.00
Clark, Terrence T	0167595	terrenceclark@whccd.net	559-572-3940 (DAY)	P	Freshmen UG	Add	0.00
Coleman, Janelle L.	0177352	janellecoleman@whccd.net	559-836-6631 (HOM)	P	Freshmen UG	Add	0.00
Cortez, Ivon	0153963	ivoncortez@whccd.net	559-945-9331 (EVE)	P	Freshmen UG	Add	0.00
Costa, Jena B.	0176546	jenacosta@whccd.net	559-584-3507 ext 559 (DAY)	P	Freshmen UG	Add	0.00
Craven, James	0168497	jamescraven@whccd.net	559-925-0455 (DAY)	P	Freshmen UG	Add	0.00
Crites, Tiffany I	0132005	tiffanycrites@whccd.net	559-572-4312 (EVE)	P	Freshmen UG	Add	0.00
Curiel, Jeanette	0079929	jeanettecuriel@whccd.net	559-309-1873 (EVE)	P	Freshmen UG	Add	0.00
Curiel, Ruby D	0174708	rubycuriel@whccd.net	559-904-3110 (EVE)	P	Freshmen UG	Add	0.00
Davis, Otis L.	0078772	otisdavis@whccd.net	559-924-6319 (EVE)	P	Freshmen UG	Add	0.00
Defrance, Gerald L.	0023140	geraldDefrance@whccd.net	559-572-4230 (EVE)	P	Freshmen UG	Add	0.00
DeWalt, Crystal R.	0012355	crystaldewalt@whccd.net	559-925-8295 (EVE)	P	Freshmen UG	Add	0.00
Dishman, Shery M	0024281	sherydishman@whccd.net		P	Freshmen UG	Add	0.00
Donnell, Amber L.	0171543	amberdonnell@whccd.net	559-867-3217 (EVE)	P	Freshmen UG	Add	0.00
Doser, Barbara J.	0138440	barbaradoser@whccd.net	559-572-0631 (DAY)	P	Freshmen UG	Add	0.00
Dubon, Cynthia C	0037123	cynthiadubon@whccd.net	559-817-8312 (EVE)	P	Freshmen UG	Add	0.00
Duran, Myra M.	0179164	myraduran@whccd.net	559-925-0892 (DAY)	P	Freshmen UG	Add	0.00
Duty, Sara E.	0146684	saraduty@whccd.net		P	Freshmen UG	Add	0.00
Edwards, Tiffany C.	0181715	tiffanyedwards@whccd.net	408-466-2130 (EVE)	P	Freshmen UG	Add	0.00
Ervin, Crystal M.	0133073	crystalervin@whccd.net	559-772-8669 (EVE)	P	Freshmen UG	Add	0.00
Esajian, Tina B.	0180205	tinaesajian@whccd.net	559-583-0138 (DAY)	P	Freshmen UG	Add	0.00
Eskew, Bryan W.	0173813	bryaneskew@whccd.net		P	Freshmen UG	Add	0.00
Espinoza, Lizeth S.	0124553	lizethespinoza@whccd.net	559-386-1774 (EVE)	P	Freshmen UG	Add	0.00
Faccinto, Michael S.	0186534	michaelfaccinto@whccd.net	559-309-3593 (DAY)	P	Freshmen UG	Add	0.00
Fegurgur, Priscilla J.	0135528	pricillafegurgur@whccd.net	559-925-8379 (EVE)	P	Freshmen UG	Add	0.00
Felsted, Kimberly-guinn	0140878	kimberlyguinnfelsted@whccd.net	559-636-1567 (DAY)	P	Freshmen UG	Add	0.00
Fessler, Joshua S.	0154099	joshuafessler@whccd.net	559-687-3408 (EVE)	P	Freshmen UG	Add	0.00
Flores, Frank R.	0180690	frankflores4@whccd.net	559-836-9355 (EVE)	P	Freshmen UG	Add	0.00
Folks, Brandon J.	0146748	brandonfolks@whccd.net	559-925-0353 (DAY)	P	Freshmen UG	Add	0.00
Franco, Brissa M.	0135300	brissafranco@whccd.net	559-923-4485 (EVE)	P	Freshmen UG	Add	0.00
Franco, Elvis M.	0154860	elvisfranco@whccd.net	559-925-1939 (EVE)	P	Freshmen UG	Add	0.00

Fuentez, Deanna J	0184725	deannafuentez@whccd.net	559-410-8390 (EVE)	P	Freshmen	UG	Add	0.00
Fujita, Miyuki	0183093	miyukifujita@whccd.net	559-934-2371 (DAY)	P	Freshmen	UG	Add	0.00
Garcia, Alejandro	0152648	alejandrogarcia1@whccd.net	559-583-1043 (EVE)	P	Freshmen	UG	Add	0.00
Garcia, Christina M.	0070898	christinagarcia2@whccd.net	559-572-5376 (HOM)	P	Freshmen	UG	Add	0.00
Garcia, Esmeralda	0177165	esmeraldagarcia1@whccd.net	559-583-6369 (EVE)	P	Freshmen	UG	Add	0.00
Garcia, Gncelida	0163579	gncelidagarcia@whccd.net	559-589-4577 (EVE)	P	Freshmen	UG	Add	0.00
Gobby, Valane N	0018155	valanegobby@whccd.net	559-924-0355 (EVE)	P	Freshmen	UG	Add	0.00
Gomez, Angel	0188752	angelgomez2@whccd.net	559-639-7648 (EVE)	P	Freshmen	UG	Add	0.00
Gomez, Violet H.	0015677	violetgomez@whccd.net	559-410-7387 (EVE)	P	Freshmen	UG	Add	0.00
Gonzalez, Christal A.	0087614	chnstalgonzalez@whccd.net	559-925-1633 (DAY)	P	Freshmen	UG	Add	0.00
Gray, Cindy J	0044599	cindygray@whccd.net	559-924-4989 (EVE)	P	Freshmen	UG	Add	0.00
Grewal, Jasvir K.	0127184	bhupinderkaur@whccd.net	559-584-9872 (EVE)	P	Freshmen	UG	Add	0.00
Ginnage, Maresha D	0156224	mareshaginnage@whccd.net	559-584-9589 (EVE)	P	Freshmen	UG	Add	0.00
Guerrero de Arre, Gloria	0140285	gloriadearreola@whccd.net	559-925-9162 (DAY)	P	Freshmen	UG	Add	0.00
Hakker, Manssa D.	0151182	marissahakker@whccd.net	559-723-2450 (EVE)	P	Freshmen	UG	Add	0.00
Harris, Monique S	0186155	moniqueharris@whccd.net	559-713-0425 (HOM)	P	Freshmen	UG	Add	0.00
Hartmann, Margaret V.	0187564	margarethartmann@whccd.net	559-303-0113 (DAY)	P	Freshmen	UG	Add	0.00
Hawkins, Enk S.	0189364	enkhawkins@whccd.net	208-704-6448 (DAY)	P	Freshmen	UG	Add	0.00
Henegar, Olivia O	0187995	oliviahenegar@whccd.net	559-583-9472 (DAY)	P	Freshmen	UG	Add	0.00
Hite, Ashley M	0165949	ashleyhite@whccd.net	559-924-2342 (DAY)	P	Freshmen	UG	Add	0.00
Hollinquest, India F	0175734	indiahollinquest@whccd.net	559-685-1671 (EVE)	P	Freshmen	UG	Add	0.00
Hotchkiss, Victoria M.	0173157	victoriahotchkiss@whccd.net	559-268-6560 (EVE)	P	Freshmen	UG	Add	0.00
Huerta, Pedro	0171040	pedrohuerta@whccd.net	559-584-1487 (EVE)	P	Freshmen	UG	Add	0.00
Johnson, Joe J.	0022490	joehjohnson@whccd.net	559-572-6625 (EVE)	P	Freshmen	UG	Add	0.00
Johnson, Leevamis	0000306	leevarrisjohnson@whccd.net	559-817-8019 (EVE)	P	Freshmen	UG	Add	0.00
Johnson, Tenelin N	0167205	tenelinjohnson@whccd.net	559-572-1171 (EVE)	P	Freshmen	UG	Add	0.00
King, Teresa L.	0172650	teresaking1@whccd.net	559-585-8351 (EVE)	P	Freshmen	UG	Add	0.00
Kistler, Sabrina L.	0051373	sabnnakistler@whccd.net	559-924-1152 (EVE)	P	Freshmen	UG	Add	0.00
Kitts, Matthew A.	0150406	matthewkitts@whccd.net	559-924-3356 (EVE)	P	Freshmen	UG	Add	0.00
Krahn, Eric M	0187282	erickrahn@whccd.net	559-585-0538 (DAY)	P	Freshmen	UG	Add	0.00
Lawton, Kaitlen L.	0164978	kaitlenlawton@whccd.net	559-731-8372 (DAY)	P	Freshmen	UG	Add	0.00
Le, Sang Sang T.	0142198	sangsangle@whccd.net	559-655-8715 (DAY)	P	Freshmen	UG	Add	0.00
Lewis, Sharon O.	0178956	sharonlewis@whccd.net	559-410-8535 (EVE)	P	Freshmen	UG	Add	0.00
Long, Bradley D.	0186655	bradleylong@whccd.net	559-381-2665 (EVE)	P	Freshmen	UG	Add	0.00

559-924-5192

Lopez, Alisha M	0141243	alishalopez@whccd.net	(HOM)	P	Freshmen	UG	Add	0.00
Lopez, Diana M	0164209	dianalopez1@whccd.net	559-356-4853 (EVE)	P	Freshmen	UG	Add	0.00
Lopez, Jonathan M	0137855	jonathanlopez@whccd.net	559-584-4631 (EVE)	P	Freshmen	UG	Add	0.00
Lowell, Christina A	0161708	christinalowell@whccd.net		P	Freshmen	UG	Add	0.00
Luciano, Nestor L.	0175777	nestorluciano@whccd.net	559-836-0239 (EVE)	P	Freshmen	UG	Add	0.00
Macias, Claudia C.	0162421	claudiamacias@whccd.net	559-867-6423 (EVE)	P	Freshmen	UG	Add	0.00
MACIAS NAOMI	0127405	naomimacias@whccd.net	559-731-0454 (EVE)	P	Freshmen	UG	Add	0.00
Magana, Saul G.	0161760	saulmagana@whccd.net		P	Freshmen	UG	Add	0.00
Magee, Natalie M	0184583	nataliemagee@whccd.net	559-584-2293 (EVE)	P	Freshmen	UG	Add	0.00
Marquez, Jessica G.	0148531	jessicamarquez@whccd.net	559-584-8422 (DAY)	P	Freshmen	UG	Add	0.00
Marshall, Alex	0133580	alexmarshall@whccd.net	559-583-6307 (DAY)	P	Freshmen	UG	Add	0.00
Martinez, Abel	0187449	abelmartinez@whccd.net	559-458-8102 (EVE)	P	Freshmen	UG	Add	0.00
Martinez, Ashley M	0174220	ashleymartinez2@whccd.net	559-584-6739 (EVE)	P	Freshmen	UG	Add	0.00
Martinez, Jeannette	0163333	jeannellemartinez@whccd.net	559-867-4144 (EVE)	P	Freshmen	UG	Add	0.00
Martinez, Octavio	0042644	octaviomartinez@whccd.net	559-309-5151 (DAY)	P	Freshmen	UG	Add	0.00
Martinez, Rafael	0170761	rafaelmartinez2@whccd.net	559-992-4688 (EVE)	P	Freshmen	UG	Add	0.00
Martinez, Silvia	0186241	silviarmartinez1@whccd.net	559-423-5939 (EVE)	P	Freshmen	UG	Add	0.00
Mcalister, Derek B.	0188921	derekmcalister@whccd.net	559-582-1514 (DAY)	P	Freshmen	UG	Add	0.00
Mcperson, Eva	0169424	evamcperson@whccd.net	559-410-0626 (EVE)	P	Freshmen	UG	Add	0.00
Miranda, Ivy E	0161613	ivymiranda@whccd.net	559-945-1426 (EVE)	P	Freshmen	UG	Add	0.00
Misaique, Shelley D.	0168337	shelleymisaique@whccd.net	559-572-3220 (HOM)	P	Freshmen	UG	Add	0.00
Montoya, Alejandro P	0160885	alejandromontoya@whccd.net	559-639-9148 (DAY)	P	Freshmen	UG	Add	0.00
Moreno, Christina M	0088430	christinamoreno@whccd.net	559-924-6171 (EVE)	P	Freshmen	UG	Add	0.00
Morris, Joseph A	0151464	josephmorris@whccd.net	504-256-5296 (CEL)	P	Freshmen	UG	Add	0.00
Neal, Darlene E	0038455	darleneeal@whccd.net	559-924-1100 (DAY)	P		UG	Add	0.00
Noland, Gregory H	0136289	gregorynoland@whccd.net	559-633-0108 (DAY)	P	Freshmen	UG	Add	0.00
Ochoa, Adilene	0178275	adileneochoa@whccd.net	714-783-8113 (DAY)	P	Freshmen	UG	Add	0.00
Olono, Olivia R	0189793	oliviabolone@whccd.net	559-415-5381 (EVE)	P	Freshmen	UG	Add	0.00
Ortega, Natalie C	0176445	natalieortega@whccd.net	559-587-0514 (EVE)	P	Freshmen	UG	Add	0.00
Otto, Andrew E	0029603	andrewotto1@whccd.net	559-925-8867 (EVE)	P	Freshmen	UG	Add	0.00
Ouellette, Jamie M	0174216	jamiouellette@whccd.net	559-582-9773 (EVE)	P	Freshmen	UG	Add	0.00
Paredes, Consuelo A	0161573	consueloparedes@whccd.net	559-380-8086 (EVE)	P	Freshmen	UG	Add	0.00
Peralez, Elizabeth	0180624	elizabethperalez@whccd.net	559-924-8978 (EVE)	P	Freshmen	UG	Add	0.00
Perez, Elvira R	0151608	elviraperez@whccd.net	559-584-1409 (EVE)	P	Freshmen	UG	Add	0.00

559-583-6528

Perez, Ernesto	0153777	ernestoperez2@whccd.net	(EVE)	P	Freshmen	UG	Add	0.00
Perez, Logan M	0186397	loganperez@whccd.net		P	Freshmen	UG	Add	0.00
Perez, Sykia T	0185758	sylviaperez1@whccd.net	559-583-9709 (EVE)	P	Freshmen	UG	Add	0.00
Peters Michelle L	0189135	michellepeters@whccd.net	559-859-1328 (DAY)	P	Freshmen	UG	Add	0.00
Peterson Christina M	0018977	christinapeterson@whccd.net	559-925-1677 (EVE)	P	Freshmen	UG	Add	0.00
Quiroz, Diana	0179171	dianaquiroz@whccd.net	559-589-9727 (DAY)	P	Freshmen	UG	Add	0.00
Ramirez, Daniella T	0143632	daniellaramirez@whccd.net	559-924-3646 (EVE)	P	Freshmen	UG	Add	0.00
Ramos, Ricardo	0182829	ricardoramos1@whccd.net	559-947-3046 (DAY)	P	Freshmen	UG	Add	0.00
Randolph, Samona I.	0052603	samonarandolph@whccd.net	559-867-8134 (EVE)	P	Freshmen	UG	Add	0.00
Raven, Vanessa M.	0174818	vanessaraven@whccd.net	559-924-1581 (EVE)	P	Freshmen	UG	Add	0.00
Raya, Jose J	0184366	joseraya@whccd.net	559-410-2489 (EVE)	P	Freshmen	UG	Add	0.00
Reyes, Fabiola	0171070	fahciarayes1@whccd.net	559-362-1193 (EVE)	P	Freshmen	UG	Add	0.00
Reynosa, Maria E	0170264	maria Reynosa1@whccd.net	559-582-1772 (EVE)	P	Freshmen	UG	Add	0.00
Rincon, Darcy	0162350	daisyrincon@whccd.net	559-587-9713 (EVE)	P	Freshmen	UG	Add	0.00
Rios, Kendy A	0161297	kendyrios@whccd.net	559-582-6779 (EVE)	P	Freshmen	UG	Add	0.00
Rivas, Luis M	0181965	luisrivas@whccd.net	559-572-3096 (DAY)	P	Freshmen	UG	Add	0.00
Rogers, Lauren J	0157166	laurenRogers@whccd.net	724-263-9595 (DAY)	P	Freshmen	UG	Add	0.00
Ronk, Kayla A	0167911	kaylaronk@whccd.net	928-925-3652 (DAY)	P	Freshmen	UG	Add	0.00
Rosas, Manzo, Francisco J	0189234	francisorosasmanzo@whccd.net	559-842-3732 (EVE)	P	Freshmen	UG	Add	0.00
Russell, Craig R.	0006388	craigrussell@whccd.net	559-572-3274 (EVE)	P		UG	Add	0.00
Saito, Ryo	0180514	ryosaito@whccd.net		P	Freshmen	UG	Add	0.00
Salgado, Anthony V	0062593	anthonyasalgado@whccd.net	559-582-3241 ext 2668 (DAY)	P	Freshmen	UG	Add	0.00
Sammons, Sarah J.	0179898	sarahsammons@whccd.net	918-810-6484 (DAY)	P	Freshmen	UG	Add	0.00
Sanchez, Marien E.	0133258	mariensanchez@whccd.net	559-471-6133 (EVE)	P	Freshmen	UG	Add	0.00
Sanders, Katrina L	0000941	katinasanders@whccd.net	559-924-1817 (EVE)	P		UG	Add	0.00
Sandoval, Lourdes	0183617	lourdessandoval@whccd.net	559-362-0043 (EVE)	P	Freshmen	UG	Add	0.00
Schuchhardt, Jennifer C.	0177634	jenniferschuchhardt@whccd.net	559-241-4926 (EVE)	P	Freshmen	UG	Add	0.00
Serrato, Brenda A.	0156268	brendaserrato@whccd.net	559-583-6399 (EVE)	P	Freshmen	UG	Add	0.00
Singleton, Narissa L.	0168018	narissasingleton@whccd.net	559-925-0958 (EVE)	P	Freshmen	UG	Add	0.00
Soares, Colleen M	0175547	colleensoares@whccd.net	559-582-1626 (DAY)	P	Freshmen	UG	Add	0.00
Solorio, Cristobal	0188770	cristobalsolorio@whccd.net	559-977-8039 (DAY)	P	Freshmen	UG	Add	0.00
Soto, Marisol J	0167691	marisolsoto@whccd.net	559-924-5596 (EVE)	P	Freshmen	UG	Add	0.00
Stamatelaky, Andrea-mercedes G	0174898	andreamercedesstamat@whccd.net	559-415-9286 (HOM)	P	Freshmen	UG	Add	0.00
Strickland, Orlander	0171510	orlanderstrickland@whccd.net	559-572-6004 (EVE)	P	Freshmen	UG	Add	0.00

Sturkey, Markus A	0142196	markussturkey@whccd.net	559-583-1817 (EVE)	P	Freshmen	UG	Add	0.00
Swelt, Brody R	0085904	brodyswelt@whccd.net	559-362-1287 (EVE)	P	Freshmen	UG	Add	0.00
Taguchi, Kei	0178916	keitaguchi@whccd.net	07781261725948 (HOM)	P	Freshmen	UG	Add	0.00
Tamayo, April B	0176786	aprilamayo@whccd.net	559-639-7647 (DAY)	P	Freshmen	UG	Add	0.00
Tapia, Marlene	0170573	marlenetapia@whccd.net	559-582-6219 (EVE)	P	Freshmen	UG	Add	0.00
Teeters, Amy M.	0175555	amyteeters@whccd.net		P	Freshmen	UG	Add	0.00
Thomas, Randy V	0009880	randythomas@whccd.net		P		UG	Add	0.00
Thompson, Patii L.	0059835	patithompson@whccd.net	559-924-5254 ext 11 (EVE)	P	Freshmen	UG	Add	0.00
Thornburg, Jennifer C.	0025146	jenniforthornburg@whccd.net	559-924-7257 (EVE)	P	Freshmen	UG	Add	0.00
Torres, Abelina	0036964	abelinatorres@whccd.net	559-572-5936 (EVE)	P	Freshmen	UG	Add	0.00
Vanhoek, Angela G	0027936	angelavanhoek@whccd.net	559-817-5138 (EVE)	P	Freshmen	UG	Add	0.00
Velasco, Michael C	0174184	michaelvelasco@whccd.net	559-584-2270 (DAY)	P	Freshmen	UG	Add	0.00
Velazquez, Alejandra	0173195	alejandravelazquez@whccd.net	559-587-1040 (EVE)	P	Freshmen	UG	Add	0.00
Villagran, Alethea P	0129591	aletheavillagran@whccd.net	559-381-2645 (EVE)	P	Freshmen	UG	Add	0.00
Villarreal, Marco A	0184367	marcovillarreal@whccd.net	559-471-9154 (DAY)	P	Freshmen	UG	Add	0.00
Wäfer, Oliver A	0179854	oliverwafer@whccd.net	559-410-8022 (EVE)	P	Freshmen	UG	Add	0.00
Welch, James M	0178334	janiswelch@whccd.net		P	Freshmen	UG	Add	0.00
Wences, Helena A	0012805	helenaWences@whccd.net	559-309-1720 (EVE)	P		UG	Add	0.00
West, Katherine-danae L.	0176420	katherine.danawest@whccd.net	559-924-1730 (EVE)	P	Freshmen	UG	Add	0.00
Westover, Evelyn S	0166030	evelynwestover@whccd.net	559-639-7007 (EVE)	P	Freshmen	UG	Add	0.00
White, Tiffany M.	0175205	tiffanywhite114@whccd.net	559-924-3843 (DAY)	P	Freshmen	UG	Add	0.00
Worsham, Cort R.	0183644	cortworsham@whccd.net	559-924-6323 (EVE)	P	Freshmen	UG	Add	0.00
Young, Wanda K.	0184134	wandayoung@whccd.net	559-584-7792 (EVE)	P	Freshmen	UG	Add	0.00
Zermeno, Luis Eduardo	0180201	luiszermeno@whccd.net	559-362-6687 (EVE)	P	Freshmen	UG	Add	0.00
Zermeno, Luis Ernesto E	0189646	luiszermeno1@whccd.net	559-362-6687 (EVE)	P	Freshmen	UG	Add	0.00

Security Access Messages

None

Show Dropped/Withdrawn Students Show Waitlisted Students

SUBMIT

All Sites

Staff - Sh

My Website Home - Staff

- [Home](#)
- [My Account](#)
- [Addresses Information](#)
- [Student Financial Information](#)
- [Financial Aid](#)
- [Registration](#)
- [Academic Profile](#)
- [Employee Profile](#)
- [Time Entry and Approval](#)
- [WHCCD Financial Activity](#)
- [Faculty Information](#)
- [Communication](#)

Class Roster Student Profile

Course Name and Title	Instructor	Meeting Information	Re
NC-100-L01 (4603) Supervised Tutoring	N. Daniels	01/19/2010-05/28/2010 Laboratory/Studio/Activity Days to be Announced, Times to be Announced Library/Learning Resources, Room 459	27

1 - Select a 3-Week course section 5 - Add these Students

Student	ID	Access	Email Address	Phone Number	Pass (Aud)	Class	Academic Level	Status	Credits	CF
Achard, Ashley A	0164429		ashleyachard@whccd.net	559-415-5152 (EVE)	P	Freshmen	UG	Add	0.00	
Aguirre, Angel F	0159851		angelaguirre@whccd.net	559-582-1426 (EVE)	P	Freshmen	UG	Add	0.00	
Aguiar, Anthony C	0163033		ahc.aguiar@whccd.net	559-386-4588 (EVE)	P	Freshmen	UG	Add	0.00	
Ahlin, Blake	0014934		blakeahlin@whccd.net	559-935-7313 (DAY)	P	Freshmen	UG	Add	0.00	
Agarwal, Manjiv A	0018303		manjiv@whccd.net	559-584-3718 (EVE)	P	Freshmen	UG	Add	0.00	
Alvarez, Melissa A	0182439		melissaalvarez@whccd.net	559-572-0178 (EVE)	P	Freshmen	UG	Add	0.00	
Alyes, Anthony J	0182293		anthonyalyes1@whccd.net	559-707-9745 (EVE)	P	Freshmen	UG	Add	0.00	
Amponah, Kenneth Kofi J	0136959		kennethkofi@whccd.net	589-301-5477	P	Freshmen	UG	Add	0.00	
Andrade, Jessica M	0166020		jessicandrade@whccd.net	559-924-6353 (EVE)	P	Freshmen	UG	Add	0.00	
Antofada-Morales, Lisa D	0183647		lisam@antofada.com	559-924-4196 (EVE)	P	Freshmen	UG	Add	0.00	
Atkes, Phyllis C	0139819		phyllisatkes@whccd.net	559-817-9127 (EVE)	P	Freshmen	UG	Add	0.00	
Ayambore, Benjamin Reynolds	0150862		benjamin@ayambore.com	619-316-1171 (EVE)	P	Freshmen	UG	Add	0.00	
Ayala, Samuel J	0152829		samuelayala@whccd.net	559-923-0108 (EVE)	P	Freshmen	UG	Add	0.00	
Ayala, Tania A	0163337		taniaayala@whccd.net	559-415-5678	P	Freshmen	UG	Add	0.00	
Bailey, Karina	0183205		karinabailey@whccd.net	559-681-9348 (EVE)	P	Freshmen	UG	Add	0.00	
Baird, Nathan R	0189390		nathanbaird@whccd.net	559-572-8742 (DAY)	P	Freshmen	UG	Add	0.00	
Balcarin, Chris	0160391		chrisbalcarin@whccd.net	559-824-8877 (EVE)	P	Freshmen	UG	Add	0.00	
Basson, Stephen	0166250		stephenbasson@whccd.net	559-589-3848 (EVE)	P	Freshmen	UG	Add	0.00	
Basson, Victor C	0004761		victorbasson@whccd.net	559-582-5434 (DAY)	P	Freshmen	UG	Add	0.00	
Barrera, Ronald J	0083321		ronald@barrera.com	559-423-5207 (EVE)	P	Freshmen	UG	Add	0.00	
Bauer, Kayla P	0161179		kaylabauer@whccd.net	559-583-1057 (EVE)	P	Freshmen	UG	Add	0.00	
Beccera, Maria A	0182538		maria@beccera.com	559-992-4332 (EVE)	P	Freshmen	UG	Add	0.00	
Becker, Paul	0151332		paul@becker.com	559-924-4791 (EVE)	P	Freshmen	UG	Add	0.00	
Bej, Shanna A	0178207		shanna@bej.com	706-799-2113	P	Freshmen	UG	Add	0.00	
Bentz, Maggie	0175322		maggie@bentz.com	559-582-3375 (DAY)	P	Freshmen	UG	Add	0.00	
Berger, Peter J	0182083		peter@berger.com	559-866-5293 (EVE)	P	Freshmen	UG	Add	0.00	
Bertran, Steven A	0010670		steven@bertran.com	559-924-1447 (DAY)	P	Freshmen	UG	Add	0.00	
Bernier, Virginia C	0188264		virginia@bernier.com	559-836-8094 (EVE)	P	Freshmen	UG	Add	0.00	

Bloyd, Stephanie A.	0189213	stephaniebloyd@whccd.net	559-362-3736 (EVE)	P	Freshmen	UG	Add	0.00
Borrego, Jeri R.	0182095	jeriborrego@whccd.net	559-230-7679 (EVE)	P	Freshmen	UG	Add	0.00
Bowen, Alethea J.	0005931	aletheabowen@whccd.net	559-587-1234 (EVE)	P		UG	Add	0.00
Bristol, Jaime R.	0184277	jaimebristol@whccd.net	559-582-2673 (EVE)	P	Freshmen	UG	Add	0.00
Brodzka, Anna D.	0141140	annabrodzka@whccd.net	859-362-7304 (CEL)	P	Freshmen	UG	Add	0.00
Brown, Shaundain R.	0089371	shaundainbrown@whccd.net	559-924-9602 (EVE)	P	Freshmen	UG	Add	0.00
Burk, Loren D.	0187113	lorenburk@whccd.net	559-260-8529 (EVE)	P	Freshmen	UG	Add	0.00
Burton, Alexis M.	0131318	alexisburton1@whccd.net	559-309-0300 (EVE)	P	Freshmen	UG	Add	0.00
Calderon, Armando G.	0155342	amandocalderon@whccd.net	559-380-9879 (EVE)	P	Freshmen	UG	Add	0.00
Calderon, Sandra G.	0135455	sandracalderon@whccd.net	559-583-0221 (DAY)	P	Freshmen	UG	Add	0.00
Cano, Camella B.	0185271	camellacano@whccd.net	559-816-9022 (EVE)	P	Freshmen	UG	Add	0.00
Carcamo, Roy	0166264	roycarcamo@whccd.net	559-584-6165 (EVE)	P	Freshmen	UG	Add	0.00
Cardinale, John J.	0175292	johncardinale@whccd.net	559-440-1303 (EVE)	P	Freshmen	UG	Add	0.00
Carr, Amber L.	0137231	ambercarr@whccd.net	559-772-6691	P	Freshmen	UG	Add	0.00
Carrizales, Carl J.	0188279	carlcarrizales@whccd.net	559-923-4474 (EVE)	P	Freshmen	UG	Add	0.00
Carter, Jamille B.	0167041	jamillecarter@whccd.net	559-639-7263 (EVE)	P	Freshmen	UG	Add	0.00
Casas, Gustavo A.	0152450	gustavocasas@whccd.net	559-582-1648 (EVE)	P	Freshmen	UG	Add	0.00
Castaneda, Alysia M.	0188282	alysiacastaneda@whccd.net	559-584-4766 (EVE)	P	Freshmen	UG	Add	0.00
Castellanos, Angela M.	0146703	angelacastellanos@whccd.net	559-386-2810 (DAY)	P	Freshmen	UG	Add	0.00
Castrejon, Elias	0169330	eliascastrejon@whccd.net	559-380-9574 (EVE)	P	Freshmen	UG	Add	0.00
Cervantes, Leticia	0165933	leticiacervantes@whccd.net	559-836-4208 (EVE)	P	Freshmen	UG	Add	0.00
Chacon, Celeste L.	0149919	celestechacon@whccd.net	559-572-0131 (DAY)	P	Freshmen	UG	Add	0.00
Child, Paul A.	0066758	paulchild@whccd.net	559-582-7088 (EVE)	P	Freshmen	UG	Add	0.00
Chojnacki, Garreff S.	0175792	garrettchojnacki@whccd.net	210-833-0064	P	Freshmen	UG	Add	0.00
Coleman, Janelle L.	0177352	janellecoleman@whccd.net	559-836-6631	P	Freshmen	UG	Add	0.00
Coplin, Lisa M.	0048645	lisawilliams@whccd.net	559-362-8638 (EVE)	P	Freshmen	UG	Add	0.00
Corbett, Naui A.	0189115	nauicorbitt@whccd.net	559-707-2285 (EVE)	P	Freshmen	UG	Add	0.00
Corona, Nereida L.	0164580	nereidacorona@whccd.net	559-925-8591 (DAY)	P	Freshmen	UG	Add	0.00
Costa, Jena B.	0176546	jenacosta@whccd.net	559-584-3507 ext 559 (DAY)	P	Freshmen	UG	Add	0.00
Costello, Christopher D.	0015069	christophercostello@whccd.net	559-904-5509 (DAY)	P	Freshmen	UG	Add	0.00
Covarrubias, Kayla L.	0163163	kaylacovarrubias@whccd.net	559-924-7150 (EVE)	P	Freshmen	UG	Add	0.00
Craven, James	0168497	jamescraven@whccd.net	559-925-0455 (DAY)	P	Freshmen	UG	Add	0.00
Curiel, Jeanette	0079929	jeanettecuriel@whccd.net	559-309-1873 (EVE)	P	Freshmen	UG	Add	0.00
Cunel, Ruby D.	0174708	rubycunel@whccd.net	559-904-3110 (EVE)	P	Freshmen	UG	Add	0.00
Curiel, Velia E.	0012641	veliacunel@whccd.net	559-947-3290 (DAY)	P		UG	Add	0.00
Daniel, Typhanie N.	0163173	typhaniedaniel@whccd.net	559-924-2501 (EVE)	P	Freshmen	UG	Add	0.00
Davis, Otis L.	0078772	otisdavis@whccd.net	559-924-6319 (EVE)	P	Freshmen	UG	Add	0.00
	0180207	nicholasdelvalle@whccd.net	559-572-4442	P	Freshmen	UG	Add	0.00

				(EVE)						
Del Valle, Nicholas A.										
Diaz, Jonathan I.	0181420	jonathandiaz2@whccd.net	559-945-9240 (EVE)	P	Freshmen	UG	Add	0.00		
Dieter, Zachary R.	0189496	zacharydieter@whccd.net	559-381-9501 (EVE)	P	Freshmen	UG	Add	0.00		
Doimas, Adrian	0182401	adriandotimas@whccd.net	619-316-1574 (DAY)	P	Freshmen	UG	Add	0.00		
Dove, Chelsea L.	0012088	chelseadove@whccd.net	559-924-4572 (EVE)	P	Freshmen	UG	Add	0.00		
Duenas, Maria R.	0173589	mariamaria@whccd.net	559-945-4320 (EVE)	P	Freshmen	UG	Add	0.00		
Duran, Diana	0146500	dianaduran@whccd.net	559-709-6412 (DAY)	P	Freshmen	UG	Add	0.00		
Durr, Kendall P.	0141247	kendalldurr@whccd.net	559-925-1606 (EVE)	P	Freshmen	UG	Add	0.00		
Esajian, Tina B.	0180205	tnaesajian@whccd.net	559-583-0138 (DAY)	P	Freshmen	UG	Add	0.00		
Eskew, Bryan W.	0173813	bryaneskew@whccd.net		P	Freshmen	UG	Add	0.00		
Espinoza, Ashley M.	0178327	ashleyespinoza@whccd.net	559-947-3914 (EVE)	P	Freshmen	UG	Add	0.00		
Estes, Harry L.	0158058	harryestes@whccd.net	559-998-4726 (DAY)	P	Freshmen	UG	Add	0.00		
Evans, Maria D.	0130443	mariaevans1@whccd.net	559-572-3785 (EVE)	P	Freshmen	UG	Add	0.00		
Fegurgur, Priscilla J.	0135528	priscillafegurgur@whccd.net	559-925-8379 (EVE)	P	Freshmen	UG	Add	0.00		
Fernandez, Laura	0181372	laurafernandez@whccd.net	559-589-0462 (EVE)	P	Freshmen	UG	Add	0.00		
Flores, Jorge	0186104	jorgeflores2@whccd.net	559-639-9222 (EVE)	P	Freshmen	UG	Add	0.00		
Folks, Brandon J.	0146748	brandonfolks@whccd.net	559-925-0353 (DAY)	P	Freshmen	UG	Add	0.00		
Franco, Bivssa M.	0135300	bivssafranco@whccd.net	559-923-4485 (EVE)	P	Freshmen	UG	Add	0.00		
Fujita, Miyuki	0183093	miyukifujita@whccd.net	559-934-2371 (DAY)	P	Freshmen	UG	Add	0.00		
Fulmore, Michelle D.	0178347	michellefulmore@whccd.net	559-572-6824 (EVE)	P	Freshmen	UG	Add	0.00		
Gamez, Karina	0165138	karinagamez@whccd.net	559-331-4632 (EVE)	P	Freshmen	UG	Add	0.00		
Gamino, Reina	0174767	reinagamino@whccd.net	559-380-7488 (HOM)	P	Freshmen	UG	Add	0.00		
Garcia, Alejandro	0152648	alejandrogarcia1@whccd.net	559-583-1043 (EVE)	P	Freshmen	UG	Add	0.00		
Garcia, Carolyn M.	0027633	carolyngarcia1@whccd.net	559-925-8586 (DAY)	P		UG	Add	0.00		
Garcia, Jose A.	0179474	josegarcia23@whccd.net	559-587-1029 (EVE)	P	Freshmen	UG	Add	0.00		
Garcia, Mayra T.	0152812	mayragarcia1@whccd.net	559-924-2387 (EVE)	P	Freshmen	UG	Add	0.00		
Garrett, Shannon K.	0192983	shannongarrett@whccd.net	559-469-8354 (EVE)	P	Freshmen	UG	Add	0.00		
Gayetta, Vanessa R.	0190306	vanessagayetta@whccd.net	757-329-9487 (DAY)	P	Freshmen	UG	Add	0.00		
Gedinez, Christian	0191408	christiangedinez@whccd.net	559-945-7236 (EVE)	P	Freshmen	UG	New	0.00		
Gonzales De Rios, Maria E.	0177026	mariafgonzalesderios@whccd.net	559-582-6779 (EVE)	P	Freshmen	UG	Add	0.00		
Gonzalez, Crystal A.	0087614	christalgonzalez@whccd.net	559-925-1633 (DAY)	P	Freshmen	UG	Add	0.00		
Gonzalez, Jaime	0173464	jaimegonzalez1@whccd.net	559-925-0459 (EVE)	P	Freshmen	UG	Add	0.00		
Gonzalez, Liza M.	0141095	lizagonzalez@whccd.net	559-639-4939 (EVE)	P	Freshmen	UG	Add	0.00		
Gonzalez, Miguel	0176464	miguelfgonzalez239@whccd.net	559-572-5052 (EVE)	P	Freshmen	UG	Add	0.00		
Grenseman, Krystal A.	0189082	krystalgrenseman@whccd.net	310-947-9507 (EVE)	P	Freshmen	UG	Add	0.00		
Guadron, Rosa G.	0176267	rosaguadron@whccd.net	559-925-8447 (EVE)	P	Freshmen	UG	Add	0.00		
Guillen, Enka	0163239	enkaguillen@whccd.net	559-924-7191 (EVE)	P	Freshmen	UG	Add	0.00		
Hakker, Brian S.	0179959	brianhakker@whccd.net	559-270-0642	P	Freshmen	UG	Add	0.00		

(EVE)								
Hall, Monique	0081370	moniquehall@whccd.net	559-779-1729 (EVE)	P	Freshmen	UG	Add	0.00
Harris, Monique S.	0186155	moniqueharris@whccd.net	559-713-0425	P	Freshmen	UG	Add	0.00
Heilig, Shalina M.	0178642	shalinaheilig@whccd.net	931-801-2149 (EVE)	P	Freshmen	UG	Add	0.00
HERNANDEZ, GERARDO J.	0127547	gerardoherandez1@whccd.net	559-992-9099 (EVE)	P	Freshmen	UG	Add	0.00
Hernandez, Jessica C.	0087453	jessicarangel@whccd.net	559-633-0611	P	Freshmen	UG	Add	0.00
Herrera Gomez, Susana	0147941	susanaherreragomez@whccd.net	213-305-6782 (EVE)	P	Freshmen	UG	Add	0.00
Hevi, Latasha M.	0152357	latashahevi@whccd.net	559-639-0076 (EVE)	P	Freshmen	UG	Add	0.00
Hines, Daniel L.	0185726	danielhines@whccd.net	559-584-7792 (EVE)	P	Freshmen	UG	Add	0.00
Hitchman, Aubree Brianna C.	0183405	aubreebriannahitchma@whccd.net	559-582-0121 (EVE)	P	Freshmen	UG	Add	0.00
Hollnquest, India P.	0175734	indiahollnquest@whccd.net	559-685-1671 (EVE)	P	Freshmen	UG	Add	0.00
Horlick, Sarah R.	0166149	sarahhorlick@whccd.net	559-706-2899 (EVE)	P	Freshmen	UG	Add	0.00
Hoyt, Kameron J.	0080235	kameronhoyt@whccd.net	559-925-1960 (EVE)	P	Freshmen	UG	Add	0.00
Hudson, Maria L.	0149487	mariahudson@whccd.net	559-584-2011 (EVE)	P	Freshmen	UG	Add	0.00
Huerta, Jose	0183200	josehuerta1@whccd.net		P	Freshmen	UG	Add	0.00
Huerta Jr., Richard D.	0175665	richardhuertajr@whccd.net	559-381-7523 (HOM)	P	Freshmen	UG	Add	0.00
Inman, Terry J.	0172946	terryinman@whccd.net	559-924-5605 (HOM)	P	Freshmen	UG	Add	0.00
Johnson, Leevaris.	0000306	leevarisjohnson@whccd.net	559-817-8019 (EVE)	P	Freshmen	UG	Add	0.00
Johnson, Tenelin N.	0167205	tenelinjohnson@whccd.net	559-572-1171 (EVE)	P	Freshmen	UG	Add	0.00
Kaur, Hardeep	0191633	hardeepkaur1@whccd.net	559-977-4738 (EVE)	P	Freshmen	UG	Add	0.00
Kuehler, Michael A.	0175293	michaekuehler@whccd.net	559-435-1404 (DAY)	P	Freshmen	UG	Add	0.00
Leon, Estiela	0058571	estelaleon@whccd.net	559-923-1516 (DAY)	P	Freshmen	UG	Add	0.00
Leon, Vanessa M.	0008660	vanessabega@whccd.net	559-925-1395 (EVE)	P	Freshmen	UG	Add	0.00
Leyva, Kathy M.	0031677	kathyleyva@whccd.net	559-924-1061 (EVE)	P	Freshmen	UG	Add	0.00
Leyva, Lisette L.	0080557	lisetteleyva@whccd.net	559-380-8904 (EVE)	P	Freshmen	UG	Add	0.00
Lim, Lisa S.	0145198	lisalim@whccd.net	559-584-7792 (EVE)	P	Freshmen	UG	Add	0.00
Linan, Erik	0193046	eriklinan@whccd.net	559-410-7118 (EVE)	P	Freshmen	UG	Add	0.00
Linville, Peter C.	0129655	peterlinville@whccd.net	559-309-3295 (EVE)	P	Freshmen	UG	Add	0.00
Little, Brittney L.	0187140	brittneylittle@whccd.net	559-582-8712 (DAY)	P	Freshmen	UG	Add	0.00
Long, Bradley D.	0186655	bradleylong@whccd.net	559-381-2665 (EVE)	P	Freshmen	UG	Add	0.00
Lopez, Jonathan M.	0137855	jonathanlopez@whccd.net	559-584-4631 (EVE)	P	Freshmen	UG	Add	0.00
Lopez, Jose M.	0184292	joselopez9@whccd.net	559-584-6081 (EVE)	P	Freshmen	UG	Add	0.00
Lopez, Julio A.	0180136	juliolopez4@whccd.net	559-836-2688 (EVE)	P	Freshmen	UG	Add	0.00
Lopez, Marcial A.	0160489	marciallopez@whccd.net	559-945-3205 (EVE)	P	Freshmen	UG	Add	0.00
Lopez, Sandi D.	0170957	sandilopez@whccd.net	559-572-2208	P	Freshmen	UG	Add	0.00
Lord, Melissa D.	0151441	melissalord@whccd.net	559-903-4664 (DAY)	P	Freshmen	UG	Add	0.00
Love, Patricia E.	0174291	patricialove9@whccd.net	559-380-7861 (EVE)	P	Freshmen	UG	Add	0.00
Lowery, Rachell N.	0172935	rachellowery@whccd.net	559-924-3160 (EVE)	P	Freshmen	UG	Add	0.00

559-589-3091

Lozano, Jason A.	0165017	jasonlozano@whccd.net	(EVE)	P	Freshmen	UG	Add	0.00
Lu, Fu J	0176444	fulu@whccd.net	559-935-0779 (EVE)	P	Freshmen	UG	Add	0.00
Maciel, Brooke M	0183620	brookemaciel@whccd.net	559-217-2482 (DAY)	P	Freshmen	UG	Add	0.00
Maldonado, Brandy C	0015279	brandymaldonado@whccd.net	559-572-1665 (EVE)	P	Freshmen	UG	Add	0.00
Malloy, Taneal L.	0178361	tanealmalloy@whccd.net	540-408-4972 (DAY)	P	Freshmen	UG	Add	0.00
Marhart, Chau M.	0147704	chaumarhart@whccd.net	559-924-3422 (EVE)	P	Freshmen	UG	Add	0.00
Marquez, Jessica G	0148531	jessicamarquez@whccd.net	559-584-8422 (DAY)	P	Freshmen	UG	Add	0.00
Marshall, Alex	0133580	alexmarshall@whccd.net	559-583-6307 (DAY)	P	Freshmen	UG	Add	0.00
Martinez, Christina C	0156720	christinamartinez2@whccd.net	559-816-4638 (DAY)	P	Freshmen	UG	Add	0.00
Martinez, Daniel R.	0191030	danielmartinez4@whccd.net	559-583-8049 (EVE)	P	Freshmen	UG	Add	0.00
Martinez, Jonathan	0158016	jonathanmartinez1@whccd.net	559-367-3642 (EVE)	P	Freshmen	UG	Add	0.00
Martinez, Octavio	0042644	octaviomartinez@whccd.net	559-309-5151 (DAY)	P	Freshmen	UG	Add	0.00
Martinez, Silva	0186241	silviamartinez1@whccd.net	559-423-5939 (EVE)	P	Freshmen	UG	Add	0.00
Mattos, Ronelle M.	0173814	ronellemattos@whccd.net		P	Freshmen	UG	Add	0.00
Medina, Iris P.	0176822	irismedina@whccd.net	559-772-2098 (DAY)	P	Freshmen	UG	Add	0.00
Mendoza, Osiel A.	0189657	osielmendoza@whccd.net	559-582-7193 (EVE)	P	Freshmen	UG	Add	0.00
Mey, Erika J.	0174786	erikamey@whccd.net	594107976	P	Freshmen	UG	Add	0.00
Miguel, Valerie R.	0037177	valeriemiguel@whccd.net	559-584-5424 (EVE)	P	Freshmen	UG	Add	0.00
Montoya-robles, Erica J	0163517	ericamontoyarobles@whccd.net	559-589-0564 (DAY)	P	Freshmen	UG	Add	0.00
Moore, Timothy	0082724	timothymoore@whccd.net		P	Freshmen	UG	Add	0.00
Moran, Leo D.	0181069	leomorand@whccd.net	559-925-0236 (DAY)	P	Freshmen	UG	Add	0.00
Moreno, Cecilia T	0163968	ceciliamoreno3@whccd.net	559-386-2983 (EVE)	P	Freshmen	UG	Add	0.00
Moreno, Ventura J.	0183641	venturamoreno@whccd.net	559-947-3327 (DAY)	P	Freshmen	UG	Add	0.00
Mussachia, Kiely D.	0191065	kielymussachia@whccd.net	559-925-8021 (EVE)	P	Freshmen	UG	Add	0.00
Navarro, Angela	0157640	angelanavarro1@whccd.net	559-587-0513 (EVE)	P	Freshmen	UG	Add	0.00
Navarro, Shantai A.	0189038	shantainavarro@whccd.net	559-723-3309 (EVE)	P	Freshmen	UG	Add	0.00
Ndoh, Ugochi N.	0165852	ugochindoh@whccd.net	559-583-1958 (EVE)	P	Freshmen	UG	Add	0.00
Neal, Darlene E	0038455	darleneNeal@whccd.net	559-924-1100 (DAY)	P		UG	Add	0.00
Negrete, Jose J.	0176453	josenegrete237@whccd.net	559-923-7032 (DAY)	P	Freshmen	UG	Add	0.00
Newton, Alexis P.	0158968	alexisnewton@whccd.net	559-584-5531 ext 133 (DAY)	P	Freshmen	UG	Add	0.00
O'Leary, Mariela W.	0008131	marielawilliams@whccd.net	559-309-3748	P	Freshmen	UG	Add	0.00
Ochoa, Rosie M	0188043	rosieochoa@whccd.net	559-925-6070 (DAY)	P	Freshmen	UG	Add	0.00
Oliver, Chad M	0178423	chadoliver@whccd.net	559-924-1566 (DAY)	P	Freshmen	UG	Add	0.00
Ortiz, Adnan A.	0172620	adrianortiz1@whccd.net		P	Freshmen	UG	Add	0.00
Ortiz, Alma R.	0168443	almortiz@whccd.net	559-343-4030 (EVE)	P	Freshmen	UG	Add	0.00
Osemwngie, Osasere M.	0183300	osasereosemwngie@whccd.net	559-925-6338 (EVE)	P	Freshmen	UG	Add	0.00
Pacheco, Nori A.	0184449	nonpacheco@whccd.net	310-956-7506 (EVE)	P	Freshmen	UG	Add	0.00
Padgett, Kayla J	0165521	kaylapadgett@whccd.net	559-381-6890 (DAY)	P	Freshmen	UG	Add	0.00
Palmer, Racheal M.	0009878	rachealpalmer@whccd.net	559-309-1809 (EVE)	P	Freshmen	UG	Add	0.00

Panduro, Adriana G	0149322	adrianapanduro@whccd.net	559-762-7395 (EVE)	P	Freshmen	UG	Add	0.00
Paulo, Mary L	0070904	marypaulo@whccd.net	209-582-5086 (DAY)	P		UG	Add	0.00
Peterson, Christina M	0018977	christinapeterson@whccd.net	559-925-1677 (EVE)	P	Freshmen	UG	Add	0.00
Plasencia, Ernesto	0160868	ernestoplasencia@whccd.net	559-583-1864 (EVE)	P	Freshmen	UG	Add	0.00
Puga, Willie A.	0138907	williepuga@whccd.net	559-309-0300 (EVE)	P	Freshmen	UG	Add	0.00
Pursell, Rebekah C.	0175840	rebekahpursell@whccd.net	559-583-7704 (DAY)	P	Freshmen	UG	Add	0.00
Quiroz, Diana	0179171	dianaquiroz@whccd.net	559-589-9727 (DAY)	P	Freshmen	UG	Add	0.00
Ramirez, America A.	0169941	americaramirez@whccd.net	559-589-9207 (DAY)	P	Freshmen	UG	Add	0.00
Ramirez, Daniela T.	0143632	danielaramirez@whccd.net	559-924-3646 (EVE)	P	Freshmen	UG	Add	0.00
Ramos, Erika F	0170330	erikaramos2@whccd.net	559-998-8794 (EVE)	P	Freshmen	UG	Add	0.00
Ramos, Ricardo	0182829	ricardoramos1@whccd.net	559-947-3046 (DAY)	P	Freshmen	UG	Add	0.00
Randolph, Samana L.	0052603	samonarandolph@whccd.net	559-867-8134 (EVE)	P	Freshmen	UG	Add	0.00
Raya, Jose J.	0184366	joseraya@whccd.net	559-410-2489 (EVE)	P	Freshmen	UG	Add	0.00
Rayburn, Eleanor C.	0174656	eleanorrayburn@whccd.net	559-924-4526 (EVE)	P	Freshmen	UG	Add	0.00
Reed, Mary A.	0167534	maryreed1@whccd.net	559-572-0790 (EVE)	P	Freshmen	UG	Add	0.00
Reyes, Fabiola	0171070	fabiolareyes1@whccd.net	559-362-1193 (EVE)	P	Freshmen	UG	Add	0.00
Reyes, Javier	0161109	javierreyes@whccd.net		P	Freshmen	UG	Add	0.00
Reyes, Richard R	0188727	richardreyes@whccd.net	559-772-8488 (EVE)	P	Freshmen	UG	Add	0.00
Richardson, Kelly A	0013078	kellyrichardson@whccd.net	559-633-0946 (HOM)	P		UG	Add	0.00
Richardson, Tamara J	0185095	tamararichardson@whccd.net	559-667-4142 (DAY)	P	Freshmen	UG	Add	0.00
Richardson, Zealin K	0137713	zealinrichardson@whccd.net	559-836-6329 (DAY)	P	Freshmen	UG	Add	0.00
Rigole, Kayla M	0178791	kaylangole@whccd.net	559-925-1636 (EVE)	P	Freshmen	UG	Add	0.00
Rios, Maria G	0153467	marianoz@whccd.net	559-362-6270 (EVE)	P	Freshmen	UG	Add	0.00
Rivera, Andrew N	0141957	andrewrivera@whccd.net	559-362-1731 (EVE)	P	Freshmen	UG	Add	0.00
Robinson, Link	0185746	linkrobinson@whccd.net	559-584-7792 (EVE)	P	Freshmen	UG	Add	0.00
Roby, Mariah S	0193356	mariahroby@whccd.net	559-223-0507 (DAY)	P	Freshmen	UG	Add	0.00
Rodriguez, Isidro	0137028	isidrorodriguez@whccd.net	559-867-6519 (EVE)	P	Freshmen	UG	Add	0.00
Rodriguez, Melissa	0156874	melisarodriguez@whccd.net	559-589-0413 (EVE)	P	Freshmen	UG	Add	0.00
Rosel, Salvador J	0178522	salvadorrosel@whccd.net	559-816-2946	P	Freshmen	UG	Add	0.00
Rudd, Kathleen S.	0180079	kathleenrudd@whccd.net	559-992-5821 (EVE)	P	Freshmen	UG	Add	0.00
Ruiz, Hannah E.	0174855	hannahruiz@whccd.net	559-362-9658 (DAY)	P	Freshmen	UG	Add	0.00
Russell-Franklin, Shirley J	0154554	shirleyrussellfranki@whccd.net	559-864-1704 (DAY)	P	Freshmen	UG	Add	0.00
Salazar, Abel J.	0153614	abelsalazar2@whccd.net	559-824-5109	P	Freshmen	UG	Add	0.00
Saldana, Sherrn A.	0075249	sherrnsaldana@whccd.net	559-410-1899 (EVE)	P	Freshmen	UG	Add	0.00
Sanchez, Gregory D.	0166950	gregorysanchez@whccd.net	559-582-4141 (DAY)	P	Freshmen	UG	Add	0.00
Sanchez, Marlen E.	0133258	marlensanchez@whccd.net	559-471-6133 (EVE)	P	Freshmen	UG	Add	0.00
Sandoval, Cristobal D.	0162719	cristobalsandoval@whccd.net	559-992-5814 (EVE)	P	Freshmen	UG	Add	0.00
Sandoval, Mary I	0184836	marysandoval@whccd.net	559-331-4950 (DAY)	P	Freshmen	UG	Add	0.00

San Nicolas, Joseph A.	0184131	josephsannicolas@whccd.net	559-212-5122 (DAY)	P	Freshmen	UG	Add	0.00
Sasatani, Masahiro	0183063	masahirosasatani@whccd.net		P	Freshmen	UG	Add	0.00
Schott, Ashley M.	0165804	ashleyschott@whccd.net	559-924-5074 (DAY)	P	Freshmen	UG	Add	0.00
Schuchhardt, Jennifer C.	0177634	jenniferschuchhardt@whccd.net	559-241-4926 (EVE)	P	Freshmen	UG	Add	0.00
Scoggin, William J.	0190323	williamscooggin@whccd.net	559-924-8718 (DAY)	P	Freshmen	UG	Add	0.00
Scott, Devin L.	0167984	devinscott@whccd.net	559-587-9032 (EVE)	P	Freshmen	UG	Add	0.00
Seah, Sim P.	0172984	seahsim@whccd.net	559-410-2531 (DAY)	P	Freshmen	UG	Add	0.00
Sehjal, Sarbjit K.	0002106	sarbjitsehjal@whccd.net	559-925-0478 (EVE)	P	Freshmen	UG	Add	0.00
Seraaj, Reina Ann L.	0188608	reinaannseraaj@whccd.net	209-648-3947 (EVE)	P	Freshmen	UG	Add	0.00
Serna, Raymond E.	0189844	raymondserna@whccd.net	559-992-1927 (EVE)	P	Freshmen	UG	Add	0.00
Sifuentes, Maria O.	0148543	manasifuentes@whccd.net	559-380-6072 (EVE)	P	Freshmen	UG	Add	0.00
Silva, Trista V.	0083836	tristasilva@whccd.net	559-707-8879 (EVE)	P	Freshmen	UG	Add	0.00
Singleton, Tammi S.	0000877	tammisingleton@whccd.net	559-925-0958 (EVE)	P		UG	Add	0.00
Smith, Katie M.	0157632	katesmith1@whccd.net	559-469-7240 (EVE)	P	Freshmen	UG	Add	0.00
Soares, Colleen M.	0175547	colleensoares@whccd.net	559-582-1626 (DAY)	P	Freshmen	UG	Add	0.00
Solorio, Alfredo L.	0163229	alfredosolorio@whccd.net	559-924-1059 (EVE)	P	Freshmen	UG	Add	0.00
Solorio, Esmeralda	0172638	esmeraldasolorio1@whccd.net	559-633-0833 (DAY)	P	Freshmen	UG	Add	0.00
Soto, Stephany R.	0167615	stephanysooto@whccd.net	559-924-8098 (EVE)	P	Freshmen	UG	Add	0.00
Sturkey, Markus A.	0142196	markussturkey@whccd.net	559-583-1817 (EVE)	P	Freshmen	UG	Add	0.00
Taguchi, Kei	0178916	keitaguchi@whccd.net	07781261725948	P	Freshmen	UG	Add	0.00
Takahashi, Kota	0178973	kotatakahashi@whccd.net		P	Freshmen	UG	Add	0.00
Tatco, Melanie L.	0014575	melanietatco@whccd.net	559-924-8096 (EVE)	P	Freshmen	UG	Add	0.00
Tetrault, Bethany E.	0135403	bethanytetrault@whccd.net	559-816-5700 (EVE)	P	Freshmen	UG	Add	0.00
Thompson, Benjamin D.	0084383	benjaminthompson@whccd.net	559-362-6940	P	Freshmen	UG	Add	0.00
Thompson, Joyce E.	0186484	joycehompson@whccd.net	559-904-1610 (EVE)	P	Freshmen	UG	Add	0.00
Thompson, Tyrone M.	0013844	tyronethompson@whccd.net	209-998-3455 (DAY)	P		UG	Add	0.00
Torres, Abelina	0036964	abelinatorres@whccd.net	559-572-5936 (EVE)	P	Freshmen	UG	Add	0.00
Torres, Angelica A.	0182425	angelicatorres1@whccd.net	559-924-3278 (DAY)	P	Freshmen	UG	Add	0.00
Torres, Angelica C.	0149755	angelicatorres@whccd.net	559-582-1426 (EVE)	P	Freshmen	UG	Add	0.00
Valencia, Elizabeth	0163978	elizabethvalencia@whccd.net	559-584-0485 (EVE)	P	Freshmen	UG	Add	0.00
Vallado, Lester J.	0172478	lestervallado@whccd.net	559-925-1287 (DAY)	P	Freshmen	UG	Add	0.00
Valnoja-Hunter, Leinette S.	0186957	leinettevalnojahunte@whccd.net	559-362-9228 (EVE)	P	Freshmen	UG	Add	0.00
Van Beek, Emily D.	0163713	emilyvanbeek@whccd.net	559-584-1401 ext 4526 (DAY)	P	Freshmen	UG	Add	0.00
Van Bindsbergen, Kendall J.	0153024	kendalvanbindsberge@whccd.net	559-772-8643 (EVE)	P	Freshmen	UG	Add	0.00
Vanhoek, Angela G.	0027936	angelavanhoek@whccd.net	559-817-5138 (EVE)	P	Freshmen	UG	Add	0.00
Varela, Melissa J.	0127322	melissavarela@whccd.net	559-945-2103 (EVE)	P	Freshmen	UG	Add	0.00
Vega, Jessica J.	0170591	jessicavega@whccd.net	559-386-1803 (EVE)	P	Freshmen	UG	Add	0.00
Versola, Patricia A.	0148031	patriciaversola@whccd.net	559-572-0452 (EVE)	P	Freshmen	UG	Add	0.00

Villalobos, Paulina	0187590	paulinavillalobos@whccd.net	714-537-3951 (EVE)	P	Freshmen	UG	Add	0.00
Warren, Charles L.	0015124	charleswarren@whccd.net	559-924-9607 (EVE)	P	Freshmen	UG	Add	0.00
Weatherford, Kevin D.	0009907	kevinweatherford@whccd.net	559-924-3859 (DAY)	P	Freshmen	UG	Add	0.00
Wesson, Dellora E.	0188718	dellorawesson@whccd.net	559-772-5637 (EVE)	P	Freshmen	UG	Add	0.00
West, Katherine-danae L.	0176420	katherinedanae-west@whccd.net	559-924-1730 (EVE)	P	Freshmen	UG	Add	0.00
Westfall, Robert D.	0164703	robertwestfall@whccd.net	559-289-3599 (DAY)	P	Freshmen	UG	Add	0.00
Wida, Bob C.	0012665	bobwida@whccd.net	559-633-0863 (EVE)	P	Freshmen	UG	Add	0.00
Williamson, David J.	0147038	davidwilliamson1@whccd.net	559-362-5975 (DAY)	P	Freshmen	UG	Add	0.00
Willis, Thomas B.	0181530	thomaswillis@whccd.net	559-410-8821 (EVE)	P	Freshmen	UG	Add	0.00
Wills, Latoya D.	0078909	latoyawills@whccd.net	559-924-3168 (EVE)	P	Freshmen	UG	Add	0.00
Wills, Tatarissha	0065044	tatarisshawills@whccd.net	559-924-2271 (EVE)	P	Freshmen	UG	Add	0.00
Ybarra, Emma C.	0086371	emmaybarra@whccd.net	559-589-1519 (DAY)	P	Freshmen	UG	Add	0.00
Ybarra, Sandra L.	0026161	sandraybarra@whccd.net	559-589-1519 (DAY)	P	Freshmen	UG	Add	0.00
Zenteno, Paola C.	0130970	paolazenteno@whccd.net	559-212-7620 (CEL)	P	Freshmen	UG	Add	0.00
Zuniga, Zachary D.	0172720	zacharyzuniga@whccd.net	559-583-0330 (EVE)	P	Freshmen	UG	Add	0.00

Security Access Messages

None

Show Dropped/Withdrawn Students Show Waitlisted Students

SUBMIT

Counseling Services

Early Alert Form

Did a student fail a quiz or exam? Are you getting red flags about a student's ability to do the work in your class?

Fill out and submit the form below and let us know who needs help.

Student Information:

Name :

Student

ID#:

Counseling Issue: CHOOSE ONE

Other Issues:

Instructor Information:

Name:



Email:

Course

Name:

Section #:

Questions? Contact [Maria Gonzalez](#) at (559) 925-3244.

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WHC Lemoore Spring Library Statistical Snapshot
Spring 2010

Gate Count	Jan	Feb	Mar	April	May	Jan-May
	1,355	1,214	1,102	1,149	1,046	5,866

Check Outs	Jan	Feb	Mar	April	May	Jan-May
Other materials	14	44	37	42	20	157
Books	892	1,214	1,133	995	896	5,130
Laptops	1,392	3,209	3,382	3,244	2,441	13,668
Total:	2,298	4,467	4,552	4,281	3,357	18,955

Collection	Jan-May
Books	24,332
DVD/VHS	1,149
Charter	2,493
Reference	1,765
Total:	29,739

Student Interaction	Jan	Feb	Mar	April	May	Jan-May
Reference Questions	17	40	77	77	74	285
Instruction Sessions	5	2	2	5	0	14
Total:	22	42	79	82	74	299

Database Usage**	Jan-May	**
CQ	1,304	# of Sessions ea. month
CountryWatch	384	# of Visits ea. month
Ebsco	675	# of Sessions ea. month
NetLibrary	123	Title Usage
SIRS	1,797	Total # of Accesses to SIRS
Total:	4,283	

Computer Usage

Pages Printed

ID Cards Made

Jan	Feb	Mar	April	May	Jan-May
27,739	58,578	52,487	54,210	48,640	241,654



WEST HILLS COMMUNITY COLLEGE
Complaint Policy

CERTIFICATED STAFF

- B. Within ten days the administrator shall communicate his/her decision to the employee in writing. If the administrator does not respond within the time limit, the complainant may appeal to the next level.

Either party to the complaint shall have the right to request a personal conference in order to resolve the complaint. Either party may request the presence of one conferee.

Level Two

- A. Within seven days after receiving the decision of the administrator in Level One, the complainant may, on his/her own, or with his/her conferee, appeal the decision of Level One to the Superintendent/President. The appeal shall be in writing and shall be accompanied by a copy of the decision of Level One.
- B. Within seven days after the delivery of the appeal, the Superintendent/President shall investigate the complaint, including giving all persons who participated in Level One a reasonable opportunity to be heard.
- C. Within twelve days after the delivery of the appeal, the Superintendent/President shall submit his/her decision in writing together with the supporting reasons, to the complainant and the administrators involved.

Govt. Code 3543.2

Board approval date: _____



Board Policy 7120 Recruitment and Selection

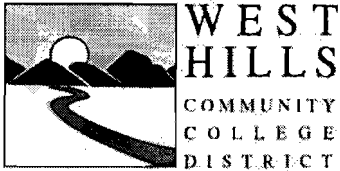
Reference: *Education Code Section 70902(d), 87100 et seq.;*
Title 5, Section 53000, et seq.;
Accreditation Standard III.1.A

The Chancellor shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria:

- An Equal Employment Opportunity plan shall be implemented according to Title 5 and Board Policy 3420.
- Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.
- The criteria and procedures for hiring academic employees shall be established and implemented in accordance with Board policies and procedures regarding the Academic Senate's role in local decision-making.
- The criteria and procedures for hiring classified employees shall be established after first affording CSEA an opportunity to participate in the decisions under the Board's policies regarding local decision-making.

See Administrative Procedure 7120.

Board approval date: 2/22/05



Administrative Procedure 7120 Recruitment and Selection

Reference: *Title 5, Section 53000, et seq.;*
Education Code Section 87100 et seq., 87400, 88003;
Accreditation Standard III.A.1.a;
CSEA Bargaining Unit Agreement, CTA/NEA Bargaining Unit Agreement

Recruitment Outreach

All vacancies may be advertised via internet, newspapers and other media as needed. The district website is a main source for internet postings.

Continuous Recruitments

Continuous recruitment will occur for adjunct faculty and certain classified, hard-to-fill positions. Applications for adjunct faculty will be accepted throughout the academic year. Applications for these positions will be held for six months, creating a relevant applicant pool. After the six month period, applications that have not been used will be put into storage.

Length of Recruitments

A minimum 15-day recruitment period is established for all positions unless otherwise extended.

Employment Application

As a general rule, applicants are required to submit a district employment application and an optional EEO Form. Resumes are recommended and unofficial transcripts and supplemental questionnaires may be required by the hiring manager, depending on the minimum qualifications of the position.

Examinations and Questionnaires

Pre-employment testing, if any, is conducted and monitored by the Human Resources Department.

Composition of the Selection Committee

Selection Committees consist of the hiring manager and other members required by the administrative procedure of the applicable employee classification.

Minimum Qualifications Review

After the filing deadline, the Director of Human Resources or his/her designee reviews all applications and forwards to the selection committee for interviews only those candidates who meet the minimum qualifications for the position. Depending on the applicant pool, the selection committee may screen all applications.

Tasks of the Selection Committee

Selection committees create screening forms and scales to use during the paper screening and actual interviews. (See Exhibits D and E for sample screening documents).

Responsibilities of the Selection Committee

The selection committee selects a chairperson to guide the committee in all its endeavors; reviews the job description, minimum qualifications and desirable qualifications; and establishes timelines for future recruitment and selection meetings and interviews.

The Equal Employment Opportunity (EEO) Representative distributes the administrative procedure relevant to the position being hired; pre-employment question guidelines (?????); duties and responsibilities of committee members, chairperson and EEO Representative (Exhibits A, B and C); the job announcement; and 4) the job description. These materials are explained to the committee and signatures obtained that indicate the committee member's understanding of their duties and responsibilities.

Interviews

The number of applicants interviewed is determined by the hiring manager and interviews are conducted by the committee.

Employment Offer

The hiring manager or his/her designee discusses and confirms salary and other arrangements with the selected applicant. The Director of Human Resources or his/her designee promptly communicates with the remaining finalists and checks and verifies the transcripts and previous relevant work experience of the selected applicant.

Correspondence

Information about all applicants and their status, as well as the contacts and correspondence generated by the screening and recommendation processes are conveyed only by the Human Resources Department. No notification of status to an applicant is made until all final recommendations are confirmed.

Documentation, Records & Confidentiality

All application materials, rating sheets and other records used in the screening process are stored for a minimum of three years by the Human Resources Department. These materials, the interview records and committee notes are treated as confidential information by everyone involved in the hiring process which shows high regard for candidates and enhances the fairness of discussions and decisions. The Human Resources Department is responsible for all contact and correspondence with applicants, candidates and selectees.

Board approval date: 1/24/06

**DUTIES AND RESPONSIBILITIES
OF SELECTION COMMITTEE MEMBERS**

1. Attend all meetings of the committee.
2. Serve as a representative of your respective group.
3. Read all materials presented during the meetings so that you may actively participate in the screening and interview process. Ask questions and make contributions.
4. Maintain strict confidentiality which includes, but is not limited to, the names of applicants and their qualifications, scores or ratings from paper screening, scores or ratings from interviews, any conversation held during screening committee meetings, or any other information throughout the selection process.

Signature of Committee Member

Date

**DUTIES AND RESPONSIBILITIES
OF SELECTION COMMITTEE CHAIRPERSON**

1. Serve as the facilitator/leader of the committee henceforth and attend all meetings in their entirety.
2. Ensure all members fulfill their duties and responsibilities as assigned.
3. Lead the committee through the screening and selection process.
4. Meet with the Director of Human Resources or designee to discuss testing and applicant pool diversity.
5. Reserve all rooms for future meetings.
6. Obtain committee screening materials and from the Human Resources Department.
7. Return all screening materials to the Human Resources Department immediately after committee meetings and update the Director of Human Resources or his/her designee on the status of the candidate pool, interview questions and demonstrations, if applicable, and interview scheduling.
8. Obtain packets of interview materials and applications from Human Resources Department immediately before interview meetings.
9. Return interview materials to the Human Resources Department immediately after interview meetings and update the Director of Human Resources or his/her designee regarding interview outcomes.
10. Maintain strict confidentiality in all recruitment matters, including but not limited to the names of applicants and their qualifications, scores or ratings, any conversations held during committee meetings, or any other information discovered during the selection process

Signature of Committee Chairperson

Date

**DUTIES AND RESPONSIBILITIES
OF EQUAL EMPLOYMENT OPPORTUNITY (EEO) REPRESENTATIVE**

1. Present and explain to the committee the district hiring procedures and guidelines, the pre-employment question guidelines, the job description, and the duties and responsibilities of committee members, the chairperson, and the EEO Representative.
2. Review these materials in detail with the members of the committee and respond to any questions they may have.
3. Guide the committee through the selection process of a chairperson.
4. Secure the signatures that indicate the understanding of all duties and responsibilities by committee members and the chairperson.
5. Attend all meetings of the committee in their entirety.
6. While non-voting unless possessing a dual role as a committee member, the EEO Representative acts as an observer in the screening and selection processes to ensure an equal opportunity for all applicants.
7. Assist the chairperson in enforcing the hiring procedures and guidelines and the pre-employment question guidelines.
8. Immediately bring committee concerns or EEO related issues to the Director of Human Resources or his/her designee so those concerns and issues may be expediently addressed.
9. Maintain strict confidentiality in all recruitment matters including, but not limited to, the names of applicants and their qualifications, scores or ratings, any conversations held during committee meetings, or any other information discovered during the selection process.

Signature of EEO Representative

Date

SELECTION COMMITTEE PAPER SCREEING SAMPLE

(Name of Position)
Applicant Paper Screening Form

Name of Applicant: _____ Interview? Yes No

Minimum Qualifications Yes No
a. (Educational Requirements)
b. (Years of Experience)

Applicant Packet – (0-5) points for each

a. (Application) _____
b. (Resume) _____

(Note: Application materials may differ depending on the position).

Application materials reflect qualifications in the following Essential Functions:

a. (Essential Job Function)
4 3 2 1

b. (Essential Job Function)
4 3 2 1

c. (Essential Job Function)
4 3 2 1

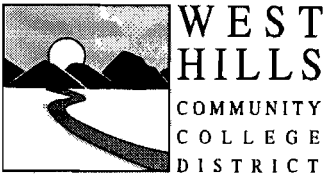
d. (Essential Job Function)
4 3 2 1

Total Points: _____

Committee Member

Date

4 = Highly Experienced 2 = Limited Experience
3 = Experienced 1 = No Experience



9900 Cody Street, Coalinga CA 93210

**Application for Employment
ACADEMIC SERVICE**

Position Applied For: _____

Location:

- WHC Coalinga North District Center
 WHC Lemoore NAS Lemoore Center
 District Office

Would You Work:

- Full-time Part-time
 Evenings Nights

What is your preference: _____

Last: _____ First: _____ Middle: _____

Street Address: _____ City: _____ State: _____ Zip Code: _____

Home Telephone: _____ Message Telephone: _____

PERSONAL DATA

Emergency Contact: Name: _____ **Phone:** _____

Do you have any physical or emotional condition, which may limit your ability to perform the particular job for which you are applying? Yes No. If yes, what can be done to accommodate your limitation? _____

Are you able, upon employment, to submit verification that you are a United States Citizen or are eligible to work in the United States: Yes No. The Immigration Reform and Control Act of 1986 required the College to obtain original documentation from every employee, which verified identity and authorized employment in the United States.

Have you ever been convicted, pled guilty to or pled no contest to any criminal offense by any court? Yes No (Having a criminal record does not necessarily disqualify you for employment. Each case is given individual consideration, based on job-related criteria.)

If yes, please note the date and place of each offense, the specific charge, the date and place of conviction, or plea, the fine or sentence received or the diversion program entered. You may omit any offense for which the only punishment imposed was a fine of less than \$100. Any offense for which you were convicted for which the punishment was a fine in excess of \$100, Or which required serving a jail or prison sentence, Or which required probation **MUST** be reported. Attach additional pages to record the necessary information.

Does any member of your immediate family work for WHCCD? Yes No
If yes, Who: _____ department: _____

Avocational Interests: _____

With which student or faculty activities would you like to assist? _____

EDUCATION ("See resume" not acceptable for this section.)

List in chronological order, beginning with high school or graduation.

Name of Institution	Address & Location	Type of Diploma or Degree	Date Degree Received	Major	Minor

EDUCATION - Continued ("See resume" not acceptable for this section.)

Total Number of Semester Units Completed After Receipt of Bachelors Degree.

EXPERIENCE IN EDUCATION: ("See resume" not acceptable for this section.)

No. Yrs. Exp. _____ Employer: _____ Address: _____ City: _____ State: _____ Zip: _____ Telephone Number: _____	Grades and/or Subjects Taught or other Position: _____ Annual Salary: _____ Supervisor's Name: _____ Dates Employed: _____ to _____ Reason for Leaving: _____
No. Yrs. Exp. _____ Employer: _____ Address: _____ City: _____ State: _____ Zip: _____ Telephone Number: _____	Grades and/or Subjects Taught or other Position: _____ Annual Salary: _____ Supervisor's Name: _____ Dates Employed: _____ to _____ Reason for Leaving: _____
No. Yrs. Exp. _____ Employer: _____ Address: _____ City: _____ State: _____ Zip: _____ Telephone Number: _____	Grades and/or Subjects Taught or other Position: _____ Annual Salary: _____ Supervisor's Name: _____ Dates Employed: _____ to _____ Reason for Leaving: _____
No. Yrs. Exp. _____ Employer: _____ Address: _____ City: _____ State: _____ Zip: _____ Telephone Number: _____	Grades and/or Subjects Taught or other Position: _____ Annual Salary: _____ Supervisor's Name: _____ Dates Employed: _____ to _____ Reason for Leaving: _____

EXPERIENCE IN EDUCATION - Continued ("See resume" not acceptable for this section.)

No. Yrs. Exp. _____	Grades and/or Subjects Taught or other Position: _____
Employer: _____	Annual Salary: _____
Address: _____	Supervisor's Name: _____
City: _____ State: _____ Zip: _____	Dates Employed: _____ to _____
Telephone Number: _____	Reason for Leaving: _____

Total Years (full time) _____

Total Years (part time) _____

OTHER EXPERIENCE: ("See resume" not acceptable for this section.)

Other Major Occupational Experience List in chronological order, most recent experience last. Include U.S. Military Service if any.

No. Yrs. Exp. _____	Primary Duties: _____
Employer: _____	Annual Salary: _____
Address: _____	Supervisor's Name: _____
City: _____ State: _____ Zip: _____	Dates Employed: _____ to _____
Telephone Number: _____	Reason for Leaving: _____
No. Yrs. Exp. _____	Primary Duties: _____
Employer: _____	Annual Salary: _____
Address: _____	Supervisor's Name: _____
City: _____ State: _____ Zip: _____	Dates Employed: _____ to _____
Telephone Number: _____	Reason for Leaving: _____
No. Yrs. Exp. _____	Primary Duties: _____
Employer: _____	Annual Salary: _____
Address: _____	Supervisor's Name: _____
City: _____ State: _____ Zip: _____	Dates Employed: _____ to _____
Telephone Number: _____	Reason for Leaving: _____
No. Yrs. Exp. _____	Primary Duties: _____
Employer: _____	Annual Salary: _____
Address: _____	Supervisor's Name: _____
City: _____ State: _____ Zip: _____	Dates Employed: _____ to _____
Telephone Number: _____	Reason for Leaving: _____

OTHER EXPERIENCE- Continued ("See resume" not acceptable for this section.)

No. Yrs. Exp. _____	Primary Duties: _____
Employer: _____	Annual Salary: _____
Address: _____	Supervisor's Name: _____
City: _____ State: _____ Zip: _____	Dates Employed: _____ to _____
Telephone Number: _____	Reason for Leaving: _____

CREDENTIALS (If Applicable)

California Credential Now Held: _____ Expiration Date: _____

What Major and Minor Fields Are Specified on Your Credential? _____

Name and Address of Placement Bureau Where Confidential Papers are on File: _____

REFERENCES Whose Statements Are Not Included in Your Placement Papers.

NAME	POSITION	ADDRESS	TELEPHONE

GENERAL INFORMATION:

Have you ever been dismissed from employment or resigned in lieu of being dismissed for inefficiency, delinquency, or misconduct?

Yes No If "yes" explain below*.

WHCCD is hereby authorized to contact my present employer. Yes No

WHCCD is hereby authorized to contact my past employer Yes No

WHCCD is hereby authorized to contact other references. Any exceptions should be noted on an attached page. Yes No

Have you ever been employed by or does the WHCCD currently employ you? Yes No

Date Employed: _____ Position(s): _____ Department: _____

*Remarks/Explanations: (Add additional pages as needed):

CERTIFICATION AND AGREEMENT OF APPLICANT:

Please read carefully before signing

This application and all supporting documents become the property of the West Hills Community College District to which I have applied and will not be returned.

Certification: I hereby certify that all statements made on this application and any attachments are true and complete to the best of my knowledge. I understand that any false, incomplete or incorrect statement may result in my dismissal from employment with West Hills Community College District. I authorize the District to investigate my references, conduct a background check, work record, education, performance evaluations or any other matters relating to my suitability for employment. I authorize and direct my former or current employer and educational institutions to release to the District any information they may have concerning my employment or education. I also authorize the District to obtain review any documents or records, including driving records, which are applicable to my employment. I release the parties listed above from any and all liability related to this process of supplying or gathering any information about my suitability for employment. I also understand that an incomplete application may delay or prevent employment opportunities with the West Hills Community College District. I hereby release the West Hills Community College District, as well as those contacted by West Hills Community College District from any liability or damage which may result from providing or using the information requested.

Reasonable Accommodations: West Hills Community College District is an Equal Opportunity employer committed to nondiscrimination on the basis of race, color, religion, national origin, sex, sexual orientation, gender status, pregnancy, age, disability, or covered veteran's status consistent with applicable federal and state laws. Reasonable accommodations will be provided for applicants with disabilities who self disclose.

Drug Testing: In accordance with the Drug Free Environment of the WHCCD I understand that if I am selected for employment as a part of my employment I will be required to submit to a drug and alcohol test as a part of my health examination. By signing this application I am authorizing the District to conduct a drug and alcohol test as a part of my health examination.

Date: _____ Print Name: _____

Signature: _____

WEST
HILLS



COMMUNITY
COLLEGE
DISTRICT

Job#10-172

EMPLOYMENT OPPORTUNITIES
West Hills College District

WEB ADMINISTRATOR
In House

SALARY:

**12 Months a year 40 Hours a week
Range: 31 \$5,080-\$10,059 per month**

BENEFITS:

**Classified Management
22 Vacation Days/21 Sick Days/\$50,000 Life Insurance Policy/\$25,000 Accidental Life Insurance Policy/ Medical/Dental/Vision/Prescription, Disability Insurance, Employee Educational Assistance
Relocation re-imbursement up to \$2,000.00 covered expenses for those who relocate their primary residence into the district.
Current Employee Contribution for Insurance Premium
\$176.53 per Month for Plan A
\$97.53 per Month for Plan B
\$41.53 per Month for Plan C
District Paid HDHP**

ABOUT THE POSITION:

BASIC FUNCTION:

Plans, develops, coordinates, and maintains the information architecture and technical foundation of the District's internet and intranet web sites. Facilitates creation of policies and procedures to ensure high quality and appropriateness of web content, consistent display, access and security. Supervise and evaluate performance of assigned personnel.

The Web Administrator is senior-level technical position in an Information Technology career ladder for technical support, web design, and administration. Advancement to this level is by appointment and requires compliance with all aspects of the job qualifications and demonstration of the following competencies: ability to design, develop and implement internet and intranet services, develop web display standards, and perform scripting and programming of web site applications.

REPRESENTATIVE DUTIES:

- Administers the District's web servers, including back-ups, search engines, logs, documentation, and other components. Monitors the District's web site presence, including the positioning of key information for search engines and directories access.
- Ensures that documents submitted follow established display and content standards. Coordinates conversion and/or converts documents submitted web documents, ensuring that all hyperlinks on the District web site are functional and updated regularly.
- Oversees and participates in day-to-day operations of the District web site, including but not limited to, transferring, testing, and updating web content, integrating approved content to District web sites, managing District web-connected databases, coordinating retrieval of information, and archiving records.
- Submits, updates, and indexes pages to major search engines. Scales images to allow for consistent width and height definition. Applies systems technology and methodology to automate web site content development and delivery.
- Diagnoses and troubleshoots problems. Works with Network Technicians and System Administrators to identify and resolve problems.
- Configures security layers to permit and control access to publications.

ABOUT THE POSITION:

- Maintains server logs for the District web sites. Develops reports for activity, performance assessment, security, web-connected databases, problems and solutions, and other purposes. Analyze logs, creates, and implements appropriate security measures.
- Works with administrators, committees and others to establish design and access standards and procedures that ensure continuity of campus and district web content and site availability for staff, students, including those with special needs, and the public.
- Facilitates and participates in creating policies and procedures to govern the posting of material to the college web sites. Ensure that established technical requirements are observed. Meet regularly with the college web and technical committees to ensure that the college web sites are appropriately managed.
- Recommends, applies, and implements web site navigation methods. Configures web server parameters to control file caching, font mapping, internet mail awareness, and application launching for web browsers.
- Determines appropriate data compression techniques, resolutions, sizes, color maps, and depths to ensure that images and synthesized graphics are delivered at a sufficient speed and quality for optimal intended media output.
- Coordinates and participates in scripting and programming of web site features and applications. Programs in languages appropriate for web browsing (e.g., HyperText Markup Language (HTML), Java Script, and ASP) and transaction processing applications (e.g., on-line registration). Integrates multimedia applications into web site.
- Designs web site templates or structures to guide application development. Consults with users to develop web pages, sites, and links to comply with structures and standards.
- Coordinates and participates in the work of other staff assigned to support the District's web presence. Oversees and coordinates services provided by outside vendors.
- Researches, on a continuous basis, trends in web technology and its integration with various business and student information system applications, e-mail, conferencing, newsgroup and related technologies.
- Maintains up-to-date knowledge of state-of-the-art web site practices, including graphic presentation, interactivity, web marketing, server performance and other relevant areas, and serves as District resource to provide guidance and support in those areas.
- Performs other duties as assigned that support the overall objective of the position.

KNOWLEDGE, SKILLS, AND ABILITIES:

KNOWLEDGE OF:

The position requires in-depth knowledge of the principles of, and techniques used for design and maintenance of web sites that provide information and process transactions. Requires in-depth knowledge of software browsers such as, but limited to, Microsoft Internet Explorer. Requires extensive knowledge of web server administration and file system maintenance methods and techniques, proper indexing methodology, file conversion. Requires in-depth knowledge of multiple operating systems and web server technology such as, but not limited to UNIX, NT, and Windows. Requires in-depth knowledge of and skills in, programming and scripting languages used to assemble web sites, such as C/C++, Practical Extraction and Reporting Language (Perl), Java, HyperText Markup Language (HTML), Active Server Pages (ASP), Common Gateway Interface (CGI), Dynamic HTML, Extensible Markup Language (XML), Java Script, Visual BASIC, and VB Script. Requires knowledge of internet protocols, e.g. Transmission Control Protocol/Internet Protocol (TCP/IP). Requires in-depth knowledge of web server administration, file system maintenance techniques, and indexing and file conversion techniques. Requires well-developed skills in copy editing, proper American English language composition, usage, grammar, syntax, vocabulary, spelling and punctuation. Requires knowledge standard office procedures. Requires sufficient human relations skill to work cooperatively as part of a team, facilitate discussions with staff and others outside the department to extract information about web page needs, conduct training, and review work of others.

ABILITY TO:

Must be able to perform all of the relevant duties of the position with only general direction. Must be able to use internet and middle-range programming and scripting languages to develop, to create and maintain District web sites and integrate multimedia applications. Must be able to manage District web sites from both the server and client perspective. Must be able to work on multiple server platforms. Must be able to operate a variety of computer terminals, printers, and peripheral equipment. Requires a willingness to update skills on a regular basis to keep abreast of rapidly changing technology. Requires the ability to analyze highly technical problems and develop and apply appropriate solutions. Requires the ability to create and edit web page text and graphics and convert them to web content. Requires the ability to discuss technical information with users, discern their needs and develop programs, systems, screens, etc., which meet those needs. Must be able to communicate technical and complex information to 'non-technical' users. Requires the ability to provide training to on-line users in use and maintenance of web pages. Must be able to read, understand and apply information from technical manuals. Must be able to prioritize work to meet deadlines and schedules.

PHYSICAL ABILITIES:

Requires the ability to function effectively indoors in an office environment engaged in work of primarily a sedentary nature. Position involves light to medium walking, standing, stooping carrying and lifting of light weight materials (under 25 pounds). Requires near visual acuity to read numbers, letters, and images. Requires hand and finger dexterity to use a keyboard at an advanced rate, and hand-eye coordination to use a computer pointing device. Requires speaking and hearing ability sufficient to hear over phone and carry on routine conversations.

WORKING CONDITIONS:

Work is performed indoors where minimal safety considerations exist.

MINIMUM QUALIFICATIONS:

NOTE: Minimum qualifications and required materials must be met/received by the last day of the filing period.

EDUCATION AND EXPERIENCE:

Position requires a combination of education and experience equivalent to an AA degree in a computer science discipline plus eight years of experience in web design and programming using advanced languages; or a BS degree plus four years of experience. Additional experience or industry certifications may substitute for higher education. May require a valid driver's license.

REQUIRED MATERIALS:

REQUIRED MATERIALS:

1. Letter of application addressing the selection criteria.
2. Completed Non-Academic District Application. (Typed preferred/or printed)
3. Professional resume.
4. Unofficial transcripts verifying course work completed and degree(s) received.
5. Please provide names, addresses, home and work numbers of five persons familiar with your work.
6. EEO survey (optional).

APPLICATION DEADLINE:

Friday, December 10, 2010, by 5:00pm

NOTE:

All our positions require the ability to pass a background and fingerprinting check. **Drug Testing:** In accordance with the Drug Free Environment of the WHCCD, The applicant understands that if he/she is selected for employment, as a part of their employment they will be required to submit to a drug and alcohol test as a part of the health examination.

**SELECTION
PROCESS:**

Depending upon the number of applicants who meet the minimum qualifications, the examination process may include a qualifications screening by a committee. Those demonstrating the strongest backgrounds related to the position will be invited to interview.

**APPLICATION
REQUEST:**

**West Hills Community College District Human Resources Office
9900 Cody Street, Coalinga, Ca 93210**

JOB LINE:

24-HOUR JOB LINE (559) 934-2165

WEBSITE: westhillscollege.com

West Hills Community College District is an Equal Opportunity employer committed to nondiscrimination on the basis of race, color, religion, national origin, sex, sexual orientation, gender status, pregnancy, age, disability, or covered veteran's status consistent with applicable federal and state laws. Reasonable accommodations will be provided for applicants with disabilities who self disclose.

HIGH TECHNOLOGY/ACCESS SPECIALIST

Interview Questions

Applicant: _____

Date: _____

1. What have you done to prepare for this interview?
4 3 2 1 0
Comments:

2. A visually impaired student has enrolled in Health Education 35 (Personal Health and Hygiene) online. In the past, this course has used many web sites that have extensive graphic content for student research and study. What suggestions would you provide the instructor in terms of course design and instructional strategy?
4 3 2 1 0
Comments:

3. You have been asked to oversee the conversion of the West Hills Community College website to be fully accessible. Explain how you would approach a project of this magnitude, include your experience in coordinating and managing large scale projects.
4 3 2 1 0
Comments:

4. What do you believe is the greatest barrier to accessibility today?
4 3 2 1 0
Comments:

5. Describe your personal experience with regard to computer hardware and software installation and maintenance.
4 3 2 1 0
Comments:

6. What accessibility software have you found to be most helpful, and why?
4 3 2 1 0
Comments:

7. Share your life experience as it relates to interacting with persons with limited physical and/or intellectual abilities.
4 3 2 1 0
Comments:

8. When installing software on an NT server/network, describe two possible limitations that may need to be addressed.
4 3 2 1 0
Comments:

9. Describe any diversity workshops, or professional development activities in which you have participated which are relevant to the duties of this position.

4 3 2 1 0

Comments:

10. What is your experience with and attitude toward each of the following:

a. Persons who have limitations, which restricts one or more major life activities.

b. Persons from diverse racial, cultural and socioeconomic backgrounds.

c. Men and women in non-traditional roles (male – nurses; female – truck drivers).

4 3 2 1 0

Comments:

11. When purchasing specialized software, what considerations must be taken into account if a server or workstation is required to run speech recognition software.

4 3 2 1 0

Comments:

12. In your own words, please describe assistive and/or adaptive technology.

4 3 2 1 0

Comments:

13. A faculty member approaches you and requests that you put a piece of assistive software on their office system saying they just wish to play with it and see how it works, what is your response?

4 3 2 1 0

Comments:

14. You are asked by the DSPS Coordinator to install some new software on the system under her control, what is the first thing you should do prior to installing the software?

4 3 2 1 0

Comments:

15. Do you have any questions for the committee?

INTERVIEW RATING

4 = Recommend Highly

1 = Not Recommended

3 = Recommend

0 = Insufficient Information to Rate

2 = Recommend with Reservations

TOTAL:

Interviewer: _____

SELECTION COMMITTEE INTERVIEW SCREENING SAMPLE

(Name of Position)
Interview Questions

Candidate: _____ Date: _____ Rank: _____

1. (Interview Question)
4 3 2 1 0

Comments:

2. (Interview Question)
4 3 2 1 0

Comments:

3. (Interview Question)
4 3 2 1 0

Comments:

4. (Interview Question)
4 3 2 1 0

Comments:

5. (Interview Question)
4 3 2 1 0

Comments:

6. (Interview Question)
4 3 2 1 0

Comments:

Interview Rating: 4 = Highly Recommend 2 = Recommend with Reservations
3 = Recommend 1 = Do Not Recommend
0 = Insufficient Information

Total Points: _____

Committee Member:

Date

(Number and type of questions may vary depending on position. Must include at least two questions on diversity for each interview).

WEST HILLS COMMUNITY COLLEGE**CERTIFICATED STAFF**

MINIMUM QUALIFICATIONS**Minimum Qualifications for Instructors of Credit Courses, Counselors and Librarians**

The minimum qualifications for service as a West Hills College faculty member teaching any credit course, or as a counselor or librarian, shall be satisfied by meeting any one of the following requirements:

- a. Possession of a master's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment.
- b. Possession of a master's degree, or equivalent foreign degree, in a discipline reasonably related to the faculty member's assignment and possession of a bachelor's degree, or equivalent foreign degree, in the discipline of the faculty member's assignment.
- c. For faculty assigned to teach courses in disciplines where the master's degree is not generally expected or available, which are, generally, disciplines in specialized technical, trade, or industrial fields, either of the following:
 1. Possession of a bachelor's degree, or equivalent foreign degree, plus two years of professional experience directly related to the faculty member's assignment; or
 2. Possession of an associate degree, or equivalent foreign degree, plus six years of professional experience directly related to the faculty member's assignment.

NOTE: Authority cited: Sections 66700, 70901, and 87356, Education Code.
Reference: Sections 70901(b)(1)(B), 87003, and 87356, Education Code.

 WEST HILLS COMMUNITY COLLEGE
 Minimum Qualifications

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Professional License As Alternative Qualification

For disciplines specified in this section, a bachelor's degree in the discipline of the assignment plus a professional license or certification may be substituted for the minimum qualifications specified under Minimum Qualifications for Instructors. The license or certification so substituted must be valid in California. The following professional licenses and certifications are acceptable:

<u>Discipline</u>	<u>License or Certification</u>
Accounting	Certified Public Accountant
Counseling	Marriage, Family, and Child Counselor
Engineering	Professional Engineer
Nutritional Science/ Dietetics	Registered Dietitian

NOTE: Authority cited: Sections 70901 and 87356, Education Code.
 Reference: Sections 70901(b)(1)(B) and 87356, Education Code.

Minimum Qualifications for Health Services Professionals

- a. The minimum qualifications for a health services professional with overall responsibility for developing and directing student health services shall be a valid, current California license as a registered nurse, and either of the following:
 1. a master's degree in nursing and a California Public Health Nurse certificate; or
 2. a bachelor's degree in nursing, a California Public Health Nurse certificate, and a master's degree in health education, sociology, psychology, counseling, health care administration, public health, or community health.

WEST HILLS COMMUNITY COLLEGE
Minimum Qualifications

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- b. Other health services personnel shall not be subject to statewide minimum qualifications; however, all personnel shall possess appropriate valid, current licensure or certification to practice in California when required by law. Ancillary personnel shall work under appropriate supervision when required by their license laws.

NOTE: Authority cited: Sections 70901 and 87356, Education Code.
Reference: Sections 70901(b)(1)(B), 87003, and 87356, Education Code.

Minimum Qualifications for Instructors of Noncredit Courses

Except as provided elsewhere in this article, the minimum qualifications for service as a faculty member teaching a noncredit course shall be the same as the minimum qualifications for credit instruction in the appropriate discipline, or as follows:

- a. For an interdisciplinary noncredit basic skills course, a bachelor's in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate to the course.
- b. For a noncredit basic skills course in mathematics, a bachelor's in mathematics.
- c. For a noncredit basic skills course in reading and/or writing, either: a bachelor's degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism; or a bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.
- d. For a noncredit course in citizenship, a bachelor's degree in any discipline and six semester units in American history and institutions.

WEST HILLS COMMUNITY COLLEGE
Minimum Qualifications

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- e. For a noncredit course in English as a second language (ESL), any one of the following:
 - 1. A bachelor's degree in teaching English as a second language, or in teaching English to speakers of other languages.
 - 2. A bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor.
 - 3. A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.
 - 4. Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.
- f. For a noncredit course in health and safety, a bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition; or an associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.
- g. For a noncredit course in home economics, a bachelor's degree in home economics, life management, family and consumer studies, dietetics,

WEST HILLS COMMUNITY COLLEGE
Minimum Qualifications**CERTIFICATED STAFF**

- food management, interior design, or clothing and textiles; or an associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.
- h. For a noncredit course intended for older adults, either pattern (1) or pattern (2) following:
1. A bachelor's degree with a major related to the subject of the course taught; and either (A) or (B) below:
 - A. Thirty hours or two semester units of course work or class work in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This requirement may be completed concurrently during the first year of employment as a noncredit instructor.
 - B. One year of professional experience working with older adults.
 2. An associate degree with a major related to the subject of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or classwork in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This last requirement may be completed concurrently during the first year of employment as a noncredit instructor.
- i. For a noncredit course in parent education, a bachelor's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or

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early childhood education, educational psychology with a specialization in child development, elementary education, psychology, or family life studies; and two years of professional experience in early childhood programs or parenting education.

- j. For a short-term noncredit vocational course, any one of the following:
1. A bachelor's degree; and two years of occupational experience related to the subject of the course taught.
 2. An associate degree; and six years of occupational experience related to the subject of the course taught.
 3. Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter.
 4. For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section 53413.

NOTE: Authority cited: Sections 70901 and 87356, Education Code.
Reference: Sections 70901(b)(1)(B) and 87356, Education Code.

Minimum Qualifications for Apprenticeship Instructors

- a. Until July 1, 1995, the minimum qualifications for service as a West Hills College faculty member teaching credit or noncredit apprenticeship courses shall be satisfied by meeting both of the following requirements:
1. Six years of occupational experience in an apprenticeable trade, including at least two years at the journeyman level; and

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2. Sixty clock hours or four semester units of instruction in materials, methods, and evaluation of instruction. This requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.
- b. On or after July 1, 1995 the minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following two requirements:
1. Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or
 2. Six years of occupational experience, a journeyman's certificate in the subject matter area to be taught, and completion of at least eighteen semester units of degree applicable college level course work, in addition to apprenticeship credits.
- c. On or after July 1, 1995, the minimum qualifications for service as a West Hills College faculty member teaching noncredit apprenticeship courses shall be either of the following:
1. The minimum qualifications for credit apprenticeship instruction as set forth in this section, or
 2. A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor.

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NOTE: Authority cited: Sections 70901 and 87356, Education Code.
Reference: Sections 70901(b)(1)(B), 87356 and 87357, Education Code.

Minimum Qualifications for Disabled Students Programs and Services Employees

- a. The minimum qualifications for service as a West Hills College counselor of students with disabilities shall be satisfied by meeting one of the following requirements:
 1. Possession of a master's degree, or equivalent foreign degree, in rehabilitation counseling, or
 2. Possession of a master's degree, or equivalent foreign degree, in special education, and twenty four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work; or
 3. A master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; and either twelve or more semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following:
 - A. Counseling or guidance for students with disabilities; or
 - B. Counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.

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- b. The minimum requirements for service as a West Hills College faculty member teaching a credit course in adapted physical education shall be:
 - 1. The minimum qualifications for an instructor of credit physical education, and fifteen semester units of upper division or graduate study in adapted physical education.

- c. The minimum requirements for service to work with students with speech and language disabilities shall be satisfied by meeting the following requirements;
 - 1. Possession of a master's degree, or equivalent foreign degree, in speech pathology and audiology, or in communication disorders; and
 - 2. Licensure or eligibility for licensure as a speech pathologist or audiologist by the Medical Board of California.

- d. Except as provided in Subsections (a) through (c) above, the minimum requirements for service as a West Hills College member to provide credit specialized instruction for students with disabilities shall be satisfied by meeting the following requirements:
 - 1. Possession of a master's degree, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; and
 - 2. Fifteen semester units of upper division or graduate study in the area of disability, to include, but not be limited to:

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- A. Learning disabilities;
 - B. Developmental disabilities;
 - C. Deaf and hearing impaired;
 - D. Physical disabilities, or
 - E. Adapted computer technology.
- e. The minimum qualifications for service as a faculty member to provide noncredit specialized instruction for students with disabilities shall be any one of the following:
- 1. The minimum qualifications for providing credit specialized instruction for students with disabilities as specified in this section.
 - 2. A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special education; psychology; physical education with an emphasis in adaptive physical education; communicative disorders; rehabilitation; computer-based education; other computer-related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities.
 - 3. An associate degree with one of the majors specified in subparagraph (2) above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served.

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4. For noncredit vocational courses, an associate degree or certificate of training; and four years of occupational experience related to the subject of the course taught; and two years of experience providing specialized instruction or services to persons in the disability category being served.

NOTE: Authority cited; Sections 70901 and 87356, Education Code.
Reference: Sections 70901(b)(1)(B) and 87356, Education Code.

Minimum Qualifications for Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators

The minimum qualifications for service as a learning assistance or learning skills coordinator or instructor, or tutoring coordinator, shall be either (a) or (b) below:

- a. the minimum qualifications to teach any master's level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or
- b. a master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.

Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.

NOTE: Authority cited sections 70901 and 87356, Education Code.
Reference: Sections 70901 and 87356, Education Code.

Minimum Qualifications for Work Experience Instructors or Coordinators

The minimum qualifications for an instructor or coordinator of general or occupational work experience education, as defined in Section 55252, Education

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Code, shall be the minimum qualifications in any discipline in which work experience may be provided at the college where the instructor or coordinator is employed.

NOTE: Authority cited: Sections 70901 and 87356, Education Code.
Reference: Sections 70901 and 87356, Education Code.

Licensed or Certificated Occupations

In addition to other minimum qualifications specified in this article, the minimum qualifications for a faculty member teaching any credit or noncredit course shall include a current, valid certificate to work or a license to practice in California, whenever the instructor's possession of such a certificate or license is required for program or course approval, or when current occupational certification is essential for effective instruction, as determined through local hiring procedures.

NOTE: Authority cited: Sections 70901 and 87356, Education Code.
Reference: Sections 70901 and 87356, Education Code.

Minimum Qualifications for Educational Administrators

The minimum qualifications for service as an educational administrator shall be both of the following:

- a. Possession of a master's degree; and
- b. One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

NOTE: Authority cited: Sections 66700, 70901 and 87356, Education Code.
Reference: Sections 87002 and 87356, Education Code

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Equivalencies

- a. No one may be hired to serve as a West Hills College faculty, or educational administrator, unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in this article or elsewhere in this division. The criteria used by the governing board is outlined in the EQUIVALENCY POLICY AND PROCEDURES attached to this document.

NOTE: Authority cited: Sections 66700, 70901 and 87359, Education Code.
Reference: Section 87359, Education Code.

Minimum Qualifications for Teaching in DisciplinesDisciplines Requiring the Master's

ACCOUNTING

Master's in accountancy or business administration with accounting concentration
OR Bachelor's in business with accounting emphasis or business administration with
accounting emphasis or economics with an accounting emphasis AND Master's in
business, business education, taxation, or finance OR the equivalent.

(NOTE: A bachelor's degree with a CPA license is an alternative qualification for
this discipline, pursuant to Title 5, Section 53410.1)

AGRICULTURE

Master's in agriculture, agriculture sciences or education with a specialization in
agriculture OR Bachelor's in any of the above AND Master's in agriculture business,
natural resources, animal science, forestry, pomology, agricultural engineering,
environmental horticulture, agronomy, or enology OR the equivalent.

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ANTHROPOLOGY

Master's in anthropology or archaeology OR Bachelor's in either of the above AND Master's in sociology, biological sciences, forensic sciences, genetics or paleontology OR the equivalent.

ART

Master's in fine arts, art, or art history OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.

(NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing, or other nonplastic arts.)

ASTRONOMY

See Physics/Astronomy

BIOLOGICAL SCIENCES

Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent.

BUSINESS

Master's in business, business management, business administration, accountancy, finance, marketing, or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LLB degree OR Bachelor's in economics with a business emphasis AND Master's in

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personnel management, public administration, or JD or LLB degree OR the equivalent.

BUSINESS EDUCATION

Master's in business, business administration, or business education OR Bachelor's in any of the above AND Master's in vocational education OR the equivalent.

CHEMISTRY

Master's in chemistry OR Bachelor's in chemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geo-chemistry OR the equivalent.

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION

Master's in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, educational psychology with a specialization in child development/early childhood education OR Bachelor's in any of the above AND Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent.

COMPUTER SCIENCE

Master's in computer science or computer engineering OR Bachelor's in either of the above AND Master's in mathematics, cybernetics, business administration, accounting, or engineering OR Bachelor's in engineering AND Master's in cybernetics, engineering, mathematics, or business administration OR Bachelor's in mathematics AND Master's in cybernetics, engineering, mathematics, or business administration OR the equivalent.

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(NOTE: Course in the use of computer programs for application to a particular discipline may be classified, for minimum qualifications purposes, under the discipline of the application.)

COUNSELING

Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, OR the equivalent.

(NOTE: A license as a Marriage, Family, and Child Counselor is an alternative qualification for this discipline, pursuant to Title 5, Section 53410.1)

DANCE

Master's in dance, physical education with a dance emphasis, or theater with dance emphasis OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR the equivalent.

DIETETICS

See Nutritional Science/Dietetics

DRAMA/THEATER ARTS

Master's in drama/theater arts/performance OR Bachelor's in drama/theater arts/performance AND Master's in comparative literature, English, speech, literature, or humanities OR the equivalent.

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EARTH SCIENCE

Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent.

ECOLOGY

Master's in ecology or environmental studies OR the equivalent OR See Interdisciplinary Studies.

ECONOMICS

Master's in economics OR Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political science OR the equivalent.

EDUCATION

Master's in education OR the equivalent.

ENGINEERING

Master's in any field of engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry, or geology OR the equivalent.

(NOTE: A bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline, pursuant to Title 5, 53410.1.)

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ENGLISH

Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent.

ESL

Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent.

ETHNIC STUDIES

Master's in the ethnic studies field OR the equivalent OR See Interdisciplinary Studies.

FAMILY AND CONSUMER STUDIES/HOME ECONOMICS

Master's in family and consumer studies, life management/home economics, or home economics education OR Bachelor's in any of the above AND Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration OR the equivalent.

FOREIGN LANGUAGES

Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another foreign language OR the equivalent.

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GEOGRAPHY

Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR the equivalent OR See Interdisciplinary Studies.

GERONTOLOGY

Master's in gerontology OR the equivalent OR See Interdisciplinary Studies.

HEALTH

Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition OR Bachelor's in any of the above AND Master's in public health, or any biological science OR the equivalent.

HEALTH SERVICES DIRECTOR/HEALTH SERVICES COORDINATOR/
COLLEGE NURSE

(Minimum qualifications for these faculty members are specified in Title 5, Section 53411.)

HISTORY

Master's in history OR Bachelor's in history AND Master's in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent.

HUMANITIES

Master's in humanities OR the equivalent OR See Interdisciplinary Studies.

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INSTRUCTIONAL DESIGN/TECHNOLOGY

Master's in instructional design/technology OR the equivalent.

INTERDISCIPLINARY STUDIES

Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate coursework in each constituent discipline.

JOURNALISM

Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English, history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent.

LAW

JD or LLB

(NOTE: Courses in aspects of law for application to a particular discipline may be classified, for minimum qualifications purposes in the discipline of the application.)

LIBRARY SCIENCE

Master's in library science OR the equivalent.

LINGUISTICS

Master's in linguistics or applied linguistics OR Bachelor's in linguistics AND Master's in TESOL, anthropology, psychology, sociology, English, or any foreign language OR the equivalent.

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MANAGEMENT

Master's in business administration, business management, business education, marketing, public administration, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.

MARKETING

Master's in business administration, business management, business education, marketing, advertising, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxations, or law OR the equivalent.

MASS COMMUNICATION

Master's in radio, television, film, mass communication, or journalism OR Bachelor's in any of the above AND Master's in drama/theater arts, communication, speech communication, business, telecommunications, or English OR the equivalent.

MATHEMATICS

Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR the equivalent.

MUSIC

Master's in music OR Bachelor's in music AND Master's in humanities OR the equivalent.

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NURSING

Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever is higher.

NUTRITIONAL SCIENCE/DIETETICS

Master's in nutrition, dietetics, or dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics OR the equivalent.

(NOTE: A bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline, pursuant to Title 5, Section 53410.1.)

PHILOSOPHY

Master's in philosophy OR Bachelor's in philosophy AND Master's in humanities or theology OR the equivalent.

PHOTOGRAPHY

Master's in photography, fine arts, or art OR Bachelor's in any of the above AND Master's in art history or humanities.

PHYSICAL EDUCATION

Master's in physical education or education with an emphasis in physical education OR Bachelor's in either of the above AND Master's in any life science, dance, physiology, health education, recreation administration, kinesiology, or physical therapy OR the equivalent.

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PHYSICAL SCIENCES

See Interdisciplinary Studies

PHYSICS/ASTRONOMY

Master's in physics, astronomy, or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology, or geophysics OR the equivalent.

POLITICAL SCIENCE

Master's in political science, government, public administration, or international relations OR Bachelor's in any of the above AND Master's in economics, history, social science, sociology, any ethnic studies, JD, or LLB OR the equivalent.

PSYCHOLOGY

Master's in psychology OR Bachelor's in psychology AND Master's in counseling, sociology, statistics, neuroscience, or psychiatric social work OR the equivalent.

READING

Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of coursework in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR the equivalent.

RECREATION ADMINISTRATION

Master's in recreation administration or physical education OR Bachelor's in either of the above AND Master's in dance, gerontology, or public administration, OR the equivalent.

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RELIGIOUS STUDIES

Master's in religious studies, theology, or philosophy OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.

SOCIAL SCIENCE

Master's in social science OR See Interdisciplinary Studies.

SOCIOLOGY

Master's in sociology OR Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology OR the equivalent.

SPECIAL EDUCATION

(Minimum qualifications for these faculty members are specified in Title 5, Section 53414.)

SPEECH

Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, speech communication, or organizational communication OR Bachelor's in any of the above AND Master's in drama/theater arts, mass communication, or English OR the equivalent.

THEATER ARTS

See Drama/Theater Arts

WOMEN'S STUDIES

Master's in women's studies OR the equivalent OR see Interdisciplinary Studies

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Disciplines Not Requiring Master's

The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Please see other notes at the beginning of "Disciplines Requiring the Master's Degree." The list of "areas also included in the discipline" is not exhaustive. Only those areas are included for which it might not be clear otherwise whether they were intended to be included.

DISCIPLINE	AREAS ALSO INCLUDED IN THE DISCIPLINE
Addiction paraprofessional training	
Administration of Justice	Police science, corrections, law enforcement
Aeronautics	Airframe and powerplant, aircraft mechanics, aeronautical engineering technician, avionics
Agricultural Business and Related Services	Inspection, pest control, food processing/meat cutting
Agricultural Engineering	Equipment and machinery, farm mechanics
Agricultural Production	Animal science, plant science, beekeeping, aquaculture
Air conditioning, Refrigeration, Heating	Solar energy technician

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DISCIPLINE	AREAS ALSO INCLUDED IN THE DISCIPLINE
Animal Health Technology	
Animal Training and Management	Exotic animal training
Appliance repair	Vending machines
Architecture	
Athletic Training	(Note: This discipline listing applies only to instructors teaching apportionment-generating courses in the subject of athletic training. Non-apportionment-generating athletic training activity is not subject to minimum qualifications.)
Auto Body Technology Restoration	Antique and classic auto restoration
Auto mechanics	
Aviation	Flight, navigation, ground school, air traffic control
Banking and Finance	
Barbering	
Bicycle repair	

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DISCIPLINE	AREAS ALSO INCLUDED IN THE DISCIPLINE
Bookbinding	
Broadcasting Technology	Filmmaking/video, media production, radio/TV
Building Codes and Regulations	Inspecting of construction, building codes, contractor training
Building Maintenance	
Business Machine Technology	
Cabinetmaking	
Cardiovascular Technology	
Carpentry	
Coaching	
Commercial Art Rendering	Signmaking, lettering, packaging, rendering
Commercial Music	
Ceramic Technology	
Computer Information Systems	Computer network installation, microcomputer technology, computer applications

POLICY

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DISCIPLINE	AREAS ALSO INCLUDED IN THE DISCIPLINE
Computer Service Technology	
Construction Management	
Construction Technology	
Cosmetology	
Court Interpreting	
Court Reporting	
Culinary Arts/Food Technology	Food service, meat cutting, baking, waiter/waitressing, bartending
Dental Technology	Dental assisting, dental hygiene
Diagnostic Medical Technology	Diagnostic medical sonography, neurodiagnostic technology
Diesel Mechanics	
Dietetic Technician	
Drafting	
Electricity	Electrical power distribution
Electromechanical Technology	Industrial mechanical technology

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DISCIPLINE	AREAS ALSO INCLUDED IN THE DISCIPLINE
Electronics	Avionics
Electronics Technology	Radio, television, and computer repair
Electromicroscopy	
Electroplating	
Emergency Medical Technologies	
Engineering Technologies	Surveying, engineering aides
Environmental Technologies	Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment
Equine Science	Equine training, equitation, ferrier science, pack horse management
Estimating	
Fabric Care	Laundry and dry cleaning
Fashion and Related Technologies	Merchandising, design, production

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DISCIPLINE	AREAS ALSO INCLUDED IN THE DISCIPLINE
Film making/video	(See Broadcast Technologies)
Fire Technology	
Flight Attendant Training	
Fluid Mechanics Technology	
Folk Dance	
Forestry/Natural Resources	Range management; soil, air and water resources; fish/wildlife management; parks and recreation
Furnituremaking	
Graphic arts	Desktop publishing
Gunsmithing	
Hazardous Material Abatement	See Environmental Technologies
Health Care Ancillaries	Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate
Health Information Technology	Medical record technology

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DISCIPLINE	AREAS ALSO INCLUDED IN THE DISCIPLINE
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Heavy Duty Equipment Mechanics

Hotel and Motel Services

Industrial Design

Industrial Maintenance

Industrial Relations

Industrial Safety

Industrial Technology

Foundry occupations

Insurance

Interior Design

Janitorial Services

Jewelry

Labor Relations

Legal Assisting

Paralegal

Library Technology

Licensed Vocational Nursing

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DISCIPLINE	AREAS ALSO INCLUDED IN THE DISCIPLINE
Locksmithing	
Machine Tool Technology	Tool and die making
Manufacturing Technology	Quality control, process control
Marine Diving Technology	
Marine Engine Technology	
Masonry	Concrete, cement work, bricklaying
Materials Testing Technology	Destructive testing or nondestructive examination
Media Production	Also see Broadcasting Technology
Medical Assistant	See Health Care Ancillaries
Medical Instrument Repair	
Medical Record Technology	See Health Care Ancillaries
Mining and Metallurgy	Oilfield operations
Mortuary Science	
Motorcycle Repair	

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DISCIPLINE	AREAS ALSO INCLUDED IN THE DISCIPLINE
Music Management	
Music Merchandising	
Musical Instrument Repair	
Nursing Science: Clinical Practice	
Occupational Therapy Assisting	
Office Technologies	Secretarial skills, office systems, word processing, computer applications, automated office training
Ornamental Horticulture	Landscape horticulture, design, maintenance, landscape architecture, floristry, floral design
Pharmacy Technology	
Photographic Technology/ Commercial Photography	
Physical Therapy Assisting	
Piano Tuning and Repair	
Plastics	

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DISCIPLINE	AREAS ALSO INCLUDED IN THE DISCIPLINE
Plumbing	
Printing Technology	Typography, composition, printing
Private Security	Security management, safety/accident control, hazardous substance management, crime prevention
Prosthetics and Orthotics	
Psychiatric Technician	
Public Relations	
Radiologic Technology	
Radiation Therapy	
Retail Estate	
Rehabilitation Technician	
Respiratory Technician	
Respiratory Technologies	
Restaurant Management	
Retailing	Purchasing, merchandising, sales

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DISCIPLINE	AREAS ALSO INCLUDED IN THE DISCIPLINE
Robotics	Computer integrated manufacturing
Sanitation and Public Health Technology	
Search and Rescue	
Sewage Treatment	See Environmental Technologies
Sheet Metal	
Ship and Boat Building and Repair	
Shoe Rebuilding	
Sign Language	
Small Business Development	Entrepreneurship
Small Engine Mechanics	
Stagecraft	
Steamfitting	
Surgical Technology	
Telecommunication Technology	

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DISCIPLINE	AREAS ALSO INCLUDED IN THE DISCIPLINE
Transportation	Dispatching
Travel Services	
Upholstering	
Vision Care Technology	
Watch and Clock Repair	
Water treatment	See Environmental Technologies
Welding	

Board approval date: 1/10/95

MINIMUM QUALIFICATIONS CERTIFICATION And Instructor Acknowledgement

In accordance with the West Hills Community College District
Minimum Qualifications Policy

This is to certify that _____ meets minimum qualifications
to teach courses within the West Hills Community College District in the following
disciplines:

And other courses as follows:

With the following restrictions (if any)

Signed: _____ Date: _____
Superintendent/President

Signed: _____ Date: _____
Academic Senate President

Signed: _____ Date: _____
Placement & Salary Committee

Acknowledgement by faculty member being certified:

Signed: _____ Date: _____
Faculty Member

EQUIVALENCY POLICY AND PROCEDURESSection 1 - Philosophy

- 1.1 It is the policy of the West Hills Community College District that faculty hiring procedures and guidelines be established to provide for college faculty of highly qualified people who are expert in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to and themselves represent the racial and cultural diversity of the adult population of the state of California.

The Board of Trustees represented by the administration has the principal legal and public responsibility for ensuring an effective hiring process. The faculty represented by the Academic Senate has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process which is to ensure the quality of its faculty peers.

One part of the process needed to fulfill these responsibilities is a procedure for determining when an applicant for a faculty position, though lacking the exact degree or experience specified in the West Hills Community College Disciplines List, nonetheless does possess qualifications that are at least equivalent.

The determination of equivalency is distinct and separate from the hiring/interviewing process and will be established prior to consideration of employment in all cases. The Equivalency Committee shall meet on a monthly basis as well as on an "as needed" basis as determined by the Director of Human Resources. The Affirmative Action Officer may act as a non-voting observer in all segments of the equivalency process with respect to the administering of the District Affirmative Action policy.

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Section 2 - Responsibilities of the Candidate

- 2.1 In the event that a candidate for employment does not meet the minimum qualifications set forth within the standards established by the West Hills Community College District's Minimum Qualifications List, it shall be the candidate's responsibility to apply for an evaluation of equivalency by the Equivalency Subcommittee of the Academic Senate.
- 2.2 It shall be the responsibility of the candidate to supply to the Human Resources Office, for use by the Equivalency Subcommittee, the application form for equivalency and all documentation needed to evaluate equivalency and to be available for interview or examination.
- 2.3 The candidate must meet the minimum requirements for an equivalency evaluation described within this equivalency policy.

Section 3 - Responsibilities of the Human Resources Office

- 3.1 The Human Resources Office shall provide the candidate with the necessary forms, a copy of the West Hills Community College District Equivalency Policy, and sample definitions of what constitutes acceptable "conclusive evidence" upon request of the candidate. Acceptable conclusive evidence of equivalency shall not be limited to the sample definitions, and requests shall be decided on a case-by-case basis. Department faculty member(s) shall determine if the evidence submitted is acceptable and conclusive. Upon completion of the forms, the candidates will return the forms and any supporting documentation to the Human Resources Office.
- 3.2 The Human Resources Office shall determine the completeness of the application and supporting documentation. Candidates shall be notified by the Human Resources Office one week after the closing date of the vacancy announcement if their files are not complete.

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- 3.3 The Human Resources Office will forward all applications and supporting documentation to the Equivalency Subcommittee two weeks after the closing date of the vacancy announcement. The Equivalency Subcommittee will consider applications in order to determine if candidates for any faculty position possess qualifications established for the discipline by the West Hills Community College District Minimum Qualifications List.

Section 4 - Responsibilities of the Academic Senate and Board of Trustees

- 4.1 All deliberations and records of the Equivalency Subcommittee shall be confidential. The Academic Senate will insure that, as far as disciplines allow, the same standards are applied in each case and will audit the subcommittee for case-to-case uniformity.
- 4.2 Under no circumstance will any Equivalency Subcommittee member sit in consideration of his/her own case.
- 4.3 The actions of the Equivalency Subcommittee and/or the Academic Senate relative to evaluating equivalency shall not be considered as part of the hiring process and shall have no bearing on any other deliberation.
- 4.4 The West Hills Community College District Academic Senate shall establish a standing Equivalency Subcommittee consisting of the following voting members: Chair of the Equivalency Committee; two permanent committee members from the faculty; two full-time faculty from the appropriate discipline or closely allied discipline; and the Vice President, Educational Services/Assistant Superintendent (or designee). In the case of a tie vote, the Academic Senate President shall cast a vote to break the tie. The Director of Human Resources shall serve as a non-voting member.
- 4.5 Faculty appointments to the equivalency subcommittee shall be made by the full-time faculty of the department in which the discipline in question resides. If the department is unable to make the appointments, the Academic Senate shall assume the responsibility of filling any vacancies.

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- 4.6 The Equivalency Subcommittee shall meet within five working days of receiving materials from the Human Resources Office to review the equivalency request.
- 4.7 If a candidate who the Equivalency Subcommittee determines does not meet equivalency is recommended for hire to the Board of Trustees, the Board shall make an opportunity available for the Academic Senate to present its views before the Board makes a determination as to the candidate's having equivalent qualifications; and the written record of the decision, including the views of the Academic Senate and the criteria and evidence used by the Board of Trustees in making the determination, shall be reflected in the Board's action employing the individual and shall be available for review.

Section 5 - Minimum Standards for Consideration of Equivalency

- 5.1 The Equivalency Subcommittee shall adopt policies further defining what evidence shall be required for establishing equivalency. Establishing specific requirements for determining the equivalent of the general education component of a degree can be achieved by the Equivalency Subcommittee since those requirements are rather similar for different programs. Establishing the equivalence of work experience will be unique to each discipline.

A committee comprised of faculty from the same discipline should list the specific skills mastery which will establish equivalence to the years of experience. For establishing the equivalent of the major, such a committee shall recommend measures of the quality of the experience, publications, or other work products that will establish equivalence to the major.

Setting out criteria in advance can make the process of determining equivalency more efficient and more consistent. However, there will always be unusual candidates. Therefore, the list of criteria shall only indicate what evidence will definitely be accepted. The qualifications of individual

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candidates may still be evaluated individually on the specific evidence submitted through the process indicated above.

5.2 Only infrequently will candidates meet the minimum qualifications through the equivalency process. Candidates do possess equivalent qualifications who have all the appropriate courses for a particular degree but do not possess the specific degree named on the West Hills Community College Disciplines List. Occasionally, a candidate who is obviously highly qualified, who indeed may be the best qualified of all the candidates, will be able to demonstrate through publications or similar achievements that he or she has qualifications equivalent to those specified in the Disciplines List. However, the one who claims equivalent qualifications will have to provide conclusive evidence that he or she has qualifications that are at least equivalent to what is required by the minimum qualifications. Specifically, the one making the claim must provide conclusive evidence in regard to each of the following:

5.2.1 A transcript showing that appropriate courses were successfully completed at an accredited college* or appropriate foreign institution**.

5.2.2 Publications that show a command of the major in question, the general education of the candidate, or his or her writing skill.

5.2.3 Other work products that show a command of the major or occupation in question. This may include a departmentally administered examination or interview relative to meeting the minimum qualifications of the discipline.

5.2.4 A resume, employer statement, chronological listing, or other evidence of work experience in the appropriate discipline.

5.2.5 Other evidence of demonstrated skill or accomplishment.

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- 5.3 The Equivalency Subcommittee may consider the following standards for establishing equivalency. However, other criteria may be used in determining equivalency as described in section 5.1 and 5.2 above.
- 5.3.1 In the case of disciplines normally requiring a master's degree, one acceptable standard shall be a BA/BS plus 30 semester units of appropriate coursework; OR a BA/BS plus appropriate licensure from an accredited* institution or entity; OR a BA/BS plus certification as an instructor in the specific discipline, as in the case of a reading instructor with a BA plus a reading specialist credential; OR a BA/BS plus additional coursework and documented experience of such eminence in the discipline that the combination of coursework and experience equals a master's degree in breadth, depth, and rigor.
- 5.3.2 In the case of disciplines not requiring a master's degree, but requiring a degree and work experience, one acceptable standard shall be coursework from accredited* institutions that would satisfy the AA/AS in breadth, depth, and rigor with coursework equivalent to a major, and six years documented work experience in the discipline; OR coursework from accredited* institutions that would satisfy a BA/BS degree in breadth, depth, and rigor with coursework equivalent to a major, and two years documented work experience in the discipline.
- 5.3.3 In the case of disciplines requiring a BA/BS, one acceptable standard shall be coursework from accredited institutions that would satisfy a BA/BS degree in breadth, depth, and rigor with coursework equivalent to major(s).
- 5.3.3 In the case of vocational education disciplines requiring an AA/AS or BA/BS degree, the minimum standard for part-time instruction only shall be that of possession of a department recognized local, state, national, or industry certificate or license clearly displaying expertise in the subject matter. This instruction shall be limited, as determined by the department, to the specific certification or license held by the

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part-time instructor. In those areas where such certification or licensure does not exist, relevant work experience may be considered. Department faculty member(s) shall determine if the certificate, license, or work experience is acceptable and conclusive.

Section 6 - Graduate Students as Part-Time Faculty

- 6.1 In the interest of maintaining a close working relationship with graduate departments at UC and CSU institutions and in keeping with section 66 of AB 1725, part-time teaching positions in areas requiring the master's degree may be held by:
- 6.1.1 advanced graduate students with prior proven teaching experience.
 - 6.1.2 advanced graduate students teaching in areas consistent with the subject area of their graduate program. Such students may include advanced graduate students approved by the appropriate selection committee from among a list of candidates provided by a UC or CSU graduate department.
- 6.2 All graduate students hired for temporary part-time positions by the West Hills Community College District must be concurrently registered in a program of graduate studies at a UC or CSU campus.

Section 7 - Determination of Equivalency

- 7.1 The Equivalency Subcommittee will screen candidates using the application and supporting documentation forwarded by the Human Resources Office. At the committee's discretion, candidates may be interviewed and/or departmental examinations administered.
- 7.2 The Equivalency Subcommittee will report its finding to the Human Resources Office and, if the candidate does not meet the minimum

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qualifications through equivalency, the Subcommittee will include a statement(s) on what basis equivalency was denied.

- 7.3 The Human Resources Office will notify the candidate if he/she does not meet equivalency within five working days of receiving the finding from the Equivalency Subcommittee. Such notification shall be in writing and a copy of the notification will be forwarded to the Academic Senate President and First Vice President.

Section 8 - Responsibilities of the Equivalency Subcommittee

- 8.1 The Equivalency Subcommittee shall consider candidates on a case-by-case basis maintaining thorough and accurate records of their deliberations and decisions. Upon completion of the equivalency process, all relevant records shall be forwarded to the Human Resources Office. It shall be the shared responsibility of the Equivalency subcommittee, ~~and the Academic Senate,~~ and the Human Resources Office to insure that the equivalency policy and procedures are being followed and implemented.

- 8.2 For establishing the equivalent of the required degree, possession of at least the equivalent in level of achievement and breadth of understanding for each of the following criteria will be considered by the Equivalency Subcommittee:

8.2.1 The general education required for that degree or equivalent as established in Section 5 of this document.

AND

8.2.2 The major course work required for that degree or equivalent as established in Section 5 of this document.

- 8.3 For establishing the equivalent of required experience, possession of thorough and broad skill and knowledge for each of the following criteria:

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- 8.3.1 Mastery of the skills of the vocation sufficient to serve as a basis for teaching all courses within the disciplines as listed included on the West Hills College Disciplines List.
- 8.3.2 Extensive knowledge of the working environment of the vocation.
- 8.4 In evaluating the equivalency the subcommittee shall consider, is not limited to, the following as conclusive evidence:
 - 8.4.1 A transcript showing the appropriate courses were successfully completed at an accredited college* or through an appropriate foreign institution**.
 - 8.4.2 Publications that show a command of the major in question, the general education of the candidate, or his or her writing skill.
 - 8.4.3 Other work products that show a command of the major or occupation in question. This may include a departmentally administered examination or interview relative to meeting the minimum qualifications of the discipline.
 - 8.4.4 A resume, employer statement, chronological listing, or other evidence of work experience in the appropriate discipline.
 - 8.4.5 Other evidence of demonstrated skill or accomplishment.

Section 9 - Emergency Situations

- 9.1 In the event that the Equivalency Subcommittee does not or cannot meet within five days of receiving the materials from the Human Resources Office (as in the summer or other times when full-time faculty are not on duty), the following emergency procedure will be followed:

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- 9.1.1 The emergency committee shall consist of a representative of the Academic Senate, the area administrator, and the Assistant Superintendent of Instruction/Dean of Instructional Services or designee.
- 9.1.2 Area administrator or Assistant Superintendent of Instruction/Dean of Instructional Services or designee shall contact Academic Senate representative and convene a meeting of the emergency committee.
- 9.1.3 The emergency committee can grant temporary, one semester equivalency. The candidate receiving temporary equivalency must submit a request for equivalency via the established equivalency procedures prior to teaching for a second semester.
- 9.1.4 If the emergency committee cannot be convened within five working days of receiving materials from the Human Resources Office, the Assistant Superintendent of Instruction/Dean of Instructional Services can grant temporary one semester equivalency as outlined in 9.1.3.
- 9.1.5 Area administrators shall notify the Academic Senate President in writing no later than five working days after a faculty member is placed in a classroom prior to the interview process and/or equivalency process being completed.

* College and University degrees and credits submitted for employment, including the equivalency process, or advancement must be from United States institutions accredited by one of the six regional accrediting agencies recognized by the Council on Post-secondary Accreditation and the United States Secretary of Education.

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** All degrees and credits not covered by the six regional accrediting agencies recognized by the Council on Post-secondary Accreditation and the United States Secretary of Education, including all foreign degrees and credits, are subject to verification through the equivalency process. The candidate bears the responsibility of documenting equivalency to accredited United States institutions.

Board approval date: 1/10/95
Revised: 6/19/00

FACULTY AND COURSE DISCIPLINES LIST

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
AOJ 1	Intro Crim Justice		Adm of Justice *
AOJ 3	Intro to Correct		(same)
AOJ 5	Cncpts Prbin Patrol		(same)
AOJ 10	Princ Just System		(same)
AOJ 12	Report Writing		(same)
AOJ 16	Community Relations		(same)
AOJ 20	Criminal Law		(same)
AOJ 22	Criminal Evidence		(same)
AOJ 24	Crim Investigation		(same)
AOJ 29	Crime & Delnqncy		(same)
AOJ 30/60	Experimental Course		(same)
AOJ 32	Juvenile Delnqncy		(same)
AOJ 49	Directed Study		(same)
AOJ 50	Peace Ofcr Orient		(same)
AOJ 51	Res Ofcr Level II		(same)
AOJ 52	Res Ofcr Level I		(same)
AOJ 55	Bsic Corr Ofcr Course		(same)
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AG 10	Intro to Agriculture	Agriculture	
AG 30/60	Experimental Courses	(same)	
AG 49/99	Directed Study	(same)	
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AG BUS 10	Intro Ag Bus	Agriculture	Ag Business *
AG BUS 12	Ag Math	(same or Mathematics)	(same)
AG BUS 15	Cmptr Applictn Ag	(same)	(same)
AG BUS 20	Farm/Ag Bus Mngmt	(same)	(same)
AG BUS 24	Mgmt Recds & Analy	(same)	(same)
AG BUS 25	Machine Mngmt	(same)	(same)
AG BUS 40	Ag Economics	(same or Economics)	(same)
AG BUS 53	Fund Spreadsheet	Agriculture	(same)
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AG MEC 50	Equip Safety & Opr	Agriculture	Ag Engr * or Indus Tech * or Diesel Mech * or Auto Mech * or Hvy Dut Eqp Mec *
AG MEC 51	Basic Hyd & Pnu	(same)	(same)
AG MEC 52	Adv Hyd & Pneu	(same)	(same)
AG MEC 55L	Fall Power Eqpt	(same)	(same)

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
AG MEC 56L	Adv Power Eqpt	(same)	(same)
AG MEC 58	Ag Machinery	(same)	(same)
AG MEC 61	Apl Ag Mec Skills	(same)	(same)
AG MEC 64L	Farm Const & Maint	(same)	(same)
AG MEC 71	Water Management	(same)	(same)
AG MEC 72	Ag Surveying	(same)	Ag Engr *
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A SCI 5	Rodeo Skills/Mngmt	Agriculture	Equine Science *
A SCI 6	Rodeo Prod & Prmot	(same)	(same)
A SCI 10	Fit & Show Stock	(same)	Ag Production *
A SCI 12	Gen Animal Science	(same)	(same)
A SCI 14	Livestock Sel & Judg	(same)	(same)
A SCI 20	Feeds & Feeding	(same)	Ag Production *
A SCI 21	Beef Production	(same)	(same)
A SCI 32	Animal Hlth & San	(same)	Ag Production *
A SCI 59	Stock Dog Training	(same)	(same)
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CRP SCI 1	Intro Plant Science	Agriculture	Ag Production *
CRP SCI 11	Forage Crops	(same)	(same)
CRP SCI 13	Field Crops	(same)	(same)
CRP SCI 14	Weed & Poison Plts	(same)	(same)
CRP SCI 50	Crop Prod Lab	(same)	(same)
CRP SCI 52L	Weed Control Lab	(same)	(same)
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EQ SCI 1	Begin Horsemanship	Agriculture	Equine Science *
EQ SCI 2	Western Horsemanshp	(same)	(same)
EQ SCI 3	Colt Starting	(same)	(same)
EQ SCI 4	Elem Horse Mgmt	(same)	(same)
EQ SCI 5	Horseshoeing	(same)	(same)
EQ SCI 6	Intm Horseshoe & Forge	(same)	(same)
EQ SCI 7	Equine Breed & Foal Care	(same)	(same)
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OH 70	Ornamental Tree Prod	Agriculture	Ag Production *
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SL SCI 21	Soils	Agriculture	Ag Production *
SL SCI 22	Fert/Soils	(same)	(same)
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ANTHRO 1	Physical Anthro	Anthropology	
ANTHRO 2	Cultural Anthro	(same)	

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
\NTHRO 30/60	Experimental Course	(same)	
.NTHRO 49/99	Directed Study	(same)	
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ART 1A, B, C, D	Gallery Dsgn Studio	Art	
ART 2A	Two-Dmnsnl Drawing	(same)	
ART 2B	Two-Dmnsnl Design	(same)	
ART 4A	Begining Drawing	(same)	
ART 4B	Intermed Drawing	(same)	
ART 5A	Basic Drawing	(same)	
ART 5B	Adv Drawing	(same)	
ART12, A, B, C, D	Ceramic Dsgn Studio	(same)	
ART 13A	Intro Drmc Dsgn Std	(same)	
ART 13B	Beg Crmc Dsgn Std	(same)	
ART 13C	Basic Crmc Dsgn Std	(same)	
ART 13D	Inter Crmc Dsgn Std	(same)	
ART 15A, B, C, D	Painting	(same)	
ART 16A, B	Survey Western Art	(same)	
ART 17A, B, C, D	Painting (non major)	(same)	
ART 30/60	Experimental Course	(same)	
ART 49/99	Directed Study	(same)	
ART 42	Art Appreciation	(same)	
.RT 52	Art Appreciation	(same)	
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AT 30/60	Experimental Course		Auto Mechanics *
AT 41	Auto Mech		(same)
AT 49/99	Directed Study		(same)
AT 50	Auto Engines		(same)
AT 51	Auto Brake Systems		(same)
AT 52	Whl Algnment & Brake Sys		(same)
AT 56A	Intro/Eng Mach Tech		(same)
AT 56B	Inter/Eng Mach Tech		(same)
AT 57A	Manual Transmissions		(same)
AT 57B	Auto Transmissions		(same)
AT 58	Auto Air Condition		(same)
AT 59A	Auto Tune-Up		(same)
AT 59B	Auto Emissn Control		(same)
AT 62	Auto Electrical		(same)
AT 63	Auto Engine Repair		(same)
AT 64	Auto Chassis Repr		(same)
AT 65	Auto Engines Fund		(same)
AT 66	Auto Chassis Fund		(same)

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
BIO 10	Fundamental of Biology	Biological Science	
BIO 11	Bio of Death Vally	(same)	
BIO 12	Bio of Grand Canyon	(same)	
BIO 20	General Zoology	(same)	
BIO 24	General Botany	(same)	
BIO 30/60	Experimental Course	(same)	
BIO 32	Human Anatomy	(same)	
BIO 35	Human Physiology	(same)	
BIO 38	Microbiology	(same)	
BIO 49/99	Directed Study	(same)	
BIO 51	Human Biology	(same)	
BIO 61	Intro Marine Bio	(same)	
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BUS 1A, B	Princ of Accounting	Account or Bus w/Acctng	
BUS 2	Beg Typewriting	Business, or Bus Ed	Office Tech *
BUS 3	Int Typewriting	(same)	(same)
BUS 4	Adv Typewriting	(same)	(same)
BUS 11	Auto Office Sys	(same)	(same)
BUS 17A	Wrđ Proc Tech, WO-IBM	(same)	Office Tech * or Computer Info Sys * or Graphic Art *
BUS 17B	Desktop Publishing	(same)	(same)
BUS 18	Business Law	Business or Law	
BUS 20	Intro Business	Business, or Mngmnt, or Bus Ed	
BUS 24	Bus Math	Business, or Math, or Bus Ed	
BUS 28	Bus Communication	Business, or Mngmnt, or Bus Ed	
BUS 29	Tech of Management	Business or Mngmnt	
BUS 30/60	Experimental Courses	(Min Qual Crse Cont Disc)	
BUS 31	Merchandising	Business or Mngmnt	
BUS 32	Small Bus Management	(same)	
BUS 33	Advertising	Business or Mngmnt	Retailing *
BUS 34	Marketing	(same)	(same)
BUS 35	Human Resource Mngt	Business or Mngmnt	
BUS 49/99	Directed Study	(Min Qual Crse Cont Disc)	
BUS 55	Elem Accounting	Account or Bus w/ Acctng	
BUS 56	Inter Accounting	(same)	
BUS 63	Skill Bldg Typing	Business, or Bus Ed	Office Tech *
BUS 67	Fil & Records Mngmnt	(same)	(same)
BUS 69	Mod Office Prcdures	(same)	(same)
BUS 71	Income Tax Acctng	Account or Bus w/ Acctng	
BUS 74	Computerized Acctng	(same)	

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
BUS 80	Keyboarding/Typewriting	Business	Office Tech *
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BUS RE 40	Real Estate Econ		Real Estate *
BUS RE 41	Real Estate Practice		(same)
BUS RE 42	R E Legal Aspects		(same)
BUS RE 43	Real Estate Apprsl		(same)
BUS RE 44	Real Estate Finance		(same)
BUS RE 45	Real Estate Econ		(same)
BUS RE 46	Real Estate Apprsl II		(same)
BUS RE 47	Escrow Procedure		(same)
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CHEM 1A	Gen College Chem	Chemistry	
CHEM 1B	Gen Coll Chem & Qual An	(same)	
CHEM 2A, B	Intro Chemistry	(same)	
CHEM 5	Quantitative Analysis	(same)	
CHEM 8	Organic Chemistry	(same)	
CHEM 9	Organ Chem Lab	(same)	
CHEM 30/60	Experimental Course	(same)	
CHEM 35	Chem in Modern World	(same)	
CHEM 55	Math Prep for Chem	(same)	
CHEM 49/99	Directed Study	(same)	
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CIS 7	Intro to Computers	Computer Science	
CIS 9	Princip of PC DOS	Computer Sci or Engrng	Comp Info Systems *
CIS 10A	DOS Management	(same)	(same)
CIS 10B	Hard Disk Management	(same)	(same)
CIS 11	Fortran	Computer Sci, or Engng, or Physics	
CIS 12	COBOL	(same)	
CIS 13	PASCAL	(same)	
CIS 14	'C' Programming	(same)	
CIS 15	Basic	(same)	
CIS 19	DBase Aplctn - II/III	(same)	Comp Info Systems *
CIS 34	Intro Lotus 1-2-3	Computer Sci	(same)
CIS 35	Adv Lotus 1-2-3	(same)	(same)
CIS 39	Integrated Appl	(same)	(same)
CIS 40	Data Communications	(same)	(same)
CIS 42	System Design & Analy	Computer Sci or Engrng	(same)
CIS 49/99	Directed Study	(Min Qual Crse Cont Disc)	
CIS 88	Int Appl Appleworks	Computer Sci	Comp Info Systems *
CIS 90	Microcom Appl Skills	(same)	(same)

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
IS 102	Microcom Exp - IBM	(same)	(same)
DT 30/60	Experimental Courses		Diesel Mechanics * or Hvy Duty Equip Mech *
DT 49/99	Directed Study		(same)
DT 63	Equip Serv & Maint		(same)
DT 64A, B	Diesel Fuel Systems		(same)
DT 65	Diesel Eng Tune-Up		(same)
DT 66	Cummings Diesel Eng		(same)
DT 67	Detroit Diesel Eng		(same)
DT 68A, B, C	Hvy Duty Trk Repair		(same)
DT 69	Hvy Duty Chassis		(same)
DT 72	Truck Maintenance		(same)
DT 75	Inter Hvy Equip Repair		(same)
DT 76	Adv Hvy Equip Repair		(same)
DT 77	Adv Diesel Engines		(same)
DT 78	Adv Diesel Engines		(same)
DT 79	Distr Typ Diesel Fuel Sys		(same)
DT 80	Diesel Eng Trbl Shool		(same)
DT 81	Four Cycle Diesel Rpr		(same)
DT 82	Two Cycle Diesel Rpr		(same)
DT 90	Truck Driving		(same or Transptn)
DT 91	Adv Truck Driving		(same)
DR 1	Intro to Theatre	Drama/Theatre Arts	
DR 3	Film Appreciation	(same)	
DR 5	Multi-Cultural Theatre	(same)	
DR 10	Drama Workshop	(same)	
DR 14	Fundamentals of Acting	(same)	
DR 21	Play Production; Drama	(same)	
DR 30/60	Experimental Courses	(same)	
DR 49/99	Directed Study	(same)	
DR 51	Intro to Theatre (Non Tr)	(same)	
Drafting 2	Mechanical Drafting	Engineering	Drafting *
Drafting 3	Intro to Autocad	(same)	(same)
Drafting 4	Inter Mech Drafting	(same)	(same)
Drafting 10A	Begin Resid Arch Drflg	(same)	(same)
Drafting 30/60	Experimental Courses	(same)	(same)
Drafting 49/99	Directed Study	(same)	(same)

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
ECE 4	Parenting	Child Develop, or Fam & Consumer Studies, or Sociology	
ECE 5	Child Development	(same)	
ECE 10	Chld, Family, Society	(same)	
ECE 11	Young Ch w/Excpt Needs	(same)	
ECE 12A, B	Prin/Prac ECE	(same)	
ECE 14A, B	Adm & Sup of Young Child	(same)	
ECE 15	Lit & Lang Art for Y Chld	(same)	
ECE 16	Creative Activities	(same)	
ECE 17A	Sex Ed Parents/Tchrs	(same)	
ECE 17B	Child Abuse Rec/Prevnt	(same)	
ECE 17C	Single Parent	(same)	
ECE 18	Health, Safety & Nutri	(same, or Health, or Biology, or PE)	
ECE 19	Family Day Care	Child Development	
ECE 20A	Child Study & Assess	(same)	
ECE 20B	Child Centered Guidance	(same)	
ECE 20C	Pers & Prof Dev	(same)	
ECE 21	Infant & Toddler Care Gv	(same)	
ECE 30/60	Experimental Courses	(same)	
ECE 49/99	Directed Study	(same)	
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ECON 1A, B	Macroeconomics	Economics	
ECON 30/60	Experimental Courses	(same)	
ECON 49/99	Directed Study	(same)	
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EA 30/60	Experimental Courses in Education	Education	
EA 31	Intro to Teaching	(same)	
EA 49/99	Directed Study	(same)	
EA 67A	Tutor Workshop	(same)	
EA 67B	Tutor Improv Lab	(same)	
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EMT 1	Emer Med Trng		Emer Med Tech *
EMT 30/60	Experimental Course		(same)
EMT 49/99	Directed Study		(same)
<hr/>			
ENGR 30/60	Experimental Course	Engineering or Physics	
ENGR 35	Vector Statics	(same)	

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
ENGR 49/99	Directed Study	(same)	
<hr/>			
ENG 1A	Composition/Reading	English	
ENG 1B	Composition/Literature	(same)	
ENG 12	Studies in Drama	(same)	
ENG 20	Studies in Lit	(same)	
ENG 25A	Creative Writing	(same)	
ENG 25B	Playwriting	(same or Drama)	
ENG 25C	Creative Writ/Poetry	English	
ENG 30/60	Experimental Courses	(same)	
ENG 49/99	Directed Study	(same)	
ENG 51A, B	Communication Skills	(same)	
ENG 54	Interp of Lit	English or Reading	
ENG 61A, B	Content Area Support	Special Education	
ENG 66A, B	Spelling	English	
ENG 70	Adaptive Reading	Special Education	
ENG 89	Sup/Adpt Lang Skills	(same)	
ENG 101A, B, C, D	Intro Reading	Reading or English	
ENG 102A, B	Reading	(same)	
ENG 105	Writing Lab	English	
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FL FRCH 1, 2	Elementary French	French	
FL SPN 1, 2, 3, 4	Spanish	Spanish	
FL SPN 11, 12	Span for Lmtd Bilingual	Spanish	
FL SPN 31	Span for Business	Spanish	
FL SPN 32	Transl & Interpret	Spanish	
FL SPN 51A,B,C,D	Span for Bus & Pers Use	Spanish	
FL SPN 30/60	Experimental Course	Spanish	
FL SPN 49/99	Directed Study	Spanish	
<hr/>			
GS 30/60	Experimental Course	(Min Qual Crse Cont Discip)	
GS 49/99	Directed Study	(Min Qual Crse Cont Discip)	
GS 187	Lm Studies Assess	Special Education	
<hr/>			
GEOG 1	Physical Geography	Geography, or Earth Sci, or Physical Science	
GEOG 2A, B	World Regional Geog	Geography	
GEOG 3	Cultural Geography	(same)	
GEOG 10	Geog of Urban Los Ang	(same)	

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
GEOG 11	Death Valley Field Trip	Geography or Earth Sci	
GEOG 12	Grand Canyon Field Trip	Geography or Earth Sci	
GEOG 13	San Fran Urb Geog Fld Cr	Geography	
GEOG 18	Geography of California	Geography	
GEOG 30/60	Experimental Course	(same)	
GEOG 49/99	Directed Study	(same)	
GEOG 51	Modern Geography	(same)	
GEOG 59	Geography Field Exp	(same)	
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GEOL 1	Physical Geology	Earth Science	
GEOL 3	Historical Geology	(same)	
GEOL 10	Geol Fld Course General	(same)	
GEOL 11	Death Valley Field Trip	(same)	
GEOL 12	Grand Canyon Field Trip	(same)	
GEOL 20	Contemp Topics-Geology	(same)	
GEOL 30/60	Experimental Course	(same)	
GEOL 49/99	Directed Study	(same)	
<hr/>			
HE 35	Pers Health & Hygiene	Health or Phys Ed or Biological Science	
HE 30/60	Experimental Course	(Min Qual Crse Cont Discip)	
HE 49/99	Directed Study	(Min Qual Crse Cont Discip)	
<hr/>			
HVY EQUIP 30/60	Experimental Course		Heavy Duty Equip Mech*
HVY EQUIP 49/99	Directed Study		(same)
HVY EQUIP 50	Heavy Equipment Oper		(same)
<hr/>			
HIS 4A	West Europe to 1700	History	
HIS 4B	West Europe from 1700	(same)	
HIS 17A, B	History of U.S.	(same)	
HIS 18	History of California	(same)	
HIS 21	His of Modern Russia	(same)	
HIS 30/60	Experimental Course	(same)	
HIS 32A	Cultural His of Chicano	(same)	
HIS 32B	Cultural His of Blk Am	(same)	
HIS 49/99	Directed Study	(same)	
<hr/>			

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
HUM 1	Intro Western Culture	Humanities or History or Interdis Studies	
HUM 22	Intro Comparative Relig	Humanities or History or Religious Studies	
HUM 25,26,27, and 28, 29	Great Books (Honors)	Humanities	
HUM 30/60	Experimental Course	(Min Qual Crse Cont Discip)	
HUM 49/99	Directed Study	(Min Qual Crse Cont Discip)	
<hr/>			
IS 1	College Success	Counseling	
IS 2	Career Planning	(same)	
IS 7	Intro to Leadership	(same)	
IS 8	Student Ldrship Develop	(same)	
<hr/>			
IT 30/60	Experimental Course		Industrial Tech*
IT 49/99	Directed Study		(same)
IT 71	Residential Const		Indust Tech* or Const Tech*
T 72	Residential Plumb		(same)
IT 73	Res Elect Wiring		(same)
IT 74	Unif Bldg Code Analysis		(same)
<hr/>			
JOURN 3A,B,C,D	Newspaper Production	Journalism	
JOURN 21,22	Photography	Journalism or Art or Photography	
JOURN 30/60	Experimental Course	Journalism	
JOURN 40	Intro Mass Communictn	(same)	
JOURN 49/99	Directed Study	(same)	
<hr/>			
MATH 1A	Intro to Calculus	Mathematics	
MATH 1B	Calculus W/Applications	(same)	
MATH 2A	Multivariate Calculus	(same)	
MATH 2B	Differential Equations	(same)	
MATH 13	Plane Trigonometry	(same)	
MATH 14	College Algebra	(same)	
MATH 25	Intro to Statistics	(same)	
MATH 30/60	Experimental Course	(same)	
MATH 41	Number Systems	(same)	
MATH 45	Contemporary Math	(same)	

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
MATH 49/99	Directed Study	(same)	
MATH 61	Elementary Algebra	(same)	
MATH 62	Plane Geometry	(same)	
MATH 63	Intermediate Algebra	(same)	
MATH 87	Industrial Mathematics	(same)	
MATH 101	Basic College Math	(same)	
MATH 75	Adaptive Mathematics	Special Education	
<hr/>			
MUSIC 1A,B	Beginning Piano	Music	
MUSIC 2A,B,C,D	Inter Piano	(same)	
MUSIC 7A,B,C,D	Class Voice	(same)	
MUSIC 9A,B,C,D	Coll & Community Chorus	(same)	
MUSIC 17A,B,C,D	Guitar	(same)	
MUSIC 21A,B,C,D	Vocal Jazz Ensemble	(same)	
MUSIC 30/60	Experimental Course	(same)	
MUSIC 42	Music Appreciation	(same)	
MUSIC 49/99	Directed Study	(same)	
MUSIC 52	Intro to Music	(same)	
<hr/>			
NC 101	Basic Skills Coll Math	Mathematics	
NC 102	Introductory Reading	Reading	
NC 154	Parenting	Social Science	
NC 157	Fitness for Life	Physical Education	
NC 160	G.E.D.	Counseling or Education	
NC 161	RTC Pre-Release Course	AOJ	
NC 171	Ves/Truck Driving	ESL & Transportation*	
NC 175 A,B	E.S.L.	ESL	
<hr/>			
NUT 1	Basic Nutrition	Nutritional Sci/Dietetics or Health or Bio Sci or Physical Education	
NUT 30/60	Experimental Course	(same)	
NUT 49/99	Directed Study	(same)	
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PHIL 1	Intro to Philosophy	Philosophy or Humanities or Religious Studies	
PHIL 2	Intro to Logic	(same)	
PHIL 3	Ethics	(same)	
PHIL 30/60	Experimental Course	(same)	
PHIL 49/99	Directed Study	(same)	

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
PE 1	Intro Swimming	Physical Education	
PE 1C	Water Safety Instr	(same)	
PE 2	Archery	(same)	
PE 3	Badminton	(same)	
PE 4	Aquatic Conditioning	(same)	
PE 5	Emergency Water Safety	(same)	
PE 6	Athletic Conditioning	(same)	
PE 7	Aerobics	(same)	
PE 9	Aqua-Aerobics	(same)	
PE 11	Golf	(same)	
PE 12	Anal Compet Swimming	(same)	
PE 14	Fund Teach Aerobics	(same)	
PE 16	Jogging	(same)	
PE 17	Racquetball	(same)	
PE 19	Adapted Phys Ed	(same)	
PE 20	Tennis	(same)	
PE 21	Fitness Lab	(same)	
PE 22	Power Volleyball	(same)	
PE 23	Weight Training	(same)	
PE 25A,B	Soccer	(same)	
PE 26A	Intro Coun-West Dance	(same)	
PE 28A,B	Intercoll Softball	(same)	
PE 29A,B	Intercoll Volleyball	(same)	
PE 30/60	Experimental Courses	(same)	
PE 31A,B,C,D	Intercoll Basketball	(same)	
PE 40	Intro Physical Ed	(same)	
PE 41	First Aid	(same)	
PE 44A	Theory of Basketball	(same)	
PE 45A	Theory of Softball	(same)	
PE 45B	Theory of Volleyball	(same)	
PE 47A	CPR	(same + Certificate)	
PE 47B	CPR for Child & Infants	(same + Certificate)	
PE 47C	Basic Life Support	(same + Certificate)	
PE 49/99	Directed Study	(same)	
PE 52A,B,C,D	Intercol Spts Mgr-Bskbl	(same)	
PE 59A,B,C,D	Intercl Spts Mgr	(same)	
<hr/>			
PHY SCI 1	Survey of Phy Science	Physics or Earth Sc or Chemistry	
PHY SCI 30/60	Experimental Courses	(same)	
PHY SCI 49/99	Directed Study	(same)	
<hr/>			

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
PHYSICS 2A	Mech & Thermodym	Physics	
PHYSICS 2B	Elec-Mag-Opt-Modn Phys	(same)	
PHYSICS 4A	Classical Mechanics	(same)	
PHYSICS 4B	Elect-Mag-Waves	(same)	
PHYSICS 4C	Thermodym-Opt-Modn Phys	(same)	
PHYS 30/60	Experimental Course	(same)	
PHYS 49/99	Directed Study	(same)	
<hr/>			
POL SCI 1	American Government	Political Science	
POL SCI 2	Comparative Govt	(same)	
POL SCI 30/60	Experimental Course	(same)	
POL SCI 49/99	Directed Study	(same)	
POL SCI 51	American Institutions	(same)	
<hr/>			
PSYCH 1A,B	General Psychology	Psychology	
PSYCH 4	Personal Psychology	(same)	
PSYCH 10	Child Development	Psychology or Child Development	
PSYCH 30/60	Experimental Course	Psychology	
PSYCH 49/99	Directed Study	(same)	
PSYCH 51	Survey of Behav Sci	(same)	
<hr/>			
REC 30/60	Experimental Course	Recreation Adm or Physical Education	
REC 31	Intro Rec & Leis Serv	(same)	
REC 49/99	Directed Study	(same)	
<hr/>			
SOC SCI 30/60	Experimental Course	Social Science or Ethnic Studies	
SOC SCI 32A	Cult Hist of Chicano	(same)	
SOC SCI 32B	Soc Hist of Black Am	(same)	
SOC SCI 49/99	Directed Study	(same)	
<hr/>			
SOC 1	Intro Sociology	Sociology	
SOC 2	Intro to Social Problems	(same)	
SOC 3	Mar & Family Relations	(same)	
SOC 4	Parenting (Transf)	(same or Chld Dev)	
SOC 30/60	Experimental Course	Sociology	
SOC 49/99	Directed Study	Sociology	

COURSE	DESCRIPTION	DISCIPLINE (Masters required)	DISCIPLINE (Masters not required)
SOC 54	Parenting (Non Transf)	(Same or Chld Dev)	
<hr/>			
SP 1	Elements of Speech	Speech or English or Drama/Theatre Arts	
SP 2	Oral Interp of Lit	(same)	
SP 3	Argument & Debate	(same)	
SP 4	Dynamics of Gp Discuss	(same)	
SP 5	Interpersonal Comm	(same)	
SP 30/60	Experimental Course	(same)	
SP 49/99	Directed Study	(same)	
SP 51	Intro to Speech	(same)	
<hr/>			
WT 30/60	Experimental Course		Welding*
WT 40	Intro to Welding		(same)
WT 41	Intermed Welding		(same)
WT 44	Intro Weld Processes		(same)
WT 45	Intermed Weld Process		(same)
WT 49/99	Directed Study		(same)
WT 53	GNAW & GTAW Welding		(same)
WT 56	Blueprint Reading		(same)
WT 57A,B	Welding Fabrication		(same)
WT 67	Welding Projects		(same)

AGREEMENT

Between

WEST HILLS COMMUNITY COLLEGE DISTRICT

And

**WEST HILLS COLLEGE FACULTY
ASSOCIATION/CTA/NEA**

2006-2009

As Amended/Ratified on January 17, 2008

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11 EXHIBITS ATTACHED:

12 "A" – Evaluation Forms

13 "B" – Academic Calendars

14 "C" – Salary Schedules

15 "D" – Grievance Forms

16 "E" – Sabbatical Leave Form

17 "F"-- Time off Duty Form

18 "G"—Seniority List

19

ARTICLE 1. RECOGNITION

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The Board of Trustees of the West Hills Community College District (the "Board" or "District") recognizes the West Hills College Faculty Association, CTA/NEA (the "WHCFA" or the "Association") , as the sole and exclusive representative of all full-time instructors, librarians and counselors whose contractual obligation equals or exceeds .60 full-time equivalent. All other employees of the District including but not limited to the following are excluded: substitutes, summer session instructors, librarians, counselors, consultants, temporary employees hired for less than a semester, division chairs, managerial, supervisory and confidential employees.

The Board agrees not to negotiate with any other organization on matters of scope over which the Association has rights of exclusive representation, and agrees not to negotiate with any member of the unit individually during the duration of this Agreement on matters subject to negotiations.

The Association recognizes the Board as the duly elected representative of the people and agrees to negotiate only with the Board's officially designated representatives. WHCFA further agrees that neither it nor any of its members or agents will attempt to negotiate privately or individually with the Board, any Board member, administrator, or other person or persons not officially designated by the Board as its representative.

On May 2, 1977, the West Hills Community College Faculty Association/CTA/NEA was recognized as the exclusive representative of a unit composed of certain certificated employees of the West Hills Community College District.

1 **ARTICLE 2. ASSOCIATION RIGHTS**

2
3 2.1 Use of Buildings and Facilities

4
5 The Association shall have the right to reasonable use of District buildings and facilities.

6
7 2.2 Notice of Activities

8
9 The Association shall have the right to post notices of activities and matters of Association
10 concern on designated bulletin boards. A courtesy copy of posted material will be provided the
11 District's Chancellor and President at the time of the posting.

12
13 2.3 Mail Service

14
15 Consistent with the limitations of the law, the Association may use the District mail service for
16 communicating with its members.

17
18 2.4 Access to District Property

19
20 Authorized representatives of the Association shall be permitted access to District property to
21 conduct proper Association business provided that such business does not interfere with the
22 duties of District employees. The Association, or its authorized representative, shall notify the
23 District's Chancellor and President in advance, where possible, of a visit to the College by an
24 Association representative, providing information regarding purpose of visit and estimated times
25 of arrival and departure.

26
27 2.5 Roster of Unit Members

28
29 Names, addresses, and telephone numbers of unit members as provided to the District by the unit
30 members shall be provided the Association within sixty (60) days of the ratification of this
31 Agreement. Names, addresses, and telephone numbers will be provided only in those cases
32 where privacy has not been requested.

33
34 2.6 Board Agenda

35
36 The Association, upon request, shall be provided one (1) copy of the Board agenda prior to each
37 regularly scheduled Board of Trustees meeting. Upon three (3) work days notice, the
38 Association may request, in writing, to place items on the agenda and speak to such items.

39
40 2.7 Dues Deductions

41
42 The District agrees to deduct dues in certified, uniform amounts from the pay of Association
43 members in the unit, and to pay the Association the normal and regular monthly membership
44 dues voluntarily authorized by the employee on the approved District form, subject to the
45 following conditions:

1 2.7.1 Such deduction shall be made only upon the submission by the employee on a
2 District approved form of a duly executed and revocable authorization;

3
4 2.7.2 The District shall not be obligated to put into effect any new, changed, or
5 discontinued deduction unless the change is in the District payroll office prior to the tenth
6 (10th) of each month;

7
8 2.7.3 The Association agrees to indemnify, defend, and hold the District harmless against
9 any claims made of any nature whatsoever, and against any claim or suit instituted against
10 the District arising from its collection and deduction of Association membership dues.

11
12 2.8 Consultation

13
14 The Association has the right to consult on the definition of education objectives, the
15 determination of the content of courses and curriculum, and the selection of textbooks to the
16 extent such matters are within the discretion of the public school employer under the law.

17
18 The President of the Association may meet regularly with the Chancellor or President of the
19 District for the purposes of consultation. Such consultations shall include recommendations
20 regarding subjects to be placed on the agendas of College meetings.

21
22 2.9 Released Time

23
24 Effective in the 1998-99 contract year the Association President shall have up to four (4) days
25 per year reassigned time to conduct association business with 30 days advanced notice to the
26 Dean's of Educational Services.

1 **ARTICLE 3. DISTRICT RIGHTS**

2
3 It is understood and agreed that the District retains all of its powers and authority to direct,
4 manage, and control to the full extent of the law. Included but not limited to those duties and
5 powers are the exclusive right to: determine its organization, and direct the work of its
6 employees; determine the times and hours of operation; determine the kinds and levels of service
7 to be provided, and the methods and means of providing them; establish its educational policies,
8 goals, and objectives; insure the rights and educational opportunities of students; determine
9 staffing patterns; determine the number and kinds of personnel required; maintain the efficiency
10 of District operations; determine the curriculum; build, move, or modify facilities; establish
11 budget procedures and determine budgetary allocation; determine the methods of raising
12 revenue; contract out work; and take action on any matter in the event of an emergency.
13

14 In addition, the Board retains the right to hire, classify, assign, transfer, evaluate, promote,
15 terminate, and discipline employees. The exercise of the foregoing powers, rights, authority,
16 duties, and responsibilities by the District, the adoption of policies, rules, and regulations, and
17 practices in furtherance thereof, and the use of judgment and discretion in connection therewith
18 shall be limited only by the specific and express terms of this Agreement, and then only to the
19 extent such specific and express terms are in conformance with law.
20

21 The District retains its rights to amend, modify, or suspend policies and practices referred to in
22 this Agreement in case of emergency. Emergency is defined as an act of God, a natural disaster,
23 or other dire interruption of the District's programs. The determination of whether or not an
24 emergency exists is solely within the discretion of the Board.

1 **ARTICLE 4. EVALUATION PROCEDURE**

2
3 4.1 Preamble

4
5 The purposes of the evaluation procedure is to recognize faculty for outstanding performance,
6 to assist the unit member in becoming a better teacher/counselor/librarian and to provide
7 information to assist in making tenure decisions.

8
9 4.2 Definitions

10
11 A "contract employee" (non-tenured) means a member of the bargaining unit who is employed
12 on the basis of a contract in accordance with the provisions of Education Code sections 87605,
13 87608(b), or 87608.5(b).

14
15 A "regular employee" (tenured) means a member of the bargaining unit who is employed on a
16 regular basis in accordance with Education Code sections 87608(c), 87608.5(c), or 87609(a).

17
18 An "administrative evaluator" means the Chancellor or designee from the administrative staff.

19
20 In the case of a "contract" (non-tenured) employee, a "peer evaluator" means any unit member
21 appointed by the Academic Senate.

22
23 In the case of a "regular" (tenured) employee, a "peer evaluator" means any unit member
24 selected by the member to be evaluated.

25
26 An "evaluation team" shall consist of the following:

27 One (1) administrative evaluator and two (2) peer evaluators.

28
29 A "self-evaluation" means the contract (non-tenured) unit member to be evaluated will complete
30 a written self-assessment.

31
32 An "observation visitation" means a period of time during which an evaluator observes a unit
33 member performing assigned duties.

34
35 An "academic year" means that period of time beginning on the first day of a fall semester and
36 ending on the last day of the following spring semester.

37
38 4.3 General

39
40 All information and materials related to the evaluation process shall remain confidential.

41
42 Evaluation forms currently in use at the time this Agreement goes into effect shall continue to be
43 used for the duration of this Agreement. (See Exhibit A.) A joint committee of the Association
44 and the District shall determine the final version of Exhibit A. **(Online evaluation tools in**
45 **exhibit A ratified on 01-17-2008).**

1 Evaluators and unit members being evaluated are encouraged to meet informally at any mutually
2 agreed upon time before, during, or after the evaluation process.

3
4 Contract (non-tenured) employees shall be evaluated at least once in each academic year. The
5 members of the evaluation team shall remain the same each year the contract (non-tenured)
6 employee is evaluated.

7
8 Regular (tenured) employees shall be evaluated at least once in every three (3) academic years.

9 10 4.4 Procedure

11
12 Initially, a member of the unit who is to be evaluated shall meet with the administrative evaluator
13 and the entire evaluation team in a pre-observation conference, the purpose of which is to
14 discuss, ascertain, and identify the ingredients and objectives of the evaluation, the time and
15 conditions of the observation visitation, and the time of the post-observation conference.

16
17 The observation visitation by each member of the evaluation team shall take place within twenty-
18 five (25) workdays of the pre-observation conference. Observation visitations normally will be
19 for a period of fifty (50) minutes; however, the period of time of an observation visitation may be
20 shortened or lengthened by the mutual agreement of the unit member and the administrative
21 evaluator.

22
23 Notes may be taken during the observation visitation. Observation forms should be filled out
24 during or immediately following the observation visitation and forwarded to the administrative
25 evaluator.

26
27 The contract (non-tenured) unit member shall prepare a self-evaluation, including their
28 professional development goals/plans and provide copies to the evaluation team. Regular
29 (tenured) unit members shall prepare professional development goals/plans, which shall be
30 revised as needed.

31
32 The post-observation conference shall take place within twenty (20) workdays of the observation
33 visitations. Within fifteen (15) workdays of the observation visitations, the administrative
34 evaluator shall submit to the unit member being evaluated copies of the observation forms.

35
36 A post-observation conference shall be held. Contract (non-tenured) unit members shall
37 conference with the administrative evaluator and the entire evaluation team. Regular (tenured)
38 unit members may, at their election, conference with the entire evaluation team. Nothing herein
39 shall be deemed a waiver of representational rights.

40
41 During the post-observation conference, the administrative evaluator and the unit member may
42 agree to changes in the written remarks of the evaluation, in which case it shall be re-drafted and
43 submitted to the unit member within five (5) work days of the post-observation conference. The
44 unit member shall sign and return to the administrative evaluator the modified, re-drafted, final
45 evaluation form within five (5) work days of the date it was submitted to the unit member.

1 In the event the unit member being evaluated receives what he or she considers to be a negative
2 evaluation, the administrative evaluator and unit member shall discuss the matter at the post-
3 observation conference. The administrative evaluator shall specify on the evaluation form the
4 reason(s) for the negative evaluation. The administrative evaluator and the unit member shall
5 meet within fifteen (15) work days of the post-observation conference to develop a written,
6 detailed plan for remediation of the deficiencies upon which a negative evaluation was based.

7
8 A copy of the final, signed evaluation form shall be given to the unit member no later than April
9 15, and a copy shall be placed in the unit member's personnel file as soon as practicable. The
10 unit member and the administrative evaluator may extend this April 15 deadline by mutual
11 consent.

12
13 A peer review process shall be part of each unit member's evaluation, and each evaluation should
14 include, to the extent practicable, student evaluations.

15
16 The unit member and administrative evaluator may attach to the evaluation form copies of peer
17 observation forms, student evaluations, and/or self-appraisal evaluations.

18
19 A unit member may select a peer evaluator from outside the unit member's discipline.

20 21 4.5 Tenure Process

22
23 Recommendation for tenure is the responsibility of the Academic Senate.

24 25 4.6 Personnel Files

26
27 4.6.1 Records relating to the employment of unit members shall be maintained in
28 individual files located in the Personnel Office.

29
30 4.6.1.1 A unit member whose personnel file contains derogatory information may
31 request that said information be sealed in the personnel file. Only information
32 four (4) or more years old may be sealed. The sealed envelope shall state that
33 it may be unsealed: 1) with the mutual consent of the employee and the
34 Chancellor or Designee, 2) upon the receipt of a lawful subpoena or court
35 order, 3) in the event the employee brings a suit, claim or action against the
36 District.

37
38 A unit member's request to seal documents in his/her personnel file shall not
39 be refused by the District absent good cause.

40
41 4.6.2 Materials in a unit member's personnel file, which may serve as a basis for affecting
42 his/her status, shall be available for inspection by the unit member.

43
44 4.6.2.1 Members shall not be entitled to review ratings, reports, or other records
45 obtained prior to employment, prepared by identifiable committee members or

1 were obtained in connection with a promotional exam, as provided by
2 Education Section 88031.

3
4 4.6.2.2 A unit member shall have the right to examine and/or obtain copies of
5 personnel file documents upon reasonable notice to the Human Resources
6 Department.

7
8 4.6.2.3 Review of personnel files shall take place at a time when the unit member
9 is not actually required to render services to the District.

10
11 4.6.3 Personnel files are confidential. Absent a lawful subpoena or other court order,
12 access to files shall be limited to District supervisors, administrators, or agents.

13
14 4.6.3.1 A representative of the Association may review a unit member's
15 Personnel file only upon written authorization of the unit member.

16
17 4.6.4 Information of a derogatory nature shall not be entered or filed until the unit
18 member is provided a copy of the document and an opportunity to respond. The
19 response, if any, shall be placed in the unit member's personnel file.

20
21 4.6.5 All material placed in a unit member's personnel file shall be dated and signed by
22 the preparer. Documents shall be placed in a unit member's personnel file within
23 ninety (90) days of the final documents' creation.

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3 **ARTICLE 5 CALENDAR**

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27 **5.1 Calendar**

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42
The District reserves the right to establish a calendar for each academic year, except that the total number of work days unit members must serve and the beginning and ending dates of academic years are mandatory subjects of negotiations between the District and the Association.

The District and Association shall jointly establish a calendar for each academic year in accordance with the process used to produce the 2001-2002 calendar. (NOTE: The 2000-2001 and the 2001-2002 calendars are attached as Exhibits B) When finalized the 2002-2003 calendar will be added to Exhibit B.

The parties agree to form a committee with the express purpose of analyzing the potential advantages and disadvantages associated with the implementation of a compressed 16 week calendar. The committee shall be comprised of three (3) members appointed by the Faculty Association and three (3) members appointed by the District administration. Among the review and considerations by the committee, shall be the amount of total semester hours of teaching, the equivalent number of minutes and hours of teaching which shall comply with the minimum requirement of 175 teaching days under the traditional calendar, the impact on students, and the success or lack thereof experienced by other institutions which have adopted the compressed calendar. The committee shall report its findings to the Association and the District administration not later than June 30, 2008. **(Change Ratified on 01-07-2008).**

27 **5.2 Teaching Faculty Work Year**

28
29 The teaching faculty work year is as follows:

30	173	Teaching Days
31	2	Flexible Teaching Days
32	175	Total Teaching Days
33	2	Duty Days
34	177	Work Days

35
36 The base year for teaching faculty shall be 177 assigned workdays. Extended year contracts for
37 unit members shall be voluntary and not more than 44 assigned workdays. Extended years
38 contracts shall be defined as contracts, which are extended from the normal work year of 177
39 workdays and shall not include those contracts, which originate as more than 177 workdays.
40 Extended year contracts shall occur during the designated fiscal year. A Faculty member may
41 request an extended contract.
42

1 5.3 Non-Teaching and/or Student Services Faculty Work Year

2
3 The total workdays for counselors shall be 197. Not later than 60 days before the end of the
4 academic year, the Dean of Students shall determine counselor work days and scheduled time
5 off for the following school year. Counselors shall, sufficiently in advance of that date,
6 submit to the Dean of Students their proposed individual work schedules for the next year.
7 In the event of scheduling conflicts, the Dean of Students shall attempt to resolve them
8 informally with the affected counselors. If there is no resolution through the informal
9 process, the Dean of Students shall decide the schedules. The counselor work year will begin
10 July 1 and end June 30 of each year.

11
12 The total workdays for the librarian(s) will be 221.

13 5.4 Duty Days

14
15 The two (2) duty days shall be scheduled by the District. All unit members shall be required
16 to attend duty days as days in addition to the total number of days in which classes are
17 scheduled during the academic year.

18
19 5.5 Flex Days

20
21 Unit members shall attend or obtain credit through an in-lieu activity for two (2) flexible
22 teaching days ("flex days").

23
24 District Flex Day. The District's one (1) flex day shall be mandatory for all unit members
25 unless the unit member is pre-approved by the Chancellor or designee for an in-lieu activity.
26 This flex day activity shall be organized and scheduled by the District.

27
28 Unit Member Flex Day. The unit members' one (1) flex day shall be mandatory for all unit
29 members unless the unit member is pre-approved by the Chancellor or designee for an in-lieu
30 activity. The unit member's one (1) flex day shall be organized and planned by the faculty
31 members and Academic Senate.

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3 **ARTICLE 6. WORK LOAD**

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17 **6.1 Work Week**

18 A thirty five (35) hour week shall serve as the benchmark for calculating reassigned time and leave.

19 Full-time instructors are expected to participate in professional duties and responsibilities including serving on faculty committees, as student club advisors, conduct student recruitment, participate in registration as requested, be involved in in-service institutes and programs, and perform other professionally related services as requested by either the Chancellor or his/her designee.

20 Instructors are responsible for attending meetings and participating in other professional activities called by administration, departments, faculty or committees on teaching and non-teaching days. The guidelines for professional responsibilities may be found in Board Policy and the Faculty Resource Guide.

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41 **6.2 Teaching Duty**

42 The Board establishes an instructor's full-time teaching load to be fifteen (15) lecture hours per semester. A laboratory activity hour shall be equivalent to seventy-five hundredths (.75) of a lecture hour.

43 In a given semester, if an instructor is assigned a teaching load which is greater than a full-time teaching load as defined directly above, because of special needs of the District, the instructor shall have the option to receive hourly pay for in-class hours beyond the fifteen (15) lecture hour equivalents, or to balance the teaching load over four (4) consecutive semesters to reach a balance of sixty (60) hours ((two) (2) consecutive semesters in the case of a first year instructor). In no event shall an instructor's load be reduced more than six (6) hours below a full-time teaching load in any one semester to accommodate balancing.

44 Except as otherwise agreed upon between the unit member and the Chancellor or his/her designee, regular contract teaching assignments shall be scheduled, within a daily span of time of nine hours or less, excluding meal times and overload.

45 The amount of voluntary overload hours for any instructor shall not be limited.

46 In addition, as a minimum, each full-time instructor is expected to be available on campus or at an off-campus site, and maintain office hours a minimum of five (5) hours per week for purposes of assisting students through formal and informal advisory processes.

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6.3 Non-Instructional Duty

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6.3.1 Counselors

201 The basic work year for counselors shall be 197 days. The work week shall consist of

1 thirty five (35) hours of assigned duty which may include committee assignments, faculty
2 senate, other college-related meetings, research, orientation, counseling appointments,
3 teaching responsibilities, if assigned, staff development activities and/or any other
4 professionally-related activities as authorized and/or directed by the administration.
5 Counselors will stagger their consecutively scheduled hours in a manner so that coverage
6 will be maintained as determined by the Dean of Students and pursuant to Article 5.3.
7

8 6.3.2 Librarians 9

10 The basic work year for librarians shall be as defined in Article 5. The workweek shall
11 consist of thirty five (35) hours of assigned duties, which may include committee
12 assignments, other college related meetings, teaching responsibilities, if assigned, staff
13 development activities and/or any other professionally related activities as authorized
14 and/or directed by the administration.
15

16 Duty days and hours shall be assigned by administration after consultation between the
17 librarian and the administration with consideration to the unit member's concern.
18

19 6.4 Scheduling 20

21 Responsibility for scheduling lies with the Chancellor or his/her designee.
22

23 6.5 Extended Contract Stipends 24

25 Extended contract faculty shall be paid according to the following formula:
26

27 The employee's annual salary (S) shall be divided by the number of workdays in the normal
28 work year (177) to arrive at the employee's daily rate (DR).
29

30 The employee's daily rate (DR) shall be multiplied by the number of total contracted work
31 days (TCWD) in excess of the normal work year of 177 days to arrive at the extended
32 contract stipend amount (ECSA). The employee's extended contract stipend amount
33 (ECSA) shall be added to the annual salary (S) to arrive at the employee's total
34 compensation (TC).
35

$$S/177 = DR$$

$$DR \times (TCWD-177) = ECSA$$

$$S + ECSA = TC$$

38 For example, if an employee's annual salary is \$ 50,000 and the employee's extended
39 contract shall entail a total contracted work year of 221 days, the employee would be
40 compensated an additional \$ 12,429.56 as a stipend for the extended contract for a total
41 salary of \$ 62,429.56 for the school year in question.

$$\$ 50,000/177 = \$ 282.49$$

$$\$ 282.49 \times 44 = \$ 12,429.56$$

$$\$ 50,000 + \$ 12,429.56 = \$ 62,429.56$$

45 **ARTICLE 7. WORKLOAD REDUCTION/PART-TIME**

1
2 Members of the bargaining unit may petition the Governing Board of the District to reduce their
3 workloads from full-time to part-time and shall receive the retirement service credit they would
4 have received if they were employed on a full-time basis, and have their retirement allowance, as
5 well as any other benefits they are entitled to under the State Teachers Retirement System
6 (STRS), based upon the salary they would have received if employed on a full-time basis.
7

8 Reduced workloads under this Article shall be subject to the following provisions:
9

10 7.1 The option of part-time employment shall be exercised at the request of the employee and
11 can be revoked only with the mutual consent of the District and the employee.
12

13 7.2 The employee shall have been employed full-time in a position requiring certification for at
14 least ten (10) years, of which the immediately preceding five (5) years were full-time
15 employment.
16

17 7.3 During the period immediately preceding a request for reduction in workload, the employee
18 shall have been employed full-time in a position requiring certification for a total of at least five
19 (5) years without a break in service. For purposes of this Article, sabbaticals and other approved
20 leaves of absence shall not constitute a break in service. Time spent on a sabbatical or other
21 approved leave of absence shall not be used in computing the five (5) year full-time service
22 requirement prescribed herein.
23

24 7.4 The employee shall have reached the age of fifty-five (55) prior to reduction in workload.
25

26 7.5 The period of such part-time employment shall not extend beyond the end of the academic
27 year during which the employee reaches his or her seventieth (70th) birthday.
28

29 7.6 The period of such part-time employment shall not exceed five (5) years.
30

31 7.7 The minimum part-time employment shall be the equivalent of one-half (1/2) of the number
32 of days of service required by the employee's contract of employment during his or her final year
33 of service in a full-time position.
34

35 7.8 The employee shall be paid a salary, which is the pro-rata share of the salary he or she
36 would be earning had he or she not elected to exercise the option of part-time employment.
37

38 7.9 The member shall contribute to the STRS the amount that would have been contributed had
39 the member been employed full-time.
40

41 7.10 The District shall contribute to the STRS an amount based upon the salary that would have
42 been paid to the member had the member been employed full-time.
43
44
45

ARTICLE 8. COMPENSATION

1
2 **8.1 Preamble**
3

4 The parties agree that their goal for the duration of this agreement and this article is to
5 compensate faculty members comparably to the contiguous Community College Districts
6 known collectively as the “Central 14”. The “Central 14” districts are:
7

- 8 Allan Hancock Community College District
- 9 Cabrillo Community College District
- 10 College of the Sequoias
- 11 Gavilan Community College District
- 12 Hartnell Community College District
- 13 Kern Community College District
- 14 Merced Community College District
- 15 Monterey – Peninsula Community College District
- 16 San Luis Obispo County Community College District
- 17 San Joaquin Delta Community College District
- 18 State Center Community College District
- 19 West Kern Community College District
- 20 West Hills Community College District
- 21 Yosemite Community College District

22
23 8.1.1 The parties acknowledge that, because districts are in different stages of
24 agreements or negotiations, it is generally not possible to know the exact
25 compensation package of each of the Central 14 districts at the beginning of any
26 given year. The parties agree that for comparison purposes, the parties will use
27 the Central 14 data for the prior academic year as reported in the Community
28 College Compensation Survey published annually by the Community College
29 Association.
30

31 8.1.2 The parties recognize their mutual interest in maintaining fiscal stability.
32 Therefore the parties agree that the compensation goal must be achieved in
33 conjunction with the District’s maintenance of prudent reserves against
34 contingencies.
35

36 8.1.3 The District’s ability to meet the goal of compensating faculty members
37 comparably to the Central 14 is further dependent upon the District meeting
38 funded enrollment growth targets set by the District and by the State Chancellor’s
39 Office. If those goals are not met, the parties acknowledge that the District will
40 not be able to meet its long-term compensation goal.
41
42
43
44

45 **8.2 2006-2007 Salary Schedule**

1
2 Effective July 1, 2006, for the year 2006-2007, the 2002-2003 salary schedule set forth in Exhibit
3 "C" shall be increased as follows:

4 Each cell of the 2002-2003 salary schedule, shall be increased on the 2006-2007 salary schedule
5 by 10.92%, effective July 1, 2006. Additionally, each member of the bargaining unit employed in
6 paid work status on the date this agreement is ratified and approved shall receive a one time non-
7 repetitive stipend based upon a calculation of the product of 5% times the payroll earned during
8 the period March 1, 2006 through June 30, 2006. (Example: an employee who earns an amount
9 of \$ 20,000 during the period of March 1, 2006 through June 30, 2006, would receive \$ 1,000,
10 calculated as follows: $0.05 \times \$ 20,000 = \$ 1,000$, payable in the July 2006 payroll cycle.

11
12 2007-2008 Salary Schedule

13
14 For the year 2007-2008, the 2006-2007 salary schedule set forth in Exhibit "C" shall be increased
15 as follows:

16
17 Each cell of the salary schedule shall be increased by the greater amount of 3.0% or the state
18 funded COLA percentage to the extent the COLA is fully funded, effective July 1, 2007.

19
20 2008-2009 Salary Schedule

21
22 For the year 2008-2009, the 2007-2008 salary schedule set forth in Exhibit "C" shall be increased
23 as follows:

24
25 Each cell of the salary schedule shall be increased by the greater amount of 3% or the state
26 funded COLA percentage to the extent the COLA is fully funded, effective July 1, 2008.

27
28 8.2.1 Each unit member will advance one step per year of service to the district.

29
30 8.3 Full Time Overload Pay

31
32 Unit members who teach more than a full-time work load as defined in Article 6, shall be paid
33 at the current adjunct hourly rate as adjusted by the Governing Board. Notification will be
34 sent to unit members when adjustments to the adjunct hourly rate are made by the Governing
35 Board.

36
37 8.4 Mileage/Predominate Site

38
39 Travel compensation by the District is based upon the principle that all unit members report to
40 instructional duty at their own expense. For the purpose of calculating mileage, each unit
41 member, annually in the fall, shall be designated a predominate site. That determination shall
42 be made based on the fall schedule. Said designation shall be made by the Chancellor or
43 his/her designee. Mileage compensation for assigned instructional duties on sites other than
44 the predominate site shall be compensated at the I.R.S. rate effective July 1 of each year.

45
ARTICLE 9. INSURANCE

1
2 9.1 Preamble
3

4 As part of its total compensation package, and in order to recruit and retain faculty, the District
5 includes health and welfare premiums in the benefit package. Central Valley Trust Plan A is the
6 premier medical plan in the area. The interest of the District is to keep this Plan at a reasonable
7 cost, constant with its interests related to salary.
8

9 9.2 Coverage
10

11 The District will provide for each member of the bargaining unit insurance coverage as follows:
12

13 . HOSPITAL AND MEDICAL INSURANCE

14 Carrier selected by the CVT: Employee and Dependents
15

16 .DENTAL INSURANCE

17 Carrier selected by the CVT: Employee and Dependents unlimited dental, (and
18 orthodontia, (50/50) for dependent children limited to \$ 500.00 lifetime maximum.
19

20 .VISION INSURANCE

21 Carrier selected by the CVT: Employee and Dependents
22

23 .LIFE INSURANCE

24 Currently UNUM: Employee only (\$50,000)
25

26 .INCOME PROTECTION INSURANCE

27 Currently UNUM: Employee only
28

29 .PERSONAL ACCIDENT INSURANCE

30 Currently CIGNA: Employee Only (\$25,000)
31

32 PCS card co-pay for prescription drugs: Currently \$ 5.00 Generic and \$ 12.00 Brand for 30 day
33 supply and \$ 10.00 Generic and \$ 18.00 for 90 day mail order supply.
34

35 9.3 District Contribution
36

37 Effective October 1, 2006, the maximum District contribution shall be a sum which for calculation
38 purposes shall be \$ 966.36 per month. This amount is only subject to change based upon premium
39 changes received from CVT, based on the 100% Plan 1A. The District contribution CAP for each
40 fiscal year 2007-2008 and 2008-2009 will be increased by the same percentage that the CVT
41 premiums increase for that period.
42

43 Any amount in excess of the District's monthly contribution shall be the employee's co-payment
44 and shall be deducted from the unit member's monthly salary as a payroll deduction. The IRC
45 Section 125 provision allowing for deductions on a pre-tax basis will be available to the extent

1 allowable by law.

2
3 Employees shall have the option of selecting from four (4) Central Valley Trust (CVT) Plans, as
4 ratified by the bargaining unit, beginning October 1, 2006.

5
6 If the District receives a rebate, refund or reduction in the premium of the above health and welfare
7 benefits, the District shall take the budgeted amount in excess of actual cost, and place it in a
8 "Health and Welfare Reserve." These funds shall be held in reserve and applied to increases in
9 health and welfare premiums over the capped amount prior to assessing employees for such
10 amounts.

11
12 9.4 Retirees

13
14 9.4.1 Unit members who retire on or after the age of 55 with a minimum of ten (10)
15 years continuous service with the District immediately preceding retirement, shall
16 continue to receive District paid health insurance as per Article 9, sections 9.2 and
17 9.3 as follows:

18
19 9.4.1.1 The District shall pay the hospital and medical insurance premiums
20 for retirees as per Article 9, sections 9.2 and 9.3 until they qualify
21 for Medicare; or reach age seventy (70), whichever occurs first.
22 After which time, the District shall pay one-half (1/2) of the amount
23 of the premiums provided that such contribution for said premiums
24 shall not exceed \$2400 annually until they qualify for Medicare or
25 reach age seventy (70) whichever occurs first, or \$1200 annually
26 thereafter.

27
28 Unit members who retire on or after the age of 55 but prior to the
29 age of 65 with a minimum of fifteen (15) years continuous service
30 with the District immediately preceding retirement, may continue to
31 receive for themselves and their spouse the same District
32 contribution amount for health insurance plans offered to retirees by
33 CVT as the contribution amount provided to unit members
34 currently employed and in paid work status, as per Article 9
35 (sections 9.2 and 9.3), until the unit member's 65th birthday. At age
36 65, the unit member shall receive coverage as set forth in section
37 9.4.1.1. **(Change ratified on 01-17-2008).**

38
39 9.5 Surviving Spouse

40
41 The District agrees to continue to pay hospital and medical insurance premiums as provided above
42 for the surviving spouse of either an active or retired employee for one hundred eighty (180) days
43 following the end of the month in which the employee's death occurs. The surviving spouse of such
44 employee shall have the right to buy into the District's hospital and medical insurance program
45 during this one hundred eighty (180) day period and thereby continue such coverage following the

1 one hundred eighty (180) day period at the surviving spouse's own expense.
2

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3 **ARTICLE 10. LEAVES**

4
5 10.1 Sabbaticals

6 Sabbatical leaves may be granted to members of the certificated employees bargaining unit for
7 the purpose of carrying out an approved program, which will benefit the District, the students,
8 and the instructor. Consideration will be given to programs designed to increase the
9 effectiveness of the staff member and his/her usefulness to the District through study, research,
10 travel, or other creative activity. The sabbatical is not an earned right, but rather a privilege.

11 A member of the unit who has satisfactorily completed a sequence of six (6) full years of service
12 will be eligible to apply for such leave.

13
14 Leave may be granted for a full academic year at half pay, one (1) semester at full pay, or two (2)
15 semesters at half pay, provided that in the last case both leaves are completed within a three (3)
16 year period.

17
18 The proposed plan of work must significantly relate to the faculty member's teaching assignment.
19 It should have the effect of enhancing the background or improving the teaching ability of the
20 faculty member. Equal value shall be given to study, research, travel, or other creative activity,
21 or a combination of the four.

22
23 Eligible faculty members must submit a proposed plan in writing, to the Chancellor or his/her
24 designee, prior to January 1 of the academic year preceding the year for which the leave is
25 requested. The plan of work should provide sufficient information for evaluation according to
26 the criteria outlined above.

27
28 Either a faithful performance bond or a leave of absence agreement must be executed as a
29 condition of the leave, and the employee shall agree in writing to render a period of service to the
30 District following his/her return from the leave, which is equal to twice the period of the leave.

31
32 A written report and transcripts covering formal academic study, if any, shall be filed upon return
33 from leave with the Chancellor or his/her designee for review by the members of the Board of
34 Trustees.

35
36 The forms necessary to request a sabbatical leave are attached to this agreement as Exhibit "E".
37

38 10.2 Sick Leave

39
40 Members of the unit shall accrue twenty (20) days of sick leave with pay for each school year,
41 such leave to be made available on the first day of each school year.

42
43 Instructors will notify the Chancellor or his/her designee, of illness as early as possible before the
44 absence; however, the Chancellor or his/her designee should be notified as early as possible on
45 the day the absence occurs.

1 Any unused portion of the sick leave will be cumulative indefinitely and will be transferred to
2 another school district upon the teacher's request.

3
4 Unused sick leave accrued in California public school districts where the instructor worked for at
5 least one (1) full year, and where there is no break in service during the change from the original
6 district to the West Hills Community College District, may be transferred to the West Hills
7 Community College District upon the application of the employee and verification by the
8 previous employer(s). Official verification of unused sick leave must be forwarded to the Vice
9 Chancellor Business Services, and it will be credited to the instructor's sick leave balance.

10
11 A time off duty form, attached as Exhibit "F", will be signed by a unit member who is absent
12 because of illness upon return to duty. The District may require a written statement from a
13 physician selected and paid for by the District if the absence extends beyond one (1) week.

14
15 A unit member when on a leave of absence other than paid leave will maintain accumulated sick
16 leave credit, but will not accumulate any additional sick leave during the period of such unpaid
17 leave.

18
19 When an absence extends for a period of five (5) school months or less, the amount deducted
20 from the salary due the unit member for any month in which the absence occurs shall not exceed
21 the sum which is actually paid a temporary employee employed to fill the position during the
22 absence or, if no temporary employee was employed, the amount which would have been paid
23 had a temporary employee been employed.

24 25 10.3 Bereavement Leave

26
27 Unit members may use accumulated sick leave for the death of any of the member's immediate
28 family.

29 30 10.4 Pregnancy Leave

31
32 A member of the bargaining unit shall be granted a leave of absence for reasons of pregnancy,
33 miscarriage, childbirth, and recovery therefrom. The request for leave, except in the case of a
34 miscarriage, shall be submitted to the Chancellor as far in advance as possible and in no event
35 less than one (1) month before the leave.

36
37 The length of the leave of absence, including the date on which the leave shall commence and the
38 date on which the unit member shall resume duties, shall be determined by the unit member and
39 the unit member's physician.

40
41 Disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and recovery
42 therefrom are, for all job-related purposes, temporary disabilities and shall be treated as such
43 under the health or temporary disability insurance or sick leave plan available to unit members.
44 Any accrued sick leave and entitlement to other sick leave may be used for pregnancy purposes.
45 In the event the unit member is unable to return to duty after the expiration of an approved

1 pregnancy leave, the District may grant additional personal leave without pay not to exceed one
2 (1) school year beyond the school year in which the birth occurred.

3
4 An employee who is granted pregnancy leave shall not lose other benefits included under the
5 terms of this Agreement for which the employee qualifies.

6
7 10.5 Personal Necessity Leave

8
9 Unit members may use accumulated sick leave for personal necessity.

10
11 A certificated employee who is a member of the bargaining unit may use accumulated sick leave
12 benefits in a school year for any of the following purposes:

13
14 10.5.1 Accident or illness involving an employee's person or property or the person or
15 property of the employee's immediate family.

16
17 10.5.2 One (1) day of personal leave as determined by the member of the bargaining unit
18 not to be used for activities of the exclusive bargaining agent.

19
20 10.5.3 Appearance in any court or before any administrative tribunal as a litigant, party,
21 or witness under subpoena or any order made with jurisdiction.

22 The employee utilizing leave under Sections 10.5.1, 10.5.2, or 10.5.3 above shall
23 verify on the approved District form that the employee has taken a leave for one
24 of the reasons listed above. Advance permission is required for reasons under
25 Section 10.5.3 above.

26
27 10.6 Personal Business Leave

28
29 Unit members may use accumulated sick leave for Personal Business Days. Such leave may be
30 taken in hourly increments. No more than five (5) unit members shall be allowed absence for
31 such leave at any one time.

32
33 10.7 Industrial Illness and Accident Leave

34
35 All certificated employees who are eligible for Worker's Compensation benefits will be provided
36 with industrial accident and illness leave as follows:

- 37
38 1. The accident or illness must have arisen out of and in the course of the employment
39 of the employee and must be accepted by the State Compensation Insurance Fund as
40 a bona fide injury or illness.
41
42 2. Allowable leave for each industrial accident or illness will be for the number of days
43 of temporary disability, but not to exceed sixty (60) days during which the college is
44 in session or when the employee would otherwise have been performing work for the
45 District in any fiscal year.

- 1
2 3. Allowable leave will not be accumulated from year to year.
3
4 4. The leave under these rules and regulations will commence on the first day of
5 absence.
6
7 5. Maximum salary during any one period will not exceed the normal salary rate.
8
9 6. Industrial accident or illness leave will be reduced by one (1) day for each day of
10 authorized absence regardless of a temporary disability indemnity award.
11
12 7. During any paid leave of absence, the employee will endorse to the District the
13 temporary disability indemnity checks received on account of industrial accident or
14 illness. The District, in turn, will issue the employee appropriate salary warrants for
15 payment of the employee's salary and will deduct normal retirement and other
16 authorized contributions.
17
18 8. Temporary disability payment on account of the industrial accident or illness must be
19 endorsed back to the District during any paid leave of absence.
20
21 9. Upon termination of the industrial accident or illness leave, the employee will be
22 entitled to regular sick leave benefits. An absence for such purpose will be deemed to
23 have commenced on the date of termination of the industrial accident or illness leave,
24 provided that if the employee continues to receive temporary disability indemnity, the
25 employee may elect to draw on accumulated sick leave to provide (with temporary
26 disability indemnity payments) total income not to exceed normal full salary.
27

28 10.8 Military Leave

29
30 An employee shall be entitled to all military leaves and benefits as provided by Education Code
31 section 87832 and Military and Veteran's Code sections 389 and 395-395.4.
32

33 10.9 Jury Duty

34
35 A certificated employee who is called for jury duty will be granted the necessary time off with
36 pay to fulfill the jury obligation without deduction from sick leave.
37

38 Request for jury service leave should be made by presenting, as soon as possible, the official
39 court summons to jury service to the Chancellor or his/her designee and to the District payroll
40 office through appropriate channels.
41

42 The employee serving as a member of a jury will receive his/her full pay from the District,
43 provided he/she signs over and remits all compensation received for such jury duty, exclusive of
44 mileage, to the District.

45 An employee who has received a leave of absence under this provision shall be available for duty

1 during hours when the employee is not required to be in court.

2
3 **10.10 Other Leaves of Absence**

4
5 A regular employee may request and be granted a leave of absence without pay by the Board of
6 Trustees upon recommendation of the Chancellor or his/her designee, for a period not to exceed
7 one (1) year. Leaves of absence will terminate at the end of the fiscal year, June 30, but may be
8 extended or renewed.

9
10 **10.11 Family Care and Medical Leave**

11
12 Under the Federal Family and Medical Leave Act of 1993 and the California Family Rights Act
13 of 1991 (collectively, “the Acts”), eligible employees are entitled to up to 12 work-weeks
14 (prorated for part-time employees) of unpaid, job-protected leave within a 12 month period for
15 family and medical reasons. The West Hills Community College District (“District”) intends to
16 comply with the Acts and their pertinent regulations, and the interpretation of this policy is
17 governed by the Acts.

18
19 The following conditions, requirements, and procedures shall apply when requests for family care
20 of medical leave are made:

21
22 **10.11.1 Employee Eligibility** To be eligible for benefits under the Acts, an
23 employee must:

24
25 10.11.1.1 Have worked for the District for at least 12 months;

26 10.11.1.2 Have worked at least 1,250 hours over the previous
27 12 months for the District (by example, 182 days x
28 7 hours =1274 hours); and

29 10.11.1.3 Be one of at least 50 employees employed by the
30 District within 75 miles of the employee’s
31 work-site

32 **10.11.2 Reasons For Taking Leave.** A leave request from an eligible
33 employee must be granted for any of the following reasons:

34
35 10.11.2.1 Birth of the employee’s child;

36
37 10.11.2.2 Placement of a child with the employee for
38 adoption or foster care;

39 10.11.2.3 Care for the employee’s child, spouse, or parent with a
40 serious health condition;

41 10.11.2.4 The employee’s own serious health condition that keeps
42 his/her own job function.

43
44 **10.11.3 Advance Notice of Leave And Medical Certification.** Employees
45 will provide (1) advance written notice of the leave request and (2) medical

1 certification whenever a serious health condition is involved.

2
3 10.11.3.1 If the need for the leave is foreseeable, employees
4 will provide 30 days advance written notice. If the
5 need for the leave is unforeseen (i.e., an
6 emergency), notice is required to be given as soon
7 as practicable.

8 10.11.3.2 If the leave is to care for a child, spouse or parent
9 with a serious health condition, or because of the
10 employee's own serious health condition, the
11 employee will provide medical certification from a
12 health care provider or physician. The medical
13 certification must include:

14 10.11.3.2.1 Date of commencement of the serious health
15 condition;

16 10.11.3.2.2 Probable duration of the condition;

17 10.11.3.2.3 Estimated amount of time the health care provider
18 will provide care;

19 10.11.3.2.4 Confirmation that the serious condition of the child,
20 spouse or parent warrants the participation of the
21 employee; or, in the case of the employee's own
22 serious health condition, certification that the
23 employee is unable to perform his/her job functions.

24
25 10.11.3.3 The District may require a second and third medical
26 opinion regarding an employee's serious health
27 condition at the District's expense. When
28 the duration for the leave is uncertain or the
29 estimated time for the leave expires and the
30 employee remains out of work, the District may
31 require subsequent re-certification.

32 10.11.3.4 If the leave is needed for planned medical treatment
33 or supervision; the employee must make a
34 reasonable effort to schedule the treatment or
35 supervision to minimize disruptions to the District.

36 10.11.3.5 An employee's advance notice and medical
37 certification may be required to be given to the
38 employee's supervisor. The supervisor may then
39 determine the adequacy of the notice and medical
40 certification and whether or not the leave will be
41 recommended for approval to the Superintendent.
42 The amount of leave actually granted by the
43 District may be determined by what is reasonable
44 under the circumstances.

45 10.11.3.6 Failure to provide advance notice and medical

1 certification when necessary may delay the granting
2 of leave until such requirements are met.

3
4 10.11.4 Continuation of Health Coverage And Other Job Benefit Plan.

5
6 10.11.4.1 An employee taking leave will continue to
7 participate in any group health care benefits plan
8 under the same terms and conditions, including any
9 necessary co-payments, by which the employee was
10 enrolled prior to the first day of the leave.

11 10.11.4.2 If the employee fails to return from the leave for
12 any reason other than the recurrence, continuance,
13 or onset of a serious health condition, the employee
14 will be liable to the District for premiums paid for
15 maintaining the employee's health coverage.

16 10.11.4.3 An employee may, at his/her expense, continue to
17 participate in all other employee benefit plans
18 offered by the employer during the leave period.

19
20 10.11.5 Intermittent Or Reduced Schedule Leave. An employee may take leave
21 intermittently (e.g., in blocks of time), or by reducing a normal work
22 schedule, in the following circumstances:

23
24
25 10.11.5.1 Where the leave is for the birth or placement of a
26 child, leave may be taken on an intermittent or
27 reduced schedule
28 basis if the District approves.

29 10.11.5.2 Leave may be taken intermittently or on a reduced
30 work schedule whenever it is medically necessary
31 to care for a family member with a serious health
32 condition, or because the employee is seriously ill
33 and unable to work the employee's regular work
34 schedule.

35
36 10.11.6 Substitution Of Paid Leave and Other Leave Requests.

37
38 10.11.6.1 An employee must substitute accrued vacation or
39 other paid leave, including sick leave where
40 applicable (i.e., for the employee's own serious
41 health condition), for the unpaid family care leave
42 entitlement.

43 10.11.6.2 Any paid or unpaid leave taken which meets the
44 requirements of section 10.11.2 will be counted as
45 part of the employee's family care leave

1 entitlement. This means that family care leave
2 runs concurrently with any other leave that meets
3 the requirements of family care leave under section
4 10.11.2
5

6 10.11.7 Pregnancy.

7 A Woman on pregnancy leave will not start using family care leave until
8 her disability period is over (i.e., when their physician takes her off
9 disability after the birth of their child). Thus, although family leave due to
10 an employee's serious health condition would normally run concurrently
11 with sick leave where the employee is out for more than three days with a
12 serious health condition, this will not apply in the case of disability due to
13 pregnancy.
14

15 10.11.8 Spouses Who Work For The District.

16 Spouses employed by the District are jointly entitled to a combined total of
17 12 work weeks of family leave for the birth or placement of a child with
18 them. There is no limitation of entitlement for leaves taken for the serious
19 health condition of their child.
20

21 10.11.9 Period Of Eligibility.

22 The 12 month period of entitlement commences on the first day of the
23 leave.
24

25 10.11.10 Seniority, Employee Benefits and Break in Service.

26 An employee on leave will not lose any seniority or employment benefit
27 that accrued prior to the start of the leave. An employee on leave will not
28 accrue seniority or additional benefits, such as vacation, sick leave or
29 similar benefits, during the leave. The leave will not constitute a break in
30 service for purposes of longevity and seniority.
31

32 10.11.11 Reinstatement of Employment and Fitness for Duty Report.

33 Employees returning from an approved leave will be reinstated to the same
34 or equivalent position. Employees returning from an approved medical
35 leave for their own serious health condition may be required to provide a
36 fitness for duty report to return to work.
37

38 10.11.12 Key Employee Exception to Restoration.

39 An employee who is a "key" employee due to the fact that he/she is a
40 salaried employee and among the highest paid 10 percent of all the
41 employees employed by the District may be denied restoration to his/her
42 position following the leave if the District determines that substantial and
43 grievous economic injury will result if such key employee is reinstated.
44

45 10.12 Sick Leave Calculation

1 Leave usage shall be calculated based on the proportion that the time off
2 bears to a 35 hour week/7 hour day. For example, if a unit member is
3 absent due to illness for one-half day, the unit member will use 3.5 hours
4 sick leave.

5 10.13 Sick Leave Donation

6
7 10.13.1 Unit members may donate unused sick leave to another unit
8 member when that unit member suffers from a catastrophic illness
9 or injury pursuant to Board Policy 7345, the terms of
10 Administrative Regulation 7345, the collective bargaining
11 agreement between the District and the certificated unit and
12 Education Code section 87045.

13
14 10.13.2 For the purposes of Sick Leave Donation, “Catastrophic illness or
15 injury” shall mean an illness or injury:

16
17 10.13.2.1 that is expected to incapacitate the receiving
18 employee for an extended period of time in excess
19 of 15 work days beyond the employee’s paid
20 leave entitlement; and

21
22 10.13.2.2 which would create a financial hardship for the
23 receiving employee because he or she has
24 exhausted all of his or her sick leave and other
25 paid time off.

26
27 10.13.3 Sick leave may be donated by one employee to another employee,
28 as set forth above, subject to the following requirements.

29
30 10.13.3.1 Recipient Employees In order to receive donated
31 sick leave from other unit employees under this
32 provision an employee must:

33
34 10.13.3.1.1 Submit a written request to receive
35 donated leave pursuant to this section.

36
37 10.13.3.1.2 Verify the existence of a “catastrophic
38 illness or injury” as defined above. An
39 employee must provide written medical
40 verification of the catastrophic illness or
41 injury from an appropriate licensed health
42 care provider. The District, in its
43 discretion, may require a second medical
44 opinion from a licensed health care
45 provider of its choice.

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10.13.3.1.3 Verify the exhaustion of all sick leave and other paid time off.

10.13.3.2 Donor Employees In order to donate sick leave to another employee pursuant to this section an employee must:

10.13.3.2.1 Submit a written authorization to donate his/her sick leave to a properly designated eligible employee, identifying the receiving employee and the number of sick leave days to be transferred to the receiving employee.

10.13.3.2.2 Have at least 15 days of accumulated sick leave.

10.13.3.3 An employee may only donate a maximum of ten (10) days accumulated sick leave to a designated eligible employee. Sick leave donations shall be deducted and credited at a minimum of eight (8) hours, and in hour increments thereafter.

10.13.3.4 The fact of the donation and the identity of the donor and recipient shall be a confidential personnel matter.

10.13.4 Sick leave donations pursuant to this provision shall be deducted from the donor's account and credited to the recipient's account. Such donations shall be unconditional and irrevocable. An employee who donates his or her sick leave pursuant to this provision shall lose rights or entitlement to that sick leave whether or not the donated sick leave is used by the recipient employee.

10.13.4.1 Donated sick leave will be credited between the first and the fifth of each month, and any donations made after the fifth of any given month will be credited at the beginning of the following month.

10.13.4.2 Donated sick leave shall thereafter be treated, for tax, STRS, and other purposes, as though it had

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been earned by the recipient.

10.13.4.3 Donated sick leave may be applied to the first day of unpaid status as set forth in 10.13.2.1.

10.13.5 For all donations under this provision, there shall be no adjustment made for differences in individual salary between the donor and recipient. Thus, the recipient will receive his or her regular daily salary for each sick leave day donated, regardless of whether the donor's salary is greater or less than the recipient's salary.

10.13.6 Exhaustion of all sick leave as described herein includes all accumulated sick leave, all other accrued paid leave, and all sources of payment, including Workers' Compensation benefits. The recipient must be in unpaid status and must be unable to return to work at the time of the donation.

10.13.6.1 Any leave provided under the State or Federal Family Leave Acts shall run concurrently with any other paid leave.

10.13.7 Any sick leave donation made pursuant to these provisions shall be final and binding. There shall be no remedy within the District for an alleged right to recover donated sick leave.

10.13.8 An employee may not use donated sick leave credits for a period exceeding twelve (12) consecutive months. An employee who receives donated leave pursuant to this provision shall use any leave credits he or she continues to accrue on a monthly basis prior to using donated leave.

10.13.9 The parties acknowledge that at some time in the future, the classified unit may negotiate a sick leave donation program. If so, the parties agree that, at that time, members of both units may donate sick leave to each other in accordance with Education Code, Board Policy, Administrative Regulations and the mutually agreed upon terms of the respective collective bargaining agreements.

10.13.10 An employee receiving donated sick leave pursuant to this provision may only use the sick leave while the employee suffers from the catastrophic illness or injury

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that precipitated the transfer of the sick leave (e.g., if the employee dies or recovers from the illness or injury with unused donated sick leave outstanding, that sick leave shall be lost to both the donating and the receiving employee).

1 **ARTICLE 11. TRANSFER AND REASSIGNMENT**

2
3 **11.1 Preamble**

4
5 All faculty are hired with the expectation that they may be assigned at any District site.

6
7 **11.2 Definitions**

8
9 A "transfer" occurs when a unit member relocates his or her predominant site from Coalinga,
10 Lemoore or Firebaugh.

11
12 A "reassignment" occurs when a unit member changes from one division or department to
13 another.

14
15 A "voluntary" transfer or reassignment is one, which is initiated by the unit member.

16
17 An "involuntary" transfer or reassignment is one, which is initiated by the District.

18
19 A "vacancy" is any newly created or vacated position in the bargaining unit.

20
21 **11.3 General**

22
23 The Chancellor or his/her designee(s) shall transfer or reassign unit members based upon the
24 needs of the District, which are paramount. The Chancellor or designee(s) shall in all cases,
25 determine whether a vacancy exists.

26
27 If requested by the unit member, a conference will be held between the unit member and the
28 Chancellor or designee to discuss the reason(s) for a transfer or reassignment, including the
29 operational needs of the District.

30
31 If a unit member's request for a transfer or reassignment to a vacancy is not granted, or if a unit
32 member is to be involuntarily transferred or reassigned, the unit member may request in writing
33 to meet with the Chancellor or designee to discuss the reason(s). If such a written request is
34 made, then a meeting shall take place. Following that meeting, the unit member may submit a
35 request in writing to the Chancellor or designee that written reason(s) be given. If such a request
36 is made, then the Chancellor or designee shall submit to the unit member the reason(s) in written
37 form.

38
39 When a transfer or reassignment to fill a vacancy is being considered based on the needs of the
40 District, the Chancellor or designee shall notify the Association of the contemplated change and
41 shall post a notice to that effect on designated faculty bulletin boards at all sites or via the
42 District's email system and web page, in order to promote voluntary transfers and reassignments
43 that are in the best interest of the District and the bargaining unit.

44
45 The posted notice of vacancy shall include a job description, the qualifications for the position,

1 and a closing date for applications which is at least ten (10) work days following the posting date
2 of the notice of vacancy.

3
4 If a unit member submits a written request to the Human Resources Office immediately before
5 summer session or a leave of absence to be taken by the unit member, then the District shall
6 notify the unit member (by first-class mail sent to the address provided in the written request) of
7 any posted vacancies that occur during the summer recess or the period of leave of absence.

8
9 Transfers and reassignments shall not be made in an arbitrary, capricious, retaliatory or
10 discriminatory manner, nor shall discipline be a factor when a transfer or reassignment is
11 considered by the District.

12 13 11.4 Voluntary

14
15 A request for a transfer or reassignment may be initiated at any time by the unit member by
16 submitting the request in writing to the Chancellor or his/her designee.

17
18 The District shall endeavor to grant a unit member's request for transfer or reassignment if the
19 training, experience, and abilities of the unit member match the job specifications of the available
20 position.

21
22 The unit member's prior service to the District shall be a factor in determining if a request for
23 voluntary transfer or reassignment is to be granted.

24 25 11.5 Involuntary

26
27 A bargaining unit member who is to be involuntarily transferred or reassigned shall be given
28 ninety (90) days notice if possible, but in all circumstances, as much advance notice as possible
29 prior to the effective date of the transfer or reassignment.

30
31 When an involuntary transfer or reassignment is contemplated, the District shall consider the
32 following factors in addition to the needs of the District:

33
34 11.5.1 The qualifications and demonstrated abilities of the unit member;

35
36 11.5.2 The preference of the unit member; and

37
38 11.5.3 The prior service the unit member has rendered to the District.

39
40 11.5.4 If the District determines that the above factors are equal, seniority shall be the
41 determining factor.

1 **ARTICLE 12. REDUCTION IN FORCE**

2
3 12.1 Definitions

4
5 For the purpose of this Article, the terms “contract employee” and “regular employee”
6 shall be as defined in the Education Code.
7

8 12.2 General

9
10 If it becomes necessary during the term of this Agreement to lay off contract and/or
11 regular employees who are members of the bargaining unit in accordance with the provisions of
12 Education Code section 87743, the parties agree to proceed according to Education Code
13 sections 87413, 87414, 87740 and 87743 through 87743.5, inclusive.
14

15 The District shall furnish the Association with a list indicating the seniority of each
16 contract and regular employee who is a member of the bargaining unit by no later than March 1
17 of any year in which it becomes necessary to lay off contract and/or regular employees who are
18 members of the unit.
19

20 12.3 Procedure

21
22 If such layoffs as described in Section 12.2 above become necessary, the parties agree to
23 act in accordance with the following procedure:
24

25 12.3.1 The District administration shall develop recommendations for reductions in
26 programs and services affecting members of the bargaining unit;

27 12.3.2 The Association and District administration shall meet and confer regarding such
28 recommendations and shall consider unpaid leaves of absence, reduced teaching
29 loads, reassignments, and early retirements;

30 12.3.3 Any proposed changes that emerge from the advisory consultation described in
31 Section 12.3.2 above may be incorporated into the recommendations;

32 12.3.4 The Association and District administration, at least ten (10) calendar days
33 before the date of the Board meeting at which the recommendations are to be
34 made, shall meet and negotiate regarding the anticipated effects of the proposed
35 reduction in force.
36

37 12.4 Criteria

38
39 In the development of recommendations, the parties agree to keep foremost in mind the
40 needs of the communities served by the District and the College’s missions and goals.
41

42 Recommended layoffs shall be on the basis of seniority and qualifications in accordance
43 with pertinent Education Code sections. Seniority shall be determined on the basis of the
44 contract or regular employee’s initial date of paid service with the District. In the event two (2)
45 or more contract or regular employees have the identical initial date of paid service, seniority

1 within that group of employees shall be determined by lot in accordance with Education Code
2 provisions.

3
4 12.5 Effects

5
6 Following layoffs and in the event of a recall to service of affected employees, the parties
7 agree to act in accordance with pertinent Education Code provisions.

8
9 Contract or regular employees who are laid off shall be entitled to receive health and
10 welfare benefits beyond their last date of actual service to the District, but in no case shall these
11 benefits continue beyond September 30 of the year in which the employee was laid off.

1 **ARTICLE 13. RETRAINING**

2
3 The District proposes to grant twenty percent (20%) released time per semester for two
4 (2) semesters during a two (2) year time period or forty percent (40%) for one (1) semester for a
5 faculty member to attain proficiency in an additional teaching area (i.e., meet minimum
6 equivalency requirements in a new teaching discipline) as determined by the District.
7

8 Faculty members who take advantage of the above shall agree, in writing, to remain with
9 the District for one (1) year following released time for retraining. Failure to do so shall mean
10 that the faculty member shall reimburse the District for that portion of his/her salary and benefits
11 that the released time represents.
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1 **ARTICLE 14. GRIEVANCE PROCEDURE**

2
3 14.1 Purpose

4
5 The purpose of this procedure is to provide prompt and orderly means of resolving grievances at
6 the lowest administrative level.

7
8 14.2 Definitions

9
10 A "grievance" is a formal, written allegation by a grievant that there has been a violation of a
11 provision(s) of this Agreement.

12
13 A "grievant" is a faculty member, or group of faculty members, employed by the District and
14 covered by the terms of this Agreement.

15
16 A "day" is a day in which the central administrative office of the District is open for business,
17 with the exception of the winter and spring recesses.

18
19 14.3 General Provisions

20
21 It is important that grievances be processed as rapidly as possible. Therefore, the number of days
22 indicated at each level should be considered as maximums, and every effort should be made to
23 expedite the process. The times specified, however, may be extended by mutual consent.

24
25 If a grievance is not processed in accordance with the time limits set forth in this Article, it shall
26 be considered settled on the basis of the last decision rendered.

27
28 A grievant may represent himself/herself or choose to have representation. If the grievant
29 chooses not to be represented by the Association, the Association shall be informed of the
30 decision and have the right to present in writing its views on the grievance at all levels of the
31 procedure.

32
33 Any records pertaining to a grievance shall be kept in a file separate from the grievant's official
34 District personnel file.

35
36 Grievances of a similar or like nature may be joined as a single grievance by mutual agreement of
37 the District and the Association.

38
39 The Association shall have the right to file a grievance alleging a violation of its rights as
40 contained in Article 2, "Association Rights."

41
42 For the purpose of this procedure, references to the President and Chancellor shall also mean
43 their designees.

44
45 14.4 Formal Grievance

1
2 14.4.1 Level 1
3

4 Within fifteen (15) days after the grievant knew, or could reasonably be expected to have
5 known of the event or condition upon which the alleged grievance is based, the grievant
6 shall meet with the Educational Dean to attempt to resolve the alleged grievance.
7

8 14.4.2 Level 2
9

10 If the grievance is not resolved at Level 1, the grievant shall within ten (10) days, submit
11 a written grievance to the President. (The grievance form is attached to this agreement
12 as Exhibit D.)
13

14 The written grievance shall set forth in a clear and concise manner the provision(s)
15 alleged to have been violated, the circumstances involved, and the specific remedy
16 sought. Appropriate grievance forms shall be provided by the District.
17

18 The President shall have ten (10) days after receiving the grievance to render a written
19 decision to the grievant. If the grievant is not satisfied with the decision, or if the
20 President has not rendered a decision within the ten (10) day time limit, the grievant may
21 appeal the decision in writing to the Chancellor, at Level 3, within ten (10) days.
22

23 14.4.3 Level 3
24

25 The appeal to Level 3 shall include a copy of the original grievance, the decision rendered
26 at Level 2, if any, and the reasons for the appeal.
27

28 The Chancellor shall have ten (10) days after receiving the appeal to render a written
29 decision to the grievant. If the grievant is not satisfied with the decision, or if the
30 Chancellor has not rendered a decision within the ten (10) day time limit, the grievant
31 may submit the grievance to arbitration. The grievant may bypass the arbitration process
32 and proceed directly to Level 5. In either case, the action shall be taken within ten (10)
33 days.
34

35 14.4.4 Level 4
36

37 The Level 4 arbitration shall be conducted in accordance with the Voluntary Arbitration
38 Rules of the American Arbitration Association (AAA) and the provisions of this
39 procedure.
40

41 However, upon the mutual agreement of the District and the Association, the arbitration
42 may proceed under the expedited rules of the AAA.
43

44 The arbitrator shall be selected from a list provided by the AAA by eliminating names
45 until only one (1) name remains. The one (1) remaining name shall be the arbitrator.

1 The process of striking names shall occur within ten (10) days of receipt by both parties
2 of the AAA list.

3
4 The decision of the arbitrator shall be based solely on the evidence and testimony
5 presented at the hearing and upon the contents of the briefs.

6
7 The arbitrator shall have no power to alter, amend, add to, subtract from, or disregard
8 any of the terms of this Agreement, but shall determine only if there has been a violation
9 of a provision(s) of this Agreement as alleged in the grievance. The arbitrator will be
10 without power or authority to make any decision, which requires the commission of an
11 act, prohibited by law or which is in violation of the terms of this Agreement.

12
13 The decision of the arbitrator shall be advisory only and shall be in the form of a written
14 recommendation to the Board of Trustees. Copies of the decision shall be submitted to
15 the District, the Association, and the grievant.

16
17 All fees and expenses of the arbitrator shall be shared equally by the District and the
18 Association. Other expenses shall be borne by the party incurring them.

19
20 14.4.5 Level 5

21
22 The Board of Trustees shall consider the arbitrator's recommendation at its next regular
23 meeting, provided at least ten (10) days have elapsed since receipt of the decision.

24
25 The Board of Trustees may implement the arbitrator's decision in whole or in part; may
26 decide not to implement the decision; may meet with the parties to discuss other
27 alternative solutions; or may take whatever other action it deems appropriate.
28 The action of the Board of Trustees shall be final and binding.

29
30 In the case of a grievant who has appealed a decision of the Chancellor directly to Level
31 5, the Board of Trustees shall render its decision in writing within twenty (20) days of the
32 day the Board heard the grievance. The action of the Board of Trustees shall be final and
33 binding.

34
35 Should the Board reject an arbitrator's decision, which sustains the grievant, the grievant
36 and/or the Association may appeal the Board's decision in a court of competent
37 jurisdiction.

38
39 14.5 Reprisals

40 No reprisals of any kind will be taken by the District against any person who files a
41 grievance, or any party in interest, any member of the Association or any other
42 participant in the grievance procedures by reason of such participation.
43

1 **ARTICLE 15. COMPETENCY AND FACULTY SERVICE AREAS**

2
3 As required by Education Code sections 87743.1 and 87743.2, the parties agree that there will
4 be one (1) faculty service area which encompasses the entire district, and that the term "faculty
5 service area," as applied to members, shall mean all District programs in which full-time
6 instructors, counselors, and librarians are employed.

7
8 As required by Education Code section 87743.5, the parties agree that the word "competency"
9 and the term "competency criteria", as applied to bargaining unit members, shall be tantamount
10 to the possession of minimum qualifications for district employment as an instructor, counselor,
11 or librarian in accordance with Education Code sections 87355 and 87356.

ARTICLE 16. SAFETY

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Employee safety is a primary concern of the Governing Board and the administration of the District and is of highest priority. The obligation of the District is to provide and maintain safe working conditions and equipment at all times and to comply with standards prescribed by applicable federal, state, and local laws and regulations affecting employee safety. Any employee who notices any unsafe conditions shall remedy and/or report the condition to the Vice Chancellor of Business Services or the Director of Maintenance and operations immediately.

ARTICLE 17. AG DEPARTMENT

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17.1 The Ag Department faculty contracts shall be a twelve month, 221 day contract.

ARTICLE 18. SEPARABILITY AND SAVINGS

If any provision of this Agreement or any application of a provision of this Agreement to any employee or group of employees is held invalid by operation of law or by a court of competent jurisdiction, such provision shall be inoperative, but all other provisions shall not be affected thereby and shall continue in full force and effect.

ARTICLE 19. EFFECT OF AGREEMENT

It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practices and procedures and over state laws to the extent permitted by state law and that in the absence of specific provisions in the Agreement, applicable state laws and District policies shall be in effect.

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1 **ARTICLE 20. DISTANCE LEARNING**
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3 **20.1 Preamble**

4 Distance Learning is defined as the use of technology for at least 51% or more of the time
5 to deliver instruction during the course term in which the instructor and student are
6 separated by distance.

7 The District reserves the right to offer courses in any medium it determines best meets the
8 needs of the student. The District may consider schedule, faculty preference, student
9 preference, historical patterns of class offering and available technology in determining how
10 a class will be offered. The District will utilize available technology in evaluating non-
11 traditional courses. To the extent practical, non-traditional courses will be treated in all
12 respects like traditional courses.

13 **20.2 Online Learning Instructor Qualifications**

14 Faculty members who wish to teach an online course are encouraged to either take an
15 online course themselves or take a course in teaching distance learning courses, or have
16 taught an online course within the immediate past five (5) years, as a means to enhance
17 their eligibility to teach in an online learning mode.
18

19 **20.3 Class Size**

20
21 20.3.1 For courses fully taught in an online mode, enrollment shall be limited to a
22 maximum of 50* students per section. (*Except as noted in existing or current
23 class size limitations, i.e., English)

24
25 If on the census date, the enrollment is at 51 or more students, the faculty
26 member will receive a stipend of \$1000. An additional \$1000 stipend will be
27 awarded for every ten students enrolled above the 50.
28

29 20.3.2 For courses fully taught in video-conference mode, enrollment shall be limited to
30 a maximum of 50* students per section. (*Except as noted in existing or current
31 class size limitations, i.e., English.)

32 If on the census date, the enrollment is at 51 or more students, the faculty
33 member will receive a stipend of \$1000. An additional \$1000 stipend will be
34 awarded for every ten students enrolled above the 50.

35
36 **20.4 Compensation/Workload**

37
38 20.4.1 An instructor who teaches a course delivered entirely in an online mode for the
39 first time will be compensated at one and one-half (1 ½) times the regular unit

1 load for that course, on the condition that the instructor agrees to teach that
2 course in that mode for a minimum of two (2) semesters within a period of two
3 (2) consecutive years.

4
5 20.4.2 An instructor who teaches a course delivered entirely in a video-conference
6 mode will be compensated by a stipend of two hundred and fifty dollars
7 (\$250.00) in addition to regular unit load for that course conditioned upon
8 reaching a minimum class size of thirty five students.

9
10 20.4.3 The compensation/workload provisions (Section 20.1.2.1 and 20.1.2.2) shall
11 not apply to instruction using any other distance learning mode or any hybrid
12 thereof.

13
14 20.5 Technological and Instructional Support

15
16 20.5.1 The District shall establish and maintain a help desk for on-line course support to
17 faculty, students and staff.

18
19 20.5.2 Technical support will be available for all video-conference courses.

20
21 20.5.3 Instructional aides shall not be utilized to increase the number of students in
22 relation to the number of distance learning instructors pursuant to California
23 Education Code section 88242.

24
25 20.5.4 In the event the College District employs instructional aides to assist distance
26 learning instructors in the performance of their duties and in the supervision of
27 students and in instructional tasks which, in the judgment of the faculty to
28 whom the instructional aide is assigned, may be performed by a person not
29 qualified as classroom instructor, the faculty member shall retain responsibility
30 for the instruction and supervision of the students in his or her charge pursuant
31 to California Education Code section 88244.

32
33 20.6 Intellectual Property and Ownership and Use Rights to Distance Learning Materials

34
35 The rights and ownership of intellectual property as between any member of the bargaining unit
36 and the District shall be governed by the applicable provisions of state and federal law and as
37 follows. Distance Learning Courses created by District employees shall be subject to the
38 copyright and ownership provisions herein. Copyrighted materials or materials, which can be
39 copyrighted (for example, tapes, CDs) fall under the copyright provisions herein.

40
41 20.7 Intellectual Property Defined

42
43 Intellectual property shall be defined as follows: Inventions, discoveries, works of authorship
44 and/or other creative works that may be subject to protection under federal or state patent,
45 copyright, trademark, and/or trade secret laws arising from or related to the works or efforts of

1 faculty. Intellectual property as used in this Agreement shall be one of three (3) types:
2

- 3 (1) Independent faculty efforts: Properties created by the faculty member in the
4 fulfillment of the faculty member's normal duties and responsibilities, without any
5 significant District support, nor commissioned by the District.
6 (2) Works for hire: District-commissioned projects, which are the result of the faculty
7 member and the District knowingly, and voluntarily entering into a written
8 agreement to create a specific intellectual property. Such efforts are not in
9 fulfillment of the faculty member's normal duties and responsibilities. They are not
10 normal research or teaching assignments.
11 (3) Joint efforts: Works created by faculty members with the support of the District.
12 Joint efforts occur when the faculty member and the District jointly create an
13 intellectual property as part of the fulfillment of the faculty member's normal
14 duties and responsibilities.
15

16 20.8 District Support Defined
17

18 As referred to herein, District support may include funding, release time, use of District
19 laboratories, computers, supplies, staff, facilities, printing services, and the like. District support
20 shall also include support provided by another organization when administered or controlled by
21 the district. Significant support shall include \$5,000 or more in un-reimbursed use, other than
22 incidental uses (use of public facilities and normal services including library and computer use) in
23 connection with the work. Significant use of District facilities means extensive un-reimbursed use
24 of laboratory, studio, or computer facilities, or human resources. Sabbatical/Faculty
25 Improvement Leaves, Research Professorships, and reassigned time for normal duties are
26 specifically excluded from consideration as significant use.
27

28 20.9 Copyright Ownership
29

30 Individual faculty efforts are owned by the faculty creator. Works-for-hire by the District are
31 owned by the District. Joint efforts are owned by the faculty creator.
32

33 20.10 Distribution of Revenues
34

35 All revenues derived from independent faculty efforts shall belong to the faculty member who
36 created it. For works for hire and joint efforts:
37

38 The first \$5,000 gross revenues shall be paid to the faculty creator.
39

40 Thereafter, the District shall be reimbursed for all documented expenses from revenues in
41 excess of \$5,000.
42

43 Thereafter, for all revenues up to \$50,000, 90% shall be distributed to the faculty creator,
44 10% to the District. For all revenues in excess of \$50,000, 75% shall be distributed to the
45 faculty creator, and 25% to the District.

1 20.11 Computer Software

2
3 Such products may be copyright, patent, or trade secret work and shall be allocated accordingly.
4

5 20.12 Ownership and Use Rights of Distance Learning Materials

6
7 To the extent that the District owns the Intellectual Property Rights in and to the Distance
8 Learning Materials, the District agrees to grant the following use rights to the faculty creator
9 without the faculty creator obtaining permission from the District:

- 10
11 20.12.1 to make reproductions of the Distance Learning Materials to use in teaching,
12 scholarship, and research;
13 20.12.2 to borrow portions of the Distance Learning Materials for use in compilations or
14 other composite works;
15 20.12.3 to make derivative works of any kind and in any form such as translations, films
16 and scripts;
17 20.12.4 to alter the Distance Learning Materials, add to the work, or update the content
18 of the Distance Learning Materials;
19 20.12.5 to be identified as the faculty creator of the Distance Learning Materials,
20 including the right to decide whether to allow the faculty creator's name to be
21 displayed in association with the District's logo;
22 20.12.6 to use the Distance Learning Materials in connection with one's profession, that
23 is, during expert witness testimony, in consulting, etc.;
24 20.12.7 to be informed, in advance, of any uses, reproductions, distributions, and
25 dispositions of the Distance Learning Materials by the District;
26 20.12.8 to have exclusive control of all decisions made related to the publishing of
27 instructional materials.
28

29 To the extent that the faculty creator owns the Intellectual Property Rights in and to the Distance
30 Learning Materials, the faculty creator agrees to grant unlimited use rights to the District,
31 including those rights set forth above, and the rights to receive and use all adaptations, editions
32 and successor products related to the copyrighted materials limited to any date upon which the
33 faculty creator separates from employment with the District.
34

35 **(Changes in Article 20 ratified on 01-07-2008).**
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ARTICLE 21. MISCELLANEOUS

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The parties relinquish the right to meet and negotiate on any subject during the term of this Agreement, whether or not the subject is referred to or covered in this Agreement except as otherwise provided in this provision. However, any portion of this Agreement may be reopened at any time by the mutual consent of the parties. Additionally, each party may reopen two articles of its choice in each of the 2006-2007, 2007-2008 and 2008-2009 school years, except Article Sections 8.2, 8.3 and 9.3 are not subject to reopening.

This Agreement shall continue in effect year-to-year unless modified by written agreement of the parties.

1 **ARTICLE 22 RETIREMENT**

2
3 22.1 Early Retirement

4
5 Early retirement is defined as retirement prior to the age of sixty-five years of age.

6
7 22.2 Early Retirement Options

8
9 At the time of early retirement, qualified unit members may elect one of the following
10 retirement options if applicable.

11
12 Option 1: Retirement Incentive Stipend

13
14 Unit members who retire prior to the age of 65 with a minimum of fifteen (15) years
15 continuous service with the District immediately preceding retirement, who have applied
16 for STRS retirement, and who notify the District not later than November 1 of intent to
17 retire with resignation effective no later than June 30, may receive an early retirement
18 incentive stipend as follows:

Age on Effective Retirement date	Incentive Stipend
58	\$ 2,000
59	\$ 4,000
60	\$ 6,000
61	\$ 10,000
62	\$ 12,000
63	\$ 15,000
64	\$ 17,000

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30 Option 2: Retirement Incentive Benefits.

31
32 Unit members who retire on or after the age of 55 but prior to the age of 65 with a
33 minimum of fifteen (15) years continuous service with the District immediately preceding
34 retirement, may continue to receive for themselves and their spouse the same District
35 contribution amount for health insurance plans offered to retirees by CVT as the contribution
36 amount provided to unit members currently employed and in paid work status, as per Article 9
37 (sections 9.2 and 9.3), until the unit member's 65th birthday. At age 65, the unit member shall
38 receive coverage as set forth in section 9.4.1.1.

39
40 **(Changes in Article 22 ratified on 01-17-2008)**

ARTICLE 23.

TERM

This agreement shall become effective on the date the Board acts to approve the terms and conditions of employment, however, the increase in the salary schedule shall by its term be effective on July 1, 2006. Except as otherwise stated, the Collective Bargaining Agreement shall continue in full force and effect up to and including June 30, 2009.

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SIGNATURE PAGE

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FOR THE DISTRICT:

FOR WHCFA:

Dr. Frank Gornick
Chancellor

Faye Mendenhall
CTA President

Date: _____

Date: _____

EXHIBIT "A" EVALUATION FORMS
West Hills College
Self-Assessment Form
Non-Tenured Faculty

Instructor _____ Semester _____ Year _____

Instructions: This form is to be completed by non-tenured faculty members each year of evaluation for use by the evaluation team. Please feel free to include additional pages if necessary.

1. Write a brief summary of the results of your students' evaluations. Describe any issues brought by the students that might lead you to change your teaching in the future.

2. Evaluate classroom performance.

3. In what ways might the college be helpful to you in relation to the improvement of your teaching and/or classroom? Have you utilized the available resources, (i.e. colleagues, counselors, administrators, library, Basic Skills Program, Computer labs, etc.)?

4. Describe any activities/committees not necessarily related to your classroom teaching, in which you participated.

EXHIBIT "A" EVALUATION FORMS
West Hills College
Professional Development Goals/Plans Form
Tenured and Non-Tenured Faculty

Instructor _____ Semester _____ Year _____

Instructions: This form is to be completed by each faculty member during each evaluation period for use by the evaluation team. Please feel free to include additional pages if necessary.

1. Since the last evaluation period, what have you done that demonstrates continued professional growth? (Faculty who have not previously completed a professional development goals/plans form should include any professional development activities.)

2. List the professional development goals you expect to undertake during the next evaluation period.

3. Describe how you plan to achieve each of this/these goals. How might the college facilitate this/these activity/activities?

4. How will you evaluate your successes in reaching this/these goals?

EXHIBIT "A" EVALUATION FORMS

SCAN TRON DOCUMENT GOES HERE

EXHIBIT "A" EVALUATION FORMS

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EXHIBIT "A" EVALUATION FORMS
West Hills College
Team Evaluation Form

Instructor _____ Evaluator _____

Class _____ Date _____

Type of Class _____ Location _____

Number of Students Enrolled _____ Number of Students Present _____

Please rate the instructor being evaluated on each of the following items. If the statement does not apply to the lecture or laboratory class, please mark N/A.

Rating Scale: < Poor 1 2 3 4 5 Good >

1. The objective of the lesson was clearly stated. 1 2 3 4 5 N/A

Comments:

2. Examples were used to clarify abstract or difficult ideas. 1 2 3 4 5 N/A

Comments:

3. Methods of presentation were appropriate for the types of materials covered. 1 2 3 4 5 N/A

Comments:

4. The instructor presented alternative and/or opposing views. 1 2 3 4 5 N/A

Comments:

5. The instructor used appropriate supporting materials. 1 2 3 4 5 N/A

Comments:

6. Major points were summarized. 1 2 3 4 5 N/A

Comments:

7. Information or material presented was up-to-date. 1 2 3 4 5 N/A

Comments:

EXHIBIT "A" EVALUATION FORMS

8. Material was presented in an organized manner. 1 2 3 4 5 N/A
Comments:

9. Material was presented at an appropriate pace. 1 2 3 4 5 N/A
Comments:

10. The instructor's voice level and tone were appropriate. 1 2 3 4 5 N/A
Comments:

11. The instructor's handwriting was legible on chalkboards or overheads. 1 2 3 4 5 N/A
Comments:

12. The instructor encouraged student participation. 1 2 3 4 5 N/A
Comments:

13. A positive learning environment was maintained. 1 2 3 4 5 N/A
Comments:

14. The instructor's mannerisms did not distract from the presentation. 1 2 3 4 5 N/A

15. In laboratory classes, a concern for safety was demonstrated. 1 2 3 4 5 N/A
Comments:

ADDITIONAL COMMENTS:

EXHIBIT "A" EVALUATION FORMS
WEST HILLS COMMUNITY COLLEGE
Online Instructor Team Evaluation Form

Instructor _____	Evaluator _____
Class _____	Date _____
Type of Class _____	Number of Students Enrolled _____

Please rate the instructor being evaluated on each of the following items. If the statement does not apply to the lecture or laboratory class, please mark N/A.

Rating Scale: ~ Poor 1 2 3 4 5 Good ~

- | | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|-----|
| 1. Course objectives and grading policies are identified and explained on the syllabus.
Comments: | | | | | | N/A |
| 2. The instructor encourages individual thinking and differences of opinion.
Comments: | | | | | | N/A |
| 3. Text(s), if applicable, and other instructional materials are appropriate and useful.
Comments: | | | | | | N/A |
| 4. The instructor provides online resources when appropriate.
Comments: | | | | | | N/A |
| 5. Course content is accessible, functional, and well organized.
Comments: | | | | | | N/A |
| 6. Assignments are consistent with the syllabus.
N/A
Comments: | | 1 | 2 | 3 | 4 | 5 |
| 7. The instructor encourages students to ask questions and participate in activities such as the discussion board.
Comments: | | | | | | N/A |
| 8. The instructor encourages student interest and intellectual effort.
Comments: | | | | | | N/A |

9. Examples are used to clarify abstract or difficult ideas. Comments:	1	2	3	4	5	N/A
10. Major points are summarized. Comments:	1	2	3	4	5	N/A
11. A positive learning environment is maintained. Comments:	1	2	3	4	5	N/A
12. Discussion prompts are appropriately course-related and include responses from most students. Comments:	1	2	3	4	5	N/A
13. Course content is an appropriate and thorough reflection of the course syllabus. Comments:	1	2	3	4	5	N/A
14. Material presented is current. Comments:	1	2	3	4	5	N/A

Additional Comments:

EXHIBIT "A" EVALUATION FORMS
Online Course Student Evaluation

Question 1 Multiple Choice

Text(s) and/or other instructional materials related to the course.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 2 Multiple Choice

The course syllabus adequately explained learning objectives, grading procedures, and course policies.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 3 Multiple Choice

Course assignments were appropriate.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 4 Multiple Choice

Course was well organized.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 5 Multiple Choice

Tests and assignments were returned within a reasonable amount of time.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 6 Multiple Choice

Exams and other assessments were a fair test of the course materials.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 7 Multiple Choice

The instructor demonstrated enthusiasm for the subject.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 8 Multiple Choice

The instructor encouraged student interest and intellectual effort.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 9 Multiple Choice

The instructor encouraged students to ask questions and participate in online learning activities.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 10 Multiple Choice

The instructor encouraged individual thinking and differences of opinion.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 11 Multiple Choice

The instructor provided effective online contributions and sites.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 12 Multiple Choice

The instructor maintained an online course environment conducive to learning.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 13 Multiple Choice

The instructor presented ideas and theories clearly.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 14 Multiple Choice

The instructor was accessible for individual communication.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 15 Multiple Choice

The instructor provided course materials regularly and on time.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 16 Multiple Choice

I would take a class from this instructor again.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion or not applicable

Question 17 Essay

What did you like about this course?

Question 18 Essay

What about this course could be improved?

**EXHIBIT "A" EVALUATION FORMS
Team Evaluation Check-Off
For Faculty**

Instructor

Administrative Evaluator

Peer Evaluator

Peer Evaluator

1. Pre-Observation Conference

Administrative Evaluator

Date

Peer Evaluator

Date

Peer Evaluator

Date

Instructor

Date

2. Observation of Instructor (The observation must be completed within 25 working days of the pre-observation meeting.)

Administrative Evaluator

Date

Peer Evaluator

Date

Peer Evaluator

Date

3. Post-Observation Conference (The post-observation meeting must be completed within 20 work days of the observations.)

Administrative Evaluator

Date

EXHIBIT "A" EVALUATION FORMS
Procedures for Counselor Performance Evaluations

Student Evaluations

- 1. Student evaluations will be completed during a 4-week period in the same semester the formal evaluation is conducted.**
- 2. Student evaluations will be completed in October for evaluations conducted during the fall semester and from mid-March through mid-April for evaluations conducted during the spring semester.**
- 3. All students seen by the counselor during the 4-week period will complete the evaluation form.**
- 4. Evaluation forms will be given to each student by an assigned secretarial/clerical employee when the student leaves the counseling session. The secretarial/clerical employee will ask the student to complete the evaluation before leaving the counseling area.**
- 5. The evaluation form will be returned to the secretarial/clerical employee who will place it in an envelope.**
- 6. The secretarial/clerical employee will keep all completed evaluation forms in the envelope during the 4-week evaluation period.**
- 7. At the end of the 4-week period, the secretarial/clerical employee will send the completed evaluation forms to the Dean of Students who will compile the results and distribute the results to the counselor being evaluated and to each member of the evaluation team.**

Peer Evaluations

- 1. Each member of the evaluation team will observe one separate counseling session during the 4-week period and will complete an evaluation form for the session.**

EXHIBIT "A" EVALUATION FORMS
West Hills Community College District
Team Evaluation of Counseling Faculty

Counselor: _____

Date: _____

Your honest and thoughtful answers will provide useful information to the above named counselor. Please respond to the following statements based on your observations.

Grade the counselor according to what best describes your feelings on the following statements with "A" being superior, "B" satisfactory and "C" needs improvement. If you cannot respond to a certain statement, circle "NA".

1. Counselor is available during scheduled appointment hours.
A B C NA
2. Counselor showed genuine interest and concern.
A B C NA
3. Counselor listened carefully to what the student had to say.
A B C NA
4. Counselor made the student feel comfortable and at ease.
A B C NA
5. Counselor showed respect for the student, their opinion and their circumstances.
A B C NA
6. Counselor communicated effectively with the student.
A B C NA
7. Counselor provided information about specific services, programs and courses.
A B C NA
8. Counselor provided information about career/vocational programs offered at the college.
A B C NA
9. Counselor provided information about courses and programs of study at four-year colleges and universities.
A B C NA
10. Counselor provided accurate information.
A B C NA

Team Evaluation of Counseling Faculty
Page 2

11. Counselor helped the student achieve a clear understanding of his/her educational goals.

A B C NA

12. The counselor made certain the student understood all important material before leaving the appointment.

A B C NA

Additional Comments:

EXHIBIT "A" EVALUATION FORMS
West Hills Community College District
Student Evaluation of Counseling Faculty

Counselor: _____

Date: _____

Your honest and thoughtful answers will provide useful information to your counselor. Please respond to the following statements based on your experiences with the above named counselor.

Grade the counselor according to what best describes your feelings on the following statements with "A" being superior, "B" satisfactory and "C" needs improvement. If you cannot respond to a certain statement, circle "NA".

1. Counselor is available during scheduled appointment hours.
A B C NA
2. Counselor showed genuine interest and concern.
A B C NA
3. Counselor listened carefully to what you had to say.
A B C NA
4. Counselor made you feel comfortable and at ease.
A B C NA
5. Counselor showed respect for you, and your opinion and your circumstances.
A B C NA
6. Counselor communicated effectively with you.
A B C NA
7. Counselor provided information about specific services, programs and courses that you asked about.
A B C NA
8. Counselor provided information about career/vocational programs offered at the college.
A B C NA
9. Counselor provided information about courses and programs of study at four-year colleges and universities.
A B C NA

Student Evaluation of Counseling Faculty

Page 2

10. Counselor helped you achieve a clear understanding of your educational goals at West Hills College.

A B C NA

11. Counselor helped you plan your program consistent with your educational/career goals.

A B C NA

12. I would return to this counselor for further assistance.

A B C NA

Additional Comments:

EXHIBIT "B"
WEST HILLS COMMUNITY COLLEGE DISTRICT
INSTRUCTIONAL CALENDAR
2006-2007

2006 SUMMER SESSIONS

May 30 – August 9	(T,W)	Instruction Begins/Ends
May 30-August 9	(T,W)	Instruction Begins/Ends (10-week classes)
June 12 - August 9	(M,W)	Instruction Begins/Ends (8-week classes)
June 26 – August 9	(M,W)	Instruction Begins/Ends (6-week classes)
July 4	(T)	Independence Day Observed

2006 FALL SEMESTER

August 10	(Th)	Faculty Flex Day, No Classes
August 11	(F)	Duty Day, No Classes
August 14	(M)	Instruction Begins
September 4	(M)	Labor Day, No Classes
October 6	(F)	Last Day to Petition to Graduate
October 16	(M)	Second 9-week Classes Begin
November 10	(F)	Veteran’s Day Observed, No Classes
November 13	(M)	Last Day to Withdraw with a W (Full Semester)
November 23-24	(Th-F)	Thanksgiving, No Classes
December 11-15	(M-F)	Finals Week
December 15	(F)	End of Fall Semester
Total Instructional Days:	87	

2007 SPRING SEMESTER

January 11	(Th)	Faculty Flex Day, No Classes
January 12	(F)	Duty Day, No Classes
January 15	(M)	Martin Luther King Day, No Classes
January 16	(T)	Instruction Begins
February 9	(F)	Lincoln’s Day Observed, No Classes
February 19	(M)	Washington’s Day Observed, No Classes
March 9	(F)	Last Day to Petition to Graduate
March 19	(M)	Second 9-week classes begin
April 2-6	(M-F)	Spring Recess
April 20	(F)	Last Day to Withdraw with a W (Full Semester)
May 21-25	(M-F)	Finals Week
May 24	(Th)	Lemoore Commencement
May 25	(F)	Coalinga Commencement
May 25	(F)	End of Spring Semester
Total Instructional Days:	88	
Approved: By the Board of Trustees: (02-21-06)		

EXHIBIT "B"
WEST HILLS COMMUNITY COLLEGE DISTRICT
INSTRUCTIONAL CALENDAR
2007-2008

2007 SUMMER SESSIONS

May 29 – August 8	(T,W)	Instruction Begins/Ends
May 29-August 8	(T,W)	Instruction Begins/Ends (10-week classes)
June 11 - August 8	(M,W)	Instruction Begins/Ends (8-week classes)
June 25 – August 8	(M,W)	Instruction Begins/Ends (6-week classes)
July 4	(W)	Independence Day Observed

2007 FALL SEMESTER

August 9	(Th)	Faculty Flex Day, No Classes
August 10	(F)	Duty Day, No Classes
August 13	(M)	Instruction Begins
September 3	(M)	Labor Day, No Classes
October 5	(F)	Last Day to Petition to Graduate
October 15	(M)	Second 9-week Classes Begin
November 12	(M)	Veteran’s Day Observed, No Classes
November 9	(F)	Last Day to Withdraw with a W (Full Semester)
November 22-23	(Th-F)	Thanksgiving, No Classes
December 10-14	(M-F)	Finals Week
December 14	(F)	End of Fall Semester
Total Instructional Days:	87	

2008 SPRING SEMESTER

January 10	(Th)	Faculty Flex Day, No Classes
January 11	(F)	Duty Day, No Classes
January 14	(M)	Instruction Begins
January 21	(M)	Martin Luther King Day, No Classes
February 15	(F)	Lincoln’s Day Observed, No Classes
February 18	(M)	Washington’s Day Observed, No Classes
March 7	(F)	Last Day to Petition to Graduate
March 17-21	(M-F)	Spring Recess
March 24	(M)	Second 9-week classes begin
April 18	(F)	Last Day to Withdraw with a W (Full Semester)
May 19-23	(M-F)	Finals Week
May 22	(Th)	Lemoore Commencement
May 23	(F)	Coalinga Commencement
May 23	(F)	End of Spring Semester
Total Instructional Days:	88	
Approved: By the Board of Trustees:	(2-21-06)	

EXHIBIT "C" SALARY SCHEDULE

WHCCD 2006-2007 SALARY SCALE 10.92% SALARY INCREASE

STEPS	CLASS LEVELS					
	I	II	III	IV	V	
1	44,821	48,396	51,980	55,555	59,137	1
2	46,608	50,190	53,767	57,343	60,924	2
3	48,396	51,980	55,555	59,137	62,714	3
4	50,190	53,767	57,343	60,924	64,500	4
5	51,980	55,555	59,137	62,714	66,290	5
6	53,767	57,343	60,924	64,500	68,078	6
7	55,555	59,137	62,714	66,290	69,868	7
8	57,343	60,924	64,500	68,078	71,656	8
9	59,137	62,714	66,290	69,868	73,449	9
10	60,924	64,500	68,078	71,656	75,234	10
11	62,714	66,289	69,868	73,449	77,022	11
12	64,500	68,078	71,656	75,234	78,818	12
13	66,290	69,868	73,449	77,022	80,602	13
14	68,080	71,658	75,243	78,816	82,387	14
15	69,870	73,448	77,037	80,610	84,173	15
16	71,660	75,238	78,830	82,404	85,957	16
17			80,624	84,197	87,750	17
18			82,418	85,991	89,543	18
19			84,211	87,785	91,337	19
20			86,005	89,578	93,131	20
21			87,799	91,372	94,924	21
22			89,592	93,166	96,718	22

CLASS I	BA/BS	OR EQUIVALENT
CLASS II	BA/BS + 45 UNITS, OR MA	OR EQUIVALENT
CLASS III	BA/BS + 60 UNITS, OR BA/BS + 45 UNITS WITH MA OR EQUIVALENT	
CLASS IV	BA/BS + 75 UNITS, OR BA/BS + 60 UNITS WITH MA OR EQUIVALENT	
CLASS V	BA/BS + 90 UNITS, OR BA/BS + 75 UNITS WITH MA OR EQUIVALENT	

1. Verified work experience of two (2) or more years' duration which is directly related to a teaching field may be credited on the Faculty Salary Schedule on the basis of two(2) years' experience for one (1) step on that schedule.
2. The holder of an earned doctorate, from a regionally and/or professionally accredited institution of higher learning, shall be granted an annual stipend of \$ 1,800.00.

**EXHIBIT "D" GRIEVANCE FORMS
WEST HILLS COMMUNITY COLLEGE DISTRICT**

CERTIFICATED EMPLOYEES' GRIEVANCE FORM – LEVEL 1

Submission of Complaint – All portions of this section must be completed by the grievant.

Name: _____ **Position:** _____

Specific policy or regulation or provision alleged to have been violated (cite source)

Date (s) of occurrence: _____

Circumstances Involved: _____

Remedy Sought: _____

Date: _____ **Signature:** _____

Upon completion of this section, grievant shall present original and copies 2 and 3 to the Educational Dean. Copy 4 should be retained by the grievant.

Educational Dean Response: _____

Date: _____ **Signature:** _____

Upon completion of this section, the Educational Dean shall retain original, present Copy 2 to grievant, and forward Copy 3 to Director Human Resources.

Original:	Educational Dean
Copy 2:	Return to Grievant
Copy 3:	Director Human Resources
Copy 4:	Grievant Copy

**EXHIBIT "D" GRIEVANCE FORMS
WEST HILLS COMMUNITY COLLEGE DISTRICT**

CERTIFICATED EMPLOYEES' GRIEVANCE FORM – LEVEL 2

Appeal to President -- **All portions of this section must be completed by the grievant. Copy 2 of completed Grievance Form Level 1 must be attached.**

Reason for Appeal: _____

Remedy Sought: _____

Date: _____ **Signature:** _____

Upon completion of this section, grievant shall present original and copies 2 and 3 to the President. Copy 4 should be retained by grievant.

President's Response: _____

Date: _____ **Signature:** _____

Upon completion of this section, the President shall retain original and forward Copy 2 of completed Grievance form Level 2 to the Grievant and Copy 3 to the Director Human Resources.

- | | |
|-----------|--------------------------|
| Original: | President |
| Copy 2: | Return to Grievant |
| Copy 3: | Director Human Resources |
| Copy 4: | Grievant Copy |

**EXHIBIT "D" GRIEVANCE FORMS
WEST HILLS COMMUNITY COLLEGE DISTRICT**

CERTIFICATED EMPLOYEES' GRIEVANCE FORM – LEVEL 3

Appeal to Chancellor - **All portions of this section must be completed by the grievant. Copy 2 of completed Grievance Form Level 2 must be attached.**

Reason for Appeal: _____

Remedy Sought: _____

Date: _____ **Signature:** _____

Upon completion of this section, grievant shall present original and copies 2 and 3 to the Chancellor. Copy 4 should be retained by the grievant.

Chancellor's Response: _____

Date: _____ **Signature:** _____

Upon completion of this section, the Chancellor shall retain original and forward Copy 2 of completed Grievance Form Level 3 to grievant and Copy 3 to Director Human Resources.

- | | |
|-----------|--------------------------|
| Original: | Chancellor |
| Copy 2: | Return to Grievant |
| Copy 3: | Director Human Resources |
| Copy 4: | Grievant Copy |

**EXHIBIT "D" GRIEVANCE FORMS
WEST HILLS COMMUNITY COLLEGE DISTRICT**

CERTIFICATED EMPLOYEES' GRIEVANCE FORM – LEVEL 4

Request for Arbitration – **This section must be completed by the Grievant. Grievance Form Level 1 Copy 2, Level 2 Copy 2, and Level 3 Copy 2 must be attached.**

I hereby request that the grievance outlined on the attachments be reviewed by the American Arbitration Association.

Date: _____ **Signature:** _____

Upon completion of this section, grievant shall present original and copies 2, 3 and 4 and all attachments to the West Hills College Faculty Association/CTA/NEA. Copy 6 should be retained by grievant.

Arbitrator's Decision: _____

Date: _____ **Signature:** _____

Upon completion of this section, the American Arbitration Association shall retain original; Copy 2 of Level 1, 2, 3 and 4 will be returned to grievant, Copy 4 to Chancellor, Copy 5 to the Director Human Resources.

- Original: American Arbitration Association
- Copy 2: Return to Grievant
- Copy 3: West Hills College Faculty Association/CTA/NEA
- Copy 4: Chancellor
- Copy 5: Director Human Resources
- Copy 6: Grievant Copy

**EXHIBIT "D" GRIEVANCE FORMS
WEST HILLS COMMUNITY COLLEGE DISTRICT**

CERTIFICATED EMPLOYEES' GRIEVANCE FORM – LEVEL 5

Appeal to the Board of Trustees --

This section must be completed by the grievant. Grievance Forms, Level 1, copy 2; Level 2, copy 2; Level 3, copy 2 and Level 4, copy 2 must be attached.

I hereby request that the grievance outlined on the attachments be reviewed by the Board of Trustees.

Date: _____ Signature: _____

Upon completion of this section, grievant shall present original, copies 2, 3, 4 and 5 and all attachments to the Board of Trustees. Copy 7 should be retained by the grievant.

Board of Trustees' Response: _____

Date: _____ Signature: _____

The original shall be filed by the Board of Trustees.

Upon completion of this section, Copy 2 of Levels 1, 2, 3, 4 and 5 shall be returned to the grievant, Copy 3 to the Chancellor, Copy 4 to the President, Copy 5 to the Director Human Resources, Copy 6 to the Educational Dean, Copy 7 to the Grievant and Copy 8 to the West Hills College Faculty Association/CTA/NEA.

Original:	Board of Trustees
Copy 2:	Return to Grievant
Copy 3:	Chancellor
Copy 4:	President
Copy 5:	Director Human Resources
Copy 6:	Educational Dean
Copy 7:	Grievant Copy
Copy 8:	West Hills College Faculty Association/CTA/NEA

EXHIBIT "E" SABBATICAL LEAVE

PROCEDURES

WEST HILLS COMMUNITY COLLEGE

SABBATICAL LEAVE

I. Application Procedures

- A. Eligible faculty members must submit a proposed plan in writing to the Chancellor prior to December 1 of the academic year preceding the year for which the leave is requested. The plan of work should provide sufficient information for evaluation according to the criteria outlined in Board of Trustees Sabbatical Leave Policy. For the Spring Semester of the 1996-97 academic year, proposed plans must be submitted by November 1, 1996.**

Sabbatical leave applications will then be forwarded to the Academic Senate. The Academic Senate will review the applications and recommend acceptable applications for final approval by the Chancellor and Board of Trustees.

- B. The recommendations of applicants by the Academic Senate will be influenced significantly as indicated below:**
- 1. Major consideration will be given to the present and future worth of the sabbatical leave in terms of improving student success and/or curriculum development.**
 - 2. Consideration may be given to past accomplishments such as workshops, committee work, individual projects and studies, and any other group activities.**
 - 3. Should the District be undertaking a project or have a need in a certain field, priority may be given to those applicants most likely to make a contribution to these needs.**
 - 4. With less emphasis, consideration may also be given in terms of length of service to the District and distribution of sabbatical leaves among the various departments.**

II. Selection Procedures

**A. The Academic Senate will screen the sabbatical leave applications and
EXHIBIT "E" SABBATICAL LEAVE**

forward their recommendation(s), including the applications, to the Dean of Education by February 1 (November 15 for the Spring Semester of 1996-1997).

B. The Dean of Education and the Chancellor will recommend applications. The Chancellor will recommend either acceptance or rejection of the recommended applications to the Board of Trustees at the February meeting (December meeting for the Spring Semester of 1996-1997).

C. The applicants will be notified by the Chancellor on or before March 15 regarding the acceptance or rejection of their applications by the Board of Trustees (December 15 for the Spring Semester of 1996-1997).

EXHIBIT "E" SABBATICAL LEAVE

WEST HILLS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(This form must be submitted by December 1)

PART I

_____ **Applicant Name** _____ **Date**

_____ **Department/Discipline**

Date of first full-time contract with West Hills College: _____

Has Service been continuous since that date? **Yes** **No**

If "No", please explain:

Has service been on a full-time contract? **Yes** **No**

Effective dates for proposed sabbatical leave:

_____ **From: Month/Year**

_____ **To: Month/Year**

EXHIBIT "E" SABBATICAL LEAVE

PART II

Please be specific about what you propose to accomplish. You may indicate a combination of eligible activities. Use extra pages as necessary.

A. Work Toward a Higher Degree:

B. Study, research, or a combination of these:

C. Curriculum Planning:

D. Travel (necessary to achieve one of the above):

EXHIBIT "E" SABBATICAL LEAVE

PART III

Please respond to each of the following? Use extra pages if necessary.

A. How will completion of your project improve student success?

B. What affect will your project have on curriculum development?

EXHIBIT "E" SABBATICAL LEAVE

C. Please discuss your past accomplishments and activities, including participation in WHC activities and committees.

D. How will completion of project address the needs of the District?

EXHIBIT "E" SABBATICAL LEAVE

PART IV

_____ **Applicant Signature** _____ **Date**

Date Received by Academic Senate: _____

Recommendation by Academic Senate: _____ **Approve** _____ **Disapprove**

Comments:

Chancellor's Recommendation: _____ **Approve** _____ **Disapprove**

Comments:

Chancellor's Signature: _____

Board of Trustees Action: _____ **Approve** _____ **Disapprove**

Date: _____

EXHIBIT "F" TIME OFF DUTY FORM

WEST HILLS COMMUNITY COLLEGE DISTRICT
REQUEST FOR AND REPORT OF TIME OFF DUTY

This form is to be completed by all Employees immediately upon return to duty following an absence due to sickness or bereavement. All other leaves must be approved on this form in advance. The signature will verify absence from duty.

Date(s) of Absence	Leave Code	Number of Hours
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Leave Codes:

- C** = Comp Time
- CB** = College Business
- I** = Industrial
- S** = Sick
- ES** = Extended Sick
- JD** = Jury Duty
- V** = Vacation
- LWOP** = Leave Without Pay
- B** = Bereavement
- PB** = Personal Business
- PN** = Personal Necessity

Employee Printed Name Date

Employee Signature

Supervisor Signature Date

HR

Date

White: HR Yellow: Supervisor Pink: Employee Goldenrod: Employee Unofficial Copy WHC #141 Rev 8/01

Exhibit "G"

SENIORITY LIST

<u>SENIORITY NUMBER</u>	<u>DATE OF EMPLOYMENT</u>	<u>NAME</u>
1	08/18/75	Christenson, Eric
2	01/24/77	Gibson, Robert
3	01/08/79	Jeffrey, R. Jeff
4	08/20/79	Mendenhall, Faye
5	08/13/80	Beloof, Lawrence
6	08/13/81	Hauki, Cynthia
7	08/15/83	Welch, Merlin
8	03/01/84	Hunt, Bruce
9	08/15/85	Rehark-Griffith, Rhea
10	08/01/86	Barner, Etsel
11	08/01/86	Warkentin, Donald
12	08/14/86	Winters, Thomas
13	08/14/86	Bolt, David
14	08/13/88	Castagna, Kim
15	08/21/89	Rengh, David
16	08/16/90	Grant, James
17	01/11/91	Kraft-Chapman, Patricia
18	01/15/91	Hedgecock, David
19	06/01/93	Jacobus, Linda
20	08/09/95	Burke, Michael
21	09/14/95	McGlothin, Sandra
22	10/01/95	Hendrickson, Marta
23	02/20/96	Gritton, Mark
24	12/11/96	Roton, Marlese
25	08/14/97	Shehorn, Jacqueline
26	08/14/97	Little, Anna-Lisa
27	08/14/97	Hall, Robert
28	08/14/97	Mosher, Staci
29	08/14/97	Davis, Terry
30	08/14/97	Paden, Monte
31	11/14/97	Rodriguez, Martha
32	06/08/98	Wanderer, Jeffrey
33	08/03/98	Renteria, Frank
34	08/12/99	Kron, Brian
35	08/12/99	Ganter, Frieda
36	08/12/99	Ennes, Martha
37	08/12/99	Discont, Margaret
38	08/12/99	Howard, Libra
39	08/12/99	Daniels, Neomi
40	07/01/00	Hodsdon, Paul

Exhibit "G"

SENIORITY LIST

<u>SENIORITY NUMBER</u>	<u>DATE OF EMPLOYMENT</u>	<u>NAME</u>
41	08/08/00	Amaya-Guenon, Linda
42	08/10/00	Wilson, Scott
43	08/10/00	Preston, James
44	07/01/01	Wiest, Harold
45	07/01/01	Shepard, Sarah
46	07/01/01	Arce, Mark
47	07/01/01	Smith, Dixie
48	08/16/01	Jackson, Shawn
49	08/16/01	Sanchez, Rene
50	08/16/01	Sowden, Kenneth
51	08/16/01	Bart, Anita
52	08/16/01	Hall, Marlon
53	08/16/01	Pratt, Eugenie
54	08/23/01	Dam-Mikkelsen, Hector
55	08/23/01	Sutton, H. Mel
56	07/01/02	Smart, Marlene
57	08/14/03	Babb, David
58	07/06/04	Tincher, Cal
59	07/12/04	Cowden, Clint
60	08/12/04	Sutherland, Scott
61	11/22/04	Tos, Angela
62	07/01/05	Oxford, Ronald
63	07/01/05	Ragsdale, Rodney
64	08/11/05	Wilds, Kevin
65	08/11/05	Harris III, Clifton
66	08/11/05	McDowell, Michael
67	08/11/05	Hanjiev, Arkady
68	08/11/05	Skaggs, Robert
69	08/11/05	Birrell, Jameson
70	08/11/05	Sterling, Kurt
71	08/11/05	Abela, Brian
72	08/11/05	Wilds, Brandy
73	08/11/05	Vang, Linda
74	08/11/05	Neer, David
75	11/28/05	Terranova, Erin
76	01/17/06	Brownlee, Rebecca
77	07/31/06	Hall, Lataria
78	08/01/06	Magnusen, Matthew
79	08/07/06	Raia, Christian

Exhibit "G"

SENIORITY LIST

<u>SENIORITY NUMBER</u>	<u>DATE OF EMPLOYMENT</u>	<u>NAME</u>
80	08/07/06	Hayden, J. Maurice
81	08/10/06	Delaney, Melissa
82	08/10/06	Mativo, Kyalo
83	08/10/06	Saxton-Heskett, Susan
84	08/10/06	Reynolds, David
85	09/04/06	Mayer, Rhonda

Individuals below are grant funded, non-tenure track, and temporary faculty

Employment Date	Name
08/19/02	Oaks, Scott
01/17/06	Rogers, Joel
03/01/06	Rodriguez, Michael
08/21/06	Holsonbake, Troy

**TENATIVE AGREEMENT
BETWEEN THE
WEST HILLS COMMUNITY COLLEGE DISTRICT
AND THE
WEST HILLS COLLEGE FACULTY ASSOCIATION CTA/NEA**

August 11, 2009

The collective bargaining provisions herein by the West Hills Community College District the West Hills Faculty Association are expressly pursuant to the Educational Employment Relations Act and Article 21, Miscellaneous, of the current Collective Bargaining Agreement between the parties.

It is the intention of the West Hills Community College District Board of Trustees to bargain in good faith over the proposals submitted by the respective parties to the Collective Bargaining Agreement pursuant to the Educational Employment Relations Act.

Any article proposed for amendment by the Exclusive Representative in accordance with Article 21, shall be deemed herein to remain unchanged in the Collective Bargaining Agreement unless otherwise expressly stated.

**ARTICLE 8
COMPENSATION**

Article 8 COMPENSATION shall remain unchanged except for salary schedules which shall be amended to include the following:

2009-2010 Salary

The salary schedule shall remain unchanged except as provided in the following section Furlough Days.

1. Preamble

- a. The purpose of furloughs is to close the District budget "gap" by reducing compensation costs.

2. Definitions

- a. The term "furlough day" as used in this Agreement refers to a day on which a faculty unit employee is normally scheduled to work, or is in pay status, that is taken as an unpaid day off.
- b. The term "pay status" as used in this Agreement refers to the time in which a faculty unit employee is working or is on paid leave.

3. Furlough Days

- a. The President may designate specific furlough days as campus closure days, or partial campus closure days. The college president shall consult with faculty regarding the designation of furlough days based on operational needs of the campus and shall explain those needs in writing to the faculty unit employee.

Instructors shall be responsible for out of class assignments if campus closure occurs on a day in which class is scheduled.

- b. Full-time 12 month, 221 day contract Faculty Unit Employees shall be subject to twelve (12) furlough days between July 1, 2009 and June 30, 2010. Unit employees less than 12 months shall have furlough days prorated as follows; 197/199 day contracts shall have eleven (11) furlough days and 177 day contracts shall have ten (10) furlough days.
- c. Furlough Credit – for each month in which a salary deduction is taken a corresponding furlough credit shall be given to the Faculty Unit employee.
- d. Furlough Observance – The Furlough Program shall allow a Faculty Unit employee up to four (4) furlough days in a single calendar month. With the exception of this one-time observation no employee shall be subject to, or take, more than two (2) furlough days in any calendar month for a full-time faculty unit employee over the terms of this agreement. Exceptions shall be made on an individual basis.
- e. A faculty employee shall not be permitted to observe more than one furlough day in any work week, except for flex and duty day in the spring of 2010.
- f. For Academic Year Faculty unit employees (177 day contracts), only those days that are workdays within the academic calendar may be used as furlough days.
- g. All furlough days must be taken before June 30, 2010.
- h. At the end of the negotiated Furlough Program, the President shall ensure that all Faculty unit employees have taken the appropriate number of furlough days commensurate with the salary reductions that have been made.

4. Employee Salary Rates and Schedules

- a. Each employee's pay reduction necessitated by furloughs shall be spread evenly over the employee's work year.
- b. Employees may not substitute sick leave for furlough days.

5. Impact of Furlough Program on Salary Programs, Benefits and Retirement

- a. The Furlough Program shall not affect an employee's anniversary date or seniority credit or create a break-in-service. The Furlough Program shall not impact the accrual of sick leave or the payment of health, dental or vision benefits.
- b. These furloughs shall not constitute a break in service for any faculty unit employee and shall also not change the seniority date of any tenured faculty unit employee.
- c. The furloughs described herein shall have no adverse effect on the eligibility for, award of, and amount of upward movement on the salary schedule pursuant to Article 8.

- d. There shall be no adverse impact on STRS service credit.
2010-2011 and 2011-2012 Re-Openers

Either party may “re-open” Article 8, Compensation, for the 2010-2011 and the 2011-2012 academic years by giving its initial proposal to the other party no later than April 30th of the academic year preceding the 2010-2011 and 2011-2012 academic years.

ARTICLE 9 **INSURANCE**

Article 9 INSURANCE shall remain unchanged except for the following amendments:

- 9.2 Coverage
- 9.3 Prescription drugs shall be in accordance with plans offered by CVT.
- 9.3 Effective October 1, 2009 the maximum District contribution shall be a sum which for calculation purposes shall be \$1057.29 per month. The District contribution CAP for each fiscal year 2010-2011 and 2011-2012 will be increased by the same percentage that the CVT premiums increase for that period.

ARTICLE 10 **LEAVES**

Article 10 LEAVES shall remain unchanged except for the following amendments:

- 10.14 Paternity/Adoption Leave
In accordance with the Family Medical Leave Act, a member of the bargaining unit shall be granted a leave of absence for reasons of adoption.

The request for leave shall be submitted to the Chancellor as far in advance as possible.

The length of the leave of absence, including the date on which the leave shall commence and the date on which the unit member shall resume duties, shall be determined by the unit member and the adoption agency, attorney, and/or physician to the extent limited under the Family Medical Leave Act (FMLA). Leave may not begin prior to the adoption placement and may continue thereafter as necessitated by the adoption up to a maximum time allowed by FMLA.

Any accrued sick leave and entitlement to other sick leave may be used for adoption purposes. In the event the unit member is unable to return to duty after the expiration of an approved paternity/adoption leave, the District may grant additional personal leave without pay not to exceed one (1) school year in which the adoption occurred.

An employee who is granted paternity/adoption leave shall not lose other benefits included under the terms of the Agreement for which the employee qualifies.

ARTICLE 23
TERM

This Agreement shall become effective on July 1, 2009 and shall continue in full force and effect up to and including June 30, 2012.

Signed and entered into this 11th day of August, 2009.

FOR THE COLLEGE DISTRICT

FOR THE ASSOCIATION

AGREEMENT

Between

**WEST HILLS COMMUNITY
COLLEGE DISTRICT**

And

**CALIFORNIA SCHOOL EMPLOYEES
CHAPTER 429**

2009-2012

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ARTICLE 1. RECOGNITION

The District confirms its recognition of the Association as the exclusive representative of that unit of employees recognized by the District in accordance with the voluntary recognition agreement, which appears as Appendix A. The parties agree to review Appendix A and update it as necessary prior to the final adoption of the collective bargaining agreement.

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ARTICLE 2. DISTRICT RIGHTS

It is understood and agreed that the District retains all of its powers and authority to direct, manage, and control to the full extent of the law. Included in but not limited to those duties and powers are the exclusive right to determine its organization; direct the work of its employees; determine the times and hours of operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; determine staffing patterns; determine the number and kinds of personnel required; maintain the efficiency of District operations; build, move, or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; and take action on any matter in the event of an emergency. In addition, the Board retains the right to hire, classify, assign, evaluate, promote, terminate, and discipline employees.

The exercise of the foregoing powers, rights, authority, duties, and responsibilities by the District, the adoption of policies, rules, regulations, and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of this Agreement and then only to the extent such specific and express terms are in conformance with the law. The District retains its right to amend, modify, or rescind policies

1 and practices referred to in this Agreement during an emergency.
2 The District shall have the sole and exclusive right to determine
3 the impacts and effects of matters which are outside the scope of
4 representation. On written request from CSEA, the District will
5 agree to negotiate over any impact or effect of matters which are
6 outside the scope of representation.

7

1 **ARTICLE 3. ORGANIZATIONAL SECURITY/ PAYROLL DEDUCTIONS**

2 Pursuant to the enactment of SB 1960, amending the Educational
3 Employment Relations Act ("EERA"), Government Code sections
4 3540.1, 3543, 3543.5 and 3546, the parties agree to the following
5 organizational security agreement.

6 3.1 Organizational Security

7 3.1.1 It is the mutual intention of the parties that
8 the provisions of this Article protect the
9 rights of individual employees without
10 restricting CSEA's right to require every
11 bargaining unit employee, except those exempt
12 from these provisions, to pay a fair share of
13 the cost of collective bargaining activities.
14 Except as expressly exempted herein, all
15 employees in the bargaining unit who do not
16 maintain membership in good standing in CSEA are
17 required, as a condition of continued
18 employment, to pay service fees to CSEA, in
19 amounts that do not exceed the periodic dues of
20 CSEA, for the duration of this agreement.

21 3.1.2 Except as expressly exempted herein, all
22 employees in the bargaining unit who are not
23 members of the Association as of the date of
24 ratification of this Agreement, and all
25 employees who hereafter enter the bargaining

1 unit, shall, as a condition of continued
2 employment, within 30 days of the date of
3 ratification of this agreement or their initial
4 employment, become members of CSEA or pay to
5 CSEA a service fee in an amount not to exceed
6 the periodic dues of CSEA, for the duration of
7 this agreement.

8 3.1.3 No employee shall be obligated to pay dues or
9 service fees to CSEA until the first of the
10 month following 30 calendar days after the
11 employee first comes into the bargaining unit.

12 3.1.4 Any unit member who is a member of a religious
13 body whose traditional tenets or teachings
14 include objections to joining or financially
15 supporting employee organizations shall not be
16 required to join, maintain membership in or
17 financially support CSEA as a condition of
18 employment with the District. However, such
19 unit members may be required, in lieu of a
20 service fee, to pay sums equal to such service
21 fee to one of the following nonreligious, non-
22 labor organization, charitable fund exempt from
23 taxation under Section 501(c)(3) of Title 26 of
24 the Internal Revenue Code as follows:

25 YMCA

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- YWCA
- United Way
- West Hills Community College Foundation
- American Red Cross
- Oxfam International
- Boys Club
- Girls Club
- Boy Scouts
- Girl Scouts
- American Cancer Society
- American Diabetes Association

3.1.5 Any unit member who claims the religious exemption set forth above must file a written statement to this effect with the District and CSEA within 30 days of the ratification of this agreement or his/her initial employment. As a condition of continued exemption, the employee must furnish CSEA and the District with proof of such payments on an annual basis in the form of payment receipts or payroll deductions.

3.2 Dues and Service Fee Deductions

3.2.1 CSEA has the sole and exclusive right to have employee organization membership dues and service fees deducted by the District for employees in the bargaining unit.

**Leadership Retreat
May 7, 2010
8:30 a.m.
Harris Ranch, North Ballroom**

AGENDA

8:30 a.m.	Retreat Begins	
8:30 – 8:45 a.m.	Welcome and Opening Remarks	Frank Gornick
8:45 a.m. – 12:00 noon	FranklinCovey Benchmark Results Review	Tony Morris Group Members
12:00 noon	Lunch	
12:45 – 1:15 p.m.	Budget Update	Ken Stoppenbrink
1:15 – 1:45 p.m.	Adult/Temporary Employee Tracking	Ken Stoppenbrink
1:45 – 2:30 p.m.	Performance Indicators	Pedro Avila ←
2:30 – 3:00 p.m.	Status on Workflow Projects	Pedro Avila ← Carole Goldsmith
3:00 – 3:30 p.m.	Participatory Governance	Frank Gornick
3:30 – 4:00 p.m.	Meeting Wrap Up	
4:00 p.m.	Retreat Adjourns	

Leadership Retreat Members:

Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Cathy Barabe, Director of Grants
Anita Bart, Academic Senate President, WHC Coalinga
Dave Bolt, Vice President of Educational Services, WHC Lemoore
David Castillo, Director of Westside Institute of Technology (WIT)
Bob Clement, Director of Athletics, WHC Lemoore
Jana Cox, Director of Financial Aid
Sylvia Dorsey-Robinson, Vice President of Student Services, WHC Lemoore
Stephanie Droker, Academic Senate President, WHC Lemoore
Marty Ennes, CTA President
Bertha Felix-Mata, Director of Title IV Projects, WHC Coalinga
Charles Freeman, Director of Nursing, WHC Lemoore
Eliseo Gamino, Director of CAMP Grant, WHC Coalinga
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Frank Gornick, Chancellor
Mark Gritton, Director of Athletics, WHC Coalinga
Marlon Hall, Associate Dean of Educational Services, Evening College, WHC Lemoore
Verna Hernandez, Director of Health Careers, WHC Coalinga
Marcel Hetu, Director of North District Center, Firebaugh
John Ieronimo, CSEA President
Donna Isaac, Executive Assistant to the Chancellor
Michelle Kozlowski, Director of Information Technology Services (ITS)
Richard Larson, Director of Farm of the Future, WHC Coalinga
Willard Lewallen, President, WHC Coalinga
Jose Lopez, Dean of Students, WHC Lemoore
David Reynolds, Associate Dean of Student Services, WHC Coalinga
Raquel Rodriguez, Associate Dean of Student Learning, WHC Coalinga
Joel Ruble, Dir. of Ed. Talent Search, Upward Bound Math & Science, WHC Lemoore
Frances Squire, Executive Director of West Hills Community College Foundation
Jill Stearns, Vice President of Educational Services
Ken Stoppenbrink, Vice Chancellor of Business Services
Daniel Tamayo, Director of International Student Services
Don Warkentin, President, WHC Lemoore
Kathy Watts, Director of Child Development Centers
Tammy Weatherman, Director of Fiscal Services
Susan Whitener, Associate Vice Chancellor of Educational Planning

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AGENDA

8:30 a.m.	Retreat Begins	
8:30 - 8:45 a.m.	Welcome and Opening Remarks	Frank Gornick
8:45 a.m. - 12:00 noon	FranklinCovey Benchmark Results Review	Tony Morris Group Members
12:00 noon	Lunch	
12:45 - 1:15 p.m.	Budget Update	Ken Stoppenbrink
1:15 - 1:45 p.m.	Adult/Temporary Employee Tracking	Ken Stoppenbrink
1:45 - 2:30 p.m.	Performance Indicators <i>Those not carrying 6 units or more are considered Adult + not student</i>	Pedro Avila <i>work</i>
2:30 - 3:00 p.m.	Status on Workflow Projects <i>Relevancy, currency, alignment, accountability</i>	Pedro Avila Carole Goldsmith
3:00 - 3:30 p.m.	Participatory Governance	Frank Gornick
3:30 - 4:00 p.m.	Meeting Wrap Up	
4:00 p.m.	Retreat Adjourns	

Budget - growth; costs, Assumptions - lift; fuel, fuel + slip
 unknown - may revise, health insurance @ 10% increase,
 Disabil. Plan - 60% increase, NU categories

Success - C, A, B, C Persistence Retention
 NOT-Success W, N/C, D, F

- standard 222
- Business Education - Strategic Plan
 - Audit for online student services
 - Web services Audit → Conducted - library services comparable to FNU
- Parents can give us the names of where our students have transferred
 online - and center what is the role of the transfer counselor

Leadership Retreat Members:

Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management

Cathy Barabe, Director of Grants

Anita Bart, Academic Senate President, WHC Coalinga

Dave Bolt, Vice President of Educational Services, WHC Lemoore

David Castillo, Director of Westside Institute of Technology (WIT)

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Kathy Watts, Director of Child Development Centers

Tammy Weatherman, Director of Fiscal Services

Susan Whitener, Associate Vice Chancellor of Educational Planning



The 7 Habits Benchmark™

Aggregate - West Hills Community College District
February 26, 2010

Manager Report

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Introduction

The purpose of the 7 Habits Benchmark report is to provide you with valuable feedback regarding your personal and interpersonal effectiveness. Please make sure to **PRINT THIS OUT AND BRING IT WITH YOU TO THE WORKSHOP.**

As you review this report, remember the following two items:

1. **Do NOT take action now.** During the workshop, you will review this data in depth and develop a complete action plan. Go ahead and do a high-level review now, looking for areas that stand out, then put the report aside until the workshop.
2. **Take a balanced view.** Straight feedback is a priceless gift. Don't spend time guessing who gave you low scores or express hostility toward people who responded. Use the data in a balanced, objective way to improve your abilities.

Scoring

The following surveys contributed to your report:

Self	31
Boss	30
Peers	213
Direct Reports	0
Total	274

General Information

All responses were converted to percentages in the following manner:

Response	Resulting Score %
6 Strongly Agree	100%
5 Agree	80%
4 Slightly Agree	60%
3 Slightly Disagree	40%
2 Disagree	20%
1 Strongly Disagree	0%
? Don't Know / NA	**

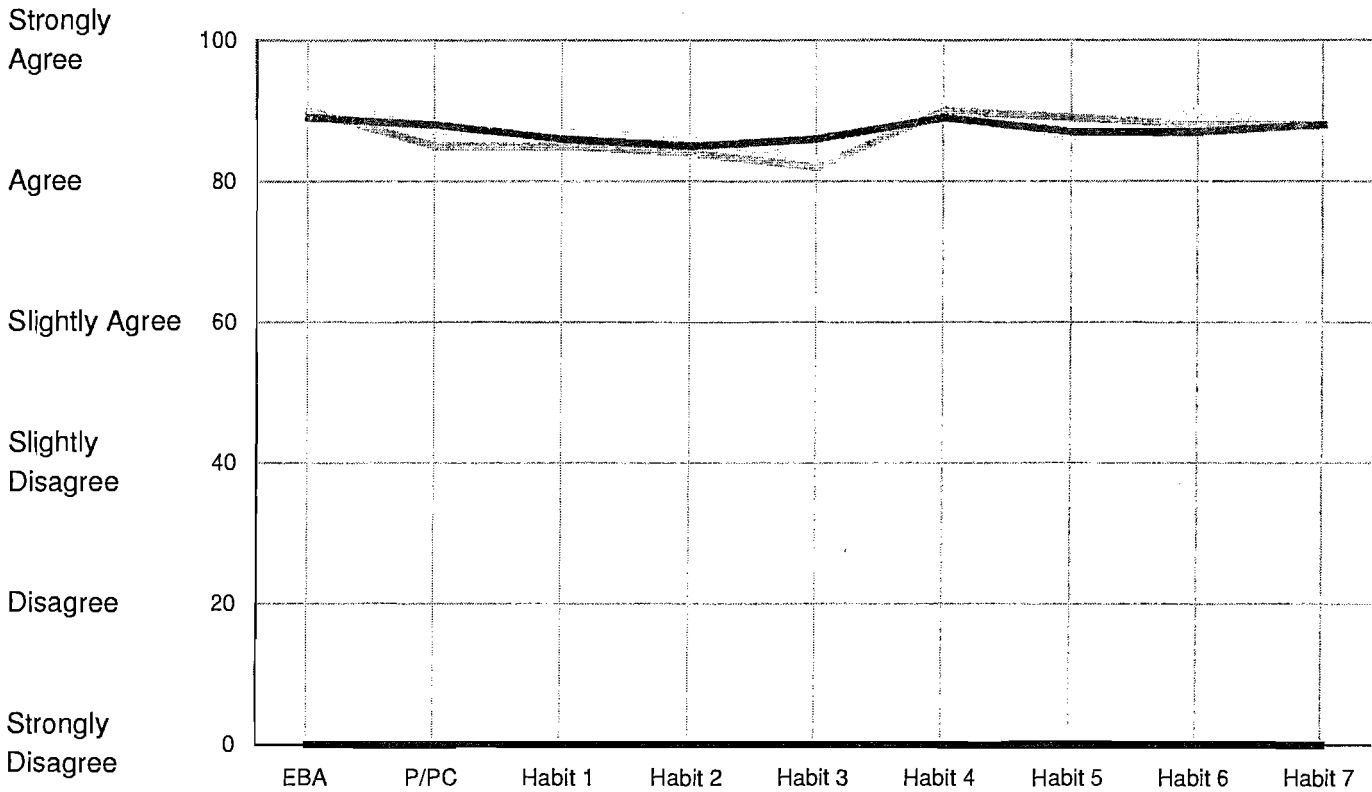
Responses of "Don't Know" or nonresponses are indicated by ** and are not tallied in the percentages.

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The 7 Habits Overview

TOTALS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree		
				Others	10	20	30	40	50	60	70	80	90
**	87	87	87	[Line Graph Data]								
			87	[Redacted]								

RELATIONSHIPS	EBA	P/PC	Habit 1	Habit 2	Habit 3	Habit 4	Habit 5	Habit 6	Habit 7
Self	92	87	87	86	83	91	86	90	87
Boss	90	85	85	84	82	90	89	88	88
Peer	89	88	86	85	86	89	87	87	88
Direct Report	**	**	**	**	**	**	**	**	**



Emotional Bank Account

TOTALS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
				Others	10	20	30	40	50	60	70	80	90
**	89	90	92										
			89										

QUESTIONS

QUESTIONS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
				Others	10	20	30	40	50	60	70	80	90
1 Willingly helps people.	**	92	94	95									
				93									
2 Follows through on commitments.	**	88	85	89									
				87									
3 Shows courtesy toward people.	**	92	93	92									
				92									
4 Is loyal to those who are absent (i.e., does not criticize people behind their backs).	**	89	93	85									
				89									
5 Is honest with people.	**	89	89	96									
				89									
6 Keeps confidences.	**	88	89	96									
				88									
7 Acknowledges and apologizes for mistakes.	**	86	89	91									
				86									
8 Leads by example.	**	87	89	90									
				87									

P/PC Balance

TOTALS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
				Others	10	20	30	40	50	60	70	80	90
	**	88	85	87	87								
			87										

QUESTIONS

QUESTIONS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
				Others	10	20	30	40	50	60	70	80	90
	9 Produces high-quality work.	**	89	86	87								
			88										
10 Makes cost-effective use of resources.	**	88	86	90									
			87										
11 Is a hard worker.	**	94	92	94									
			94										
12 Balances all aspects of life (e.g., work, leisure, family) to maintain overall effectiveness.	**	85	79	79									
			84										
13 Influences others to be productive.	**	86	81	88									
			85										
14 Does not push people to work beyond a reasonable limit.	**	84	84	84									
			84										

Habit 1: Be Proactive

TOTALS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
				Others	10	20	30	40	50	60	70	80	90
	**	86	85	87	86								

QUESTIONS

	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree		
				Others	10	20	30	40	50	60	70	80	90
15 Takes initiative to get things done.	**	88	85	93								
				88								
16 Works to solve problems rather than avoiding them.	**	88	82	92								
				87								
17 Focuses on things he/she can do something about rather than on things beyond his/her control.	**	86	85	86								
				86								
18 Maintains self-control, even in difficult or emotional circumstances.	**	87	88	83								
				87								
19 Accepts responsibility for his/her actions rather than making excuses.	**	86	84	92								
				86								
20 Receives negative feedback without becoming defensive.	**	82	83	77								
				82								
21 Does the "right" thing, even if it is unpopular.	**	86	88	90								
				86								
22 Is decisive when a decision is needed.	**	86	81	86								
				85								

Habit 2: Begin With the End in Mind

TOTALS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
				Others	10	20	30	40	50	60	70	80	90
	**	85	84	86	85								

QUESTIONS

QUESTIONS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree		
				Others	10	20	30	40	50	60	70	80	90
23 Begins projects with a clear understanding of desired outcomes.	**	85	85	85								
				85								
24 Displays a sense of direction in life.	**	91	90	94								
				90								
25 Works toward long-term solutions, not just "quick fixes."	**	87	84	89								
				86								
26 Plans ahead to reduce having to work in a crisis mode.	**	83	77	81								
				82								
27 Anticipates how his/her decisions impact others.	**	81	81	88								
				81								
28 Is organized when conducting meetings.	**	85	86	82								
				85								
29 Ensures that his/her work group has a clear sense of direction.	**	84	81	83								
				84								
30 Sets clear expectations with individuals when assigning tasks.	**	84	84	85								
				84								

Habit 3: Put First Things First

TOTALS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
				Others	10	20	30	40	50	60	70	80	90
	**	86	82	83	85	[Redacted]							

QUESTIONS

QUESTIONS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree		
				Others	10	20	30	40	50	60	70	80	90
31 Prioritizes work so time is spent on the most important issues.	**	84	81	80	[Redacted]							
				84	[Redacted]							
32 Is punctual (i.e., on time for appointments, meetings, etc.).	**	88	86	85	[Redacted]							
				87	[Redacted]							
33 Is disciplined in carrying out plans (i.e., avoids procrastination).	**	87	83	83	[Redacted]							
				86	[Redacted]							
34 Respects people's time (i.e., does not waste others' time with trivial interruptions).	**	89	89	88	[Redacted]							
				89	[Redacted]							
35 Responds to requests in a timely manner.	**	87	83	85	[Redacted]							
				86	[Redacted]							
36 Is organized in handling multiple tasks and projects.	**	86	80	83	[Redacted]							
				85	[Redacted]							
37 Delegates work that ought to be done by others.	**	80	77	74	[Redacted]							
				80	[Redacted]							
38 Sets reasonable deadlines so others have sufficient time to respond.	**	84	81	85	[Redacted]							
				83	[Redacted]							
39 Keeps his/her work group focused on priorities.	**	85	79	85	[Redacted]							
				84	[Redacted]							

Habit 4: Think Win-Win

TOTALS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
	Others				10	20	30	40	50	60	70	80	90
**	89	90	91										
			89										

QUESTIONS

QUESTIONS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
	Others				10	20	30	40	50	60	70	80	90
40 Does not undermine others for personal gain.	**	90	92	95									
				90									
41 Is fair with all people (i.e., does not show favoritism).	**	87	90	92									
				87									
42 Works to find win-win solutions.	**	89	91	89									
				89									
43 Does what is best for the entire organization, not just his/her own interests.	**	90	86	94									
				89									
44 Has the courage to say no when appropriate.	**	86	81	84									
				85									
45 Shares credit and recognition for successes.	**	91	93	88									
				92									
46 Does not pressure people to compromise personal values.	**	91	95	94									
				91									

Habit 5: Seek First to Understand...

TOTALS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
				Others	10	20	30	40	50	60	70	80	90
	**	86	88	84	87	[Redacted]							

QUESTIONS

QUESTIONS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree		
				Others	10	20	30	40	50	60	70	80	90
47 Listens without interrupting.	**	88	95	77	[Redacted]							
				89	[Redacted]							
48 Is sensitive to people's feelings.	**	88	91	90	[Redacted]							
				88	[Redacted]							
49 Seeks to understand people's viewpoints.	**	86	89	88	[Redacted]							
				86	[Redacted]							
50 Seeks to understand problems before attempting to solve them.	**	85	89	86	[Redacted]							
				86	[Redacted]							
51 Is easy to approach with a concern.	**	92	92	90	[Redacted]							
				92	[Redacted]							
52 Spends enough one-on-one time with individuals in his/her work group.	**	85	81	75	[Redacted]							
				85	[Redacted]							
53 Understands what is going on in his/her work group.	**	84	83	86	[Redacted]							
				84	[Redacted]							
54 Understands issues outside his/her work group (e.g., other departments, product trends, competition).	**	83	82	83	[Redacted]							
				83	[Redacted]							

...Then to Be Understood

TOTALS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
				Others	10	20	30	40	50	60	70	80	90
	**	88	89	87									
				88									

QUESTIONS

QUESTIONS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
				Others	10	20	30	40	50	60	70	80	90
55 Communicates clearly and concisely.	**	88	85	84									
				87									
56 Does not dominate discussions.	**	87	93	86									
				88									
57 Expresses viewpoints with confidence.	**	91	89	88									
				91									
58 Is considerate when communicating.	**	90	93	89									
				90									
59 Is straightforward when communicating.	**	89	91	86									
				89									
60 Informs people regarding important matters.	**	87	91	89									
				87									
61 Provides regular feedback on how well people perform their jobs.	**	83	80	81									
				83									
62 Shows appreciation for positive performance.	**	91	89	90									
				90									

Habit 6: Synergize

TOTALS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
				Others	10	20	30	40	50	60	70	80	90
	**	87	88	90	88	[Redacted]							

QUESTIONS

QUESTIONS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree		
				Others	10	20	30	40	50	60	70	80	90
63 Seeks out the strengths of others to get things done.	**	89	88	91	[Redacted]							
				89	[Redacted]							
64 Networks with people outside his/her work group.	**	90	91	88	[Redacted]							
				90	[Redacted]							
65 Is flexible and open-minded in trying new ideas.	**	85	85	88	[Redacted]							
				85	[Redacted]							
66 Values differences in people.	**	90	91	93	[Redacted]							
				91	[Redacted]							
67 Involves people when making plans that will affect them.	**	83	85	86	[Redacted]							
				84	[Redacted]							
68 Encourages and supports creativity and innovation.	**	89	89	93	[Redacted]							
				89	[Redacted]							
69 Supports people in taking responsible risks.	**	88	89	92	[Redacted]							
				88	[Redacted]							
70 Builds teamwork by maximizing the talents of his/her work group.	**	85	88	90	[Redacted]							
				86	[Redacted]							

Habit 7: Sharpen the Saw

TOTALS	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree			
				Others	10	20	30	40	50	60	70	80	90
	**	88	88	87	88								

QUESTIONS

	Direct Report	Peer	Boss	Self	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree		
				Others	10	20	30	40	50	60	70	80	90
71 Cares for his/her physical well-being.	**	86	81	81								
				85								
72 Cares about others and tries to build lasting friendships.	**	89	93	88								
				90								
73 Is competent in his/her field of work.	**	90	91	92								
				91								
74 Takes time to find enjoyment and meaning in life.	**	89	87	83								
				89								
75 Encourages and supports the development of others.	**	90	91	94								
				90								
76 Takes steps to improve his/her leadership abilities.	**	87	87	87								
				87								
77 Seeks feedback on ways he/she can improve.	**	83	83	83								
				83								
78 Strives to improve his/her workgroup performance.	**	88	87	90								
				88								

Rankings and Frequencies

NOTES

- The individual statements are ranked below by the scores of "Others."
- Others = Average of all Boss, Peer, and Direct Report responses – in other words, all scores excluding "Self."
- "Self" scores are included in the frequencies.

QUESTIONS	Frequencies							Scores				
	Strongly Disagree					Strongly Agree	Don't Know	Direct Report	Peer	Boss	Others	Self
	1	2	3	4	5	6	?					
11 Is a hard worker. (P/PC)	0	2	1	7	55	202	7	**	94	92	92	94
1 Willingly helps people. (EBA)	0	1	1	11	68	192	1	**	92	94	93	95
3 Shows courtesy toward people. (EBA)	1	1	3	7	80	181	1	**	92	93	92	92
45 Shares credit and recognition for successes. (Habit 4)	0	0	5	13	78	172	6	**	91	93	92	88
51 Is easy to approach with a concern. (Habit 5)	2	1	4	13	65	185	4	**	92	92	92	90
46 Does not pressure people to compromise personal values. (Habit 4)	1	2	2	5	72	163	29	**	91	95	91	94
57 Expresses viewpoints with confidence. (Habit 5)	0	1	2	15	92	163	1	**	91	89	91	88
66 Values differences in people. (Habit 6)	0	0	5	7	92	161	9	**	90	91	91	93
73 Is competent in his/her field of work. (Habit 7)	2	1	2	11	85	170	3	**	90	91	91	92
24 Displays a sense of direction in life. (Habit 2)	0	1	2	9	89	153	20	**	91	90	90	94
40 Does not undermine others for personal gain. (Habit 4)	2	2	6	9	67	173	15	**	90	92	90	95
58 Is considerate when communicating. (Habit 5)	0	3	2	11	93	163	2	**	90	93	90	89
62 Shows appreciation for positive performance. (Habit 5)	0	2	2	10	84	145	31	**	91	89	90	90
64 Networks with people outside his/her work group. (Habit 6)	0	1	3	15	80	153	22	**	90	91	90	88

QUESTIONS	Frequencies							Scores				
	Strongly Disagree					Strongly Agree	Don't Know	Direct Report	Peer	Boss	Others	Self
	1	2	3	4	5	6	?					
72 Cares about others and tries to build lasting friendships. (Habit 7)	1	1	1	10	103	140	18	**	89	93	90	88
75 Encourages and supports the development of others. (Habit 7)	0	1	3	12	77	154	27	**	90	91	90	94
4 Is loyal to those who are absent (i.e., does not criticize people behind their backs). (EBA)	0	4	6	10	89	145	20	**	89	93	89	85
5 Is honest with people. (EBA)	1	2	7	16	75	168	5	**	89	89	89	96
34 Respects people's time (i.e., does not waste others' time with trivial interruptions). (Habit 3)	1	2	4	13	96	154	4	**	89	89	89	88
42 Works to find win-win solutions. (Habit 4)	2	1	3	17	90	154	7	**	89	91	89	89
43 Does what is best for the entire organization, not just his/her own interests. (Habit 4)	2	3	6	14	69	177	3	**	90	86	89	94
47 Listens without interrupting. (Habit 5)	2	3	5	19	96	148	1	**	88	95	89	77
59 Is straightforward when communicating. (Habit 5)	0	2	8	16	90	157	1	**	89	91	89	86
63 Seeks out the strengths of others to get things done. (Habit 6)	0	1	3	9	99	134	28	**	89	88	89	91
68 Encourages and supports creativity and innovation. (Habit 6)	0	1	3	14	94	145	17	**	89	89	89	93
74 Takes time to find enjoyment and meaning in life. (Habit 7)	0	0	5	18	77	111	63	**	89	87	89	83
6 Keeps confidences. (EBA)	0	4	5	15	76	147	27	**	88	89	88	96
9 Produces high-quality work. (P/PC)	0	3	7	17	88	147	12	**	89	86	88	87
15 Takes initiative to get things done. (Habit 1)	1	2	7	21	78	159	6	**	88	85	88	93
48 Is sensitive to people's feelings. (Habit 5)	2	2	2	17	99	148	4	**	88	91	88	90
56 Does not dominate discussions. (Habit 5)	2	3	6	17	97	146	3	**	87	93	88	86

QUESTIONS	Frequencies							Scores				
	Strongly Disagree					Strongly Agree	Don't Know	Direct Report	Peer	Boss	Others	Self
	1	2	3	4	5	6	?					
69 Supports people in taking responsible risks. (Habit 6)	0	1	4	15	92	124	38	**	88	89	88	92
78 Strives to improve his/her workgroup performance. (Habit 7)	0	3	4	9	107	126	25	**	88	87	88	90
2 Follows through on commitments. (EBA)	1	2	6	15	107	136	7	**	88	85	87	89
8 Leads by example. (EBA)	1	3	5	18	102	142	3	**	87	89	87	90
10 Makes cost-effective use of resources. (P/PC)	0	3	5	24	78	140	24	**	88	86	87	90
16 Works to solve problems rather than avoiding them. (Habit 1)	3	1	7	22	75	155	11	**	88	82	87	92
18 Maintains self-control, even in difficult or emotional circumstances. (Habit 1)	1	4	3	22	108	131	5	**	87	88	87	83
32 Is punctual (i.e., on time for appointments, meetings, etc.). (Habit 3)	2	4	4	25	79	144	16	**	88	86	87	85
41 Is fair with all people (i.e., does not show favoritism). (Habit 4)	3	2	6	19	80	154	10	**	87	90	87	92
55 Communicates clearly and concisely. (Habit 5)	1	1	7	22	105	137	1	**	88	85	87	84
60 Informs people regarding important matters. (Habit 5)	1	2	4	18	106	137	6	**	87	91	87	89
76 Takes steps to improve his/her leadership abilities. (Habit 7)	1	2	5	20	86	124	36	**	87	87	87	87
7 Acknowledges and apologizes for mistakes. (EBA)	1	2	6	16	101	127	21	**	86	89	86	91
17 Focuses on things he/she can do something about rather than on things beyond his/her control. (Habit 1)	1	4	2	18	118	111	20	**	86	85	86	86
19 Accepts responsibility for his/her actions rather than making excuses. (Habit 1)	1	6	5	18	96	140	8	**	86	84	86	92
21 Does the "right" thing, even if it is unpopular. (Habit 1)	1	2	5	26	89	130	21	**	86	88	86	90
25 Works toward long-term solutions, not just "quick fixes." (Habit 2)	2	3	5	24	91	140	9	**	87	84	86	89

QUESTIONS	Frequencies							Scores				
	Strongly Disagree					Strongly Agree	Don't Know	Direct Report	Peer	Boss	Others	Self
	1	2	3	4	5	6	?					
33 Is disciplined in carrying out plans (i.e., avoids procrastination). (Habit 3)	2	1	4	25	105	120	17	**	87	83	86	83
35 Responds to requests in a timely manner. (Habit 3)	1	1	8	24	110	129	1	**	87	83	86	85
49 Seeks to understand people's viewpoints. (Habit 5)	1	3	6	9	128	123	4	**	86	89	86	88
50 Seeks to understand problems before attempting to solve them. (Habit 5)	1	3	5	19	115	120	11	**	85	89	86	86
70 Builds teamwork by maximizing the talents of his/her work group. (Habit 6)	0	3	7	16	87	108	53	**	85	88	86	90
13 Influences others to be productive. (P/PC)	1	3	7	21	97	118	27	**	86	81	85	88
22 Is decisive when a decision is needed. (Habit 1)	3	5	5	26	91	134	10	**	86	81	85	86
23 Begins projects with a clear understanding of desired outcomes. (Habit 2)	2	2	6	26	104	121	13	**	85	85	85	85
28 Is organized when conducting meetings. (Habit 2)	1	1	5	26	90	95	56	**	85	86	85	82
36 Is organized in handling multiple tasks and projects. (Habit 3)	2	4	7	21	105	121	14	**	86	80	85	83
44 Has the courage to say no when appropriate. (Habit 4)	0	4	9	27	88	121	25	**	86	81	85	84
52 Spends enough one-on-one time with individuals in his/her work group. (Habit 5)	0	1	10	26	72	78	87	**	85	81	85	75
65 Is flexible and open-minded in trying new ideas. (Habit 6)	1	2	8	24	103	123	13	**	85	85	85	88
71 Cares for his/her physical well-being. (Habit 7)	0	2	8	35	85	112	32	**	86	81	85	81
12 Balances all aspects of life (e.g., work, leisure, family) to maintain overall effectiveness. (P/PC)	0	1	12	33	80	97	51	**	85	79	84	79
14 Does not push people to work beyond a reasonable limit (P/PC)	0	4	11	17	100	96	46	**	84	84	84	84
29 Ensures that his/her work group has a clear sense of direction. (Habit 2)	2	2	6	23	107	93	41	**	84	81	84	83

QUESTIONS	Frequencies							Scores				
	Strongly Disagree					Strongly Agree	Don't Know	Direct Report	Peer	Boss	Others	Self
	1	2	3	4	5	6	?					
30 Sets clear expectations with individuals when assigning tasks. (Habit 2)	0	2	9	19	100	85	59	**	84	84	84	85
31 Prioritizes work so time is spent on the most important issues. (Habit 3)	2	3	7	29	94	97	42	**	84	81	84	80
39 Keeps his/her work group focused on priorities. (Habit 3)	0	4	8	15	123	90	34	**	85	79	84	85
53 Understands what is going on in his/her work group. (Habit 5)	1	1	11	19	98	100	44	**	84	83	84	86
67 Involves people when making plans that will affect them. (Habit 6)	0	2	11	26	110	105	20	**	83	85	84	86
38 Sets reasonable deadlines so others have sufficient time to respond. (Habit 3)	0	6	8	16	111	90	43	**	84	81	83	85
54 Understands issues outside his/her work group (e.g., other departments, product trends, competition). (Habit 5)	2	4	12	25	108	107	16	**	83	82	83	83
61 Provides regular feedback on how well people perform their jobs. (Habit 5)	0	4	6	20	81	64	99	**	83	80	80	81
77 Seeks feedback on ways he/she can improve. (Habit 7)	1	4	9	31	90	97	42	**	83	83	83	83
20 Receives negative feedback without becoming defensive. (Habit 1)	2	4	7	29	119	82	31	**	82	83	82	77
26 Plans ahead to reduce having to work in a crisis mode. (Habit 2)	3	2	12	38	96	104	19	**	83	77	82	81
27 Anticipates how his/her decisions impact others. (Habit 2)	2	5	12	28	112	98	17	**	81	81	81	88
37 Delegates work that ought to be done by others. (Habit 3)	0	2	20	34	104	68	46	**	80	77	80	74

CAMPUS OR RECORD	ASSIGNED ADMINISTRATOR	FULL-TIME FACULTY MEMBER	HIRE DATE	With record dates in each academic year (years since entry to BE SCHEDULED = (+))																	
				FA 2004	SP 2005	FA 2007	SP 2006	FA 2008	SP 2007	FA 2007	SP 2008	FA 2008	SP 2009	FA 2009	SP 2010	FA 2010	SP 2011	FA 2011	SP 2012	FA 2012	SP 2013
LEM	S. Akkoyun-Alston	ABRIL, Selva	8/1/2005				2006	0007													
LEM	J. LOPEZ	AMAYA-GUERRA, Linda	8/6/2001				2006		4/2007												
CLD	M. Green	ARCE, Marj	7/1/2001	10/2004					5/2007												
LEM	D. BOLT	BABB, David	8/14/2002	10/07			2006	12/07													
LEM	S. ATKINSON-ALSTON	BAXTER, Esat	8/1/1998				4/2006							6/2009							
CLD	V. Hernandez	Beegan, Sherry	1/2/2007						4/09					10/2010	12/2010						
LEM	M. Hill	BELOOR, Lawrence	8/13/1988				4/06							12/107	2/008						8/2010
LEM	S. Akkoyun-Alston	BIRRELL, Jamies	8/1/2007				2/06	08/07						4/2008							
LEM	S. Akkoyun-Alston	BIRDWELL, Barbara	1/13/2006				4/06	10/06						10/08							
CLD	J. Stearns	BURKE, Michael	8/9/1995				10/06							4/2008							
LEM	S. Akkoyun-Alston	COSTAGNA, Kari	8/13/1988				4/06							4/12/08							
LEM	S. Akkoyun-Alston	COSTAGNA, Kari	8/13/1988				4/06														
CLD	K. Lannon	COWDEN, Chris	1/12/2004	10/06			12/06		2/2007	10/07											
CLD	V. Hernandez	DAN MCELLELDON, Nancy	8/23/2001	10/06																	
LEM	M. Hill	DANIELS, James	8/12/1999				8/12/06								12/2008						
LEM	S. Akkoyun-Alston	DAVIS, Tracy	8/14/1997						8/08												4/2010
CLD	J. Stearns	DELANEY, Melissa	1/13/2006						2/07	10/07				12/08							
CLD	J. Stearns	DELUCK, Margaret	8/22/1999				5/10														
LEM	C. Parnat	DIXON, Cynthia	7/18/2006																		8/10
LEM	D. BOLT, Admin	DREWING, Bruce	8/2/2007																		
LEM	S. ATKINSON-ALSTON	DROKER, Stephanie	8/9/2007																		
LEM	M. Hill	DWYER, Mary	8/12/1995				8/12/06														
LEM	D. Bolt	FORTUNE, ALLEN	8/13/2010																		
LEM	S. Akkoyun-Alston	GANTER, Tracie	8/12/1999				8/12/06														8/10/10
LEM	S. Akkoyun-Alston	GIBSON, Bob	12/4/1977						4/2007												2/10
LEM	S. Dorsey-Robinson	Gonzalez, Maria	12/2/2008											12/2008	12/08						
CLD	J. Stearns	GRANT, Jim	8/14/1998		8/2005									8/2008	10/08						10/2010
CLD	J. Stearns	Green, Alan	10/23/2007											8/10/08	12/10						12/2010
LEM	S. Dorsey-Robinson	GRIMALDI, Vanessa	7/1/2007											12/10							8/10
CLD	J. Stearns, Administrator	GULLUM, Mark	1/28/1996				8/10/06														
LEM	D. BOLT	HALL, Bob	8/4/1997						8/07	2/08											
LEM	S. Dorsey-Robinson	HALL, Latoria	5/12/2006						8/08	11/08				10/08	10/08						
CLD	J. Stearns	HANSEN, Arthur	8/1/2000				10/06		8/07	12/07				10/08							
LEM	S. Akkoyun-Alston	HARRIS, CUB	8/1/2005				2/06	2/07						1/08							
CLD	J. Stearns	HAUEL, Craig	8/23/1987		8/2005									8/2008							
CLD	J. Stearns, Administrator, and VPA	HEDDEN, Rebecca	7/1/2006																		
LEM	J. LOPEZ	HENDERSON, Steve	10/13/1995		4/2005																
CLD	M. Hill	HEWITT, Thomas	4/12/2005	2/06			2/06	1/07													
CLD	J. Stearns	HEDDEN, Paul	7/1/2006						10/10												4/10
CLD	J. Stearns	HOLSOBAKE, Yves	8/1/2006				12/06							12/10							
LEM	M. Hill	HOWARD, Lisa	8/12/1997				4/06								10/08						
CLD	B. Lannon	HUNT, Bruce	3/17/1981						4/06												8/10
LEM	S. Akkoyun-Alston	JACKSON, Dawn	8/18/2001		10/06																
CLD	J. Stearns	JACOBUS, Lynn	8/7/1993						1/07												8/10
CLD	J. Stearns	JEFFREY, Richard	1/8/1979																		
LEM	D. BOLT	KENNEDY, Yves	8/2/2007											12/10							2/10
LEM	D. BOLT	KRAFT, Bob	10/1/1981				4/06														8/10
LEM	S. Akkoyun-Alston	KROH, Brian	8/12/1997				4/06														8/10

CAMPUS OF RECORD	ASSIGNED ADMINISTRATOR	FULL-TIME FACULTY MEMBER	HIRED DATE	FA 2004	SP 2005	FA 2005	SP 2006	FA 2006	SP 2007	FA 2007	SP 2008	FA 2008	SP 2009	FA 2009	SP 2010	FA 2010	SP 2011	FA 2011	SP 2012	FA 2012	SP 2012
LEM	S. Adriano-Alfon	LARSON, Tammy	8/2/201							12/13/07	+	12/08/08	+	07/09/09							
CLG	J. Stearns	LITTLE, Ayla-Lee	8/14/1997						3/3/07												
CLG	J. Stearns	MAGNUSON, Matt	8/16/2006					12/30/06		11/13/07	+	12/30/08	+	11/16/09	+						
CLG	V. Hernandez	MAYER, Brenda	9/10/2004					12/8/04		+	+	12/16/08	12/16/09	1/13/10	+						
LEM	M. Hall	MCLELLAN, Brian	8/10/2006					12/1/06													
LEM	M. Hall	MCDOWELL, Michael	8/11/2008			10/06		12/07		12/13/07		12/15/08	+								
LEM	J. Lyons	MCGEE, TIFFANI	12/5/2007									12/03/08									
CLG	C. Davis	McLOTHUN, Sandra	8/14/1995		5/0/07																
CLG	V. Hernandez	MITCHELL, JODY	8/12/2010													+	+				
CLG	J. Stearns	MURPHY, JILL	1/10/2007		1/1/04					+	+										
CLG	J. Stearns	MURTALES, RHANE	1/5/2009											3/23/09	+						
CLG	J. Stearns	MOSHER, Stan	8/14/1997						5/0/07												+
LEM	B. Clement	NEER, DAVE	8/11/2007			12/6/05		11/22/06		2/14/08	+	1/8/09	+								
CLG	V. Hernandez	NOEL, Catherine	1/7/2008							+	+	12/16/08	+								12/23/09
LEM	B. Clement	OLSON, Ron	7/3/2007							+	+	1/8/09	+								
LEM	O. BOLT	OXFORD, Ronald	7/1/2005					12/28		10/14/07		+	+								
LEM	S. Adriano-Alfon	PADEN, Monte	8/14/1997			8/13/06		11/20/06		1/7/08		+		9/26/09							
DOC	J. Stearns	PRATT, Gene	8/16/2001	10/1/04						+	3/21/08										
LEM	M. Hall	PRESTON, James	8/10/2000						6/23/07												+
LEM	B. Clement	RAGSDALE, Robey	7/3/2005			12/05		11/20/04		+	1/8/08	1/8/09	+								
LEM	J. LOPEZ	RAE, Rapinder	7/3/2004									12/3/08				11/24/09	+				
LEM	S. Adriano-Alfon	RAJA, Christian	8/7/2004					11/30/07		1/6/08	+	12/3/08	+	10/13/09	+						
CLG	J. Stearns	RANDY, Terrence	1/12/2007							+	+	+	+								
CLG	B. Larson	Rawn, Raymond	2/1/2009																		3/11/09
CLG	J. Stearns	REHAK-GRIFFITH, Shea	8/10/1985			+	+							11/12/09							8/22/2010
LEM	S. Adriano-Alfon	RENCH, David	8/21/1989						4/24/07												
CLG	J. Stearns	REYNOLDS, David	11/25/2006				4/14/06		2/3/07	12/6/07		12/16/08	+								
CLG	C. Davis	RODRIGUEZ, Maria	11/14/1997	+	+	12/16/05		2/8/06		+	+		10/13/09								
LEM	J. LOPEZ	RODRIGUEZ, Michael	3/1/2004						+	+		3/20/09	+	+	+						11/18/10
LEM	B. Clement	ROGERS, Jeff	10/12/2006			8/13/06		1/3/07		+	+	1/10/09	3/20/09	2/24/10	+						
CLG	J. Stearns	ROBERTS, Eric	2/1/2007	1/11/04		12/1/04	2/1/06	+	+	+	+	12/16/08	+	10/13/09							
CLG	C. Davis	ROYON, Melissa	12/13/1994						10/10												
LEM	D. BOLI	SANCHEZ, Rene	8/16/2001		12/25					+	3/17/08										
LEM	M. Hall	SHEFFIELD, Kimberly	8/7/2004									12/12/08	+	11/11/09	+						
LEM	M. Hall	SHEHON, Jason	8/16/1997			11/24/04				+	4/24/05										
CLG	J. Stearns	SHEPARD, Sarah	7/1/2001		11/19/04					+	3/21/08										
CLG	C. Davis	Simon, Giselle	1/16/2008							2/14/08				2/11/09	+						
CLG	J. Stearns	SKAGGS, Robert	8/11/2005	12/16/05	9/1/06				2/20/07	11/30/07	+	12/1/08	+	+	+						
LEM	C. Theodor	SMART, Marilee	7/1/2002		1/3/05		3/0/06					+		4/1/09							
CLG	J. Stearns	SOWDEN, Kenneth	8/16/2007		1/12/04					+		6/2/08									
LEM	S. Adriano-Alfon	STERLING, Karr	8/11/2005			10/04	1/20/07		3/0/06	3/0/06	+	1/10/08	+								
CLG	J. Stearns	SUTHERLAND, Scott	8/16/2004	12/1/04		12/08			2/20/11	1/21/07										+	3/15/10
CLG	C. Davis	COREA, Eric	1/24/2005					10/17	11/10/07	+	+	1/12/08	+								
CLG	V. Hernandez	TODD, DONNA	8/16/2010																		+
LEM	J. LOPEZ	TOS, Angela	11/22/2004			3/24/06		+	+	+		3/0/08									
CLG	J. Stearns	TINCHER, Cal	7/6/2004	10/22/04		11/16/05			2/20/07	11/2/07											8/20/10
CLG	J. Stearns	TINCHER, David	6/1/2007							11/13/07	+	+	+								
CLG	J. Stearns	WANDENUR, Jeff	6/8/1996	+	+					+	3/23/08										
CLG	J. Stearns	WEIST, Ronald	7/1/2001		12/1/04					+	+			3/1/09							
CLG	B. Larson	WELCH, Merlin	8/13/1983		10/3/03		3/1/06			+	+										8/22/10
CLG	J. Stearns	BART, AMTA	8/16/2001		12/1/04					+	+			3/12/09							
CLG	J. Stearns	WILDS, Brande	8/11/2005	5/17/06		10/1/05			2/0/07	11/1/07		10/1/08	+	+	+						3/0/08

CAMPUS OF RECORD	ASSIGNED ADMINISTRATOR	FULL-TIME FACULTY MEMBER	HIRE DATE	FA 2004	SP 2005	FA 2005	SP 2006	FA 2006	SP 2007	FA 2007	SP 2008	FA 2008	SP 2009	FA 2009	SP 2010	FA 2010	SP 2011	FA 2011	SP 2012	FA 2012	SP 2013
CLG	J. Stearns	WILDS, Kevin	8/11/2005			10000			2000	10000		10000	0	0	0						
MDC	J. Stearns	WILSON, Scott	8/18/2000						5/2007												
CLG	C. Dene	WINTERS, Tom	8/14/1984						10000						40408						0
CLG	M. Orlan	Wright, Steve	6/30/06									12000	10000	0	0						
CLG			10/1/2011																		

WEST HILLS COMMUNITY COLLEGE

Part-Time Faculty Evaluation Procedures

I. Procedure:

One classroom visit will be made by a Dean or Associate Dean. The visit should be for at least one hour and be made between the fourth and sixteenth week of the semester. (Second to seventh week for summer school.) If necessary, additional classroom visits may be scheduled. A review of the student evaluations, as well as class materials such as tests, quizzes, and syllabi will be conducted by the Administrator.

A written self-assessment will be prepared by the part-time faculty member being evaluated. The Administrator will then complete written summaries of the following;

- a. class materials
- b. self-assessment
- c. classroom visitation
- d. student evaluations

Recommendations and an overall assessment of the level of accomplishment of previous objectives and recommendations will be included.

II. Process:

The area Administrator will send a written notification to the part-time faculty member in his/her area, indicating when the classroom visit will be conducted and outlining the faculty member's responsibilities in the evaluation process. Part-time faculty shall be evaluated at least once during their first semester of employment. Returning part-time faculty shall be evaluated a minimum of once every two years.

The area Administrator will make a one-hour classroom visit. He/She will then review the student evaluations, class materials, instructor's self-assessment/objectives and classroom visit, and schedule a post-observation meeting with the instructor.

During the post-observation meeting, the Administrator will discuss all the data collected and make written recommendations. At the conclusion of the post-observation meeting, the instructor will sign the form to indicate awareness of the evaluation report. The faculty member is not required to agree or disagree with the stated recommendations. The instructor may also include written comments as indicated on the evaluation forms.

III. Conclusion:

The following will be submitted as a permanent evaluation record for inclusion in the instructor's personnel file:

1. Written self-assessment/objectives
2. Review of class materials and self-assessment/objectives
3. Summaries of student evaluations
4. Classroom observation
5. Certification of completion and recommendation

WEST HILLS COMMUNITY COLLEGE
Part-Time Faculty
Self-Assessment

Instructor _____ Semester _____

Course(s) taught: _____

1. Write a brief summary of your perception of the results of your students' evaluation of you.

2. Evaluate yourself in terms of your strengths and areas where you feel you need improvement.

3. Based on your evaluation, state your goals in terms of improving your instructional skills.

4. Planned efforts/objectives for improving professional competency. Comments may include, but are not limited to, such areas as: classes taken, conferences, workshops, seminars, professional training, and professional reading; or informal learning experiences such as concerts, exhibits, performances and site visits.

5. How could the college help you improve your classroom instruction?

6. Future Professional Objectives. List any other plans you have for future development as a professional. How might the District facilitate these plans?

7. Include other information you would like us to know about you here.

8. Are there other areas of the college where you would like to be more involved?
(Examples: curriculum, master planning, etc.)

WEST HILLS COMMUNITY COLLEGE Team Evaluation Form

Instructor _____

Evaluator _____

Class _____

Date _____

Type of Class _____

Location _____

Number of Students Enrolled _____

Number of Students Present _____

Please rate the instructor being evaluated on each of the following items. If the statement does not apply to the lecture or laboratory class, please mark N/A.

Rating Scale: ☞ Poor 1 2 3 4 5 Good ☜

1. The objective of the lesson was clearly stated.

Comments:

1 2 3 4 5 N/A

2. Examples were used to clarify abstract or difficult ideas.

Comments:

1 2 3 4 5 N/A

3. Methods of presentation were for the types of materials

Comments:

☜ 1 2 3 4 5 N/A

4. The instructor presented alternative and/or opposing views.

Comments:

1 2 3 4 5 N/A

5. The instructor used appropriate supporting materials

Comments:

1 2 3 4 5 N/A

6. Major points were summarized

Comments

1 2 3 4 5 N/A

7. Information or material presented was up-to-date.

Comments:

1 2 3 4 5 N/A

8. Material was presented in an organized manner.

Comments:

1 2 3 4 5 N/A

9. Material was presented at an appropriate pace.

Comments:

1 2 3 4 5 N/A

10. The instructor's voice level and tone were appropriate.

Comments:

1 2 3 4 5 N/A

11. The instructor's handwriting was legible on chalkboards or overheads.

Comments:

1 2 3 4 5 N/A

12. The instructor encouraged student participation.

Comments:

1 2 3 4 5 N/A

13. A positive learning environment was maintained.

Comments:

1 2 3 4 5 N/A

14. The instructor's mannerisms did not distract from the presentation.

Comments:

1 2 3 4 5 N/A

15. In laboratory classes, a concern for safety was demonstrated.

Comments:

1 2 3 4 5 N/A

Additional Comments:

WEST HILLS COMMUNITY COLLEGE
Part-Time Faculty Evaluation
Certification of Completion/Recommendation

This is to certify that the required evaluation procedures have been completed for the following faculty member:

Part-Time Faculty Member _____

Academic Year _____ Date _____

	Completed
Instructor's Written Self-Assessment/Objectives	_____
Review of Class Materials & Self-Assessment/Objectives by Administrator	_____
Classroom Visit by Administrator	_____
Summaries of Student Evaluations	_____
Post-Observation Meeting with Instructor	_____
Copies provided to Instructor	_____

RECOMMENDATION:

- _____ Continue on regular evaluation schedule
- _____ Continuation of evaluation this semester
- _____ Re-evaluate next semester
- _____ Other – Explain _____

 Signature: Administrator

 Signature: Faculty Member

Faculty signature indicates awareness of this report only. I wish to exercise my option to comment on the back of this page regarding any portion of the evaluation report.

Yes _____ No _____

WEST HILLS COMMUNITY COLLEGE
Part-Time Faculty Evaluation
Review of Class Materials & Self-Assessment/Objectives

Part-Time Faculty Member _____ Date _____

Evaluating Administrator _____

- | | |
|-----------------------------------|--------------------|
| 1. SYLLABUS (List course titles): | Syllabus Available |
| _____ | Yes _____ No _____ |
| _____ | Yes _____ No _____ |

Comments:

2. TEST/EXAMS/QUIZZES
Comments:

3. SUPPLEMENTAL MATERIALS (Handouts, AV, etc.)
Comments:

4. SELF-ASSESSMENT AND OBJECTIVES
Comments:

PART TIME INSTRUCTOR

1. Explain to the committee how your educational background and experiences have prepared you for part time teaching at a community college level?
2. In your opinion, what is the most important topic to communicate to students in your class? Why?
3. What is your opinion of how technology can be used to assist in your teaching? What experiences do you have in using technology?
4. Describe any recent course work, instructional improvement, diversity workshops, or professional development activities you have participated that are relevant to the duties of this position.

Teaching Demonstration - 5 minutes

5. Please demonstrate a 5 minute lesson you might give during the first week of class.
6. Do you have any questions for the committee?

CONFIDENTIAL AND MANAGEMENT EVALUATION

- 214 A Evaluation of Confidential and Management employees has as its primary purpose recognition and improvement of job performance as it relates to the mission of the District. This process is viewed as continuous and shall include, to the extent possible and where appropriate, input by faculty and peers.
- 214 B A written evaluation report shall be completed annually for each confidential and management employee. See Appendix A of this Board Policy for the Report of Confidential/Management Evaluation form. The annual evaluation report shall present a total impression of the employee's technical and human relations competencies and shall include the following:
- a. A written self assessment, which shall include accomplishments for the current year and goals for the coming year;
 - b. A current job description; and
 - c. A written evaluation from the immediate supervisor.
- 214 C The annual evaluation process shall include one or more of the following: results of surveys and interviews of students, faculty, peers, community members, or others, as well as commendations, and any other procedures as agreed upon by the employee and his/her supervisor.
- 214 D At least once every three years, and before step increases at level 5, 6, or 7 of the Administrative Salary Schedule, faculty input shall be included in the evaluation of confidential and management staff whose assignment involves regular interaction with faculty. Faculty selected

WEST HILLS COMMUNITY COLLEGE
Confidential and Management Evaluation

ADMINISTRATION

to participate in the process shall be selected from a list submitted by the President of the Academic Senate and who regularly interact with the administrator being evaluated. The supervising administrator shall inform the Academic Senate President regarding faculty selected to participate in this evaluation prior to the beginning of the process.

- 214 E The evaluation process shall be jointly designed as outlined in sections 214 C and 214.D by the employee and supervisor based upon observation of the employee's work in his/her assigned position.
- 214 F The supervisor shall provide a copy of, review, and discuss the annual report with the employee.
- 214 G The evaluation is to be completed and submitted to the Superintendent/President by July 1 of each year.
- 214 H The employee's evaluation shall be compiled and written by the immediate supervisor and requires the approval of the supervising dean and the Superintendent/President.
- 214 I The Superintendent/President may initiate an employee evaluation at any time. The scope and process for this evaluation shall be determined by the Superintendent/President.

Board approval date: 6/28/94

WEST HILLS COMMUNITY COLLEGE
 300 Cherry Lane
 Coalinga, CA 93210

- Educational Administrator
- Administrator
- Confidential

- Coalinga Campus
- Lemoore Center
- North District Center

REPORT OF CONFIDENTIAL/MANAGEMENT STAFF EVALUATION

=====

 Name of Staff Member Date

 Job Title

=====

Evaluation Components (please attach):

ANNUAL	THIRD YEAR
<input type="checkbox"/> Self Assessment Including Goals and Accomplishments <input type="checkbox"/> Job Description <input type="checkbox"/> Other _____	<input type="checkbox"/> Self Assessment Including Goals and Accomplishments <input type="checkbox"/> Job Description <input type="checkbox"/> Faculty Input <input type="checkbox"/> Other _____

=====

Written Evaluation:

 Supervising Administrator's Signature Date

=====

Comments:

 Superintendent/President Date

=====

Staff Member: *I certify that this report has been discussed with me and that I am aware it will be placed in my official personnel file. I understand that my signature does not necessarily indicate agreement. I also understand that I have ten (10) working days to respond in writing to any derogatory material in this report and that my response will be attached to this report.*

 Staff Member's Signature Date

Dorsey-Robinson, Sylvia

From: Jones, Glenda

Sent: Thursday, March 08, 2007 11:52 AM

To: Atkinson-Alston, Stephanie; Avila, Pedro; Backman, Keven; Barabe, Cathy; Bolt, Dave; Dorsey-Robinson, Sylvia; Goldsmith, Carole; Hall, Marlon; Kincade, Susan; Kozlowski, Michelle D.; Lopez, Jose P.; Marvin, Jim; Montoya, Vince R.; Preston, James L.; Squire, Frances Anna; Stoppenbrink, Ken; Warkentin, Don

Subject: WHC Lemoore President's Cabinet - March 9, 2007 - 2:30 p.m.

Attached is the agenda for the meeting referenced above. Also attached are the minutes from the January 25, 2007 meeting and the following handouts which are on the agenda:

- Ed Code Student Drops 58004
- Senate resolution for release time for SLO Faculty Coordinator
- Senate resolution for SLO Hold Harmless policy
- WHC Lemoore Mission Statement (draft)
- WHC Lemoore Outcomes/Goals (draft)

This meeting will be videoconference between the District Office Board Room and the Admin Conference Room 124.

Please arrange your schedules to attend.

Thank you.

Glenda Jones, Administrative Assistant
President's Office
925-3205

Resolution for Student Learning Outcomes—Hold Harmless Policy

Whereas, Student Learning Outcomes (SLO) are an academic and professional matter and speak to the core of curriculum, program review, and accreditation, and

Whereas, the effective implementation and evaluation of SLOs are an instrumental part of the accreditation process that make this a viable institution, and

Whereas, student learning outcomes are faculty-driven at the course level, and

Whereas, West Hills College Lemoore Academic Senate recognizes the importance of the process of the writing, implementation, and evaluation of student learning outcomes, and

Whereas, student learning outcomes are one of multiple measures used to determine student learning at the community college level, and

Whereas, student success or failure in achieving any stated student learning outcomes can be effected by multiple variables,

Therefore, be it resolved the evaluation process of faculty will not be affected by student success or failure in achieving any stated student learning outcome, whether at the course, program, or college level.

Resolution for release time for Faculty Student Learning Outcomes Coordinator

Whereas, Student Learning Outcomes (SLO) are an academic and professional matter and speak to the core of curriculum, program review, and

Whereas, the effective implementation and evaluation of SLOs are an instrumental part of the accreditation process that make this a viable institution, and

Whereas, student learning outcomes are faculty-driven at the course level, and

Whereas, there are approximately 90 faculty reassigned as SLO/Assessment Coordinators throughout the California Community College System, and

Whereas, the State Academic Senate resolutions and advice to local senates included the creation of faculty/SLO coordinator positions with reassigned time, and

Whereas, West Hills College Lemoore Academic Senate recognizes the importance of having a lead faculty member to facilitate the process of the writing, implementation, and evaluation of student learning outcomes, and

Whereas, West Hills College Lemoore Academic Senate recognizes the importance of having a lead faculty member to track student learning outcomes and serve as a training resource for our faculty in this area,

Therefore, be it resolved, that West Hills College Lemoore provide a faculty Student Learning Outcomes Coordinator with 3 units release time each semester.



Board Policy 2710 Conflict of Interest

Reference: *Government Code Sections 1090, et seq.; 1126; 87200, et seq.;*
Title 2, Sections 18730 et seq.

Board members shall not be financially interested in any contract made by the Board of Trustees or in any contract they make or participate in making in their capacity as Board members.

A Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his or her duties as an officer of the District. A Board member shall not simultaneously hold two public offices that are incompatible.

Upon leaving the Board, former members shall not, for a period of one year, act as an attorney, agent or otherwise represent for compensation others appearing before the board.

The Chancellor shall establish administrative procedures to provide for disclosure of assets of income of Board members who may be affected by their official actions, and prevent members from making or participating in the making of Board decisions which may foreseeably have a material effect on their financial interest.

Board members shall file statements of economic interest with the filing officer identified by the administrative procedures.

Compliance with conflict of interest rules requires forethought and careful attention. Board members are encouraged to seek counsel from the District's legal advisor in every case where any question arises.

See Administrative Procedure 2710

Board approval date: 7/24/07



Administrative Procedure 2710 Conflict of Interest

Reference: *Government Code Sections 87105, 87200-87210;*
Title 2, Sections 18700 et seq.; and as listed below

Incompatible Activities (*Government Code Section 1126, 1099*)

Board members shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to the Board member's duties as an officer of the District. A Board member shall not simultaneously hold two public offices that are incompatible. When two offices are incompatible, a Board member shall be deemed to have forfeited the first office upon acceding to the second.

Financial Interest in Contracts (*Government Code Section 1090 et seq.*)

Board members, employees and consultants shall not be financially interested in any contract made by the Board or in any contract they make or participate in making in their capacity as members of the Board or as employees or consultants.

A Board member shall not be considered to be financially interested in a contract if his or her interest meets the definitions contained in applicable law. (See, for example, Government Code Section 1091). A Board member shall not be deemed to be financially interested in a contract if he or she has only a remote interest in the contract and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any member of the Board or other public official to enter into the contract. Remote interests are specified in Government Code Sections 1091(b). They include, but are not limited to, the interest of a parent in the earnings of his or her minor child. In addition, a Board member shall not be deemed financially interested in a contract if he or she has no qualifying interest in the contract, as specified by law. (See Government Code Section 1091.5).

No Employment Allowed (*Education Code Section 72103(b)*)

An employee of the District may not be sworn in as an elected or appointed member of the Governing Board unless and until he or she resigns as an employee. If the employee does not resign, the employment will automatically terminate upon being sworn into office.

Financial Interest in a Governmental Decision (*Government Code Section 87100 et seq.*)

If a Board member determines that he or she has a financial interest in a decision, as described in Government Code Section 87103, this determination shall be disclosed and made part of the Board's official minutes. Where practicable, this announcement shall be made in writing and submitted to the Board in advance of the Board meeting. A Board member, upon identifying a conflict of interest, or a potential conflict of interest, shall do all of the following prior to consideration of the matter:

**Administrative Procedure 2710
Conflict of Interest**

- Publicly identify the financial interest in detail sufficient to be understood by the public;
- Recuse himself or herself from discussing and voting on the matter;
- Leave the room until after the discussion, vote, and any other disposition of the matter is concluded unless the matter is placed on the agenda reserved for uncontested matters. A Board member may, however, discuss the issue during the time the general public speaks on the issue.

Gifts (*Government Code Section 89503*)

Board members and any employees who manage public investments shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law. Designated employees are those officials designated in the District's conflict of interest code (AP 7212) who are required to file a statement of economic interests. Designated employees shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law if the employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests.

The above limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value.

Gifts of travel and related lodging and subsistence shall be subject to the above limitations except as described in Government Code Section 89506.

A gift of travel does not include travel provided by the District for Board members and designated employees.

Board members and any employees who manage public investments shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering (Government Code Sections 89501, 89502).

Designated employees shall not accept any honorarium that is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, if the employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. The term "honorarium" does not include:

- Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade or profession is making speeches.
- Any honorarium that is not used and, within 30 days after receipt, is either returned to the donor or delivered to the District for donation into the general fund without being claimed as a deduction from income tax purposes.

**Administrative Procedure 2710
Conflict of Interest**

Representation (*Government Code 87406.3*)

Elected officials shall not, for a period of one year after leaving their position, act as an agent or attorney for, or otherwise represent for compensation, any person appearing before that local government agency.

Board approval date: 7/24/07



Administrative Procedure 2712 Conflict of Interest Code

Reference: *Title 2, Section 18730;*

Government Code Sections 87103(e), 87300-87302, 89501, 89502 and 89503

Pursuant to Section 18730 of Title 2 of the California Code of Regulations, incorporation by reference of the terms of this regulation along with the designation of employees and the formulation of disclosure categories in the Appendix referred to below constitute the adoption and promulgation of a conflict of interest code within the meaning of Government Code section 87300 or the amendment of a conflict of interest code within the meaning of Government Code section 87306 if the terms of this regulation are substituted for terms of a conflict of interest code already in effect. A code so amended or adopted and promulgated requires the reporting of reportable items in a manner substantially equivalent to the requirements of article 2 of chapter 7 of the Political Reform Act, Government Code sections 81000, et seq. The requirements of a conflict of interest code are in addition to other requirements of the Political Reform Act, such as the general prohibition against conflicts of interest contained in Government Code section 87100, and to other state or local laws pertaining to conflicts of interest.

Section 1. Definitions

The definitions contained in the Political Reform Act of 1974, regulations of the Fair Political Practices Commission (2 Cal. Code of Regs. Sections 18100, et seq.), and any amendments to the Act or regulations, are incorporated by reference into this conflict of interest code. In particular, any amendments to Title 2, Section 18730 of the California Code of Regulations adopted after the effective date of this Administrative Procedure are hereby deemed incorporated into this Administrative Procedure by reference, and no action by the Board of Trustees is necessary to make such amendments effective.

Section 2. Designated Employees

The persons holding positions listed in the Appendix are designated employees. It has been determined that these persons make or participate in the making of decisions which may foreseeably have a material effect on financial interests.

Section 3. Disclosure Categories

This code does not establish any disclosure obligation for those designated employees who are also specified in Government Code Section 87200 if they are designated in this code in that same capacity or if the geographical jurisdiction of this agency is the same as or is wholly included within the jurisdiction in which those persons must report their financial interests pursuant to article 2 of chapter 7 of the Political Reform Act, Government Code Sections 87200, et seq. In addition, this code does not establish any disclosure obligation for any designated employees who are designated in a conflict of interest code for another agency, if all of the following apply:

- (A) The geographical jurisdiction of this agency is the same as or is wholly included within the jurisdiction of the other agency;

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- (B) The disclosure assigned in the code of the other agency is the same as that required under article 2 of chapter 7 of the Political Reform Act, Government Code section 87200; and
- (C) The filing officer is the same for both agencies.¹ Such persons are covered by this code for disqualification purposes only. With respect to all other designated employees, the disclosure categories set forth in the Appendix specify which kinds of financial interests are reportable. Such a designated employee shall disclose in his or her statement of economic interests those financial interests he or she has which are of the kind described in the disclosure categories to which he or she is assigned in the Appendix. It has been determined that the financial interests set forth in a designated employee's disclosure categories are the kinds of financial interests which he or she foreseeably can affect materially through the conduct of his or her office.

Section 4. Statements of Economic Interests

Place of Filing – The code reviewing body shall instruct all designated employees within its code to file statements of economic interests with the agency or with the code reviewing body, as provided by the code reviewing body in the agency's conflict of interest code.²

Section 5. Statements of Economic Interests

Time of Filing –

- (A) Initial Statements – All designated employees employed by the agency on the effective date of this code, as originally adopted, promulgated and approved by the code reviewing body, shall file statements within 30 days after the effective date of this code. Thereafter, each person already in a position when it is designated by an amendment to this code shall file an initial statement within 30 days after the effective date of the amendment.
- (B) Assuming Office Statements – All persons assuming designated positions after the effective date of this code shall file statements within 30 days after assuming the designated positions, or if subject to State Senate confirmation, 30 days after being nominated or appointed.
- (C) Annual Statements – All designated employees shall file statements no later than April 1.
- (D) Leaving Office Statements – All persons who leave designated positions shall file statements within 30 days after leaving office.

Section 5.5. Statements for Persons Who Resign Prior to Assuming Office

Any person who resigns within 12 months of initial appointment, or within 30 days of the date of notice provided by the filing officer to file an assuming office statement, is not deemed to have

¹ Designated employees who are required to file statements of economic interests under any other agency's conflict of interest code, or under article 2 for a different jurisdiction, may expand their statement of economic interests to cover reportable interests in both jurisdictions, and file copies of this expanded statement with both entities in lieu of filing separate and distinct statements, provided that each copy of such expanded statement filed in place of an original is signed and verified by the designated employee as if it were an original. See Government Code Section 81004.

² See Government Code Section 81010 and 2 Cal. Code of Regs. Section 18115 for the duties of filing officers and persons in agencies who make and retain copies of statements and forward the originals to the filing officer.

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assumed office or left office, provided he or she did not make or participate in the making of, or use his or her position to influence any decision and did not receive or become entitled to receive any form of payment as a result of his or her appointment. Such persons shall not file either an assuming or leaving office statement.

- (A) Any person who resigns a position within 30 days of the date of a notice from the filing officer shall do both of the following:
1. File a written resignation with the appointing power; and
 2. File a written statement with the filing officer declaring under penalty of perjury that during the period between appointment and resignation he or she did not make, participate in the making, or use the position to influence any decision of the agency or receive, or become entitled to receive, any form of payment by virtue of being appointed to the position.

Section 6. Contents of and Period Covered by Statements of Economic Interests

- (A) Contents of Initial Statements – Initial statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the code and income received during the 12 months prior to the effective date of the code.
- (B) Contents of Assuming Office Statements – Assuming office statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office or, if subject to State Senate confirmation or appointment, on the date of nomination, and income received during the 12 months prior to the date of assuming office or the date of being appointed or nominated, respectively.
- (C) Contents of Annual Statements. Annual statements shall disclose any reportable investments, interests in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first annual statement shall begin on the effective date of the code or the date of assuming office whichever is later.
- (D) Contents of Leaving Office Statements. Leaving office statements shall disclose reportable investments, interests in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office.

Section 7. Manner of Reporting

Statements of economic interests shall be made on forms prescribed by the Fair Political Practices Commission and supplied by the agency, and shall contain the following information:

- (A) Investments and Real Property Disclosure – When an investment or an interest in real property³ is required to be reported,⁴ the statement shall contain the following:

³ For the purpose of disclosure only (not disqualification), an interest in real property does not include for the principal residence of the filer.

⁴ Investments and interests in real property which have a fair market value of less than \$2,000 are not investments and interests in real property within the meaning of the Political Reform Act. However, investments or interests in real property of an individual include those held by the individual's spouse and dependent children as well as a pro rata share

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1. A statement of the nature of the investment or interest;
2. The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;
3. The address or other precise location of the real property;
4. A statement whether the fair market value of the investment or interest in real property exceeds two thousand dollars (\$2,000), exceeds ten thousand dollars (\$10,000), exceeds one hundred thousand dollars (\$100,000), or exceeds one million dollars (\$1,000,000).

(B) Personal Income Disclosure – When personal income is required to be reported,⁵ the statement shall contain:

1. The name and address of each source of income aggregating five hundred dollars (\$500) or more in value, or fifty dollars (\$50) or more in value if the income was a gift, and a general description of the business activity, if any, of each source;
2. A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was one thousand dollars (\$1,000) or less, greater than one thousand dollars (\$1,000), greater than ten thousand dollars (\$10,000), or greater than one hundred thousand dollars (\$100,000);
3. A description of the consideration, if any, for which the income was received;
4. In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift; and the date on which the gift was received;
5. In the case of a loan, the annual interest rate and the security, if any, given for the loan and the term of the loan.

(C) Business Entity Income Disclosure – When income of a business entity, including income of a sole proprietorship, is required to be reported,⁶ the statement shall contain:

1. The name, address, and a general description of the business activity of the business entity;
2. The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such person was equal to or greater than ten thousand dollars (\$10,000).

(D) Business Position Disclosure – When business positions are required to be reported, a designated employee shall list the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management, a description of the business activity in which the business entity is engaged, and the designated employee's position with the business entity.

of any investment or interest in real property of any business entity or trust in which the individual, spouse and dependent children own, in the aggregate, a direct, indirect or beneficial interest of 10 percent or greater.

⁵ A designated employee's income includes his or her community property interest in the income of his or her spouse but does not include salary or reimbursement for expenses received from a state, local or federal government agency.

⁶ Income of a business entity is reportable if the direct, indirect or beneficial interest of the filer and the filer's spouse in the business entity aggregates a 10 percent or greater interest. In addition, the disclosure of persons who are clients or customers of a business entity is required only if the clients or customers are within one of the disclosure categories of the filer.

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- (E) Acquisition or Disposal During Reporting Period – In the case of an annual or leaving office statement, if an investment or an interest in real property was partially or wholly acquired or disposed of during the period covered by the statement, the statement shall contain the date of acquisition or disposal.

Section 8. Prohibition on Receipt of Honoraria

- (A) No member of a state board or commission, and no designated employee of a state or local government agency, shall accept any honorarium from any source, if the member or employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. This section shall not apply to any part-time member of the governing board of any public institution of higher education, unless the member is also an elected official. Subdivisions (a), (b), and (c) of Government Code section 89501 shall apply to the prohibitions in this section.

This section shall not limit or prohibit payments, advances, or reimbursements for travel and related lodging and subsistence authorized by Government Code Section 89506.

Section 8.1 Prohibition on Receipt of Gifts in Excess of \$360

- (A) No member of a state board or commission, and no designated employee of a state or local government agency, shall accept gifts with a total value of more than \$360 in a calendar year from any single source, if the member or employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. This section shall not apply to any part-time member of the governing board of any public institution of higher education, unless the member is also an elected official.

Subdivisions (e), (f), and (g) of Government Code section 89503 shall apply to the prohibitions in this section.

Section 8.2. Loans to Public Officials

- (A) No elected officer of a state or local government agency shall, from the date of his or her election to office through the date that he or she vacates office, receive a personal loan from any officer, employee, member, or consultant of the state or local government agency in which the elected officer holds office or over which the elected officer's agency has direction and control.
- (B) No public official who is exempt from the state civil service system pursuant to subdivisions (c), (d), (e), (f), and (g) of Section 4 of Article VII of the Constitution shall, while he or she holds office, receive a personal loan from any officer, employee, member, or consultant of the state or local government agency in which the public official holds office or over which the public official's agency has direction and control. This subdivision shall not apply to loans made to a public official whose duties are solely secretarial, clerical, or manual.
- (C) No elected officer of a state or local government agency shall, from the date of his or her election to office through the date that he or she vacates office, receive a personal loan from any person who has a contract with the state or local government agency to which that

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elected officer has been elected or over which that elected officer's agency has direction and control. This subdivision shall not apply to loans made by banks or other financial

institutions or to any indebtedness created as part of a retail installment or credit card transaction, if the loan is made or the indebtedness created in the lender's regular course of business on terms available to members of the public without regard to the elected officer's official status.

(D) No public official who is exempt from the state civil service system pursuant to subdivisions (c), (d), (e), (f), and (g) of Section 4 of Article VII of the Constitution shall, while he or she holds office, receive a personal loan from any person who has a contract with the state or local government agency to which that elected officer has been elected or over which that elected officer's agency has direction and control. This subdivision shall not apply to loans made by banks or other financial institutions or to any indebtedness created as part of a retail installment or credit card transaction, if the loan is made or the indebtedness created in the lender's regular course of business on terms available to members of the public without regard to the elected officer's official status. This subdivision shall not apply to loans made to a public official whose duties are solely secretarial, clerical, or manual.

(E) This section shall not apply to the following:

1. Loans made to the campaign committee of an elected officer or candidate for elective office.
2. Loans made by a public official's spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such persons, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempted under this section.
3. Loans from a person which, in the aggregate, do not exceed five hundred dollars (\$500) at any given time.
4. Loans made, or offered in writing, before January 1, 1998.

Section 8.3. Loan Terms

(A) Except as set forth in subdivision (B), no elected officer of a state or local government agency shall, from the date of his or her election to office through the date he or she vacates office, receive a personal loan of five hundred dollars (\$500) or more, except when the loan is in writing and clearly states the terms of the loan, including the parties to the loan agreement, date of the loan, amount of the loan, term of the loan, date or dates when payments shall be due on the loan and the amount of the payments, and the rate of interest paid on the loan.

(B) This section shall not apply to the following types of loans:

1. Loans made to the campaign committee of the elected officer.
2. Loans made to the elected officer by his or her spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such person, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempted under this section.

3. Loans made, or offered in writing, before January 1, 1998.

(C) Nothing in this section shall exempt any person from any other provision of Title 9 of the Government Code.

Section 8.4. Personal Loans

(A) Except as set forth in subdivision (B), a personal loan received by any designated employee shall become a gift to the designated employee for the purposes of this section in the following circumstances:

1. If the loan has a defined date or dates for repayment, when the statute of limitations for filing an action for default has expired.
2. If the loan has no defined date or dates for repayment, when one year has elapsed from the later of the following:
 - a. The date the loan was made.
 - b. The date the last payment of one hundred dollars (\$100) or more was made on the loan.
 - c. The date upon which the debtor has made payments on the loan aggregating to less than two hundred fifty dollars (\$250) during the previous 12 months.

(B) This section shall not apply to the following types of loans:

1. A loan made to the campaign committee of an elected officer or a candidate for elective office.
2. A loan that would otherwise not be a gift as defined in this title.
3. A loan that would otherwise be a gift as set forth under subdivision (A), but on which the creditor has taken reasonable action to collect the balance due.
4. A loan that would otherwise be a gift as set forth under subdivision (A), but on which the creditor, based on reasonable business considerations, has not undertaken collection action. Except in a criminal action, a creditor who claims that a loan is not a gift on the basis of this paragraph has the burden of proving that the decision for not taking collection action was based on reasonable business considerations.
5. A loan made to a debtor who has filed for bankruptcy and the loan is ultimately discharged in bankruptcy.

(C) Nothing in this section shall exempt any person from any other provisions of Title 9 of the Government Code.

Section 9. Disqualification

No designated employee shall make, participate in making, or in any way attempt to use his or her official position to influence the making of any governmental decision which he or she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

(A) Any business entity in which the designated employee has a direct or indirect investment worth two thousand dollars (\$2,000) or more;

- (B) Any real property in which the designated employee has a direct or indirect interest worth two thousand dollars (\$2,000) or more;
- (C) Any source of income, other than gifts and other than loans by a commercial lending institution in the regular course of business on terms available to the public without regard to official status, aggregating five hundred dollars (\$500) or more in value provided to, received by or promised to the designated employee within 12 months prior to the time when the decision is made;
- (D) Any business entity in which the designated employee is a director, officer, partner, trustee, employee, or holds any position of management; or
- (E) Any donor of, or any intermediary or agent for a donor of, a gift or gifts aggregating \$360 or more provided to; received by, or promised to the designated employee within 12 months prior to the time when the decision is made.

Section 9.3. Legally Required Participation

No designated employee shall be prevented from making or participating in the making of any decision to the extent his or her participation is legally required for the decision to be made. The fact that the vote of a designated employee who is on a voting body is needed to break a tie does not make his or her participation legally required for purposes of this section.

Section 9.5. Disqualification of State Officers and Employees

In addition to the general disqualification provisions of section 9, no state administrative official shall make, participate in making, or use his or her official position to influence any governmental decision directly relating to any contract where the state administrative official knows or has reason to know that any party to the contract is a person with whom the state administrative official, or any member of his or her immediate family has, within 12 months prior to the time when the official action is to be taken:

- (A) Engaged in a business transaction or transactions on terms not available to members of the public, regarding any investment or interest in real property; or
- (B) Engaged in a business transaction or transactions on terms not available to members of the public regarding the rendering of goods or services totaling in value one thousand dollars (\$1,000) or more.

Section 10. Disclosure of Disqualifying Interest

When a designated employee determines that he or she should not make a governmental decision because he or she has a disqualifying interest in it, the determination not to act may be accompanied by disclosure of the disqualifying interest.

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Section 11. Assistance of the Commission and Counsel

Any designated employee who is unsure of his or her duties under this code may request assistance from the Fair Political Practices Commission pursuant to Government Code section 83114 or from the attorney for his or her agency, provided that nothing in this section requires the attorney for the agency to issue any formal or informal opinion.

Section 12. Violations

This code has the force and effect of law. Designated employees violating any provision of this code are subject to the administrative, criminal and civil sanctions provided in the Political Reform Act, Government Code sections 81000 - 91015. In addition, a decision in relation to which a violation of the disqualification provisions of this code or of Government Code section 87100 or 87450 has occurred may be set aside as void pursuant to Government Code section 91003.

Section 13. Designated Positions and Disclosure Requirements

Designated positions and the disclosure categories assigned to them are included as Appendix A.

Board approval date: 4/20/10

**WEST HILLS COMMUNITY COLLEGE DISTRICT
CONFLICT-OF-INTEREST CODE**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the West Hills Community College District (District).

Individuals holding designated positions shall file their statements of economic interests with the District, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) All statements will be retained by the District.

WEST HILLS COMMUNITY COLLEGE DISTRICT

Class Title: OFFICE ASSISTANT II

Classified Salary Range 31

BASIC FUNCTION:

Under the direction of an assigned supervisor, perform a wide variety of complex clerical and typing duties requiring specialized knowledge in a functional area; perform duties involving frequent and responsible contact with students, staff and public.

REPRESENTATIVE DUTIES:

- Perform a wide variety of difficult and complex clerical and typing work; assure accuracy and completeness of work. *E*
- Answer telephones and greet visitors; provide information regarding fact and interpretation of programs or District policies and procedures; maintain current knowledge of program policies, terminology and clerical procedures. *E*
- Operate computer terminal to input, modify, adjust, correct or update information as appropriate; generate data, summaries and reports. *E*
- Verify, compile and record information for the preparation of reports and maintenance of filing system; prepare records, lists, files and reports for the State, County or District. *E*
- Schedule appointments and meetings for assigned committees; participate on committees as assigned. *E*
- Prepare and type correspondence, forms, reports, memoranda, requisitions, schedules and a variety of other materials; proofread materials as required; type from oral directions, rough draft, copy or notes. *E*
- Process incoming and outgoing mail; process reports, forms and manifests; duplicate, file and distribute materials as appropriate. *E*
- in person or on the telephone.
- Operate a variety of office machines including computer terminal and other office equipment and knowledge of all Microsoft Office Suite and its components.
- Incorporate the use of technology in the delivery of computerized presentations, and Microsoft Office Suite.
- Order and stock office supplies and equipment.
- Bilingual preferred (but not required).
- Perform related duties as assigned

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Operations, procedures, and specific rules of a particular office to which assigned.

Modern office practices, procedures and equipment.

Record keeping techniques.

Correct English usage, grammar spelling, punctuation and vocabulary.

Interpersonal skills using tact, patience and courtesy.

Oral and written communications skills.

Operation and application of department machines and equipment.

ABILITY TO:

Learn to interpret specific rules, laws, policies and apply them in a variety of procedural situation.

Perform responsible and difficult clerical work with accuracy, speed and initiative.

Make arithmetic calculations quickly and accurately.

Operate variety of department and office equipment, including computer terminal.

Work confidentially with discretion.

Establish and maintain cooperative and effective working relationships.
Meet the public with courtesy and tact.
Work independently with little direction.
Communicate effectively with students, staff and the general public.
Meet schedules and time lines.
Provide work direction to others assigned.
Maintain records and prepare reports.
Type at 45 net words per minute from clear copy.
Perform a variety of duties with constant interruptions.

WORKING CONDITIONS:

Office environment.

EDUCATION AND EXPERIENCE:

Any combination equivalent to graduation from high school and two years general clerical experience.

Full Time Obligation Calculations

Contract Days	DATE OF EMPLOYMENT	<u>NAME</u>
177	8/11/2005	Abela, Brian
197	8/8/2000	Amaya-Guenon, Linda
199	7/1/2001	Arce, Mark
177	8/14/2003	Babb, David
<u>221</u>	1/2/2007	Barragan, Sherry
177	8/16/2001	Bart, Anita
177	8/13/1980	Beloof, Larry
177	8/11/2005	Birrell, Jameson
177	1/17/2006	Neves, Rebecca
177	8/9/1995	Burke, Mike
177	8/13/1988	Castagna, Kim
221	7/12/2004	Cowden, Clint
221	8/23/2001	Dam-Mikkelsen, Hector
177	8/12/1999	Daniels, Neomi
177	8/14/1997	Davis, Terry
177	1/17/2006	Delaney, Melissa
177	7/10/2008	Dolata, Cynthia
<u>177</u>	8/9/2007	Droker, Stephanie
177	8/12/1999	Ennes, Martha
177	8/12/1999	Ganter, Frieda
177	1/24/1977	Gibson, Bob
177	3/3/2008	Gonzalez, Maria Delacruz
177	8/16/1990	Grant, Jim
121	10/29/2007	Graves, Alvin
<u>197</u>	7/1/2007	Grijalva, Veronica
177	8/14/1997	Hall, Bob
197	7/31/2006	Hall, Lateria
177	8/11/2005	Hanjiev, Arkady
177	8/11/2005	Harris III, Clifton
177	8/13/1981	Hauki, Cindy
197	10/1/1995	Hendrickson, Marta
199	7/1/2000	Hodsdon, Paul
177	8/21/2006	Holsonbake, Troy
177	8/12/1999	Howard, Libra
199	3/1/1984	Hunt, Bruce
177	8/16/2001	Jackson, Shawn
177	6/1/1993	Jacobus, Linda
199	8/12/1999	Jaurena, Tracey
177	1/8/1979	Jeffrey, Jeff
<u>177</u>	8/9/2007	Kennedy, Vera
177	1/11/1991	Kraft-Chapman, Pat

177	8/12/1999	Kron, Brian
<u>177</u>	8/9/2007	Larson, Tammy
177	8/14/1997	Little, Anna-Lisa
221	8/1/2006	Magnuson, Matthew
<u>221</u>	8/29/2006	Mayer, Rhonda
177	8/11/2005	McDowell, Michael
197	2/1/2008	McGee, Tiffany
197	9/14/1995	McGlothin, Sandra
221	1/5/2009	Morales, Frank
199	8/14/1997	Mosher, Staci
199	8/11/2005	Neer, David
221	1/2/2008	Noel, Catherine
<u>199</u>	7/1/2007	Olson, Kent
221	7/1/2005	Oxford, Ronald
177	8/14/1997	Paden, Monte
177	8/16/2001	Pratt, Eugenie
177	8/10/2000	Preston, James
199	7/1/2005	Ragsdale, Rodney
177	7/1/2008	Rai, Rupinder
221	8/7/2006	Raia, Christian
221	7/1/2009	Rawn, Raymond
177	8/15/1985	Rehark-Griffith, Rhea
177	8/21/1989	Rengh, Dave
177	1/13/2006	Rodgers, Joel
197	11/14/1997	Rodriguez, Martha
197	3/1/2006	Rodriguez, Michael
<u>221</u>	3/8/2007	Rolfsema, Tina
197	12/11/1996	Roton, Marlese
177	8/16/2001	Sanchez, Rene
177	8/7/2008	Sheffield, Kimberly
177	8/14/1997	Shehorn, Jacqui
177	7/1/2001	Shepard, Sarah
177	8/11/2005	Skaggs, Robert
221	7/1/2002	Smart, Marlene
177	8/16/2001	Sowden, Kenneth
177	8/11/2005	Sterling, Kurt
177	8/12/2004	Sutherland, Scott
197	11/28/2005	Corea, Erin
199	7/6/2004	Tincher, Cal
197	11/22/2004	Tos, Angela
199	6/8/1998	Wanderer, Jeffrey
199	8/15/1983	Welch, Merlin
177	8/11/2005	Wilds, Brandy
177	8/11/2005	Wilds, Kevin

177	8/10/2000	Wilson, Scott
197	8/14/1986	Winters, Tom
<u>177</u>	6/1/2008	Wright, Steven
<u>221</u>	10/1/2008	Wyman, Leisa

16751

16,751.00	Faculty Days	
<u>94.64</u>	Full Time Faculty	
<u>0.14</u>	Faculty Obligation Over	OBLIGATION 94.5

Rev

3/8/2010

Full Time Obligation Calculations

<u>Contract Days</u>	<u>DATE OF EMPLOYMENT</u>	<u>NAME</u>
177	8/11/2005	Abela, Brian
197	8/8/2000	Amaya-Guenon, Linda
199	7/1/2001	Arce, Mark
177	8/14/2003	Babb, David
<u>177</u>	1/2/2007	Barragan, Sherry
177	8/16/2001	Bart, Anita
177	8/13/1980	Beloof, Larry
177	8/11/2005	Birrell, Jameson
177	1/17/2006	Neves, Rebecca
177	8/9/1995	Burke, Mike
177	8/13/1988	Castagna, Kim
221	7/12/2004	Cowden, Clint
177	8/23/2001	Dam-Mikkelsen, Hector
177	8/12/1999	Daniels, Neomi
177	8/14/1997	Davis, Terry
177	1/17/2006	Delaney, Melissa
177	7/10/2008	Dolata, Cynthia
<u>177</u>	8/9/2007	Droker, Stephanie
177	8/12/1999	Ennes, Martha
177	8/12/1999	Ganter, Frieda
177	1/24/1977	Gibson, Bob
177	3/3/2008	Gonzalez, Maria Delacruz
177	8/16/1990	Grant, Jim
121	10/29/2007	Graves, Alvin
<u>197</u>	7/1/2007	Grijalva, Veronica
177	8/14/1997	Hall, Bob
197	7/31/2006	Hall, Lataria
177	8/11/2005	Hanjiev, Arkady
177	8/11/2005	Harris III, Clifton
177	8/13/1981	Hauki, Cindy
197	10/1/1995	Hendrickson, Marta
199	7/1/2000	Hodsdon, Paul
177	8/21/2006	Holsonbake, Troy
177	8/12/1999	Howard, Libra
199	3/1/1984	Hunt, Bruce
177	8/16/2001	Jackson, Shawn
177	6/1/1993	Jacobus, Linda
199	8/12/1999	Jaurena, Tracey
177	1/8/1979	Jeffrey, Jeff
<u>177</u>	8/9/2007	Kennedy, Vera
177	1/11/1991	Kraft-Chapman, Pat
177	8/12/1999	Kron, Brian
<u>177</u>	8/9/2007	Larson, Tammy
177	8/14/1997	Little, Anna-Lisa

221	8/1/2006	Magnuson, Matthew
<u>177</u>	8/29/2006	Mayer, Rhonda
177	8/11/2005	McDowell, Michael
197	2/1/2008	McGee, Tiffani
197	9/14/1995	McGlothlin, Sandra
177	1/5/2009	Morales, Frank
199	8/14/1997	Mosher, Staci
199	8/11/2005	Neer, David
177	1/2/2008	Noel, Catherine
<u>199</u>	7/1/2007	Olson, Kent
221	7/1/2005	Oxford, Ronald
177	8/14/1997	Paden, Monte
177	8/16/2001	Pratt, Eugenie
177	8/10/2000	Preston, James
199	7/1/2005	Ragsdale, Rodney
177	7/1/2008	Rai, Rupinder
221	8/7/2006	Raia, Christian
221	7/1/2009	Rawn, Raymond
177	8/15/1985	Rehark-Griffith, Rhea
177	8/21/1989	Rengh, Dave
177	1/13/2006	Rodgers, Joel
197	11/14/1997	Rodriguez, Martha
197	3/1/2006	Rodriguez, Michael
<u>177</u>	3/8/2007	Rolfsema, Tina
197	12/11/1996	Roton, Marlese
177	8/16/2001	Sanchez, Rene
177	8/7/2008	Sheffield, Kimberly
177	8/14/1997	Shehorn, Jacqui
177	7/1/2001	Shepard, Sarah
177	8/11/2005	Skaggs, Robert
221	7/1/2002	Smart, Marlene
177	8/16/2001	Sowden, Kenneth
177	8/11/2005	Sterling, Kurt
177	8/12/2004	Sutherland, Scott
197	11/28/2005	Corea, Erin
199	7/6/2004	Tincher, Cal
197	11/22/2004	Tos, Angela
199	6/8/1998	Wanderer, Jeffrey
199	8/15/1983	Welch, Merlin
177	8/11/2005	Wilds, Brandy
177	8/11/2005	Wilds, Kevin
177	8/10/2000	Wilson, Scott
197	8/14/1986	Winters, Tom
<u>177</u>	6/1/2008	Wright, Steven
<u>177</u>	10/1/2008	Wyman, Leisa

16,443.00
92.90
(1.60)

Faculty Days
Full Time Faculty
Faculty Obligation Over

OBLIGATION 94.5



**WEST
HILLS**
COMMUNITY
COLLEGE
DISTRICT

Board Policy 7100 Commitment to Diversity

Reference: *Education Code Section 87100 et seq.;*
Title 5, Section 53000, et seq.

The District is committed to employing qualified administrators, faculty and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness and responsiveness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

Board approval date: 2/22/05



WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT

Board Policy 7110 Delegation

Reference: *Education Code Section 70902(d)*

The Board delegates authority to the Chancellor to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed subject to confirmation by the Board.

Board approval date: 5/25/04

**West Hills College Lemoore
Planning and Governance Council
Wednesday – May 19, 2010, 2:00 p.m.
Conference Center, Rm. 256**

MINUTES

Chair: Don Warkentin

Recorder: Glenda Oliver

Members Present:

David Babb, Student Learning Outcomes Chair
Dave Bolt, Vice President of Educational Services
Sylvia Dorsey-Robinson, Vice President of Student Services
Stephanie Droker, Academic Senate President
Marty Ennes, CTA/Faculty Representative
Marlon Hall, Associate Dean of Educational Services, Evening College
Jose Lopez, Dean of Students
Keith Brock, CSEA/Classified Representative
John Bernal, Director of Facilities & Auxiliary Services
Ron Oxford, Librarian
Angela Tos, CTA/Faculty Representative
Don Warkentin, President
Linda Amaya-Guenon, Counselor/Advisor
Angel Isidoro, Student Government Association Representative

Members Absent:

America Bryant, CSEA/Classified Representative
Rene Sanchez, Curriculum Committee Chair

Others Present:

Kurt Sterling
Michael Quinonez-Hoover

Call to Order

Mr. Warkentin called the meeting to order at 2:05 p.m.

Roll Call

A silent roll call was taken and a quorum was present.

Approval of minutes

Angela Tos motioned that the May 5, 2010 minutes be approved with changes as noted, it was seconded by Marlon Hall, all in favor, motion passed.

Action Items

• **Instructional Program Review Template**

Dave Bolt stated that this template had been modified at the Student Learning Outcomes Committee (SLOC) meeting, specifically pg. 2, V. A to read: List your instructional program level student learning outcomes. Sylvia Dorsey-Robinson motioned to approve the Instructional Program Review Template with the change as noted; it was seconded by Marlon Hall, all were in favor with one abstention (Stephanie Droker), the motion passed.

- **Non-Instructional Program Review Template**

Dave Bolt reported that the same change was suggested by the Student Learning Outcomes Committee for the non-instructional program review template on pg. 2, V.A as follows: List your non instructional program level student learning outcomes. Ron Oxford motioned to approve the Non Instructional Program Review Template with the change; it was seconded by Linda Amaya-Guenon, with one abstention (Stephanie Droker), the motion passed.

- **WHCL Strategic Plan 2009-2012**

Marty Ennes stated that she understood that this Plan was to be an information/discussion item rather than an action item. Mr. Warkentin stated that this item would be a first reading at this meeting. He asked that the WHCL Strategic Plan 2009-2012 be taken to the constituency groups for input. It will be placed on the next agenda as an action item.

- **Shared Governance Survey**

Marty Ennes stated that she has received feedback from the Faculty Association and they commented that some of the listed committees are sub committees. Stephanie Droker stated that we should not be evaluated for the district groups and suggests the survey stay focused on the college. Keith Brock commented if the data is to be correlated then district committee participation should be included. Sylvia Dorsey-Robinson stated if the thread that Keith refers to helps us to gather data then this piece would speak to communication, or a planning agenda. Marty suggested adding the following statement under #3: I feel I have the opportunity to voice my concerns within the framework of the shared governance process. This survey will be sent to all staff and the Student Government Association. Sylvia motioned to move forward the survey with the changes; it was seconded Stephanie Droker, all in favor, the motion passed. Michael Quinonez-Hoover suggested that students be listed first on number 1.

- **BP & AP 5070**

Marty Ennes reported that the Faculty Association did not approve BP & AP 5070 as there are a number of issues. They believe there is a discrepancy between how on-line and face to face students are treated. Regarding BP 5070 they questioned how "cyber-presence" is defined. Second, if a student must be absent from class any requests that need to be made should be done between the student and the instructor; not with the Chief Student Services Officer (CSSO). The CSSO should only be included when there is a dispute. Third, the point at which a student is dropped due to absences should be determined by the instructor as long as the class absence policy adheres to ed code. Students cannot be dropped from class if they are attending and not doing any of the work. Online students should not be dropped if they are logging in but not doing any work. What this policy is saying is if a student logs in without a discussion board quote this policy gives them the right to drop them. Students have the right to fail the class. These are reasons for non approval. The only reason an instructor can drop a student is if they don't attend class. Concerning AP 5070, Marty Ennes stated that the Faculty Association recommends that the second paragraph under "Student Responsibilities" be deleted as they feel this should be the prerogative of the instructor, not dictated by policy, as long as the class policy aligns with ed code. The point at which a student is dropped should be up to the instructor. Mr. Warkentin asked if there was a motion to approve AP 5070, hearing none, no action transpired. Marty stated that ed code needs to be the determining factor, not replicating or adding to ed code. This does not deviated from Title V, but much more prescriptive than Title V.

Information/Discussion Items**1. District Technology Committee (DTC)**

Dave Bolt distributed the DTC updated project list which shows general workflows and what is being considered. Dave stated that some projects take on more importance than what is represented on this list. Ron Oxford asked how projects make it on this list. Dave responded that they are put on the list from the referenced committees. These recommendations had been brought forward but due to leadership changes which occurred last year many of the meetings were cancelled. The meeting entitled Cross consists of the leaders of the sub teams. Further discussion ensued regarding Blackboard 9. Stephanie Droker stated that not every instructor uses Blackboard 9. Ron Oxford commented that he is aware of projects taking place that are not on this list. Angela Tos asked who was in charge of the student's team (ST). Ron replied it was Pedro Avila, Vice Chancellor of Institutional Effectiveness. Mr. Warkentin would like to see an updated list in the fall.

2. Student Government Association**a) SGA Representatives on the PGC**

Angel Isidoro reported that they had their last 09-10 meeting. The new officers are as follows: Ryan Cardoza-President, Maleny Rodriguez -Vice President, Victoria Hotchkiss-Secretary, Kelsey La Traille - Activities Coordinator, Devon Scott - Sergeant of Arms, Michael Quinonez-Hoover - Treasurer, Dellora Wesson - Public Relations, Columbus Hasberry – Mascot.

Angel stated that SGA is requesting a second student representative to be on the PGC. Reasons for the request are as follows:

- An additional seat will allow a back up person
- They are representing 4,000 students and only one seat and one vote
- Less intimidating

Stephanie Droker commented that she would like to see more student involvement in the other subcommittees. Angela Tos commented that any student can attend the PGC meetings and vote with the proxy of the SGA representative. PGC will look at the membership makeup at the first meeting in the fall and a formal vote will be made. Myeisha Johnson and Angel both reported that they only recently learned about the other committees needing student representation. Sylvia Dorsey-Robinson announced that she is planning for students to be better informed next year in order to understand more clearly the governance and financial processes. There will training for student clubs and SGA. Stephanie recommended that if another student seat is added that a student be chosen from one of the student clubs to lend to a more varied representation and input. Marty stated that the important element is that SGA once had two seats specific to SGA members; however, she is favorable of the entire PGC membership being reconsidered. Mr. Warkentin stated that when PGC was first developed there were two student representatives and it was difficult to get two students to attend the meetings.

3. Curriculum Committee Report

Marlon Hall reported that he had attended the meeting today and there was curriculum to complete and new curriculum forms. Rene Sanchez will be working on the organizational management of the Curriculum Committee. A curriculum action report will go to the Board of Trustees next month.

4. Academic Senate Report

Stephanie Droker introduced and welcomed the new Academic Senate President, Kurt Sterling. The new term starts in the fall and her last act as president ends with today's meeting and graduation. Mr. Warkentin thanked Stephanie for her service this year.

5. Report from Committee Representative**a) Student Learning Outcomes Committee (SLOC)**

David Babb reported that SLOC had a wrap up meeting on Monday. He has modified how the SLO's are being tracked and added another column for courses that are active, but rarely taught. Due to this the numbers can never get to 100%. Another column will show courses that will not be included in the tally. An example is Com 3 and Bio 11 & 12. He is working with the learning area rep to check off these courses. David reported that SLOC had helped IEPRC update the program review forms. They are encouraging faculty to get assessments submitted and an e-mail was sent to adjunct faculty about submitting SLO's. Either adjunct faculty doesn't know what to do, or they are just not doing SLO's. It becomes difficult as some courses are only taught by adjunct faculty. Additionally, they are working on getting a list of adjuncts to contact.

b) Institutional Effectiveness and Program Review Committee (IEPRC)

Dave Bolt reported that IEPRC has not met. IEPRC would like to get involved with the one year schedule committee. The Senate submitted names for representation on the one-year schedule committee and it will be forwarded to the Chancellor. Dave is working with Tom Robb on the portal format.

c) Budget Allocation Committee (BAC)

Dave Bolt reported that BAC had not met.

d) Employee Development and Success Committee (EDSC)

Marlon Hall reported that the end of the year barbecue would be held on Friday, May 28th. Culinary will barbecue hot dogs and hamburgers and staff will bring side dishes.

e) Student Success Committee (SSC)

Sylvia Dorsey-Robinson reported that the SSC had revised their governance form. They removed some of the language and tried to make the roles and goals functional. Also they verified that all was in alignment with their mission and they made changes in the membership. It will be on the agenda for action in the fall. Angela Tos reported that they have begun drafting the student equity plan.

f) Facilities, Safety and Auxiliary Services Committee (FSASC)

John Bernal reported that the facilities meeting will begin at 1:00 p.m. rather than 11:00 a.m. beginning in July. Marty Ennes recommended that the meetings be alternated at different times to allow faculty to attend. John reported that the road beyond the library (southeast corner) will be closed off due to construction as of May 26th. Construction is

continuing out to Pederson Rd. There is a water leak under the cement of the 200 building, specifically buildings 230 & 234. John reported that construction is 29% complete on the Multi-use Sports Complex and they are approximately three weeks behind. The truss is scheduled to go up on May 28th. John reported that an instructor had their laptop stolen recently. Sylvia Dorsey-Robinson reported an erratic student on campus today which resulted in a call to the Lemoore Police Dept. John stated that the gas line tie-in will be June 5th. Mr. Warkentin announced that John had been selected for the permanent M & O Director position.

g) Technology Committee (TC)

Ron Oxford reported that TC had not met. They are working on the portal team site. David Babb asked if there is a way to get space on the server to back up files on staff laptops. This concern will be brought to TAT. David announced that all faculty have a student e-mail account and they should look there as there are e-mails that need to be deleted. He recommends setting your preferences to forward the e-mails.

6. Graduation

Jose Lopez reported that graduation plans are on track. They have added a second singer, Garrett Gudgel. 2,000 chairs have been ordered and there will be two tents set up for water, roses and t-shirts sells. The guest speaker has confirmed and he will stay at the Tachi Palace Hotel. Rehearsal is at 8:30 a.m. on graduation day. The flags from LNAS were unattainable; thus, 50 flags have purchased. Student Sue Westover has been approved to receive an honorary degree and an insert will be added to the program. There are close to 400 graduates.

7. Accreditation

Dave Bolt reported that the annual WASC report is due on June 30th. He has alerted those staff members who have a part in the report. The WHCCD Board has approved the report and it was approved by the State Substantive Change Committee last Monday.

Dave reported that the ghost writer has the self study draft.

8. Other

There were no items to consider at this time.

9. Agenda items for next meeting

- Student Success Committee Governance Form
- PGC Membership Makeup
- College Strategic Plan 2009-2012


10. Adjournment

The meeting was adjourned at 3:54 p.m.

APPENDIX 6

DUTIES AND RESPONSIBILITIES OF SCREENING COMMITTEE MEMBERS

1. Attend all meetings of the committee
2. Serve as a representative of your respected group.
3. Read all materials presented during the meetings so that you may actively participate in the screening and interview process. Ask questions and make contributions.
4. Maintain strict confidentiality which includes, but is not limited to, the names of applicants and their qualifications, scores or ratings from paper screening, scores or ratings from interviews, any conversation held during screening committee meetings, or any other information throughout the selection process.


Signature


Date

APPENDIX 7

DUTIES AND RESPONSIBILITIES OF SCREENING COMMITTEE CHAIRPERSON

1. Upon Selection, serve as the facilitator/ leader of the committee henceforth and attend all meetings of the committee in their entirety.
2. Ensure that all members of the committee fulfill their duties and responsibilities as assigned.
3. Through use of the hiring procedures and guidelines, lead the committee through the screening and selection process.
4. After the filing deadline, meet with the Director of Human Resources to keep abreast of necessary testing, if applicable, or if testing is not required, meet with the EEO Officer to be informed of suitability of the pool.
5. Reserve all rooms for future meetings.
6. Obtain packets of screening materials and applications from human resources office immediately before applications screening committee meeting.
7. Return these materials to human resources office immediately after screening committee meeting and update Director regarding the interview pool, interview questions (and demonstrations, if applicable), and interview schedule.
8. Obtain packets of interview materials and applications from human resources office immediately before interview meeting.
9. Return these materials to human resources office immediately after the interview committee meeting and update Director regarding the outcome of the interviews.
10. Maintain strict confidentiality which includes, but is not limited to, the names of applicants and their qualifications, scores or rating from paper screening, scores or ratings from interviews, any conversation held during screening committee meetings, or any other information throughout the selection process.


Signature of Committee Chairperson


Date

APPENDIX 8

DUTIES AND RESPONSIBILITIES OF EEO REPRESENTATIVE

1. Bring to the organizational meeting packets which have been prepared by the Human resources office which include the following: 1) hiring procedures and guidelines; 2) pre-employment inquiry guidelines; 3) duties and responsibilities of committee members, chairperson, and EEO representative; and 4) job description.
2. Review these materials in detail with the members of the committee and respond to any questions they have.
3. Guide the committee through the election process of a chairperson.
4. Secure the signatures of understanding of duties and responsibilities of all committee members, and chairperson, and self (EEO representative).
5. Attend all meetings of the committee in their entirety.
6. While not voting, be an observer in the screening and selection process to ensure and equal opportunity for all applicants.
7. Assist the chairperson in enforcing the hiring procedures and guidelines and the pre-employment inquiry guidelines.
8. Bring concerns to the Director of Human Resources and/ or the EEO Officer immediately so that they can be addressed with expediency.
9. Maintain strict confidentiality which includes, but limited to, applicants names and their qualifications, scores or ratings from paper screening, scores or ratings from interviews, any conversation held during screening committee meetings, or any other information throughout the selections process.



Signature of EEO Representative



Date

DIALOGUE

A WEST HILLS COLLEGE QUARTERLY



JUNE 2003

VOL. 2
NO. 4

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PARTNERSHIPS EARN WEST HILLS COLLEGE NATIONAL RECOGNITION

Partnerships between West Hills College and the business community are a great part of the success of the district and played a major role last year in West Hills winning the MetLife Foundation award as the small community college nationwide that best serves the needs of a diverse student population and helps move people into livable wage jobs.

"Economic development in our communities is one of the missions of community colleges," said Dr. Frank Gornick, chancellor of West Hills. "We work closely with the business community and government agencies to identify education and job training that is needed, establish those programs and then send qualified, prepared applicants to the workplace."

West Hills has several programs that best exemplify these partnerships, Gornick said. West Hills College Coalinga is home to a psychiatric technician training program that was developed in conjunction with and in part funded by the State of California Department of Mental Health. State Employment Development Department and Workforce Investment Acts funds were also used as were funds from the governor's budget.

There are currently openings for 3,500 psychiatric technicians around the state and more than another 800 will be needed when a new state mental hospital is opened in 2005, according to Cynthia Davis, who heads the program.

"Our students spend two days a week in class in Coalinga but then they're in clinical settings in health facilities around the valley the other three days a week," Davis said. "The students practice in clinical settings the concepts they learn in the classroom," she added.

The students are in class or clinical settings 35 hours a week for one year and when they graduate, they start work at an average of about \$18 an hour plus benefits, she noted.

Continued on page 33

FIRST WHCL LIBRARY COLLECTION-A GIFT OF A CENTURY

The first permanent collection added to the West Hills College Lemoore Library/Learning Resources Center was dubbed "A Gift of A Century" during its dedication ceremonies last winter. The collection contains almost 100 years of Hanford and Lemoore newspapers dating from 1897 to the last decade.

Jim Marvin, editor of The Lemoore Advance; Glen Faison, executive editor of The Hanford Sentinel and Mark Daniel, president

and publisher of The Hanford Sentinel joined WHCL President Barbara Hisco in unveiling the collection at a reception in February.



Lemoore Advance Editor Jim Marvin was instrumental in helping arrange the donation of a century worth of Lemoore Advance and Hanford Sentinel newspapers to the West Hills College Lemoore Library. He was a guest speaker during a reception last winter unveiling the first major collection for the library.

"Newspapers value their 'morgue' copies as often the only history of an area," Marvin said. "With The Sentinel and The Advance represented at WHCL, people are guaranteed a comfy place to research old papers for names and dates of local events."

Local history buff Steve Emanuels, who is a relative newcomer

to the area, spoke at the reception of his surprise when perusing old copies of The Advance and finding his grandfather had visited Lemoore on business shortly after the turn of the century.

Others at the reception view copies from Pearl Harbor Day, the day man landed on the moon, President Kennedy's assassination and other historic events.

Copies of the newspapers are on file in microfiche at area public libraries but those wishing to take a look at the original newspapers are invited to visit the WHCL Library. Normal hours of operation are 7:30 a.m. to 8:30 p.m. Monday through Thursday and 7:30 a.m. to 4 p.m. on Friday (closed Fridays during the summer).



FARM LABOR LEADER VISITS WEST HILLS

Farm labor leader Dolores Huerta was a featured guest during National Latina Month celebrations at West Hills Community College District on March 25th.

In 1972, Huerta and Cesar Chavez founded the United Farm Workers and for over 30 years she has served the union as its vice president and as the union's chief lobbyist in Sacramento and Washington, D.C.

In 1998, Ms. Magazine named Huerta "Woman of the Year," highlighting her character and significant achievements. She has been the recipient of many honors and awards and she and Chavez are prominently featured on a wall-sized mural at West Hills' facilities in Firebaugh, which she autographed during her visit to the North District Center.

During her appearances in Firebaugh and at West Hills College Coalinga and Lemoore, Ms. Huerta spoke to the students about the dignity and importance of farm laborers and of education. She highlighted achievements of the union and invited students to look to the future. "You have the power to change things," she said, and encouraged them to fight racism and sexism. "You must sacrifice to get a good education," she told the students. "Take the high way, it's the only way. In the end, there are results for everyone-including the community."

Ms. Huerta, who earned a college degree as a teacher, told Coalinga students that her father returned to college to earn a degree at 52 years old. One of her sons worked hard to become a doctor and another is an attorney.



Farm labor leader Dolores Huerta (on right) visited the Farm of the Future at West Hills College Coalinga during her visit to the campus in March. Dr. Larry Rollbaum, who heads the farm, and Rosa Moreno, a community member from Huron, talked with Huerta about global positioning equipment training available to farm workers through the college. Huerta also spoke to students at the college and in Lemoore and Firebaugh.



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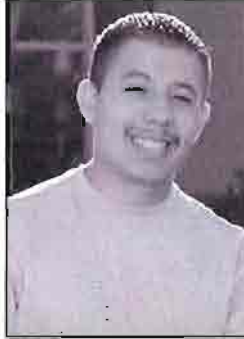
Students Talk about Their Lives and Dreams

West Hills College was named the small community college district nation-wide that best serves the needs of a diverse student population and helps prepare underserved youth and adults for further education and career advancement. As part of that awards program, a group of students recently worked on a project to tell the story of their lives and how West Hills is making an impact on them.

Where the Drive Comes From

by Juan Madrigal

My father was studying to be a lawyer in Mexico and everybody looked up to him. He could have finished, but his father couldn't pay for the books any more. The year I was born he came to the U.S. to do farm work with his two brothers, so he could save to go back to school. It was very hard for my mom, working and raising me herself, and so I was raised by my grandmother in Guadalajara until my parents sent for me. From the age of nine I grew up in Kerman, a town west of Fresno.



When I was twelve I was already in the fields raking hay, baling, disking, sulfuring, irrigating the fields and watering the roads with the tractor. It was interesting and I actually enjoyed it. I liked driving the tractor and learning things like that from my dad's boss. But my dad never wanted me to irrigate or drive a tractor. He didn't want us to be part of farm labor.

I was influenced a lot by my father, and I was a good student. He never told us straight out that he valued education, but somehow my brother and I got that message. Growing up, my friends and I would help our families, but we never had extra money. Now we realize how many more resources the middle-class kids had, and what an advantage that gave them. We didn't even have dictionaries at our house, we'd have to go use the dictionary from the library. But we had that competitive edge. We were the farm workers and we always wanted to compete against what we called the rich kids, to get better grades and scores. My father was the same way. He told us

once that he would get in trouble with his friends in school, because he would ruin the grading curve.

In my high school years, my friend and I bought a laptop computer from a DJ for \$500. That got us into the computer field, along with a high school computer class in which they showed us how to create a web page using HTML. Everything interests me, but right now it's computer science. At first I was thinking about medicine, but blood gets to me.

I consider myself a humble person, but I've always wanted to make it for my father. I don't hope for richness; in that way I'm not ambitious. But you really need support for these kinds of things. You have to find it one way or another, through teachers, through other people you know, through friends. In my life, I didn't feel that there was a lot of support coming from my family. I remember wanting to be in soccer, but my dad couldn't fit it in his schedule. Sometimes you really need a little of that push. I can't remember how many times I was student of the month or recognized in some other way, and he didn't show up. Sometimes when I was crying afterward, my little brother would be crying too, and I know he understands. Maybe my father considered it to be a little thing, but even if it was, it meant everything to me. It was the same with so many friends of mine. Sometimes they didn't want to even be student of the month; it hurt too much. With my little brother I try to be there for him at times like that.

When my friends with the same background as mine look back, we see people that couldn't make it through school, or didn't make it, for lots of reasons. Maybe because our families' whole lives are based on work, they have this notion that you have to get your hands dirty to work, for survival. One uncle of a friend wanted to get him out of the school system, because he saw it as lazy to work in an office. It's a matter of pride. Working with your hands is a man's work.

My support comes mostly from teachers. At college when people see the real you, they understand what you're really doing and how hard you're working. When teachers pay attention to a student, that helps the student do well, and if they don't, you tend not to do well. My friends and I always wanted to keep on going. There are all kinds of barriers, but it's always financial. When I started West Hills I had to quit after the first semester because of the cost of books and tuition, but then I came back through CAMP [College Assistance Migrant Program], which pays for all that. After I created a web page for the program, they gave me a stipend, too.

I've always wanted to teach. I was picked up as a tutor for the CAMP program at West Hills. And after just helping students to do their homework, I found this thing for teaching. That tutoring job helped me, because if I hadn't been doing it, I would have been working delivering pizza or on the farm—not at something that helped me realize what I would do later. My goal is to transfer to a four-year university, and then I want to come back and teach.

I look back at my father's life and see that if he had just a few of my opportunities, he would have finished what he had started to accomplish. He never got to the point where he could save enough to go back and be a lawyer. After ten years with the same company, he lost his job in the fields after he tried to organize workers to get more pay. But now, at the age of 39, he has started school up here again to become a welding technician. Now I'm at the point where I can help him out with money from my own work. And finally he will be doing something that he has a real interest in.

Juan Madrigal, 19, came from Mexico at nine and grew up in Kerman, California. He is in his second semester at West Hills College and is currently serving an internship with West Hills webmaster Pedro Avila.

If you would like to receive the stories of all 10 students who participated in this project, please contact WHC Marketing Director Frances Squire at (559) 934-2134.

Newsbriefs
(Continued from page 1)

She said that the program depends on clinical experience students get at places like Coalinga Regional Medical Center/Ralph Neate Center, Fresno's Community Hospitals, Corcoran District Hospital, Sunbridge Care in Coalinga, Hacienda Rehabilitation Hospital in Hanford and Pleasant Valley and Corcoran state prisons.

Hospital Council Lends Support

In another program, West Hills College Lemoore is cooperating with the Hospital Council of Northern and Central California, Central Division, to help train radiologic technologists. The council is helping fund the costs of starting the program that is initially being offered in partnership with Fresno City College. Plans are in process to do a similar project with Bakersfield College to offer registered nursing. Council members also help provide clinical practice for students.

Reducing the digital divide

Recognizing the "digital divide" between urban areas and the rural communities, West Hills has teamed with Cisco Systems; California State University, Fresno and others to supply state-of-the-art voice, video and data capabilities.

"Our students in Firebaugh can connect with classrooms in Lemoore and Coalinga with real-time interaction," Gornick said. "If three students in Firebaugh want calculus, we can offer them that class using this technology."

"Our students in Lemoore will soon be able to earn a CSUE degree without ever traveling to Fresno," Gornick continued.

"We were a Beta test site for Cisco," Gornick said. "It's important for our students to be as technology-savvy as their urban counterparts and

our partnership with Cisco has moved us a big step in that direction."

Down on the farm

Even down on the farm, West Hills is counting on partnerships to keep its students current in the latest technology.

Lemoore farmer Ted Sheely and Coalinga farmer Ross Allen have recently loaned the school equipment that will be used to train students in the latest global positioning technology (GPS) at its Farm of the Future in Coalinga. The farm is housed on 207 acres donated to the college by Ross Allen's grandmother, Dorothy Allen and other members of their family.

"We're working with farmers from throughout the state to offer training for themselves and their workers in the latest crop production equipment and procedures. This GPS technology allows them to save chemicals, water and labor costs," said Dr. Larry Rathbun, director of Farm of the Future.

West Hills has a strong ag advisory committee, headed by west side farmer Bob Viets, that works closely with the college to make sure that its programs are on target to serve the needs of industry in the valley.

"We are working with the new International Center for Water Technology at Fresno State to bring "cutting-edge" water management to our farmers," Rathbun said.



Law enforcement classes feature street smarts

Another major employer in the valley these days is the prison industry. West Hills has administration of justice/corrections programs at

its locations in Firebaugh, Coalinga and Lemoore. Current Coalinga interim police chief Frank Steenport and former Sanger and Corcoran chief John Barr teach in the program.

"Our local police forces need trained officers," Steenport said, "and I'm happy to play a role in taking my knowledge of what happens on the street into the classroom."

Students in the district recently voted Barr "instructor of the year."

West side communities working together

The communities on the west sides of the valley have banded together to form the I-5 Business Corridor Group-another partner for West Hills.

Currently that partnership, which also includes the Fresno County Workforce Investment Board, is providing specialized skills training for rural youth. The classes are three months in length and provide training in child development, computer software certification, certified nurse assistant, administration of justice and medical receptionist.

The classes are being offered in communities including Huron, Tranquillity, San Joaquin, Caruthers, Riverdale, Firebaugh and Mendota.

"Our partnerships are critical," Dr. Gornick said, "in assuring that our students are ready for the workplace and continued education. We're always on the lookout for new possibilities and opportunities-both for our students and our communities."

"In these difficult budget times," Dr. Gornick said, "West Hills will be working more closely than ever with partners throughout the region to assure that students have the best educational opportunities available. We will continue to move ahead and help find solutions to the challenges facing our cities, the region and our state," he concluded.

WEST HILLS PREPARES PSYCHIATRIC TECHNICIANS

A year of hard work and a lifetime of potential professional rewards are awaiting those who choose to train to become a psychiatric technician at West Hills College Coalinga and with the approval and start of a third class in the program it will be easier than ever for students to get training.

Students who graduate from the school's psychiatric technician program are eligible to take state licensing exams with the State of California Board of Vocational Nursing and Psychiatric Technicians and because of a shortage of trained workers around the state, jobs are readily available.

Currently there are 3,500 jobs unfilled and another 800 jobs will be added when a new state hospital opens in Coalinga in early 2005, according to Cynthia Davis, director of the West Hills' program.

Psych techs can expect to make about \$35,000 a year to start-or about \$18 to \$22 per hour, Davis said. Many of the jobs are offered by the state and offer exceptional benefit packages as well.

The first class of psychiatric technicians graduated from West Hills last August. Sixteen of the students have accepted positions at Atascadero State Hospital, four are now working at the state hospital in Porterville, two are continuing with schooling to become registered nurses, one will go to work for the Department of Corrections and one is working in the psychiatric unit at a Fresno hospital. Three are undecided on their future plans, Davis said.

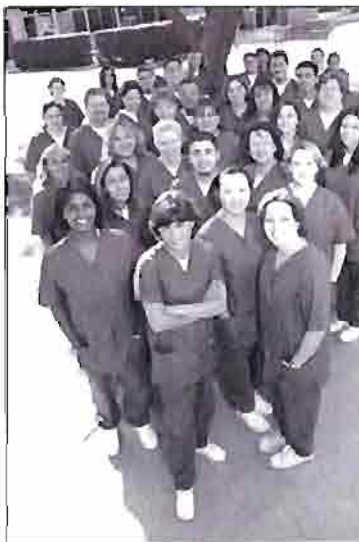
Applicants for the program qualify by passing English and math placement exams.

During the one-year training course, material covers information to prepare students for the state examinations that may qualify them for jobs. Applicants must also pass basic health screening and criminal records clearance.

During the one-year training, two days a week are spent in classroom study and the other three days are spent in clinical settings. In addition, many students are able to work in related fields on the weekends to help supplement their incomes. Currently, a number of students are working weekends at Atascadero State Hospital, Davis said. The hospital assists with housing and also pays the students.

Davis said applications are being accepted for future classes. Total costs associated with the West Hills' program are about \$2,000 including tuition, books and fees. Financial aid is available for those who qualify.

For more information on the psychiatric technician and other health career programs, call West Hills at 559-934-2760.



Psychiatric technician trainees at West Hills College Coalinga are in a one-year long program that will help qualify them for more than 800 jobs that will be available in Coalinga at the new California Department of Mental Health Hospital that is currently under construction.

OPPORTUNITIES AWAIT ADMINISTRATION OF JUSTICE STUDENTS

Students interested in a career in law enforcement or corrections and enrolled in classes at West Hills Community College District might find opportunities to practice what they study while they are still enrolled in classes at West Hills.

West Hills has a close association with law enforcement in communities in the district. Frank Sceenport, interim police chief for the City of Coalinga, is one of the instructors in the AOJ/Corrections program and John



John Bart, former chief of police in Sanger and Corcoran, works with students in Administration of Justice/Corrections classes in Coalinga. Bart was named instructor of the year by West Hills students this year.

Bart, who was recently voted by West Hills' students as instructor of the year, is the former chief in Corcoran and Sanger. Terry Davis, who is also a former police officer, heads the West Hills College Lemoore AOJ/Corrections program and a number of active law enforcement

officers teach classes at West Hills. Anira Whitehead, a former sheriff's department deputy with Coos County, Oregon, and jail manager with the San Bernardino Police Department heads the program in Coalinga.

Among the possible employers for West Hills' students:

- Coalinga State Hospital (California Department of Mental Health) scheduled to open in 2005 is now accepting applications from individuals who have successfully completed AOJ 50, which is offered at all West Hills campuses.
- A private organization, Tri-County Extradition, Inc., which contracts with local law enforcement entities to transport prisoners within the state, is also accepting applications for those who are 21 and have completed the P.C. 832 class.

Kings County Sheriff's Department has an on going recruitment for detentions officers to work in the Kings County jail system. Those hired must complete the P.C. 832 class within one year of being hired.

Each of the positions available in these agencies would allow West Hills students to earn work study credit if they are concurrently enrolled in West Hills classes.

In addition, Kings County is home to three major California Department of Corrections facilities (two in Corcoran and one in Avenal). Courses at West Hills offer students an opportunity to explore AOJ as a possible career option for these institutions.



WEST HILLS FORCED TO REDUCE BUDGET-POSITIONS ELIMINATED

Despite difficult budget times, West Hills Community College District continues to meet the needs of students and the communities it serves and is forging ahead with plans for growth and expansion.

"While much of our budget is dictated by the state," Chancellor Frank Gornick said, "we're still going to find ways to move forward. We're constantly seeking federal grants and private foundation money that will allow us to serve the needs of the residents of our district."

West Hills has been forced to cut its \$20 million budget by about 10 percent this fiscal year and expects a similar decrease next year. The state legislature is also expected to increase student tuition and fees from \$11 a unit to \$24 a unit this summer.

More than 80 percent of West Hills' students receive some sort of financial aid. Many are the first in their families to attend college and Gornick said that West Hills is committed to provide classes and services they need to complete their certificate and degree programs.

"We're getting leaner," he said. "We'll be forced to offer fewer class sessions so the times may be less convenient but we're still going to offer the classes our students need. Our summer sessions will actually be similar to last year in the number of course offerings."

As a result of budget reductions, West Hills eliminated 11 full-time nonteaching positions and three part-time positions. Six faculty positions were eliminated.

WEST HILLS COLLEGE NAMES ALUMNI OF THE YEAR

In a break with tradition, West Hills College has named a couple as alumni of the year. But, as far as traditions go, the couple is probably responsible for many at West Hills due to their involvement at the Coalinga campus.

Rhonda (Sweedner) and Imo Alo met while students at West Hills in the early 1980s where she was student body president and a cheerleader and he helped found the Polynesian Cultural Club on campus. They continued their educations after leaving West Hills but have made Coalinga their home—raising three children and remaining active supporters of the community and the college.

Originally from Laton, Rhonda played tennis and volleyball while at West Hills as a student in 1981 and 82. She went on to earn a bachelor's degree from Fresno Pacific. She was administrative assistant to the Coalinga-Huron superintendent of schools, and after receiving her bachelor's degree she taught at Avenal Elementary School. Over the years, she has served as a student activity and cheer advisor at both West Hills and with the Coalinga Oilers. She teaches English and has coached volleyball and softball at Coalinga High School for the past four years.

Her husband, Imo, arrived at West Hills from his hometown of Honolulu, Hawaii. He was an offensive lineman for two years for the Falcons, MVP, and earned first team all league honors. After his graduation in 1982, he coached football for West Hills and Coalinga High School and served for five years as the men's residence hall advisor. A correctional

officer at Pleasant Valley State Prison since 1994, he currently serves as the assistant varsity football coach, the assistant varsity volleyball coach and the head varsity softball coach at Coalinga High.

The couple says that West Hills brought them together—and then they chuckled while telling the story of how their relationship was cemented by a fire in the women's dorms their sophomore year. They witnessed a suspect leaving the area where the fire happened and were interviewed by the FBI.

They fondly reminisce about the good times at West Hills as well. "Our years at West Hills were the best years of our lives," Rhonda says. After they graduated they stayed on as employees at the college for a number of years. She served as an administrative assistant in Student Services and he was the residence hall manager for five years. They lived in the dorms during that time their oldest son spent his first three years there. Rhonda laughs when noting, "There was no shortage of baby-sitters."

Imo chuckles that he and the other 37 football players who came to West Hills at the same time were told that it was only a "hop, skip and a jump" to the ocean. He is quick to point out that he has been proud to make Coalinga his home and actually prefers it to Hawaii.

"Students complain about nothing to do," Rhonda says, "but we made our own fun." She said that every Sunday night was ice night in the gym and that the Associated Student Body sponsored regular dances.

They are excited about the things they currently see happening at West Hills. "The expansion is exciting and the online technology is amazing," she said.

They're also excited about the friendships they've formed.

"Faye (Mendenhall) has been my adopted mother," Imo said. He notes that she was a big part of the sports and leadership programs when he was a student. Mendenhall, a longtime instructor at the college, has served in many volunteer capacities including taking in residents of the women's residence hall when it burned.

The Alos were honored at West Hills College graduation ceremonies in Coalinga on May 23rd. They served as guest speakers at the commencement exercises.

Watching from the stands was their three children—Niko, Kami and Tori.

Their story of coming to West Hills from an ocean apart and building a life together might be best summarized as "once you come here, you can . . ."



Rhonda and Imo Alo, 2003 alumni of the year.

**Administrative Retreat
August 24, 2007 – 8:30 a.m.
Harris Ranch, North Ballroom**

AGENDA

8:30 a.m.	Retreat Begins	
	Introduction	Frank Gornick
9:15 a.m.	Workshop by Joe Zampi, Legal Counsel	Joe Zampi
	<ul style="list-style-type: none">• Implementing Working Conditions, the CBA's and Other Aspects of Interest• Evaluations	
10:15 a.m.	Faculty Retiree Eligibility	Jana Cox
	<ul style="list-style-type: none">• 5 Year Focus	
10:30 a.m.	Diversity Plan for Recruitment of New Faculty	Jana Cox Frank Gornick College Presidents Frances Squire
11:00 a.m.	Retirement Incentive for Administrators	Jana Cox
11:15 a.m.	Administrative Internships	Don Warkentin
11:30 a.m.	Organizational Changes	Frank Gornick
	<ul style="list-style-type: none">• Pedro Avila – Director of Institutional Effectiveness and Planning/Accreditation Liaison• Carole Goldsmith – Director of Workforce Development/ Title V/VTEA/Vocational Education• Susan Kincade – Dean of Learning Resources and Web Services• West Hills College Coalinga – changes to be announced by Willard Lewallen	
11:45 p.m.	Bridge Program	Willard Lewallen
12:00 noon	Lunch	
12:45 p.m.	Health Service Activities (MAA)	Don Warkentin
1:00 p.m.	Textbook/Bookstore Issues	Susan Kincade
1:15 p.m.	Employee Philanthropy Campaign	Barbara Cagarich
1:30 p.m.	Budget Update	Ken Stoppenbrink
2:00 p.m.	FTE Estimates/Targets	Darlene Georgatos Pedro Avila

Ken Stoppenbrink

~~2:45~~ p.m.

Analysis of Fall Enrollments v. Space Utilization

Frank Gornick

~~3:15~~ p.m.

Discussion of General Obligation Bonds

Frank Gornick

- Special Facilities Districts

~~3:45~~ p.m.

Marketing

Frances Squire
Barbara Caganich
College Presidents

- Dialogue Publication Deadlines for 2007-2008
- 75th Anniversary
- Victor Davis Hanson Event – September 22, 2007
- All Class Reunion/College Events – April, 2008

4:00 p.m.

Retreat Adjourns

WEST HILLS COMMUNITY COLLEGE DISTRICT
FACULTY AND STAFF DIVERSITY PLAN

1993-94, 1994-1995, 1995-1996

Faculty and Staff Diversity Advisory
Committee Members:

Frank Gornick, Superintendent/President
representing Administration, Management/Confidential

Barbara Littlejohn
Affirmative Action Officer

Veronica Grijalva
Clerical Assistant II, representing Classified
and Kings County Center

Cyndie Lowder
Library Technician, representing Classified at
Coalinga Campus

Darlene Georgatos
Registrar, representing Supervisors Unit

Marsha Tarver
DSPS Director/Counselor, representing Counseling,
Disabled Services, and Gender Equity

Faye Mendenhall
Instructor, representing Faculty

Tim Gomez
ASB President, representing Students

Vacant
representing the Community

West Hills College Lemoore presents
Annual Student Town Hall & Leadership Conference
Friday, March 19, 2010
9:00 AM - 3:00 PM
Conference Center, Room 253

The town hall and conference theme is:

- B** Building
- R** Roads to
- A** Achievement and
- V** Visionary
- O** Opportunities

Students will gather to discuss topics including student support services, facilities, and marketing. Discussions will focus on strengths, weaknesses, and creative solutions to improving the college environment and services to students.

Statewide and regional professionals will be addressing **cultural challenges affecting achievement and opportunities for future leaders**. The convening is open to anyone interested in bridging cultural-educational barriers. Noted experts and professionals will facilitate workshops in the following areas throughout the day:

- Share personal success stories of individuals who faced cultural challenges and transitions in education and career.
- Discuss managing and coping with cultural transitions faced in higher education.
- Identify and share information regarding support networks and discuss the integral role of student services to college success.
- Discuss strategies for managing physical and mental health issues developing from cultural, educational, or other personal life stressors while attending college.



Keynote Speaker

DAVID E. HAYES-BAUTISTA

**Professor of Medicine and
Director of the Center for the Study of
Latino Health and Culture, at the
David Geffen School of Medicine at
UCLA**

POSTER APPROVED
STUDENT SERVICES
[Signature]
DATE TO BE REMOVED

SEATING IS LIMITED – TO REGISTER CONTACT:
Vera Kennedy, Sociology Instructor, Library, Room 429 or call (559) 925-3696

WEST HILLS COMMUNITY COLLEGE DISTRICT
 FACULTY AND STAFF DIVERSITY PLAN
 1993-94, 1994-1995, 1995-1996

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WEST HILLS COMMUNITY COLLEGE DISTRICT
Faculty and Staff Diversity Plan

1993-94, 1994-1995, 1995-1996

I. Faculty and Staff Diversity Plan: Statement of Purpose

The West Hills Community College District is committed to the concept and principles of affirmative action in providing equal opportunity in education and employment for all persons and to prohibit discrimination based on race, sex, color, religion, age, national origin, disability, marital status, Vietnam-era veteran status, or sexual orientation. This commitment applies to every aspect of education and personnel policies and practices in employment, development, advancement, and treatment of employees, students and the general public.

The West Hills Community College District believes that in order to effectively address and comply with federal and state mandates and guidelines on affirmative action, the Board of Trustees, administration, faculty, and classified staff must recognize that faculty and staff diversity is a shared responsibility and must be held accountable for application and enforcement of the plan within their area of authority. This also applies to all regional areas of the West Hills Community College District which consists of the Coalinga Campus, Kings County Center at Lemoore, the Naval Air Station Lemoore Office, and the North District Center. It is through our combined efforts that the West Hills Community College District will achieve fairness and equity consistent with established affirmative action goals and objectives.

The West Hills Community College District will continue to make faculty and staff diversity efforts to ensure that the recruitment, screening, selection, hiring, and promotional processes are in accordance with principles of equal opportunity. In addition to employment, this plan shall also address the treatment of students on campuses and centers in accordance with district-wide affirmative action efforts.

II. Faculty and Staff Diversity Plan: General Description

A. RATIONALE AND INTENT

It is the obligation of the West Hills Community College District to promote understanding and appreciation of the diverse population within the community it serves as well as within its sphere of influence.

It is educationally sound for all students attending the college and its centers within the District to have available positive images provided by individuals from historically underrepresented groups and to observe that such individuals can assume responsibilities and diverse roles in our society.

By the adoption of this faculty and staff diversity plan, members of the Board of Trustees of the West Hills Community College District reaffirm their commitment to equal opportunities in employment and education. Therefore, the policies which govern this faculty and staff diversity plan are designed to promote recruitment, employment, and promotion of persons by giving consideration to race, color, religion, national origin, sex, age, disability, Vietnam-era veterans status, or sexual orientation.

The concept of affirmative action is one of applying good faith efforts to provide equal occupational and educational opportunity. This concept is an extension of procedures which West Hills Community College District has followed for some time. The intent is to assure equal employment and educational opportunities for all, but consideration is given to race, color, religion, national origin, sex, age, disability, Vietnam-era veteran status, or sexual orientation, through the process of education, dissemination of information, and the modification of existing practices. In many instances, employment opportunities in our society have not been as available to minorities and women as they have been to other citizens. Affirmative action, therefore, is both a legal and moral responsibility for all employers. For purposes of clarification, the term "affirmative action" can best be understood in relation to equal opportunity. Equal opportunity ~~is a condition, and affirmative action includes all the various~~ methods through which equal employment opportunity for all is made a reality. More specifically, the intention of the affirmative action program at West Hills Community College District is to ensure that persons from underrepresented groups are incorporated into the service of the District in all job categories and all job levels without diminishing work quality. In keeping with the law, the program affirms that efforts to bring about a better ethnic and sexual balance among employees shall not come into conflict with the concept of equal opportunity for all, that is, steps to increase opportunities for some must not result in discrimination against others.

B. DEFINITIONS

(Reference: Title 5 California Administrative Code Section 53001)

(a) Affirmative Action Employment Programs. "Affirmative action employment programs" means all the various methods by which equal employment opportunity and proportionate representation is to be achieved for qualified members of historically underrepresented groups.

(b) Faculty and Staff Diversity Plan. A "faculty and staff diversity plan" is a written document in which a district's work force is analyzed and specific result-oriented plans and procedures for achieving equal employment opportunity and proportionate representation of qualified members of historically underrepresented groups are set forth.

(c) Business Necessity. "Business necessity" means circumstances which justify an exception to the requirements of Section 53021 because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than does mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

(d) Equal Employment Opportunity. "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district.

(e) Ethnic Minorities. "Ethnic minorities" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, and Hispanics. A person shall be included in the group with which he or she identifies as his or her group, but may be counted in only one ethnic group. These groups shall be more specifically defined by the chancellor consistent with state and federal law.

~~(f) Goals and Timetables. "Goals and timetables" means projected~~ new levels of employment of historically underrepresented groups to be worked toward on a specific schedule, given the expected turnover in the work force and the availability of persons who are qualified to perform a particular job through appropriate training or experience or who will become so qualified within a reasonable length of time. Goals are not "quotas" or rigid proportions.

(g) Person with a Disability. "Person with a disability" means any person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is

regarded as having such an impairment. A person with a disability is "substantially limited" if he or she is likely to experience difficulty in securing, retaining, or advancing in employment because of such an impairment.

(h) Historically Underrepresented Group. "Historically underrepresented group" means any group for which the percentage of persons from that group in the applicable work force is not, and has historically been, significantly lower than the percentage that members of that group represent in the pool of persons who are determined by the Chancellor to be available and qualified to perform the work in question. The Board of Governors has determined that, on a statewide basis, ethnic minorities, women, and persons with disabilities are historically underrepresented groups.

(i) Reasonable Accommodation. "Reasonable accommodation" means the efforts made on the part of the employer to remove artificial or real barriers which prevent or limit the employment and upward mobility of persons with disabilities.

(j) Proportionate Representation. "Proportionate representation" means that the percentage of persons from a historically underrepresented group in the applicable work force is at least equal to the percentage that members of that group represent in the pool of persons who are determined by the Chancellor to be available and qualified to perform the work in question.

(k) In-house or Promotional Only Hiring. "In-house" or "promotional only" hiring means that only existing district employees are allowed to apply for a position.

(l) Screening or Selection Procedures. "Screening or selection procedures" means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

(m) Adverse or Disparate Impact. "Adverse impact" or "disparate impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure, and demonstrates a disproportionate negative impact on a historically underrepresented group as defined in subsection (h).

C. WEST HILLS COMMUNITY COLLEGE DISTRICT AFFIRMATIVE ACTION POLICY

1. Commitment. The West Hills Community College District Board of Trustees commits itself to nondiscrimination and affirmative action.

a. Nondiscrimination.

(1) No person shall be denied an educational, employment or related benefit because of the individual's race, color, religion, sex, national origin, age, marital status, disability, sexual orientation, or Vietnam-era veteran status.

(2) Nondiscrimination requires the elimination of discriminatory practices and conditions that may exist, whether intentional or inadvertent.

(3) This District shall monitor continuously and evaluate at specified times all educational and employment policies, procedures, and practices and shall take action to correct those that may unlawfully discriminate. Employment policies, procedures, and practices shall be consistent with the approved faculty and staff diversity plan.

b. Affirmative Action.

(Reference: Education Code Sections 87100-87107)

87100. Legislative findings, declarations and intent

"The Legislature finds and declares that:

(a) Generally, California Community Colleges employ a disproportionately low number of racial and ethnic minority classified and certificated employees and a disproportionately low number of women and members of racial and ethnic minorities in administrative positions.

(b) It is educationally sound for the minority student attending a racially impacted school to have available the positive impact provided by minority classified and certificated employees. It is likewise educationally sound for the student from the majority group to have positive experiences with minority people which can be provided, in part, by having minority classified and certificated employees at schools where enrollment is largely made up of majority group students. It is also educationally important for student to observe that females as well as males can assume responsible and diverse roles in society.

(c) Past employment practices created artificial barriers

and past efforts to promote additional action in the recruitment, employment, and promotion of women and minorities have not resulted in a substantial increase in employment opportunities for such persons.

(d) Lessons concerning democratic principles and the richness which racial diversity brings to our national heritage can be best taught by the presence of staff of mixed races and ethnic groups working toward a common goal.

It is the intent of the Legislature to establish and maintain a policy of equal opportunity in employment for all persons and to prohibit discrimination based on race, sex, color, religion, age, handicap, ancestry, or national origin in every aspect of personnel policy and practice in employment, development, advancement, and treatment of persons employed in the public school system, and to promote the total realization of equal employment opportunity through a continuing Affirmative Action Program. The Legislature recognizes that it is not enough to proclaim that public employers do not discriminate in employment but that effort must also be made to build a community in which opportunity is equalized. It is the intent of the Legislature to require educational agencies to adopt and implement plans for increasing the numbers of women and minority persons at all levels of responsibility."

87101. Definitions

For the purposes of this article:

(a) "Affirmative action employment program" means planned activities designed to seek, hire, and promote persons who are underrepresented in the work force compared to their number in the population, including handicapped persons, women, and persons of minority racial and ethnic backgrounds. It is a conscious, deliberate step taken by a hiring authority to assure equal employment opportunity for all staff, both certificated and classified. These programs ~~require the employer to make additional efforts to recruit, employ, and promote members of groups formerly excluded at the various levels of responsibility who meet statewide minimum qualifications, if any, and who, relative to local qualifications, are qualified or may become qualified through appropriate training or experience within a reasonable length of time. The programs should be designed to remedy the exclusion, whatever its cause. Affirmative action requires imaginative, energetic, and sustained action by each employer to devise recruiting, training, and career advancement opportunities which will result in an equitable representation of women and minorities in relation to all~~

employees of the employer.

(b) "Goals and timetables" means projected new levels of employment of women and minority racial and ethnic groups to be attained on an annual schedule, given the expected turnover in the work force and the availability of persons who are, relative to local qualifications beyond the statewide minimum qualifications, qualified, or may become qualified through appropriate training or experience within a reasonable length of time. Goals are not quotas or rigid proportions. They should relate both to the qualitative and quantitative needs of the employer.

(c) "Public education agency" means the office of the chancellor and the governing board of each community college district in California.

87102. Compliance affirmation; Record of Success to be Produced

The governing board of each community college district shall periodically submit to the Board of Governors of the California Community Colleges an affirmation of compliance with the provisions of this article. The affirmative action employment program shall have goals that ensure participation in, and commitment to, the program by district personnel, and timetables, for its implementation. The affirmative action plan shall include steps that the district will take in meeting and improving hiring goals for both full-time faculty and part-time faculty pursuant to Section 87482.6, and the development of the plan shall be a condition for receipt of allowances to that section.

The governing board of each community college district shall be held accountable pursuant to this article and other applicable provisions of law for the success or failure of its affirmative action employment program. The plans shall be a public record within the meaning of the California ~~Public Records Act [Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code].~~

(b) The governing board of each community college district shall publish and distribute a record of the success rate of measurable progress, with respect to its goals and timetables, in hiring employees through its affirmative action employment program. This publication shall be a public record within the meaning of the California Public Records Act, and shall include data and information specified by the board of governors.

87103. Assistance

The Office of the Chancellor of the California Community Colleges shall render assistance in developing and implementing affirmative action employment programs to community college districts under its jurisdiction.

87104. Requirements for use of funds

The Board of Governors of the California Community Colleges, out of funds appropriated for such purposes, (1) shall provide assistance to local community colleges in adopting and maintaining high quality affirmative action programs; (2) report to the Legislature regarding the number of districts which have adopted and are maintaining affirmative action programs, including the effectiveness of such programs in meeting the intent of this article; (3) develop and disseminate to public community college district guidelines to assist such agencies into developing and implementing affirmative action employment programs; and (4) shall establish a technical assistance team to review the affirmative action plan of each community college district which fails to make measurable progress in meeting the goals and timetables of its adopted plan. The technical assistance team shall recommend appropriate actions to assure reasonable progress in improving success rate. The board of governors shall prescribe those conditions necessary to assure reasonable progress and otherwise meet the legal requirements of affirmative action. The conditions may include the withholding of allowances made pursuant to Sections 87482.6 and 87107.

(b) The board of governors shall establish, by July 1, 1989, within the chancellor's office or through other means as deemed necessary, a major service function to assist community college districts in identifying, locating, and recruiting qualified members of underrepresented groups, and in establishing and maintaining effective affirmative action hiring procedures.

(c) The board of governors shall, by March 15, 1989, develop and adopt a systemwide plan for strengthening faculty and staff affirmative action policies and programs in the California Community Colleges.

87105. Rules and Regulations

The Board of Governors of the California Community Colleges shall adopt all necessary rules and regulations to carry out the intent of this article.

87106. Federal law

Any activities undertaken pursuant to this article shall be subject to provisions of Title VII of the Federal Civil Rights Act of 1964, and amendments thereto.

87107. Faculty and Staff Diversity Fund Establishment and Use of Money

(a) There is hereby created in the State Treasury a fund which shall be known as the Faculty and Staff Diversity Fund. The money in the fund shall be available to the board of governors upon appropriation by the Legislature for the purpose of enabling the California Community Colleges as a system to address the goal that by the year 2005 the system's work force will reflect proportionately the adult population of the state. For the purpose of administering this fund, the board of governors shall develop and apply availability data and factors for measuring district progress in contributing to this goal for the system. Also for the purpose of administering this fund, it is the intent of the Legislature that the board of governors take the steps which are necessary to reach the goal that by fiscal year 1992-93, 30 percent of all new hires in the California Community Colleges as a system will be ethnic minorities.

(b) By December 1, 1993, the board of governors shall report upon and assess the extent to which the California Community colleges as a system have met or begun to meet the goals specified in this section. The report shall include conclusions regarding any necessary revisions to these goals. Unless provided otherwise by the Legislature by statute, the board of governors may, on or after September 30, 1994, adopt regulations to revise these goals.

(c) The board of governors shall utilize up to 25 percent of the fund to do all of the following:

(1) Reimburse districts for the costs of publishing, ~~distributing, and reporting affirmative action success~~ rates as provided in Section 87102.

(2) Reimburse district for the cost of preparing and updating affirmative action plans.

(3) Carry out the assistance, service, monitoring, and compliance functions specified in Section 87104.

(d) The remainder of the fund shall be allocated to districts, in accordance with regulations of the board of governors, to provide for extended outreach and recruitment

of underrepresented groups, for incentives to hire members of underrepresented groups, for in-service training, and for other related staff diversity programs.

(e) It is the intent of the Legislature that the board of governors in administering this fund, shall, pursuant to the provisions of this article, give funding priority and shall afford flexibility and discretion in the use of these funds to districts which have made or are making reasonable progress in contribution to the achievement of the goals of this fund.

D. DUTIES AND RESPONSIBILITIES OF AFFIRMATIVE ACTION OFFICER

The West Hills Community College District will have an Affirmative Action Officer responsible for the district. The Affirmative Action Officer of the District is responsible for the overall implementation of the Faculty and Staff Diversity Plan and shall work in conjunction with the Faculty and Staff Diversity Advisory Committee and the Superintendent/President or designee of the West Hills Community College District to carry out the goals and objectives of the program.

The Affirmative Action Officer is responsible to the Superintendent/President of the West Hills Community College District and shall administer and coordinate the Affirmative Action Program. Responsibilities may include, but not necessarily be limited to the following:

1. Develop and disseminate the Faculty and Staff Diversity Plan statements and programs.
2. Identify affirmative action problem areas.
3. Assist management and supervisory personnel in arriving at solutions to affirmative action problems.
4. Design and implement an audit and reporting system that will:
 - ~~a. Measure effectiveness of the District Affirmative Action Programs.~~
 - b. Indicate need for remedial action.
 - c. Develop goals and objectives based on recommendations from administration, faculty, and classified staff, and the Faculty and Staff Diversity Advisory Committee.
 - d. Determine the degree to which goals and objectives have been attained.

- e. Assure that the District is in compliance with federal and state guidelines, executive orders, etc.
 5. Serve as liaison to minority organizations, community action groups, disabled and women's organizations concerned with employment opportunities and Affirmative Action.
 6. Keep current on all federal, state, and local laws concerned with affirmative action and keep the Superintendent/President or designee, Advisory Committee, and district personnel informed of the latest developments in affirmative action.
 7. Develop, implement, and audit methods of effective recruitment, screening and interviewing, review job descriptions, selection, training, retraining, transfer and promotion practices, and evaluation of employees to comply with equal employment laws.
 8. Review the qualifications of all employees to ensure that minorities, women, and other affected classes are given full opportunities for transfers and promotions.
 9. Conduct regular discussions with administrators, managers, supervisors, faculty, and classified staff to ascertain that the District Affirmative Action Program is being followed.
 10. Prepare an annual written report to the Board of Trustees and college staff to be presented at a regularly scheduled meeting. The report shall include but not be limited to:
 - a. progress towards goals and timetables
 - b. problems identified and solutions carried out
 - c. current problem areas
 11. Serve as Chairperson of the Faculty and Staff Diversity Advisory Committee.
-
12. Conduct active personnel recruitment efforts with county board organizations, private industry, professional organization, colleges, universities, and other identified recruitment target areas.
 13. Make periodic reports to the Chancellor's Office, state and federal compliance agencies as necessary.
 14. Keep current on equal employment opportunity developments and inform administration how any changes of emphasis might affect district hiring practices.

15. Maintain a District Faculty and Staff Diversity Advisory Committee, as outlined and directed by the Superintendent/President and Board of Trustees, consisting of diversified representation.
16. Update all recruitment and selection processes (recruitment, interviews, job description, transfer and promotion practices etc.) eliminating any artificial barriers and non-job-related selection procedures.
17. Affirmative Action Officer or designee shall attend all selection committee meetings, paper screenings, and interviews.

III. FACULTY AND STAFF DIVERSITY PLAN: PROCEDURES FOR IMPLEMENTATION

A. RESPONSIBILITY

(Reference: Title 5 California Administrative Code Sections 53020-53024)

53020. Responsibility; Delegation of Authority; Complaints

(a) The governing board of each community college district is ultimately responsible for proper implementation of this Subchapter at all levels of district and college operation and for making measurable progress toward the goals established in the district's faculty and staff diversity plan. In carrying out this responsibility, the governing board, upon the recommendation of the chief executive officer, shall ensure that an affirmative action officer is designated to oversee the day-to-day implementation of the requirements set forth in this Subchapter.

(b) The administrative structure created by any delegation of authority to the affirmative action officer or others shall be described in the district's faculty and staff diversity plan submitted pursuant to Section 53003 and shall be designed in such a manner so as to ensure prompt and effective implementation of the requirements of this Subchapter. The plan shall also designate a single officer, who may be the affirmative action officer, who shall be given authority and responsibility for receiving complaints filed pursuant to Section 53026, for ensuring that such complaints are promptly and impartially investigated, and ensuring that selection procedures and the applicant pool are properly monitored as required by Sections 53023 and 53024.

(c) Any organization or individual, whether or not an employee of the district, who acts on behalf of the governing board with regard to the recruitment and screening of personnel is an agent

of the district and is subject to all of the requirements of this Subchapter.

B. RECRUITMENT

(Reference: Title 5, California Administrative Code Section 53021)

53021. Recruitment

(a) Community college districts shall undertake a program of verifiable affirmative action recruitment of qualified members of historically underrepresented groups in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, the chief executive officer and all other executive/administrative/managerial positions.

(b) "In house or promotional only" recruitment shall not be used to fill any new opening except when:

- (1) The pool of eligible district employees has achieved proportionate representation and the district has an upward mobility program which is included in the faculty and staff diversity plan approved by the Chancellor;
- (2) The position is being filled on an interim basis (not to exceed one year) to allow for full and open recruitment; or
- (3) Justified by "business necessity" as defined in Section 53001 (c).

(c) If a district believes justification exists for use of the "business necessity" exception, it shall so notify the Faculty and Staff Diversity Advisory Committee established pursuant to Section 53005 and the Chancellor at least ten (10) working days prior to offering the position to a candidate.

(d) Even where in-house or promotional only recruitment is permitted pursuant to subsection (b), all qualified district employees shall be afforded the opportunity to apply.

(e) For purposes of this section, a new opening is not created when:

- (1) There is a reorganization or series of transfers that does not result in a net increase in the number of employees;
- (2) A position which is currently occupied by an incumbent

and is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;

(3) The faculty in a division or department elect one faculty member to serve as a chairperson for a prescribed limited term; or

(4) The position is filled by a temporary appointment using recruitment procedures authorized by other provisions of law.

C. HIRING PROCEDURES

The West Hills Community College District Superintendent/ President and College Council, in conjunction with the Director of Personnel Services and/or the Affirmative Action Officer have developed specific "Hiring Procedures" which are to be followed for all permanent full-time and part-time positions. These procedures are included as appendices to this plan.

D. JOB ANNOUNCEMENTS

(Reference: Title 5 California Administrative Code Section 53022)

53022. Job Announcements and Required Qualifications

Job Announcements shall state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For faculty and administrative positions, job requirements shall include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students. Job specifications, including any "desired" or "required" qualifications beyond the state minimum qualifications (set forth in Subchapter 4, commencing with Section 53400 of this Chapter) which the district wishes to utilize, shall be reviewed before the position is announced, to ensure conformity with the requirements of this Subchapter and state and federal nondiscrimination laws.

E. APPLICANT POOL

(Reference: Title 5 California Administrative Code Section 53023)

53023. Applicant Pool

(a) All applicants shall be given an opportunity to identify themselves as being a member of a historically underrepresented group when their application is submitted. This information shall be kept confidential and shall be used only in research, validation, monitoring, evaluating the effectiveness of the district's affirmative action employment program, or any other

purpose specifically authorized in this Subchapter, or by any applicable statute or regulation.

(b) After the application deadline has passed, applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. Before the selection process begins, the composition of the qualified applicant pool shall be analyzed to ensure that the goals established in the district's faculty and staff diversity plan may be furthered and that members of historically underrepresented groups are not adversely impacted. If this is not the case, the chief executive officer or his or her designee shall take effective steps to address the adverse impact before the selection process is begun. Such steps may include, but are not limited to:

(1) the deadline is extended and additional recruitment focused on historically underrepresented groups is undertaken;

(2) applicants from historically underrepresented groups who were initially screened out because they failed to meet locally established "desirable or preferred" qualifications beyond the state minimum qualifications are included in the applicant pool where such applicants may be expected to meet these additional qualifications through appropriate training or experience within a reasonable length of time.

(3) locally established qualifications beyond state minimum qualifications are modified or removed and the application deadline is extended.

(c) If adverse impact persists after taking steps required under subdivision (b), the selection process may proceed only if:

(1) the job announcement does not require qualifications beyond the statewide minimum qualifications;

(2) locally established qualifications beyond state minimum qualifications, if any, are shown to be job related and ~~consistent with business necessity through a process meeting~~ the requirements of federal law; or

(3) the particular requirements beyond statewide minimum qualifications which are used in the job announcement are among those which the Board of Governors has found to be job-related and consistent with business necessity throughout the community college system.

F. SCREENING

(Reference: Title 5 California Administrative Code Section 53024)

53024. Screening or Selection Procedures

(a) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

(1) provided to the Chancellor upon request;

(2) designed to ensure that for faculty and administrative positions, consideration is given to the extent to which applicants have a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;

(3) based solely on job-related criteria, provided that, when a particular candidate who meets the minimum qualifications for the job is also a member of a historically underrepresented group, this membership may be taken into account as one factor in the final selection process where this would further achievement of the goals set forth in the district's faculty and staff diversity plan; and

(4) designed and monitored to ensure that they do not have an adverse impact on members of historically underrepresented groups.

(b) If monitoring pursuant to subsection (a) (4) reveals that any selection technique or procedure has adversely impacted any historically underrepresented group, the chief executive officer or his/her designee shall suspend the selection process, and timely and effective steps shall be taken to remedy the problem before the selection process resumes. The affirmative action officer, or other official charged with responsibility for monitoring selection procedures, may assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed. Where necessary, the position may be re-opened at any time and a new selection process initiated in a way designed to avoid adverse impact.

(c) A district may not designate or set aside particular positions to be filled by members of any group defined in terms of race, ethnicity, gender, age, disability, or any other characteristic which would result in discriminatory treatment prohibited by state or federal law. Nor may a district apply goals set forth in the district's faculty and staff diversity plan in a rigid manner which has the purpose or effect of so discriminating.

(d) Seniority or length of service may be taken into consideration only to the extent it is job related, is not the sole criterion, and is included in the job announcement consistent with the requirements of Section 53022.

(e) Selection testing for employees shall follow procedures as outlined in Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."

(f) Selection committees shall include members of historically underrepresented groups whenever possible.

(g) Notwithstanding any other provision of this Division, the governing board or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and order further review by the screening committee or reopening of the position where necessary to further achievement of the goals established in the faculty and staff diversity plan. However, consistent failure to select qualified candidates from historically underrepresented groups who are recommended by screening committees shall constitute a violation of Section 51010 of this Division.

G. PERSONS WITH DISABILITIES

(Reference: Title 5 California Administrative Code Section 53025)

53025. Persons with Disabilities

(a) By July 1, 1992, each community college district shall establish goals and timetables for hiring and promotion of persons with disabilities, provided that data on the availability of persons with disabilities who are qualified for employment by community colleges is furnished by the Chancellor.

(b) For academic year 1992-93, and each year thereafter, districts shall monitor for adverse impact on persons with disabilities ~~consistent with the requirements of Sections 53004, 53023, and 53024~~ and shall report on the number of persons with disabilities who are employed by the district pursuant to Section 53004.

(c) Community college districts shall ensure that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code Sections 11135 et seq., and Section 504 of the Rehabilitation Act of 1973. Such accommodations may include, but are not limited to, job site modifications, job restructuring, flexible scheduling, adaptive equipment, and auxiliary aids such as readers, interpreters, and notetakers. Such accommodations may be paid for with the faculty

and staff diversity funds provided pursuant to Article 3 (commencing with Section 53030) of this Subchapter.

H. AFFIRMATIVE ACTION COMMITMENT

1. All employment practices, including selection, assignment, promotion, transfer, demotion, or termination decisions, shall be based on job-related factors which include qualifications and capabilities. Seniority shall be considered as required by law. The goals of the Affirmative Action Program shall also be designed to meet the special needs and aspirations of protected groups, students and the community in counseling, bilingual/multicultural education, and school-staff mobility. Bilingual/multicultural education may also include multilingual.

2. To effectuate its affirmative action commitment, the West Hills Community College District shall seek to hire and retain employees whose backgrounds and abilities add to the cultural diversity of the institution, and who can act as positive role models.

- a. Review procedures to eliminate any unlawful discriminatory practices.
- b. Display State Department of Fair Employment and Housing and Equal Employment Opportunity Commission posters where applicants and interviewers are likely to see them.
- c. Eliminate sex-stereotyped job titles.
- d. Whenever possible, assign persons with bilingual skills to provide service to non-English-speaking persons or limited-English-speaking ability persons.
- e. In a reduction in force situation, examine programmatic needs in a very comprehensive manner to ensure protected group members are retained in employment whenever possible.

I. AGENTS

[Reference: Title 5 California Administrative Code Section 53020 (c)]

See Page 11 of this document.

J. PERSONNEL POLICIES

Personnel policies comply with equal opportunity laws and guidelines.

1. Salary and Benefit Plan.

- a. Fixed salary schedules for administrative and faculty positions are based on responsibilities, experience, and education.
- b. Fixed salary schedules for classified and temporary hourly staff are based on an analysis of similarities of job responsibilities and requirements including experience and education.
- c. Salary policies are made available to all employees and prospective applicants for employment.
- d. District-provided fringe benefit plans do not operate to discriminate based on sex.

2. Leave Policies

- a. The granting of leaves, including paid or unpaid leave for educational or professional purposes, illness, disability, vacation, and personal necessity is nondiscriminatory.
- b. Women employees, regardless of marital status, are eligible for district approved disability benefits during the period of time they are physically disabled and unable to work as a result of pregnancy. A physical disability arising out of pregnancy is considered to be and is treated the same as any other disability under those benefits and policies provided by the District which may include accrued sick leave pay, vacation, and substituted difference pay. Any other leave time requested associated with pregnancy or childbirth is treated under Subsection 2-c below.
- c. The District may grant both men and women employees, in addition to other leaves provided by policy, personal ~~leaves of absence without pay for reasonable periods~~ for child caring and/or preparation of childbirth. Requests for personal leaves of absence specify the length of the leave, giving a definite date of return to work. For certificated teaching staff where the need for a personal leave of absence without pay may be anticipated in advance, leaves are granted recognizing the employee's needs, yet maintaining the continuity and continuation of the courses being taught.

3. Policy on Employment of Relatives

The policy on employment of relatives does not operate to violate the intent of the Plan which provides that affirmative action be taken to recruit and place minority persons. Similarly, the policy is not applied unilaterally to deny employment to persons of one sex. Where a practice of providing for employment of relatives has operated to exclude people based on race, such practices are contrary to the intent of the law. Policies or practices which prohibit or have an adverse impact upon one sex or the other are in violation of the law. The Board policy concerning the employment of relatives allows for employment of members of the same family but prohibits such employment when the Superintendent/President or designee determines that such employment would result in a potential conflict of interest in the performance of job duties and responsibilities. See West Hills Community College District Board Policy.

K. SPECIAL STAFF TRAINING AND PARTICIPATION

Education and training play a vital role in affirmative action.

1. Staff Training Equal opportunity is a fundamental and continuing staff responsibility. Since it is the knowledge, attitude, motivation, and personal involvement of the staff that will ensure success of the Faculty and Staff Diversity Plan, education and orientation of staff are provided for a part of the Plan.

a. Regular Meetings On at least an annual basis, Faculty and Staff Diversity Plan progress is reviewed during meetings of the Board of Trustees, faculty, administrative and classified staff, and students. To the fullest extent possible, staff and board members are responsible for the development of equal opportunity goals, objectives, and programs through discussion and planning in such meetings.

b. Training Seminars and Meetings Attendance by staff at seminars and training workshops designed to improve understanding of equal opportunity policy and affirmative action is encouraged. West Hills Community College District Faculty and Staff Diversity Advisory Committee will provide those involved with screening and selection processes training in equal opportunity and affirmative action guidelines on a regular basis.

2. Upward Mobility Program Training and Development of Employees

Operation of the West Hills Community College District will use those training programs which provide the most meaningful

opportunities for preparation of employment and advancement.

- a. Preparation for Entry-Level Classified and Certificated Positions:
 - (1) Special hiring programs in entry-level positions where future, regular employment opportunities may be anticipated are undertaken.
 - (2) Through vacation replacement, seasonal employment and leaves of absence individuals are provided with opportunities to gain practical experience qualifying for future, regular positions.
- b. Preparation for Advancement/Promotion for Classified and Certificated Positions.
 - (1) Preparation for advancement into specialized, technical, professional and management positions is encouraged.
 - (2) Abilities and experience necessary for promotions to management, supervisory, professional, technical, clerical, semi-skilled and skilled positions are developed by on-the-job-training, vacation relief and special assigned work projects.
- c. Preparation for Faculty Positions
 - (1) Higher degree-granting institutions seeking to provide their graduates with internship and other educationally-related experiences are encouraged to utilize the District as a possible resource.
 - (2) Opportunities are given to staff to participate in conferences, professional meetings and committees to gain experience, knowledge and skills wherever possible.
- d. Supplemental Education

Participation in educational and training programs is encourage and made known to employees.
- e. Professional Associations

Employees are encouraged to participate in professional organizations where such participation will contribute to their advancement and competency.

L. COMMUNITY AFFAIRS

The District will maintain an active program of community involvement and support. The District will provide for active participation in community affairs and will maintain positive and cooperative relations with underrepresented groups and community organizations covered under its Faculty and Staff Diversity Plan. Being small in enrollment, but large in rural areas, West Hills

Community College District must seek out the few community organizations that do exist.

M. STUDENT RECRUITMENT, PLACEMENT, RETENTION SERVICES AND PROGRAMS

All student support services are operated in compliance with the District's equal opportunity and affirmative action policies.

1. Recruitment and Retention

Student outreach programs are developed to recruit disadvantaged and underrepresented students. In considering recruitment techniques and formulating programs, affirmative action efforts are included.

- a. Special programs such as extended opportunity programs and services, disabled student programs, re-entry, single parent, career placement, and disadvantaged vocational student programs are all programs which are intended to improve equal opportunity and are part of our Affirmative Action Program.
- b. Emphasis is placed on ensuring that disadvantaged and underrepresented students learn of and are encouraged to undertake educational programs which they might not have undertaken in the past. Emphasis is placed on assisting women students to become aware of and involve in educational programs leading to occupations other than those traditionally available to women.

2. Service to Students

Student services such as counseling, financial aid, the Learning Resource Center, placement services, and tutoring are or will be made available to all students. Priority is given as necessary to disadvantaged students enabling them to complete their educational programs in the District. For example, West Hills Community College District allows for priority registration to DSPS and EOPS students.

3. Awareness Programs

Social and cultural awareness programs are offered throughout the year to promote district-wide understanding and support the efforts of minority groups and women. West Hills Community College District will continue to offer workshops, guest speakers, teleconferences, and video tapes on social and cultural awareness programs.

4. Curriculum

Curriculum in the West Hills Community College District includes courses on political, social, economic, historical and cultural backgrounds of minority groups and women. A list of courses which pertain exactly to minority groups and women is as follows:

Social Science 32A-Cultural History of the Chicano
Social Science 32B-Cultural History of Black Americans
Social Science 32C-Women's Studies
History 32A-Cultural History of the Chicano
History 32B-Cultural History of Black Americans
Social Service 11-Understanding the Disadvantaged Client
Social Service 12-Cultural Factors in Employment Counseling

In addition to these courses that pertain exclusively in these areas, numerous other courses present major section or modules regarding social, economic, historical, and/or cultural backgrounds of minority groups and women. A list of these courses is as follows:

Business 18-Business Law
Business 20-Introduction to Business
Business 29-Techniques of Management
Business 32-Small Business Management
Business 34-Marketing
Business 35-Personnel Management
Business 37-Human Relations in Business

5. Scholarship Programs

Scholarship programs controlled by the District comply with the equal opportunity policy. Additional scholarships are to be sought to provide financial assistance to disadvantaged students.

6. Student Programs

Student operated and controlled programs, publications, and activities are covered under the equal opportunity policy.

7. Cooperative Career Education

A cooperative Career Education Program encourages students to gain practical work experience as part of their college curriculum. West Hills Community College District will continue to conduct CWEE courses.

N. DISTRICT FACILITIES, ACTIVITIES AND PROGRAMS

The District prohibits any practice which tends to segregate employees or students based upon race, age, sex, ethnicity, disability, sexual orientation, or Vietnam-era veteran as might

arise in the planning or use of District facilities, activities, and committees. The District openly encourages all employees and students to participate fully in the affairs and activities of the District.

Where the District identifies problems that tend to segregate or inhibit full employment and educational opportunities, solutions to such problems are to be sought by the Faculty and Staff Diversity Advisory Committee.

O. PURCHASING POLICY

It is the policy of the District to ensure the minority owned and/or operated businesses have an equal opportunity to do business with the District. Additionally, the District seeks to do business with vendors complying with equal opportunity laws and guidelines.

P. DISABLED

1. The District shall make reasonable accommodation for the disabled applicant or employee. (Title 5, Regulations of the California Administrative Code, Section 53025)

2. Disabled (formerly referred to as handicapped) person(s) means any person who (a) has a physical or mental impairment which substantially limits one or more major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment. Reasonable accommodation is defined as efforts made on the part of the employer to remove artificial or real barriers, which prevent or limit the employment and upward mobility of disabled persons. Accommodations may include but are not limited to the provision or modification of equipment and assistive devices, modified work schedules, and job restructuring as well as job site modification.

3. (Reference: Title 5 California Administrative Code Section 59306)

59306. Visitor Parking for Persons with Disabilities

(a) Each community college district shall, consistent with the requirements of Education Code Sections 66260 and 67311.5, provide visitor parking at each of its colleges or centers at no charge to persons with disabilities or those providing transportation for such persons.

(b) For purposes of this section, "persons with disabilities" are those who:

(1) qualify as disabled persons pursuant to Section

22511.5 of the Vehicle Code; or

(2) if they were students, would be entitled to special parking provided to students with disabilities pursuant to Subchapter 1 (commencing with Section 56000) of Chapter 7 of this Division.

(c) Parking at no charge shall be available to persons with disabilities who are visitors, and those providing transportation to such persons, in those parking facilities which are most accessible to administrative offices, libraries, and other facilities which the district finds are most used by visitors.

(d) Each community college district shall post in conspicuous places notice that parking is available without charge to persons with disabilities who are visitors and those providing transportation for such persons.

(e) When parking provided pursuant to this section is located in an area where access is controlled by a mechanical gate, the district shall ensure that accommodations are made for persons with disabilities who are unable to operate the gate controls. Accommodations may be provided by an attendant assigned to assist in operation of the gate or by any other effective means deemed appropriate by the district.

(f) Parking fees collected pursuant to Education Code Section 72247 shall be used to offset any costs resulting from compliance with the requirements of this section.

4. The West Hills Community College District requests candidates to indicate on the job application if they need accommodation for the disabled in the job interview.

5. The West Hills Community College District DSPS Program plans to obtain grant money with possible matching funds by the District to make the facilities more accessible to the disabled.

Q. SEXUAL HARASSMENT

(Reference: Title 5 California Administrative Code Section 59307)

59307. Sexual Harassment and Sex Discrimination

The governing board of each community college district shall ensure that all persons, regardless of their sex, are afforded equal rights and opportunities in programs and activities conducted by colleges in the district. The district shall comply with all requirements of Chapter 2 (commencing with Section 200)

of Division 1 of Title 1 of the Education Code, which is commonly referred to as the Sex Equity in Education Act. Complaints alleging sexual harassment or discrimination on the basis of gender prohibited by that Act shall be filed and investigated pursuant to the procedures set for in this subchapter.

Also, refer to West Hills Community College District Board Policy on sexual harassment.

R. AFFIRMATIVE ACTION OFFICER

The Superintendent/President is responsible for ensuring affirmative action and equal employment opportunity. He/She may designate an Affirmative Action Officer who will oversee recruitment, selection, and interviewing in an effort to improve representation of ethnic minority groups, women, and the disabled.

Also refer to Page 9 of this document for duties and responsibilities of Affirmative Action Officer.

S. DISSEMINATION

1. Internal. The Faculty and Staff Diversity Plan shall require that all District employees be apprised of the equal employment opportunity/affirmative action policy.

2. External. The Faculty and Staff Diversity Plan shall require that a written notice be provided at least annually to various community organizations concerning the District's Affirmative Action Policy and to solicit their assistance in recruiting ethnic minority, female, disabled, and Vietnam-era veteran candidates.

3. General

(a) The principles of the District's Faculty and Staff Diversity Plan should be disseminated to all work units.

(1) A letter from the Superintendent/President reaffirming the District's commitment to affirmative action shall be sent to all employees at the beginning of each school year.

(b) Meetings with administrators and other supervisory personnel to explain the intent of the Plan and individual responsibility for its implementation shall be conducted by the Affirmative Action Officer.

(c) Meetings shall be held with officials of all employee organizations, informing them of the Faculty and Staff Diversity Plan and enlisting their cooperation.

(d) An affirmative action statement and federal and state EEO posters shall be posted in the administration buildings and instructional offices and student support services areas.

(e) A list of recruiting sources, agencies, and professional organizations shall be maintained and enhanced as a basic aid in the recruitment of minority groups, women, and other affected classes.

(f) The Faculty and Staff Diversity Plan shall be distributed to various agencies, including employment sources and commercial establishments, and specifically to those with which the District conducts business.

(g) Annual reports assessing the progress made under the Faculty and Staff Diversity Plan shall be given to the Board of Trustees.

(h) Additional procedures of dissemination, as appropriate, shall be developed by the Affirmative Action Officer in association with the Faculty and Staff Diversity Advisory Committee.

(i) Reports shall be submitted to the Chancellor's Office, as appropriate.

(j) Equal opportunity posters shall be posted on bulletin boards regularly viewed by students, employees and applicants for employment.

(k) District publications shall include statements concerning the equal opportunity and affirmative action policies. Employees and students featured in District publications shall include both underrepresented persons and women.

T. COMPLAINT PROCEDURES

(Reference: Title 5 California Administrative Code Section 53026)

53026. Complaints

Each community college district shall establish a process permitting any person to file a complaint alleging that the requirements of this Subchapter have been violated. A copy of the complaint shall immediately be forwarded to the Chancellor who may require that the district provide a written investigative report within ninety (90) days. Complaints which also allege discrimination prohibited by Government Code Sections 11135 et seq. shall be processed according to the procedures set forth in

Subchapter 4 (commencing with Sections 59300) of Chapter 10 of this Division.

An employee, applicant for employment, or student of the West Hills Community College District may file a complaint with the District Affirmative Action Officer based on alleged discrimination because of race, color, religion, sex, national origin, age, marital status, disability or Vietnam-era veteran status which meets the following requirements (Reference: Title 5 California Administrative Code Sections 59328-59342):

59328. Complaint

(a) An investigation of alleged unlawful discrimination prohibited by this Subchapter will be initiated by filing a complaint which meets the following requirements:

(1) The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination or by one who has learned of such unlawful discrimination in his or her official capacity.

(2) The complaint shall be filed with the Chancellor of the California Community Colleges or with the officer designated pursuant to Section 59324 by the appropriate community college district.

(3) The complaint shall be in a form prescribed by the Chancellor.

(4) The complaint shall be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination.

(b) Districts shall establish procedures for attempting to resolve charges of unlawful discrimination which shall be a prerequisite to filing a complaint pursuant to this chapter. Such procedures shall be limited to thirty (30) days.

59329. Complaints Filed with Chancellor

Upon receiving a complaint filed pursuant to Section 59328, the Chancellor will immediately forward a copy of the complaint to the appropriate community college district responsible officer who shall respond pursuant to Section 59322 or initiate the investigation required by Section 59334.

59330. Notice to Chancellor

Immediately upon receiving a complaint filed in accordance with Section 59328 the district shall notify the Chancellor of the complaint in a form and manner determined by the Chancellor.

59332. Defective Complaint

When a district receives a complaint which it finds does not meet the requirements of Section 59328 that district shall immediately notify the complainant that the complaint does not meet the requirements of Section 59328 and shall specify in what requirement the complaint is defective.

59334. District Investigation

Upon receiving a complaint which is properly filed in accordance with Section 59328, the district will commence an impartial fact-finding investigation of that complaint and notify the complainant and Chancellor that it is doing so. The results of the investigation shall be set forth in written report which shall include at least all of the following:

(a) a description of the circumstances giving rise to the complaint;

(b) a summary of the testimony provided by each witness, including the complainant and any witnesses identified by the complainant in the complaint;

(c) an analysis of any relevant data or other evidence collected during the course of the investigation;

(d) a specific finding as to whether discrimination did or did not occur with respect to each allegation in the complaint; and

(e) any other information deemed appropriate by the district.

59336. Administrative Determination

Within ninety (90) days of receiving a complaint, the district shall complete its investigation and forward all of the following to the complainant:

(a) a copy or summary of the investigative report required pursuant to Section 59334;

(b) a written notice setting forth:

(1) the determination of the chief executive officer or his/her designee as to whether discrimination did or did not occur with respect to each allegation in the complaint;

(2) a description of actions taken, if any, to prevent similar problems from occurring in the future;

(3) the proposed resolution of the complaint; and

(4) the complainant's right to appeal to the district governing board and the Chancellor pursuant to Section 59338.

59338. Final District Decision; Appeals

(a) If the complainant is not satisfied with the results of the administrative determination pursuant to Section 59336, the complainant may, within fifteen (15) days, submit a written appeal to the district governing board. The governing board shall review the original complaint, the investigative report, the administrative determination, and the appeal and issue a final district decision in the matter within forty-five (45) days after receiving the appeal. A copy of the final district decision rendered by the governing board shall be forwarded to the complainant and to the Chancellor. The complainant shall also be notified of his or her right to appeal this decision pursuant to this section. If the governing board does not act within forty-five (45) days the administrative determination shall be deemed approved and shall become the final district decision in the matter.

(b) In any case not involving employment discrimination, the complainant shall have the right to file a written appeal with the chancellor within thirty (30) days after the governing board issues the final district decision or permits the administrative determination to become final pursuant to subsection (a). Such appeals shall be processed pursuant to the provisions of Article 4 (commencing with Section 59350) of this subchapter.

(c) In any case involving employment discrimination, the complainant may, at any time before or after the final district decision is rendered, file a complaint with the Department of Fair Employment and Housing. In addition, in such cases, the complainant may file a petition for review with the Chancellor within thirty (30) days after the governing board issues the final district decision or permits the administrative determination to become final pursuant to subsection (a). The Chancellor shall have discretion to accept or reject any such petition for review in employment discrimination cases. If the Chancellor agrees to accept the case, he/she may:

(1) attempt to informally resolve the matter pursuant to Section 59354;

(2) where applicable, treat the complaint as an allegation that the district has violated the provisions of Subchapter 1

(commencing with Section 53000) of Chapter 4 of this Division; or

(3) take any other action deemed appropriate by the Chancellor.

59340. Forward to Chancellor

Within 150 days of receiving a complaint, the district will forward the following to the Chancellor:

(a) the original complaint;

(b) the report required pursuant to Section 59334 describing of the nature and extent of the investigation conducted by the district;

(c) a copy of the notice sent to the complainant pursuant to Section 59336(b);

(d) a copy of the final district decision rendered by the governing board or a statement indicating the date on which the administrative determination became final pursuant to Section 59338(a);

(e) a copy of the notice to the complainant required pursuant to Section 59338(a); and

(f) such other information as the Chancellor may require.

59342. Extensions; Failure to Comply

(a) If a district, for reasons beyond its control, is unable to comply with the 150-day deadline specified in Section 59340 for submission of materials to the Chancellor, the district may file a written request that the Chancellor grant an extension of the deadline. The request shall be submitted no later than ten (10) days prior to the expiration of the deadline established pursuant to Section 59340 and shall set the reasons for the request and the date by which the district expects to be able to submit the required materials.

(b) A copy of the request for an extension shall be sent to the complainant who may file written objections with the Chancellor within five (5) days of receipt.

(c) The Chancellor may grant the request unless delay would be prejudicial to the complainant.

(d) If a district fails to comply with the requirements of Section 59340 by the required deadline, including any extension granted

pursuant to this section, the Chancellor may proceed to review the case as provided in Article 4 (commencing with Section 59350) of the Subchapter based on the original complaint and any other relevant information then available.

U. GOALS AND TIMETABLES

On April 27, 1992, the Board of Governors adopted amendments to Title 5, Division IV of the California Administrative Code to require each community college district to develop and adopt a district-wide written affirmative action and equal opportunity plan. Such plans and revisions are subject to review and approval by the State Chancellor. Section 53003 of the regulations requires that each community college district shall "revise its affirmative action goals and timetables every three years..." and submit them to the State Chancellor for approval.

The Superintendent/President of West Hills Community College District in consultation with the Affirmative Action Officer, appropriate campus administrators, faculty and staff, has determined the goals for the District for the three-year period 1993-1994, 1994-1995, and 1995-1996 as specified by the Chancellor's Office, California Community Colleges, Affirmative Action Unit.

1. Background

The following conditions (based on recommendations of the Task Force on Availability) apply to the derivations of the availability data:

(a) "Professional" positions are assumed to be recruited on a statewide basis.

(b) "Non-professional" positions are assumed to be drawn from the population within a 30-mile radius of the primary work site.

This is a departure from the 1983 Task Force recommendation to use the Standard Metropolitan Statistical Area (SMSA) or county data for these positions. The 30-mile radius assumes a "reasonable" commuting distance for recruitment purposes.

(c) All categories are calculated based on the single eligibility factor of individuals possessing "requisite skills."

This approach conforms to numerous U.S. Supreme Court decisions.

(d) A procedure for calculating "grouped" faculty data for

use by small colleges is provided.

The suggested method for combining "subparts of the whole" is to use a weighted average, since it results in availability numbers that reflect the general faculty and staff configuration.

(e) Occupational categories used to estimate availability for classified positions have been increased to include those which encompass comparable to typical college jobs.

(f) "Career Education" Faculty requisite skills reflect the educational requirements associated with minimum qualifications.

Although Census data do not provide for a perfect match of occupation and the AA degree level, there is a sufficiently consistent statistical relationship to permit estimation of the proportion of AA degree holders in this category.

(g) Since the State Department of Rehabilitation has not been able to provide alternative information to date, the estimates provided here of persons in the labor force with disabilities are the best currently available. Each district's overall goals is based on statewide census data of disabled persons in the labor force adjusted for 30-mile composition of the district's faculty, educational administrators and classified staff.

2. Why goals and timetables?

Every endeavor has a measure of progress and completion. Goals and Timetables serve this purpose for diversity programs. The concept was developed in federal regulation and adapted by the Chancellor's Office for use by the system. The original purpose still holds: the measure of progress and completion toward the overriding goal of having a community work force that is proportional to the qualified labor force. Please note that goals are not quotas. A goal is a target we would like to reach because the goal makes sense. With good-faith effort, goals usually will be reached. Other circumstances affecting the choices of applicants may intrude on our ability to reach a particular goal.

3. For whom are goals set?

Goals are set for members of "historically underrepresented" groups that have been identified as having been discriminated against because of group membership in the past. For community colleges, this group includes American Indian/Alaskan Native, Asian/Pacific Islander, Black, Hispanic, Women, and Persons with a

Disability.

4. How are goals set?

For each of the groups, an "availability" measure is calculated primarily based on those in the relevant occupational category who possess the requisite skills to perform the duties of the occupation. Since professional occupations (administrators, instructors, counselors, librarians, etc) have a wider supply market than non-professional occupations (clerical, service/maintenance, technical/paraprofessional, and skilled trades workers), the relevant markets for the two are not the same. The former are expected to be recruited on a statewide basis, while the latter are recruited in a more local labor market within 30 miles of the work site. The existing work force of the district and/or college is compared to the availability in the relevant labor force market for each job category. Where there is a shortfall in the college's work force, a goal is possible if there is expected turnover in that category during the goal setting period. Whether or not there is a goal to be set up to the district, based on its good-faith effort to achieve a balanced and diverse work force.

5. Constraints in Affirmative Action Goal Setting. The Superintendent/President of the West Hills Community College District believes and recommends that the District be proactive in carrying out the provisions of its adopted Faculty and Staff Diversity Plan. While the adoption of these affirmative action goals and timetables represent a commitment to fulfill the goals leading toward a diverse organization, the Superintendent/President has identified the following constraints in achieving these goals:

- a. The employment capability of the District is largely dependent on the fiscal status and budgetary considerations of the District.
- b. The changing needs of the total district program has a direct effect on the employment program of the District.
- c. A number of positions in the District are singular position, i.e., the particular classification has only one position. These positions typically experience low turnover. The incumbents tend to be career oriented in these specialized areas. Such specialized positions do not lend themselves well to the affirmative action goal setting process.
- d. Although West Hills Community College District recruitment sources include protected group entities,

the recruitment program does not always result in a sufficient number of applications from protected group members. The plan is for the Affirmative Action Officer to review possible corrective action, such as to re-open positions at least once or increase the recruitment efforts, if this situation exists. The Affirmative Action Officer will report possible corrective action to the Superintendent/President for the final decision.

V. DISTRICT FACULTY AND STAFF DIVERSITY ADVISORY COMMITTEE

The West Hills Community College District Faculty and Staff Diversity Plan hereby establishes the District Faculty and Staff Diversity Advisory Committee to act in an advisory capacity to the Affirmative Action Officer and assist the District to achieve understanding and support of affirmative action/equal employment opportunity policies and programs. The Committee shall assist in developing the District Faculty and Staff Diversity Advisory Plan in conformity with the state and federal statutes, regulations, and guidelines and monitor its progress. The membership of the Faculty and Staff Diversity Advisory Committee will include representatives of the protected groups (ethnic minorities, women, disabled, age, and Vietnam-era veterans) whenever possible (Reference: Title 5 California Administrative Code, Section 53005).

1. Committee Functions. The Faculty and Staff Diversity Advisory Committee shall hold a minimum of two meetings per fiscal year, with additional meeting if needed, to review affirmative action goals, policies, progress, and when appropriate make recommendations to the Superintendent/President through the Affirmative Action Officer to effectuate a more meaningful Faculty and Staff Diversity Program.

The Committee will be particularly concerned with the following areas:

- a. The adequacy of projected goals and the effectiveness of the Faculty and Staff Diversity Program.
- b. The review of reports prepared by the Affirmative Action Officer regarding the District's hiring progress. The Committee should suggest appropriate actions and/or recommend policy changes as necessary.
- c. The accountability for affirmative action progress at all levels. The Faculty and Staff Diversity

Advisory Committee should be given the opportunity to comment and make recommendations.

- d. The evaluation of whether or not there is sufficient information distributed to employees clarifying misconceptions regarding affirmative action goals, responsibilities and progress to date by the District.
- e. Recruitment efforts.
- f. The advisement of administration regarding special training needs related to affirmative action. The Committee should assist in planning and implementing training programs to meet those needs.
- g. The Faculty and Staff Diversity Advisory Committee should:
 - 1. solicit advice from the DSPS Director/Counselor regarding District services to disabled persons.
 - 2. review employment policies regarding the disabled;
 - 3. assist in reviewing other written District rules, policies, practices, and procedures affecting the disabled; and
 - 4. suggest revisions of those rules, policies, practices, and procedures which may potentially be a cause for complaints of discrimination by disabled persons.
- h. Faculty and Staff Diversity Advisory Committee members will be encouraged to participate in the Faculty and Staff Diversity Program in the West Hills Community College District. Committee members may serve as the designee of the Affirmative Action Officer to serve on selection committees, paper screenings, interviews, and recruitment teams.
- i. The Faculty and Staff Diversity Advisory Committee will also have subcommittees as needed to oversee matters such as Gender Equity, Sexual Harassment, American with Disabilities Act. The chair of these subcommittee will be elected at the time of formation of the subcommittee and for purposes of

the subcommittee business will report to the Affirmative Action Officer. The results of subcommittee business will be reported to the Faculty and Staff Diversity Advisory Committee before action is taken.

- j. District employees who are committee members shall be permitted to participate in affirmative action committee activities on District time upon approval by the Affirmative Action Officer or appropriate administrator.

2. Composition and Terms of Office

Composition of the Faculty and Staff Diversity Advisory Committee will consist of:

- ** Affirmative Action Officer
- ** Representative from administration
- ** Representative from faculty
- ** Representative from classified
- ** Representative from Gender Equity Director/Counselor
- ** Representative from classified management/confidential
- ** Representative from classified supervisors
- ** Student representative
- ** Disabled Students Program and Services Director/Counselor
- ** Representative from the community

There will be a representative from the Kings County Center at Lemoore who may be one of the above representatives. The representatives from the community will be from memberships that are truly representative of racial and ethnic minority groups, women, and the disabled.

Appointments will be for one (1) year terms.

3. Procedures for the selection of members

- a. The Affirmative Action Officer, Gender Equity Director/Counselor, and Disabled Students Program and Services Director/Counselor are appointed by the nature of their position.
- b. The representatives from administration and classified management/confidential will be appointed by the Superintendent/President.
- c. The representatives from classified, classified supervisors and faculty will be appointed by their respective union organizations (CSEA, IUOE, and CTA); or for faculty only, they may be appointed by the Academic Senate.
- d. The student and community representative will be selected by the Faculty and Staff Diversity Advisory Committee.

4. Orientation of New Members

The Affirmative Action Officer shall provide all new committee members with an orientation that includes the following;

- a. Copy of the District Faculty and Staff Diversity Plan.
- b. The annual work force data which details the ethnic and sex representation of employees by occupational categories and departmental grouping.
- c. A copy of the District rules, polices and procedures manual as it becomes available.
- d. Other data, reports, policies, documents which would assist the committee's knowledge of faculty and staff diversity.

W. AFFIRMATIVE ACTION PUBLICITY

The West Hills Community College District will provide public information with special attention given to publicity, advertising and promotion both on and off campus for programs and activities which highlight cultural diversity and illustrate the unique contributions made by minority groups and women.

X. FACULTY AND STAFF DIVERSITY PLAN REVISION

The District shall revise its affirmative action goals and timetables as required in Title 5 California Administrative Code Section 53003.

Y. CORRECTIVE ACTION

1. Regulation

The Faculty and Staff Diversity Plan shall require that when imbalances exist in the various job categories of the district work force, district practices and policies must be examined to determine the factors contributing to the imbalance. Employment practices within the personnel system which constitute barriers to equal opportunity shall be identified and corrective action designed to eliminate the barriers.

2. Guideline

Conditions which should have careful review and most often necessitate corrective action include the following:

- a. Lateral or vertical movement of historically under-represented groups or women employees occurs at a lesser rate than that of other employees in all job classifications and titles.
 - b. Termination rate for minorities and women is higher than that of non-minorities and men.
 - c. Application forms, tests, interviews, and other related preemployment material are not in compliance with local, state, federal regulations, executive orders, or guidelines.
 - d. Entrance qualifications are not consistent with actual functions and duties required of the position.
 - e. Sex designation is used when not a bonafide occupational requirement for the job.
 - f. Minorities and women are absent from or under-represented in staff training or other career improvement programs.
 - g. Recruitment efforts do not yield a sufficiently representative group of applicants to indicate historically under-represented groups, the disabled, and Vietnam-era veterans are being reached for jobs at all levels.
 - h. There is evidence of harassment, coercion, or other adverse acts.
-

Institution Diversity

INSTITUTION DIVERSITY ANALYSIS 2004-2005					
	03-04 FY PERCENT		04-05 FY PERCENT		% CHANGE
MALE	106	36%	106	34%	0.00%
FEMALE	190	64%	205	66%	7.89%
TOTAL	296	100%	311	100%	5.07%
AMERICAN INDIAN	2	0.68%	2	0.64%	0.00%
ASIAN	2	0.68%	2	0.64%	0.00%
HISPANIC	105	35.47%	120	38.59%	14.29%
AFRICAN AMERICAN	10	3.38%	10	3.22%	0.00%
CAUCASIAN	175	59.12%	175	56.27%	0.00%
UNDECLARED	2	0.68%	2	0.64%	0.00%
TOTAL	296	100.00%	311	100.00%	

Faculty

FACULTY DIVERSITY ANALYSIS 2004-2005

	03-04 FY PERCENT		04-05FY PERCENT		% CHANGE	Lemoore	Coalinga	District
MALE	42	53%	41	52%	-2.38%	18	23	0
FEMALE	37	47%	38	48%	2.70%	12	26	0
TOTAL	79	100%	79	100%	0.00%	30	49	0
								79
AMERICAN INDIAN	0	0.00%	0	0.00%	#DIV/0!	0	0	0
ASIAN	0	0.00%	0	0.00%	#DIV/0!	0	0	0
HISPANIC	7	8.86%	7	8.86%	0.00%	2	5	0
AFRICAN AMERICAN	2	2.53%	2	2.53%	0.00%	0	2	0
CAUCASIAN	70	88.61%	70	88.61%	0.00%	28	42	0
UNDECLARED	0	0.00%	0	0.00%	#DIV/0!	0	0	0
TOTAL	79	100.00%	79	100.00%		30	49	0
								79

CLASSIFIED DIVERSITY ANALYSIS 2004-2005									
	03-04 FY PERCENT		04-05 FY PERCENT		% CHANGE	Lemoore	Coalinga	District	
MALE	39	25%	39	23%	0.00%	10	23	6	
FEMALE	119	75%	133	77%	11.76%	41	81	11	
TOTAL	158	100%	172	100%	8.86%	51	104	17	172
AMERICAN INDIAN	1	0.63%	1	0.58%	0.00%	1	0	0	
ASIAN	2	1.27%	2	1.16%	0.00%	0	1	1	
HISPANIC	83	52.53%	97	56.40%	16.87%	21	71	5	
AFRICAN AMERICAN	4	2.53%	4	2.33%	0.00%	2	2	0	
CAUCASIAN	66	41.77%	66	38.37%	0.00%	25	30	11	
UNDECLARED	2	1.27%	2	1.16%	0.00%	2	0	0	
TOTAL	158	100.00%	172	100.00%		51	104	17	172

Administration

ADMINISTRATION DIVERSITY ANALYSIS 2004-2005									
	03-04 FY PERCENT		04-05 FY PERCENT		% CHANGE	Lemoore	Coalinga	District	
MALE	25	42%	26	43%	4.00%	9	10	7	
FEMALE	34	58%	34	57%	0.00%	5	14	15	
TOTAL	59	100%	60	100%	1.69%	14	24	22	60
AMERICAN INDIAN	1	1.69%	1	1.67%	0.00%	1	0	0	
ASIAN	0	0.00%	0	0.00%	#DIV/0!	0	0	0	
HISPANIC	15	25.42%	15	26.67%	6.67%	3	10	3	
AFRICAN AMERICAN	4	6.78%	4	6.67%	0.00%	2	2	0	
CAUCASIAN	39	66.10%	39	65.00%	0.00%	8	12	19	
UNDECLARED	0	0.00%	0	0.00%	#DIV/0!				
TOTAL	59	100.00%	60	100.00%		14	24	22	60

Human Resources 2009-10

Institution: West Hills College-Coalinga (125462)

User ID: 68g3273

Human Resources Screening QuestionsDoes your institution have any part-time staff?*If you answer Yes to this question, you will be provided the screens to report part-time staff.*
 Yes No

Did your institution hire any full-time permanent staff who were included on the payroll of the institution between July 1 and October 31, 2009 either for the first time or after a break in service AND who were still on the payroll of the institution as of November 1, 2009? (Exclude persons who have returned from sabbatical leave OR full-time staff who are working less-than-9-month contracts/teaching periods and whose primary responsibility is instruction, research, and/or public service.)

If you answer Yes to this question and your institution has 15 or more full-time staff, you will be provided the screens to report full-time permanent new hires in the Fall Staff section (long version).
 Yes No

Do ALL of the instructional staff at your institution fall into any of the following categories?

If you answer Yes to any of the questions below, the Salaries section is NOT applicable to your institution and you will NOT be required to report data for the Salaries section.
 No Yes Are ALL of the instructional staff military personnel?

 No Yes Do ALL of the instructional staff contribute their services (e.g., members of a religious order)?

 No Yes Do ALL of the instructional staff teach pre-clinical or clinical medicine?

You may use the space below to provide context for the data you've reported above.

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Screening questions - Method of reporting race and ethnicity for this component**Race/ethnicity question**

Which method of reporting race and ethnicity will you use for this component?

 NEW race/ethnicity categories (9 categories):**Notes:**

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Nonresident alienHispanic/LatinoAmerican Indian or Alaska NativeAsianBlack or African AmericanNative Hawaiian or Other Pacific IslanderWhite

Two or more races

Race and ethnicity unknown **OLD race/ethnicity categories (7 categories):**Nonresident alienBlack, non-HispanicAmerican Indian/Alaska NativeAsian/Pacific IslanderHispanicWhite, non-HispanicRace and ethnicity unknown **MIXTURE of new and old race/ethnicity categories (all 14 categories will show on each screen):****NEW categories:****Notes for NEW categories:**

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Hispanic/LatinoAmerican Indian or Alaska NativeAsianBlack or African AmericanNative Hawaiian or Other Pacific IslanderWhite

Two or more races

OLD categories:Black, non-HispanicAmerican Indian/Alaska NativeAsian/Pacific IslanderHispanicWhite, non-Hispanic**Categories used in BOTH New and Old:**

Nonresident alien

Race and ethnicity unknown

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part A - Employees by Assigned Position - Full-time staff

Number of full-time staff by faculty status and primary function/occupational activity

As of November 1, 2009

Primary function/ occupational activity (mutually exclusive categories)	Faculty status				Total
	Tenured	On tenure track	Not on tenure track/ no tenure system	Without faculty status	
<u>Primarily instruction</u>	33	11	2		46
<u>Instruction/research/public service</u>					0
Primarily instruction + Instruction/research/public service	33	11	2	0	46
<u>Primarily research</u>					0
<u>Primarily public service</u>					0
Primarily instruction + Instruction/research/public service + Primarily research + Primarily public service	33	11	2	0	46
<u>Executive/administrative/managerial</u>				16	16
<u>Other professionals (support/service)</u>				20	20
<u>Technical and paraprofessionals</u>				54	54
<u>Clerical and secretarial</u>				17	17
<u>Skilled crafts</u>					0
<u>Service/Maintenance</u>				16	16
Total full time	33	11	2	123	169
Total from prior year	30	16	1	89	136

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part B - Employees by Assigned Position - Part-time staff

Number of part-time staff by faculty status and primary function/occupational activity

As of November 1, 2009

Primary function/ occupational activity (mutually exclusive categories)	Faculty status				Total
	Tenured	On tenure track	Not on tenure track/ no tenure system	Without faculty status	
<u>Primarily instruction</u>			64		64
<u>Instruction/research/public service</u>					0
Primarily instruction + Instruction/research/public service	0	0	64	0	64
<u>Primarily research</u>					0
<u>Primarily public service</u>					0
Primarily instruction + Instruction/research/public service + Primarily research + Primarily public service	0	0	64	0	64
<u>Executive/administrative/managers</u>					0
<u>Other professionals (support/service)</u>				1	1
<u>Technical and para-professionals</u>				71	71
<u>Clerical and secretarial</u>				8	8
<u>Skilled crafts</u>					0
<u>Service/Maintenance</u>				8	8
Total part time	0	0	64	88	152
Total from prior year			85	77	162

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part C - Employees by Assigned Position - Total number of staff

Total number of staff by employment status and primary function/occupational activity

As of November 1, 2009

Primary function/occupational activity	Full-time	Full-time py	Part-time	Part-time py	Total
<u>Primarily instruction</u>	46	47	64	85	110
<u>Instruction/research/public service</u>	0		0		0
Primarily instruction + Instruction/research/public service	46	47	64	85	110
<u>Primarily research</u>	0		0		0
<u>Primarily public service</u>	0		0		0
Primarily instruction + Instruction/research/public service + Primarily research + Primarily public service	46	47	64	85	110
<u>Executive/administrative/maneagerial</u>	16	19	0		16
<u>Other professionals (support/service)</u>	20	1	1		21
<u>Technical and paraprofessionals</u>	54	43	71	59	125
<u>Clerical and secretarial</u>	17	16	8	11	25
<u>Skilled crafts</u>	0	2	0	3	0
<u>Service/Maintenance</u>	16	8	8	4	24
Grand total	169	136	152	162	321

Institution: West Hills College-Coalinga (125482)

User ID: 88g3273

Part D - Salaries - Full-time instructional staff by contract length/teaching period - Headcount

Number of full-time instructional staff by contract length/teaching period, gender, and academic rank

As of November 1, 2009

Gender and academic rank	Less-than-9-month	9/10-month	11/12-month	Total
Men				
Professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Associate professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Assistant professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Instructors	<input type="text"/>	<input type="text" value="13"/>	<input type="text" value="11"/>	24
Lecturers	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
No academic rank	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	13	11	24
Total men from prior year				
Women				
Professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Associate professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Assistant professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Instructors	<input type="text"/>	<input type="text" value="10"/>	<input type="text" value="12"/>	22
Lecturers	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
No academic rank	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	10	12	22
Total women from prior year				
Total (men + women)	0	23	23	46
Total from EAP, full-time non-medical section (Primarily instruction + instruction/research/public service lines)				46
Total from prior year (Salaries section)		27	20	47

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part E - Salaries - Full-time Instructional staff on 9/10-month contracts/teaching periods - Salary outlays

Salaries of full-time instructional staff on 9/10-month contracts/teaching periods by gender and academic rank

As of November 1, 2009

Gender and academic rank	Total from Part D (Headcount screen)	Salary outlays	Average salary	Prior year Average salary
Men				
Professors				
Associate professors				
Assistant professors				
Instructors	13	1,023,198	78,708	83,263
Lecturers				
No academic rank				
Total men	13	1,023,198	78,708	
Women				
Professors				
Associate professors				
Assistant professors				
Instructors	10	846,113	84,611	89,354
Lecturers				
No academic rank				
Total women	10	846,113	84,611	
Total (men + women)	23	1,869,311	81,274	

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part E - Salaries - Full-time instructional staff on 11/12-month contracts/teaching periods - Salary outlays

Salaries of full-time instructional staff on 11/12-month contracts/teaching periods by gender and academic rank

As of November 1, 2009

Gender and academic rank	Total from Part D (Headcount screen)	Salary outlays	Average salary	Prior year Average salary
Men				
Professors		<input type="text"/>		
Associate professors		<input type="text"/>		
Assistant professors		<input type="text"/>		
Instructors	11	1,030,109	93,646	106,502
Lecturers		<input type="text"/>		
No academic rank		<input type="text"/>		
Total men	11	1,030,109	93,646	
Women				
Professors		<input type="text"/>		
Associate professors		<input type="text"/>		
Assistant professors		<input type="text"/>		
Instructors	12	1,024,682	85,390	80,628
Lecturers		<input type="text"/>		
No academic rank		<input type="text"/>		
Total women	12	1,024,682	85,390	
Total (men + women)	23	2,054,791	89,339	

Institution: West Hills College-Coalinga (125482)

User ID: 88g3273

Part F - Salaries - Full-time Instructional staff on 9/10-month contracts/teaching periods - Fringe benefits

Fringe benefits of full-time instructional staff on 9/10-month contracts/teaching periods

As of November 1, 2009

Fringe benefits	Number covered	Expenditures	Average expenditures	Prior year Average expenditures
<u>Retirement plans (other than Social Security) - Vested within 5-years</u>	5	30,074	6,015	8,326
Retirement plans (other than Social Security) - Vested after 5-years	18	124,941	6,941	8,263
Medical/dental plans	23	291,812	↓ 12,687	968
Group life insurance	23	2,222	97	97
<u>Other insurance benefits (cafeteria plan, etc.)</u>			↓	263
Guaranteed disability income protection	23	8,958	↓ 389	246
Tuition plan (dependents only)				
Unrestricted				
Restricted				
Housing plan				
Unrestricted				
Restricted				
Social Security taxes	1	3,388	3,388	3,101
Unemployment compensation taxes	23	6,608	↓ 244	42
Worker's compensation taxes	23	32,713	1,422	1,961
Other benefits in kind with cash options				
Total expenditures		499,712	21,727	

Institution: West Hills College-Coalinga (125482)

User ID: 88g3273

Part F - Salaries - Full-time instructional staff on 11/12-month contracts/teaching periods - Fringe benefits

Fringe benefits of full-time instructional staff on 11/12-month contracts/teaching periods

As of November 1, 2009

Fringe benefits	Number covered	Expenditures	Average expenditures	Prior year Average expenditures
<u>Retirement plans (other than Social Security) - Vested within 5-years</u>	7	44,991	6,427	7,705
Retirement plans (other than Social Security) - Vested after 5-years	16	125,661	7,854	7,501
Medical/dental plans	23	291,612	12,687	11,592
Group life insurance	23	2,222	97	108
<u>Other insurance benefits (cafeteria plan, etc.)</u>			↓	385
Guaranteed disability income protection	23	8,956	↕ 389	299
Tuition plan (dependents only)				
Unrestricted				
<u>Restricted</u>				
Housing plan				
Unrestricted				
<u>Restricted</u>				
Social Security taxes	1	4,802	4,802	5,001
Unemployment compensation taxes	23	8,164	↗ 266	46
Worker's compensation taxes	23	35,959	1,563	2,135
Other benefits in kind with cash options				
Total expenditures		520,667	22,633	

Institution: West Hills College-Coalinga (125482)

User ID: 88g3273

Part G - Full Staff - Full-time Instruction/research/public service staff - Tenured

Number of full-time staff with faculty status who are Tenured and whose primary responsibility is instruction, research, and/or public service by academic rank, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Men							
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
White, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	15	<input type="text"/>	<input type="text"/>	15
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	0	0	18	0	0	18
Women							
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
White, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	14	<input type="text"/>	<input type="text"/>	14
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	<input type="text"/>	0
Total women	0	0	0	15	0	0	15
Total (men+women)	0	0	0	33	0	0	33
Total from EAP							33

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part G - Fall Staff - Full-time Instruction/research/public service staff - On tenure track

Number of full-time staff with faculty status who are On tenure track and whose primary responsibility is Instruction, research, and/or public service by academic rank, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Men							
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	4	<input type="text"/>	<input type="text"/>	4
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	0	0	5	0	0	5
Women							
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	5	<input type="text"/>	<input type="text"/>	5
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	0	0	6	0	0	6
Total (men+women)	0	0	0	11	0	0	11
Total from EAP							11

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part G - Fall Staff - Full-time Instruction/research/public service staff - Not on tenure track/no tenure system

Number of full-time staff with faculty status who are Not on tenure track and whose primary responsibility is Instruction, research, and/or public service OR number of full-time staff whose primary responsibility is Instruction, research, and/or public service and who work at an institution with No tenure system by academic rank, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Men							
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	1
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	0	0	1	0	0	1
Women							
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	1
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	0	0	1	0	0	1
Total (men+women)	0	0	0	2	0	0	2
Total from EAP							2

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part G - Fall Staff - Full-time instruction/research/public service staff - Without faculty status

Number of full-time staff Without faculty status whose primary responsibility is instruction, research, and/or public service by gender and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Total
Men	
<u>Nonresident alien</u>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text"/>
<u>Hispanic</u>	<input type="text"/>
<u>White, non-Hispanic</u>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>
Total men	0
Women	
<u>Nonresident alien</u>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text"/>
<u>Hispanic</u>	<input type="text"/>
<u>White, non-Hispanic</u>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>
Total women	0
Total (men+women)	0
Total from EAP	0

Institution: West Hills College-Coalinga (125482)

User ID: 88g3273

Part G - Fall Staff - Full-time Instruction/research/public service staff - Totals

Total number of full-time staff whose primary responsibility is instruction, research, and/or public service by gender and race/ethnicity

As of November 1, 2009

	Total men	Total women	Total (men+women)
<u>Nonresident alien</u>	0	0	0
<u>Black, non-Hispanic</u>	1	0	1
<u>American Indian/Alaska Native</u>	0	0	0
<u>Asian/Pacific Islander</u>	1	1	2
<u>Hispanic</u>	2	1	3
<u>White, non-Hispanic</u>	20	20	40
<u>Race and ethnicity unknown</u>	0	0	0
Total (must equal Part H (next part))	24	22	46

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part H - Fall Staff - Full-time Instruction/research/public service staff by contract length/teaching period - Headcount

Number of full-time staff whose primary responsibility is instruction, research, and/or public service by contract length/teaching period, gender, and race/ethnicity

(Include all staff from these functions, including those with and without faculty status.)

As of November 1, 2009

Gender and race/ethnicity	Less-than-9-month	9/10-month	11/12-month	Total	Total from Part G
Men					
<u>Nonresident Alien</u>	0	0	0	0	0
<u>Black, non-Hispanic</u>		1	0	1	1
<u>American Indian/Alaska Native</u>		0	0	0	0
<u>Asian/Pacific Islander</u>		1	0	1	1
<u>Hispanic</u>		0	2	2	2
<u>White, non-Hispanic</u>		11	9	20	20
<u>Race and ethnicity unknown</u>	0	0	0	0	0
Total men	0	13	11	24	24
Women					
<u>Nonresident Alien</u>	0	0	0	0	0
<u>Black, non-Hispanic</u>		0	0	0	0
<u>American Indian/Alaska Native</u>		0	0	0	0
<u>Asian/Pacific Islander</u>		0	1	1	1
<u>Hispanic</u>		0	1	1	1
<u>White, non-Hispanic</u>		10	10	20	20
<u>Race and ethnicity unknown</u>	0	0		0	0
Total women	0	10	12	22	22
Total (men+women)	0	23	23	46	46
Total from EAP				46	
Total (men+women) from Fall 2007	1	42	6		

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part H - Fall Staff - Full-time instruction/research/public service staff on 9/10-month contracts/teaching periods - Salary class intervals

Number of full-time staff on 9/10-month contracts/teaching periods whose primary responsibility is instruction, research, and/or public service by salary class intervals, gender, and race/ethnicity

(Include all staff from these functions, including those with and without faculty status.)

As of November 1, 2009

Gender and race/ethnicity	Below \$30,000	30,000-39,999	40,000-49,999	50,000-64,999	65,000-79,999	80,000-99,999	100,000 and above	Total from Part H (Headcount screen)
Men								
Nonresident Alien								0
Black, non-Hispanic						1		1
American Indian/Alaska Native								0
Asian/Pacific Islander				1				1
Hispanic								0
White, non-Hispanic				1	3	7		11
Race and ethnicity unknown								0
Total men	0	0	0	2	3	8	0	13
Women								
Nonresident alien								0
Black, non-Hispanic								0
American Indian/Alaska Native								0
Asian/Pacific Islander								0
Hispanic								0
White, non-Hispanic				1	3	6		10
Race and ethnicity unknown								0
Total women	0	0	0	1	3	6	0	10
Total (men+women)	0	0	0	3	6	14	0	23

Institution: West Hills College-Coalinga (125482)

User ID: 88g3273

Part H - Fall Staff - Full-time Instruction/research/public service staff on 11/12-month contracts/teaching periods - Salary class intervals

Number of full-time staff on 11/12-month contracts/teaching periods whose primary responsibility is instruction, research, and/or public service by salary class intervals, gender, and race/ethnicity

(Include all staff from these functions, including those with and without faculty status.)

As of November 1, 2009

Gender and race/ethnicity	Below \$30,000	30,000-39,999	40,000-49,999	50,000-64,999	65,000-79,999	80,000-99,999	100,000 and above	Total from Part H (Headcount screen)
Men								
Nonresident alien								0
Black, non-Hispanic								0
American Indian/Alaska Native								0
Asian/Pacific Islander								0
Hispanic					1	1		2
White, non-Hispanic					1	2	6	9
Race and ethnicity unknown								0
Total men	0	0	0	0	2	3	6	11
Women								
Nonresident alien								0
Black, non-Hispanic								0
American Indian/Alaska Native								0
Asian/Pacific Islander					1			1
Hispanic							1	1
White, non-Hispanic					6	5		10
Race and ethnicity unknown								0
Total women	0	0	0	0	6	5	1	12
Total (men+women)	0	0	0	0	8	8	7	23

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part I - Fall Staff - Full-time executive/administrative/managerial staff - Salary class intervals

Number of full-time executive/administrative/managerial staff by salary class intervals, gender, and race/ethnicity

		As of November 1, 2009							
Gender and race/ethnicity	Below \$30,000	30,000-39,999	40,000-49,999	50,000-64,999	65,000-79,999	80,000-99,999	100,000 and above	Total	
Men									
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1	
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	
Hispanic	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	2	1	<input type="text"/>	4	
White, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	3	4	
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	
Total men	0	0	1	0	3	2	3	9	
Women									
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	
Hispanic	<input type="text"/>	<input type="text"/>	1	1	<input type="text"/>	2	<input type="text"/>	4	
White, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	2	3	
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	
Total women	0	0	1	2	0	2	2	7	
Total (men+women)	0	0	2	2	3	4	5	16	
Total from EAP								16	

Institution: West Hills College-Coalinga (125482)

User ID: 88g3273

Part I - Fall Staff - Full-time other professional (support/service) staff - Salary class intervals

Number of full-time other professional (support/service) staff by salary class intervals, gender, and race/ethnicity

Gender and race/ethnicity	As of November 1, 2009							Total
	Below \$30,000	30,000-39,999	40,000-49,999	50,000-64,999	65,000-79,999	80,000-99,999	100,000 and above	
Men								
Nonresident alien								0
Black, non-Hispanic								0
American Indian/Alaska Native								0
Asian/Pacific Islander								0
Hispanic	1	1	2	2				6
White, non-Hispanic			2	1				3
Race and ethnicity unknown								0
Total men	1	1	4	3	0	0	0	9
Women								
Nonresident alien								0
Black, non-Hispanic			1					1
American Indian/Alaska Native								0
Asian/Pacific Islander								0
Hispanic		1	5	2				8
White, non-Hispanic			1	1				2
Race and ethnicity unknown								0
Total women	0	1	7	3	0	0	0	11
Total (men+women)	1	2	11	6	0	0	0	20
Total from EAP								20

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part I - Fall Staff - Full-time technical and paraprofessional staff - Salary class intervals

Number of full-time technical and paraprofessional staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$20,000	20,000-29,999	30,000-39,999	40,000-49,999	50,000 and above	Total
Men						
<u>Nonresident alien</u>						0
<u>Black, non-Hispanic</u>						0
<u>American Indian/Alaska Native</u>						0
<u>Asian/Pacific Islander</u>					1	1
<u>Hispanic</u>		1			3	4
<u>White, non-Hispanic</u>		1		1	4	6
<u>Race and ethnicity unknown</u>						0
Total men	0	2	0	1	8	11
Women						
<u>Nonresident alien</u>						0
<u>Black, non-Hispanic</u>						0
<u>American Indian/Alaska Native</u>						0
<u>Asian/Pacific Islander</u>		1				1
<u>Hispanic</u>	1	5	14	12	4	36
<u>White, non-Hispanic</u>		1	3	2		6
<u>Race and ethnicity unknown</u>						0
Total women	1	7	17	14	4	43
Total (men+women)	1	9	17	15	12	54
Total from EAP						54

Institution: West Hills College-Coalinga (125482)

User ID: 88g3273

Part I - Fall Staff - Full-time clerical and secretarial staff- Salary class intervals

Number of full-time clerical and secretarial staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$20,000	20,000-29,999	30,000-39,999	40,000-49,999	50,000 and above	Total
Men						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	1	1	<input type="text"/>	<input type="text"/>	2
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	1	1	0	0	2
Women						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	3	7	<input type="text"/>	1	11
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	4	<input type="text"/>	<input type="text"/>	4
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	3	11	0	1	15
Total (men+women)	0	4	12	0	1	17
Total from EAP						17

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part I - Fall Staff - Full-time skilled crafts staff - Salary class intervals

Number of full-time skilled crafts staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$20,000	20,000-29,999	30,000-39,999	40,000-49,999	50,000 and above	Total
Men						
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	0	0	0	0	0
Women						
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	0
Total women	0	0	0	0	0	0
Total (men+women)	0	0	0	0	0	0
Total from EAP						0

Institution: West Hills College-Coalinga (125482)

User ID: 88g3273

Part I - Fall Staff - Full-time service/maintenance staff - Salary class intervals

Number of full-time service/maintenance staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$20,000	20,000-29,999	30,000-39,999	40,000-49,999	50,000 and above	Total
Men						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	1
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	1
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	3
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="1"/>	6
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	3	6	1	1	11
Women						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	4
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	1
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	1	4	0	0	5
Total (men+women)	0	4	10	1	1	16
Total from EAP						16

Institution: West Hills College-Coalinga (125482)

User ID: 88g3273

**Part I - Fall Staff - Full-time staff (excluding instruction/research/public service staff)
- Totals****Total number of full-time staff by primary function/occupational activity, gender, and race/ethnicity
(excluding instruction/research/public service staff)**

As of November 1, 2009

Gender and race/ethnicity	<u>Executive/ administrative/ managerial</u>	<u>Other professionals (support/service)</u>	<u>Technical and paraprofessionals</u>	<u>Clerical and secretarial</u>	<u>Skilled crafts</u>	<u>Service/ Maintenance</u>	Total
Men							
<u>Nonresident alien</u>	0	0	0	0	0	0	0
<u>Black, non- Hispanic</u>	1	0	0	0	0	1	2
<u>American Indian/Alaska Native</u>	0	0	0	0	0	1	1
<u>Asian/Pacific Islander</u>	0	0	1	0	0	0	1
<u>Hispanic</u>	4	6	4	2	0	3	19
<u>White, non- Hispanic</u>	4	3	6	0	0	6	19
<u>Race and ethnicity unknown</u>	0	0	0	0	0	0	0
Total men	9	9	11	2	0	11	42
Women							
<u>Nonresident alien</u>	0	0	0	0	0	0	0
<u>Black, non- Hispanic</u>	0	1	0	0	0	0	1
<u>American Indian/Alaska Native</u>	0	0	0	0	0	0	0
<u>Asian/Pacific Islander</u>	0	0	1	0	0	0	1
<u>Hispanic</u>	4	6	36	11	0	4	63
<u>White, non- Hispanic</u>	3	2	6	4	0	1	16
<u>Race and ethnicity unknown</u>	0	0	0	0	0	0	0
Total women	7	11	43	15	0	5	81
Total (men+women)	16	20	54	17	0	16	123
Total from EAP	16	20	54	17	0	16	123

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part J - Fall Staff - Part-time professional staff

Number of part-time staff by primary function/occupational activity, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	<u>Staff whose primary responsibility is instruction, research, and/or public service</u>	<u>Executive/administrative/managerial</u>	<u>Other professionals (support/service)</u>
Men			
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic</u>	<input type="text" value="5"/>	<input type="text"/>	<input type="text"/>
<u>White, non-Hispanic</u>	<input type="text" value="22"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total men	31	0	0
Women			
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic</u>	<input type="text" value="8"/>	<input type="text"/>	<input type="text" value="1"/>
<u>White, non-Hispanic</u>	<input type="text" value="22"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total women	33	0	1
Total (men+women)	64	0	1
Total from EAP	64	0	1

Institution: West Hills College-Coalinga (125482)

User ID: 88g3273

Part J - Fall Staff - Part-time non-professional staff

Number of part-time staff by primary function/occupational activity, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	<u>Technical and paraprofessionals</u>	<u>Clerical and secretarial</u>	<u>Skilled crafts</u>	<u>Service/ Maintenance</u>
Men				
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic</u>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
<u>White, non-Hispanic</u>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total men	4	0	0	2
Women				
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic</u>	<input type="text" value="56"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text" value="6"/>
<u>White, non-Hispanic</u>	<input type="text" value="8"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total women	67	8	0	6
Total (men+women)	71	8	0	8
Total from EAP	71	8	0	8

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part K - Fall Staff - Total number of staff

Total number of staff by employment status, gender, and race/ethnicity

Gender and race/ethnicity	As of November 1, 2009					
	Full-time men	Full-time women	Part-time men	Part-time women	Total men	Total women
<u>Nonresident alien</u>	0	0	0	0	0	0
<u>Black, non-Hispanic</u>	3	1	2	2	5	3
<u>American Indian/Alaska Native</u>	1	0	1	1	2	1
<u>Asian/Pacific Islander</u>	2	2	1	3	3	5
<u>Hispanic</u>	21	64	8	76	29	140
<u>White, non-Hispanic</u>	39	36	25	33	64	69
<u>Race and ethnicity unknown</u>	0	0	0	0	0	0
Grand total	66	103	37	116	103	218

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part L - Fall Staff - New hires - Full-time instruction/research/public service staff - Faculty status

Number of full-time permanent new hires whose primary responsibility is instruction, research, and/or public service by faculty status, gender, and race/ethnicity

(Hired full time between July 1 and October 31, 2009 and still on payroll of the Institution as of November 1, 2009)

Gender and race/ethnicity	Faculty status			Without faculty status	Total
	Tenured	On tenure track	Not on tenure track/ no tenure system		
Men					
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White, non-Hispanic	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	1	0	0	1
Women					
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	0	0	0	0
Total (men+women)	0	1	0	0	1

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part L - Fall Staff - New hires - Full-time staff by position

Number of full-time permanent new hires by primary function/occupational activity, gender, and race/ethnicity

(Hired full time between July 1 and October 31, 2009 and still on payroll of the institution as of November 1, 2009)

Gender and race/ethnicity	Executive/ administrative/ managerial	Other professionals (support/service)	Technical and paraprofessionals	Clerical and secretarial	Skilled crafts	Service/ Maintenance	Total
Men							
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	0	0	0	0	0	0
Women							
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	2
White, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	1	0	1	0	0	2
Total (men+women)	0	1	0	1	0	0	2

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Part L - Fall Staff - New hires - Totals**Total number of full-time permanent new hires by gender and race/ethnicity****(Hired full time between July 1 and October 31, 2009 and still on payroll of the institution as of November 1, 2009)**

	Total men	Total women	Total (men+women)
<u>Nonresident alien</u>	0	0	0
<u>Black, non-Hispanic</u>	0	0	0
<u>American Indian/Alaska Native</u>	0	0	0
<u>Asian/Pacific Islander</u>	0	0	0
<u>Hispanic</u>	0	2	2
<u>White, non-Hispanic</u>	1	0	1
<u>Race and ethnicity unknown</u>	0	0	0
Grand total	1	2	3

Institution: West Hills College-Coalinga (125482)

User ID: 88g3273

Human Resources Survey Evaluation

Were any staff members difficult to categorize? If so, please explain in the box below.

☺

Institution: West Hills College-Coalinga (125462)

User ID: 88g3273

Explanation Report

Number	Source	Location	Description	Severity	Accepted
Global Edits					
1		Perform Edits	The total number of employees in EAP for full-time skilled crafts entered, 0, has an expected range of between 1 and 30. Please explain this difference.	Explanation	Yes
Reason: There were no employees in this category this year.					
2		Perform Edits	The total number of employees in EAP for part-time skilled crafts entered, 0, has an expected range of between 1 and 30. Please explain this difference.	Explanation	Yes
Reason: There were no employees in this category this year.					
Screen: Full Time					
3	Row 16 Column 5	Screen Entry	The number entered, 123, has an expected range of between 63 and 115. Please explain this difference.	Explanation	Yes
Reason: Due to changes in staffing.					
Screen: Benefits 9/10 mo					
4	Row 5 Column 5	Screen Entry	The average expenditure for one of the benefits in 9/10 month contracts, 12,667, is not within the expected range of between 677 and 1,255. Please fix or explain.	Explanation	Yes
Reason: Due to error in previous year's reporting.					
5	Row 7 Column 5	Screen Entry	The average expenditure for one of the benefits in 9/10 month contracts, 0, is not within the expected range of between 185 and 341. Please fix or explain.	Explanation	Yes
Reason: None this year.					
6	Row 8 Column 5	Screen Entry	The average expenditure for one of the benefits in 9/10 month contracts, 389, is not within the expected range of between 173 and 319. Please fix or explain.	Explanation	Yes
Reason: Due to change in premiums.					
7	Row 16 Column 5	Screen Entry	The average expenditure for one of the benefits in 9/10 month contracts, 244, is not within the expected range of between 30 and 54. Please fix or explain.	Explanation	Yes
Reason: Due to error in previous year's reporting.					
Screen: Benefits 11/12 mo					
8	Row 7 Column 5	Screen Entry	The average expenditure for one of the benefits in 11/12 month contracts, 0, is not within the expected range of	Explanation	Yes

		between 270 and 500. Please fix or explain.		
Reason: None this year.				
9	Row 8 Column 5	Screen Entry	The average expenditure for one of the benefits in 11/12 month contracts, 389, is not within the expected range of between 210 and 388. Please fix or explain.	Explanation Yes
Reason: Due to change in premiums.				
10	Row 16 Column 5	Screen Entry	The average expenditure for one of the benefits in 11/12 month contracts, 268, is not within the expected range of between 32 and 58. Please fix or explain.	Explanation Yes
Reason: Due to error in previous year's reporting.				
Screen: Headcount				
11	Row 25 Column 2	Screen Entry	The number entered, 0, has an expected range of between 1 and 30. Please explain this difference.	Explanation Yes
Reason: None this year. Please note that there was only one in the previous year.				
12	Row 25 Column 2	Screen Entry	The number entered, 0, has an expected range of between 1 and 1. Please explain this difference.	Explanation Yes
Reason: There was no employee for the category this year. Please note that there was only one employee in the previous year.				
13	Row 25 Column 3	Screen Entry	The number entered, 23, has an expected range of between 30 and 54. Please explain this difference.	Explanation Yes
Reason: Due to changes in staffing.				

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Human Resources 2009-10

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Human Resources Screening Questions

Does your institution have any part-time staff?

If you answer Yes to this question, you will be provided the screens to report part-time staff.

Yes No

Did your institution hire any full-time permanent staff who were included on the payroll of the institution between July 1 and October 31, 2009 either for the first time or after a break in service AND who were still on the payroll of the institution as of November 1, 2009? (Exclude persons who have returned from sabbatical leave OR full-time staff who are working less-than-9-month contracts/teaching periods and whose primary responsibility is instruction, research, and/or public service.)

If you answer Yes to this question and your institution has 15 or more full-time staff, you will be provided the screens to report full-time permanent new hires in the Fall Staff section (long version).

Yes No

Do ALL of the instructional staff at your institution fall into any of the following categories?

If you answer Yes to any of the questions below, the Salaries section is NOT applicable to your institution and you will NOT be required to report data for the Salaries section.

- No Yes Are ALL of the instructional staff military personnel?
- No Yes Do ALL of the instructional staff contribute their services (e.g., members of a religious order)?
- No Yes Do ALL of the instructional staff teach pre-clinical or clinical medicine?

You may use the space below to provide context for the data you've reported above.

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Screening questions - Method of reporting race and ethnicity for this component**Race/ethnicity question**

Which method of reporting race and ethnicity will you use for this component?

 NEW race/ethnicity categories (9 categories):

Notes:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Nonresident alienHispanic/LatinoAmerican Indian or Alaska NativeAsianBlack or African AmericanNative Hawaiian or Other Pacific IslanderWhite

Two or more races

Race and ethnicity unknown OLD race/ethnicity categories (7 categories):Nonresident alienBlack, non-HispanicAmerican Indian/Alaska NativeAsian/Pacific IslanderHispanicWhite, non-HispanicRace and ethnicity unknown MIXTURE of new and old race/ethnicity categories (all 14 categories will show on each screen):**NEW categories:**

Notes for NEW categories:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Hispanic/LatinoAmerican Indian or Alaska NativeAsianBlack or African AmericanNative Hawaiian or Other Pacific IslanderWhite

Two or more races

OLD categories:Black, non-HispanicAmerican Indian/Alaska NativeAsian/Pacific IslanderHispanicWhite, non-Hispanic**Categories used in BOTH New and Old:**

Nonresident alien

Race and ethnicity unknown

Institution: West Hills College-Lemoore (448594)

User ID: 86g3273

Part A - Employees by Assigned Position - Full-time staff

Number of full-time staff by faculty status and primary function/occupational activity

As of November 1, 2009

Primary function/ occupational activity (mutually exclusive categories)	Faculty status				Total
	Tenured	On tenure track	Not on tenure track/ no tenure system	Without faculty status	
<u>Primarily instruction</u>	29	10	6		45
<u>Instruction/research/public service</u>					0
Primarily instruction + Instruction/research/public service	29	10	6	0	45
<u>Primarily research</u>					0
<u>Primarily public service</u>					0
Primarily instruction + Instruction/research/public service + Primarily research + Primarily public service	29	10	6	0	45
<u>Executive/administrative/managerial</u>				10	10
<u>Other professionals (support/service)</u>				4	4
<u>Technical and paraprofessionals</u>				25	25
<u>Clerical and secretarial</u>				14	14
<u>Skilled crafts</u>				1	1
<u>Service/Maintenance</u>				6	6
Total full time	29	10	6	60	105
Total from prior year	24	18	5	60	107

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part B - Employees by Assigned Position - Part-time staff

Number of part-time staff by faculty status and primary function/occupational activity

As of November 1, 2009

Primary function/ occupational activity (mutually exclusive categories)	Faculty status				Total
	Tenured	On tenure track	Not on tenure track/ no tenure system	Without faculty status	
<u>Primarily instruction</u>			89		89
<u>Instruction/research/public service</u>					0
Primarily instruction + Instruction/research/public service	0	0	89	0	89
<u>Primarily research</u>					0
<u>Primarily public service</u>					0
Primarily instruction + Instruction/research/public service + Primarily research + Primarily public service	0	0	89	0	89
<u>Executive/administrative/managers</u>					0
<u>Other professionals (support/service)</u>				3	3
<u>Technical and paraprofessionals</u>				17	17
<u>Clerical and secretarial</u>				2	2
<u>Skilled crafts</u>					0
<u>Service/Maintenance</u>				10	10
Total part time	0	0	89	32	121
Total from prior year			104	29	133

Institution: West Hills College-Lemoore (448694)

User ID: 88g3273

Part C - Employees by Assigned Position - Total number of staff

Total number of staff by employment status and primary function/occupational activity

As of November 1, 2009

Primary function/occupational activity	Full-time	Full-time py	Part-time	Part-time py	Total
<u>Primarily instruction</u>	45	47	89	104	134
<u>Instruction/research/public service</u>	0		0		0
Primarily instruction + Instruction/research/public service	45	47	89	104	134
<u>Primarily research</u>	0		0		0
<u>Primarily public service</u>	0		0		0
Primarily instruction + Instruction/research/public service + Primarily research + Primarily public service	45	47	89	104	134
<u>Executive/administrative/managerial</u>	10	13	0		10
<u>Other professionals (support/service)</u>	4	24	3	4	7
<u>Technical and paraprofessionals</u>	25	2	17	2	42
<u>Clerical and secretarial</u>	14	7	2	2	16
<u>Skilled crafts</u>	1	7	0	12	1
<u>Service/Maintenance</u>	6	7	10	9	16
Grand total	105	107	121	133	226

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part D - Salaries - Full-time instructional staff by contract length/teaching period - Headcount

Number of full-time instructional staff by contract length/teaching period, gender, and academic rank

As of November 1, 2009

Gender and academic rank	Less-than-9-month	9/10-month	11/12-month	Total
Men				
Professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Associate professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Assistant professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Instructors	<input type="text"/>	18	6	24
Lecturers	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
No academic rank	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	18	6	24
Total men from prior year				
Women				
Professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Associate professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Assistant professors	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Instructors	<input type="text"/>	12	9	21
Lecturers	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
No academic rank	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	12	9	21
Total women from prior year				
Total (men + women)	0	30	15	45
Total from EAP, full-time non-medical section (Primarily instruction + instruction/research/public service lines)				45
Total from prior year (Salaries section)		36	11	47

Institution: West Hills College-Lemoore (448504)

User ID: 88g3273

Part E - Salaries - Full-time instructional staff on 9/10-month contracts/teaching periods - Salary outlays

Salaries of full-time instructional staff on 9/10-month contracts/teaching periods by gender and academic rank

As of November 1, 2009

Gender and academic rank	Total from Part D (Headcount screen)	Salary outlays	Average salary	Prior year Average salary
Men				
Professors				
Associate professors				
Assistant professors				
Instructors	18	1,460,516	81,140	86,634
Lecturers				
No academic rank				
Total men	18	1,460,516	81,140	
Women				
Professors				
Associate professors				
Assistant professors				
Instructors	12	858,975	71,581	76,479
Lecturers				
No academic rank				
Total women	12	858,975	71,581	
Total (men + women)	30	2,319,491	77,316	

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part E - Salaries - Full-time instructional staff on 11/12-month contracts/teaching periods - Salary outlays

Salaries of full-time instructional staff on 11/12-month contracts/teaching periods by gender and academic rank

As of November 1, 2009

Gender and academic rank	Total from Part D (Headcount screen)	Salary outlays	Average salary	Prior year Average salary
Men				
Professors				
Associate professors				
Assistant professors				
Instructors	8	532,725	88,788	93,842
Lecturers				
No academic rank				
Total men	8	532,725	88,788	
Women				
Professors				
Associate professors				
Assistant professors				
Instructors	9	761,748	84,639	83,407
Lecturers				
No academic rank				
Total women	9	761,748	84,639	
Total (men + women)	15	1,294,473	86,296	

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part F - Salaries - Full-time instructional staff on 9/10-month contracts/teaching periods - Fringe benefits

Fringe benefits of full-time instructional staff on 9/10-month contracts/teaching periods

As of November 1, 2009

Fringe benefits	Number covered	Expenditures	Average expenditures	Prior year Average expenditures
<u>Retirement plans (other than Social Security) - Vested within 5-years</u>	8	41,446	5,181	6,500
Retirement plans (other than Social Security) - Vested after 5-years	22	149,912	6,814	6,579
Medical/dental plans	30	360,624	12,687	12,558
Group life insurance	30	2,898	97	88
<u>Other insurance benefits (cafeteria plan, etc.)</u>				300
Guaranteed disability income protection	30	11,662	389	262
Tuition plan (dependents only)				
Unrestricted				
Restricted				
Housing plan				
Unrestricted				
Restricted				
Social Security taxes				5,102
Unemployment compensation taxes	30	6,959	232	42
Worker's compensation taxes	30	40,591	1,353	2,118
Other benefits in kind with cash options				
Total expenditures		634,112	21,137	

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part F - Salaries - Full-time Instructional staff on 11/12-month contracts/teaching periods - Fringe benefits**Fringe benefits of full-time instructional staff on 11/12-month contracts/teaching periods**

As of November 1, 2009

Fringe benefits	Number covered	Expenditures	Average expenditures	Prior year Average expenditures
<u>Retirement plans (other than Social Security) - Vested within 5-years</u>	8	39,815	6,636	7,705
Retirement plans (other than Social Security) - Vested after 5-years	8	70,530	7,837	7,520
Medical/dental plans	15	214,481	14,297	11,592
Group life insurance	15	1,449	97	85
<u>Other insurance benefits (cafeteria plan, etc.)</u>				278
Guaranteed disability income protection	15	5,841	389	240
Tuition plan (dependents only)				
Unrestricted				
<u>Restricted</u>				
Housing plan				
Unrestricted				
<u>Restricted</u>				
Social Security taxes	3	15,080	5,027	5,102
Unemployment compensation taxes	15	3,883	259	42
Worker's compensation taxes	15	22,653	1,510	1,955
Other benefits in kind with cash options				
Total expenditures		373,712	24,914	

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part G - Fall Staff - Full-time Instruction/research/public service staff - Tenured

Number of full-time staff with faculty status who are Tenured and whose primary responsibility is instruction, research, and/or public service by academic rank, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Men							
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	19	<input type="text"/>	<input type="text"/>	19
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	0	0	19	0	0	19
Women							
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	3	<input type="text"/>	<input type="text"/>	3
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	6	<input type="text"/>	<input type="text"/>	6
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	0	0	10	0	0	10
Total (men+women)	0	0	0	29	0	0	29
Total from EAP							29

Institution: West Hills College-Lemoore (448594)

User ID: B8g3273

Part G - Fall Staff - Full-time Instruction/research/public service staff - On tenure track

Number of full-time staff with faculty status who are On tenure track and whose primary responsibility is Instruction, research, and/or public service by academic rank, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Men							
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2	<input type="text"/>	<input type="text"/>	2
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
Total men	0	0	0	4	0	0	4
Women							
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	3	<input type="text"/>	<input type="text"/>	3
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2	<input type="text"/>	<input type="text"/>	2
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	0	0	6	0	0	6
Total (men+women)	0	0	0	10	0	0	10
Total from EAP							10

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part G - Fall Staff - Full-time Instruction/research/public service staff - Not on tenure track/no tenure system

Number of full-time staff with faculty status who are Not on tenure track and whose primary responsibility is Instruction, research, and/or public service OR number of full-time staff whose primary responsibility is Instruction, research, and/or public service and who work at an institution with No tenure system by academic rank, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Men							
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	0	0	1	0	0	1
Women							
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	4	<input type="text"/>	<input type="text"/>	4
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	0	0	5	0	0	5
Total (men+women)	0	0	0	6	0	0	6
Total from EAP							6

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part G - Fall Staff - Full-time instruction/research/public service staff - Without faculty status

Number of full-time staff Without faculty status whose primary responsibility is instruction, research, and/or public service by gender and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Total
Men	
<u>Nonresident alien</u>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text"/>
<u>Hispanic</u>	<input type="text"/>
<u>White, non-Hispanic</u>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>
Total men	0
Women	
<u>Nonresident alien</u>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text"/>
<u>Hispanic</u>	<input type="text"/>
<u>White, non-Hispanic</u>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>
Total women	0
Total (men+women)	0
Total from EAP	0

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part G - Fall Staff - Full-time Instruction/research/public service staff - Totals

Total number of full-time staff whose primary responsibility is instruction, research, and/or public service by gender and race/ethnicity

As of November 1, 2009

	Total men	Total women	Total (men+women)
<u>Nonresident alien</u>	0	0	0
<u>Black, non-Hispanic</u>	1	1	2
<u>American Indian/Alaska Native</u>	0	1	1
<u>Asian/Pacific Islander</u>	0	1	1
<u>Hispanic</u>	1	6	7
<u>White, non-Hispanic</u>	21	12	33
<u>Race and ethnicity unknown</u>	1	0	1
Total (must equal Part H (next part))	24	21	45

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part H - Fall Staff - Full-time Instruction/research/public service staff by contract length/teaching period - Headcount

Number of full-time staff whose primary responsibility is instruction, research, and/or public service by contract length/teaching period, gender, and race/ethnicity

(Include all staff from these functions, including those with and without faculty status.)

As of November 1, 2009

Gender and race/ethnicity	Less-than-9-month	9/10-month	11/12-month	Total	Total from Part G
Men					
<u>Nonresident Alien</u>				0	0
<u>Black, non-Hispanic</u>		1		1	1
<u>American Indian/Alaska Native</u>				0	0
<u>Asian/Pacific Islander</u>				0	0
<u>Hispanic</u>			1	1	1
<u>White, non-Hispanic</u>		17	4	21	21
<u>Race and ethnicity unknown</u>	0	0	1	1	1
Total men	0	18	6	24	24
Women					
<u>Nonresident Alien</u>				0	0
<u>Black, non-Hispanic</u>			1	1	1
<u>American Indian/Alaska Native</u>			1	1	1
<u>Asian/Pacific Islander</u>			1	1	1
<u>Hispanic</u>		3	3	6	6
<u>White, non-Hispanic</u>		9	3	12	12
<u>Race and ethnicity unknown</u>	0	0		0	0
Total women	0	12	9	21	21
Total (men+women)	0	30	15	45	45
Total from EAP				45	
Total (men+women) from Fall 2007	1	42	2		

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part H - Fall Staff - Full-time Instruction/research/public service staff on 9/10-month contracts/teaching periods - Salary class intervals

Number of full-time staff on 9/10-month contracts/teaching periods whose primary responsibility is instruction, research, and/or public service by salary class intervals, gender, and race/ethnicity

(Include all staff from these functions, including those with and without faculty status.)

As of November 1, 2009

Gender and race/ethnicity	Below \$30,000	30,000-39,999	40,000-49,999	50,000-64,999	65,000-79,999	80,000-99,999	100,000 and above	Total from Part H (Headcount screen)
Men								
Nonresident Alien								
Black, non-Hispanic						1		1
American Indian/Alaska Native								
Asian/Pacific Islander								
Hispanic								
White, non-Hispanic				3	5	9		17
Race and ethnicity unknown								0
Total men	0	0	0	3	5	10	0	18
Women								
Nonresident alien								
Black, non-Hispanic								
American Indian/Alaska Native								
Asian/Pacific Islander								
Hispanic				1	2			3
White, non-Hispanic				4	2	3		9
Race and ethnicity unknown								0
Total women	0	0	0	5	4	3	0	12
Total (men+women)	0	0	0	8	9	13	0	30

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part H - Fall Staff - Full-time instruction/research/public service staff on 11/12-month contracts/teaching periods - Salary class intervals

Number of full-time staff on 11/12-month contracts/teaching periods whose primary responsibility is instruction, research, and/or public service by salary class intervals, gender, and race/ethnicity

(include all staff from these functions, including those with and without faculty status.)

As of November 1, 2009

Gender and race/ethnicity	Below \$30,000	30,000-39,999	40,000-49,999	50,000-64,999	65,000-79,999	80,000-99,999	100,000 and above	Total from Part H (Headcount screen)
Men								
Nonresident alien								
Black, non-Hispanic								
American Indian/Alaska Native								
Asian/Pacific Islander								
Hispanic						1		1
White, non-Hispanic						3	1	4
Race and ethnicity unknown						1		1
Total men	0	0	0	0	0	5	1	6
Women								
Nonresident alien								
Black, non-Hispanic						1		1
American Indian/Alaska Native						1		1
Asian/Pacific Islander					1			1
Hispanic					2	1		3
White, non-Hispanic					1		2	3
Race and ethnicity unknown								
Total women	0	0	0	0	4	3	2	9
Total (men+women)	0	0	0	0	4	8	3	15

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part I - Fall Staff - Full-time executive/administrative/managerial staff - Salary class intervals

Number of full-time executive/administrative/managerial staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$30,000	30,000-39,999	40,000-49,999	50,000-64,999	65,000-79,999	80,000-99,999	100,000 and above	Total
Men								
Nonresident alien								0
Black, non-Hispanic				1		1		2
American Indian/Alaska Native								0
Asian/Pacific Islander								0
Hispanic							1	1
White, non-Hispanic				1		1	4	6
Race and ethnicity unknown								0
Total men	0	0	0	2	0	2	5	9
Women								
Nonresident alien								0
Black, non-Hispanic							1	1
American Indian/Alaska Native								0
Asian/Pacific Islander								0
Hispanic								0
White, non-Hispanic								0
Race and ethnicity unknown								0
Total women	0	0	0	0	0	0	1	1
Total (men+women)	0	0	0	2	0	2	6	10
Total from EAP								10

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part I - Fall Staff - Full-time other professional (support/service) staff - Salary class Intervals

Number of full-time other professional (support/service) staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$30,000	30,000-39,999	40,000-49,999	50,000-59,999	65,000-79,999	80,000-99,999	100,000 and above	Total
Men								
Nonresident alien								0
Black, non-Hispanic								0
American Indian/Alaska Native								0
Asian/Pacific Islander								0
Hispanic		1						1
White, non-Hispanic		1						1
Race and ethnicity unknown								0
Total men	0	2	0	0	0	0	0	2
Women								
Nonresident alien								0
Black, non-Hispanic								0
American Indian/Alaska Native								0
Asian/Pacific Islander								0
Hispanic		1						1
White, non-Hispanic						1		1
Race and ethnicity unknown								0
Total women	0	1	0	0	0	1	0	2
Total (men+women)	0	3	0	0	0	1	0	4
Total from EAP								4

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part I - Fall Staff - Full-time technical and paraprofessional staff - Salary class Intervals

Number of full-time ~~technical and paraprofessional~~ staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$20,000	20,000-29,999	30,000-39,999	40,000-49,999	50,000 and above	Total
Men						
<u>Nonresident alien</u>						0
<u>Black, non-Hispanic</u>		1				1
<u>American Indian/Alaska Native</u>						0
<u>Asian/Pacific Islander</u>						0
<u>Hispanic</u>					2	2
<u>White, non-Hispanic</u>		1			1	2
<u>Race and ethnicity unknown</u>						0
Total men	0	2	0	0	3	5
Women						
<u>Nonresident alien</u>						0
<u>Black, non-Hispanic</u>			1			1
<u>American Indian/Alaska Native</u>						0
<u>Asian/Pacific Islander</u>						0
<u>Hispanic</u>	1	2	6	4	2	15
<u>White, non-Hispanic</u>	1		1	1	1	4
<u>Race and ethnicity unknown</u>						0
Total women	2	2	8	5	3	20
Total (men+women)	2	4	8	5	6	25
Total from EAP						25

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part I - Fall Staff - Full-time clerical and secretarial staff- Salary class intervalsNumber of full-time clerical and secretarial staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$20,000	20,000-29,999	30,000-39,999	40,000-49,999	50,000 and above	Total
Men						
<u>Nonresident alien</u>						0
<u>Black, non-Hispanic</u>						0
<u>American Indian/Alaska Native</u>						0
<u>Asian/Pacific Islander</u>						0
<u>Hispanic</u>						0
<u>White, non-Hispanic</u>			1			1
<u>Race and ethnicity unknown</u>						0
Total men	0	0	1	0	0	1
Women						
<u>Nonresident alien</u>						0
<u>Black, non-Hispanic</u>						0
<u>American Indian/Alaska Native</u>						0
<u>Asian/Pacific Islander</u>			1			1
<u>Hispanic</u>			5	1		6
<u>White, non-Hispanic</u>			6			6
<u>Race and ethnicity unknown</u>						0
Total women	0	0	12	1	0	13
Total (men+women)	0	0	13	1	0	14
Total from EAP						14

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part I - Fall Staff - Full-time skilled crafts staff - Salary class Intervals

Number of full-time skilled crafts staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$20,000	20,000-29,999	30,000-39,999	40,000-49,998	50,000 and above	Total
Men						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	0	0	0	0	0
Women						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	1
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	0	0	1	0	1
Total (men+women)	0	0	0	1	0	1
Total from EAP						1

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part I - Fall Staff - Full-time service/maintenance staff - Salary class Intervals

Number of full-time service/maintenance staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$20,000	20,000-29,999	30,000-39,999	40,000-49,999	50,000 and above	Total
Men						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	2	1	<input type="text"/>	3
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	0	3	1	0	4
Women						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	0	2	0	0	2
Total (men+women)	0	0	5	1	0	6
Total from EAP						6

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

**Part I - Fall Staff - Full-time staff (excluding instruction/research/public service staff)
- Totals**

Total number of full-time staff by primary function/occupational activity, gender, and race/ethnicity
(excluding instruction/research/public service staff)

As of November 1, 2009

Gender and race/ethnicity	<u>Executive/ administrative/ managerial</u>	<u>Other professionals (support/service)</u>	<u>Technical and paraprofessionals</u>	<u>Clerical and secretarial</u>	<u>Skilled crafts</u>	<u>Service/ Maintenance</u>	Total
Men							
<u>Nonresident alien</u>	0	0	0	0	0	0	0
<u>Black, non-Hispanic</u>	2	0	1	0	0	0	3
<u>American Indian/Alaska Native</u>	0	0	0	0	0	0	0
<u>Asian/Pacific Islander</u>	0	0	0	0	0	0	0
<u>Hispanic</u>	1	1	2	0	0	3	7
<u>White, non-Hispanic</u>	6	1	2	1	0	1	11
<u>Race and ethnicity unknown</u>	0	0	0	0	0	0	0
Total men	9	2	5	1	0	4	21
Women							
<u>Nonresident alien</u>	0	0	0	0	0	0	0
<u>Black, non-Hispanic</u>	1	0	1	0	0	0	2
<u>American Indian/Alaska Native</u>	0	0	0	0	1	0	1
<u>Asian/Pacific Islander</u>	0	0	0	1	0	0	1
<u>Hispanic</u>	0	1	15	6	0	1	23
<u>White, non-Hispanic</u>	0	1	4	8	0	1	12
<u>Race and ethnicity unknown</u>	0	0	0	0	0	0	0
Total women	1	2	20	13	1	2	39
Total (men+women)	10	4	25	14	1	6	60
Total from EAP	10	4	25	14	1	6	60

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part 3 – Fall Staff – Part-time professional staff

Number of part-time staff by primary function/occupational activity, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Staff whose primary responsibility is instruction, research, and/or public service	Executive/administrative/managerial	Other professionals (support/service)
Men			
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black, non-Hispanic	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian/Pacific Islander	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text" value="9"/>	<input type="text"/>	<input type="text"/>
White, non-Hispanic	<input type="text" value="36"/>	<input type="text"/>	<input type="text"/>
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total men	47	0	0
Women			
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black, non-Hispanic	<input type="text" value="4"/>	<input type="text"/>	<input type="text"/>
American Indian/Alaska Native	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
Asian/Pacific Islander	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>
Hispanic	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="3"/>
White, non-Hispanic	<input type="text" value="31"/>	<input type="text"/>	<input type="text"/>
Race and ethnicity unknown	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total women	42	0	3
Total (men+women)	89	0	3
Total from EAP	89	0	3

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part J - Fall Staff - Part-time non-professional staff

Number of part-time staff by primary function/occupational activity, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	<u>Technical and para-professionals</u>	<u>Clerical and secretarial</u>	<u>Skilled crafts</u>	<u>Service/ Maintenance</u>
Men				
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>
<u>White, non-Hispanic</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total men	1	0	0	6
Women				
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic</u>	<input type="text" value="9"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
<u>White, non-Hispanic</u>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="3"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total women	16	2	0	4
Total (men+women)	17	2	0	10
Total from EAP	17	2	0	10

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Part K - Fall Staff - Total number of staff**Total number of staff by employment status, gender, and race/ethnicity**

Gender and race/ethnicity	As of November 1, 2009					
	Full-time men	Full-time women	Part-time men	Part-time women	Total men	Total women
<u>Nonresident alien</u>	0	0	0	0	0	0
<u>Black, non-Hispanic</u>	4	3	1	1	8	11
<u>American Indian/Alaska Native</u>	0	2	0	0	1	3
<u>Asian/Pacific Islander</u>	0	2	1	1	6	8
<u>Hispanic</u>	8	29	14	14	16	45
<u>White, non-Hispanic</u>	32	24	38	38	36	80
<u>Race and ethnicity unknown</u>	1	0	0	0	0	0
Grand total	45	60	54	54	67	127

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Human Resources Survey Evaluation

Were any staff members difficult to categorize? If so, please explain in the box below.

Institution: West Hills College-Lemoore (448594)

User ID: 88g3273

Explanation Report

Number	Source	Location	Description	Severity	Accepted
Global Edits					
1		Perform Edits	The total number of employees in EAP for full-time other professionals (support/service) entered, 4, has an expected range of between 17 and 31. Please explain this difference.	Explanation	Yes
Reason: Changes in staffing from year to year.					
2		Perform Edits	The total number of employees in EAP for part-time skilled crafts entered, 0, has an expected range of between 1 and 30. Please explain this difference.	Explanation	Yes
Reason: There were none this year.					
Screen: Benefits 9/10 mo					
3	Row 7 Column 5	Screen Entry	The average expenditure for one of the benefits in 9/10 month contracts, 0, is not within the expected range of between 210 and 390. Please fix or explain.	Explanation	Yes
Reason: None this year.					
4	Row 8 Column 5	Screen Entry	The average expenditure for one of the benefits in 9/10 month contracts, 389, is not within the expected range of between 184 and 340. Please fix or explain.	Explanation	Yes
Reason: Due to change in premlums.					
5	Row 15 Column 5	Screen Entry	The average expenditure for one of the benefits in 9/10 month contracts, 0, is not within the expected range of between 3,572 and 6,632. Please fix or explain.	Explanation	Yes
Reason: No applicable employees this year.					
6	Row 16 Column 5	Screen Entry	The average expenditure for one of the benefits in 9/10 month contracts, 232, is not within the expected range of between 30 and 54. Please fix or explain.	Explanation	Yes
Reason: Due to error in the previous year.					
7	Row 17 Column 5	Screen Entry	The average expenditure for one of the benefits in 9/10 month contracts, 1,353, is not within the expected range of between 1,483 and 2,753. Please fix or explain.	Explanation	Yes
Reason: Due to error in the previous year.					
Screen: Benefits 11/12 mo					
8	Row 7 Column 5	Screen Entry	The average expenditure for one of the benefits in 11/12 month contracts, 0, is not within the expected range of	Explanation	Yes

		between 195 and 361. Please fix or explain.			
Reason: None this year.					
9	Row 8 Column 5	Screen Entry	The average expenditure for one of the benefits in 11/12 month contracts, 389, is not within the expected range of between 168 and 312. Please fix or explain.	Explanation	Yes
Reason: Due to change in premlums.					
10	Row 16 Column 5	Screen Entry	The average expenditure for one of the benefits in 11/12 month contracts, 259, is not within the expected range of between 30 and 54. Please fix or explain.	Explanation	Yes
Reason: Due to error in the previous year.					
Screen: Headcount					
11	Row 25 Column 2	Screen Entry	The number entered, 0, has an expected range of between 1 and 30. Please explain this difference.	Explanation	Yes
Reason: None this year. Note that there was only one in the previous year.					
12	Row 25 Column 2	Screen Entry	The number entered, 0, has an expected range of between 1 and 1. Please explain this difference.	Explanation	Yes
Reason: None this year. Please note that there was only one in the previous year.					

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Human Resources 2009-10

Institution: West Hills Community College District (448637)

User ID: 88g3273

Human Resources Screening Questions

Does your institution have any part-time staff?

If you answer Yes to this question, you will be provided the screens to report part-time staff.

Yes No

Did your institution hire any full-time permanent staff who were included on the payroll of the institution between July 1 and October 31, 2009 either for the first time or after a break in service AND who were still on the payroll of the institution as of November 1, 2009? (Exclude persons who have returned from sabbatical leave OR full-time staff who are working less-than-9-month contracts/teaching periods and whose primary responsibility is instruction, research, and/or public service.)

If you answer Yes to this question and your institution has 15 or more full-time staff, you will be provided the screens to report full-time permanent new hires in the Fall Staff section (long version).

Yes No

You may use the space below to provide context for the data you've reported above.

6

Institution: West Hills Community College District (448637)

User ID: 88g3273

Screening questions - Method of reporting race and ethnicity for this component**Race/ethnicity question**


Which method of reporting race and ethnicity will you use for this component?

 **NEW race/ethnicity categories (9 categories):****Notes:**

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Nonresident alienHispanic/LatinoAmerican Indian or Alaska NativeAsianBlack or African AmericanNative Hawaiian or Other Pacific IslanderWhite

Two or more races

Race and ethnicity unknown **OLD race/ethnicity categories (7 categories):**Nonresident alienBlack, non-HispanicAmerican Indian/Alaska NativeAsian/Pacific IslanderHispanicWhite, non-HispanicRace and ethnicity unknown **MIXTURE of new and old race/ethnicity categories (all 14 categories will show on each screen):****NEW categories:****Notes for NEW categories:**

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Hispanic/LatinoAmerican Indian or Alaska NativeAsianBlack or African AmericanNative Hawaiian or Other Pacific IslanderWhite

Two or more races

OLD categories:Black, non-HispanicAmerican Indian/Alaska NativeAsian/Pacific IslanderHispanicWhite, non-Hispanic**Categories used in BOTH New and Old:**

Nonresident alien

Race and ethnicity unknown

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part A - Employees by Assigned Position - Full-time staff

Number of full-time staff by faculty status and primary function/occupational activity

As of November 1, 2009

Primary function/ occupational activity (mutually exclusive categories)	Faculty status				Total
	Tenured	On tenure track	Not on tenure track/ no tenure system	Without faculty status	
<u>Primarily Instruction</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Instruction/research/public service</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Primarily Instruction + Instruction/research/public service	0	0	0	0	0
<u>Primarily research</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Primarily public service</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Primarily Instruction + Instruction/research/public service + Primarily research + Primarily public service	0	0	0	0	0
<u>Executive/administrative/managerial</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	20	20
<u>Other professionals (support/service)</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	6	6
<u>Technical and paraprofessionals</u>				11	11
<u>Clerical and secretarial</u>				4	4
<u>Skilled crafts</u>					0
<u>Service/Maintenance</u>					0
Total full time	0	0	0	41	41
Total from prior year				46	46

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part B - Employees by Assigned Position - Part-time staff

Number of part-time staff by faculty status and primary function/occupational activity

As of November 1, 2009

Primary function/ occupational activity (mutually exclusive categories)	Faculty status				Total	Graduate assistants
	Tenured	On tenure track	Not on tenure track/ no tenure system	Without faculty status		
<u>Primarily instruction</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>
<u>Instruction/research/public service</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>
Primarily instruction + Instruction/research/public service	0	0	0	0	0	0
<u>Primarily research</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>
<u>Primarily public service</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>
Primarily instruction + Instruction/research/public service + Primarily research + Primarily public service	0	0	0	0	0	0
<u>Executive/administrative/managerial</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>
<u>Other professionals (support/service)</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>
<u>Technical and paraprofessionals</u>				<input type="text"/>	0	<input type="text"/>
<u>Clerical and secretarial</u>				<input type="text"/>	0	<input type="text"/>
<u>Skilled crafts</u>				<input type="text"/>	0	<input type="text"/>
<u>Service/Maintenance</u>				<input type="text" value="1"/>	1	<input type="text"/>
Total part time	0	0	0	1	1	0
Total from prior year				2	2	

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part C - Employees by Assigned Position - Total number of staff

Total number of staff by employment status and primary function/occupational activity

As of November 1, 2009

Primary function/occupational activity	Full-time	Full-time py	Part-time	Part-time py	Graduate assistants	Graduate assistants py	Total Including Graduate assistants
<u>Primarily Instruction</u>	0		0		0		0
<u>Instruction/research/public service</u>	0		0		0		0
Primarily Instruction + Instruction/research/public service	0	0	0	0	0	0	0
<u>Primarily research</u>	0		0		0		0
<u>Primarily public service</u>	0		0		0		0
Primarily Instruction + Instruction/research/public service + Primarily research + Primarily public service	0	0	0	0	0	0	0
<u>Executive/administrative/managerial</u>	20	23	0		0		20
<u>Other professionals (support/service)</u>	8	6	0		0		6
<u>Technical and paraprofessionals</u>	11	14	0		0		11
<u>Clerical and secretarial</u>	4	3	0	1	0		4
<u>Skilled crafts</u>	0		0		0		0
<u>Service/Maintenance</u>	0		1	1	0		1
Grand total	41	46	1	2	0		42

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part I - Fall Staff - Full-time executive/administrative/managerial staff - Salary class Intervals

Number of full-time executive/administrative/managerial staff by salary class intervals, gender, and race/ethnicity

Gender and race/ethnicity	As of November 1, 2009							Total
	Below \$30,000	30,000-39,999	40,000-49,999	50,000-64,999	65,000-79,999	80,000-99,999	100,000 and above	
Men								
Nonresident alien								0
Black, non-Hispanic								0
American Indian/Alaska Native								0
Asian/Pacific Islander								0
Hispanic						1	1	2
White, non-Hispanic				1			4	5
Race and ethnicity unknown								0
Total men	0	0	0	1	0	1	5	7
Women								
Nonresident alien								0
Black, non-Hispanic								0
American Indian/Alaska Native								0
Asian/Pacific Islander				1				1
Hispanic				2			1	3
White, non-Hispanic				1		4	4	9
Race and ethnicity unknown								0
Total women	0	0	0	4	0	4	5	13
Total (men+women)	0	0	0	5	0	5	10	20
Total from EAP								20

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part I - Fall Staff - Full-time other professional (support/service) staff - Salary class Intervals

Number of full-time other professional (support/service) staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$30,000	30,000-39,999	40,000-49,999	50,000-64,999	65,000-79,999	80,000-99,999	100,000 and above	Total
Men								
Nonresident alien								0
Black, non-Hispanic								0
American Indian/Alaska Native								0
Asian/Pacific Islander								0
Hispanic								0
White, non-Hispanic								0
Race and ethnicity unknown								0
Total men	0	0	0	0	0	0	0	0
Women								
Nonresident alien								0
Black, non-Hispanic								0
American Indian/Alaska Native								0
Asian/Pacific Islander								0
Hispanic				1				1
White, non-Hispanic		2	1			1		4
Race and ethnicity unknown		1						1
Total women	0	3	1	1	0	1	0	6
Total (men+women)	0	3	1	1	0	1	0	6
Total from EAP								6

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part I - Fall Staff - Full-time technical and paraprofessional staff - Salary class Intervals

Number of full-time technical and paraprofessional staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$20,000	20,000-29,999	30,000-39,999	40,000-49,999	50,000 and above	Total
Men						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	3	4
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	0	1	0	3	4
Women						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	6	1	7
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	0	0	6	1	7
Total (men+women)	0	0	1	6	4	11
Total from EAP						11

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part I - Fall Staff - Full-time clerical and secretarial staff- Salary class intervals

Number of full-time clerical and secretarial staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$20,000	20,000-29,999	30,000-39,999	40,000-49,999	50,000 and above	Total
Men						
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total men	0	0	0	0	0	0
Women						
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black, non-Hispanic	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian/Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian/Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	1	2
White, non-Hispanic	<input type="text"/>	<input type="text"/>	2	<input type="text"/>	<input type="text"/>	2
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total women	0	0	3	0	1	4
Total (men+women)	0	0	3	0	1	4
Total from EAP						4

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part I - Fall Staff - Full-time skilled crafts staff - Salary class intervals

Number of full-time skilled crafts staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$20,000	20,000-29,999	30,000-39,999	40,000-49,999	50,000 and above	Total
Men						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total men						
Women						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total women						
Total (men+women)						
Total from EAP						0

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part I - Fall Staff - Full-time service/maintenance staff - Salary class intervals

Number of full-time service/maintenance staff by salary class intervals, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Below \$20,000	20,000-29,999	30,000-39,999	40,000-49,999	50,000 and above	Total
Men						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Total men						
Women						
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Total women						
Total (men+women)						
Total from EAP						0

Institution: West Hills Community College District (448637)

User ID: 88g3273

**Part I - Fall Staff - Full-time staff (excluding instruction/research/public service staff)
- Totals**

Total number of full-time staff by primary function/occupational activity, gender, and race/ethnicity
(excluding instruction/research/public service staff)

As of November 1, 2009

Gender and race/ethnicity	<u>Executive/ administrative/ managerial</u>	<u>Other professionals (support/service)</u>	<u>Technical and paraprofessionals</u>	<u>Clerical and secretarial</u>	<u>Skilled crafts</u>	<u>Service/ Maintenance</u>	Total
Men							
<u>Nonresident alien</u>	0	0	0	0	0		0
<u>Black, non-Hispanic</u>	0	0	0	0	0		0
<u>American Indian/Alaska Native</u>	0	0	0	0	0		0
<u>Asian/Pacific Islander</u>	0	0	0	0	0		0
<u>Hispanic</u>	2	0	0	0	0		2
<u>White, non-Hispanic</u>	5	0	0	4	0		9
<u>Race and ethnicity unknown</u>	0	0	0	0	0		0
Total men	7	0	0	4	0		11
Women							
<u>Nonresident alien</u>	0	0	0	0	0		0
<u>Black, non-Hispanic</u>	0	0	0	0	0		0
<u>American Indian/Alaska Native</u>	0	0	0	0	0		0
<u>Asian/Pacific Islander</u>	1	0	0	0	0		1
<u>Hispanic</u>	3	1	0	0	2		6
<u>White, non-Hispanic</u>	9	4	0	7	2		22
<u>Race and ethnicity unknown</u>	0	1	0	0	0		1
Total women	13	6	0	7	4		30
Total (men+women)	20	6	0	11	4		41
Total from EAP	20	6	0	11	4	0	41

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part J - Fall Staff - Part-time professional staff

Number of part-time staff by primary function/occupational activity, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	<u>Staff whose primary responsibility is instruction, research, and/or public service</u>	<u>Executive/administrative/managerial</u>	<u>Other professionals (support/service)</u>
Men			
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total men			
Women			
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total women			
Total (men+women)			
Total from EAP	0	0	0

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part J - Fall Staff - Part-time non-professional staff

Number of part-time staff by primary function/occupational activity, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Technical and paraprofessionals	Clerical and secretarial	Skilled crafts	Service/ Maintenance
Men				
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total men	0	0	0	1
Women				
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian/Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian/Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White, non-Hispanic</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total women	0	0	0	0
Total (men+women)	0	0	0	1
Total from EAP	0	0	0	1

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part J - Fall Staff - Graduate assistants and part-time grand total

Number of part-time staff by primary function/occupational activity, gender, and race/ethnicity

As of November 1, 2009

Gender and race/ethnicity	Total (includes Part-time Professionals and Part-time Non-professionals)	Graduate assistants	Part-time grand total (includes graduate assistants)
Men			
<u>Nonresident alien</u>	0	<input type="text"/>	0
<u>Black, non-Hispanic</u>	1	<input type="text"/>	1
<u>American Indian/Alaska Native</u>	0	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	0	<input type="text"/>	0
<u>Hispanic</u>	0	<input type="text"/>	0
<u>White, non-Hispanic</u>	0	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	0	<input type="text"/>	0
Total men	1		1
Women			
<u>Nonresident alien</u>	0	<input type="text"/>	0
<u>Black, non-Hispanic</u>	0	<input type="text"/>	0
<u>American Indian/Alaska Native</u>	0	<input type="text"/>	0
<u>Asian/Pacific Islander</u>	0	<input type="text"/>	0
<u>Hispanic</u>	0	<input type="text"/>	0
<u>White, non-Hispanic</u>	0	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	0	<input type="text"/>	0
Total women	0		0
Total (men+women)	1		1
Total from EAP	1	0	1

Institution: West Hills Community College District (448637)

User ID: 88g3273

Part K - Fall Staff - Total number of staff**Total number of staff by employment status, gender, and race/ethnicity**

Gender and race/ethnicity	As of November 1, 2009					
	Full-time men	Full-time women	Part-time men	Part-time women	Total men	Total women
<u>Nonresident alien</u>	0	0	0	0	0	0
<u>Black, non-Hispanic</u>	0	0	1	0	1	0
<u>American Indian/Alaska Native</u>	0	0	0	0	0	0
<u>Asian/Pacific Islander</u>	0	1	0	0	0	1
<u>Hispanic</u>	2	6	0	0	2	6
<u>White, non-Hispanic</u>	9	22	0	0	9	22
<u>Race and ethnicity unknown</u>	0	1	0	0	0	1
Grand total	11	30	1	0	12	30

Institution: West Hills Community College District (448837)

User ID: 88g3273

Human Resources Survey Evaluation

Were any staff members difficult to categorize? If so, please explain in the box below.

Institution: West Hills Community College District (448637)

User ID: 88g3273

Explanation Report

Number	Source	Location	Description	Severity	Accepted
Global Edits					
1		Perform Edits	The total number of employees in EAP for part-time clerical and secretarial entered, 0, has an expected range of between 1 and 30. Please explain this difference.	Explanation:	Yes

Reason: None this year.

[Print Form\(s\)](#)[Go Back](#)

WEST HILLS COMMUNITY COLLEGE

CERTIFICATED STAFF

AFFIRMATIVE ACTION EMPLOYMENT PROGRAM

The Board of Trustees subscribes to the following statement on Affirmative Action issued by the Office of Civil Rights, Department of Health, Education and Welfare.

As the phrase implies, Affirmative Action requires the employer to make additional efforts to recruit, employ, and promote qualified members of groups formerly excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the employer. The premise of the Affirmative Action concept of Executive Order #11246 is that unless positive action is undertaken to overcome the effects of systemic institutional form of exclusion and discrimination, a benign neutrality in employment practices will tend to perpetuate the status quo indefinitely (1).

West Hills College has the responsibility to strive to correct any adverse discrepancies that might have resulted, unintentionally, from part-time employment practices. It shall, therefore, be the policy of the West Hills Community College District to provide for verifiable Affirmative Action approaches to the recruitment, examination, selection, retention and education to assure the protected groups are integrated within district employment and college enrollment at all levels.

Furthermore, all bids for construction to contractors for projects of \$16,000 or more, which involve labor, shall contain an Affirmative Action/Equal opportunity clause; and through all appropriate means, the District will make it known that it is an Affirmative Action/Equal opportunity employer.

While this District's Affirmative Action Program shall seek to bring about a better ethnic and sexual balance among employees, it must not come into conflict with the concept of equal opportunity for all that is, steps to increase opportunities for some shall not result in discrimination against others. Furthermore, implementation of this policy should be such a form that high standards of employee performance are maintained to guarantee a beneficial effect upon Educational Program of this District.

WEST HILLS COMMUNITY COLLEGE
Affirmative Action Employment Program

CERTIFICATED STAFF

The Superintendent/President shall insure implementation of an affirmative Action Program in accordance with District policy and in keeping with applicable state and federal laws. Furthermore, the efficacy of this policy is to be evaluated regularly and reports made to the Board.

Ed. Code 87400, 87427
5 Cal. Adm. Code 30, et seq.

Board approval date: _____

Planning and Governance Manual

West Hills College Lemoore



January 2008

WEST HILLS COLLEGE LEMOORE

Planning and Governance Manual

January 2008

© West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245
Phone 559.925.3000 • Fax 559.924.1243

Originated: March 2004

Revised: September 2006, August 2007, January 2008

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Planning and Governance Council Meetings

2007-2008

First and third Wednesday of each month (only one meeting in December and January due to Christmas and new year's). Meeting time: 1:30 pm

First Wednesday	Third Wednesday
September 5, 2007	September 19, 2007
October 3, 2007	October 17, 2007
November 7, 2007	November 21, 2007
December 5, 2007	
	January 16, 2008
February 6, 2008	February 20, 2008
March 5, 2008	March 26, 2008
April 2, 2008	April 16, 2008
May 7, 2008	May 21, 2008
June 4, 2008 (if needed)	June 11, 2008 (WHCL Retreat)

Membership as of January 2008:

- 1) Don Warkentin, President
- 2) Rene Sanchez, Curriculum Committee Chair
- 3) Marty Ennes, CTA/Faculty Representative
- 4) Marta Hendrickson, CTA/Faculty Representative
- 5) Teresa Macias-Quilici, CSEA/Classified Representative
- 6) America Infante, CSEA/Classified Representative
- 7) Ron Oxford, Librarian or Learning Resource Specialist
- 8) Jan Young, Counselor/Advisor
- 9) Dave Bolt, Vice President of Educational Services
- 10) Marlon Hall, Associate Dean of Educational Service, Evening College
- 11) Jose Lopez, Dean of Students
- 12) Allen Moore, Interim Director of Maintenance & Operations/Auxiliary
- 13) James Preston, Academic Senate President
- 14) Yarely Herrera, Student Government Association Representative

Institutional Narrative

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

Unique Public-Private Partnerships

In response to the growing enrollment and the enthusiasm of Lemoore area residents to build their own campus, the district supported a plan to build a new campus in Lemoore. Residents of the West Hills Community College District approved a \$19 million West Hills College bond Measure G which was partially used to construct a new Lemoore campus. In Kings County, the measure was approved by 70% of the votes. This bond measure, coupled with bond monies from Proposition 1A which passed statewide, allowed the college to move on a dream that has been in the making for over 30 years. On September 26, 2000 the Board of Trustees signed and accepted a “Revised and Restated Agreement of Donation of Land” from Robert and Mardell Pedersen, and Lionel and Lola Semas for a new campus. This revised agreement described the donation in four phases and exceed 100 acres. West Hills College Lemoore opened its doors to students on January 14, 2002. The second phase of construction was approved and began in the winter of 2004. When fully completed, West Hills College Lemoore will have capacity for over 6,000 students.

Small class sizes and the latest in science and technology facilities are features of West Hills College Lemoore. The brand-new, state-of-the-art West Hills College Lemoore campus – a project with its first phase completed cost approximately \$1 million less than budgeted – features the largest and most technologically advanced library in Kings County, 18 classrooms, computer labs, three science *Collaboratories* (an award winning concept that is being replicated at other colleges). Associate degrees and/or certificate programs are offered in almost 30 areas from Administration of Justice to trade, technology and industry. At present, students pursuing the law enforcement option of the Administration of Justice degree may earn the degree entirely online. Corrections students must currently take one course in a classroom, but may take all other coursework online. Beginning Fall 2004, students were able to earn a bachelor’s degree through California State University, Fresno while attending classes at the Lemoore site or through online courses.

Responsive to Community Interests

From the beginning WHC Lemoore has recognized the importance of responding to the community. Not only do such programs meet the employer needs of the

area, but they also offer work training opportunities to students who are the hardest to employ, many of whom struggle with the English language.

The Central Valley is home to a number of gaming casinos operated by local Native American tribes; one of these casinos is located approximately four miles from the campus. To meet the needs of this business, the college has developed a Hotel, Restaurant and Casino Management program. Over 1,900 students have taken coursework in this program since 2000.

Through a partnership with the Kings County Department of Health, high-risk WHC Lemoore students took coursework designed to teach them skills in food preparation and menu development for people with diabetes. Meals were taken by Kings County Department of Health to the homes of people with diabetes.

In addition, the college is responsive to the needs of Naval Air Station Lemoore. With a base resident population of 7,640 active and retired military personnel and dependents, the college is a valued source of education for the base. The college maintains an office and classrooms on the base, but most base students also come to the college campus. The needs of these personnel are varied, ranging from newly enlisted servicemen who may have little education and are in need of basic classes, to highly educated military personnel and dependents. WHC Lemoore seeks to offer courses to meet the spectrum of requirements, and works closely with base officials to select and design these courses.

Thinking Globally

Naval Air Station Lemoore is located about five miles from the WHC Lemoore campus. While many military bases have been closed or downsized in the past decade, NASL has grown and is expected to continue to grow. In addition to its positive economic impact on the community and the college, the presence of the base provides the area with a global perspective. The base has an active partnership with its personnel participating in a variety of college activities, including advisory committees, special ceremonies, and serving as a resource for programs related to military activities.

The range of experience and education offered by military personnel who participate in WHC Lemoore classes and activities is a significant resource to college faculty and staff. Some military personnel lack basic education, and the college is able to provide them with classes that increase their ability to succeed in the military. In addition, many highly educated, world-traveled military personnel seek coursework to enhance their education. The college seeks to respond to this need through NASL participation in college advisory committees and through regular meetings with base administrators. Faculty and staff at the college have noted that the presence of these knowledgeable students in their classes adds significantly to the teaching and learning experience for both students and teachers. For valley students, many of whom may have limited travel experience, the global perspective brought by NASL is invaluable.

President's Message

West Hills College Lemoore received its initial accreditation in June 2006 to become the newest community college in the State of California, and the only full service accredited college in Kings County. The governance structure and practices are outlined in this Planning and Governance Manual in concurrence with the Strategic Master Plan (SMP) which serves as the roadmap to guide the college in meeting its goals and evaluating its programs and services. During the spring 2007 semester, a broadly represented group of faculty, staff, students, and administration met to review and revise the college's Strategic Master Plan to better identify and address the needs of the community we serve.

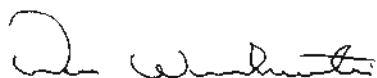
A revised mission statement appropriately identifies who our students are and signifies a commitment to student learning outcomes utilizing innovation, goal orientated strategies, and community partnerships to provide excellent learning opportunities. We have identified institutional outcomes that will prepare our students with the skills and experiences needed to succeed in the world of work or transfer to an institution of higher learning.

Through a process of regular evaluation and review, we will be able to constantly update and revise programs or develop new programs to meet current demand. Our faculty will be equipped with the latest technology and means of delivery to provide high quality instructional experiences to our students. Faculty will have access to the latest training opportunities to further enhance their curriculum and course delivery modalities.

Our students will have at their disposal high quality support services to assist them with obtaining their educational goals. Support opportunities will be available 24/7 through online technology in order to serve students on campus or located in distant locations.

It is our goal to be able to provide the highest quality services to our constituents.

Sincerely,



Don Warkentin, President
West Hills College Lemoore

Mission, Vision, Goals and Institutional Outcomes

Mission Statement

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision Statement

Learning Through Excellence and Innovation

Goals and Institutional Outcomes

Goal 1 - WHCL is committed to provide quality education to students and the community.

Measurements (Institutional Outcomes):

1. Community Participation Rates
2. High School Graduates Participation Rates
3. Overall Success Rates
4. Overall Retention Rates
5. Persistence Rates (continuous enrollment)
6. Student Learning Outcomes Implementation and assessment.

Goal 2 - WHCL is committed to empower students to achieve their educational goals.

Measurements (Institutional Outcomes):

1. Basic skills math successful course completion & retention
2. Basic skills ESL successful course completion & retention
3. Basic skills English successful course completion & retention
4. Vocational courses successful course completion & retention
5. Degree and certificate completion
6. Transfers to four year institutions

Goal 3 - WHCL will effectively maintain and increase its resources and productivity.

Measurements (Institutional Outcomes):

1. Monitor Student Headcount
2. Meet Full-Time Equivalent Students (FTES) Goals
3. Successful Grant Acquisitions
4. Increase Revenue Generated by Outside Capitol Campaign Activities

Governance Structure

Introduction

The West Hills College Lemoore governance structure and process is designed to be inclusive and collaborative. It involves faculty, staff, students, community members and administrators in the planning and operation of the college. The governance structure and practices were developed collaboratively and support the participatory approach to decision-making. The Board of Trustees is the final authority for governance at West Hills College Lemoore, and delegates authority to the District Chancellor who in turn delegates authority to the College President. The President then solicits and receives input through the participatory governance decision-making process.

Organization

The Planning and Governance Council (PGC), as the principal participatory governance body of the College, creates the processes for recommending College policies and governance committee structures (see Addendum A, AP 2410). The PGC reviews and approves actions, recommendations, and requests of committees, planning groups, and task forces. The PGC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. The PGC develops, implements, evaluates continuously and revises, if necessary, the College's plans and initiatives, both long-term and short-term.

The Strategic Master Plan outlines the tasks and actions to be accomplished during the upcoming year. The PGC reviews Strategic Master Plan and evaluates progress toward achieving the college goals. Each governance committee is responsible for achieving the tasks and actions as outlined for each committee within its goals, roles, and products. The governance committees report directly to the PGC, and each has a representative on the PGC. The College President serves as the chair of the PGC. All governance committee representatives on the PGC report progress on their assigned goal, objectives, and activities at the PGC meetings.

Review Cycle: Mission/Vision, Goals, and Institutional Outcomes

WHC Lemoore's mission/vision, goals and institutional outcomes shall be reviewed by the Strategic Planning Committee each fall semester. Recommendations will be forwarded to the respective governance groups and returned to the PGC for recommended revision/s and/or adoption.

Representation

The governance structure provides for representation from five recognized constituencies at West Hills College Lemoore: Students, Academic Senate, Faculty Association (CTA), Classified Staff (CSEA), and administrators. **However, governance meetings are public. In addition, to representation afforded to individuals through constituencies, other individuals and groups may be heard in any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda.**

Appointments from the constituencies, when not specified by position, are made by the following:

- SGA – students
- Academic Senate – faculty
- CTA – faculty
- CSEA – classified staff
- President – administrators

The constituent appointees serve the length of term designated by the constituency group and/or the President.

Responsibilities of Representatives

The primary responsibilities of representatives are as follows:

- Prepare for and attend meetings
- Communicate with individual constituencies. **All representatives are responsible for keeping their respective constituencies informed of the proceedings and recommendations.**
- Contribute to informed decision-making

Recommendation and Operating Process

Each council/committee shall attempt to achieve consensus. When consensus cannot be reached, a majority of members shall determine the recommendation. **Each council/committee chair is responsible for communicating recommendations through the appropriate administrative and/or governance structure.** The process for presenting items first for information, then for action at a subsequent meeting shall be followed. **The PGC will have 60 days in which to complete the review and approval process of board policies and administrative procedures at the college level and submit final comments, recommendations or actions taken with regard to the policy/procedure to the Chancellor's Office (AP 2410).** Allowance will be made for suspending this process when deemed appropriate by a majority. **Agendas and minutes for each standing committee shall be posted on the college website.**

Definition of Governance Structures

Council: A group of constituency representatives designated or selected to act in an advisory capacity that meets on a regular basis. The charge of a council entails college-wide issues and is the designated governance group.

Standing Committee: A permanent committee of constituency representatives intended to consider all matters pertaining to a designated subject that meets on a regular basis. A standing committee is part of the governance structure and reports to a Council.

Permanent Sub-Committee: A permanent sub group of a standing committee designated to consider specific subjects in detail for recommendations back to the standing committee. The chair must be a member of the committee to which it reports. Other members need not be members of the committee to which it reports.

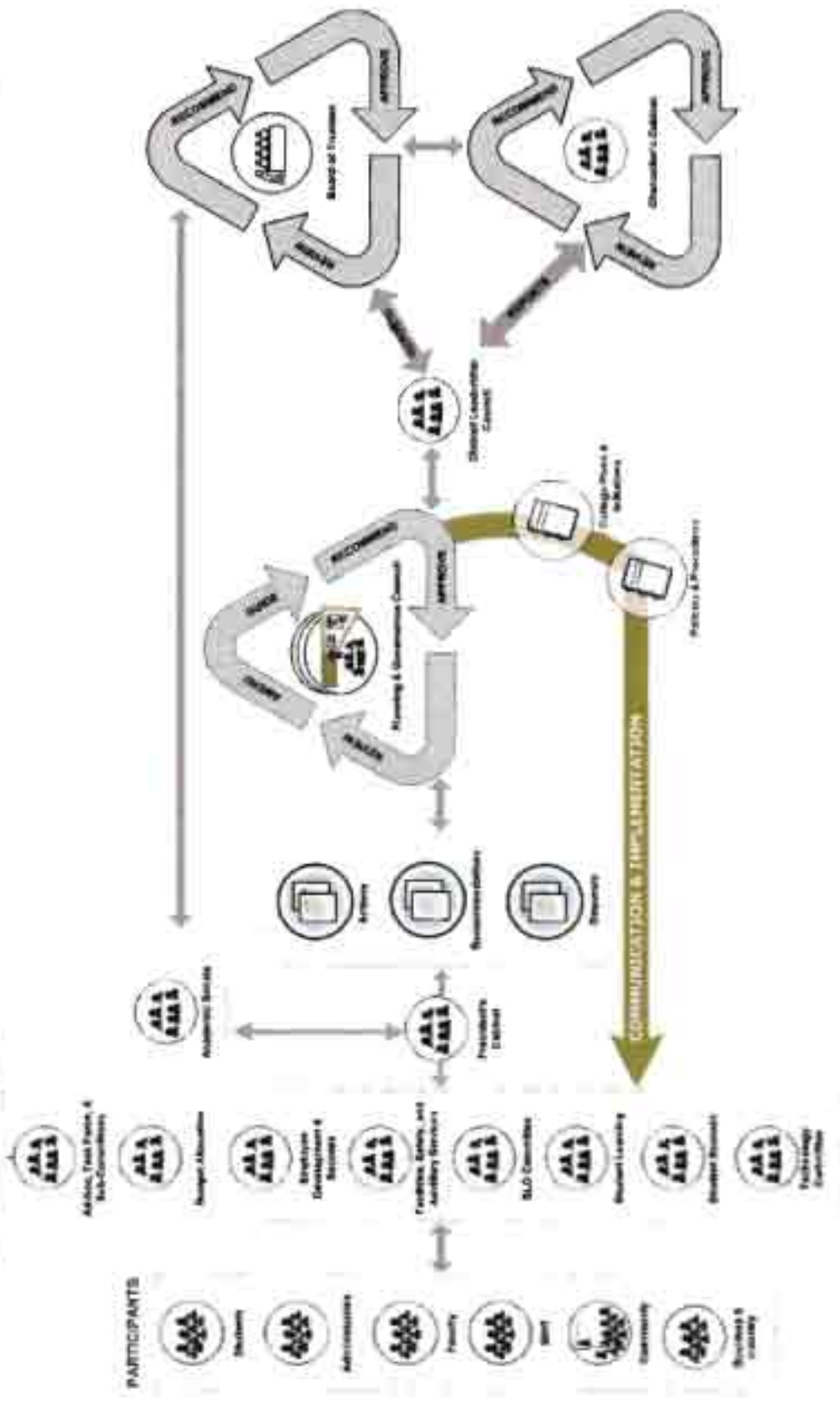
Ad Hoc Committee: A committee created by a council or standing committee to address and make recommendations on a particular subject as needed and meets until a task is completed. The members need not be from a council or standing committee.

Task Force: A constituency-represented group created to address a special college-wide subject/issue and meets until the subject/issue is resolved.

West Hills College Lemoore Governance Process



COMMITTEES & PLANNING GROUPS



WHL-15
 Revised 06-2010
 Created by: WHL-15 (Office of Institutional Excellence)

COUNCIL/COMMITTEES

The following college wide committees have operational responsibility for the implementation of the Institutional Student Outcomes:

Planning and Governance Council

Role: The PGC represents all constituent groups of WHCL, develops and implements the WHCL Strategic Master Plan, develops or revises and approves governance policies and communicates with the respective groups. The strategic planning process guides budget priorities. Recommendations made by the PGC reflect the values and support the mission of the College and are in the best interest of improving student success and serving the community. The PGC, as the recognized participatory governance body of the College, creates the processes for recommending College policies and governance committee structures. The PGC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal external environments. The PGC develops, implements, evaluates continuously and revises, if necessary, the College plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement the Master Plan. The PGC has oversight of college standing committees and receives and monitors reports. Communication with individual constituencies and participation in the Council meetings are primary responsibilities of the PGC members.

Products: WHCL's Strategic Master Plan, annual evaluation of the institutional outcomes, annual progress report, policies and procedures recommendations.

Diversity Statement: The PGC will review all new committee structures, policies, or procedures for the diversity statements, holding the "requesting" individual or group accountable for including the consideration of appropriate diversity issues into their processes.

PGC Membership (Approved: 10/17/07)

- (1) College President – Chairperson
- (2) CTA Faculty
 - (1) Academic Senate President
 - (1) Curriculum Committee Chair
 - (1) Student Learning Outcomes Coordinator (Academic Senate seat)
 - (1) Librarian/Technology Committee Chair
- (2) CSEA
 - (1) Student Government Association
 - (1) Vice President of Educational Services
 - (1) Dean of Student Services
 - (1) Associate Dean of Educational Services
 - (1) Director of Maintenance & Operations and Auxiliary Services
 - (1) Counselor/Advisor – (added 10/17/07 per recommendation from CSEA)

Reporting Relationship: Reports to the District Leadership Council, Chancellor, and Board of Trustees. **Meeting Schedule:** Twice per month; first and third Wednesday.

Academic/Faculty Senate

Goal: The Academic Senate represents the faculty through consultative and collegial processes and, by such means, makes recommendations to the governing board and/or to its agents or designees. The Academic Senate has primary responsibility for making recommendations in the areas of academic and professional matters, including but not limited to curriculum, academic standards, hiring policies, procedures, and criteria for contract faculty and administration; and is to comment upon and review policies proposed by the Board of Governors of the Community Colleges of California. With respect to these recommendations, the governing board and/or its agents or designees either relies primarily upon the advice or judgment of the academic senate, or otherwise enters into written mutual agreements with the academic senate in accordance with board policies delegating authority and responsibility to the academic senate. The Academic Senate shall engage in joint agreements with the district and participate in the design and implementation of participatory governance of the college in accordance with the Education Code, and Title 5, and any college policies related to the role of the Academic Senate in participatory governance.

Role: The Senate's primary function, as the representative of the faculty, is to make recommendations to the Administration and the Board of Trustees on policy development and implementation in matters concerning:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- Districts and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation process; including self-study and annual reports
- Policies for faculty professional development activities
- Process for program review
- Process for institutional planning and budget development
- Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

Budget Allocation Committee

Goal: To build and foster a strong commitment to the use and development of community, technology, education, and funding in order to effectively increase the resources and productivity at West Hills College Lemoore.

Role: The WHCL Budget Allocation Committee has the responsibility of soliciting budget proposals from its staff for the purposes of conducting business. Area Budget Sub-Committees from: 1) Arts and Sciences 2) Occupational Education 3) Student Services and 4) Maintenance and Operations will provide input to the Budget Allocation Committee. Once received, the Budget Allocation Committee will prioritize these requests based on their impact on student success and the college's mission and vision statements. The college's budget recommendations and priorities will be sent to the Planning and Governance Council.

Products: Prioritized list of budget recommendations to be sent to the Planning and Governance Council.

Diversity Statement: WHCL is committed to the appropriation of resources that includes thoughtful consideration of the special needs of its diverse students, faculty, staff, and community populations. It is expected that the Budget Allocation Committee will actively implement diversity issues into their budget processes. When forwarding action and/or information items to the PGC, the Budget Allocation Committee will identify the items addressed in each item.

Membership: (Chairperson to be elected by the committee membership)

- 2 – Administrators
- 2 – CTA/Faculty Representatives
- 2 – CSEA/Classified Representatives
- 1 – SGA Representative

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Every two weeks beginning in January and continuing until April.

Facilities, Safety and Auxiliary Services Committee

Goal: To support the mission of the college by maintaining the appearance, functionality, accessibility, safety, technology, and cleanliness of current and future facilities conducive to a quality educational environment.

Role: The FSAC, representing all constituent groups of WHCL, develops, monitors, and has implementation oversight of the Facilities Master Plan, Site Safety, and Emergency Preparedness Plan. The FSAC evaluates and recommends revision of plans and standards and communicates with the respective groups involved. The aforementioned planning process guides budget priorities. Recommendations made by the FSAC reflect the values and support the mission of the College and are in the best interest of improving student success and serving the community. The FSAC develops, implements, evaluates continuously, and revises if necessary, the FSAC plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement all FSAC plans. The individual constituencies and participation in the committee meetings are primary responsibilities of the FSAC members.

Products: Facilities Master Plan, Site Safety, Emergency Preparedness Plan

Diversity Statement: The Facilities, Safety and Auxiliary Services Committee will address diversity into all planning and implementation processes as appropriate. Diversity issues will include but are not limited to access, use, learning experience, and indoor/outdoor environment. When forwarding action and/or information items to the Planning and Governance Council. The Facilities and Safety Committee will identify the diversity items addressed in each item.

Membership: (Chairperson to be elected by the committee membership)

- 1 – Director of Facilities Services
- 1 – Media Services Representative
- 1 – DSPS Representative
- 1 – ITS Representative
- 1 – SGA Representative
- 1 – CTA/Faculty Representative
- 1 – CSEA/Classified Representative
- 1 – Administrative Representative

Reporting Relationship: Planning Governance Council

Meeting Schedule: Monthly/first Friday of the month

Technology Committee

Goal: To support the mission of the college by maintaining technology conducive to a quality educational environment.

Role: The technology committee has the responsibility of assessing IT related policies, procedures, and planning, as they relate to WHC Lemoore. The central focus is the intersection of instruction, administrative support and technology in regards to students and their ability to meet their educational goals. WHCL has a student-centered environment that relies heavily on technology and the committee's objective will be increasing communication among the various constituencies in order to meet this goal. Open communication, collaboration and feedback related to technology needs and availability will be a key function. The committee will be representative of all campus constituencies and align to the Mission and Vision statements of the College.

Products: Technology plan (annually) in coordination with the Budget Allocation Committee.

Diversity Statement: The Technology Committee will actively address issues of diversity in the workplace including but not limited to: access, gender, age, culture, race, religion, experience and education.

Chair: Recommended by the President

Reporting Relationship: Reports to the Planning and Governance Council

Membership:

Librarian -1

M & O – 1

Student Services Assistant/Office Manager – 1

Counselor/Advisor – 1

Faculty – 2

Student – 1

Media Technician – 1

DSPS Assistive Technology Specialist - 1

Meeting Schedule: Every two weeks initially, and then upon committee consensus

Student Learning Committee

IFPRC

Goal: To provide positive and energetic teaching and learning environments to further our commitment to student-centered, outcome based education using relevant goals, innovations, strategies, and partnerships.

Role: The Student Learning Committee (SLC) representing all constituent groups of WHC Lemoore, develops, monitors, and has implementation oversight to the Educational Master Plan, Program Review and Accreditation processes. The SLC will ensure that appropriate actions are taken to achieve the college's goals by analyzing measurable data to verify effectiveness of: 1) the evidence of the achievement of student learning outcomes and 2) the evidence of institutional and program review performance. The SLC will also ensure that on-going and systematic evaluation and planning are consistent with the college mission, vision and guiding principles.

Products: Educational Master Plan, Program Reviews, Accreditation Self-Study and the on-going accreditation process

Diversity Statement: It is expected that the Student Learning Committee will actively incorporate all facets of diversity in the systematic evaluation and planning processes. When forwarding action and/or information items to the Planning and Governance Council, the Student Learning Committee will identify the diversity items addressed in each item.

Membership:

- Vice President of Educational Services – Chairperson
- 1 - Associate Dean of Educational Services
- 2 – CTA/Faculty Representative
- 2 - CSEA/Classified Representative
- 1 - SGA Representative
- 1 - Accreditation Liaison
- 1 - Student Services Representative
- 1 - Director of Admissions/Records (Ad Hoc)

→ Submit
Recommendation on
Program Review
Committee

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Monthly with more frequent meetings as needed

Employee Development and Success Committee

Goal: West Hills College Lemoore recognizes the importance of institutional development. To this end, Institutional Development will act as a catalyst to support and enhance the other four goals.

Role: The Employee Development and Success Committee (EDSC) will develop, implement, and monitor issues and activities related to helping all WHCL employees maximize their success in the workplace. Areas of responsibility include professional development activities, training needs, employee recognition activities, and employee social activities and celebrations. The EDSC will survey college employees bi-annually for training and professional development needs resulting in an annual schedule of programs and events. The EDSC will plan and implement these programs and events in collaboration with the Academic Senate, CSEA, and college administration. The EDSC will plan and coordinate various college employee social activities, including end-of-year celebration of programs and events and prepare an annual report.

Products: Annual professional development plan; employee notification of programs and events; evaluation of programs and events; annual plan.

Diversity Statement: The EDSC will actively address issues of diversity in the workplace including but not limited to: access, gender, age, culture, race, religion, experience and education.

Membership: (Chairperson to be elected by committee membership)

- 3 – CSEA/Classified Representatives
- 1 – SGA Representative
- 3 – CTA/Faculty Representatives (one from Educational Services)
- 3 – Student Services Representatives
- 1 - Associate Dean of Educational Services, Evening College

Reporting Relationship: Planning and Governance Council

Meeting Schedule: First and third Thursdays of every month August to May

Student Success Committee

Goal: Student success is our success. It is our belief that every student be treated with dignity and respect in their quest for a premiere educational experience at WHCL.

Role: The Student Success Committee (SSC) represents all constituent groups and programs on the Lemoore campus. It maintains Student Services operations, develops, monitors, and implements the Matriculation Plan, the Student Equity Plan, the Transfer Plan, Student Handbook, and categorically funded programs. In addition, the SSC provides oversight to the articulation process, scholarship development, financial aid services, graduation activities and awards ceremonies. The SSC guides the planning process and recommends policies and procedure changes to all the pertinent groups and to the Planning and Governance Council. Programs and departments represented by the SSC will evaluate the effectiveness of their services through the program review process. Recommendations made by the SSC reflect the values and support the mission of the College and promote student success.

Products: Matriculation Plan, Student Equity Plan, Student Handbook, Transfer Plan, Institutional Outcomes for Student Services, Diversity Plan, Articulation submittals, annual categorical program reports, institutional research explaining retention, persistence and success.

Diversity Statement: We promote the exploration and celebration of differences and uniqueness in people, languages, and cultures. The Student Success Committee will actively address student diversity at every level of service including but not limited to enrollment trends, outreach, registration/enrollment access, advising, retention, and student clubs and associations. When forwarding action and/or information items to the Planning and Governance Council, the Student Success Committee will identify the diversity items addressed in each item.

Membership:

- 1 – Dean of Student Services - Chair
- 1 – CTA/Faculty Representative
- 1 – CSEA/Classified Representative
- 1 – Counselor
- 1 – Director of Student Support Services
- 1 – Director/Coordinator of EOPS
- 1 – Director of ETS & Upward Bound Math & Science
- 1 – Associate Dean of Evening College
- 1 – Financial Aid Coordinator
- 1 – Information Technology Representative
- 1 – Office Manager
- 2 – Student Government Association Representatives

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Monthly/fourth Monday 2:30 pm – 4:00 pm

Student Learning Outcomes Committee

Goal:

Role: The purpose of the Student Learning Outcomes Committee is to coordinate the various efforts on the West Hills College-Lemoore campus to create, implement, assess, and implement student learning on our campus. The SLOC will facilitate discussion among the various interested parties including, but not limited to: faculty, administration, and support staff regarding student learning.

Products: WASC Student Learning Outcomes reports, support and training to faculty and staff in creating, implementing, assessing, and evaluating results of student learning.

Diversity Statement: Ethnic and gender diversity will be taken into account when organizing the SLOC and creating, implementing, assessing, and evaluating student learning outcomes.

Chair: Faculty Student Learning Outcomes Coordinator

Reporting Relationship: College Administration

Membership:

- Student Learning Outcomes Coordinator—faculty—Chair (1)
- Student Learning Outcomes Coordinator—non-teaching faculty—Co-Chair/Vice-Chair (1)
- Six faculty from the following learning areas as chosen by the Academic Senate: Arts and Letters (1), CIS/Business/CTE (1), Math/Science/PE (1), Health and Wellness (1), Social Science (1), Counseling (1)
- Staff members to represent support programs (4)
- SGA Representative (1)
- Instructional Administrator (1)
- Non Instructional Administrator (1)

Meeting Schedule: To be determined

Procedure and Determination in Hiring Faculty

West Hills College Lemoore recognizes that the hiring of faculty must be a deliberate and thoughtful process. Further, the process must include the input from constituency groups and instructional administrators alike based upon a combination of empirical and quantitative information.

West Hills Community College Board of Trustees has approved Board Procedure 7210 (Employment of Academic Employees). Within this procedure are guidelines to be used in the identification and filling of faculty positions:

1. The faculty/Academic Senate, in conjunction with the appropriate Dean/administrator, shall submit staffing needs each year in early fall and provide supporting data for their requests to the Chief Instructional Officer (CIO) or designee.
2. The CIO shall confer with the College President who will determine staffing priorities.
3. The staffing priorities determined by the College President will be forwarded to the Chancellor.
4. The Chancellor will make final staffing decisions and will recommend the positions to be filled to the Board of Trustees.

Execution of these procedures at West Hills College Lemoore must conform to the committee structure existing on the campus as well as the timelines necessary for full implementation. Specifically, the College will employ the following procedure to determine faculty staffing needs:

1. Submitted instructional program reviews also provide the opportunity for faculty members to identify staffing needs within their department. It is incumbent of the department to provide significant justification for the new position(s) within the program review document. The timeframe for submission of program reviews is late fall term.
2. If a program is not undergoing the periodic and regular program review, an individual faculty department member will provide full time faculty requests into their yearly budget request (Form Group 2 of the Budget Development Process Booklet). This is to occur during the beginning of the spring semester.
3. The Chief Instructional Officer (CIO) will compile all new faculty requests from a combination of program reviews and budget request forms. The CIO will provide the Academic Senate with this list for the purpose of priority ranking. This will occur no later than the end of the spring semester.
4. The Academic Senate will review all proposed new positions, as well as the unfulfilled requests from previous years, and will submit to the CIO a prioritized list of potential new faculty positions along with supporting data no later than the middle of the fall semester.
5. The CIO will consult with the other instructional administrators to determine a list of possible new faculty positions. A prioritized list will be prepared along with supporting information no later than the middle of the fall semester.
6. The CIO will present to the College President the prioritized lists prepared by both the Academic Senate and the instructional administrators. The President will determine the faculty staffing priorities and forwarded to the District Chancellor.

The District Office, and specifically the Department of Human Resources, will begin the advertisement of the position as soon as the College President has finalized his list and budget provisions have been secured.

7. In the event that it is determined that the budget cannot support new faculty positions or that the positions are unneeded at this time, the prioritize list will be maintained by the President's Office for potential implementation at a later date.

Procedure and Determination in Hiring Support Staff

West Hills College Lemoore recognizes that the hiring of support staff must be a deliberate and thoughtful process. Further, the process must include the input from constituency groups, supervisors and administrators alike based upon a combination of empirical and quantitative information.

West Hills Community College Board of Trustees has approved Board Policy 7230 and Administrative Procedure (Hiring Procedure and Guidelines for Classified Staff). Within this procedure are guidelines to be used in the identification and filling of faculty positions:

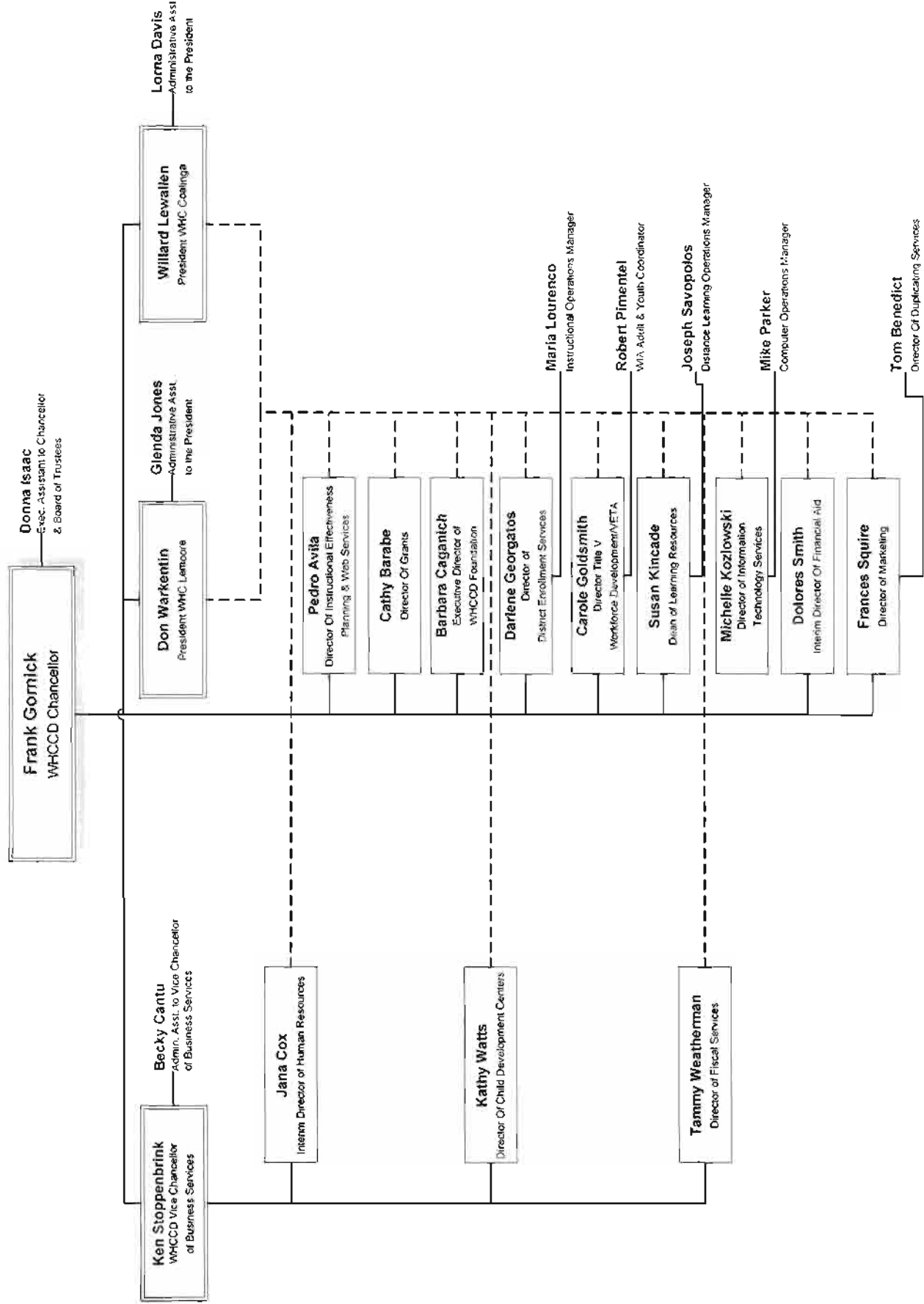
1. The Area Supervisor, in conjunction with the appropriate dean/administrator, shall submit staffing needs each year in early fall and provide supporting data for their requests to the College President or designee.
2. The Area Supervisor/Dean shall confer with the College President who will determine staffing priorities.
3. The staffing priorities determined by the College President will be forwarded to the Chancellor.
4. The Chancellor will make final staffing decisions and will recommend the positions to be filled to the Board of Trustees.

Execution of these procedures at West Hills College Lemoore must conform to the committee structure existing on the campus as well as the timelines necessary for full implementation. Specifically, the College will employ the following procedure to determine staffing needs:

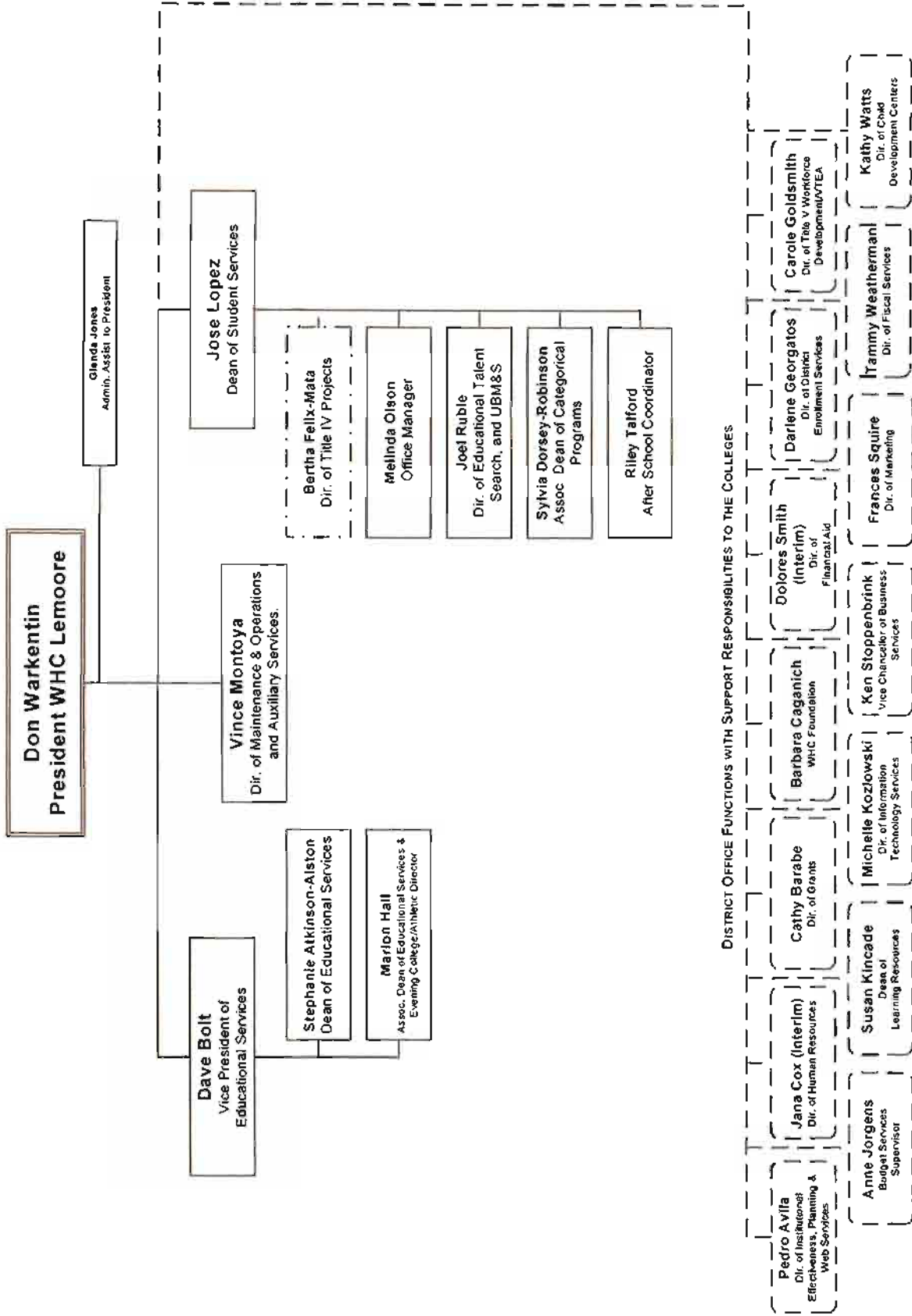
1. Submitted appropriate program reviews provide the opportunity for supervisors to identify staffing needs within their department or program. It is incumbent of the department/program to provide significant justification for the new position(s) within the program review document. The timeframe for submission of program reviews is late fall term.
2. If a program is not undergoing the periodic and regular program review, an individual supervisor will provide full time staffing requests into their yearly budget request (Form Group 2 of the Budget Development Process Booklet). This is to occur during the beginning of the spring semester.
3. The Area Administrator will compile all new staff requests from a combination of program reviews and budget request forms. The Area Administrator will provide the College President with this list for the purpose of priority ranking. This will occur no later than the end of the spring semester.
4. The College President will consult with the other administrators to determine a list of possible new staff positions. A prioritized list will be prepared along with supporting information no later than the middle of the fall semester.

5. The College President will determine the staffing priorities and forwarded to the District Chancellor. The District Office, and specifically the Department of Human Resources, will begin the advertisement of the position as soon as the College President has finalized his list and budget provisions have been secured.
6. In the event that it is determined that the budget cannot support new staff positions or that the positions are unneeded at this time, the prioritize list will be maintained by the President's Office for potential implementation at a later date.

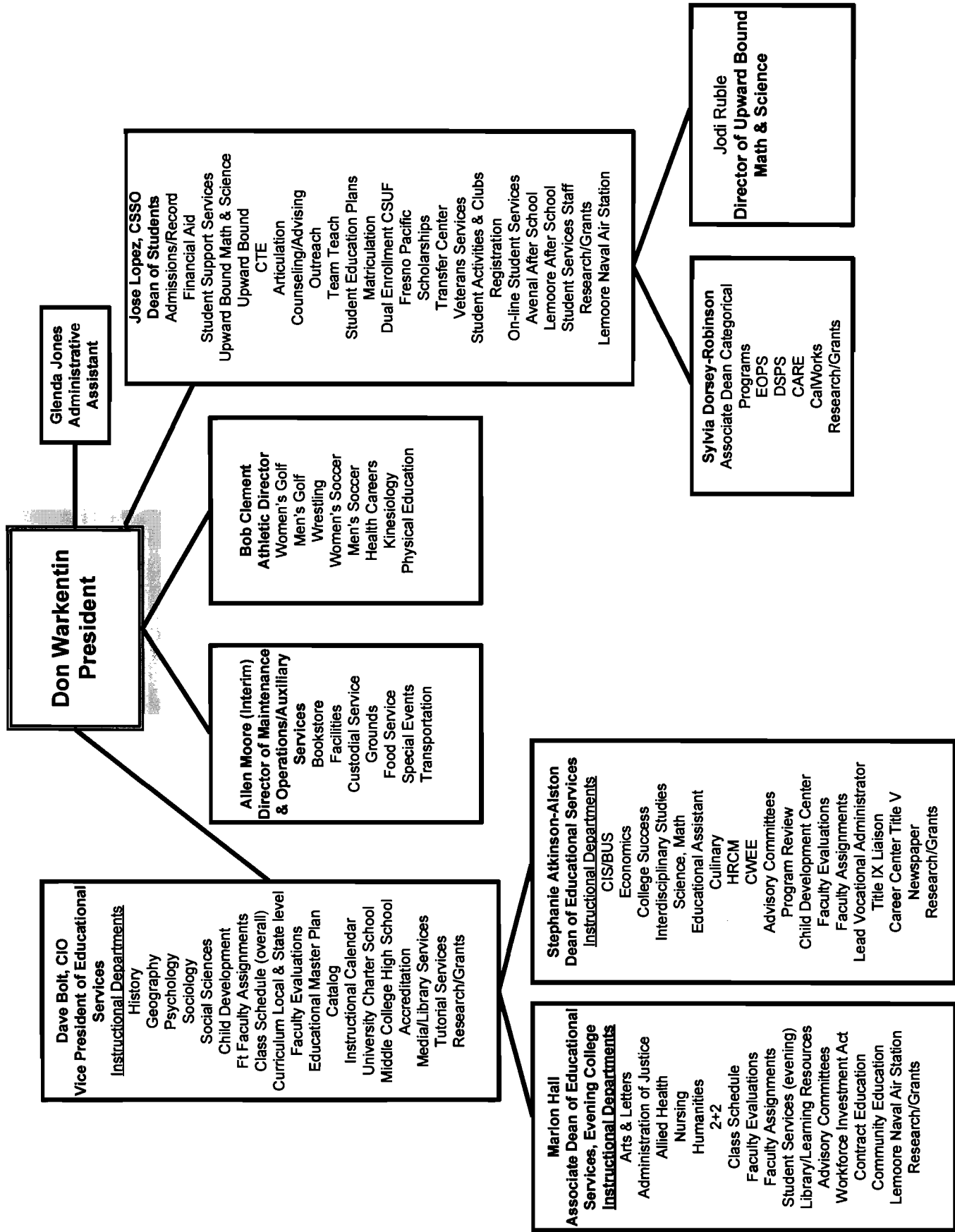
WEST HILLS COMMUNITY COLLEGE DISTRICT CHANCELLORS OFFICE



WEST HILLS COLLEGE LEMOORE



11/10/07 2:06 PM





ADDENDUM A

Administrative Procedure 2410 Policy and Administrative Procedure

Reference: *Education Code Section 70902*

Board Policies and Administrative Procedures are regularly reviewed by the Chancellor's Office. The Chancellor makes recommendations to the Board of Trustees concerning revisions to existing policies and procedures or the development of new policies and procedures to ensure that they are current and comply with state and federal laws.

Any employee, student, or member of the public may initiate a review or development of any policy or procedure by submitting a request or recommendation in writing to the Chancellor's Office.

Review and Approval Process

Upon receipt of the request or recommendation, the Chancellor's Office may refer to the Community College League's Policy and Procedure Service for recommended or legally advised language. The Chancellor's Office may also use the Policy and Procedure listserv to query other districts for related Board Policies or Administrative Procedures. In some instances, the Chancellor's Office may request that legal counsel review the policy or procedure language. Other employees with expertise in specific areas governed by a Board Policy or Administrative Procedure may also be consulted during the review process.

After initial review by the Chancellor's Office, the policy and/or procedure will be routed to the supervisor, manager or Dean of the appropriate department, if applicable, for review (i.e. Student Services, Human Resources, Business Office, etc.). Following the applicable review, the policy and/or procedure will be routed as follows:

1. Policy and/or procedure to be reviewed and discussed by the Chancellor's Executive Cabinet.
2. After review by the Chancellor's Executive Cabinet, the policy and/or procedure will be sent to the College Consultation Council (CCC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore (through the College Presidents) for review and approval, if applicable. Simultaneously, the policy and/or procedure will be sent to the Academic Senate Presidents and the Faculty Association President as a courtesy.
3. Review and approval by the Academic Senate Presidents will be requested only if the policy and/or procedure deal(s) with academic and professional matters. Review and approval by the Faculty Association President will only be

requested if the policy and/or procedure has or will have a significant effect on faculty.

4. After review by the CCC and the PGC, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the College Presidents. In the case of review and approval by the Academic Senate Presidents or Faculty Association President, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the individuals serving in those capacities. As a courtesy, the comments, recommendations or actions taken should also be sent to the College Presidents.

5. The Chancellor's Office will take the policy and/or procedure to the District Leadership Council (DLC) for review and approval.

6. After DLC review, and upon final review by the Chancellor, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.

Submission of Policies and Procedures for Review

When submitted to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President, and the DLC, the policy and/or procedure shall be accompanied by a routing form which will include the following information:

- Policy/Procedure Number
- Policy/Procedure Name
- Indication of new or revised policy/procedure
- Initiator of proposed new or revised policy/procedure
- Purpose for new or revised policy/procedure
- Anticipated timeline for review and approval process

New policies and procedures will be submitted to the appropriate groups as a "clean" copy.

Revised policies and procedures will be submitted to the appropriate groups using the following editing marks:

- Deleted text to be shown in
- Added text to be shown in bold print

Nonsubstantive ("clean up" or "housekeeping") revisions to policies and procedures (i.e. names, title changes, addition or deletion of references) that do not change the intent or meaning of the policy or procedure may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Policies and procedures dealing strictly with the Board of Trustees may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents and, the Faculty Association President and the DLC as a courtesy. New or revised procedures that outline an existing process may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Timeline

In most instances, policy and procedure review and approval will be based on a two-month cycle at the college level. Once the Chancellor's Executive Cabinet agrees to move new or revised policies and/or procedures forward to the CCC, PGC, the Academic Senate Presidents and the Faculty Association President, the review and approval process timeline officially begins. The groups will have 60 days in which to complete the review and approval process at the college level and submit final comments, recommendations or actions taken with regard to the policy and/or procedure to the Chancellor's Office.

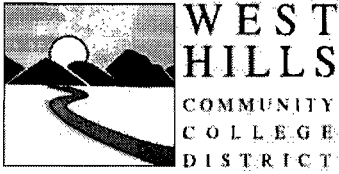
At the completion of the 60 days (or sooner if the appropriate groups have completed their review and approval process), the policy and/or procedure will be placed on the DLC agenda for review and approval if applicable. Following DLC review, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting. The Board of Trustees will be provided with the Chancellor's final recommendation, along with the completed routing form which will include the comments, recommendations and actions taken by the appropriate groups.

The timeline may be shorted due to various circumstances including, but not limited to, changes in law or urgent need. However, the Chancellor's Office shall notify all applicable groups of the shortened timeline.

After approval by the Board of Trustees, policies and procedures will be posted to the District's website. The College Presidents and Academic Senate Presidents will also be notified as to the status of the proposed or revised policies and procedures.

Board approval date: 3/7/06

Revised policy approval date: 6/26/07



Board Policy 7135 Employee Scholars Program

The West Hills Community College District is committed to the concept of personal, professional, and institutional development for the growth of all employees. The district believes all employees must have the opportunity to receive professional development support and maintain proficiency in their respective fields in order to be able to deliver quality educational services to its students. The district believes it is important to encourage employees to augment the professional skills required. This will enable the district to provide services to its citizens without incurring the expenses for the recruitment of non-residents.

All full time employees of the West Hills Community College District, including faculty, classified, classified management, confidential and administrative employees, are eligible to be considered for the Employee Scholars Program.

See Administrative Procedure 7135

Board approval date: 11/13/01
Revised: 1/24/06



Administrative Procedure 7135 Employee Scholars Program

All full time employees of the West Hills Community College District, including faculty, classified, classified management, confidential and administrative employees, are eligible to be considered for the Employee Scholars Program.

The course of study must be directly related to the employee's present/future position, or a degree requirement for a position to which the employee may transfer or progress towards within the District. Prior approval must be granted by the supervisor, College President (if applicable), Staff Development Committee, and final approval by the Chancellor before coursework begins.

Application Process

Employees are responsible for submitting applications for the Employee Scholars Program in accordance with this procedure, utilizing the Employee Scholars Program Application Request (Appendix A). All applications must be submitted and approved prior to the beginning of coursework. Incomplete applications will be returned to the employee.

Employees are responsible for completing the application request and obtaining the approval of his/her immediate supervisor, the College President (if applicable), the Staff Development Committee, and the Chancellor.

Supervisors are responsible for:

1. Reviewing/verifying employee information for accuracy;
2. Making recommendations as to applicability of the course to the employee's present/future position within the District; and
3. Forwarding the request to the next appropriate level.

Reimbursement Process

All reimbursement requests are to be submitted using the Employee Scholars Program Reimbursement Request form (Appendix B). All course work to be reimbursed must be taken at an accredited university or college. Reimbursement for course completion will be paid provided the course is completed with a "C" or above or a "Pass" in the case of a "Pass" or "Fail" grade. Reimbursement will be made within the following limits for registration fees, tuition and books: 100% up to \$300 per unit up to a maximum of 10 units per year.

Reimbursement requests are to be submitted for reimbursement within sixty (60) days of completion of each course. Requests not submitted in a timely manner will be denied.

All course work must be completed outside the employee's normal working hours.

Should the employee leave the employment of the District within 24 months after receiving reimbursement for any courses or classes taken, the employee shall reimburse the District a pro

**Administrative Procedure 7135
Employee Scholars Program**

rated amount of the expenses (i.e. If the District reimburses the employee \$2,000 for a class and the employee leaves after 12 months, the employee will owe the District \$1,000).

Board approval date: 11/13/01
Revised: 1/24/06
Revised: 9/25/07

EMPLOYEE SCHOLARS PROGRAM
APPLICATION REQUEST

Employee/Applicant Name: _____ Date: _____

Job Title: _____ Location: _____

Department/Discipline: _____

Date of Employment with West Hills Community College District: _____

Effective dates for proposed Educational Course Work: From _____ to _____
(Month/Year) (Month/Year)

Degree Desired: AA/AS Masters Other
 BA/BS Doctorate

Course of Study: _____

Major or Certification: _____

Name of Accredited College or University: _____

(Attach a copy of the proposed coursework.)

Please be specific about what you propose to accomplish. You may indicate a combination of eligible activities. Use additional pages as necessary.

- A. What is your professional development objective (i.e. work toward a higher degree; additional coursework in my field of study; etc.)?

- B. How will completion of your professional development objective help you with your current position with the West Hills Community College District?

- C. How will completion of your professional development objective help the needs of the District?

Applicant Signature

Date

The applicant agrees and understands that they will continue employment with the District for two years after completion of their educational course work.

Date Received by Applicant's Immediate Supervisor: _____

Supervisor's Recommendation: Approve _____ Disapprove _____

Comments: _____

Signature of Supervisor

Date

College President's Recommendation (if applicable): Approve _____ Disapprove _____

Comments: _____

Signature of College President

Date

Staff Development Committee Recommendation: Approve _____ Disapprove _____

Comments: _____

Signature of Staff Development Committee Chair

Date

Chancellor's Recommendation: Approve _____ Disapprove _____

Comments: _____

Signature of Chancellor

Date

EMPLOYEE SCHOLARS PROGRAM
REIMBURSEMENT REQUEST

PLEASE SUBMIT A SEPARATE REQUEST FOR EACH COURSE/CLASS

Name: _____ Date: _____

Name of Course/Class Completed: _____

Number of units completed: _____ Semester Units Quarter Units

Grade: _____
(Please attach a copy of grade report verifying grade received)

Did you receive other sources of financial aid for this coursework (excluding loans for which repayment is required)? No Yes – Describe: _____

Reimbursement amount requested: \$_____

(Please attach copies of receipts. Receipts must show evidence of payment of tuition, fees and/or books paid in full.)

As per Administrative Procedure 7135, reimbursement will only be made if appropriate approvals are obtained in advance of course being taken. All course work to be reimbursed must be taken at an accredited university or college. Reimbursement for course completion will be paid provided the course is completed with a "C" or above or a "Pass" in the case of a "Pass" or "Fail" grade. Reimbursement will be made within the following limits for registration fees, tuition and books: 100% up to \$300 per unit up to a maximum of 10 units per year.

I certify that the above information is true and correct and that the course work was completed outside of my normal working hours. I also understand that, should I leave the employment of the District within 24 months after receiving reimbursement, I will owe the District a pro-rated amount of the reimbursement based on the date my employment ends.

Signature of Requestor

___ Reimbursement request granted

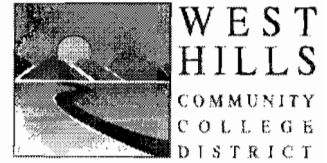
___ Reimbursement request not granted. Reason: _____

Frank Gornick
Chancellor

Date: _____



*West Hills College Lemoore
Employee Development
and
Success Committee*



*Minutes
Thursday February 21, 2008
Location: 124
Time: 4:00– 5:00p.m.*

Attendees

- Dr. Marlon Hall, Chair/Administration
- Rose Denberg, Secretary/CSEA Representative
- Donna Jimenez. CSEA Representative
- Tiffany Hernandez, CSEA Representative
- Dr. Mativo, CTA/Faculty Representative

Absent

- Jan Young, Co-Chair/SCEA Representative
- Vera Kennedy, CTA/Faculty Representative
- Bob Hall, CTA/Faculty Representative
- Angela Barginear, CSEA Representative
- Jennifer Cadena, CSEA Representative
- Bobby Garcia, Student Representative
- Janet Ortiz, Student Representative

Call to Order

- Meeting called to order at 4:10 pm by Chair Dr. Marlon Hall

Additions to Agenda

- None

Approval of Minutes

- February 7, 2008 - minutes were not available. Rose will get them from Jan Young who took the last meeting minutes

Information/Discussion Items

1. Old Business
 - a. Classified Staff Development Day report
 - i. Tiffany suggested there be more water next one as there was none provided. Workshops were good
 - ii. Rose shared she attended Office 2007-very helpful and informative, pertinent to work; Duplicating and Desktop-she learned how to compress files/photos to create flyers which will be smaller in mass emails; SISC-very good! Was able to rectify specific health care issues
 - iii. Donna J. shared how Datatel sessions were very good
 - iv. Dr. Hall questioned why staff didn't ask more questions of Chancellor Dr. Gornick when they had the opportunity.

1. Donna J suggested perhaps we could have the Board minutes before the next Training Day (this might bring up issues/questions for us to present)
 - v. Would staff like this training twice a year instead of once? Perhaps we could lengthen the time to two days?
 1. Yes, that could be nice, helpful
 - b. Annual Calendar
 - i. Rose presented the proposed 2008 Calendar.
 1. Additions of Frosty Fridays and WHCL Leadership Conference were recommended. Rose will do
 - c. Frosty Friday
 - i. Dean Jose Lopez offered to cover first round.
 - ii. Next one-March 7th, Reyna's in Lemoore
 - iii. Dr. Hall will speak w/ Dean Lopez on future events
 - d. Mini-fundraisers
 - i. Donna J. suggested we all create our own ideas of fund raisers.
 - ii. Dr. Hall will plan a 50/50 raffle with Jan Young
 2. New Business
 - a. WHCL Leadership Conference
 - i. This will be an all day conference for students, community.
 - ii. President Don Warkentin also wants it to be Staff Development
 - iii. Guest and Key Note speakers will present
 1. Mental Health
 2. AOJ
 3. Health Careers
 4. Child Development
 5. Business
 - iv. Brunch and Lunch will be served
 - v. Break Out sessions
 - vi. Videoing - Dr. Mativo will prepare for this
 - vii. Local Media will be invited/attending
 - b. Food and Follies
 - i. Donna reported this committee will be meeting next week
 - ii. Focus will be more on Appreciation w/some follies
 3. Sub-committee reports
 - a. Staff and Professional Development
 - i. Dr. Hall reported he attended a conference where two potentially valuable committees came to the fore
 1. AACCA (African American Community College Association)
 2. AA2MENS (Dr. Hall has the definition)
 - a. Dr. Hall spoke with Don Warkentin - both agree these would be great committees to bring to our school - more to come!
 - ii. Male Conference

1. In Planning to cultivate male educational development:
to include:
 - a. Technical careers
 - b. Engineering
 - c. Health careers
 - d. Counseling
- b. Celebration/Social Events
 - i. Many ideas are in the pre-planning stages
- c. Evaluation and Survey
 - i. Not discusses at this meeting
4. PGC Report
 - a. Dr. Hall and Jan will attend and bring back suggestions received at the meeting
5. Other
 - a. Donna suggested we bring on a Masseuse (Amber's mother has offered to come two times a month) She has her own portable table, could set up and provide services for \$1.00 per hour
6. Adjournment
 - a. Meeting was adjourned at 5:05 pm

EMPLOYEE SCHOLARS PROGRAM

APPLICATION REQUEST

Employee/Applicant Name: _____ Date: _____

Job Title: _____ Location: _____

Department/Discipline: _____

Date of Employment with West Hills Community College District: _____

Effective dates for proposed Educational Course Work: From _____ to _____
(Month/Year) (Month/Year)

Degree Desired: AA/AS Masters Other
 BA/BS Doctorate

Course of Study: _____

Major or Certification: _____

Name of Accredited College or University: _____

(Attach a copy of the proposed coursework.)

Please be specific about what you propose to accomplish. You may indicate a combination of eligible activities. Use additional pages as necessary.

- A. What is your professional development objective (i.e. work toward a higher degree; additional coursework in my field of study; etc.)?

- B. How will completion of your professional development objective help you with your current position with the West Hills Community College District?

- C. How will completion of your professional development objective help the needs of the District?

Applicant Signature

Date

The applicant agrees and understands that they will continue employment with the District for two years after completion of their educational course work.

Date Received by Applicant's Immediate Supervisor: _____

Supervisor's Recommendation: Approve _____ Disapprove _____

Comments: _____

Signature of Supervisor

Date

College President's Recommendation (if applicable): Approve _____ Disapprove _____

Comments: _____

Signature of College President

Date

Staff Development Committee Recommendation: Approve _____ Disapprove _____

Comments: _____

Signature of Staff Development Committee Chair

Date

Chancellor's Recommendation: Approve _____ Disapprove _____

Comments: _____

Signature of Chancellor

Date

EMPLOYEE SCHOLARS PROGRAM

REIMBURSEMENT REQUEST

PLEASE SUBMIT A SEPARATE REQUEST FOR EACH COURSE/CLASS

Name: _____ Date: _____

Name of Course/Class Completed: _____

Number of units completed: _____ Semester Units Quarter Units

Grade: _____
(Please attach a copy of grade report verifying grade received)

Did you receive other sources of financial aid for this coursework (excluding loans for which repayment is required)? No Yes – Describe: _____

Reimbursement amount requested: \$ _____
(Please attach copies of receipts. Receipts must show evidence of payment of tuition, fees and/or books paid in full.)

As per Administrative Procedure 7135, reimbursement will only be made if appropriate approvals are obtained in advance of course being taken. All course work to be reimbursed must be taken at an accredited university or college. Reimbursement for course completion will be paid provided the course is completed with a "C" or above or a "Pass" in the case of a "Pass" or "Fail" grade. Reimbursement will be made within the following limits for registration fees, tuition and books: 100% up to \$300 per unit up to a maximum of 10 units per year.

I certify that the above information is true and correct and that the course work was completed outside of my normal working hours. I also understand that, should I leave the employment of the District within 24 months after receiving reimbursement, I will owe the District a pro-rated amount of the reimbursement based on the date my employment ends.

Signature of Requestor

___ Reimbursement request granted
___ Reimbursement request not granted. Reason: _____

Frank Gornick
Chancellor

Date: _____

Classified Staff Development Day -- Employee Survey Form

Please complete this survey to let us know what you liked and/or what we can improve for upcoming events. After completion, please place the survey in the designated box in the conference room. Your participation is greatly appreciated.

Campus: _____ Dept: _____

Name (optional): _____

Rate the following on a scale of 1 to 10 with 10 being extremely satisfied and 1 being extremely dissatisfied.

- 1) The overall organization of the event _____
- 2) The location and facilities utilized _____
- 3) The variety of training session topics _____
- 4) The knowledge of the trainers/presenters _____
- 5) Do you have suggestions for other training topics? If so, what types of training sessions would you like?

- 6) What did you like most/least about the Classified Staff Development Day?

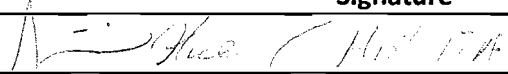

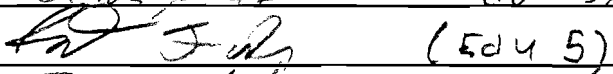
- 7) What improvements would you recommend for upcoming years?

- 8) Comments:

EDSC Presents: "Marc Jones" 10/20/10 11:00a.m.

First Name	Last Name	Signature
Allen	Furton	Allen Furton (Psych 1)
JASON	Guecho	Juan Guecho (Psych 1)
Nathalia	Bulanco	Nathalia Bulanco (Educ. 5)
Diana Lopez	Dopez	Diana Lopez (Educ. 5)
Daisy	Echaves	Daisy Echaves (ED 5)
Rebecca	Gonduman	Rebecca Gonduman (ED 5)
Kirchell	Lewery	Kirchell Lewery (CIS) M. Rodriguez
Luis	Sanchez	Luis Sanchez (CIS)
James	Puezo	James Puezo (ED 5)
Brittany	Burkhardt	Brittany Burkhardt (IST)
Marianne	Garcia	Marianne Garcia (Psych 1) 712
Marla	Gonzalez	Marla Gonzalez (Psych Sociology)
Sharon	Williams	Sharon Williams
Janet	Araya	Janet Araya
Kaysa	Freitas	Kaysa Freitas
Devin	Scott	Devin Scott
Brianne	Kasiner	Brianne Kasiner 151
Jessica	Sanchez	151 Jessica Sanchez

EDSC Presents: "Marc Jones" 10/20/10 11:00a.m.

First Name	Last Name	Signature
Justin Holt	Hall	 (His 17A)
Sylvia Alarcon	Martinez	 (Edus)
Jesus Rios	Robles	Jesus B. Robles (edu 5)
Jayantoe Farmak	Farmak	 (Ed 5)
Rene	Maduena	Rene Maduena (Psych I m/w/f)
Jocelyn	Rodriguez	Jocelyn Rodriguez (Sociology I & college success)
Ricardo	Romero Camarillo	Ricardo Romero C. #D5
JESUS	IREJO	
Zaelia Richardson	Richardson	Zaelia Richardson CIS-2
Angelica	torres	COM-4 SOC-2 his-17A

EDSC Presents: "Marc Jones" 10/20/10 11:00a.m.

First Name	Last Name	Signature
Lino	Hernandez	
Bethany	Tetraest	
Tawna	050200	Tawna [SOCI / PSYCH]
Gary / Lynne	Sedquist	
Rachel / Ralph Peterson	Peterson	
Warily / John		
Frances	Squire	Frances
Robin	Tyngel	(Psych)
Jane	Enrotakere	Jane [Psych / Fortune]
Tyler	Fowler	Tyler [Psych 1A / Fortune]
Haily	Robertson	Haily [Psych / Fortune]
Mariasa	Dopez	Mariasa [Psych / Fortune]
Christina	Wright	Christina [Psych / Fortune]
Samantha	Piccolo	S. Piccolo [Psych / Fortune]
Shanna	Flowers (Eds)	Shanna (Eds)
ARAH	BEACH	ARAH EDU 5
Alejandro	Arturo	Alejandro [Edu 5]
Dora	Cano	Dora Cano
R.H.H	Chanay	R.H.H. Chanay Edu 5

EDSC Presents: "Marc Jones" 10/20/10 11:00a.m.

First Name	Last Name	Signature
Stephanie	Gallie	Stephanie Gallie
Renee	Morris	Renee Morris
Jesse	COTA	Jesse COTA
Marisa	Rios	Marisa Rios
Michelle	Fulmore	Michelle Fulmore (M.Ed./Psychology)
Manuel Garcia	Garcia	Manuel Garcia
Ruby	Garcia	Ruby Garcia (Psych) MWF
Mike	Lepez	Mike Lepez (Psych) MWF
Kristin	Poyer	Kristin Poyer (Psych) AF
Veronica	Remotigue	Veronica Remotigue (Psych) F
Matthew	Cordero	Matthew Cordero (Education) S
Isabel	Vega	Isabel Vega (Education) S
Jana	GAIN	Jana GAIN (EDS)
Anna	Morales	Anna Morales (EDS)
Adrian	Arias	Adrian Arias (EDS)
Eric	Camirez	Eric Camirez (EDS)
Ann	Jayme	Ann Jayme (EDS)
Carla	Tajima	Carla Tajima (EDS)
Jill	Bauer	Jill Bauer (EDS)
Kathryn	Sylvia	Kathryn Sylvia (EDS)

EDSC Presents: "Marc Jones" 10/20/10 11:00a.m.

First Name	Last Name	Signature
Ryan	Cardozo	Ryan Cardozo
Meleny	Rodriguez	Meleny Rodriguez
Ron	Oxford	Ron Oxford
Cynthia	Dobson	Cynthia Dobson
Raymond	Maza	Raymond Maza
Tammy	Larson	Tammy Larson
PRISCILLA	Silva	Priscilla Silva
Marty	Ennis	Marty Ennis
NORMA	ALCIVIZ	Norma Alciviz
Alexandra	Centeno	Alexandra Centeno
Adrien	Denise	Adrien Denise
Angela	Vanthorpe	Angela Vanthorpe
Maurice	Terpstra	Maurice Terpstra
Sumter	Robertson (P. 57)	Sumter Robertson
Chandice	Brown (P. 57)	Chandice Brown
Kristal	Aldea	Kristal Aldea (P. 57 - Fortune)
Jacqueline	Parrish	Jacqueline Parrish (P. 57 - Fortune)
Ornella Torres		Ornella Torres (P. 57 - Fortune)
John	Palmer	John Palmer

EDSC Presents: "Marc Jones" 10/20/10 11:00a.m.

(CLASS)

First Name	Last Name	Signature
Krista	Ables	Marc Jones (ED-5)
JOSE	MURRIETA	Jose Murrieta (Advising Student)
Mike Rodriguez		IS-7 / IS-1
Leticia	Hall	Leticia Hall Coun
Joe J	Johnson	Joe Johnson
Tyree	Reed	Tyree Reed
Susie	Reed	Susie Reed
Tina	Santa	Tina Santa
Glenn	Cliver	Glenn Cliver
Ryo	Saito	Ryo Saito COM 4
Miyuki	Fujita	Miyuki Fujita COM 4
Maria	Hendriana	Maria Hendriana COM 4
Jose	Lopez	Jose Lopez
Jelisa	Rodriguez	Jelisa Rodriguez COM 4
AMBER	SMITH	Amber Smith College + Success
Eric	Dollete	Eric Dollete COM 1
Angel	Aguirre	Angel Aguirre
Wj	Hill	Wj Hill
LARRY	WALLACE	Larry Wallace PSYCH 4
Kevin I	Hill	Kevin Hill PSYCH 4



Administrative Procedure 7135 Employee Scholars Program

All full time employees of the West Hills Community College District, including faculty, classified, classified management, confidential and administrative employees, are eligible to be considered for the Employee Scholars Program.

The course of study must be directly related to the employee's present/future position, or a degree requirement for a position to which the employee may transfer or progress towards within the District. Prior approval must be granted by the supervisor, College President (if applicable), Staff Development Committee, and final approval by the Chancellor before coursework begins.

Application Process

Employees are responsible for submitting applications for the Employee Scholars Program in accordance with this procedure, utilizing the Employee Scholars Program Application Request (Appendix A). All applications must be submitted and approved prior to the beginning of coursework. Incomplete applications will be returned to the employee.

Employees are responsible for completing the application request and obtaining the approval of his/her immediate supervisor, the College President (if applicable), the Staff Development Committee, and the Chancellor.

Supervisors are responsible for:

1. Reviewing/verifying employee information for accuracy;
2. Making recommendations as to applicability of the course to the employee's present/future position within the District; and
3. Forwarding the request to the next appropriate level.

Reimbursement Process

All reimbursement requests are to be submitted using the Employee Scholars Program Reimbursement Request form (Appendix B). All course work to be reimbursed must be taken at an accredited university or college. Reimbursement for course completion will be paid provided the course is completed with a "C" or above or a "Pass" in the case of a "Pass" or "Fail" grade. Reimbursement will be made within the following limits for registration fees, tuition and books: 100% up to \$300 per unit up to a maximum of 10 units per year.

Reimbursement requests are to be submitted for reimbursement within sixty (60) days of completion of each course. Requests not submitted in a timely manner will be denied.

All course work must be completed outside the employee's normal working hours.

Should the employee leave the employment of the District within 24 months after receiving reimbursement for any courses or classes taken, the employee shall reimburse the District a pro

**Administrative Procedure 7135
Employee Scholars Program**

rated amount of the expenses (i.e. If the District reimburses the employee \$2,000 for a class and the employee leaves after 12 months, the employee will owe the District \$1,000).

Board approval date: 11/13/01
Revised: 1/24/06
Revised: 9/25/07

EMPLOYEE SCHOLARS PROGRAM
APPLICATION REQUEST

Employee/Applicant Name: _____ Date: _____

Job Title: _____ Location: _____

Department/Discipline: _____

Date of Employment with West Hills Community College District: _____

Effective dates for proposed Educational Course Work: From _____ to _____
(Month/Year) (Month/Year)

Degree Desired: AA/AS Masters Other
 BA/BS Doctorate

Course of Study: _____

Major or Certification: _____

Name of Accredited College or University: _____

(Attach a copy of the proposed coursework.)

Please be specific about what you propose to accomplish. You may indicate a combination of eligible activities. Use additional pages as necessary.

- A. What is your professional development objective (i.e. work toward a higher degree; additional coursework in my field of study; etc.)?

- B. How will completion of your professional development objective help you with your current position with the West Hills Community College District?

- C. How will completion of your professional development objective help the needs of the District?

Applicant Signature

Date

The applicant agrees and understands that they will continue employment with the District for two years after completion of their educational course work.

Date Received by Applicant's Immediate Supervisor: _____

Supervisor's Recommendation: Approve _____ Disapprove _____

Comments: _____

Signature of Supervisor

Date

College President's Recommendation (if applicable): Approve _____ Disapprove _____

Comments: _____

Signature of College President

Date

Staff Development Committee Recommendation: Approve _____ Disapprove _____

Comments: _____

Signature of Staff Development Committee Chair

Date

Chancellor's Recommendation: Approve _____ Disapprove _____

Comments: _____

Signature of Chancellor

Date

EMPLOYEE SCHOLARS PROGRAM

REIMBURSEMENT REQUEST

PLEASE SUBMIT A SEPARATE REQUEST FOR EACH COURSE/CLASS

Name: _____ Date: _____

Name of Course/Class Completed: _____

Number of units completed: _____ Semester Units Quarter Units

Grade: _____
(Please attach a copy of grade report verifying grade received)

Did you receive other sources of financial aid for this coursework (excluding loans for which repayment is required)? No Yes – Describe: _____

Reimbursement amount requested: \$ _____
(Please attach copies of receipts. Receipts must show evidence of payment of tuition, fees and/or books paid in full.)

As per Administrative Procedure 7135, reimbursement will only be made if appropriate approvals are obtained in advance of course being taken. All course work to be reimbursed must be taken at an accredited university or college. Reimbursement for course completion will be paid provided the course is completed with a "C" or above or a "Pass" in the case of a "Pass" or "Fail" grade. Reimbursement will be made within the following limits for registration fees, tuition and books: 100% up to \$300 per unit up to a maximum of 10 units per year.

I certify that the above information is true and correct and that the course work was completed outside of my normal working hours. I also understand that, should I leave the employment of the District within 24 months after receiving reimbursement, I will owe the District a pro-rated amount of the reimbursement based on the date my employment ends.

Signature of Requestor

___ Reimbursement request granted

___ Reimbursement request not granted. Reason: _____

Frank Gornick
Chancellor

Date: _____

Employee Scholars Program Brunch

May 24, 2010

Harris Ranch

- On November 13, 2001, the Board of Trustees of the West Hills Community College District voted unanimously to establish an assistance program for employees through the implementation of Board Policy 7135.
- The Employee Scholars Program (originally called the Employee Educational Assistance Program), is committed to the concept of personal, professional and institutional development for the growth of all employees.
- All full time employees of the district are eligible to be considered for the Employee Scholars Program.

- The program provides reimbursement of up to \$300 per unit up to a maximum of 10 units per year on an annual basis. Each participant has the potential to be reimbursed up to \$3,000 in a year. There are no limits to the length of time employees may participate.
- Over \$227,000 has been reimbursed to participants to date.
- 94 employees have participated in the program since November 2001.
- 59 of those participants continue to work for the West Hills Community College District, and all but a few are present here today.

*There are currently 26 employees participating
in the Employee Scholars Program!*

Colleges and Universities



- Ashford University
- Boise State University
- Cal Poly
- Canyon College
- Capella University
- Chapman University
- Colorado Tech University
- Columbia College
- Concord Law School
- CSU, Bakersfield
- CSU, Dominguez Hills
- CSU, Fresno
- CSU, Northridge
- CSU, Sacramento
- DeVry University
- Excelsior College
- Fielding Graduate University
- Franklin University
- Fresno Pacific University
- Hope International University
- National University
- Rockhurst University
- Saint Leo University
- Sonoma State University
- State Center CCD
- UC Davis
- UC San Diego Extension
- UCLA/UCLA Extension
- University of Illinois
- University of Missouri
- University of Phoenix
- University of San Diego
- Walden University
- West Hills College

Courses of Study



- Administrative Leadership
- Adult Learning Disabilities
- Ag Science
- Animation Technology
- Assistive Technology
- Auditing
- Business Accounting
- Business Administration
- Business Information Systems
- Business Management
- Information Systems
- Information Technology
- Child Development
- Community College Faculty Preparation
- Counseling
- Distance Education
- E-Business
- Early Childhood Education
- Education and Leadership Change
- Educational Administration
- Educational Counseling
- Educational Leadership
- Educational Psychology
- Educational Technology
- Equine Science
- Faculty Preparation
- Grant Writing
- Health
- Human Development
- Human Resources Management
- Kinesiology
- Liberal Arts
- Network Professional
- Non-Profit Management
- Nursing
- Organizational Leadership
- Preschool English Learners
- Pathophysiology
- Physical Education
- Psychology
- Pupil Personnel Services
- Social Science
- Social Work
- Sociology
- Student Services
- Technology

- Of the 26 employees currently participating in the Employee Scholars Program....
 - 1 is taking professional development courses
 - 1 is taking continuing education units
 - 1 is working toward a Graduate Certificate
 - 1 is working toward an Associate's Degree
 - 9 are working toward a Bachelor's Degree
 - 9 are working toward a Master's Degree
 - 4 are working toward a Doctorate Degree

Time for Testimonials!

How has the Employee Scholars Program
been a benefit to you?



Congratulations!



Iammediaman

Search

Browse

Upload

Create Account

Sign In

WHCCD-TV West Hills Community College Employee Scholars Program Brunch

IAMMediaMan 13 videos Subscribe



166 views

Like Add to Share Embed

IAMMediaMan The 2010 Employee Scholars Program Brunch was held at Harris Ranch in Coalinga

Suggestions

- WHCCD-TV West Hills College Coalinga 2010 Comm...
by IAMMediaMan 342 views
- WHCCD-TV COWBOY UP @ WEST HILLS COLLEGE
by IAMMediaMan 657 views
- WHCCD-TV West Hills College Lemoore Graduation
by IAMMediaMan 131 views
- WHCCD-TV West Hills College Lemoore Nursing Pro...
by IAMMediaMan 502 views
- WHCCD-TV WEST HILLS COLLEGE LEMOORE
by IAMMediaMan 376 views
- WHCCD-TV West Hills College Coalinga Graduation
by IAMMediaMan 308 views

West Hills College Lemoore

Flex Day

Thursday, August 9, 2007

8:30-9:00	Continental Breakfast		Conference Center
9:00-9:15	Welcome Back!	J. Preston	Conference Center
9:15-10:15	Break Out Sessions (Choose 1)		
	1) Teaching Tips Roundtable	B. Hall	Room 235
	2) DE Taskforce	Taskforcers	Room 236
	3) The Lab is Fab!	N.Daniels/S.Heskett	Library
10:15-10:30	Break		
10:30-12:00	Keeping Up with SLOs	The SLO 10	Conference Center
12:00-1:00	Lunch	(CTA or on your own)	
1:00-3:00	SLO Workshop Time	The SLO 10	Library
	1) Group #1	Preston/Brownlee	Math Lab
	2) Group #2	Sanchez/Shehorn	English Lab
	3) Group #3	Tos/Ennes	DSPS Lab
3:00-4:00	Catalog Clean Up	A.Tos	Library

Flex Day Session Overview

9:15-10:15 Break Out Sessions (Choose 1)

1) Teaching Tips Roundtable: Best Practices with NISOD Bob B. Hall Room 235

Every year WHC recognizes excellence in teaching by sending faculty members to the NISOD conference in Austin, Texas. During this session the 2006-2007 NISOD recipient Bob Hall will share about what he learned from his experience. This session will also include a roundtable discussion time where faculty will be asked to share a Best Practices teaching technique that has worked for them in the classroom.

2) Distance Education Taskforce Taskforcers Room 236

WHC has an online learning program that continues to grow and with that growth come many challenges. Join the Distance Education Taskforce for a presentation of what they accomplished last year, to hear what their goals are this year, and to provide your input, suggestions, and best practices for our online learning and teaching environment.

3) The Lab is Fab! N.Daniels/S.Heskett Library

Ever wonder what goes on in the Labs? We have a variety of labs available in the Learning Resource Center (Library) that have recently made some significant changes and added some significant technology to help our students. This session will highlight the services available for students in the English Lab and the innovative technology that is available in the DSPS lab.

10:30-12:00 Keeping Up with SLOs Conference Center

The SLO movement continues throughout the state and the nation and WHCL is picking up "slomomentum". This important informational session will cover a variety of SLO-related topics. Rene Sanchez will cover the history of SLOs, a WHCL SLO update, the annual WASC report, and senate resolutions related to SLOs. The session will also include presentations from the "SLO 10", faculty members who implemented SLOs in the spring 2007 semester. The SLO 10 will share their writing and implementation process, results of their assessments, and the changes they are making based on the implementation. The session will set you up for success for our afternoon workshop time.

1:00-3:00 SLO Workshop Time Library

Workshop time will give you the opportunity to write student learning outcomes, create assessments for student learning outcomes, and discuss the implementation of SLOs with your learning area colleagues. Pedro Avila will be available to discuss the assessment process and each group will have a couple of members of the SLO 10 available to them to help with the writing, implementing, and assessing of SLOs.

1) Math/Science/PE Preston/Brownlee Math Lab
2) A & L/S Sci./CD/Allied Health/CIS/Bus./AOJ Sanchez/Shehorn English Lab
3) Non-Teaching/Student Services/Tutoring Tos/Ennes DSPS Lab

3:00-4:00 Catalog Clean Up A.Tos Library

The final hour of our flex day will be spent doing "catalog clean up". Each learning area and discipline will take time to review the most current catalog and suggest revisions if needed. Angela Tos will kick off the session with some key information about the importance of the catalog and keeping it current.



Friday, August 14, 2009 Duty Day West Hills College Lemoore

8:30 – 9:00	Continental Breakfast	<i>Conference Room 253</i>
9:00 – 9:15	Welcome & Introductions	President Don Warkentin <i>Conference Room 253</i>
9:15 – 10:45	State of the District	Chancellor Frank Gornick <i>Conference Room 253</i>
10:45 – 12:00	Classroom Technology	<i>Conference Room 253</i>
12:00 – 1:00	Lunch (provided)	<i>Conference Room 253</i>
West Hills College Lemoore		
1:00 – 2:00	President's/Administrative Update	President Don Warkentin <i>Library/Learning Resource Center</i>
2:00 – 2:15	Snack Break	
2:15 – 3:00	Learning Area Meetings	<i>Library/Learning Resource Center</i>
	Arts and Letters	Marlon Hall
	Counseling	Jose Lopez
	CTE and Math/Science	Stephanie Atkinson-Alston
	Health and Wellness	B. Clement/C. Freeman
	Social Sciences	Dave Bolt
3:00 – 4:00	Program Review or Office Time	Stephanie Atkinson-Alston <i>Library/Learning Resource Center</i>

West Hills College Coalinga

1:00 – 2:15	Speed Round	<i>Conference Room 253</i>
	<ul style="list-style-type: none">• Pandemic Prep• Certificate & Degree Completion• DSPS• Faculty Team Portal Site• Career Technical Education• Accreditation Self Study Kick Off	Frances Squire Sandy McGlothlin Dave Reynolds Jill Stearns Carole Goldsmith S. Shepard, J. Stearns
2:15 – 2:30	Snack Break	<i>Conference Room 253</i>
2:30 – 4:00	Accreditation Standards	S. Shepard, J. Stearns <i>Conference Room 253</i>

**West Hills College Lemoore
presents**

Quality Assurance Lunch Lecture Series

**“Issues and Opportunities in Quality Assurance at
Del Monte Corporation”**

Come learn about potential careers in the food industry and
West Hills College Lemoore’s upcoming programs in
Quality Assurance and Biotechnology.



Room 274

12:00 to 1:00pm

Monday, April 12, 2010

Lunch will be provided



F

Agenda
Staff Development
February 12, 2010
9:00 AM – 4:00 PM

- 8:00-9:00 Breakfast/Sign In—Main Conference Room
- 9:00-9:15 Introductions/Opening-Ken Stoppenbrink
- 9:15-9:40 Game/Ice Breaker
- 9:45-10:30 Address to the District—Dr. Frank Gornick
- 10:30-10:45 Break
- 11:00-12:00 First Aid-Tracey Jaurena-Room 235
Difficult Students/Customers-Sylvia Dorsey-Robinson-Room 276
Financial Services-Ted Edminster-Room 238
Diversity-Ron Danner-Room 236
- 12:00-1:00 Lunch provided by Cal's Catering-Marlon Hall Organizational Speech
- 1:00-2:00 First Aid-Tracey Jaurena-Room 235
Difficult Students/Customers-Sylvia Dorsey-Robinson-Room 276
Financial Services-Ted Edminster-Room 238
Diversity-Ron Danner-Room 236
- 2:00-3:00 Violence in the Workplace-Group Session-Conference Room
- 3:00-3:15 Break
- 3:15-4:00 Closing/Raffle

Systems Thinking and Interventions

West Hills College Lemoore

Dean S. Atkinson-Alston, Dean J. Lopez
& Assoc. Dean M. Hall
Friday, Sept. 4, 2009

Systems Thinking and Interventions

- GROUP EXERCISE



Systems Thinking & Interventions

- Objective:
 - Conduct a transfer of knowledge session that will introduce mindful dialogue and produce concerted individual actions that appropriately effect our systems thinking and learning organization (WHCL)

Systems Thinking & Interventions

- Introduction
 - What do you know about systems thinking?
 - Definitions associated with systems thinking
 - History of systems thinking

Systems Thinking & Interventions

- History of systems thinking
 - Aristotle
 - Descartes
 - Newton

Systems Thinking & Interventions

- Old science (Newtonian Universe)
 - Precise measurements are possible
 - The more preciseness of the measurement the would lead to more precise predictions about past and future conditions
 - For every chaotic and complex system an attempt has been made to explain how things interact in a designed manner to function independently, yet affect the overall systems operation

Systems Thinking & Interventions

- Systems management and leadership perspectives
 - Parsons
 - Weber

Systems Thinking & Interventions

- Capra (1982) defined systems thinking as holistic
 - Early accounts of systems thinking approach were noted in the 17th century were of the physics model
 - The physics model regarded nature as inert, things moved because of external impact since forces acted from the outside
 - Based on the fundamental shift of perception from the world as a machine to the world as a living system

Systems Thinking & Interventions

- 21st century
 - Paradigm shift in thinking
 - Gharajedaghi (2006) suggest that in order for systems thinking to be effective, an open system must be analyzed in the context of its environment
 - Terms such as reductionism and reductionist help in providing a foundation to successfully explore realistic analogies of systems thinking

Systems Thinking & Interventions

- Reductionism and Reductionist
 - When a single component of a system is removed from the system it will continue to perform as it did when in the system
 - Can only be implied in simple systems

Systems Thinking & Interventions

- Important considerations of systems thinking
 - James Lovelock and the Gaia theory
 - Gaia theory named after the ancient Greek goddess "G" or the supreme Mother Earth, feminine, gentle, and nurturing but also ruthless to those who crossed her
 - Proposed that the Earth's atmosphere, cryosphere, hydrosphere and lithosphere are closely integrated forming a complex interacting system maintaining the climate and biogeochemical conditions on Earth in a state of equilibrium

Systems Thinking & Interventions

- Important considerations of systems thinking
 - The Flower (Dr. Malcolm Bonner & S. Atkinson-Alston, 2009)
 - Everything is connected to everything
 - Nothing exists in isolation

Systems Thinking & Interventions

- The Flower
 - ...holding a flower in your hand,...the ground, the rain, the sun, the bee...
 - ...the rain, the heat, the sun/the moon...the Earth
 - Everything is connected to everything
 - Nothing exists in isolation

Systems Thinking & Interventions

- Taoism
 - Prehistoric folk religion practiced in China
 - Tao referred to as road, channel, path, way, doctrine or line
 - Tao is stated to be the flow of the universe or the force behind the natural order, equating it with the influence that keeps the universe balanced and ordered

Systems Thinking & Interventions

- Yin Yang concept
 - Chinese philosophy
 - Describes how opposing forces are interconnected and interdependent in the natural world
 - Complementary opposites within a greater whole
 - Everything has both yin and yang aspects, constantly interact, never existing in absolute stasis

Systems Thinking & Interventions

- Cultural influences on systems thinking
 - Tao
 - Yin yang

Connectiveness...universal faith-based movements call for action on global warming

 - Nothing is new under the sun (Barry, 2007) specifically when it comes to environmental issues

Systems Thinking & Interventions

- What is systems theory?
 - According to Senge (1994) examines the concept of systems as application in educational settings in his book titled, “The Fifth Discipline”
 - Learning organization
 - Characteristics of a learning organization

Systems Thinking & Interventions

- Learning organization
 - Cultivates an effective learning environment for all constituency groups

Systems Thinking & Interventions

- Characteristics of a learning organization
 - Systems thinking
 - Personal mastery
 - Shared vision
 - Team learning
 - Mental models

Systems Thinking & Interventions

- Systems thinking
 - A method of examining the patterns that connect the larger system
 - Intuitive thinking. Seeing the ocean not the individual waves.
 - Looks at the whole in relationships to its parts

Systems Thinking & Interventions

- Personal mastery is achieved by:
 - Continually clarify and intensifying of personal vision
 - Focused energies
 - Developed patience
 - Seeing reality objectively

Systems Thinking & Interventions

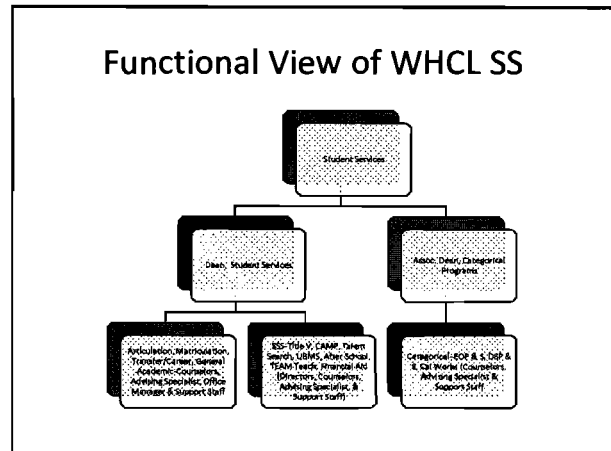
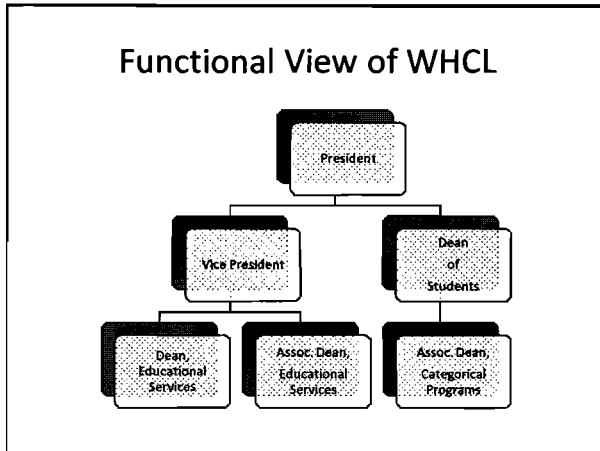
- Shared vision
 - Collective development of a picture of the future
 - Sum of the personal visions of all participating individuals (shared governance)
 - Can not be learned, rather comes from a deep-seated belief (personal conviction)

Systems Thinking & Interventions

- Team learning
 - Group IQ is higher than that of the individual
 - People must communicate with each other for the team learning to be effective

Systems Thinking & Interventions

- Mental models
 - Continuously questioning of ingrained assumptions, generalization and perceptions that influence how we comprehend and react to the world
 - Understanding our biases, examine and deconstruct them

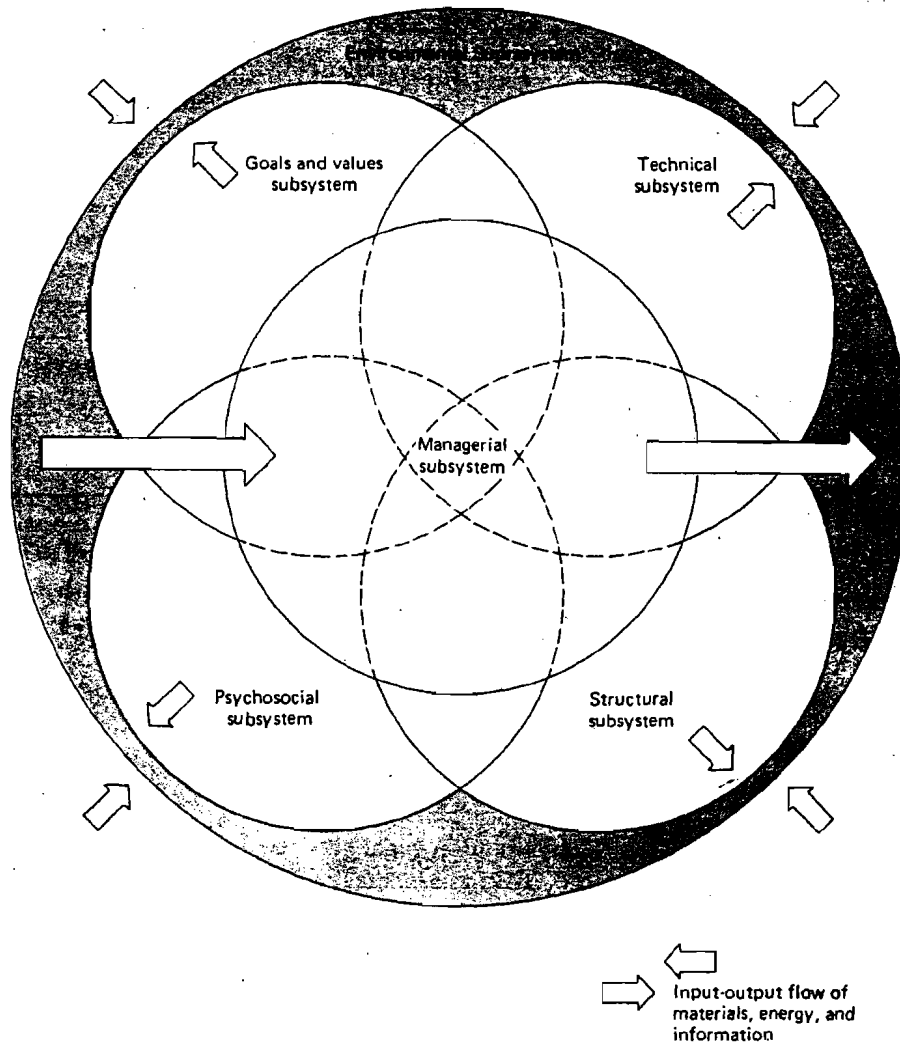


Systems Thinking & Interventions

- Overview and summary
 - “None of us exists independent of our relationships with others” - Wheatley (1992)
 - Relationships, connections and anding
 - “Andness occurs when you make a connection with something or someone—you are literally “anding” with it or them. Unless you “and” with something or someone, no exchange occurs, nothing is produced, no new energy is created” - Komives, Lucas, & McMahon (2007)

Systems Thinking & Interventions Questions & Comments

The Organizational System and its Subsystems¹



¹ Source: Kast, F. E. & Rosenzweig, J. E. (1985). Organization and management: A systems and contingency approach (4th ed.). New York: McGraw-Hill, p. 17.

Dorsey-Robinson, Sylvia

From: Whitener, Susan
Sent: Wednesday, January 13, 2010 10:10 AM
To: WHCCD Employees
Subject: New Online Academic Platform

Dear WHC Employees:

On Tuesday, January 19th, we begin our spring 2010 semester with a new online academic platform, **Blackboard Learn**. This will affect our online and face-to-face courses, our students and faculty, and of course our staff as questions regarding the new look and navigation changes take place.

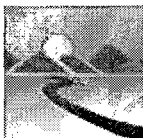
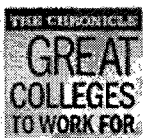


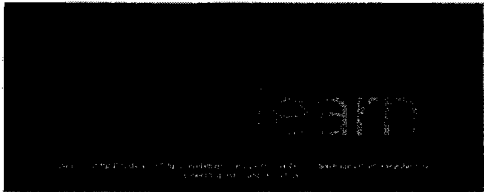
One of the first things we are asking our students to do is go through the Blackboard Student Orientation. All students enrolled in a course using Blackboard are enrolled in the Blackboard Student Orientation.

If you have students struggling to understand their new Blackboard Learn, please encourage them to go through the Orientation. If they have any questions or concerns, direct them to the student Help Desk at helpdesk@whccd.edu

Thank you!

Susan Whitener
Associate Vice Chancellor of Educational Planning
West Hills Community College District
9900 Cody Street
Coalinga, CA 93210
559-925-3404
fax: 559-925-3830
susanwhitener@whccd.edu





WHCCD Blackboard 9 Student Workshop: Successful Online Learning Using Bb 9

Source: Micah Orloff of @One - CCC Center (many of the graphics and slide contents)

Presenters:

Keith Brock
High Technology/Access Specialist
West Hills College Coalinga

Lenore Simonson
Educational Technology Specialist
West Hills College Lemoore

February 16, 2010 10:00AM-11:00AM

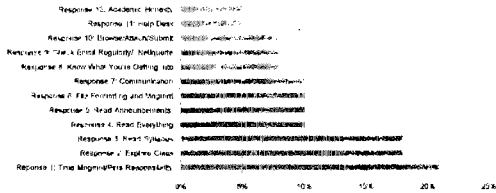
AGENDA

- 09 Faculty Survey Results
- 09 Time Management/Personal Responsibility and Accountability
- 09 Syllabus and Course Timeline
- 09 Communication
- 09 Know What You're Getting Into
- 09 Tech Tips: Logging in, Accessibility, etc.
- 09 Navigating through the Bb9 Course Environment
- 09 Help Desk
- 09 Questions

FACULTY SURVEY RESULTS

WHCCD online faculty members were asked what they felt online students need to know how to do in order to be more successful

Percentage of Responses



Time Management, Personal Responsibility and Accountability

They go hand-in-hand

- Dropping classes
- Due dates
- Pace yourself
- Realistic scheduling/planning
- Adequate ratio of homework/study time to lecture/lab time
- Access to proper computer configuration



You are expected to manage yourself

Time Management

FOUR STEPS TO IMPROVED TIME MANAGEMENT

There are four strategies that can be very useful for managing time more effectively. They are:

- Create a semester schedule
- Assess and plan your work load each week
- Adjust your plan each day
- Evaluate your schedule

Helpful Time Management Information is posted in the Online Student Orientation

Personal Responsibility and Accountability

- Guard your GPA: Drop classes if you do not wish to be in them
- Drop classes using My West Hills portal
- Know drop dates (Academic calendar and information from instructors)
- Communicate regularly with instructor
- College Orientation
- College Success Class (GS 61)
- Computer Skills Classes (CIS 7)
- WHCCD Computer and Network Use Policy

Syllabus and Course Timeline: The Importance of the Syllabus

- Print, Read and Follow the class syllabus!
- Know the instructor's attendance/drop policy, makeup policy, etc.
- Review the assignment timeline
- Check the Announcements **every** time you login to the class
- Academic Integrity/Honesty
- Online instruction vs. Face-to-face instruction

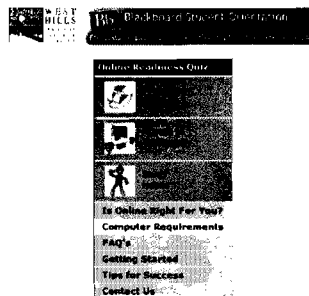


Communication

- Email from both WHCCD student email account and from within Bb
- Check email regularly
- Please note that your my West Hills login is NOT your West Hills email address:
Your email address is username@whccd.net
Your portal login is username@whccd.edu
Your Blackboard login is [username](#) with no domain
- Read all of the information pushed out to you in the modules on the Course Home Page
- Proper Netiquette, spelling, grammar and punctuation



Know What You're Getting Into Is Online Right For You




Know What You're Getting Into Is Online Right For You

- Study Habits/Lifestyle
- Computer skills expectations
- Access to technology
- Your instructor is not a computer teacher
- Don't set yourself up for failure



WEST HILLS COMMUNITY COLLEGE Blackboard Student Orientation

For assistance, please contact the DSP&S office at the address below.

- To login to the Online Course you registered for go to the main West Hills College web site at:
<http://www.westhillscollge.com/>
- Click on the Blackboard icon near the top right of the page to open the Blackboard login page. 
- Login using your Blackboard Username and Password (the valid format is just "firstnamelastname" with no domain added, for example: johnsmith).
- If you are unable to log in, contact the Help Desk
- To enter a class in Blackboard, click on the link to that class in the My Courses module or by using the Course tab at the top left of the page. To enter the Orientation, click on the class link titled "Orientation: Blackboard Student Orientation".



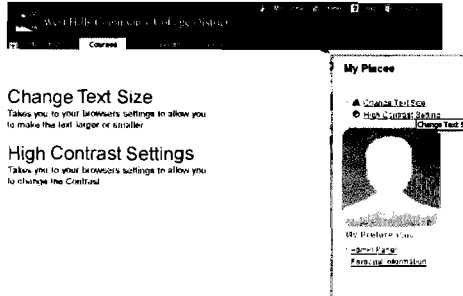
Receiving Accommodations in Online Classes

- There are students being served through the Disabled Students Programs and Services (DSP&S) office who may need class and testing accommodations.
- These students are responsible for communicating their needs to online instructors by producing a copy of the Accommodation Form Sheet from the DSP&S counselors, Lataria Hall or Maria Gonzalez.
- This document is only valid if sent electronically to online instructors through the **counselor's e-mail**.
- Only students who have provided instructors with the accommodation form are eligible for the accommodations listed on their form.
- Should you have questions please contact:

Lataria Hall at 925-3338 or Maria Gonzalez at 925-3244 (via email at latariahall@whccd.edu or maridelaluzgonzalez@whccd.edu).



Accessibility – My Places



The screenshot shows a web browser window with a 'Course' tab. On the right side, there is a 'My Places' sidebar. The sidebar contains a 'Change Text Size' link, a 'High Contrast Settings' link, and a 'Change Text S' link. Below these links is a small image of a person's profile.

Change Text Size

Takes you to your browser's settings to allow you to make the text larger or smaller.

High Contrast Settings

Takes you to your browser's settings to allow you to change the Contrast.

Accessibility

Built in IE options

- Text Size
- Zoom -- Ctrl+ and Ctrl-, arrow keys

Kurzweil demo

Zoomtext demo

WHCCD Helpdesk

- Click to Chat
- Email: helpdesk@whccd.edu
- Phone: 1-800-266-1114 ext. 2002
- Available 8 am to 8 pm M – F

<http://www.westhillscollge.com/portal/portal.php>

<http://www.westhillscollge.com/mywesthills/helpdesk.asp>

Questions?



Thanks for Attending

Thank you
Dank u
Khawp khun
Jum G'g'g'
Salom
Spasibo
Arigato

Dorsey-Robinson, Sylvia

From: OliverSmith, Glenda
Sent: Wednesday, July 21, 2010 12:50 PM
To: Oxford, Ron; Torres, Elva; Babb, David; Denberg, Rose M.; Alvarado, Lupe; Barginear, Angela; Bolt, Dave; Balcazar, Priscilla; Dorsey-Robinson, Sylvia; Santillan, Laura A.; Silvestre, Anna M.; Cadena, Jennifer; Ryan Cardoza (ryancardoza@whccd.net)
Cc: Crider, Kyle; Avitia, Amber; OliverSmith, Glenda; Hall, Marion; Warkentin, Don
Subject: Staff Development Activity (Tips for Meeting Minutes) August 6, 2010 - 11:30 - 1:00 p.m.
Conference Ctr. 253

WEST HILLS COLLEGE LEMOORE



Tips for Meeting Minutes

Bring your lunch and join us on:

**Friday, August 6, 2010 at 11:30 a.m.
Conference Center 253**

Come and review guidelines for successful minute taking with Amber, Kyle and Glenda. Please RSVP to Amber at ext. 3221.





Sponsored by
WHOLEDC

Phone: 559-925-3205

Fax: 55-924-1243

Email: glendoc@wholcd.edu



F

Agenda
Staff Development
February 12, 2010
9:00 AM – 4:00 PM

- 8:00-9:00 Breakfast/Sign In—Main Conference Room
- 9:00-9:15 Introductions/Opening-Ken Stoppenbrink
- 9:15-9:40 Game/Ice Breaker
- 9:45-10:30 Address to the District—Dr. Frank Gornick
- 10:30-10:45 Break
- 11:00-12:00 First Aid-Tracey Jaurena-Room 235
Difficult Students/Customers-Sylvia Dorsey-Robinson-Room 276
Financial Services-Ted Edminster-Room 238
Diversity-Ron Danner-Room 236
- 12:00-1:00 Lunch provided by Cal's Catering-Marlon Hall Organizational Speech
- 1:00-2:00 First Aid-Tracey Jaurena-Room 235
Difficult Students/Customers-Sylvia Dorsey-Robinson-Room 276
Financial Services-Ted Edminster-Room 238
Diversity-Ron Danner-Room 236
- 2:00-3:00 Violence in the Workplace-Group Session-Conference Room
- 3:00-3:15 Break
- 3:15-4:00 Closing/Raffle

A Lemoore EDSC Event
Employee Development & Success Committee



FACULTY



**CLASSIFIED
ADMINISTRATORS**

PROFESSIONAL DEVELOPMENT SEMINAR
GRANT WRITING WORKSHOP

SPEAKER: CATHY BARABE

DATE: FRIDAY—MARCH 5, 2010

PLACE: WEST HILLS COLLEGE LEMOORE, ROOM 715

TIME: 2:00 – 5:00 P.M.

***Need money for your program?
Get training from our chief Grant Writer!
Ten Years & over \$94 Million dollars in Grant Money!***

SPONSORED BY: WEST HILLS COLLEGE LEMOORE EDSC
RSVP: Dr. Marlon Hall 925-8224



An Event You Won't Want To Miss!!!!

Building A Learning Organization

West Hill College Learning
Center
West Hill College
Northridge, CA 91324

Building A Learning Organization

- GROUP EXERCISE



Building A Learning Organization

- Objective
 - Conduct a transfer of knowledge session that will introduce mindful dialogue and produce concerted individual actions that appropriately affect our learning organization (WHCL)

Organizational Change

Systems Thinking & Interventions

- Introduction
 - What do you know about systems thinking?
 - Definitions associated with systems thinking
 - History of systems thinking

Scholarly method to evaluate a system
Organizational Change

intervention to study, key success methods, Assessment of change, Examination of failures, Level of theory, Bridging systems orientation

An assemblage of interrelated parts with a driving force

Functional Relationships
integration
Dialogue - input/output

- 3 approaches

Systems Thinking & Interventions

- History of systems thinking
 - Aristotle
 - Descartes
 - Newton

Aristotle - linear thought and functional

Newton - precise measurement

Descartes -

Systems Thinking & Interventions

- Old science (Newtonian Universe)
 - Precise measurements are possible
 - The more preciseness of the measurement the would lead to more precise predictions about past and future conditions
 - For every chaotic and complex system an attempt has been made to explain how things interact in a designed manner to function independently, yet affect the overall systems operation

Systems Thinking & Interventions

- Taoism (pronounced Dow) or (Dowjin)
 - Prehistoric folk religion practiced in China
 - Tao referred to as road, channel, path, way, doctrine or line
 - Tao is stated to be the flow of the universe or the force behind the natural order, equating it with the influence that keeps the universe balanced and ordered

Systems Thinking & Interventions

- Cultural influences on systems thinking
 - Tao
 - Yin yang
- Connectiveness...universal faith-based movements call for action on global warming
- Nothing is new under the sun (Barry, 2007) specifically when it comes to environmental issues

Tao - Road, channel, path,
There is a flow in the universe -
that facilitates or brings
change

Systems Thinking & Interventions

- Yin Yang concept
 - Chinese philosophy
 - Describes how opposing forces are interconnected and interdependent in the natural world
 - Complementary opposites within a greater whole
 - Everything has both yin and yang aspects, constantly interact, never existing in absolute stasis

Systems Thinking & Interventions

- Systems management and leadership perspectives
 - Parsons (1947)
 - Weber (1947)

PARSONS -

Max Weber - individuals act rationally and interactively with his family.

Parsons - Parsons's system

Systems Thinking & Interventions

- Important considerations of systems thinking
 - James Lovelock and the Gaia theory
 - Gaia theory named after the ancient Greek goddess "G" or the supreme Mother Earth, feminine, gentle, and nurturing but also ruthless to those who crossed her
 - Proposed that the Earth's atmosphere, cryosphere, hydrosphere and lithosphere are closely integrated forming a complex interacting system maintaining the climate and biogeochemical conditions on Earth in a state of equilibrium

→

James Lovelock

Systems Thinking & Interventions

- Capra (1982) defined systems thinking as holistic
 - Early accounts of systems thinking approach were noted in the 17th century were of the physics model
 - The physics model regarded nature as inert, things moved because of external impact since forces acted from the outside
 - Based on the fundamental shift of perception from the world as a machine to the world as a living system

Systems Thinking & Interventions

- 21st century
 - Paradigm shift in thinking
 - Gharajedaghi (2006) suggest that in order for systems thinking to be effective, an open system must be analyzed in the context of its environment
 - Terms such as reductionism and reductionist help in providing a foundation to successfully explore realistic analogies of systems thinking

Systems Thinking & Interventions

- Reductionism and Reductionist
 - When a single component of a system is removed from the system it will continue to perform as it did when in the system
 - Can only be implied in simple systems

Systems Thinking & Interventions

- Important considerations of systems thinking
 - The Flower (Dr. Malcolm Bonner & S. Atkinson-Alston, 2009)
 - Everything is connected to everything
 - Nothing exists in isolation

Systems Thinking & Interventions

- The Flower
 - ...holding a flower in your hand,...the ground, the rain, the sun, the bee...
 - ...the rain, the heat, the sun/the moon...the Earth
 - Everything is connected to everything
 - Nothing exists in isolation

Building A Learning Organization

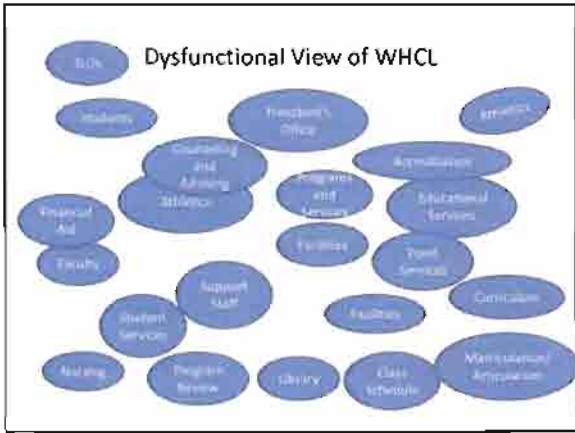
- What is a learning organization?
 - According to Senge (1994) examines the concept of a learning organization as application in educational settings in his book titled, "The Fifth Discipline"
 - Learning organization
 - Characteristics of a learning organization

Building A Learning Organization

- Learning organization
 - Cultivates an effective learning environment for all constituency groups

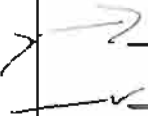
Building A Learning Organization

- Characteristics of a learning organization
 - Systems thinking
 - Personal mastery
 - Shared vision
 - Team learning
 - Mental models



Building A Learning Organization

- Systems thinking
 - A method of examining the patterns that connect the larger system
 - Intuitive thinking. Seeing the beyond the forest and the trees.
 - Looks at the whole in relationships to its parts



Building A Learning Organization

- Personal mastery is achieved by:
 - Continually clarify and intensifying of personal vision
 - Focused energies
 - Developed patience
 - Seeing reality objectively

Building A Learning Organization

- Shared vision
 - Collective development of a picture of the future
 - Sum of the personal visions of all participating individuals (shared governance)
 - Cannot be learned, rather comes from a deep-seated belief (personal conviction)

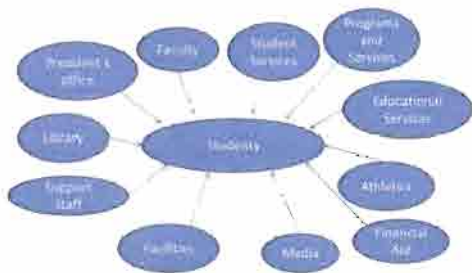
Building A Learning Organization

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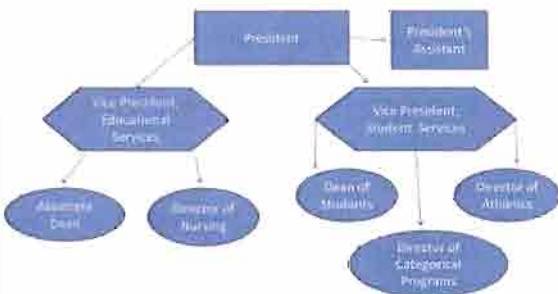
Building A Learning Organization

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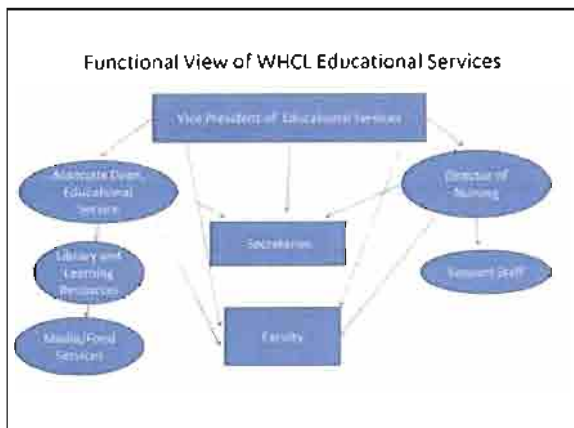
Functional View of WHCL

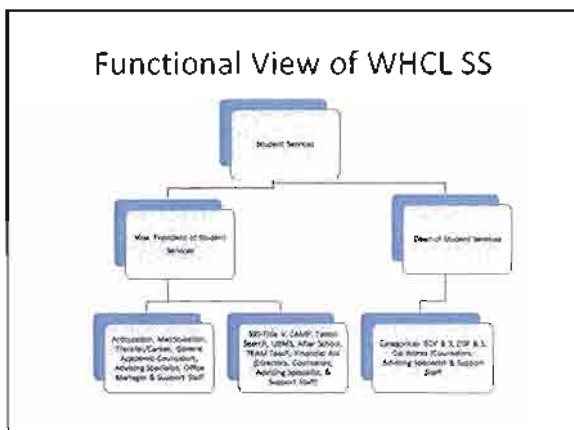


Functional View of WHCL Administration



Jana





Building A Learning Organization

- Overview and summary
 - “None of us exists independent of our relationships with others” - Wheatley (1992)
 - Relationships, connections and anding
 - “Andness occurs when you make a connection with something or someone—you are literally “anding” with it or them. Unless you “and” with something or someone, no exchange occurs, nothing is produced, no new energy is created”- Kormives, Lucas, & McMahon (2007)

Building A Learning Organization

"My 95 Theses Minus 79"

My thoughts on what it takes to have an effective learning organization:

- Have a personal vision
- Dialogue with others; this is a must
- Work as a team to build/develop a shared vision
- Be flexible
- Respect the opinion of others
- Know the differences between right and wrong
- Keep it simple
- An organization must develop a culture that supports learning and that is not afraid to make mistakes

Building A Learning Organization

— think outside the box

- Avoid narrow-minded thinking
- Have knowledge in your area
- Be willing to share that knowledge
- Prepare for the bad during the good times
- Prepare for the good during the bad times
- Be committed
- Always be conscious of the whole and how the parts are interrelated to the whole
- Dialogue and communication are important aspects of any organization if it is to meet its mission. ★

Building A Learning Organization

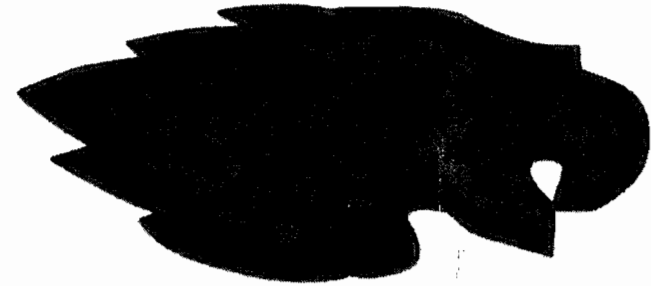
- *"If you want to go quickly, go alone. If you want to go far, go together."*

• Al Gore

Building A Learning Organization
Questions & Comments



West Hills College Lemoore



Employee Development and Success Committee - Activities Survey

February 2010

Employee Success Activities Survey

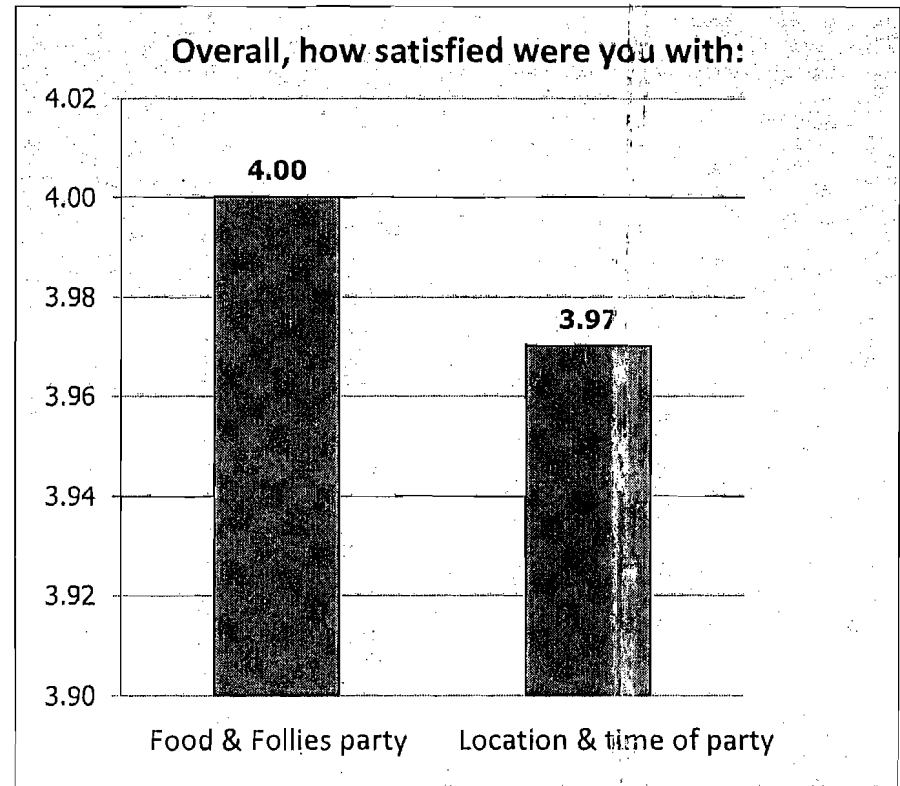
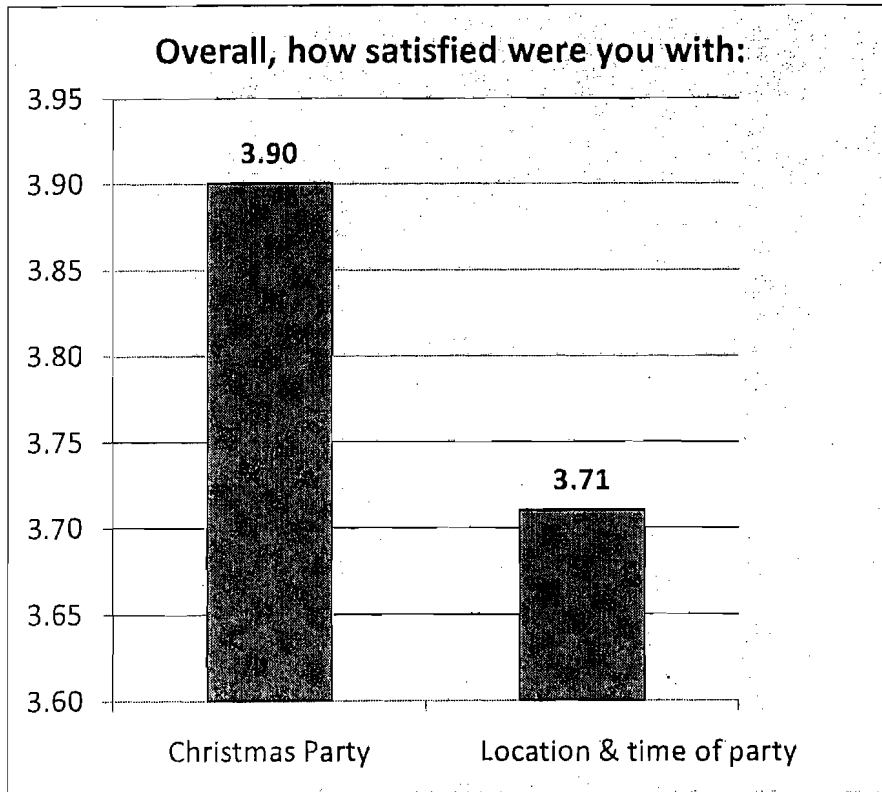
Respondents by Category

Administration/Confidential/ Management	5	6.2%
Faculty	26	32.1%
Classified	<u>50</u>	61.7%
TOTAL:	81	

Employee Success Activities Survey

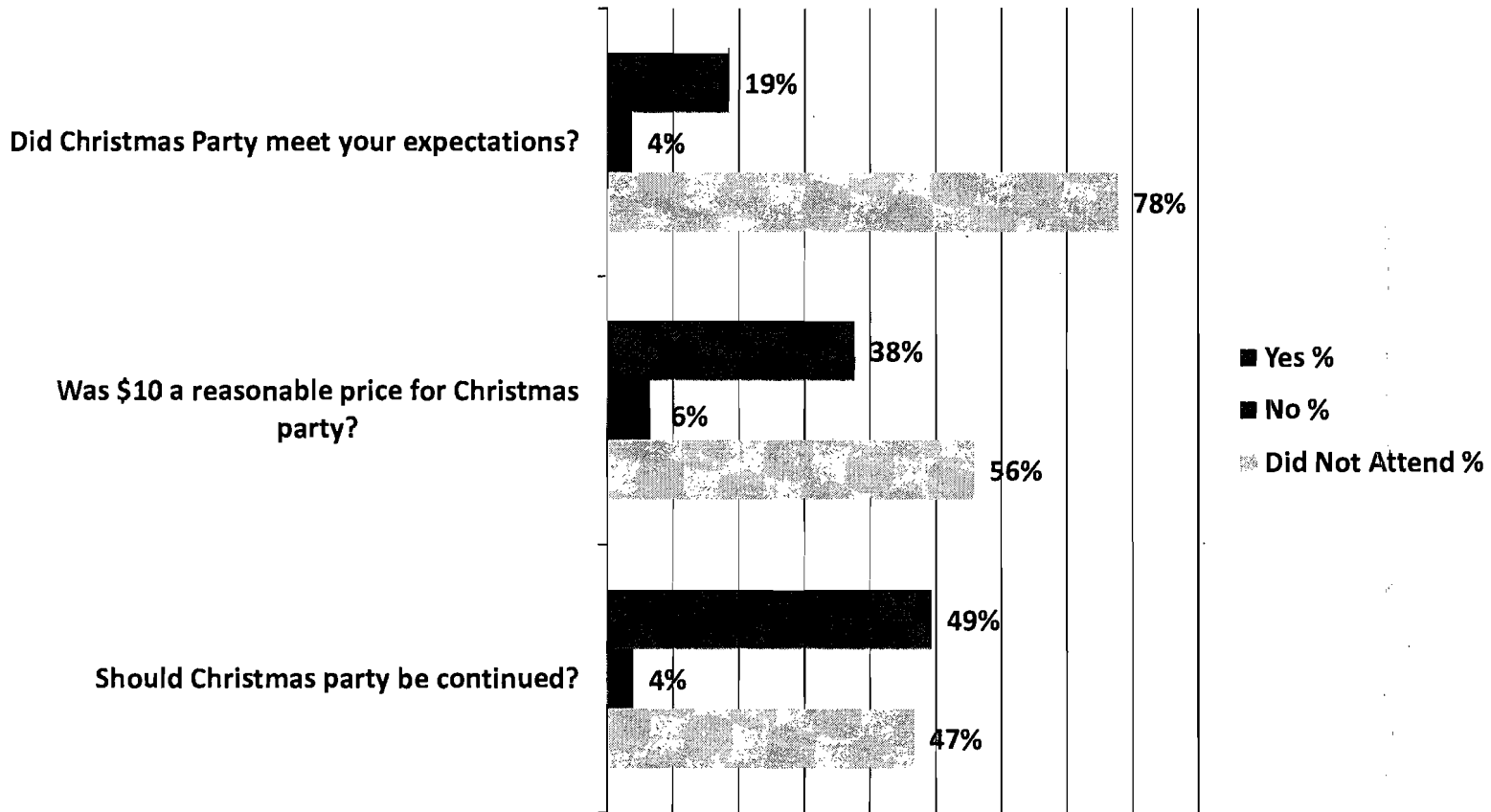
Questions 2 & 6

4.0 – 5.0 = Somewhat satisfied → Very satisfied
3.0 – 3.99 = Satisfied → Somewhat Satisfied
2.0-2.99 = Dissatisfied → Satisfied



Employee Success Activities Survey

Question #3



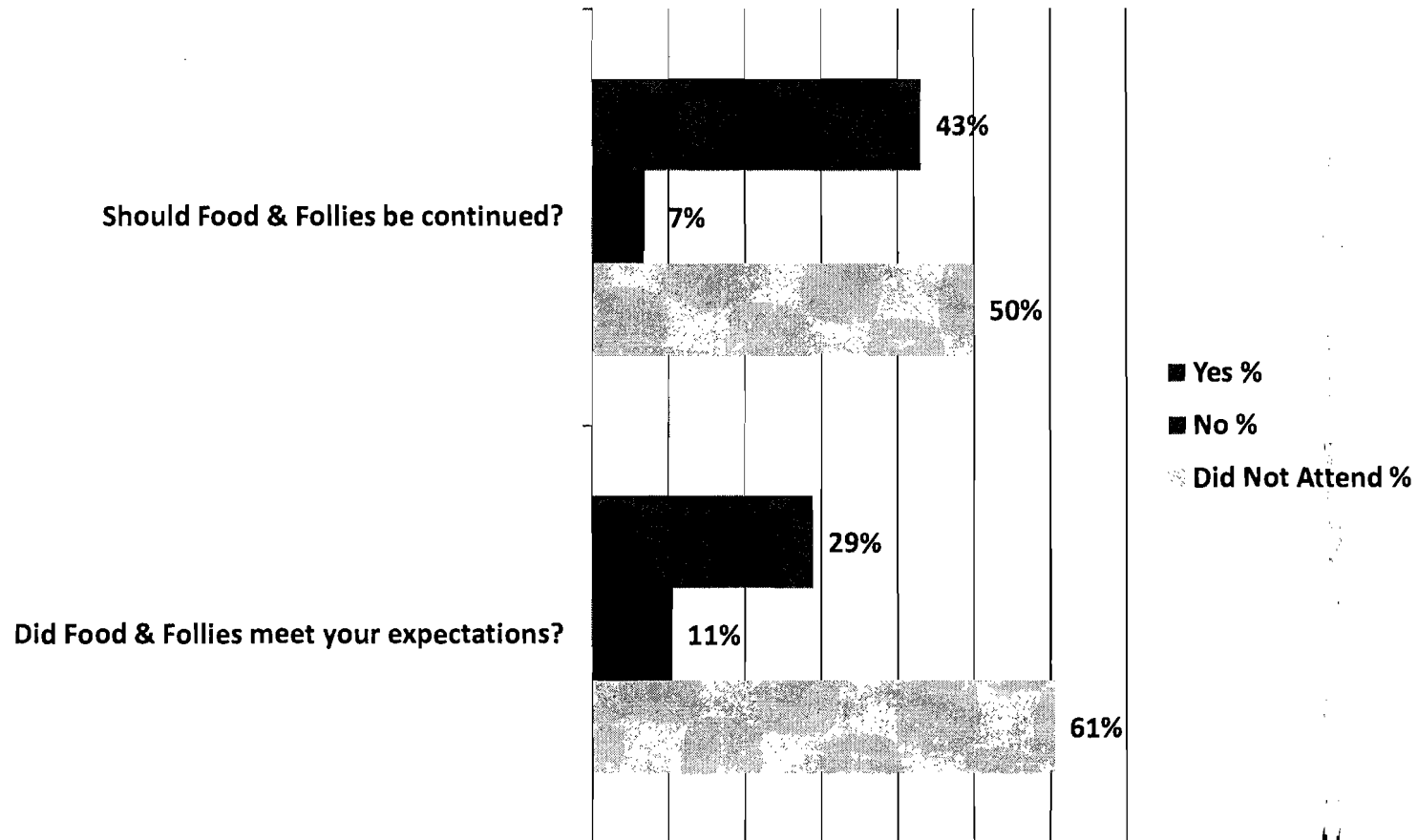
Employee Success Activities Survey

Comments:

- Keep the Christmas Party. It is important to celebrate employee contributions.
- I have attended Christmas parties from other places of employment. I was under the impression that this school didn't offer one. If there [was] I didn't hear about it and if I didn't hear about it, were only certain staff invited? How about some pictures on the website.
- Would not mind to pay more for a better location.
- Would love a Christmas party at the casino, even if we had to pay \$30 or \$40. The retirement party was great. Excellent place for Christmas party!
- It should not be continued if it is going to continue to be a "Christmas" party and if it is going to continue being something that is exclusionary for single individuals.
- I was not invited.
- I enjoyed the Christmas party. Food was good. It seemed like attendance was a bit low. Very few faculty, not sure why. We did think the food was served a bit late.....
- The small turnout doesn't justify the expense. If folks can't spend \$10 then we don't need to have the party. I suggest we suspend for a few years and see if interest increases after a few years without the party.
- I had prior commitment that was the reason I did not attend.
- Even though I did not attend, I may in the future, so it should be continued, and yes, \$10 is a very reasonable cost.
- The fee was totally understandable and acceptable. We should continue to have these events each year...perhaps include a gift exchange. The games we played last year were so enjoyable. What happened to all that?
- Just getting together with the staff and co-workers is enough for me.

Employee Success Activities Survey

Question 7



Employee Success Activities Survey

Comments:

- A new end of the year celebration is needed
- I think the date to this should be moved. I also think there needs to be awards for staff members.
- This event is a good fun way to end the semester.
- More employee recognition and less follies
- Seems more like a staff food and follies rather than being about the entire college community.
- Did not attend event.
- Not invited
- I think Food & Follies is for employee's that are well liked! It's always the same people that get recognized!
- Keep it going. We have some very funny staff members.
- I was expecting more follies.
- I see a lot of advantages in giving out recognition awards to Faculty and Staff. The bloopers should be side-line, but not forgotten! ha! We all need a good laugh!

Employee Success Activities Survey

Question #4

Christmas Party Recommendations:

- No I thought it was really nice
- Different type of food. I would be happy to help with the planning of these events. The band was too loud to talk.
- I would recommend having Don make the announcement of the Christmas Party and to emphasize that he is requesting for all staff to attend.
- Casino!
- Invite me next time.
- Have it somewhere where we are allowed a selection of food prior to the event and sit-down
- Food, music , and location.
- New location to accommodate our group.
- Have we ever considered having it on a Saturday? Personally, I live out of town and would like to have the option of coming straight from home to the party.
- Serve food earlier.
- Not have one. It costs too much.
- In a larger hall? Charge more if needed. Check all other events to try to avoid clashes with other events. Include games and gift exchanges for those who wish to participate.
- I would recommend fewer singing and goofy activities.

Employee Success Activities Survey

Question 5

Reasons For Not Attending Christmas Party:

- Prior commitment
- Somehow I did not hear about it :) or we so busy at the Grants Office I may have overlooked it :)
- Same night as husband's party.
- I believe the party was on the same day as a district office holiday party so I attended the district event. It would be nice if this event wasn't on the same day as other district events.
- Just not a party person.
- Out of town
- Work. December is our department's biggest commitment for our industry.
- Prior commitment...please check with what's going on in the community (Lemoore Christmas parade, other holiday events)
- Did not like the location of the event.
- Do not feel welcome, too many cliques
- We were away at a prior commitment, but to be honest, I do not remember hearing about the event prior to Christmas.
- I have attended previous Christmas parties and have had a wonderful time. I just couldn't go this year.
- I did not attend due to prior commitments. Would like a least a month prior notice of the date.
- Became ill. Had tickets.
- Went last year- did not care for place where it was, so chose not to go.
- I did not attend because I was not invited.
- sick
- Location, to get to the buffet you had to walk through the bar, way to crowded

Employee Success Activities Survey

Reasons For Not Attending Christmas Party: (Cont'd)

- Prior commitment, pre-scheduled furlough day
- Why should the college charge a fee to attend a party that's for employees!
- I was unable to attend because my director in Coalinga was having a personal party of all employees.
- I work in Coalinga and it was a busy time. I did not feel I could be away from work for that long of a time (travel time back and forth and the time attending the event).
- It was the same night as the first night of Hanukkah.
- Finding time and the workload.
- I commute to work, so trying to attend a Christmas Party on Friday night is very difficult. It would be nice if they were on Saturdays. The people that commute would not have to make two long distance trips on the same day
- I had a camping trip scheduled with my family
- Had to work at my other job. Prior commitment, and long commute from home (65 miles one way!)
- I actually didn't receive anything.
- I am an adjunct instructor, and I did have a conflict.
- Prior commitment and extremely busy grading papers :)
- I was on sick leave and State Wrestling Championships always on that weekend.
- I did not attend the last party because of not having a good time the previous year.

Employee Success Activities Survey

Question 9

Reasons For Not Attending Food & Follies:

- May have overlooked it :)
- Last day of semester and not on campus
- Department commitments
- Prior commitment
- Again, I do not remember hearing about it.
- Work
- Haven't been here forever...not of interest.
- Was not invited.
- I do not ever have coverage and I am not able to attend.
- I was unable to attend because I worked many hours the day before for graduation. Although, I hope I can attend this year.
- It conflicted with another meeting.
- I was not in town. I was out with family on a camping trip
- Don't remember why, but I do have a long commute from home (65 miles one way!)
- I work at the district office. I am not sure when Food & Follies was, but if it was during work hours -that's probably why I didn't go.
- A conflict with full time work schedule.
- Last year event was tailored to non-faculty staff.

Employee Success Activities Survey

Question 8

Recommended Changes to Food & Follies:

- Sorry, did not hear about it.
- End of the year awards dinner/luncheon
- Date of event.
- Try to give awards to staff/faculty/administrators other than the ones who get one every year.
- Yes, incorporate a specific event that would enhance the college
- Have more individuals take part in it.
- Sounds like I would have liked to have tri-tip on a day like this. Non-catered, of course, I would like WHC staff to BBQ it up.
- Either include everyone in the "follies" or just have an end of the year potluck.
- Invite me next time.
- I enjoy this event. As a recommendation, I would suggest that if awards are given out that an equal number of awards go to faculty, staff, and administration.
- Find a time that works well for more people, especially faculty, which is a tough thing to do

	The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	Dept.	Campus
1	7	8	8	9			1		ES	Lemoore
2	10	10	10	10		1	1		ADV	Lemoore
3	5	9	5	5		1		1	COUN	Lemoore
4	10	10	9	10		1			LRC	Lemoore
5	10	10	8	10	1	1			SP	Lemoore
6	8	10	5	7	1	1			SP	Lemoore
7	10	10	9	10		1	1	1	WF	Lemoore
8	10	10	10	10		1		1	MS	Lemoore
9	10	9	10	10		1			RES	Lemoore
10	7	10	10	10					CC	Lemoore
11	10	10	10	10	1			1	CC	Lemoore
12	10	10	10	7	1	1			CC	Lemoore
13	9	10	8	10	1	1	1	1	CW	Lemoore
14	10	10	9	9	1	1	1	1	TRIO	Lemoore
15	10	10	8	10		1			UK	Lemoore
16	10	10	5	10		1			UK	Lemoore
17	10	9	8	10					UK	Lemoore
18	10	10	7	6	1				UK	Lemoore
19	7	10	10	5		1	1		UK	Lemoore
20	10	10	9	10		1		1	LIFE	Lemoore
21	9	10	8	8	1	1			EOPS	Lemoore
22	9	10	8	8		1		1	EOPS	Lemoore
23	10	10	9	10					DSPS	Lemoore
24	10	10	10	10					DSPS	Lemoore
25	10	10	6	10		1	1		DSPS	Lemoore
26	10	10	7	8		1			DSPS	Lemoore
27	9	10	10	9					DSPS	Lemoore
28	9	10	9	10	1	1	1	1	MO	Lemoore

29	10	10	9	10	1	1	1	1	MO	Lemoore
30	9	10	8	9		1	1		MO	Lemoore
31	8	9	10	10					MO	Lemoore
32	10	10	10	10				1	MO	Lemoore
33	7	10	10	10					MO	Lemoore
34	10	10	10	10				1	MO	Lemoore
35	10	10	10	9	10		1		MO	Lemoore
36	10	10	9	10	1	1	1		MO	Lemoore
37	9	9	9	9	1				MO	Lemoore
38	10	10	10	10					MO	Lemoore
39	10	10	10	10					MO	Lemoore
40	10	10	8	9	1	1	1	1	SS	Lemoore
41	10	9	9	9	1	1			SS	Lemoore
42	10	10	8	9					SS	Lemoore
43	9	10	7	8		1			SS	Lemoore
44	10	10	6	9		1		1	SS	Lemoore
45	8	10	9	9	1	1	1	1	SS	Lemoore
46	10	10	8	10		1			SS	Lemoore
47	8	10	7	9	1	1	1		SS	Lemoore
48	9	10	10	10		1			SS	Lemoore
49	8	9	6	9	1		1	1	SS	Lemoore
50	9	10	7	8	1	1	1	1	SS	Lemoore
51	9	10	5	10	1	1	1	1	SS	Lemoore
52	10	10	10	10					SS	Lemoore
53	10	10	10	10		1	1	1	Fin. Aid	Lemoore
54	10	10	10	10		1	1	1	Fin. Aid	Lemoore
55	10	10	5	10	1	1	1		Fin. Aid	Lemoore
56	9	10	9	9		1			Fin. Aid	Lemoore
57	10	10	7	8		1		1	Fin. Aid	Lemoore
58	10	10	2	10	1	1	1		Fin. Aid	Lemoore
59	9	9	6	8	1	1	1	1	Fin. Aid	Lemoore
60	9	10	5	8	1		1	1	Fin. Aid	Lemoore

The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	Dept.	Lemoore
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559 590 494 550 33 40 24 23

9.3167 9.833 8.233 9.167

The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	Dept.	Campus
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1	10	10	8	8		1			ITS	Coalinga
2	10	10	10	10	1	1			BO	Coalinga
3	10	10	10	10	1	1	1	1	BO	Coalinga
4	10	10	4	10	1	1	1	1	FF	Coalinga
5	10	10	10	10					FF	Coalinga
6	10	7	6	8	1	1	1	1	WF	Coalinga
7	8	5	10	10		1	1	1	WF	Coalinga
8	10	10	10	10	1	1	1		WF	Coalinga
9	9	9	9	9		1			WF	Coalinga
10		10	10	10		1			WF	Coalinga
11	10	10	9	10	1	1	1	1	WF	Coalinga
12	10	1	5	6	1	1	1		WF	Coalinga
13	8	8	8	8		1	1		WF	Coalinga
14	10	10	10	10				1	WF	Coalinga
15	10	10	10	10	1	1	1	1	WF	Coalinga
16	10	10	10	10	1	1	1		WF	Coalinga
17	10	10	10	10	1	1	1	1	WF	Coalinga
18	10	10	10	10					WF	Coalinga
19	10	10	10	10	1	1	1		WF	Coalinga
20	9	7	9			1	1		WF	Coalinga
21	10	10	10	10	1		1	1	WF	Coalinga
22	8	10	3	10	1	1	1	1	WF	Coalinga
23	10	10	10	10	1	1	1		WF	Coalinga
24	8	8	8	8					ISP	Coalinga
25	10	2	10	10	1	1			RH	Coalinga
26	10	10	10	10		1			RH	Coalinga
27	7	8	8	9		1			RH	Coalinga
28	10	10	10	10				1	RH	Coalinga
29	10	10	10	10					MO	Coalinga
30	9	9	9	9					MO	Coalinga
31	8	8	8	8		1			MO	Coalinga
32	10	10	10	10	1	1	1	1	MO	Coalinga
33	10	10	10	10		1			MO	Coalinga

34	9	9	9	9		1	1		MO	Coalinga
35	9	9	4	10		1	1		SS	Coalinga
36	10	10	10	10		1	1	1	SS	Coalinga
37	9	10	9	9		1			SS	Coalinga
38	9	9	8	9	1	1	1		SS	Coalinga
39	10	10	10	10		1		1	SS	Coalinga
40	7	7	8	10			1		SS	Coalinga
41	10	10	10	10		1			SS	Coalinga
42	10	10	10	10		1			SS	Coalinga
43	10	5	7	10		1			SS	Coalinga
44	10	5	7	10		1			SS	Coalinga
45	9	10	10	10		1		1	SS	Coalinga
46	3	3	5	10	1	1		1	SS	Coalinga
47	5	8	6	7					SS	Coalinga
48	9	9	7	9	1	1	1		TRIO	Coalinga
49	9	10	8	10	1				TRIO	Coalinga
50	8	8	5	5	1	1	1	1	Fin. Aid	Coalinga
51	9	9	4	6	1	1	1	1	Fin. Aid	Coalinga
52	8	8	7	9					Athletics	Coalinga
53	9	7	9	10	1	1	1		Athletics	Coalinga
54	10	10	10	10					EOPS	Coalinga
55	6	9	6	8		1		1	EOPS	Coalinga
56	9	8	9	10	1	1			ADV	Coalinga
57	10	10	5	8		1	1		ADV	Coalinga
58	10	5	10	10		1	1		CDC	Coalinga
59	10	10	10	10		1			CDC	Coalinga
60	10	10	8	10	1	1	1	1	LRC	Coalinga
61	10	10	10	10	1	1	1	1	LRC	Coalinga
62	10	10	10	10		1			LRC	Coalinga
63	10	10	10	10					LRC	Coalinga
64	10	10	5	10	1	1	1		LRC	Coalinga
65	8	8	6	8		1	1	1	HC	Coalinga
66	10	8	10	10		1	1	1	HC	Coalinga

67	10	10	10	10		1	1		SL	Coalinga
68		7	5	9		1			SP	Coalinga
69	10	5	7	10	1	1	1	1	Tutoring	Coalinga
70	10	10	3	10	1	1	1	1	UK	Coalinga
71	9	9	2	10					UK	Coalinga
72	10	10	7	10					UK	Coalinga
73	7	3	5	8					UK	Coalinga
74	10	10	10	10	1	1	1	1	UK	Coalinga
	The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	Dept.	Coalinga
	665	640	605	687	30	57	37	26		
	8.9865	8.649	8.176	9.284						

	The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	Dept.	Campus
1	10	10	10	10	1	1	1		Hiscal	DO
2	9	10	8	10	1		1		UK	DO
3	10	10	8	10					Foundation	DO

4	10	10	8	10			1		Foundation	DO
5	10	10	10	10					Foundation	DO
6	10	10	7	9	1	1	1		BO	DO
7	10	10	8	10		1			BO	DO
8	9	9	7	9				1	BO	DO
9	8	10	8	9		1	1		BO	DO
10	9	10	10	10	1	1	1	1	BO	DO
11	9	9	8	9					BO	DO
12	10	10	10	10			1	1	BO	DO
13	10	10	10	10	1	1			Grants	DO
14	10	10	10	10		1		1	Grants	DO
15	10	10	10	10					Grants	DO
16	7	8	8	7	1	1	1	1	ITS	DO
17	9	10	8	10		1			ITS	DO
18	10	10	5	9		1		1	Marketing	DO
19	10	10	10	10		1		1	Marketing	DO

The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	Dept.	DO
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180 186 163 182 6 11 8 7
9.4737 9.789 8.579 9.579

	The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	Dept.	Campus
1	10	10	10	10				1	Camp	NDC
2	9	9	9	9				1	Fin. Aid	NDC

3	10	10	10	10		1		1	SS	NDC
4	9	8	10	10	1	1	1	1	SS	NDC
5	8	9	5	8	1	1	1	1	WF	NDC
6	8	8	8	8	1		1	1	WF	NDC
7	10	10	10	10	1		1		WF	NDC
8	7	5	8	9	1	1	1	1	WF	NDC
9								1		NDC

The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	Dept.	NDC
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71 69 70 74
5 4 5 8
7.8889 7.667 7.778 8.222

	The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	Dept.	Campus
1	9	2	4	8	1	1	1		UK	UK
2	8	8	7	8					UK	UK
3	8	9	7	8	1	1	1		UK	UK
4	10	10	10	10					UK	UK
5	9	7	9	8		1		1	UK	UK
6	10	10	10	10		1	1		UK	UK

The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	Dept.	UR
54	46	47	52	2	4	3	1		
9	7.667	7.833	8.667						

District Wide Totals and Averages

The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	All Dept.	District
1529	1531	1379	1545	76	116	77	65		
9.1012	9.113	8.208	9.196						

	The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	Dept.	Campus
1	7	8	8	9			1		ES	Lemoore
2	10	10	10	10		1	1		ADV	Lemoore
3	5	9	5	5		1		1	COUN	Lemoore
4	10	10	9	10		1			LRC	Lemoore
5	10	10	8	10	1	1			SP	Lemoore
6	8	10	5	7	1	1			SP	Lemoore
7	10	10	9	10		1	1	1	WF	Lemoore
8	10	10	10	10		1		1	MS	Lemoore
9	10	9	10	10		1			RES	Lemoore
10	7	10	10	10					CC	Lemoore
11	10	10	10	10	1			1	CC	Lemoore
12	10	10	10	7	1	1			CC	Lemoore
13	9	10	8	10	1	1	1	1	CW	Lemoore
14	10	10	9	9	1	1	1	1	TRIO	Lemoore
15	10	10	8	10		1			UK	Lemoore
16	10	10	5	10		1			UK	Lemoore
17	10	9	8	10					UK	Lemoore
18	10	10	7	6	1				UK	Lemoore
19	7	10	10	5		1	1		UK	Lemoore
20	10	10	9	10		1		1	LIFE	Lemoore
21	9	10	8	8	1	1			EOPS	Lemoore
22	9	10	8	8		1		1	EOPS	Lemoore
23	10	10	9	10					DSPS	Lemoore
24	10	10	10	10					DSPS	Lemoore
25	10	10	6	10		1	1		DSPS	Lemoore
26	10	10	7	8		1			DSPS	Lemoore
27	9	10	10	9					DSPS	Lemoore
28	9	10	9	10	1	1	1	1	MO	Lemoore
29	10	10	9	10	1	1	1	1	MO	Lemoore
30	9	10	8	9		1	1		MO	Lemoore

31	8	9	10	10					MO	Lemoore
32	10	10	10	10				1	MO	Lemoore
33	7	10	10	10					MO	Lemoore
34	10	10	10	10				1	MO	Lemoore
35	10	10	10	9	10		1		MO	Lemoore
36	10	10	9	10	1	1	1		MO	Lemoore
37	9	9	9	9	1				MO	Lemoore
38	10	10	10	10					MO	Lemoore
39	10	10	10	10					MO	Lemoore
40	10	10	8	9	1	1	1	1	SS	Lemoore
41	10	9	9	9	1	1			SS	Lemoore
42	10	10	8	9					SS	Lemoore
43	9	10	7	8			1		SS	Lemoore
44	10	10	6	9			1	1	SS	Lemoore
45	8	10	9	9	1	1	1	1	SS	Lemoore
46	10	10	8	10			1		SS	Lemoore
47	8	10	7	9	1	1	1		SS	Lemoore
48	9	10	10	10			1		SS	Lemoore
49	8	9	6	9	1		1	1	SS	Lemoore
50	9	10	7	8	1	1	1	1	SS	Lemoore
51	9	10	5	10	1	1	1	1	SS	Lemoore
52	10	10	10	10					SS	Lemoore
53	10	10	10	10			1	1	Fin. Aid	Lemoore
54	10	10	10	10			1	1	Fin. Aid	Lemoore
55	10	10	5	10	1	1	1		Fin. Aid	Lemoore
56	9	10	9	9			1		Fin. Aid	Lemoore
57	10	10	7	8			1	1	Fin. Aid	Lemoore
58	10	10	2	10	1	1	1		Fin. Aid	Lemoore
59	9	9	6	8	1	1	1	1	Fin. Aid	Lemoore
60	9	10	5	8	1		1	1	Fin. Aid	Lemoore
1	10	10	8	8			1		ITS	Coalinga

2	10	10	10	10	1	1			BO	Coalinga
3	10	20	10	10	1	1	1	1	BO	Coalinga
4	10	10	4	10	1	1	1	1	FF	Coalinga
5	10	10	10	10					FF	Coalinga
6	10	7	6	8	1	1	1	1	WF	Coalinga
7	8	5	10	10		1	1	1	WF	Coalinga
8	10	10	10	10	1	1	1		WF	Coalinga
9	9	9	9	9		1			WF	Coalinga
10		10	10	10		1			WF	Coalinga
11	10	10	9	10	1	1	1	1	WF	Coalinga
12	10	1	5	6	1	1	1		WF	Coalinga
13	8	8	8	8		1	1		WF	Coalinga
14	10	10	10	10				1	WF	Coalinga
15	10	10	10	10	1	1	1	1	WF	Coalinga
16	10	10	10	10	1	1	1		WF	Coalinga
17	10	10	10	10	1	1	1	1	WF	Coalinga
18	10	10	10	10					WF	Coalinga
19	10	10	10	10	1	1	1		WF	Coalinga
20	9	7	9			1	1		WF	Coalinga
21	10	10	10	10	1		1	1	WF	Coalinga
22	8	10	3	10	1	1	1	1	WF	Coalinga
23	10	10	10	10	1	1	1		WF	Coalinga
24	8	8	8	8					ISP	Coalinga
25	10	2	10	10	1	1			RH	Coalinga
26	10	10	10	10		1			RH	Coalinga
27	7	8	8	9		1			RH	Coalinga
28	10	10	10	10				1	RH	Coalinga
29	10	10	10	10					MO	Coalinga
30	9	9	9	9					MO	Coalinga
31	8	8	8	8		1			MO	Coalinga
32	10	10	10	10	1	1	1	1	MO	Coalinga
33	10	10	10	10		1			MO	Coalinga
34	9	9	9	9		1	1		MO	Coalinga

35	9	9	4	10		1	1		SS	Coalinga
36	10	10	10	10		1	1	1	SS	Coalinga
37	9	10	9	9		1			SS	Coalinga
38	9	9	8	9	1	1	1		SS	Coalinga
39	10	10	10	10		1		1	SS	Coalinga
40	7	7	8	10				1	SS	Coalinga
41	10	10	10	10		1			SS	Coalinga
42	10	10	10	10		1			SS	Coalinga
43	10	5	7	10		3			SS	Coalinga
44	10	5	7	10		1			SS	Coalinga
45	9	10	10	10		1		1	SS	Coalinga
46	3	3	5	10	1	1		1	SS	Coalinga
47	5	8	6	7					SS	Coalinga
48	9	9	7	9	1	1	1		TRIO	Coalinga
49	9	10	8	10	1				TRIO	Coalinga
50	8	8	5	5	1	1	1	1	Fin. Aid	Coalinga
51	9	9	4	6	1	1	1	1	Fin. Aid	Coalinga
52	8	8	7	9					Athletics	Coalinga
53	9	7	9	10	1	1	1		Athletics	Coalinga
54	10	10	10	10					EOPS	Coalinga
55	6	9	6	8		1		1	EOPS	Coalinga
56	9	8	9	10	1	1			ADV	Coalinga
57	10	10	5	8		1	1		ADV	Coalinga
58	10	5	10	10		1	1		CDC	Coalinga
59	10	10	10	10		1			CDC	Coalinga
60	10	10	8	10	1	1	1	1	LRC	Coalinga
61	10	10	10	10	1	1	1	1	LRC	Coalinga
62	10	10	10	10		1			LRC	Coalinga
63	10	10	10	10					LRC	Coalinga
64	10	10	5	10	1	1	1		LRC	Coalinga
65	8	8	6	8		1	1	1	HC	Coalinga
66	10	8	10	10		1	1	1	HC	Coalinga
67	10	10	10	10		1	1		SL	Coalinga

68		7	5	9		1			SP	Coalinga
69	10	5	7	10	1	1	1	1	Tutoring	Coalinga
70	10	10	3	10	1	1	1	1	UK	Coalinga
71	9	9	2	10					UK	Coalinga
72	10	10	7	10					UK	Coalinga
73	7	3	5	8					UK	Coalinga
74	10	10	10	10	1	1	1	1	UK	Coalinga
1	10	10	10	10	1	1	1		Fiscal	DO
2	9	10	8	10	1		1		UK	DO
3	10	10	8	10					Foundation	DO
4	10	10	8	10			1		Foundation	DO
5	10	10	10	10					Foundation	DO
6	10	10	7	9	1	1	1		BO	DO
7	10	10	8	10		1			BO	DO
8	9	9	7	9				1	BO	DO
9	8	10	8	9		1	1		BO	DO
10	9	10	10	10	1	1	1	1	BO	DO
11	9	9	8	9					BO	DO
12	10	10	10	10			1	1	BO	DO
13	10	10	10	10	1	1			Grants	DO
14	10	10	10	10		1		1	Grants	DO
15	10	10	10	10					Grants	DO
16	7	8	8	7	1	1	1	1	ITS	DO
17	9	10	8	10		1			ITS	DO
18	10	10	5	9		1		1	Marketing	DO
19	10	10	10	10		1		1	Marketing	DO
1	10	10	10	10				1	Camp	NDC

2	9	9	9	9				1	Fin. Aid	NDC
3	10	10	10	10		1		1	SS	NDC
4	9	8	10	10	1	1	1	1	SS	NDC
5	8	9	5	8	1	1	1	1	WF	NDC
6	8	8	8	8	1		1	1	WF	NDC
7	10	10	10	10	1		1		WF	NDC
8	7	5	8	9	1	1	1	1	WF	NDC
9								1		NDC
1	9	2	4	8	1	1	1		UK	UK
2	8	8	7	8					UK	UK
3	8	9	7	8	1	1	1		UK	UK
4	10	10	10	10					UK	UK
5	9	7	9	8		1		1	UK	UK
6	10	10	10	10		1	1		UK	UK
	1529	1531	1379	1545	76	116	77	65		
	The overall organization of the event:	The location and facilities utilized:	The variety of training session topics:	The knowledge of the trainer / presenters:	Question # 5	Question # 6	Question # 7	Question # 8	Dept.	

ES = Educational Services
Coun = Counseling
LRC = Learning Resource Center
SP = Special Program
WF = Work Force
MS = Media Services
RES = Research
CC = Career Center
CW = CalWorks
TRIO = TRIO
LIFE = After School Program
EOPS =
DSPS =
MO =
SS = Students Services
Fin. Aid =
BO = Business Office
FF = Farm of the Future
ISP = International Student Program
RH = Residence Hall
Athletics = Athletics
ADV = Advising
CDC =
HC = Health Careers
SL = Student Learning
Tutoring = Tutoring
UK = Unknown
FISCAL =
ITS =

West Hills College Lemoore

Educational Master Plan
2008



V.4.2
December 2, 2008

President's Message



West Hills College Lemoore, one of California's newest community colleges, is well prepared to meet the educational needs of the twenty-first century. Our Educational Master Plan will demonstrate that we are on the cutting edge and have the capacity to adapt to new and emerging educational technologies to serve a wide variety of student needs.

Our facilities, instructional programs, support services, and technology are state of the art and will allow us to keep pace in an ever-changing environment. As you read through our Educational Master Plan, you will see how we value our demographic and student data in the decision making processes. We also utilize information from our area employers in job forecasting and training needs. Information is vital to keeping our offerings current and providing the support mechanisms and resources to ensure our students are the best educated and prepared to reach their educational goals.

The development of a comprehensive educational master plan requires many hours of planning, discussions, meetings, and research involving all constituents throughout the college and also district office personnel. A plan of this nature not only informs us about who we are, but where we will be heading for the next several years. Our plan will serve as a foundation, but it also will be a template for many future updates as the college continues to grow and serve the communities of the south valley.

We hope you will find this document to be both informative and also a guide to our continued growth and expansion of the campus. You will continue to see new facilities emerge and new programs come online, adhering to our processes outlined in our Educational Master Plan.

I look forward with great anticipation to the next several years with West Hills College Lemoore.

Don Warkentin
President
West Hills College Lemoore

ACKNOWLEDGMENTS

The WHC Lemoore Educational Master Plan (EMP) development process was facilitated by GKK Works planning consultants and by the WHCCD Office of Institutional Effectiveness and Planning. The Office of Institutional Effectiveness was responsible for providing data and coordinated communication between GKK and the college. GKK consultants were responsible for the design of the document, data analysis, key findings and recommendations. The WHC Lemoore EMP framework is based on the Cypress Community College EMP which has been identified as a best practice by the CA Research and Planning group.

The process began with a kick-off meeting on April 18, 2008 to discuss the EMP framework. A follow-up meeting took place on May 13, 2008 where faculty representatives and administrators reviewed the first draft of the EMP and provided feedback and direction. A third meeting was held on July 28, 2008 where a preliminary draft of the EMP was presented to faculty representatives and college administrators. It is important to note that the program goals, found under the instructional section of the EMP, were directly derived from the college's program review documents. During the fall 2008 Duty Day (August 8, 2008), the instructional section of the EMP was reviewed by Lemoore faculty in attendance. The preliminary draft of the EMP is scheduled for a first reading by the Board of Trustees on October 28, 2008 and by the Lemoore Planning and Governance Council on November 6, 2008.

WHC Lemoore is immensely grateful to these individuals who have volunteered to assist with this important plan. Their work will continue as we implement and refine our plan in the coming years. Participants are as follows:

Stephanie Atkinson-Alston - Dean of Educational Services, WHCL
Pedro Avila - Director of Institutional Effectiveness & Planning, WHCCD
Dave Bolt - VP of Educational Services, WHCL
David Babb - Biology Instructor/SLO Coordinator, WHCL
Robert Clement - Director of Athletics, WHCL
Sylvia Dorsey-Robinson - Associate Dean of Categorical Programs, WHCL
Stephanie Droker - Work Experience Instructor/Academic Senate President, WHCL
Dr. Carole Goldsmith - Director of Title V/Workforce Connection, WHCCD
Dr. Frank Gornick - Chancellor, WHCCD
Lataria Hall - DSPS Counselor, WHCL
Dr. Marlon Hall - Associate Dean of Educational Services, WHCL
Marta Hendrickson - Counselor, WHCL
Jose Lopez - Dean of Students, WHCL
Dave Neer - Instructor/Golf Coach, WHCL
Rene Sanchez - History Instructor/Curriculum President, WHCL
Don Warkentin - President, WHCL
Susan Whitener - Dean of Learning Resources & Web Services, WHCCD

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Intent of the Educational Master Plan

The West Hills College Lemoore Educational Master Plan (EMP) provides a reference point and framework for the future of the college. It includes a thorough data review of the recent past and present of the college's overall instructional program. While maintaining the integrity of the college's vision, mission and strategic goals, the EMP draws a blueprint for implementing emerging educational objectives.

More specifically, the EMP focuses on the service area, students, staff, and programs of West Hills College Lemoore. Matriculation rates from regional high schools provide a basis for enrollment projections. An analysis of economic trends in the area and a review of emerging labor market information inform the consideration of new programs. An examination of instructional programs and disciplines along with student performance assess current effectiveness and point the way for change.

Utilizing this quantitative and qualitative data, key findings have been identified to inform the process for rational planning to occur in a culture of evidence and history. Unanticipated events, emerging issues in the region, and changing demographics in the service area demand that the Educational Master Plan be treated as a living, fluid document that will guide decisions regarding the educational programs of the college.

The EMP is conceived to exist in a cycle of six years. The current iteration comes at the midpoint of the college's accreditation cycle -- following the submittal of the college's Midterm Focused Report to the Accrediting Commission for Community and Junior Colleges. That midterm report was a summary of the college's institutional actions and progress made in response to the prior recommendations of the Accrediting Commission. West Hills College Lemoore is in the process of implementing actions and plans described in the report.

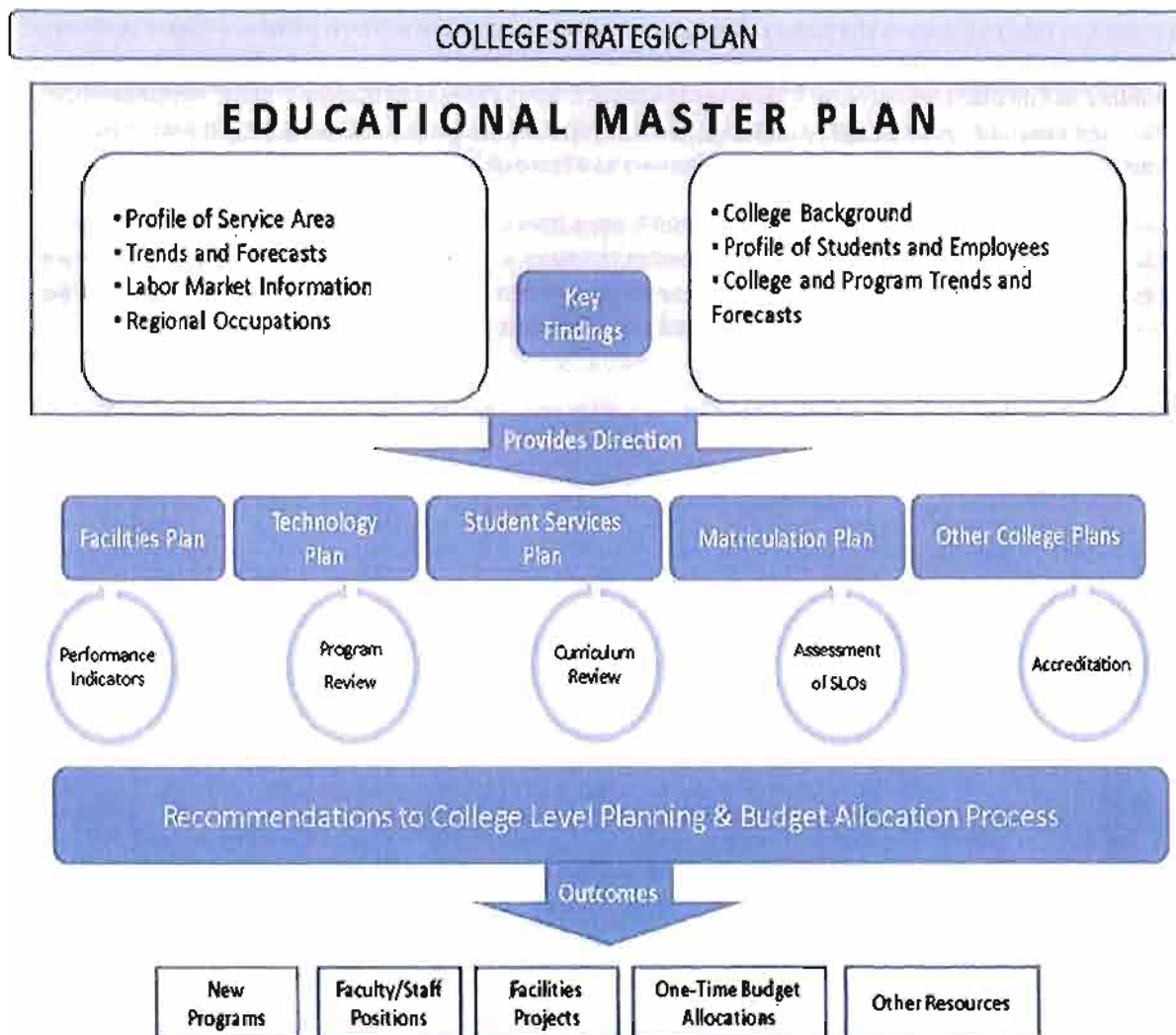
The Educational Master Plan for West Hills College Lemoore is directed by the college's strategic plan and the strategic plan of West Hills Community College District. Both of these plans are cited in the EMP as they provide the overarching direction and core values that guide the college.

Master Plan Framework

This Educational Master Plan of West Hills College Lemoore is being constructed at a particularly important juncture in our history as a college. WHC Lemoore received initial accreditation from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges in June 2006. As one of the newest colleges in the California community college system, we are poised to realize our vision as a premiere, interactive learner-centered college.

Our Educational Master Plan gives direction to the planning processes of the college by providing a clear snapshot of our educational programs. It provides a thorough examination of internal and external trends. It serves as a primary resource for the development and update of other college plans. And it helps to identify our strengths, limitations, and capabilities -- and offer possibilities for the future.

The framework of this plan provides for an Educational Master Plan that is fluid and vital so we can respond to the community we serve.



COLLEGE HISTORY

The establishment of a college for the Coalinga Union High School District was proposed in the spring of 1932. The official beginning of the Coalinga Extension Center of Fresno State College dates from October 3, 1932. In September 1941, Coalinga Junior College became an independent unit under the direction of the Governing Board of the Coalinga Union High School District. Construction of a new campus on Cherry Lane near the northern limit of the City of Coalinga was begun on October 3, 1955, and the buildings were occupied on September 13, 1956.

In November of 1961, the voters of Coalinga Union High School District approved the formation of a separate junior college district, and in June of 1962, the voters of Lemoore High School District voted to annex to the college district, as did voters of Riverdale and Tranquillity High School Districts in December of 1962. Effective July 1, 1969, the official name of the college was changed to West Hills College in keeping with the nature of the expanded district.

In order to effectively serve the college district, West Hills College built the North District Center in the city of Firebaugh in 1971. In 1979, the District purchased land in the City of Lemoore, and in 1981, a classroom building and an office were erected. This was the Kings County Center until January 2002. On September 26, 2000, the Board of Trustees signed and accepted the "Agreement of Donation of Land for the West Hills College Lemoore" a generous donation from Robert and Mardell Pedersen and Lionel and Lola Simas.

Opening its doors to students on January 14, 2002, West Hills College Lemoore featured 18 classrooms, a state-of-the-art science wing called a Collaboratory, the largest and most technologically advanced library in Kings County, a multipurpose conference center, a full-service student services and administration building, as well as an outdoor amphitheater for students and community members.

COLLEGE MISSION

WEST HILLS COLLEGE LEMOORE ENRICHES THE LIVES OF OUR STUDENTS AND THE COMMUNITY WE SERVE BY BEING DEDICATED TO QUALITY EDUCATIONAL LEARNING OPPORTUNITIES AND PARTNERSHIPS. THE COLLEGE PROVIDES A POSITIVE ENVIRONMENT THAT IS COMMITTED TO STUDENT LEARNING AND EMPOWERING STUDENTS TO ACHIEVE THEIR EDUCATIONAL GOALS.

COLLEGE VISION

LEARNING THROUGH EXCELLENCE AND INNOVATION.

COLLEGE GOALS

- 1. WHCL IS COMMITTED TO PROVIDE QUALITY EDUCATION TO STUDENTS AND THE COMMUNITY.**
- 2. WHCL IS COMMITTED TO EMPOWER STUDENTS TO ACHIEVE THEIR EDUCATIONAL GOALS.**
- 3. TO SUPPORT STUDENT LEARNING, WHCL WILL EFFECTIVELY MAINTAIN AND INCREASE ITS RESOURCES AND PRODUCTIVITY.**

GUIDING PRINCIPLES

WEST HILLS COLLEGE LEMOORE IS STUDENT-CENTERED AND IS DEDICATED TO PROVIDING HIGH QUALITY LEARNING OPPORTUNITIES. WE ARE GUIDED BY OUR CORE VALUES:

- ACCESS: ENSURE ACCESSIBILITY TO ALL OUR PROGRAMS AND SERVICES.**
- COLLABORATION: EMPHASIZE EFFORTS TO UNDERSTAND AND MEET COMMUNITY NEEDS AND GARNER COMMUNITY SUPPORT. SUPPORT COLLABORATIVE DECISION-MAKING PROCESSES.**
- COMMUNITY: DEVELOP AND FOSTER A SENSE OF COMMUNITY WITHIN THE COLLEGE.**
- DIVERSITY: RESPECT AND EMBRACE DIVERSITY IN OUR PROGRAMS AND LEARNING ENVIRONMENTS.**
- EXCELLENCE: PROVIDE HIGH QUALITY LEARNING, TEACHING, AND SERVICE OPPORTUNITIES.**
- INNOVATION: SUPPORT INNOVATION AND TECHNOLOGY TO ENHANCE LEARNING ENVIRONMENTS, SERVICES, AND COMMUNICATION.**
- INTEGRITY: ADVOCATE AND DEMONSTRATE HONESTY, TRUTHFULNESS, EQUITY, AND ETHICS.**
- MUTUAL RESPECT: PROMOTE AN ENVIRONMENT OF OPEN COMMUNICATION**

Section II: Profile of Students, Employees, and Service Area

This internal scan of West Hills College Lemoore is an opportunity to assess, over academic years, the demographics and characteristics of our students and their educational goals. We use this data to discern patterns and trends and review our institutional educational plans to best serve our students.

WEST HILLS COLLEGE LEMOORE, OVERALL STUDENT DEMOGRAPHICS

During the 2007-08 academic year, West Hills College Lemoore, including the students on its campus on College Avenue, at the Naval Air Station, and students enrolled in online classes, totaled 7,091 unduplicated students, a 9.62% increase in students served from the previous academic year. The growth in student population at West Hills College Lemoore is expected to continue on its upward trend.

Unduplicated Student Headcount

Year	Count	% Change
2002-03	5,468	-9.24
2003-04	5,010	-8.38
2004-05	5,512	10.02
2005-06	5,817	5.53
2006-07	6,469	11.21
2007-08	7,091	9.62

Source: WHCCD Data Warehouse

- The last four years show a pattern of steady growth.

ETHNICITY	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	109	1.99	201	4.01	239	4.34	336	5.78	365	5.64	327	4.61
African American	351	6.42	327	6.53	357	6.48	358	6.15	419	6.48	547	7.71
Filipino	220	4.02	190	3.79	213	3.86	215	3.70	239	3.69	274	3.86
Hispanic	1883	34.44	1,789	35.71	2,025	36.74	2,124	36.51	2,458	38.00	2803	39.53
Native American	70	1.28	69	1.38	80	1.45	70	1.20	79	1.22	86	1.21
Other	37	0.68	51	1.02	63	1.14	84	1.44	97	1.50	84	1.18
Pacific Islander	27	0.49	27	0.54	27	0.49	33	0.57	28	0.43	33	0.47
White	2573	47.06	2,185	43.61	2,275	41.27	2,298	39.50	2,444	37.78	2563	36.14
Unknown/DTS	198	3.62	171	3.41	233	4.23	299	5.14	340	5.26	374	5.27
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- The proportion of enrollment for most ethnic populations remains fairly stable.
- Among Hispanic students there has been a 5% increase over the time shown while white student enrollment has decreased by approximately 10%.

GENDER	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	3398	62.14	3,168	63.23	3,473	63.01	3,597	61.84	4,015	62.07	4392	61.94
Male	2038	37.27	1,842	36.77	2,036	36.94	2,206	37.92	2,391	36.96	2650	37.37
Unknown/DTS	32	0.59	0	0.00	3	0.05	14	0.24	63	0.97	49	0.69
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- Overall distribution of male/female students is stable over the six years observed.

AGE	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	1,386	25.35	1,204	24.03	1,437	26.07	1,515	26.04	1,578	24.39	1817	25.62
20-24	1,477	27.01	1,592	31.78	1,749	31.73	1,855	31.89	2,098	32.43	2194	30.94
25-29	722	13.20	721	14.39	764	13.86	826	14.20	959	14.82	1089	15.36
30-49	1,566	28.64	1,260	25.15	1,278	23.19	1,367	23.50	1,536	23.74	1651	23.28
50+	314	5.74	233	4.65	283	5.13	253	4.35	295	4.56	334	4.71
Unknown/DTS	3	0.05	0	0.00	1	0.02	1	0.02	3	0.05	6	0.08
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- Overall distribution of age is stable over the six years observed.

Summary of Overall Student Characteristics:

Students at WHCL are increasingly Hispanic and decreasingly white. Gender distribution has remained relatively consistent over the six years observed at about 62% female and 38% male. The distribution of age is also relatively stable with over 55% of students in '07-'08 24 years or under, and 38% 25-49 years old – fairly consistent with the ages of students during the five years prior.

Note: In the following section, the 2002-2008 data for the individual college entities -- Lemoore campus, Naval Air Station Lemoore (NASL), and online classes -- is broken out into separate sections. This separation provides a comparison of student demographics among the three different entities.

WEST HILLS COLLEGE LEMOORE CAMPUS, 2002-2008 DEMOGRAPHICS

Unduplicated Student Headcount

Year	Count	% Change
2002-03	4,293	-16.8
2003-04	4,013	-6.5
2004-05	4,494	12.0
2005-06	4,722	5.1
2006-07	4,796	1.6
2007-08	5,276	10.0

Source: WHCCD Data Warehouse

- The student headcount at WHC Lemoore campus has been increasing over the past four years.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	83	1.93	158	3.94	196	4.36	278	5.89	293	6.11	233	4.42
African American	287	6.69	276	6.88	299	6.65	272	5.76	295	6.15	411	7.79
Filipino	200	4.66	167	4.16	191	4.25	189	4.00	194	4.05	233	4.42
Hispanic	1,472	34.29	1,386	34.54	1,634	36.36	1,777	37.63	1,912	39.87	2,199	41.68
Native American	63	1.47	59	1.47	68	1.51	61	1.29	58	1.21	67	1.27
Other	26	0.61	41	1.02	55	1.22	74	1.57	79	1.65	49	0.93
Pacific Islander	17	0.40	18	0.45	22	0.49	27	0.57	20	0.42	21	0.40
White	1,996	46.49	1,774	44.21	1,842	40.99	1,810	38.33	1,702	35.49	1,800	34.12
Unknown/DTS	149	3.47	134	3.34	187	4.16	234	4.96	243	5.07	263	4.98
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The student ethnicity of WHC Lemoore campus is primarily Hispanic and white, with a growing African American population.
- The Hispanic student population has been steadily increasing.
- White student population by numbers has remained relatively constant, although the % of white students at the college has decreased.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	2,692	62.71	2,518	62.75	2,869	63.84	2,903	61.48	2,971	61.95	3,254	61.68
Male	1,577	36.73	1,495	37.25	1,623	36.11	1,811	38.35	1,810	37.74	1,984	37.60
Unknown/DTS	24	0.56	0	0.00	2	0.04	8	0.17	15	0.31	38	0.72
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The gender makeup of the students at the WHC Lemoore campus has been primarily female and stable over the past six years. This mirrors the pattern of overall enrollment.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	1,199	27.93	1,026	25.57	1,235	27.48	1,321	27.98	1,258	26.23	1,494	28.32
20-24	1,109	25.83	1,237	30.82	1,364	30.35	1,433	30.35	1,534	31.98	1,577	29.89
25-29	529	12.32	558	13.90	608	13.53	639	13.53	674	14.05	752	14.25
30-49	1,179	27.46	982	24.47	1,027	22.85	1,104	23.38	1,078	22.48	1,157	21.93
50+	274	6.38	210	5.23	259	5.76	224	4.74	249	5.19	290	5.50
Unknown/DTS	3	0.07	0	0.00	1	0.02	1	0.02	3	0.06	6	0.11
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The majority of the students at the WHC Lemoore campus are 24 years old and younger.
- The age distribution of students at the WHC Lemoore campus has been fairly consistent over the years observed, similar to the overall pattern of enrollment.

Summary of WHC Lemoore Campus Student Demographics:

The demographics of the 5,276 students at the WHC Lemoore campus are generally reflective of the overall college. 42% of students are Hispanic, 34% are white – with a trend reflecting a diminishing number of white students during the six years observed. 62% are female and 57% of the student population in '07-'08 are 24 years or younger. 22% of students on campus are 30-49 years of age. Head count of students on campus has increased during the last four years.

NAVAL AIR STATION (NASL) 2002-2008 DEMOGRAPHICS

Unduplicated Student Headcount

Year	Count	% Change
2002-03	462	-23.3
2003-04	414	-10.4
2004-05	258	-37.7
2005-06	162	-37.2
2006-07	103	-36.4
2007-08	143	38.8

Source: WHCCD Data Warehouse

- There has been a steady decline in the student headcount at the Naval Air Station Lemoore (NASL), with an increase only in the past academic year of 40 more students than in 2006-07
- By contrast, the Main Campus grew by nearly 500 students in the same time frame.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	8	1.73	10	2.42	5	1.94	10	6.17	5	4.85	5	3.50
African American	37	8.01	43	10.39	33	12.79	18	11.11	13	12.62	21	14.69
Filipino	34	7.36	29	7.00	23	8.91	11	6.79	2	1.94	11	7.69
Hispanic	140	30.30	105	25.36	74	28.68	33	20.37	30	29.13	53	37.06
Native American	8	1.73	3	0.72	2	0.78	4	2.47	0	0.00	0	0.00
Other	4	0.87	5	1.21	2	0.78	3	1.85	1	0.97	0	0.00
Pacific Islander	3	0.65	4	0.97	3	1.16	0	0.00	0	0.00	0	0.00
White	219	47.40	199	48.07	105	40.70	78	48.15	47	45.63	44	30.77
Unknown/DTS	9	1.95	16	3.86	11	4.26	5	3.09	5	4.85	9	6.29
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- The student ethnicity of NASL is primarily Hispanic, white, and increasingly African American.
- The Hispanic student population decreased from 140 students in '02-'03 to 53 students in '07-'08.
- The white student population has decreased from 219 students in '02-'03 to 44 students in '07-'08.
- The African American student population has decreased from 37 students in '02-'03 to 21 students in '07-'08.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	257	55.63	234	56.52	152	58.91	106	65.43	58	56.31	92	64.34
Male	202	43.72	180	43.48	106	41.09	56	34.57	44	42.72	51	35.66
Unknown/DTS	3	0.65	0	0.00	0	0.00	0	0.00	1	0.97	0	0.00
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- The gender makeup of the students at NASL continues to be primarily female.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	77	16.67	61	14.73	33	12.79	19	11.73	17	16.50	14	9.79
20-24	160	34.63	158	38.16	93	36.05	57	35.19	40	38.83	56	39.16
25-29	83	17.97	86	20.77	56	21.71	29	17.90	23	22.33	37	25.87
30-49	130	28.14	105	25.36	73	28.29	56	34.57	21	20.39	35	24.48
50+	12	2.60	4	0.97	3	1.16	1	0.62	2	1.94	1	0.70
Unknown/DTS	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- Age distribution remains older than Main Campus.

Summary of Naval Air Station Lemoore (NASL) Student Demographics

The number of students taking classes at NASL has declined from 462 students in '02-'03 to 143 in '07-'08. The ethnicity of students varies from the main campus, with a larger percentage of white and African American students making up the composition of students taking classes at NASL. More females than males take classes on site, and the age distribution of students is older than that on the Main Campus.

ONLINE INSTRUCTION 2002-2008 DEMOGRAPHICS

WHC Lemoore Unduplicated Online Enrollment

Year	WHCL Online Enrollment	% Change	*Enrolled in Online & Face-to-Face	% Concurrently Enrolled
2002-03	2,068	24.5	1,368	66.2%
2003-04	1,792	-13.3	1,246	69.5%
2004-05	1,948	8.7	1,332	68.4%
2005-06	2,142	10.0	1,368	63.9%
2006-07	3,019	40.9	1,695	56.5%
2007-08	3,161	4.7	1,702	53.9%

*Students enrolled at any WHCCD face-to-face location

Source: WHCCD Data Warehouse

- Over the last five years observed, there is a consistent downward trend in the percentage of students concurrently enrolled in online and face-to-face classes. During the same period, there is a consistent upward trend of the numbers of students enrolled in online classes.
- The ratio between students enrolled in online classes versus students enrolled concurrently in online and face to face classes has widened over the last five years, with more students enrolled solely online.
- The number of students taking classes online solely or concurrently has grown in total number, reflective of the growth at the college and the accessibility of the online delivery system.

As a point of comparison the following table shows the online and face-to-face enrollment in the entire West Hills Community College District.

WHCC District Unduplicated Online Enrollment

Year	WHCCD Online Enrollment	*Enrolled in Online & Face-to-Face	% Concurrently Enrolled
2002-03	2,068	1,368	66.2%
2003-04	1,792	1,246	69.5%
2004-05	2,557	1,729	67.6%
2005-06	2,979	1,878	63.0%
2006-07	3,998	2,258	56.5%
2007-08	4,497	2,312	51.4%

*Students enrolled at any WHCCD face-to-face location

Source: WHCCD Data Warehouse

- In '02-'03, 700 students were solely enrolled in online courses in the district. By '07-'08, the number of students who were only enrolled in online courses had grown to 2,185.
- There is a consistent downward trend during the last five years observed in the percentage of students who are concurrently enrolled in online and face-to-face classes. There is a consistent upward trend during the same period of students who are enrolled online.
- Total number of all students taking online classes solely or concurrently has grown in number reflective of the growth at the district and the accessibility of the online delivery system.

The table below shows the city of residence for online only students at WHCCD.

City	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Service Area Cities	57.9%	59.9%	61.6%	55.2%	55.1%	58.4%
Outside Service Area						
Fresno	8.9%	8.1%	8.6%	12.5%	12.4%	13.0%
Visalia	3.9%	3.1%	2.2%	2.5%	4.4%	4.4%
Clovis	2.9%	2.2%	2.7%	3.2%	3.3%	2.7%
Tulare	2.0%	2.0%	0.7%	1.2%	1.7%	1.4%
Other Cities Outside Service Area	24.6%	24.7%	24.3%	25.3%	23.0%	20.1%
Total Headcount	700	546	828	1,101	1,740	2,185

Source: WHCCD Data Warehouse

- Online classes offered by WHCCD primarily serve the cities of the district, although 40% of students come from outside the service area.
- Outside of the service area, students in Fresno are the highest users of online classes and services, and this has increased during the six years observed.

The following three tables – Ethnicity, Gender, and Age – show demographic data for online students at WHCL specifically.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	41	1.98	50	2.79	54	2.77	76	3.55	103	3.41	128	4.05
African American	120	5.80	98	5.47	124	6.37	144	6.72	189	6.26	227	7.18
Filipino	67	3.24	55	3.07	52	2.67	71	3.31	103	3.41	98	3.10
Hispanic	673	32.54	634	35.38	712	36.55	756	35.29	1,095	36.27	1,155	36.54
Native American	23	1.11	20	1.12	25	1.28	32	1.49	37	1.23	38	1.20
Other	14	0.68	12	0.67	20	1.03	29	1.35	43	1.42	48	1.52
Pacific Islander	14	0.68	10	0.56	8	0.41	10	0.47	16	0.53	20	0.63
White	1,032	49.90	842	46.99	861	44.20	915	42.72	1,270	42.07	1,252	39.61
Unknown/DTS	84	4.06	71	3.96	92	4.72	109	5.09	163	5.40	195	6.17
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- In '07-'08 the largest percentage of online students was white – but during the six years observed, this percentage is steadily declining.
- Hispanic online enrollment has been constant, consisting of approximately 35-36 percent over six years; on the Main Campus, Hispanic students make up 39% of the student body.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	1,312	63.44	1,210	67.52	1,263	64.84	1,432	66.85	1,969	65.22	2,057	65.07
Male	747	36.12	582	32.48	684	35.11	708	33.05	1,043	34.55	1,089	34.45
Unknown/DTS	9	0.44	0	0.00	1	0.05	2	0.09	7	0.23	15	0.47
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- The majority of the online students are female at 65 percent.
- Percentage of female online enrollment is slightly higher than overall percentage of females enrolled.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	416	20.12	352	19.64	408	20.94	483	22.55	677	22.42	714	22.59
20-24	645	31.19	639	35.66	710	36.45	783	36.55	1,063	35.21	1,088	34.42
25-29	322	15.57	291	16.24	324	16.63	338	15.78	489	16.20	543	17.18
30-49	629	30.42	471	26.28	458	23.51	491	22.92	717	23.75	750	23.73
50+	56	2.71	39	2.18	47	2.41	47	2.19	72	2.38	64	2.02
Unknown/DTS	0	0.00	0	0.00	1	0.05	0	0.00	1	0.03	2	0.06
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- In 2007-08, 57 percent of online students were below the age of 24 years old
- The online student age distribution has remained constant since 2003 which is consistent with overall college pattern.

Summary of Online Student Demographics

There is significant growth in the district and at the college among students who only take online classes. In '02-'03, 66% of the district's students who took online classes were also enrolled in classes on a campus or at a center. By '07-'08, throughout the district the percentage of students who were enrolled concurrently had dropped to 51.4%. At Lemoore, the same trend is reflected – by '07-'08, 53.9% of students were enrolled concurrently, dropping from the 66% concurrent students in '02-'03.

Online students are 39% white and 36% Hispanic which differs from main campus students in which the ethnic predominance is reversed. Age and gender of students parallel those of the main campus, being predominantly young and female. The majority of online students come from our service area.

STUDENT CHARACTERISTICS – FALL 2007

Student Educational Goals - Fall 2007	N	%
Obtain an associate degree and transfer to a 4-year institution.	1,325	31.96
Undecided on goal.	676	16.30
Unknown/Declined to State	581	14.01
Obtain a two year associate's degree without transfer.	341	8.22
Transfer to a 4-year institution without an associate degree.	291	7.02
Educational development (intellectual, cultural).	214	5.16
Prepare for a new career [acquire job skills].	156	3.76
Complete credits for high school diploma or GED.	133	3.21
Earn a vocational certificate without transfer.	96	2.32
Advance in current job/career [update job skills].	68	1.64
Discover/formulate career interests, plans, goals.	63	1.52
Maintain certificate or license (e.g. Nursing, Real Estate)	57	1.37
Improve Basic Skills in English, reading or math.	54	1.30
Obtain a two year vocational degree without transfer.	53	1.28
4 year college student taking courses to meet 4 year college requirements.	37	0.89
To move from noncredit coursework to credit coursework.	1	0.02
Total	4,146	100

Source: WHCCD Admission Application; Data Warehouse

- The highest percentage of students identify as their goal the desire to obtain an associate degree and transfer to a four year institution.
- 40% of students identify transfer to a four year institution as their educational goal.

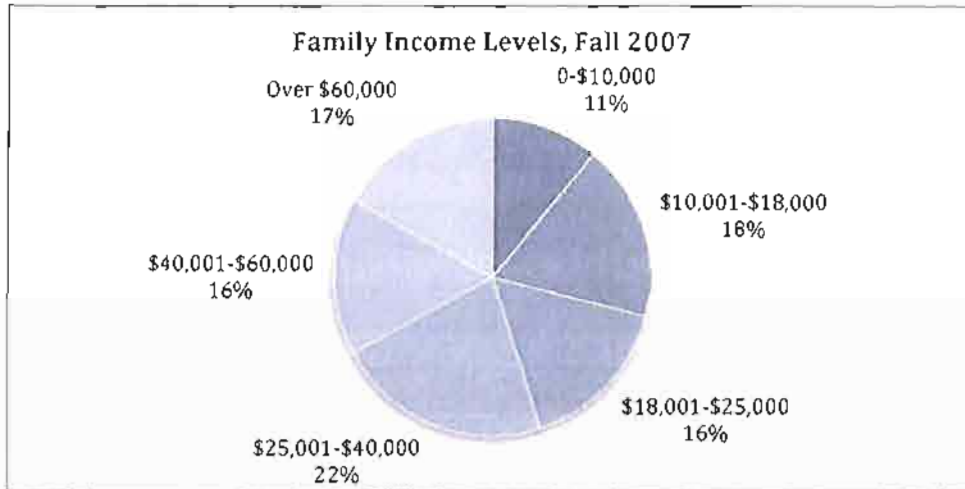
Admission Survey

As part of the admissions application, students are requested to participate in a supplemental survey. This survey identifies family income levels, as well as level of education attained by the parents. It provides a more in depth look into the student’s characteristics and provides information for future planning.

Highest Education Level Attained by Mother or Father, Fall 2007	%
Below College or University	67
College or University Degree	33

Source: WHCCD 2007-2008 admission application supplemental survey
 Survey participation rate: 42%; Margin of error: 1.3%

- 67% of WHC Lemoore students are first-generation students.

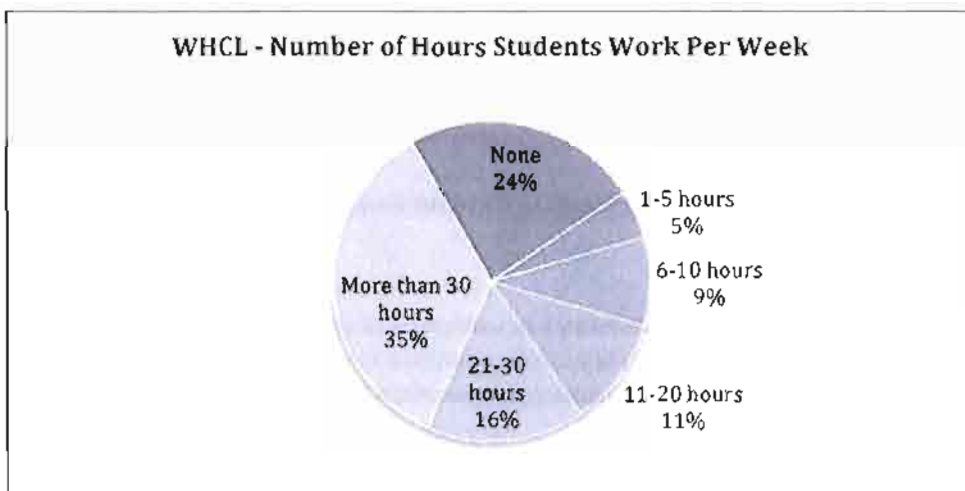


Source: WHCCD 2007-2008 admission application supplemental survey

Survey participation rate: 40%; Margin of error: 1.4%

- 45% of students have family income of \$25,000 or less
- According to the US Census Bureau, the median household income for the State of California is \$56,645 and nationally is \$48,451.

Hours Worked Per Week



Source: Community College Survey of Student Engagement

+/- 5% margin of error

- 76% of students work while attending college.
- 51% of students work over 20 hours a week.

City of Residence - Fall 2007	%		%
Lemoore	34.0	Laton	1.1
Hanford	32.6	Clovis	1.0
Fresno	4.5	Firebaugh	0.9
Coalinga	3.2	Tulare	0.7
Armona	2.8	Caruthers	0.6
Corcoran	2.5	Kettleman City	0.4
Visalia	2.4	Mendota	0.4
Avenal	2.1	Madera	0.4
Riverdale	1.8	Selma	0.4
Huron	1.6	All Others	5.5
Stratford	1.2		
Total	4,146	Applicants	100%

Source: WHCCD Admission Application; Data Warehouse

- 7% of students indicate Fresno and Coalinga as their cities of residence. These may be online students or students coming to the college for a particular program.

Summary of Student Characteristics

40% of students express a goal of transferring to a four year institution. 67% of students do not have a parent who attended college. 45% of students have a family income of \$25,000 or less and in '07-'08 this compares to a median household income in California of \$56,645. Over 50% of students work more than 20 hours a week. 66% of our students identify Lemoore and Hanford as their cities of residence.

FULL-TIME EMPLOYEE CHARACTERISTICS

The following tables describe employee characteristics by job classifications.

Administration

Age	n	%	Ethnicity	n	%	Gender	n	%
35-54	5	55.6%	African-American	3	33.3%	Female	2	22.2%
55-59	2	22.2%	Hispanic	1	11.1%	Male	7	77.8%
60-64	2	22.2%	White	5	55.6%	Total	9	100.0%
Total	9	100.0%	Total	9	100.0%			

- 44% of administrators are 55 years or older.

Classified Management

Age	n	%	Ethnicity	n	%	Gender	n	%
35-54	4	80.0%	African-American	1	20.0%	Female	4	80.0%
65+	1	20.0%	White	4	80.0%	Male	1	20.0%
Total	5	100.0%	Total	5	100.0%	Total	5	100.00%

- N is too small to warrant generalization

Faculty

Age	n	%	Ethnicity	n	%	Gender	n	%
25-34	9	19.1%	African-American	2	4.3%	Female	22	46.8%
35-54	25	53.2%	Filipino	1	2.1%	Male	25	53.2%
55-59	4	8.5%	Hispanic	6	12.8%	Total	47	100.0%
60-64	5	10.6%	Native American	1	2.1%			
65+	4	8.5%	Other	1	2.1%			
Total	47	100.0%	White	36	76.6%			
			Total	47	100.0%			

- 27% of faculty is 55 and older, 72% is below 55 years. Ethnicity is not reflective of service area.

Classified

Age	n	%	Ethnicity	n	%	Gender	n	%
20-24	1	2.2%	African-American	1	2.2%	Female	33	73.3%
25-34	18	40.0%	Filipino	1	2.2%	Male	12	26.7%
35-54	23	51.1%	Hispanic	27	60.0%	Total	45	100.0%
55-59	2	4.4%	White	16	35.6%			
60-64	1	2.2%	Total	45	100.0%			
Total	45	100.0%						

- 93% of classified staff is 54 years and below, predominantly Hispanic and female.

Summary

An overall scan of employee age, ethnicity, and gender reveals:

- There is a high probability of significant retirement in the next 10 years in the administrative ranks.
- Faculty is relatively young, although 27% are 55 and above.
- Faculty ethnicity does not reflect that of region.
- Classified staff is predominantly young, female, and Hispanic.

WEST HILLS COMMUNITY COLLEGE DISTRICT REGIONAL AREA

A regional scan was performed by Economic Modeling Specialists, Inc. on ten counties that are a part of and surround the West Hills Community College District. These ten counties include: Fresno, Kern, Kings, Madera, Mariposa, Merced, San Benito, San Joaquin, Stanislaus, and Tulare. The region covered was identified by the district as the region where students are most likely to obtain jobs and establish residency. A scan of the ten counties revealed:

- Total regional attainment of a college degree is below average compared to the state and the nation (See Regional Educational Level, Age 25+ below)
- The educational attainment of individual ethnic groups of the region is below average compared to the state and nation (See Race/Ethnicity below)
- By 2012, the age group of 30 to 34 year olds is expected to experience the highest growth
- Racial/ethnic groups with the highest expected growth are Hispanics
- Total population is expected to change ten percent, double the expected change of the State (5 percent)

Regional Education Level, Age 25+	2007 Total	% of Region	% of State	% of Nation
Less than 9 th Grade	327,883	14.0	9.8	5.5
9 th Grade to 12 th Grade	291,573	12.5	9.5	9.0
High School Diploma	591,750	25.3	20.0	28.7
Some College	569,142	24.3	23.2	22.1
Associate's Degree	160,073	6.8	6.9	6.5
Bachelor's Degree	272,916	11.7	19.6	18.0
Graduate Degree and Higher	126,555	5.4	11.0	10.3

Source: EMSI, September 2007

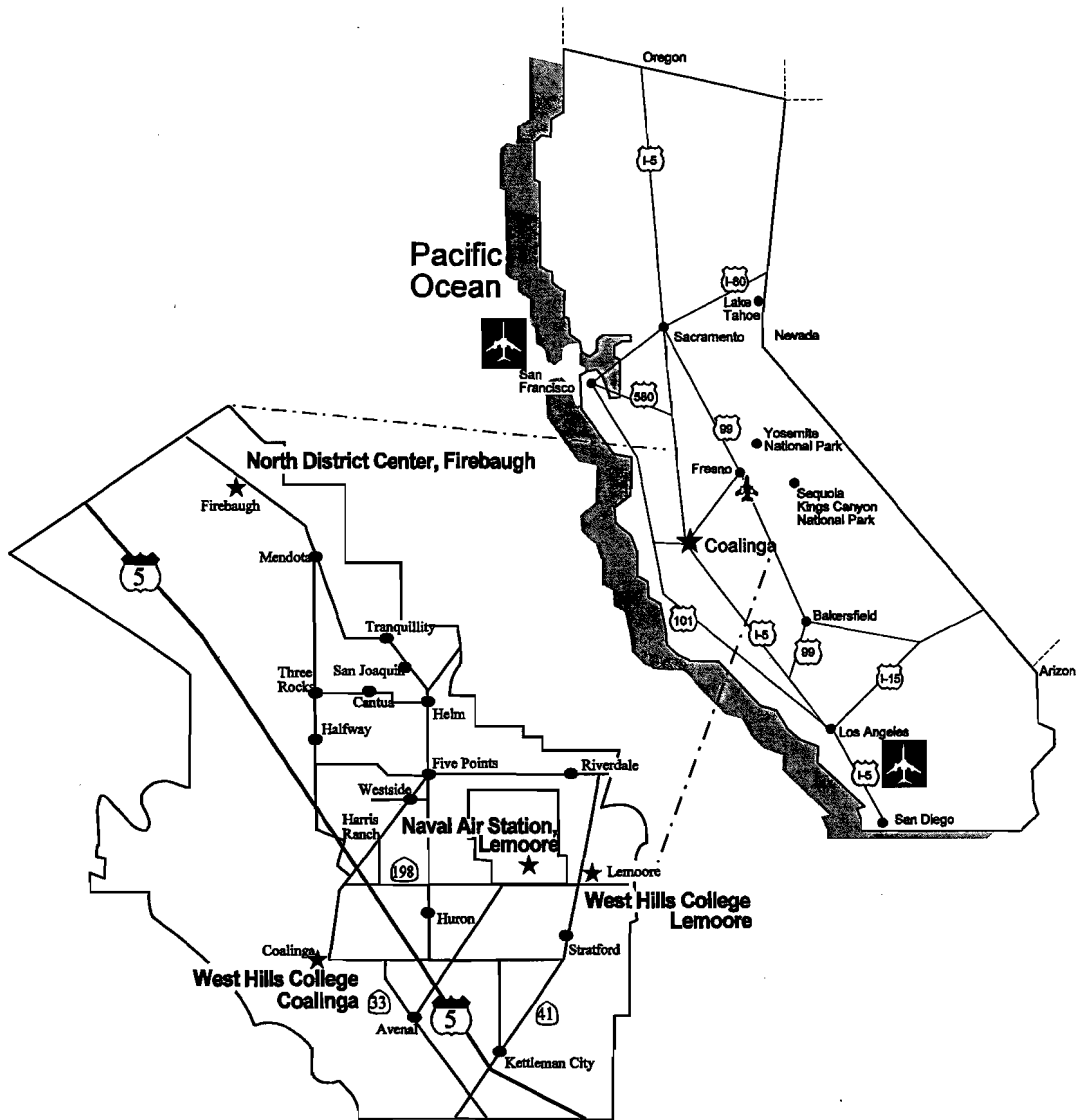
Race/Ethnicity	% Difference in College Attainment from State	% Difference in College Attainment from Nation
White, Non-Hispanic	-14.5	-7.5
White Hispanic	-3.7	-8.0
Non-White Hispanic	-2.8	-7.3
Black or African American	-10.0	-0.6
American Indian or Alaska Native	-5.8	-1.4
Asian	-15.7	-15.0
Native Hawaiian and other Pacific Islander	-3.0	-2.0
Two or more races	-12.4	-7.0

Source: EMSI, September 2007

WEST HILLS COMMUNITY COLLEGE DISTRICT SERVICE AREA

The West Hills Community College District was first started in 1932 as a college for the Coalinga Union High School District. It now has a total area of 3,464 square miles and includes portions of five counties: Fresno, Kings, Madera, Monterey and San Benito. The West Hills College Coalinga campus on Cherry Lane in Coalinga opened in 1956 and in 1971, the North District Center was established in Firebaugh, in the most northern part of the district. In 1962 Lemoore High School District residents voted to annex to the college district. From 1962 to 1979 classes were offered primarily at the Lemoore Naval Air station and Lemoore High School. The facility was called The Kings County Center in 1981 when it operated in portable buildings on five acres in the city of Lemoore. In 1998, approved by 70% of the voters in Kings County, a \$19 million bond was passed for the new construction of the Lemoore campus. The construction was completed in 2002. WHC Lemoore became fully accredited as a college in West Hills Community College District in 2006.

West Hills Community College District Map



WEST HILLS COLLEGE LEMOORE SERVICE AREA

While the West Hills Community College District is comprised of parts of five counties, the service area for West Hills College Lemoore primarily includes ten cities-- Armona, Avenal, Hanford, Helm, Kettleman City, Laton, Lemoore, Stratford, Five Points, and Riverdale.

The West Hills College Lemoore service area is relatively young, with 34 percent of its population between 20-39 years old. The ethnic demographics reveal that 49 percent of the population is Hispanic and 39 percent is white, with considerably lower percentages for all other ethnicities.

Age	WHCL Service Area (10 Cities in 5 Counties)		WHCCD Regional Area (10 Counties)	
	2008 Population	% of Population	2007 Population	% of Population
Under 5 years	12,541	9%	337,083	9%
5 to 9 years	10,441	8%	293,468	7%
10 to 14 years	10,197	7%	314,059	8%
15 to 19 years	10,746	8%	334,459	8%
20 to 24 years	11,950	9%	322,009	8%
25 to 29 years	13,065	10%	338,361	9%
30 to 34 years	11,166	8%	275,845	7%
35 to 39 years	10,110	7%	263,290	7%
40 to 44 years	9,383	7%	262,290	7%
45 to 49 years	8,683	6%	261,039	7%
50 to 54 years	7,079	5%	228,674	6%
55 to 59 years	5,471	4%	188,076	5%
60 to 64 years	4,227	3%	147,057	4%
65 to 69 years	3,361	2%	108,816	3%
70 to 74 years	2,696	2%	86,553	2%
75 to 79 years	2,089	2%	71,602	2%
80 to 84 years	1,497	1%	55,147	1%
85 years and over	1,518	1%	53,143	1%
Total	136,219		3,940,970	

Source: EMSI, September 2007

- The age distribution of the WHCL Service Area is consistent with the District's Regional Area.

Race/Ethnicity	WHCL Service Area (10 Cities in 5 Counties)		WHCCD Regional Area (10 Counties)	
	2008 Population	% of Population	2007 Population	% of Population
Hispanic	66,972	49.2%	1,589,076	40%
White	53,681	39.4%	1,772,197	45%
Black or African American	6,607	4.9%	187,650	5%
Asian	4,817	3.5%	30,344	1%
Two or more races	2,673	2.0%	263,639	7%
American Indian or Alaska Native	1,229	0.9%	8,143	0%
Native Hawaiian and other Pacific Islander	240	0.2%	89,920	2%
Total	136,219		3,940,970	

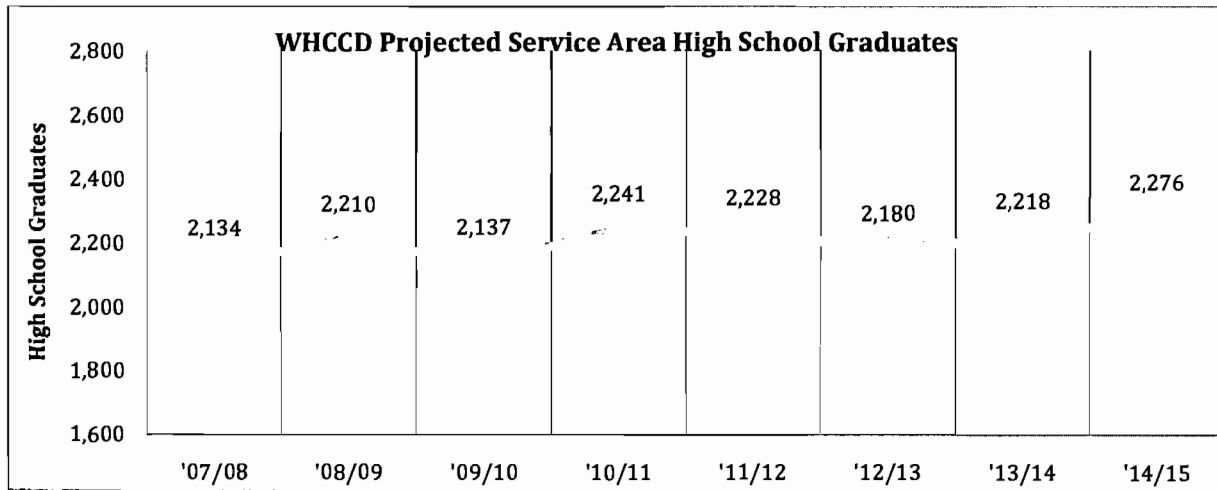
Source: EMSI, September 2007

- The race/ethnic distribution of the WHCL Service Area is more Hispanic and less white than the District's Regional Area.

Gender, WHCL Service Area (10 Cities)	2008 Population	% of Population
Females	63,172	46%
Males	73,046	54%
Total	136,219	

Source: EMSI, September 2007

PROJECTED HIGH SCHOOL GRADUATES FOR THE SERVICE AREA



Source: California Department of Education

- The number of projected high school graduates for area remains static for the next seven years

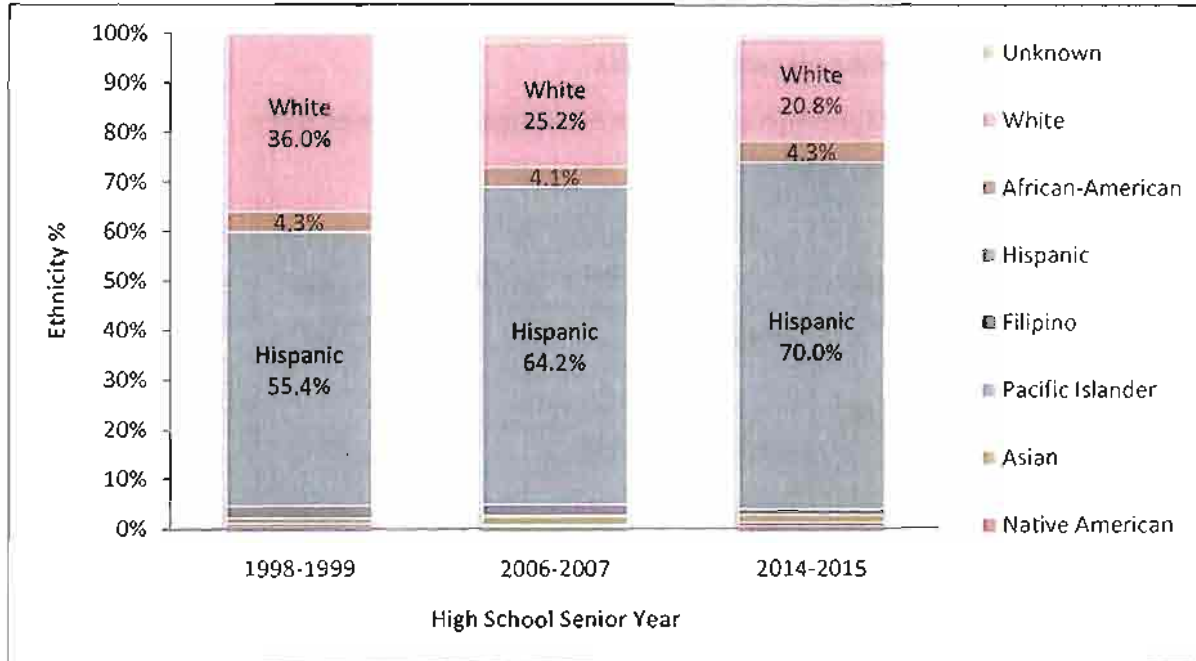
Ethnicity of Students in District Area High Schools, 2006-07

School	Native Amer.	Asian	Pacific Islander	Filipino	Hispanic	African Amer.	White	Multi/No Resp.	Total Enrolled
Avenal High	0	1	0	0	597	5	24	0	627
Caruthers High	0	57	0	0	416	3	137	5	618
Coalinga High	1	14	6	3	876	19	238	14	1,171
Corcoran High	0	5	0	3	698	33	143	2	884
Firebaugh High	0	1	0	0	696	5	49	5	756
Hanford High	11	22	5	24	797	86	824	28	1,797
Hanford West	7	50	6	55	954	145	496	123	1,836
Laton High	0	1	0	1	165	4	37	1	209
Lemoore High	42	29	11	163	798	163	857	41	2,104
Mendota High	0	3	0	0	600	0	3	1	607
Riverdale High	0	2	0	0	443	6	107	0	558
Tranquillity High	0	7	0	1	428	2	19	1	458
Total	61	192	28	250	7,468	471	2,934	221	11,625
% of Total	0.5%	1.7%	0.2%	2.2%	64.2%	4.1%	25.2%	1.9%	

Source: California Department of Education

- Ethnicity of high school students in the service area differs from college student ethnicity
- 25.2% of [feeder] high school students are white, 36% of WHCL students are white.
- 64% of [feeder] high school students are Hispanic, the college's student population is 38% Hispanic.
- CCCCO asserts that by 2011 Hispanics are projected to be the state's largest ethnic group, the majority population in public schools by 2013 and the overall majority by 2040.

Projected Ethnicity of District Feeder High Schools – Class of 2015



Source: CA Department of Education
Based on 6th grade enrollments for service area schools.

Assessment:

- The projected ethnicity of students from district feeder high schools shows a growing Hispanic student population and a declining white student population.

Top 10 Feeder High Schools - Fall 2007		Enrolled	% of WHCL Student Enrollment
1	Lemoore High School	767	18.5%
2	Hanford High	590	14.2%
3	Unknown/Decline to State	569	13.7%
4	Hanford West High	356	8.6%
5	Coalinga High School	144	3.5%
6	Avenal High School	109	2.6%
7	Riverdale High School	92	2.2%

8	Corcoran High School	78	1.9%
9	Out of State High School	64	1.5%
10	All Other	1,377	33.2%
	Total	4,146	100.0%

Source: WHCCD Data Warehouse

Test Scores for Selected Schools

The California Standards Tests (CST) is administered to students in California Public Schools in English/Language Arts, mathematics, science, and history/social science. They are also referred to as the STAR tests. CST scores are used in calculating each school's Academic Performance Index (API). The test is administered in the 11th grade. The data below regarding students in our feeder high schools reveals the majority of feeder high schools exhibit a low percentage of students at the proficient or advanced level in English and math.

Note: The California High School Exit Exam (CAHSEE) is a completely different test. It can be taken by students at any time during their high school career. While the CAHSEE is required for high school graduation, students can pass the test with 8th grade math skills and 9th grade writing and language skills.

High School	CST English/Language Arts (2007) Percent Proficient or Advanced	CST Summative High School Math (Grade 9-11) (2007) Percent Proficient or Advanced
Avenal High School*	24%	0%
Coalinga High School*	28%	34%
Corcoran High School	26%	61%
Hanford High West	28%	32%
Hanford High School*	33%	15%
Laton High School**	31%	0%
Lemoore High School*	35%	30%
Riverdale High School	34%	75%

Source: California Department of Education

- Many 11th graders from the high schools in the service area do not test at a proficient level or higher in English.
- However Corcoran High and Riverdale High school have exceedingly high proficiency scores in math.
- Schools with 0 percent proficient or advanced CST Summative High School Math may be due to non-testing conditions.

Summary

The feeder high schools of Lemoore and Hanford send the college more students than other high schools in the area. The Hispanic student population at the college is significantly smaller than their numbers in our feeder schools. Students test at a low level of proficiency with two startling exceptions in math – Corcoran High and Riverdale High. The projected number of high school graduates is static for the next 7 years.

INTRODUCTION

This data provides us with an ability to examine our students' success in a quantitative manner. It allows us to measure the strategies we have employed against general key performance indicators. From this we ascertain key findings and develop strategies to meet our goals.

DEFINITION OF TERMS

Duplicated Enrollment

This is the number of actual enrollments in any given class or program. Under this definition, a student enrolled in multiple courses is counted multiple times at the program, campus, or institutional level.

Unduplicated Enrollment, (Headcount)

This is the number of actual students. One student, taking five classes, is counted as one student. If there are 20 students in a program in which all students are enrolled in five classes, there are 100 duplicated enrollments, but a 20 student headcount.

Full Time Equivalent Student (FTES)

A full time equivalent student is one student taking 15 hours of instruction per week for two semesters of 17.5 weeks. While most of our students do not necessarily enroll in 15 hours of instruction per week, we calculate aggregated student attendance in this manner for both funding purposes as well as a measure for the college of how many full time equivalent students are participating in any given class or program, or are enrolled at the college.

Weekly Student Contact Hours (WSCH)

This is a measure of the number of students enrolled in a course multiplied by the number of hours the course meets per week. If a class meets for three hours a week and has 30 students enrolled, the WSCH is 90.

Full Time Equivalent Faculty (FTEF)

One full time faculty member teaching the equivalent of a full load of classes equals 1.0 FTEF. Most often FTEF is aggregated to provide the college with a measure of the number of faculty teaching. The loads of adjunct faculty and full time faculty are summed to provide an aggregate number for the program or college.

WSCH per FTEF

This calculation, sometimes called 'productivity,' is the number of weekly student contact hours (WSCH) per Full Time Equivalent Faculty (FTEF). Some colleges establish a target number to ensure fiscal viability.

The college community is made up of departments and programs with a wide variety of needs. Some disciplines have mandates from external sources that keep class size low. A college supports this diversity of discipline needs and strives for general support and cooperation to best serve students in meeting their educational needs while understanding the fiscal pressures of the institution. That is the purpose of understanding this formula.

Environmental Scan

An environmental scan considers present and future factors that can influence the direction and goals of an organization. Environmental scans include both external elements (e.g. service area demographics, state requirements, industry demands, marketing trends, etc) and internal elements (e.g., infrastructure, personnel, programs, abilities, etc). These are evaluated in terms of their potential impact on the organization and its ability to meet its present and future strategic goals.

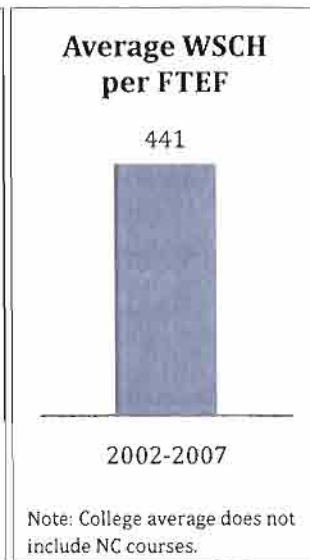
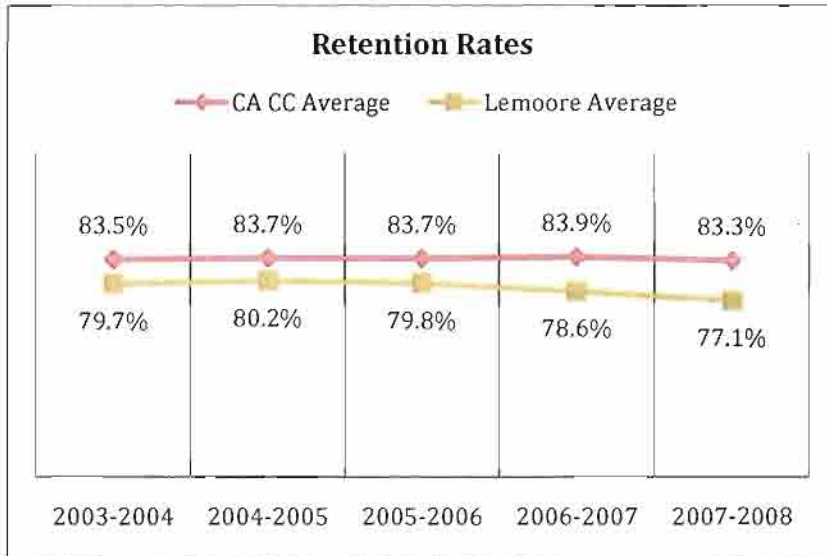
Course Retention Rate

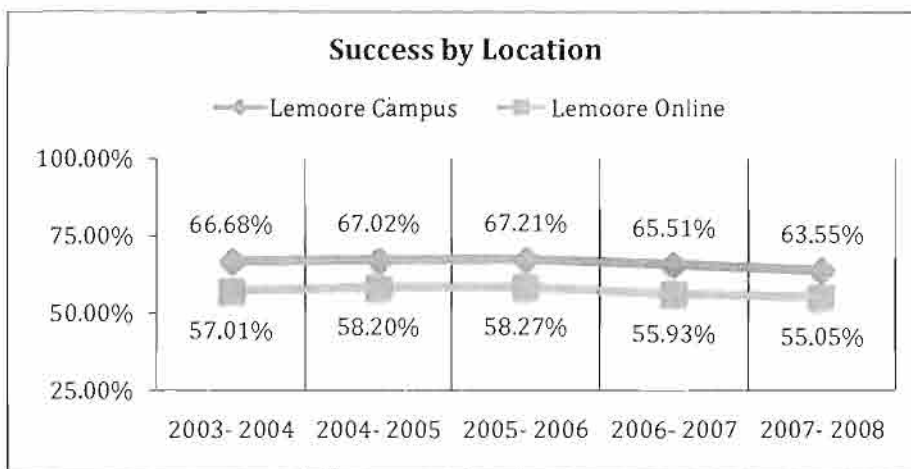
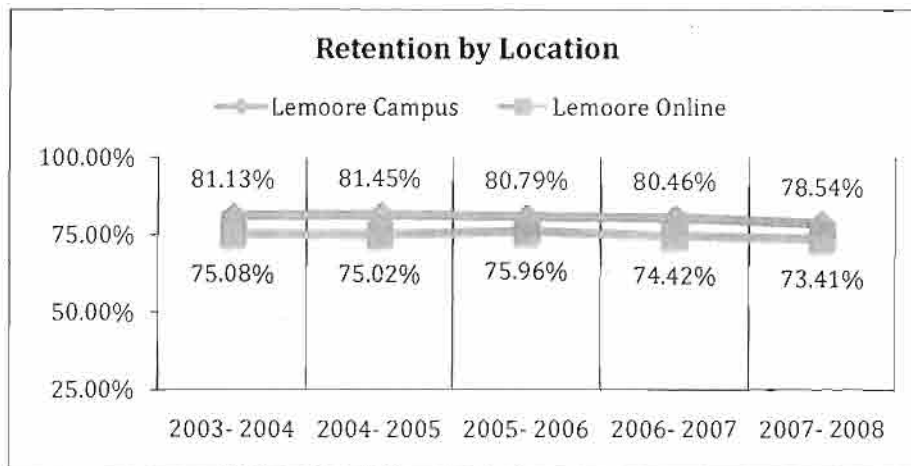
This is a measure of the number/percent of students who remain in the course after the census date until the end of the term.

Course Success Rate

This is a measure of the number/percent of students who earn a grade of A, B, C, or CR in the class. Course grades of NC, D, F, I or W are considered to be unsuccessful.

AVERAGE COURSE SUCCESS, COURSE RETENTION, AND WSCH PER FTEF





Notes:

In 2003-2004, the college responded to the statewide budget crisis and reduced the number of sections it offered. This drop in enrollment is seen significantly in some departments. It should be noted that some departments responded to the cutback in sections by enrolling larger number of students in their classes (see Basic Skills Math). This significantly increased their productivity ratio or WSCH per FTE.

Prior to 2004-2005, online instruction was offered by WHC Lemoore. Coalinga students enrolled in online courses but headcount was attributed to WHC Lemoore.

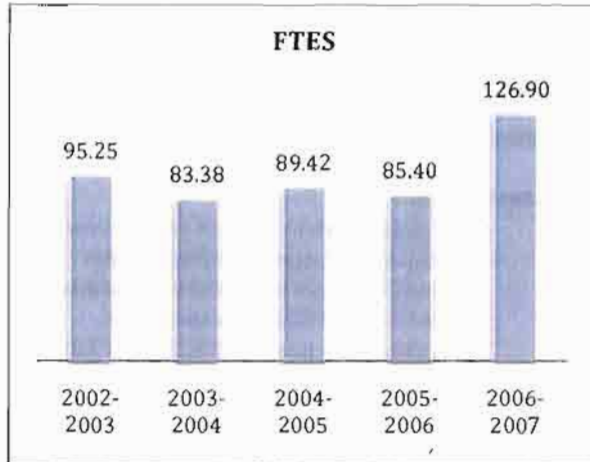
The information included in the program sections is based on submitted program reviews. The college has a developed program review process that is still being refined, but one in which a template and process are in place. Any editing was done for clarity and brevity and was not intended to change the intent of the review or plans of the program. Items under the heading "Program Plans" were derived from the program reviews. Items under the heading "Challenges and Opportunities" are not from the program reviews but have been selectively added to suggest strategic options for programs.

If a program does not offer a degree, the listing under Degrees Awarded is stated as "N/A." If a program offers a degree but none were awarded, the listing under Degrees Awarded is stated as "0."

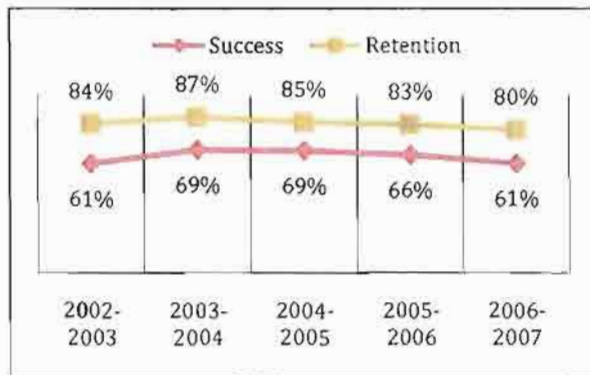
INSTRUCTIONAL PROGRAMS

Discipline Area

Administration of Justice



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	976	853	925	889	1,299
FTEF	6.75	4.56	5.14	5.95	8.35
WSCH per FTEF	412	533	507	419	443



	02-03	03-04	04-05	05-06	06-07
Sections	40	28	29	33	46
% of Online Enrollment	60%	37%	40%	32%	38%
Degrees/Certificates Awarded		15	29	28	30

Description:

The AOJ program offers the student a variety of educational and career pathways. The student may elect to enroll in a program leading to an Associate Degree with the emphasis on the Law Enforcement Option or the Corrections Option. Both provide a path to a four year institution. Presently, CSU Fresno offers classes on the Lemoore campus for those seeking a Baccalaureate Degree in Criminology.

Assessment

- FTES growth in 2006-2007 corresponds to increase in number of sections offered
- Online enrollment decreased over years observed
- Increase in numbers of degrees awarded
- Retention rate is stable and above college average
- Success rate is at college average

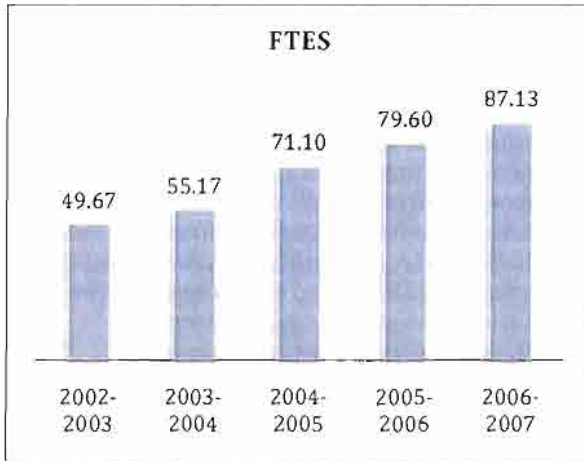
Program Goals from 2004 and 2006

Program Review

- Continue to update all curriculum and create six new courses.
- Develop more short term and online courses so employed individuals can quickly update their skills or obtain job ready skills.
- Include learning activities with specific learning outcomes in all curricula.
- Market the program at high school job fairs and utilize AOJ students as ambassadors.

Discipline Area

Art



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	379	399	536	567	594
FTEF	7.44	5.98	4.70	4.80	5.99
WSCH per FTEF	195	269	441	484	424



	02-03	03-04	04-05	05-06	06-07
Sections	59	74	111	96	73
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	7.4%
Degrees/Certificates Awarded		1	0	1	1

Description:

The Art program provides classes which meet the General Education requirement and course work that prepares art students for transfer. Classes also serve as enrichment experiences for many students. Students from diverse backgrounds work in an environment that affords a common, visual language.

Assessment

- High growth in FTES in years observed
- Number of sections offered in Art declined after the 2004-2005 academic year, but FTES has continued to increase, as has the WSCH per FTEF.
- Online courses begin in '06-'07, note FTES increase in that year
- Retention rate is fairly stable and exceeds college average
- Success rate is strong, fairly stable, and exceeds college average

Program Goals from 2006 Program Review

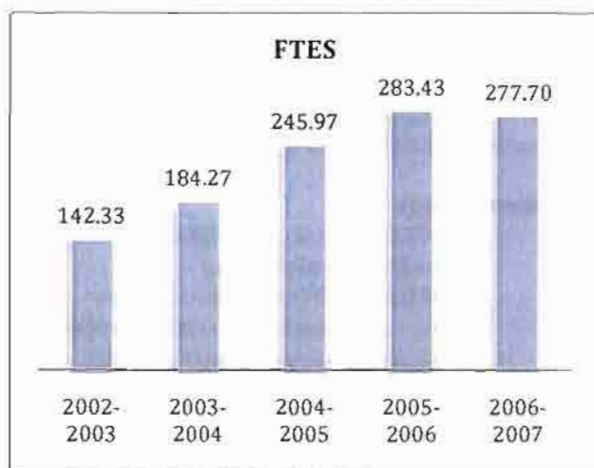
- Curricula is being developed for several computer generated Arts courses, including Photoshop, Illustrator, and others
- Art 15A Painting is being revised to articulate transferability to Fresno State University
- Student learning outcomes will be addressed

Challenges and Opportunities

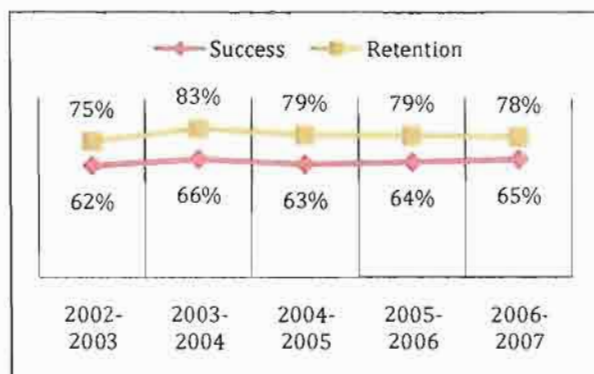
- High enrollment, strong retention and success rates suggest opportunities for further growth, for example, expanded online offerings.

Discipline Area

Biology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	782	991	1301	1496	1,460
FTEF	10.36	12.32	16.37	17.97	18.20
WSCH per FTEF	401	436	438	460	445



	02-03	03-04	04-05	05-06	06-07
Sections	68	80	106	126	132
% of Online Enrollment	14.6%	17.0%	11.8%	14.4%	27.1%
Degrees/Certificates Awarded		0	1	1	1

Description:

The main courses offered by the Biology department include general biology, human anatomy, human physiology, and microbiology. These primarily serve as prerequisites for students going into teaching or the allied health professions. The department offers majors-level biology courses as well as courses for non science majors to fulfill the life science general education requirement.

Assessment

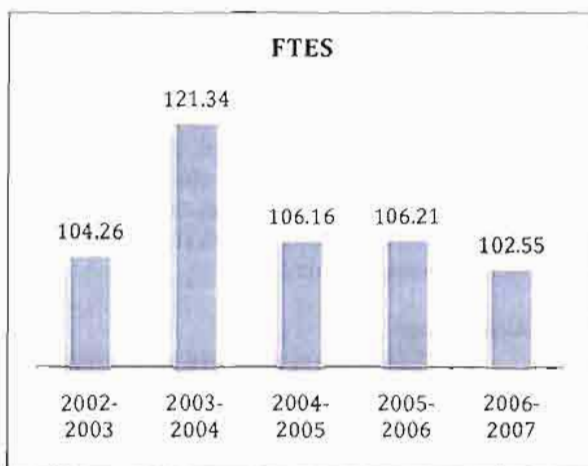
- FTES in years observed is increasing
- Percentage of online enrollment fluctuates, highest 2006-2007
- WSCH per FTEF has fluctuated but remained productive
- Success rate is stable and at the college average
- Retention rate is stable and at the college average
- Degree and certificates awarded are minimal because courses primarily serve as requirements for the allied health programs

Program Goals from 2007 Program Review

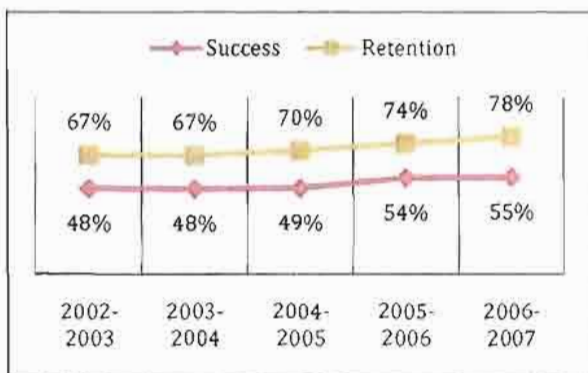
- Schedule biology major preparation courses once a year and work on maintaining transferability.
- Continue to add new transferable courses for the non biology major
- Offer field trips and out of classroom experience in Biology

Discipline Area

Business Administration



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,101	1,212	1,075	992	1,008
FTEF	10.80	7.69	5.76	7.75	7.13
WSCH per FTEF	282	460	537	399	419



	02-03	03-04	04-05	05-06	06-07
Sections	94	85	84	80	89
% of Online Enrollment	0.0%	7.5%	5.8%	10.8%	19.8%
Degrees/Certificates Awarded		29	32	37	48

Description:

Business Administration is an integral part of the CIS, Business, and HRCM service area. The curriculum is intended for those interested in transferring to a four year college or university to earn a baccalaureate degree.

Assessment

- FTES increase in '03-'04 academic year with decline following
- WSCH per FTEF has been erratic
- Success rates below college average
- High number of degrees awarded
- Retention rate rising and matches college average in '06-'07

Program Goals from 2007 Program Review

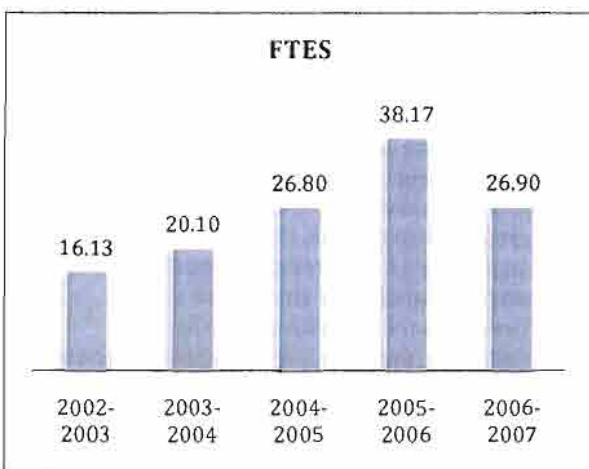
- Work toward providing students with placement services
- Follow up on recently submitted certificate options
- Follow up on faculty development, particularly in regards to SLOs
- Address diversity of staff

Challenges and Opportunities

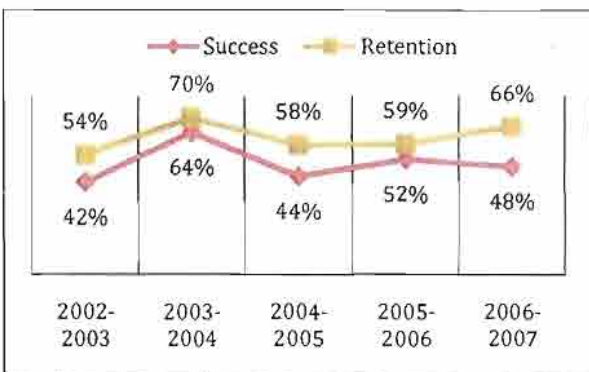
- Develop strategies to increase success rate

Discipline Area

Chemistry



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	106	91	177	275	122
FTEF	1.83	1.48	2.37	3.21	2.55
WSCH per FTEF	257	396	330	346	308



	02-03	03-04	04-05	05-06	06-07
Sections	10	8	14	21	14
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The chemistry department provides the initial training in chemistry for a broad range of careers and focuses as well on chemical education for the public sector. The careers include the traditional sciences, engineering, pre-professional, allied health professions, agriculture, forestry, and the many emerging cross-disciplinary or interdisciplinary programs such as oceanography, aqua-culture, environmental health, and atmospheric science.

Assessment

- FTES shows steady increase then drops in 2006-2007
- WSCH per FTEF has been stable over the five year observed but is below the college average
- Success rate is unstable and below college average
- Retention is unstable and below college average

Program Goals from 2004 Program Review

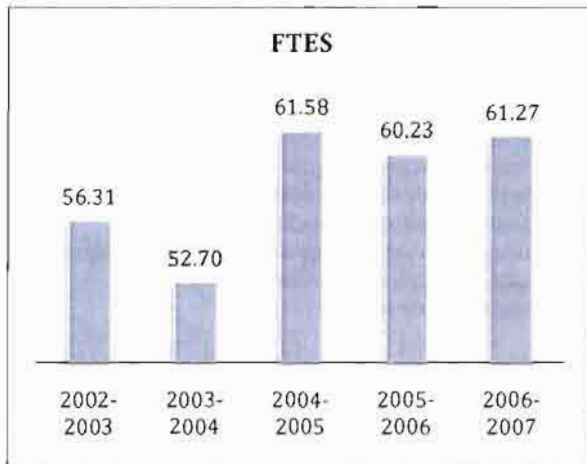
- Shift the design of the Chem 2A/B sequence for allied health students to include more directly related allied health applications.
- Maintain and extend recently acquired modern analytical instrumentation and add additional software licensing for simulations
- Expand and integrate the "Collaboratory" computerized lab platform
- Stabilize current enrollment to establish offering patterns that allow completion of an AS degree in chemistry.
- Increase student retention in all offerings
- Initiate T1 link capability so students can download data from their graphing calculators into the "Collaboratory" platform to bridge their math skills to practical applications.
- Extend software licensing to provide students with take home versions of software used in class
- Develop initial course offerings at the NDC site, complete with labs.

Challenges and Opportunities

- Develop strategies to increase retention and success rates

Discipline Area

Child Development



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	714	572	766	680	660
FTEF	4.04	3.06	3.77	4.29	4.85
WSCH per FTEF	407	502	476	410	368



	02-03	03-04	04-05	05-06	06-07
Sections	31	23	28	31	33
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	5.0%
Degrees/Certificates Awarded		19	2	0	7

Description:

The Child Development program offers a comprehensive background in the field of child growth and development. Students are offered information and skills for potential employment in federal, state, non-profit, or privately owned early childhood educational programs or schools. Courses help students qualify for a Child Development Certificate and partially qualify the student for a Child Development Permit from the State of California, Commission for Teacher Preparation and Licensing.

Assessment

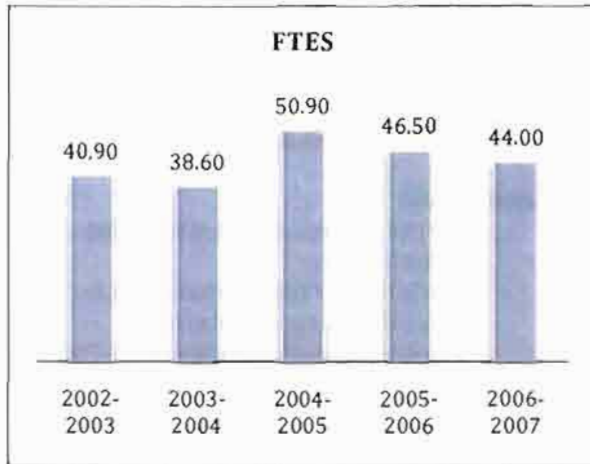
- Growth in FTES in years observed
- Number of sections offered in Child Development is steady
- Retention is steady and slightly higher than college average
- Success rate dropped in '06-'07 but is higher than the college average

Program Goals from 2007 Program Review

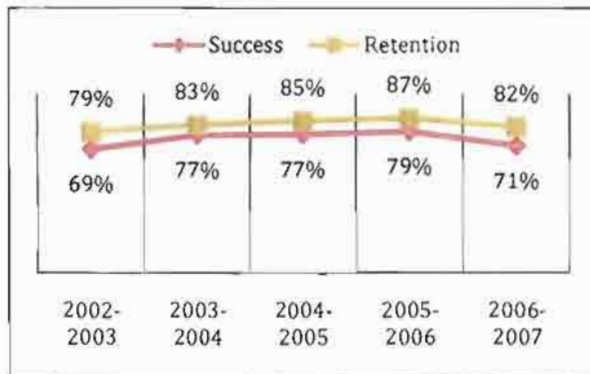
- Student learning outcomes and their measurement are being addressed with adjunct faculty.
- Update of 2+2 agreement with Hanford High and the Naval Base child care program for module credit transfer to specific courses.
- Create a math and possibly music and science courses for young children
- Potentially offer online classes
- Explore ways to gather information on where our students are employed

Discipline Area

Communications



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	407	386	509	465	440
FTEF	3.00	3.00	4.00	4.40	4.20
WSCH per FTEF	398	375	371	308	306



	02-03	03-04	04-05	05-06	06-07
Sections	15	15	20	22	21
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

Provides the College with speech communication courses that parallel lower division classes at four year colleges and universities. Speech 1 is required within Area A of designated transfer courses. Speech 51 is an applied communications course emphasizing communication in the work place.

Assessment

- Retention rate is higher than college average
- Success rate is generally 10% higher than college average
- WSCH/per FTEF decreased in the last two years

Program Goals from 2004 Program Review

- Develop a course in organizational communications
- Develop a course in voice and diction
- Revise and update Speech 5, Interpersonal Communications
- Explore distance learning options

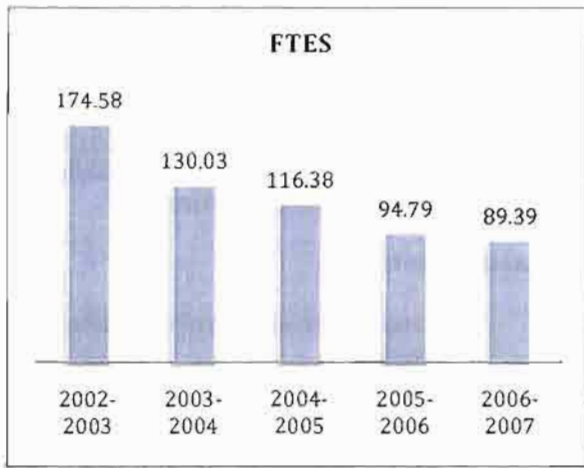
From Program Review 2004

Challenges and Opportunities

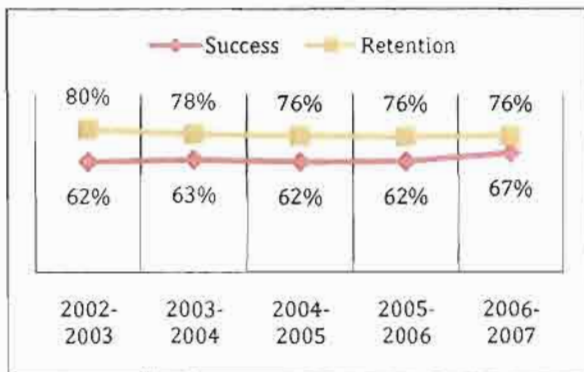
- Develop strategies to improve productivity

Discipline Area

Computer Information Systems



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,237	996	858	711	671
FTEF	10.96	7.49	5.74	7.52	6.20
WSCH per FTEF	465	506	591	368	421



	02-03	03-04	04-05	05-06	06-07
Sections	78	61	60	61	64
% of Online Enrollment	38.5%	29.1%	19.2%	21.7%	28.0%
Degrees/Certificates Awarded		13	7	10	10

Description:

The Computer Information Systems program teaches concepts, procedures, and terminology, as well as the skills and applications necessary to operate computers and network systems.

Assessment

- FTES in years observed is declining significantly
- WSCH per FTEF has fluctuated, but remains at a productive level
- Success stable and improved in 2006-2007 when it exceeded the college average
- Retention rate is stable but slightly below the college average

Program Goals from 2007 Program Review

- Maintain and revise CIS Open Entry/Open Exit entry level courses to provide students with marketable job skills specifically geared toward the needs of reentry, traditional, and lifelong learning students. The department is in the process of changing its core curriculum from Office 2000 to Office 2007.
- Maintain and revise Comp-TIA (A+), WOW Web Development and reestablish the MOU certification programs.
- Continue the ongoing development of the Web Developer Certification program to include a Cyber Forensic, and Project Management components with current, emerging web technologies.
- Infusion of information technology components into established curricula, such as Administration of Justice, Math, Geography, etc.
- Revise curricula to implement in conjunction with the OE Department, the MOU certification program.
- Develop, maintain, and revise Internet-based courses
- Establish a full CIS AA degree online.

Challenges and Opportunities

Develop strategies to raise retention rate

Discipline Area**Culinary Arts**

*Waiting for Approval from CA Community College
Chancellor's Office*

Description:

The Culinary Arts department has developed a full range of curricula which is available to students. Certifications from this program exist in the areas of ServSafe, Deli Cook and Baker certification, Baker Certification, Bartending Certification, Dining Room Staff Certification, and Chef Apprentice Certification. Courses provide a knowledge base that allows students to more easily obtain entry level or higher positions in this field.

Assessment

No data available

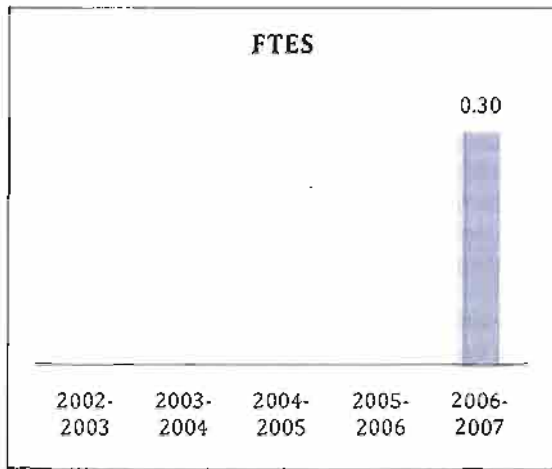
Program Goals from 2006 Program Review

- Additional curricula will be developed including Commercial Food prep as the prerequisite to most courses.
- The program will seek American Culinary Federation accreditations
- More community outreach
- Develop a job placement program

From Program Review September 2006

Discipline Area

Engineering



Description:

A new Engineering Program was launched Fall 2008.

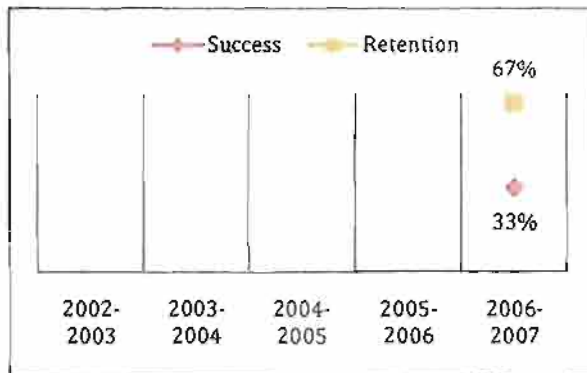
Assessment

TBA

Program Goals:

TBA

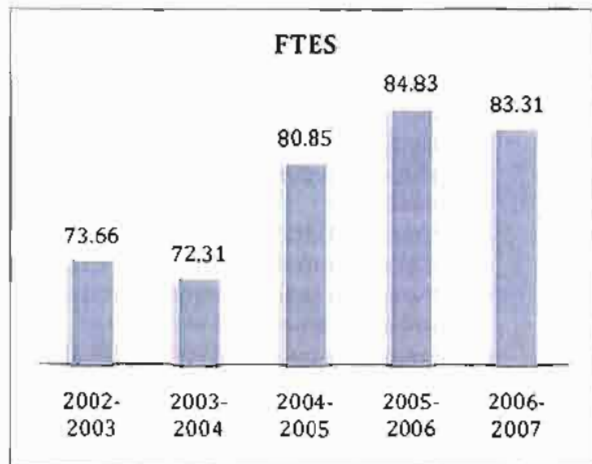
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	N/A	N/A	N/A	N/A	3
FTEF	N/A	N/A	N/A	N/A	0.20
WSCH per FTEF	N/A	N/A	N/A	N/A	44



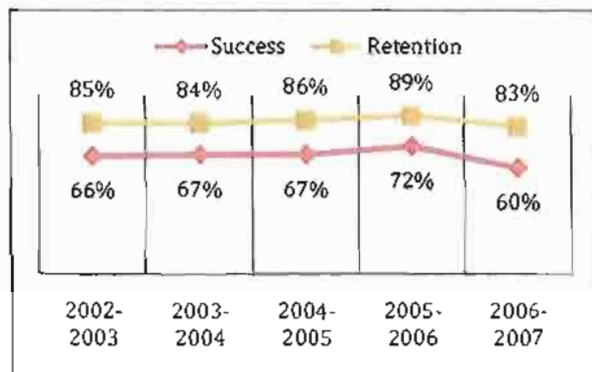
	02-03	03-04	04-05	05-06	06-07
Sections	N/A	N/A	N/A	N/A	1
% of Online Enrollment	N/A	N/A	N/A	N/A	0.0%
Degrees/Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Discipline Area

Geography



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	576	569	607	640	639
FTEF	4.45	4.05	4.80	5.48	6.10
WSCH per FTEF	483	521	491	451	398



	02-03	03-04	04-05	05-06	06-07
Sections	25	22	27	32	34
% of Online Enrollment	23%	22%	17%	15%	26%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The Geography department offers a wide variety of introductory classes including Cultural Geography and Physical Geography. Cultural Geography introduces students to the spatial and diverse cultural milieu that is the basis for the Social Sciences and Humanities. Physical Geography focuses on the spatial relations of the various physical and earth sciences.

Assessment

- Growth in FTES
- Number of sections offered in Geography has increased
- Retention is steady and exceeds college average
- Success rate was steady but fell below college average in 2006-2007
- There is an observed increase in % of online enrollment that same year

Program Goals from 1998-99 Program Review

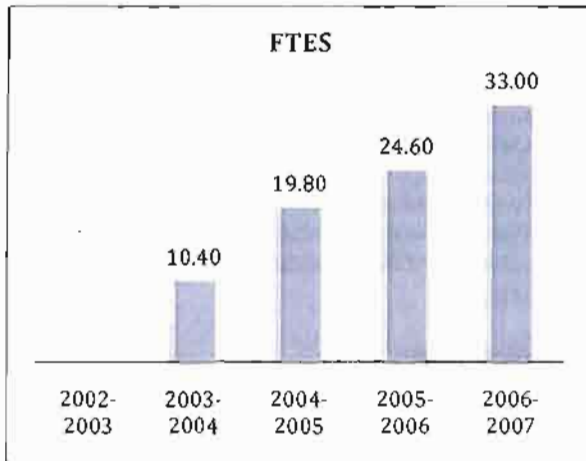
- Continue to build on the base courses
- Bring electronic learning into the program, using more computers in lab and lecture
- Insure course articulation for all types of teaching techniques
- Promote collaboration in lab settings
- Add to the online course offerings

Challenges and Opportunities

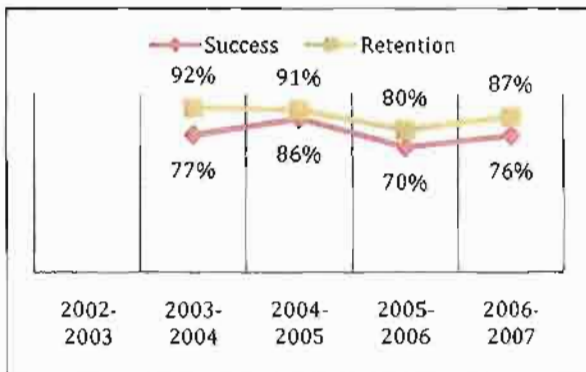
- Consider strategies to address lower success rates that began in '06-'07
- Develop strategies for a degree program

Discipline Area

Geology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	N/A	52	99	123	165
FTEF	N/A	0.70	1.05	1.40	2.45
WSCH per FTEF	N/A	433	550	513	393



	02-03	03-04	04-05	05-06	06-07
Sections	N/A	4	6	8	14
% of Online Enrollment	N/A	0%	36%	60%	74%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

Program review needed.

Assessment

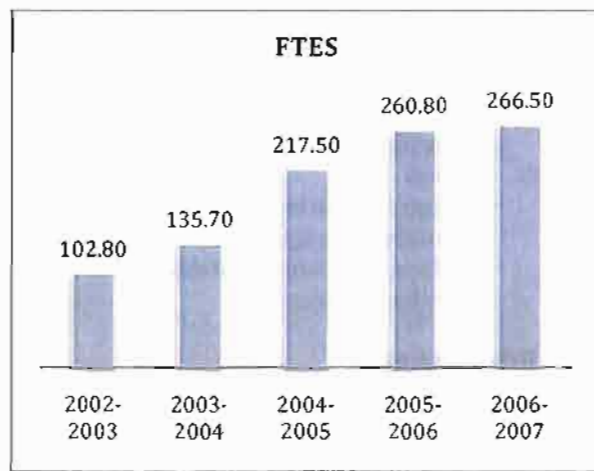
- High growth in FTES in years observed with a large percentage of online enrollment
- From 2004-2005 to 2005-2006 % of online enrollment almost doubled During the same timeframe, success and retention tended to decrease
- Large increase in FTES in '06-'07 and the WSCH per FTEF decreases
- Success rate is strong and consistently higher than college average
- Retention rate is steady and exceeds college average

Program Goals

TBA

Discipline Area

Health Science (General)



Description:

Program review needed.

Assessment

- FTES in years observed is increasing
- Increase in online courses in years observed
- WSCH per FTEF has remained steady
- Success rate steady and near the college average
- Retention rate is steady but slightly below the college average
- The number of degrees awarded is substantial

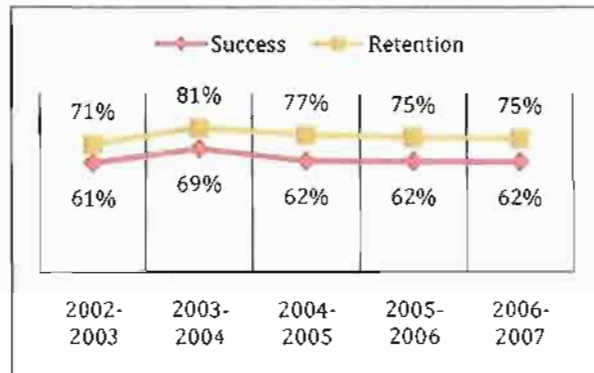
Program Goals

TBA

Challenges and Opportunities

- Develop strategies to increase retention rate

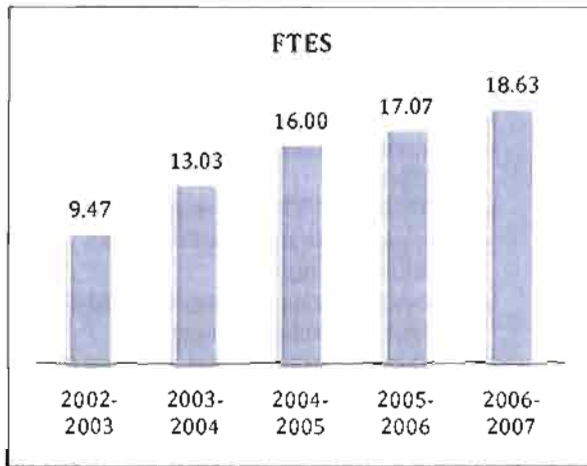
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	592	755	1,218	1,457	1,547
FTEF	7.60	8.93	13.90	16.80	17.45
WSCH per FTEF	395	443	456	453	445



	02-03	03-04	04-05	05-06	06-07
Sections	42	52	81	105	113
% of Online Enrollment	0.0%	0.0%	0.0%	4.6%	31.0%
Degrees/Certificates Awarded		21	26	31	20

Discipline Area

Health Science (Pre Professional)



Description:

Program review needed.

Assessment

- FTES in years observed is increasing
- WSCH per FTEF has been erratic and low
- Success rate unstable but above college average in '06-'07
- Retention rate is unstable and below college average

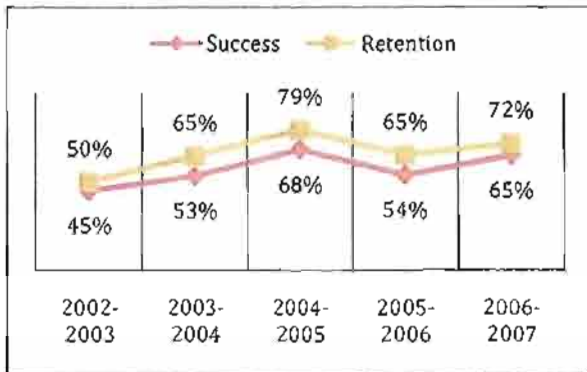
Program Goals

TBA

Challenges and Opportunities

- Develop strategies to increase retention rate

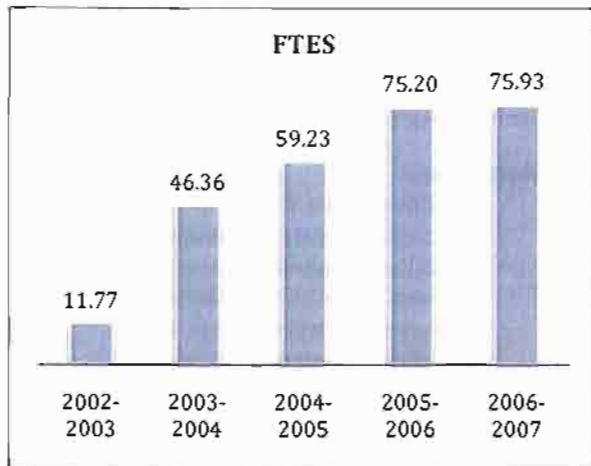
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	40	62	81	80	88
FTEF	1.66	1.16	2.19	2.70	3.03
WSCH per FTEF	56	328	213	185	179



	02-03	03-04	04-05	05-06	06-07
Sections	6	5	10	11	13
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Discipline Area

Hotel, Restaurant and Casino Management (HRCM)



Description:

This is a program to certify students to work in the fields of hotel, restaurant, and casino management. All courses offered promote practical job skills and have resulted in students receiving certificates in Dining Room Management, Pastry and Bakery Arts, and Beverage Management.

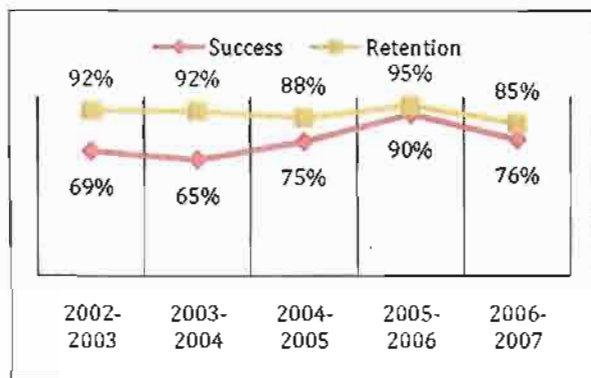
Assessment

- FTES in years observed is increasing
- WSCH per FTEF has been erratic, but productive
- Success rate high in 2005-2006 and exceeds college average
- Retention rate high and steady and exceeds college average

	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	101	372	380	449	461
FTEF	0.85	3.27	3.89	4.63	5.52
WSCH per FTEF	404	414	444	474	401

Program Goals from 2008 Program Review

- Sequence course work to articulate with 4 year institutions
- Achieve accreditation for the program
- Build new course curricula
- Modify current courses as needed to improve student learning outcomes



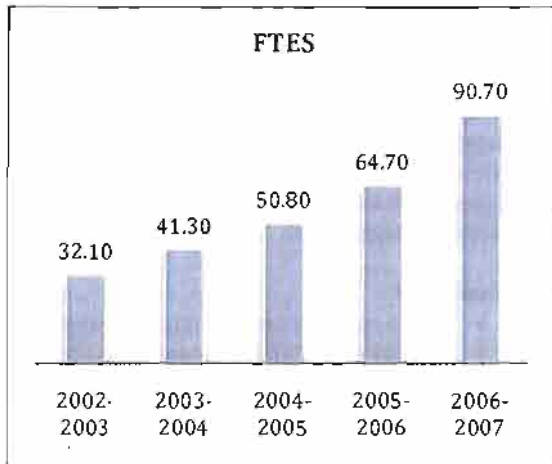
Challenges and Opportunities

- Develop strategies to increase degrees awarded

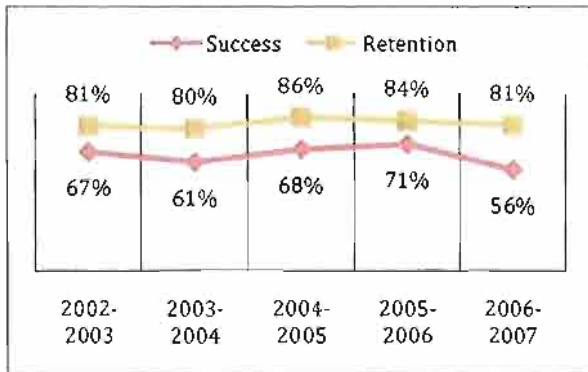
	02-03	03-04	04-05	05-06	06-07
Sections	5	27	29	37	44
% of Online Enrollment	64%	34%	17%	0%	0%
Degrees/Certificates Awarded		1	0	0	1

Discipline Area

Humanities



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	321	413	508	647	906
FTEF	2.20	2.40	3.20	4.40	6.40
WSCH per FTEF	426	502	463	429	413



	02-03	03-04	04-05	05-06	06-07
Sections	11	12	16	22	32
% of Online Enrollment	0.0%	11.6%	8.3%	25.7%	59.3%
Degrees/Certificates Awarded		1	0	1	2

Description:

This program serves students seeking AA degrees in Humanities and Social Sciences. It is an interdisciplinary program.

Assessment

- High growth in FTES in years observed
- Large percentage of online enrollment
- Online enrollment more than doubled from 2005-2006 to 2006-2007
- Success rate is unstable, fell below college average by 8% in '06-'07
- Retention rate is stable

Program Goals from 2006 Program Review

- Begin a Native American course
- Begin a cross cultural course
- Put Women's Studies under the Ethnic Studies program
- Participate in recruitment events at high schools in our service area

Challenges and Opportunities

- Review variances in success rates and seek to increase

Discipline Area**Liberal Studies/Liberal Arts**

	02-03	03-04	04-05	05-06	06-07
Degrees/ Certificates Awarded		137	158	189	212

Description:

The program is currently under review and modification.

Assessment

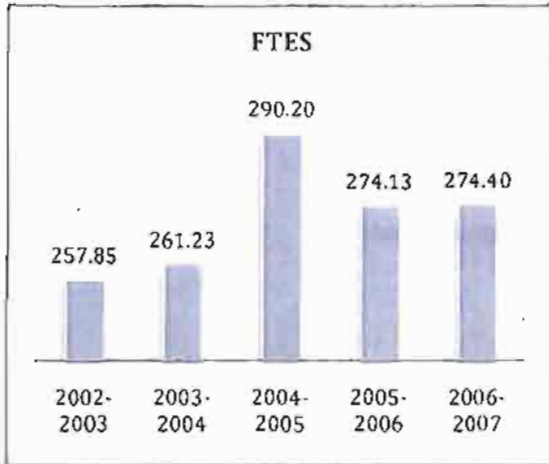
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Program Goals

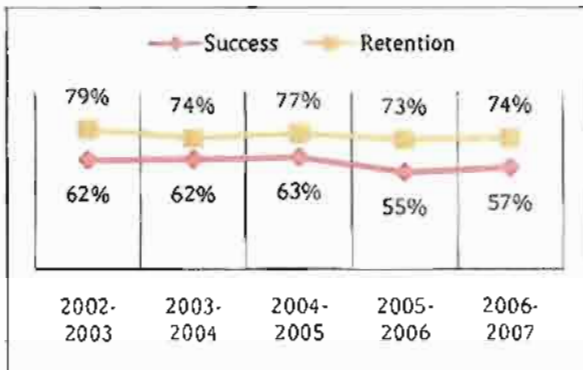
TBA

Discipline Area

Mathematics



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,825	1,801	1,981	1,919	1,908
FTEF	16.16	15.48	17.98	20.24	19.53
WSCH per FTEF	465	492	471	395	410



	02-03	03-04	04-05	05-06	06-07
Sections	58	55	62	74	78
% of Online Enrollment	26.8%	19.4%	16.4%	20.2%	29.2%
Degrees/Certificates Awarded		2	4	2	2

Description:

The Math program consists of a full spectrum of courses ranging from developmental to advanced level mathematics. Courses are designed to satisfy the certificate, associate degree, and transfer level needs for both the technical and non-technical student.

Assessment

- FTES increased until '05-'06
- Significant increase in sections during the years observed
- WSCH per FTEF has decreased overall
- Success rate is decreasing and is below the college average
- Retention is relatively stable but below college average

Program Goals from 2004 Program Review

- Add student learning outcomes to all course outlines
- Increase number of Math 64 sections
- Establish an effective assessment test that accurately places students in Math 101, 61, 63 or Math 15.
- Create an assessment policy for online classes

Challenges and Opportunities

- Develop strategies to increase success and retention rates

Discipline Area

Nursing

Description:

A new Nursing Program was launched Fall 2008.

Assessment

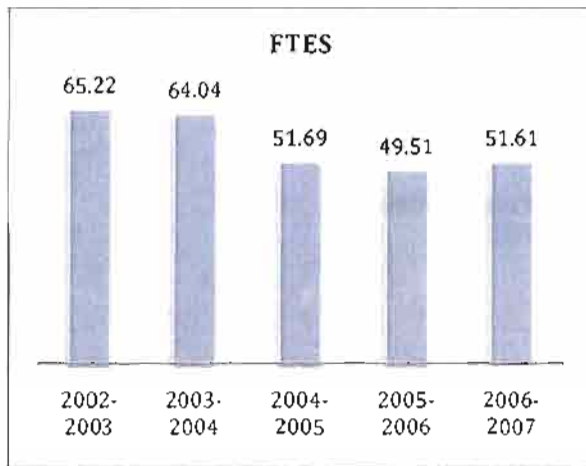
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Program Goals

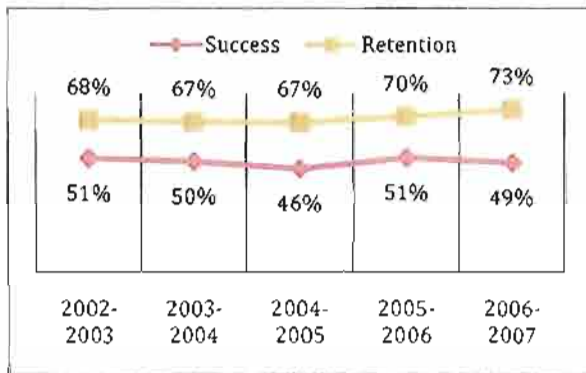
TBA

Discipline Area

Office Management and Technology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	655	645	545	520	499
FTEF	4.58	3.26	2.10	3.80	3.26
WSCH per FTEF	415	574	717	380	462



	02-03	03-04	04-05	05-06	06-07
Sections	48	41	39	42	44
% of Online Enrollment	7.0%	14.1%	11.4%	20.6%	31.3%
Degrees/Certificates Awarded	N/A	6	3	3	3

Description:

The Office Management and Technologies program offers a variety of options that guide students toward successful employment in business and government. The certificate programs include an Office Management and Technology Certificate, a Clerk Typist Certificate, and a Secretary/Word Processing Certificate. Completion of the Certificate program and the general education and District requirements qualifies students for an associate degree.

Assessment

- FTES in years observed is decreasing
- Percentage of online courses is steadily increasing
- WSCH per FTEF has been erratic, but generally productive
- Success rate well below the college average
- Retention is improved but below the college average

Program Goals from 2004 Program Review

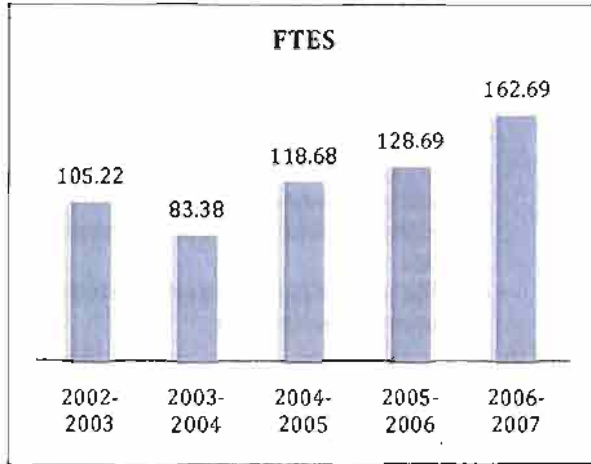
- Increase business community involvement in the design of classes and certificates/degrees
- Improve the business community's perception of the college's certificates/degrees
- Develop a path for students' transition from education to employment
- Investigate cross discipline course offerings to enhance employability
- Integrate certificates and degrees to articulate a path to four year institutions
- Improve student access with convenient course designs
- Develop more short term and online courses so employed individuals can quickly update their skills or the unemployed can obtain job ready skills

Challenges and Opportunities

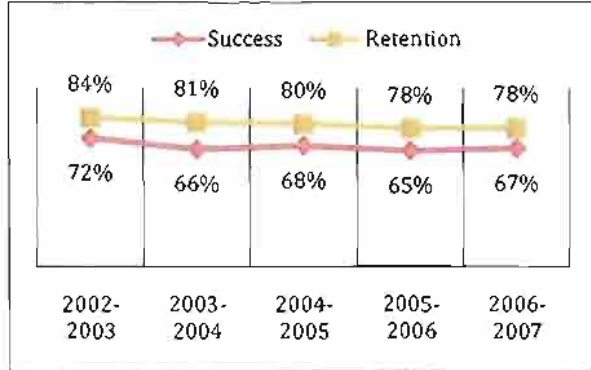
- Develop strategies to raise retention and success rates

Discipline Area

Physical Education



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,158	879	1,136	1,244	1,735
FTEF	7.94	5.67	8.18	8.83	12.37
WSCH per FTEF	386	429	423	425	383



	02-03	03-04	04-05	05-06	06-07
Sections	98	58	68	78	106
% of Online Enrollment	0.0%	0.0%	0.0%	2.7%	19.3%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The Physical Education curriculum is designed to provide the opportunity to achieve an associate degree in the student's area of specialization.

Assessment

- FTES in years observed is increasing
- WSCH per FTEF had been steady, but decreased in 2006-2007 and is below the college average
- Success rate is stable and slightly above college average
- Retention has slightly declined but at college average

Program Goals from 2007 Program Review

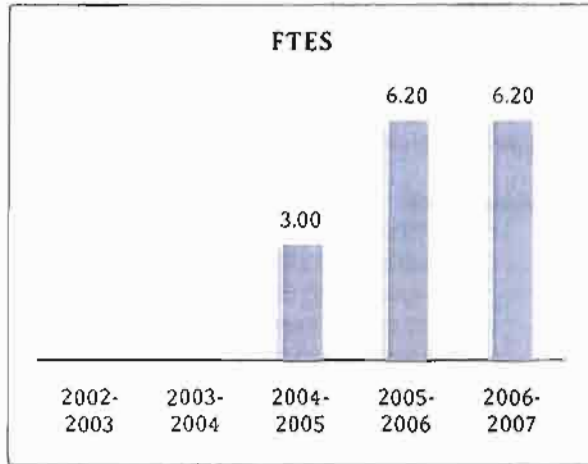
- Increase course offerings
- Standardize tests between instructors to be more consistent in grading
- Develop and revise the degree

Challenges and Opportunities:

- Develop strategies to increase productivity of classes
- Develop strategies to increase degrees awarded

Discipline Area

Physics



Description:

Program review needed

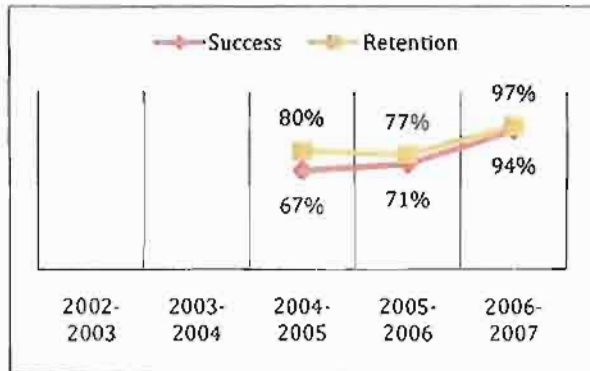
Assessment

- Sections increasing
- FTES increasing
- Success & retention high in 2006-2007 and both exceed the college averages that year
- WSCH per FTEF is low relative to other programs on campus

Program Goals

TBA

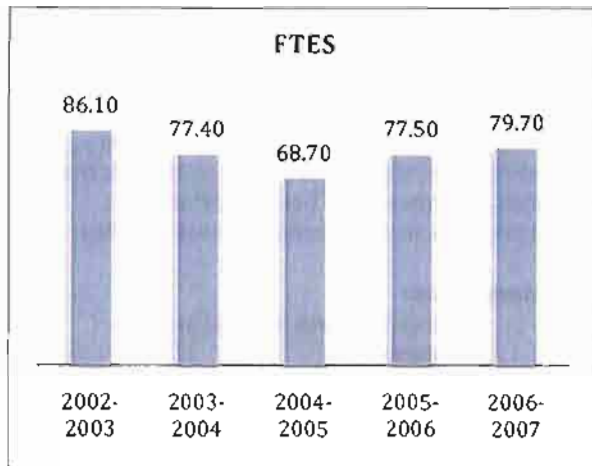
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	NA	NA	15	31	31
FTEF	NA	NA	0.70	1.05	1.75
WSCH per FTEF	NA	NA	125	172	103



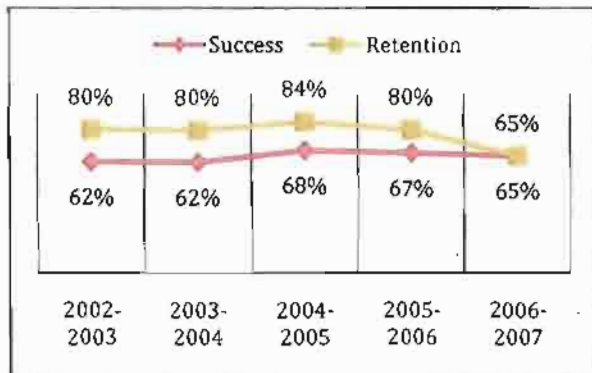
	02-03	03-04	04-05	05-06	06-07
Sections	NA	NA	4	6	10
% of Online Enrollment	NA	NA	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Discipline Area

Psychology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	859	805	683	775	797
FTEF	5.06	4.60	4.20	5.40	6.00
WSCH per FTEF	496	491	477	419	387



	02-03	03-04	04-05	05-06	06-07
Sections	27	23	21	27	30
% of Online Enrollment	46.0%	28.0%	31.0%	36.8%	48.6%
Degrees/Certificates Awarded		6	14	13	18

Description:

The Psychology Associate Degree program is designed to provide entry-level skills and knowledge for the student transferring to a four year institution with a major in psychology. The psychology major prepares students for programs with emphasis in psychology, counseling, child development, educational psychology, education, social work, sociology, human services, and nursing.

Assessment

- No [overall] growth in FTES in years observed
- FTES dipped in 2004-2005 and increased by 2006-2007
- Large percentage of online enrollment
- Substantial number of degrees awarded.
- Success rate is relatively stable and at the college average
- Retention rate has been stable then declined and in '06-'07 fell 14% below the college average

Program Goals from 2004 Program Review

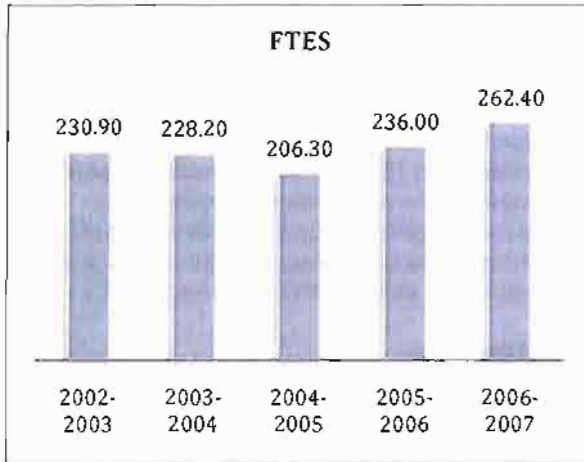
- Develop hybrid Psychology courses
- Revise curriculum to ensure currency with statewide curricular trends
- Develop student learning outcomes for Psych 1
- Expand Learning Community course offerings
- Expand offerings of hybrid Psych courses

Challenges and Opportunities

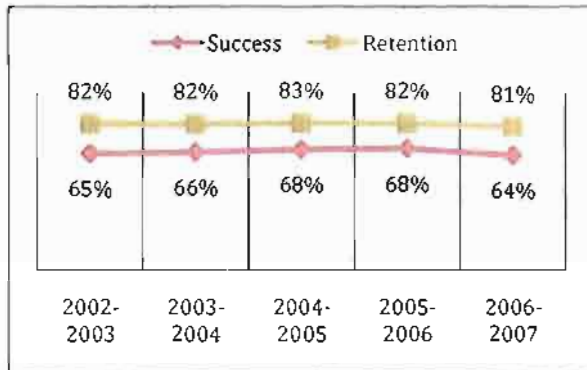
- Develop strategies to address recent retention rate decrease

Discipline Area

Social Science



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	2,298	2,281	2,061	2,359	2,623
FTEF	14.00	11.80	12.00	14.80	16.80
WSCH per FTEF	481	564	501	465	456



	02-03	03-04	04-05	05-06	06-07
Sections	70	59	60	74	84
% of Online Enrollment	49.8%	47.6%	41.6%	44.0%	51.4%
Degrees/Certificates Awarded		3	4	8	12

Description:

The Social Science Associate Degree program is designed to provide the transfer social science major the opportunity to achieve an associate degree with specialization of the student's choice. The major is made up of 24 units in the fields of Economics, Geography, History, Political Science, Psychology, and Sociology.

Assessment

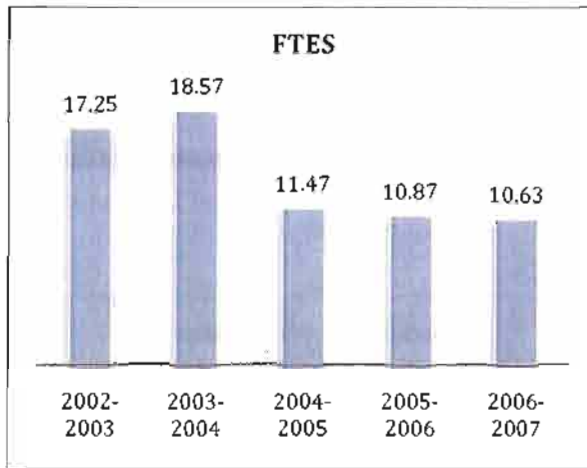
- Slight growth in FTES in years observed
- FTES dropped in 2004-2005 and has been steadily increasing
- Large percentage of online enrollment
- Retention rate is stable and higher than the college average
- Success rate is stable and higher than the college average

Program Goals from 2004 Program Review

- Bring Social Science 32A and B into the history department
- Develop a cultural/ethnic studies program
- Develop courses such as Native American and Asian Pacific Islander history, with potential to expand into family and gender studies

Discipline Area

Teaching Assistant (Education Assistant)



Description:

The Education/Education Assistant (EDUC/EA) program provides courses and experiences for prospective teachers. The program awards a certificate as a Teaching Assistant. It is a program that has been actively involved in partnerships with Upward Bound Math and Science, Educational Talent Search, University Charter School, and Middle College High School. The teacher preparation effort is now called T.E.A.M. Teach and comes out of the Education/Education Assistant program.

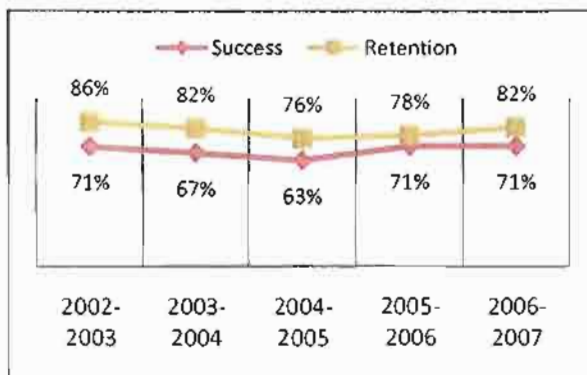
Assessment

- Number of FTES as well as sections offered in Teaching Assistant declined over past five academic years
- Retention and success rates are above college average
- WSCH per FTEF is below college average.

	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	250	246	190	156	142
FTEF	1.86	1.81	1.24	1.25	1.27
WSCH per FTEF	271	299	270	253	245

Program Goals from 2007 Program Review

- Identify a counselor who will work specifically with T.E.A.M Teach students
- Write student learning outcomes for all remaining EDUC/EA courses
- Review and revise education assistant certificate to meet current needs of workplace and students
- Implement student learning outcome evaluation cycle in EDUC 1
- Write curriculum for CBEST prep classes to offer as nontransferable one unit courses in test preparation, reading, writing, and math
- Develop stronger articulation agreements at local high schools
- Develop strong student learning outcome assessment cycles for EDUC 1 and EDUC 5 that include adjunct faculty



	02-03	03-04	04-05	05-06	06-07
Sections	18	14	11	12	11
% of Online Enrollment	34.8%	41.5%	59.5%	46.8%	38.0%
Degrees/Certificates Awarded		1	0	0	1

Challenges and Opportunities

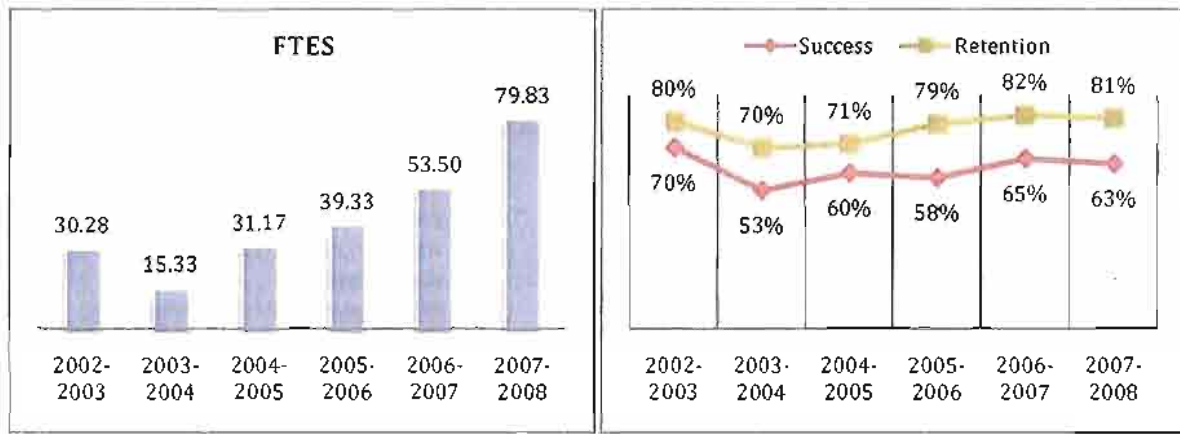
- Develop strategies to increase enrollment, retention, and success rates, and increase productivity

BASIC SKILLS

Basic Skills are the foundation for student success. Sometimes called developmental education or pre-collegiate skills, they are needed by many students entering all segments of higher education in order to be successful in college coursework. The statewide course success rate at community colleges in Basic Skills is 60.5%, about 10 % lower than that for other courses.

At Lemoore, students in Basic Skills classes are successful at a rate close to or above the statewide average. All Basic Skills classes have grown in enrollment over the six years represented below.

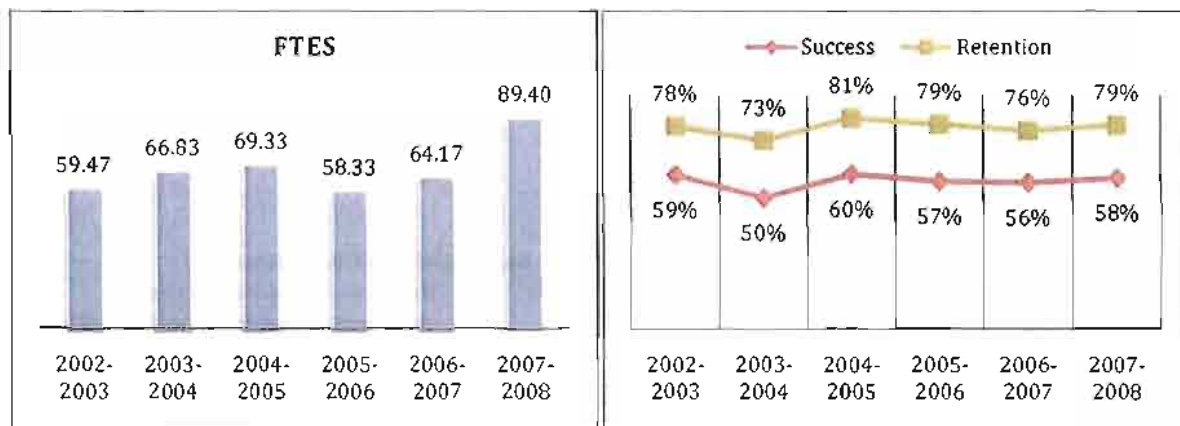
Basic Skills Math



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	8	4	5	7	9	13
Duplicated Enrollment	188	92	187	236	321	479
FTEF	2.46	1.32	1.65	2.32	3.00	4.33
WSCH per FTEF	359	339	551	494	520	537

- Math Basic Skills classes have increased both in sections and enrollment. Students are more successful than the statewide average of 52%. (Source: Board of Governor's Report on System's Basic Skills)
- The program has high productivity and strong retention

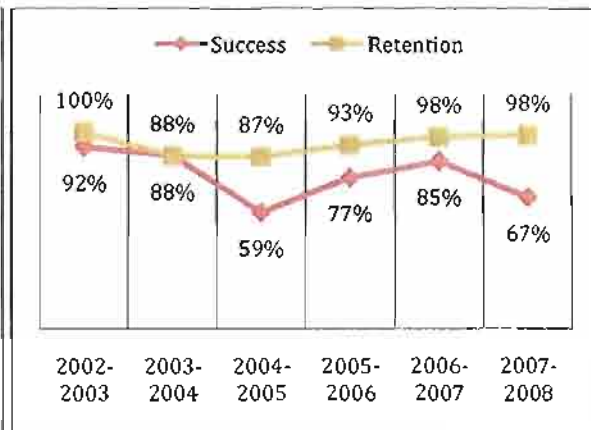
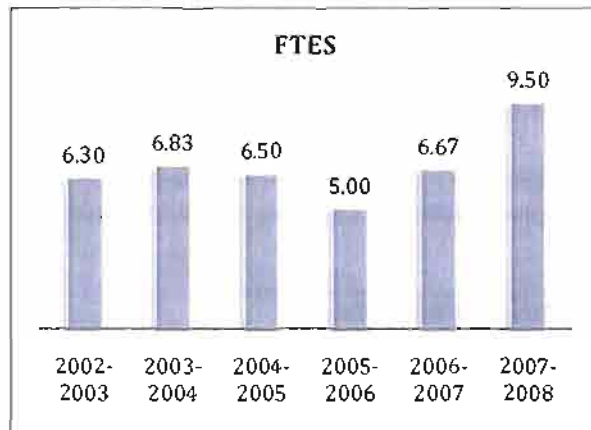
Basic Skills English



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	35	19	22	19	22	31
Duplicated Enrollment	360	401	416	350	385	648
FTEF	7.71	4.76	6.16	5.34	5.93	7.13
WSCH per FTEF	225	410	328	318	315	366

- English Basic Skills classes are building back from '02- '03. Note that with fewer sections in '07-08 they have significantly surpassed the number of enrollments they had in '02-'03 with more sections, a sign of a productive efficient program -- particularly considering that the success and retention of their students have remained steady.
- Success rates are generally comparable to statewide average of 59.3%. (Source: Board of Governor's Report on System's Basic Skills).

English as a Second Language (ESL)



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	15	6	6	6	6	7
Duplicated Enrollment	52	41	39	30	40	66
FTEF	1.27	1.40	1.12	0.56	0.85	0.67
WSCH per FTEF	145	142	169	259	229	411

- Notable drop in sections after '02-03, but enrollments now surpass the enrollment when the program had double the number of sections.
- No ESL courses scheduled during the day were offered between 2002-03 to 2007-08
- Success rates are mostly above statewide average of 70.6%. (Source: Board of Governor's Report on System's Basic Skills)

Basic Skills Placement

Students who enroll in courses that are appropriate for their preparation levels are much more likely to succeed in college. The assessment process should provide information and support to students so they can make appropriate educational choices. Below are charts that reveal the number of first term students who were assessed and placed into Basic Skills classes in English and math. The ESL program does not have a formal assessment mechanism.

WHC Lemoore Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	1,534	575	37.5%	203	35%	223	39%
2005-2006	1,702	927	54.5%	349	38%	413	45%
2006-2007	1,613	798	49.5%	317	40%	355	44%
2007-2008	1,843	859	46.6%	411	48%	437	51%

- In the four years observed, an average of 47 percent first term students at the WHC Lemoore campus were assessed for course placement
- Of the numbers assessed, an average of 48 percent of students were placed into Basic Skills English
- Approximately 45 percent of students assessed were placed in Basic Skills Math, with the greatest percentage (51%) in the 2007-08 academic year

NASL Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	40	16	40.0%	2	13%	4	25%
2005-2006	25	14	56.0%	3	21%	9	64%
2006-2007	22	11	50.0%	3	27%	3	27%
2007-2008	19	5	26.3%	0	0%	1	20%

- A declining number of students are being assessed at NASL.

Online Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	519	204	39.3%	23	11%	48	24%
2005-2006	695	382	55.0%	54	14%	118	31%
2006-2007	988	459	46.5%	48	10%	119	26%
2007-2008	1162	313	26.9%	80	26%	125	40%

- The percentage of students assessed for the online campus has been declining over three years
- An average of 15 percent of students assessed for the online campus were placed into Basic Skills English
- An average of 30 percent of students assessed for the online campus were placed into Basic Skills Math

TOP TEN INSTRUCTIONAL DISCIPLINES BY FTES, 2003-2007

2003-2004		2004-2005		2005-2006		2006-2007	
Program	FTES	Program	FTES	Program	FTES	Program	FTES
Math	261	Math	290	Biology	283	Biology	278
Social Science	228	Biology	246	Math	274	Math	274
Biology	184	Health Science (General)	218	Health Science (General)	261	Health Science (General)	267
Health Science (General)	136	Social Science	206	Social Science	236	Social Science	262
Computer Information Systems	130	Physical Education	119	Physical Education	129	Physical Education	163
Business	121	Computer Information Systems	116	Business	106	AOJ	127
AOJ	83	Business	106	Computer Information Systems	95	Business	103
Physical Education	83	AOJ	89	AOJ	85	Humanities	91
Psychology	77	Geography	79	Geography	85	Computer Information Systems	89
Geography	72	Art	71	Art	80	Art	87

- Math, Biology and Health Science are among the three largest FTES generators in the past four years observed. Social Science has remained in the top five.
- The top ten programs have remained consistent during this time.

AVERAGE WSCH PER FTEF, 2002-2007

Program	Average	Program	Average
Office Management	510	Child Development	433
Social Science	493	HRCM	427
Geography	477	Business	420
Geology	472	Physical Education	409
Computer Information Systems	470	Art	363
AOJ	463	Chemistry	327
Psychology	454	Communications	306
Math	447	Teaching Assistant	268
Humanities	447	Health Science (Pre-Professional)	192
COLLEGE AVERAGE, 2002-07	441	Physics	134
Health Science (General)	438	Engineering*	44
Biology	436		

**New Engineering program started in fall 2008*

AVERAGE SUCCESS 2002-2007

Program	Success	Program	Success
Art	78%	Humanities	65%
Geology	77%	Psychology	65%
Physics	77%	Biology	64%
HRCM	75%	COLLEGE AVERAGE, 2002-07	64%
Child Development	71%	Computer Information Systems	63%
Communications	71%	Health Science (General)	63%
Teaching Assistant	69%	Math	60%
STATEWIDE AVERAGE, 2003-08	68%	Health Science (Pre-Professional)	57%
Physical Education	68%	Business	51%
Geography	66%	Chemistry	50%
Social Science	66%	Office Management	50%
AOJ	65%	Engineering	33%

- Students are least successful in Business, Chemistry, and Office Management over a 5 year span. Business and Chemistry also fall below the college average in WSCH/FTEF; Office Management has the highest WSCH/FTEF at the college.
- Students are most successful in Art, Geology, HRCM, and Physics.

AVERAGE RETENTION, 2002-2007

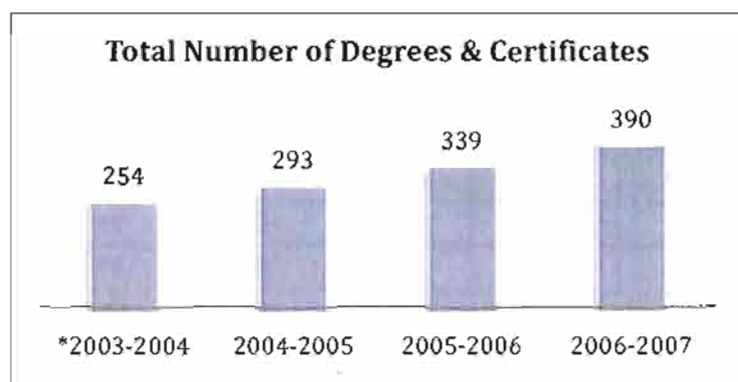
Program	Retention	Program	Retention
HRCM	90%	Physical Education	80%
Geology	88%	Biology	79%
Art	86%	COLLEGE AVERAGE, 2002-07	79%
Geography	85%	Psychology	78%
Physics	85%	Computer Information Systems	77%
STATEWIDE AVERAGE, 2003-08	84%	Health Science (General)	76%
AOJ	84%	Math	75%
Child Development	82%	Business	71%
Communications	82%	Office Management	69%
Humanities	82%	Engineering	67%
Social Science	82%	Health Science (Pre-Professional)	66%
Teaching Assistant	81%	Chemistry	61%

- Student retention is highest in programs that also reflect a high success rate – HRCM, Geology, Art, and Physics.
- Student retention is lowest in programs that reflect a lower success rate – Business, Office Management, Health Science, and Chemistry.
- The California Community Colleges System Strategic Plan of January 2006 notes that efforts are needed to improve semester to semester persistence, especially into the second year of college study.

DEGREES AND CERTIFICATES

From Fall 2003 to Fall 2007, West Hills College Lemoore conferred a total of 1,276 degrees and certificates in various disciplines. Over 50 percent of these were Associate of Arts in Liberal Arts. The Liberal Arts Program has been renamed Liberal Studies and is currently under review and modification.

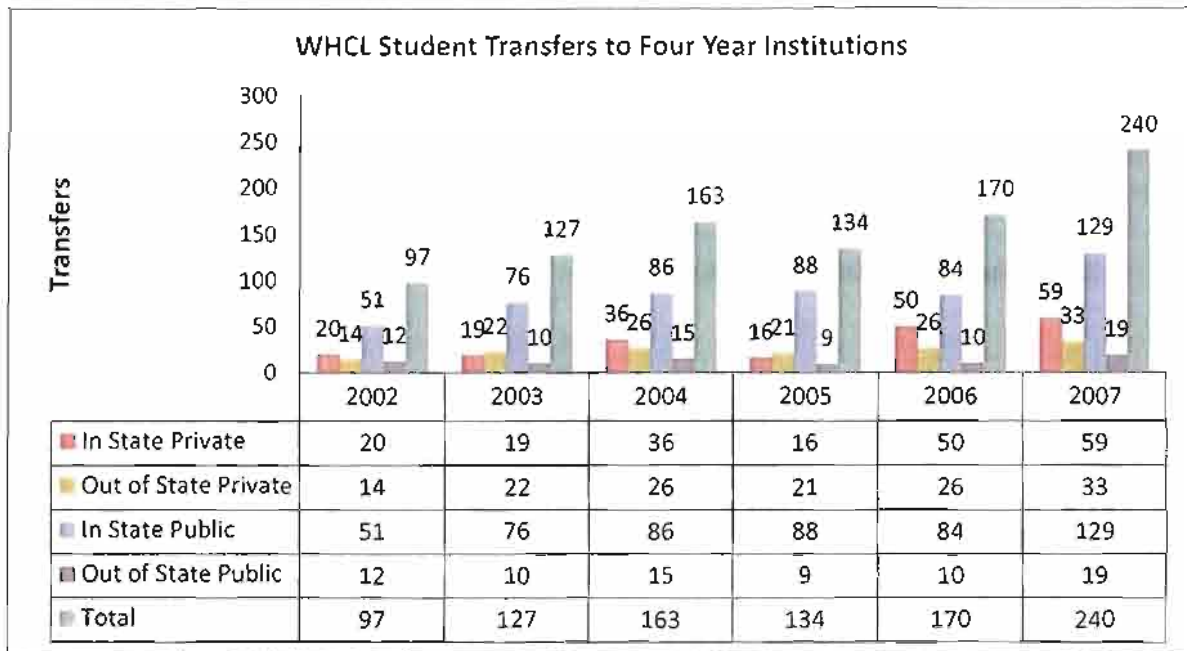
The total number of degrees and certificates conferred by West Hills College Lemoore has been steadily increasing over the past four years.



Top 20 Programs by Total Number of Degree/Certificate Conferred, 2003-2007

Program Title	2003-04*	2004-05	2005-06	2006-07	Total
Liberal Arts - AA	137	158	189	212	696
Business Administration - AA	19	25	29	33	106
Health Science - General - AS	20	25	0	19	64
Administration of Justice - Law Enforcement - AA	6	18	16	23	63
Psychology - AA	5	14	13	18	50
Child Development - AA	0	9	10	17	36
Health Science - General - AA	1	0	31	1	33
Social Science - AA	3	4	8	12	27
Computer Information Systems - AA	8	4	9	6	27
Administration of Justice - Corrections Option - AA	2	7	9	2	20
Business - AA	2	2	4	4	12
Computer Information Systems - AS	5	2	1	4	12
Child Development - Certificate	0	2	3	6	11
Bookkeeping Fundamental - Certificate	2	2	2	5	11
Mathematics - AA	2	4	2	2	10
Office Management & Tech. - AA	2	3	2	1	8
Administration of Justice - Law Enforcement - AS	0	3	2	2	7
Business Management - Certificate	3	2	0	2	7
Child Development Admin. - Certificate	4	1	0	2	7
Retail Business Management - Certificate	1	1	0	4	6

TRANSFERS TO FOUR YEAR INSTITUTIONS

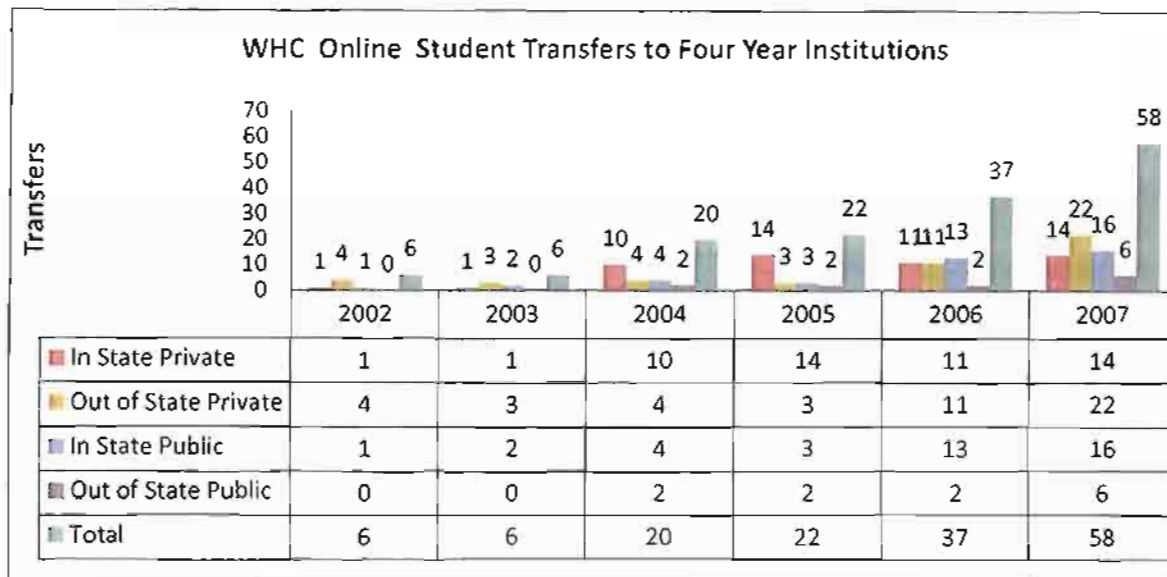


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: The annual numbers of transfers to four-year institutions were determined by students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- In '07, 92 students transferred to public four year institutions; 148 students transferred to private four year institutions.
- In the six years observed, more students transferred to California private institutions each year than transferred to California public institutions.
- The number of students transferring continues to increase with the most significant gains occurring at California private four year institutions.

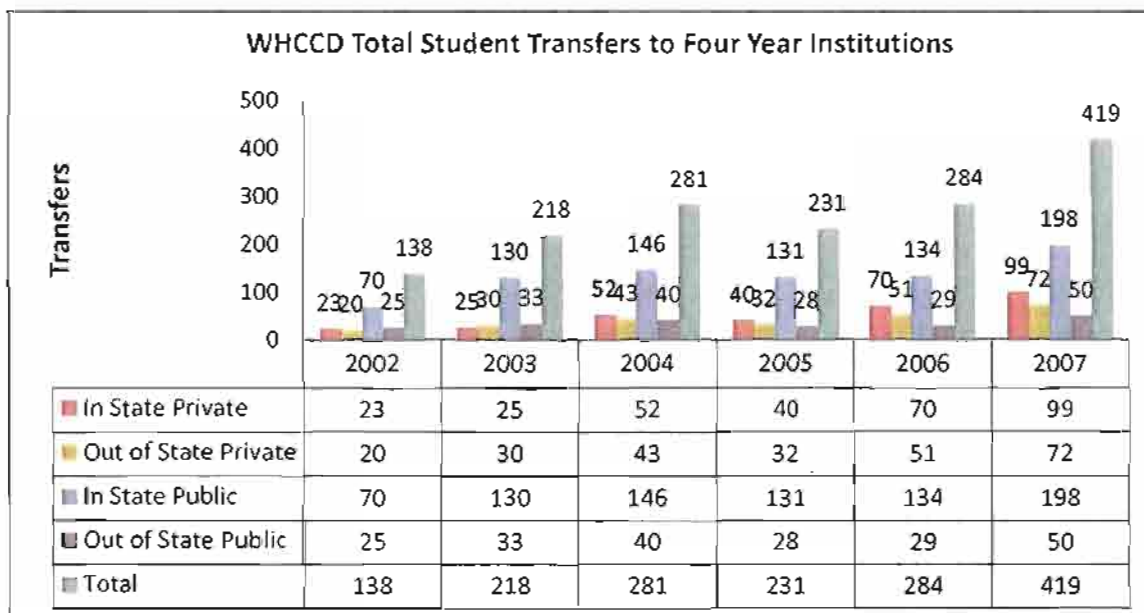


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: Based on WHCCD students who completed at least 12 units primarily online from a combination of online courses from WHCC and WHCL and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- The number of online transfers has significantly increased over the six years observed.
- Significant gains have been made in the number of students transferring to out of state public institutions.



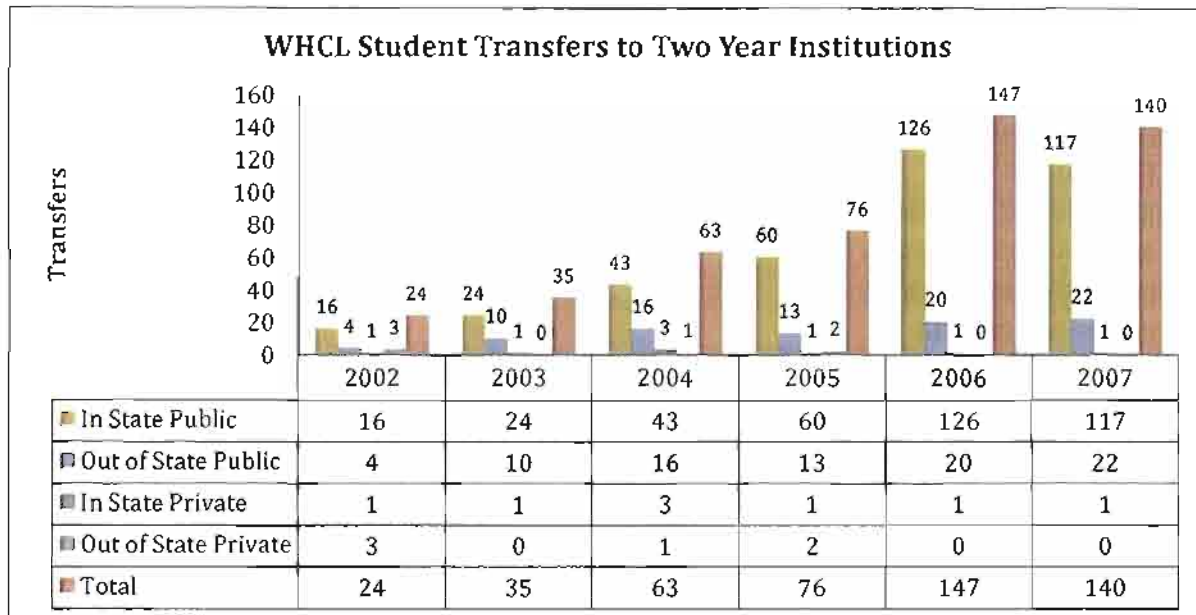
Data Source: National Student Clearing House; WHCCD Data Warehouse

WHC Lemoore Top 20 Transfer Four-Year Institutions, 2002-2007

	Name of Institution	Number	%
1	CALIFORNIA STATE UNIVERSITY - FRESNO	381	40.9%
2	CHAPMAN UNIVERSITY-AC 1	71	7.6%
3	FRESNO PACIFIC UNIVERSITY	58	6.2%
4	UNIVERSITY OF PHOENIX	54	5.8%
5	COLUMBIA COLLEGE-EV SESSION	40	4.3%
6	CHAPMAN UNIVERSITY-ORANGE	34	3.7%
7	CALIFORNIA STATE UNIVERSITY - CHICO	12	1.3%
8	NATIONAL UNIVERSITY	12	1.3%
9	CALIFORNIA STATE UNIVERSITY - SACRAMENTO	10	1.1%
10	UNIVERSITY OF CALIFORNIA-DAVIS	10	1.1%
11	UNIVERSITY OF MARYLAND - UNIVERSITY COLLEGE	10	1.1%
12	EMBRY-RIDDLE AERONAUTICAL UNIV.-WORLDWIDE CAMPUS	9	1.0%
13	SAN DIEGO STATE UNIVERSITY	9	1.0%
14	SAN FRANCISCO STATE UNIVERSITY	8	0.9%
15	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	7	0.8%
16	CALIFORNIA STATE UNIVERSITY - FULLERTON	7	0.8%
17	UNIVERSITY OF CALIFORNIA-BERKELEY	7	0.8%
18	CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	6	0.6%
19	EMBRY-RIDDLE AERONAUTICAL UNIVERSITY - DAYTONA	6	0.6%
20	OLD DOMINION UNIVERSITY	6	0.6%
	Other Four Year Institutions	174	18.7%
	Total	931	

Data Source: National Student Clearing House; WHCCD Data Warehouse

TRANSFERS TO TWO YEAR INSTITUTIONS



Data Source: National Student Clearing House; WHCCD Data Warehouse

Totals includes In State Public, Out of State Public, In State Private and Out of State Private Two Year institutions.

Definitions

- Lemoore Total:** The annual number of transfers to two-year institutions was determined by students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a two year institution.

Assessment

- The number of students transferring to two year institutions has increased over the six years observed.
- Exit interviews could reveal reasons for these transfers that will assist the college in educational planning.

WHC Lemoore Top 20 Transfer Two-Year Institutions, 2002-2007

	Name of Institution	Number	%
1	COLLEGE OF THE SEQUOIAS	134	27.6%
2	FRESNO CITY COLLEGE	91	18.8%
3	REEDLEY COLLEGE	17	3.5%
4	CUESTA COLLEGE	13	2.7%
5	BAKERSFIELD COLLEGE	7	1.4%
6	SAN DIEGO CITY COLLEGE	7	1.4%
7	SOUTHWESTERN COLLEGE	7	1.4%
8	FULLERTON COLLEGE	6	1.2%
9	GROSSMONT COLLEGE	6	1.2%
10	AMERICAN RIVER COLLEGE LOS RIOS CC DISTRICT	5	1.0%
11	COASTLINE COMMUNITY COLLEGE	5	1.0%
12	COSUMNES RIVER COLLEGE-LOS RIOS CC DISTRICT	5	1.0%
13	ITT TECHNICAL INSTITUTE	5	1.0%
14	PENSACOLA JUNIOR COLLEGE	5	1.0%
15	SAN DIEGO MESA COLLEGE	5	1.0%
16	TIDEWATER COMMUNITY COLLEGE	5	1.0%
17	COLLEGE OF SOUTHERN MARYLAND	4	0.8%
18	HEALD COLLEGE - FRESNO	4	0.8%
19	OXNARD COLLEGE	4	0.8%
20	SAN DIEGO MIRAMAR COLLEGE	4	0.8%
	Other Two Year Institutions	146	30.1%
	Total	485	

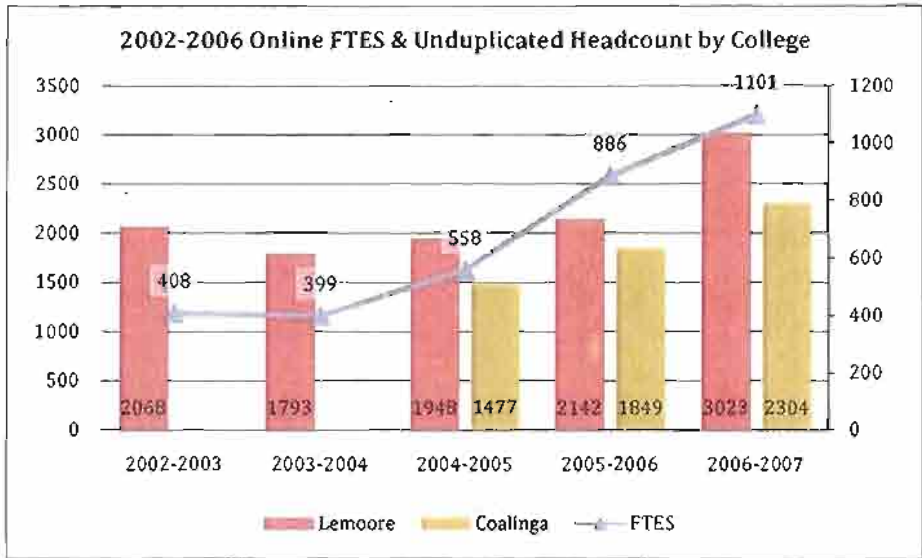
Section IV: Student Services

Student services are an important and integral function at West Hills College Lemoore. The college develops and offers a wide scope of support services that are dedicated to supplementing and complementing instructional programs and providing educational and cultural resources to students, faculty, and the community.

For the purposes of this Educational Master Plan, the student services included are those dealing with the Department of Learning Resources, Financial Aid, the Matriculation process and the following categorical programs: CalWorks, CARE, DSP&S, and EOPS.

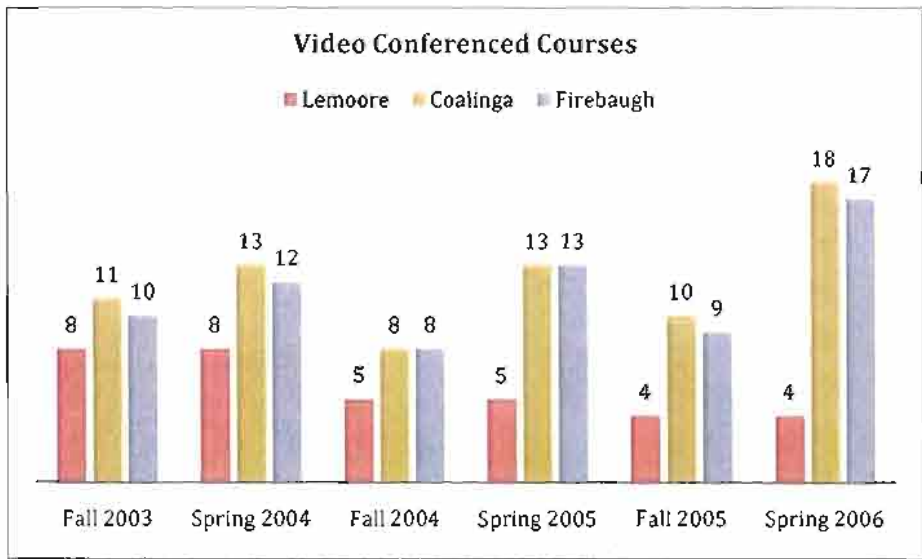
Department of Learning Resources

Description: The Department of Learning Resources is responsible for supporting the colleges in their teaching/learning and service process through the development and administration of an academic online and video conference program that provides faculty training, help desk support, and videoconference technology installation and support.

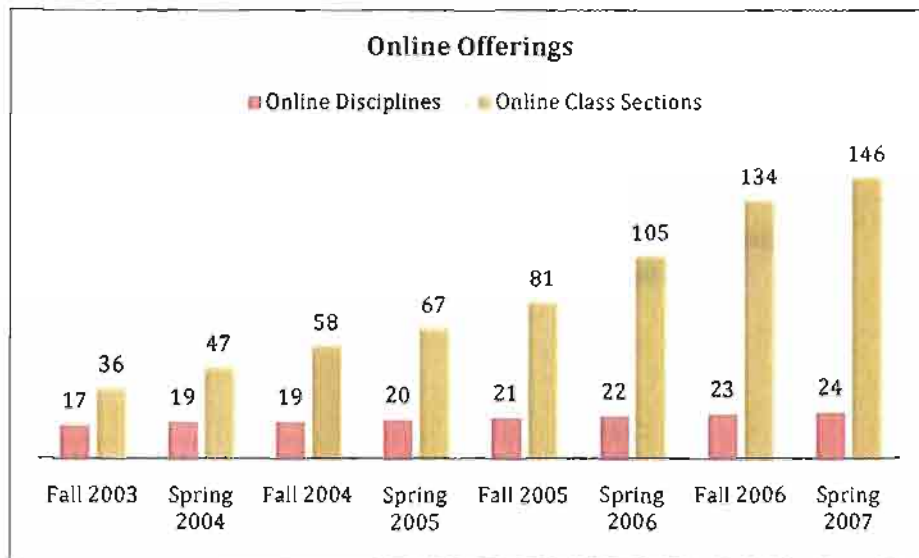


Note: Prior to 2003-2004, all online courses were offered by WHCL

- There is significant growth in the online FTES and headcount at each campus.



- The number of video conference courses offered at Lemoore has been decreasing



- While the number of disciplines available online has remained steady, the number of sections has increased significantly.

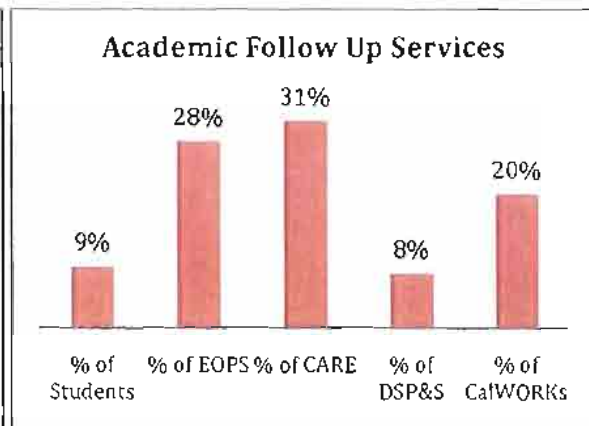
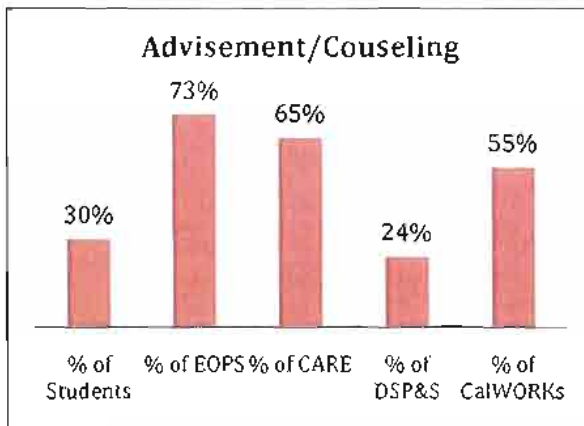
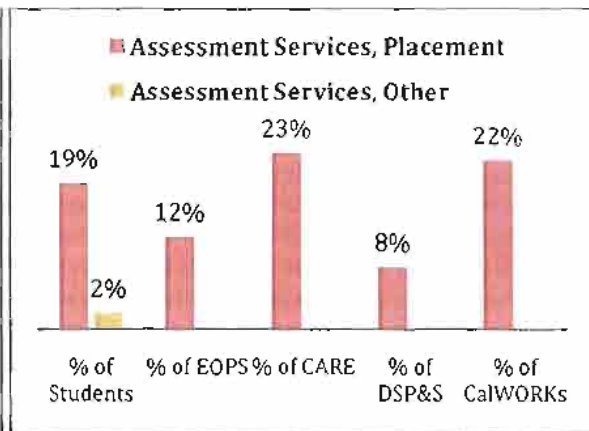
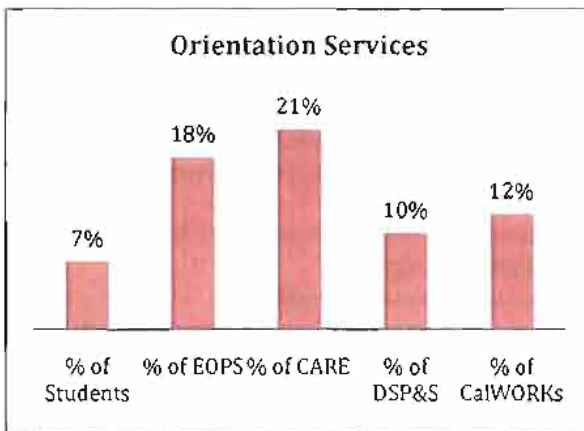
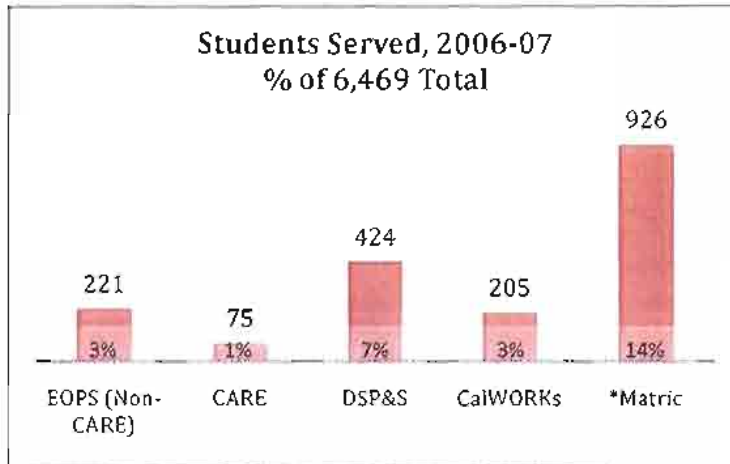
Department Plans:

- Provide online students with active, hands-on, concrete experiences through technological media through collaboration of Learning Resources online staff and online instructors
- Develop and implement Student Technology and Online Readiness Self Assessment Tools
- Increase student technology literacy and independence through enhanced online orientations, student-friendly sites, and online training in courses
- Research and work with CENIC on all aspects of captioning for video conference courses
- Research and present to faculty new classroom mediated technologies
- Provide consultation and research services to the college academic communities.

From Program Review of Spring 2007

Matriculation

Description: The matriculation Process at WHC Lemoore provides an admission process, an orientation to college programs, services, and procedures; pre-enrollment assessment and counseling for course selection, a suitable curriculum, and a continuous follow up on student progress with referral to support services.

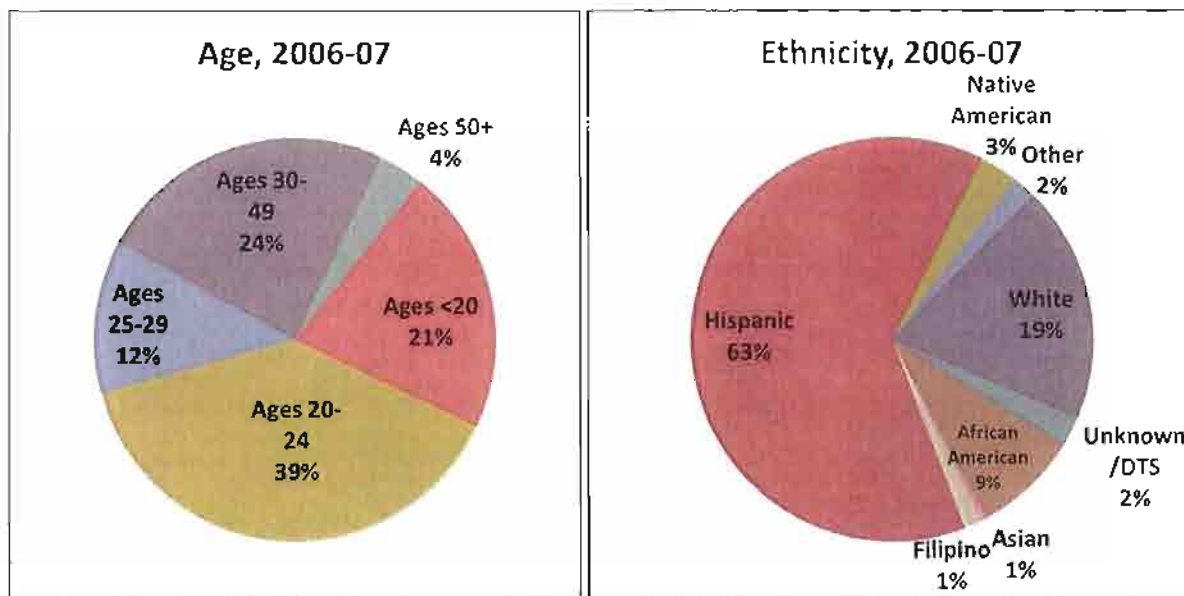


* Matriculation is based on students receiving assessment and counseling or orientation services.

Extended Opportunity Program and Services (EOPS)

Description: The EOPS program and services is a state funded program that provides supplemental support services to students with financial and educational needs. Eligibility is determined by income level and demonstration of need.

2006-07	EOPS (Non-CARE)	% of EOPS	% of All (6,469)
Enrolled in CREDIT	221	100%	4%
Credit FTES	216	100%	8%
Enrolled in NONCREDIT	18	8.1%	5%
Noncredit FTES	0	0%	0%

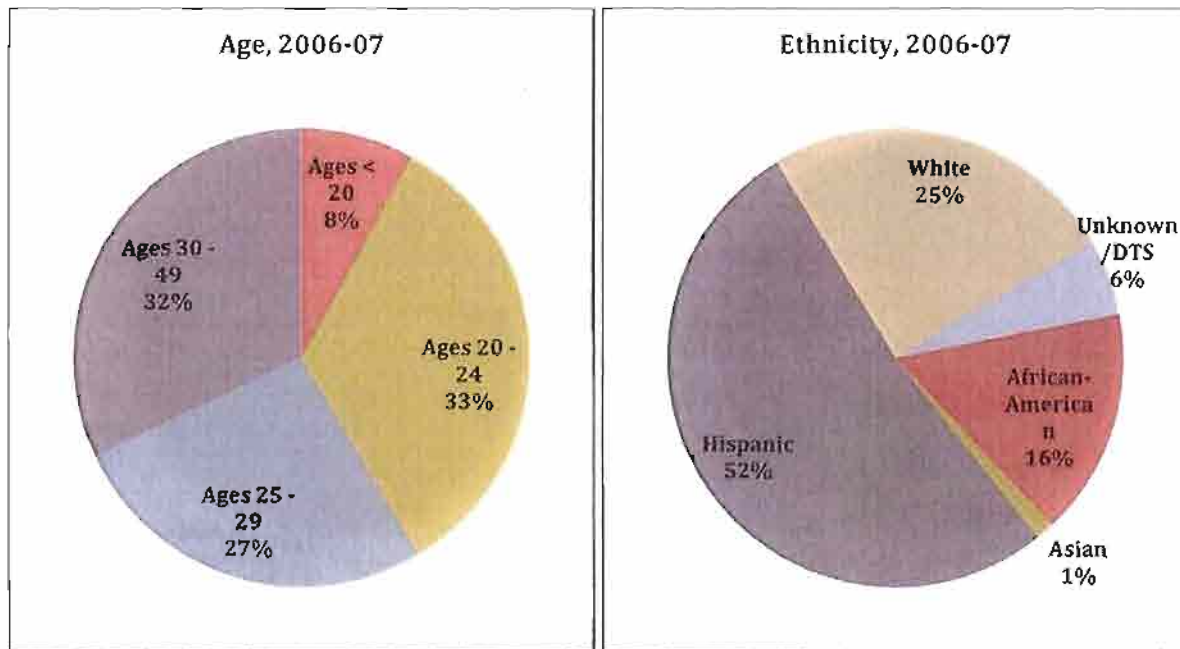


- The primary age group served by EOPS is students 20 to 24 years of age
- The majority of the students are Hispanic

Cooperative Agencies Resources for Education (CARE)

Description: The CARE Program is a cooperative effort between Kings County Human Services System, the Employment Development Department, and the college’s EOPS program. The focus of the program is to assist single parents on AFDC via supplemental grants and workshops that will provide them support for their academic success and retention.

2006-07	CARE	% of CARE	% of All (6,469)
Enrolled in CREDIT	75	100%	1%
Credit FTES	75	100%	1%
Enrolled in NONCREDIT	66	100%	3%
Noncredit FTES	6	8%	2%

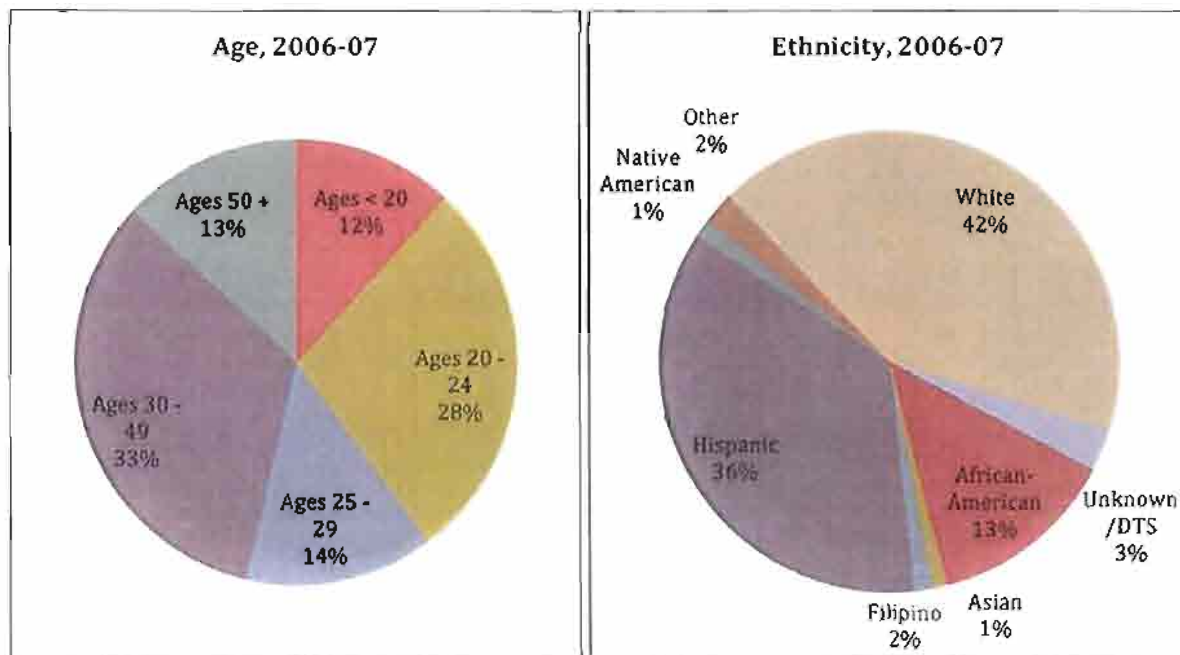


- The majority of students in CARE are below 30 years of age
- The ethnic composition of CARE students varies from the college ethnic composition: CARE: 52% Hispanic, college: 39% Hispanic, CARE: 25% white, college: 36% white, CARE: 16% African American, college 7% African American

Disabled Students Programs and Services (DSPS)

Description: The DSPS program provides equal access to education for disabled persons. The college's office provides services to students with physical, learning, and psychological disabilities with a large range of support services.

2006-07	DSP&S	% of DSP&S	% of All (6,469)
Enrolled in CREDIT	234	55%	4%
Credit FTES	154	32%	6%
Enrolled in NONCREDIT	215	51%	60%
Noncredit FTES	327	68%	95%

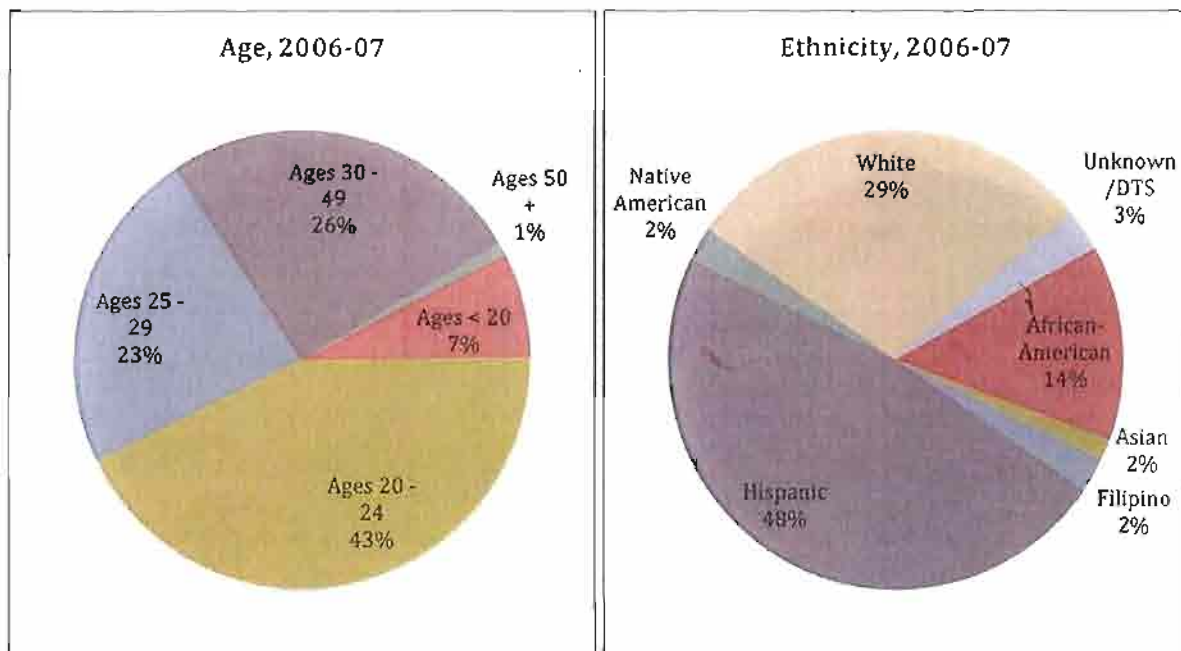


- The largest percentage of any age group in the DSPS program is 30 to 49 years
- The ethnic composition in DSPS varies from the college: DSPS: 42% white, college: 36% white; DSPS: 36% Hispanic, college: 39% Hispanic; DSPS: 13% African American, college: 7% African American

Cal WORKS

Description: The Cal WORKS program is a state funded program to assist families who have received state aid. It provides an opportunity to return to college and receive education and training to become employable.

2006-07	Cal WORKS	% of Cal WORKS	% of All (6,469)
Enrolled in CREDIT	201	98%	3%
Credit FTES	144	100%	5%
Enrolled in NONCREDIT	19	9%	5%
Noncredit FTES	0.70	0%	0%



- 50% of Cal Works students are 24 years of age or below and 50% are 25 to 49
- The ethnic composition varies from the overall college: Cal Works: 48% Hispanic, college 39%, Cal Works: 29% white, college: 36% white, Cal Works: 14% African American, college: 7% African American

Financial Aid

Description: This department assists students through the various financial aid programs administered by the college. Financial aid is funding provided by federal and state governments and institutional sources to help students with their educational expenses. The funding is made up of grants, scholarships, and loans. Loans have several repayment options.

WHC Lemoore	Enrolled	Received Financial Aid	% of Students Receiving Financial Aid
2002-2003	5,468	1,692	31%
2003-2004	5,010	1,828	36%
2004-2005	5,512	2,153	39%
2005-2006	5,817	2,361	41%
2006-2007	6,469	2,583	40%
2007-2008	7,091	2,721	38%

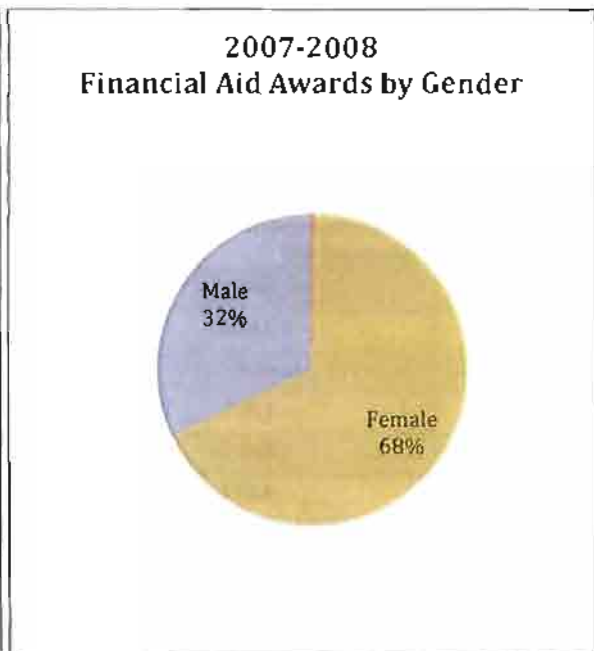
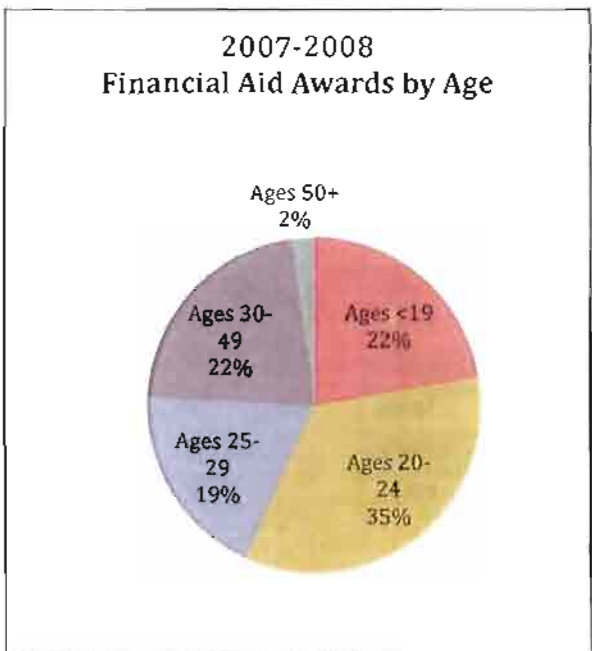
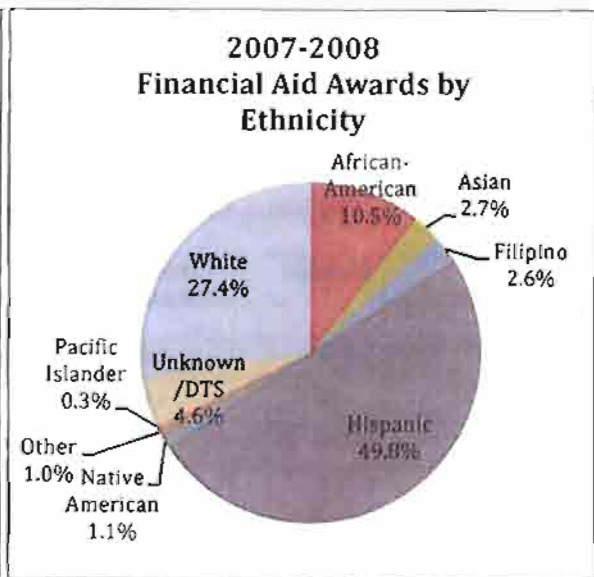
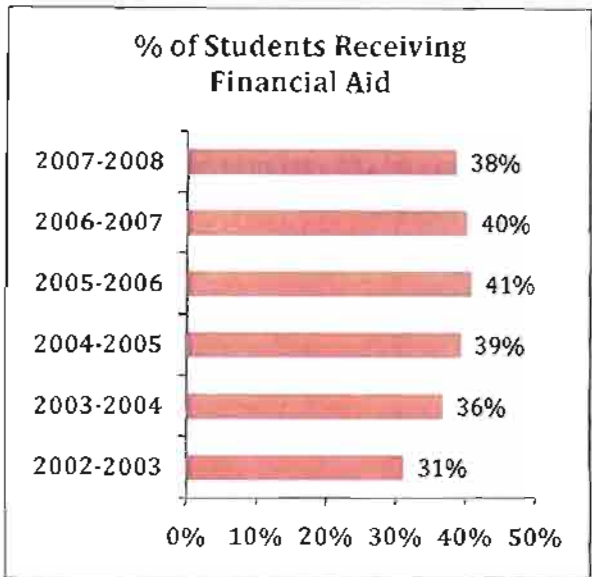
- The number of students receiving financial aid has increased over the six years observed.
- The percentage of students receiving financial aid has decreased while the student population has grown.

WHCCD Enrollment of Students Receiving Financial Aid Awards

Academic Year	Students Awarded Financial Aid	Enrolled at WHCCD	% Enrolled
2002-2003	3,494	2,563	73.4%
2003-2004	3,500	2,720	77.7%
2004-2005	4,007	3,146	78.5%
2005-2006	4,371	3,359	76.8%
2006-2007	4,614	3,645	79.0%
2007-2008	4,848	3,903	80.5%

Source: Datatel; WHCCD Data Warehouse

- The number of students receiving financial aid awards has increased over the six years observed.
- The percentage of students who were awarded financial aid and enrolled at WHCCD has increased during six years observed.



- The gender of students receiving financial aid differs from student population which is 61.94% female, 37.37% male.
- The age of students receiving financial aid differs slightly from the student population: 25.62% are under 19; 30.94% are 20-24; 15.36% are 25-29; 23.28% are 30-49.

Section V: Labor Market Information

INTRODUCTION

The college is committed to providing students with relevant education and training for career technical and professional programs. Consequently, we examine labor market information for this region and compare it to the programs we offer. We use this information to plan for the development of new programs.

ECONOMY OF THE SAN JOAQUIN REGION, OVERVIEW

The Educational Master Plan for West Hills College Lemoore primarily utilizes our district service area that encompasses parts of five counties (Fresno, Kings, Madera, Monterey, San Benito) for demographic data. However, for the economic and labor market section we have also included the counties of Tulare, Kern, Merced, Stanislaus and San Joaquin. The reason for this is the impact of the larger geographical region's economy on college planning for the West Hills Community College District. Employment options for our students also take into consideration a greater area than the college district.

Among the ten counties under consideration by West Hills Community College District for its Educational Master Plan, six are among the top ten counties in the state in the value of their agricultural production: Fresno, Tulare, Kern, Merced, Stanislaus and San Joaquin. Of the ten counties drawing students to the West Hills colleges, only Mariposa County, with nearly half of its land on Federal lands, has an economy not based on agriculture.

While farming and agriculture define the region to a great extent, the counties of the San Joaquin Valley differ considerably in their economic make-ups. Madera and Tulare County have about three times the proportion of employment in agriculture as San Joaquin and Stanislaus. The others fall in between. Likewise, manufacturing is a more prominent part of the employment picture in Merced and Stanislaus counties than in other counties and government is a larger sector of employment in Kings County than in the others. This suggests that educational planners need to consider the diverse employment options in the region as well as the large distances in the rural landscape.

Population Growth

The population of the region is expected to grow approximately ten percent between 2007 and 2012, compared to the state's projected growth of five percent during the same period. The greatest growth will occur among adults aged 30 to 34 years and children under ten years of age (106,284). (Source: *Regional Scan and Program Demand Report, 2007*) This growth will have an impact on the need for job training and re-training and for education of children, and related services.

Income Levels and Unemployment

Per capita personal income varies in the San Joaquin Valley counties, but is below the state average in each. For comparison, the average per capita personal income in California for 2006 was \$39,626. Among the ten counties of the San Joaquin region, Fresno had the highest per capita income, \$27,081; Kings had the lowest at \$22,771. (Source: Table CA1-3, Regional Economic Accounts, Bureau of Economic Analysis, April 2008)

A recent survey of student applications for admission to West Hill College Lemoore and West Hills College Coalinga shows 45 and 48 percent of applicants, respectively, have family incomes of \$25,000 or less. (Source: WHCCD 2007-2008 admission application supplemental survey) The lower than average incomes in the region are consistent with agricultural regions across the country.

Unemployment also reflects the agricultural economic base of the region. Unemployment tends to be higher in the San Joaquin Valley region than the state average. The seasonality of agriculture and the relatively low wage scale account for some of the disparity between this region and other parts of the state. Counties in the San Joaquin Valley also have higher than average poverty rates.

Employment

The top industry sectors in the region, those with over 100,000 jobs, were government, agriculture (including forestry, fishing and hunting), retail trade, health and social assistance, manufacturing, construction, and accommodation and food services in 2007. Construction ranked at the top in earnings per worker (\$54,440) and accommodation and food services ranked last in the group (\$16,554). The greatest growth among all industry sectors by 2012 is projected to be in health care and social assistance. (Source: Chart of Industry Sectors, Region and State, 2007-2012).

Those occupations requiring training and/or education and showing the most growth across all industries in the region in 2007 include:

- Registered nurses
- First-line supervisors/managers of retail sales workers
- Elementary school teachers, except special education
- Business operation specialists
- Truck drivers, heavy and tractor-trailer
- Medical assistants
- Customer service representatives
- Accountants and auditors
- Nursing aides, orderlies, and attendants
- Carpenters

(Source: EMSI Top-Ranked Occupations by Total Growth, 2007-2012. *Note: The list above includes the top ten occupations, all with over 17,000 employees.*)

At the time of the *Regional Scan and Program Demand Report*, West Hills Community College District offered curriculum directly related to six of the twelve high-demand occupations.

Planning for future educational programs and services at the college will take into account the agricultural character of the region, the needs of its growing population for general education and workforce training, and the need to keep pace with demands of the economy.

REGIONAL REPORT

The following information was obtained from the Regional Scan & Program Demand Report prepared for West Hills Community College District by Economic Modeling Specialist Inc.

The Regional Scan included data from ten counties: Fresno, Kern, Kings, Madera, Mariposa, Merced, San Benito, San Joaquin, Stanislaus, and Tulare. The industry and occupation employment numbers are based on numerous published sources from the federal Bureaus of Labor Statistics, Bureau of Economic Analysis, Bureau of the Census, and the National Center for Education Statistics. These ten counties span a region where the West Hills Community College District students are likely to seek work.

Occupation Demand and Program Enrollment Comparison

This section compares regional occupations with the most annual openings to the college's current enrollment by program, with the goal of indicating where the college might look to increase its capacity. The occupations are taken directly from the "Top-Ranked Occupations by New + Replacement Jobs" table. "Related programs" associated with occupations are identified using a crosswalk developed by the U.S. Department of Education with some customization by EMSI. College enrollment numbers by Classification of Instructional Programs (CIP) code are provided by West Hills Community College District.

Note that many occupations have multiple related programs and vice versa, so students enrolled in a program may be included in more than one row in the table above. "Average annual openings" is total new and replacement jobs divided by the number of years in the given timeframe.

Description	2007-2012 Avg. Annual Openings	Median Hourly Earnings	Annual Enrollment at WHCCD, All Related Programs
Registered Nurses	1,715	\$34.79	36
Elementary School Teacher, Except Special Education	1,426	\$26.07	225
Truck Drivers, Heavy and Tractor-Trailer	1,047	\$17.08	60
Business Operation Specialists, All Other	945	\$27.01	107
First-line Supervisors/Managers of Retail Sales of Workers	848	\$15.29	107
Medical Assistants (Psychiatric Technicians)	735	\$12.28	37
Customer Service Representatives	735	\$14.23	
Carpenters	649	\$20.03	
Nursing Aides, Orderlies and Attendants	646	\$10.72	36
Maintenance and Repair Workers, General	642	\$16.40	50
Secondary School Teachers, Except Special and Vocational Education	613	\$29.03	225
Accountants and Auditors	612	\$24.85	50
Bookkeeping, Accounting and Auditing Clerks	585	\$14.83	50
First-Line Supervisors/Managers of Office and Administrative Support Workers	581	\$20.61	96
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	565	\$24.34	107
Dental Assistants	507	\$13.40	
Executive Secretaries and Administrative Assistants	490	\$17.73	107
Automotive Service Technicians and Mechanics	461	\$17.66	50
Preschool Teachers, Except Special Education	454	\$12.08	225
First-Line Supervisors/Managers of Food Preparation and Serving Workers	428	\$11.20	27
Team Assemblers	409	\$11.36	

Source: Economic Modeling Specialists Inc. (9/2007).

Enrollment totals are based on programs that might lead students into the occupation of demand.

Color Key:

- Occupations with programs or training available at WHCL and WHCC are highlighted yellow.
- Occupations with programs or training available at WHCC are highlighted green.
- Occupations with programs or training available at WHCL are highlighted blue.
- Occupations with programs or training not available at WHCCD.

Highest-Growth Regional Industries, 2007-2012

These industries are projected to add the most total jobs in the ten county region. The Earning Per Worker (EPW) is an average of occupations throughout all industries in 2006.

Description	2007 Jobs	2012 Jobs	Change	% Change	2006 EPW
Local Government	202,525	214,695	12,170	6%	\$54,832
Chlld Day Care Services	28,142	36,277	8,135	29%	\$13,429
Temporary Help Services	27,479	35,111	7,632	28%	\$20,607
General Medical and Surgical Hospitals	35,685	40,401	4,716	13%	\$65,179
Department Stores	29,990	34,426	4,436	15%	\$21,238
Offices of Physicians	25,526	29,559	4,033	16%	\$79,186
Support Activities for Crop Production	116,491	119,796	3,305	3%	\$22,301
Limited Service Eating Places	49,920	52,693	2,773	6%	\$13,499
Other Activities Related to Real Estate	11,134	13,688	2,554	23%	\$31,819
Accounting and Bookkeeping Services	13,438	15,746	2,308	17%	\$31,442
State Government	32,770	34,860	2,090	6%	\$61,388
Offices of Dentists	10,144	11,980	1,836	18%	\$45,506
Full-Service Restaurants	35,493	37,224	1,731	5%	\$16,466
Home Health Care Services	6,110	7,756	1,646	27%	\$32,259
Community Care Facilities for the Elderly	6,772	8,344	1,572	23%	\$25,429
Other Technical Consulting Services	5,385	6,837	1,452	27%	\$40,678
All Other Specialty Trade Contractors	10,129	11,552	1,423	14%	\$56,082
Offices of Real Estate Agents and Brokers	22,651	24,040	1,389	6%	\$30,975
General Warehousing and Storage	11,125	12,463	1,338	12%	\$44,920
Home Centers	7,913	9,242	1,329	17%	\$24,961

Source: Economic Modeling Specialists Inc. (9/2007)

Top 25 Critical Occupations in High Growth Industries

The following table shows the top 30 highest growth occupations (in top 10 industries) from 2007-2012. They provide a business oriented view of the most in-demand jobs over that timeframe, and the demand-driven college will seek to align its offerings accordingly. Many jobs found here, especially with an education level of "short-term" or "moderate-term-on the job training" (ST OJT or MT OJT) are likely to be good candidates for industry oriented continuing education programs. * (other abbreviations are decoded below)

Industry	Occupation	Job Growth (In Industry)	Median Hourly Wage (All Industries)	Average Education
Child day care services	Child care workers	6,634	\$8.69	ST OJT
Support activities for crop production	Farmworkers and laborers, crop, nursery, and greenhouse	2,924	\$7.72	ST OJT
Local Government	Elementary school teachers, except special education	2,117	\$26.07	Bachelor's
Department stores	Retail salespersons	2,001	\$9.29	ST OJT
General medical and surgical hospitals	Registered nurses	1,748	\$34.79	Associate's
Offices of physicians	Medical assistants	1,060	\$12.28	MT OJT
Limited-service eating places	Combined food preparation and serving workers, including fast food	1,039	\$7.96	ST OJT
Accounting and bookkeeping services	Accountants and auditors	990	\$24.85	Bachelor's
Offices of physicians	Physicians and surgeons	858	\$74.93	Prof. DG
Other activities related to real estate	Real estate sales agents	788	\$25.08	PS Award
Other activities related to real estate	Real estate brokers	786	\$30.99	Exp. In Field
Local Government	Teacher assistants	750	\$12.34	ST OJT
Temporary help services	Laborers and freight stock, & material movers, hand	720	\$10.12	ST OJT
Local Government	Secondary school teachers, except special and vocational education	717	\$29.03	Bachelor's
Child day care services	Preschool teachers, except special education	689	\$12.08	PS Award
Limited-service eating places	Cooks, fast food	667	\$7.74	ST OJT
Local Government	Postsecondary teachers	650	\$27.43	N/A
Department stores	Cashiers, except gaming	619	\$8.64	ST OJT
Department stores	Stock clerks and order fillers	565	\$10.21	ST OJT
Local Government	Middle school teachers, except special and vocational education	530	\$28.77	Bachelor's
Other activities related to real estate	Property, real estate, and community association managers	488	\$12.47	Bachelor's
Offices of physicians	Registered nurses	471	\$34.79	Associate's
Temporary help services	Office clerks, general	454	\$11.65	ST OJT
Local Government	Police and sheriff's patrol officers	402	\$29.57	LT OJT
Local Government	Teachers and instructors, all other	367	\$19.95	Bachelor's

Source: Economic Modeling Specialists Inc. (9/2007)

*Education level abbreviations:

ST OJT: Short-term on-the-job training; **MT OJT:** Moderate-term on-the-job training; **LT OJT:** Longterm on-the-job training; **Exp. in field:** Work experience in a related field; **PS Award:** Postsecondary award; **Associate's:** Associate's degree; **Bachelor's:** Bachelor's degree; **DG + Exp.:** Degree plus work experience; **Master's:** Master's degree; **Doctoral:** Doctoral degree; **Prof. DG:** First professional degree

Major Occupation Groups, Region and State, 2007-2012

The following table summarizes regional occupations by major group, sorted by total 2007 jobs. On average, the median earnings in the region are below State median earnings.

Description	REGION					STATE		
	2007 Jobs	2012 Jobs	% Change	Repl. Jobs	Median Earning	State 2007	State 2012	State Median Earnings
Office and administrative support occupations	241,667	248,688	3%	35,159	\$13.94	3,109,445	3,190,115	\$15.18
Sales and related occupations	218,367	233,731	7%	31,233	\$15.63	2,838,820	3,047,879	\$17.60
Transportation and material moving occupations	134,629	142,930	6%	20,424	\$13.11	1,239,652	1,299,665	\$13.07
Management occupations	131,242	136,078	4%	12,474	\$29.23	1,628,200	1,745,178	\$38.83
Education, training, and library occupations	116,361	126,788	9%	18,839	\$22.84	1,107,877	1,214,480	\$22.82
Food preparation and serving related occupations	109,731	116,539	6%	27,504	\$8.58	1,353,628	1,445,569	\$8.74
Construction and extraction occupations	107,133	112,507	5%	13,132	\$19.10	1,122,501	1,166,693	\$20.56
Production occupations	97,379	103,520	6%	12,423	\$13.41	1,106,780	1,122,699	\$13.04
Business and financial operations occupations	74,717	82,004	10%	9,671	\$25.54	1,190,971	1,290,508	\$27.22
Farming, fishing, and forestry occupations	74,356	78,178	5%	23,763	\$8.06	203,602	211,977	\$8.56
Personal care and service occupations	72,832	79,585	9%	10,361	\$9.25	733,217	772,088	\$9.75
Healthcare practitioners and technical occupations	65,726	74,886	14%	12,334	\$35.92	775,205	852,351	\$37.12
Installation, maintenance, and repair occupations	65,332	69,079	6%	9,875	\$18.44	665,549	706,644	\$19.24
Building and grounds cleaning and maintenance occupations	62,779	63,406	1%	9,116	\$10.32	816,748	853,872	\$10.21
Arts, design, entertainment, sports, and media occupations	41,833	46,435	11%	3,894	\$17.66	830,415	916,115	\$19.80
Healthcare support occupations	38,188	44,344	16%	8,427	\$11.55	391,113	444,565	\$12.50
Protective service occupations	29,250	31,133	6%	6,241	\$21.25	367,534	391,109	\$20.79
Architecture and engineering occupations	27,850	31,428	13%	4,027	\$32.74	405,122	428,153	\$34.71
Community and social services occupations	20,839	23,332	12%	4,327	\$18.93	242,798	267,462	\$19.54
Computer and mathematical science occupations	20,425	23,464	15%	3,590	\$30.90	511,992	577,823	\$35.21
Military occupations	17,295	16,316	-6%	2,156	\$24.76	220,882	208,382	\$24.61
Life, physical, and social science occupations	16,953	18,333	8%	2,447	\$27.34	245,888	262,408	\$29.79
Legal occupations	11,032	12,275	11%	1,216	\$41.88	190,232	207,973	\$45.34

Source: Economic Modeling Specialists Inc. (9/2007)

Top-Ranked Occupations by New + Repl. Jobs, 2007-2012

The following chart exhibits the top ranked occupations by new and replacement jobs from 2007 to 2012. The occupations have been filtered by average education level to include only those between “Moderate-term on-the-job training” and “Bachelor’s degree” inclusive.

Description	2007 Jobs	2012 Jobs	New + Repl. Jobs	Median Earnings	Education Level
Registered Nurses	21,893	25,446	8,576	\$34.79	Associate's
Elementary School Teacher, Except Special Education	27,226	29,446	7,129	\$26.07	Bachelor's
Truck Drivers, Heavy and Tractor-Trailer	27,383	29,146	5,235	\$17.08	MT OJT
Business Operation Specialists, All Other	15,263	17,164	4,724	\$27.01	Bachelor's
First line Supervisors/Managers or Retail Sales of Workers	26,522	28,857	4,239	\$15.29	Exp. In Field
Medical Assistants	7,077	8,692	3,674	\$12.28	MT OJT
Customer Service Representatives	12,964	14,470	3,674	\$14.23	MT OJT
Carpenters	17,639	18,896	3,245	\$20.03	LT OJT
Nursing Aides, Orderlies and Attendants	11,429	12,735	3,231	\$10.72	PS Award
Maintenance and Repair Workers, General	13,460	14,502	3,210	\$16.40	MT OJT
Secondary School Teachers, Except Special and Vocational Education	11,522	12,265	3,064	\$29.03	Bachelor's
Accountants and Auditors	11,596	12,994	3,060	\$24.85	Bachelor's
Bookkeeping, Accounting and Auditing Clerks	22,782	23,207	2,923	\$14.83	MT OJT
First-Line Supervisors/Managers of Office and Administrative Support Workers	15,631	16,367	2,905	\$20.61	Exp. In Field
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	12,070	12,872	2,824	\$24.34	MT OJT
Dental Assistants	4,832	5,863	2,535	\$13.40	MT OJT
Executive Secretaries and Administrative Assistants	12,703	13,277	2,448	\$17.73	MT OJT
Automotive Service Technicians and Mechanics	8,556	9,155	2,307	\$17.66	PS Award
Preschool Teachers, Except Special Education	5,685	6,632	2,269	\$12.08	PS Award
First-Line Supervisors/Managers of Food Preparation and Serving Workers	9,161	9,737	2,139	\$11.20	Exp. In Field

Source: Economic Modeling Specialists Inc. (9/2007)

Based on programs offered by WHCCD that might lead students into the occupation of demand.

Color Key:

- Occupations with programs or training available at WHCL and WHCC are highlighted yellow.
- Occupations with programs or training available at WHCC are highlighted green.
- Occupations with programs or training available at WHCL are highlighted blue.
- Occupations with programs or training not available at WHCCD.

2007 FRESNO COUNTY EMPLOYMENT STUDY

In 2007 the Fresno County Workforce Investment Board conducted a survey of Fresno County employers to collect data relevant to guide the county's potential and job growth and employment trends. A total of 1,004 surveys were completed. They included small, medium, and large employers from seven sectors.

Below is a summary of the findings. The original data set was sorted to include only those occupations with 20 or more Projected Positions in Year 1. Occupations with no employers requiring High School Diplomas or Certification were then removed. The top 25 occupations remaining are listed below sorted by the Projected Positions in Year 3.

Salaries reported are based on the employers in the Fresno County region.

Occupation	Projected Positions (Yr.1)	Projected Positions (Yr.3)	High School Diploma Required	Certification Required	Salary Estimate (Low)	Salary Estimate (Mid)	Salary Estimate (High)
Production Laborers	1662	3946	33%	0%	\$8.54	\$0.00	\$11.50
Sales Representatives, Wholesale/Manufacturing, Except Technical & Scientific Products	266	456	53%	10%	\$17.70	\$0.00	\$24.98
Registered Nurses	379	418	86%	81%	\$23.35	\$29.39	\$33.74
Psychiatric Technicians	386	386	100%	0%	\$12.00	\$14.00	\$16.00
Farmworkers, Farm and Ranch Animals	235	374	33%	0%	\$7.75	\$9.00	\$10.00
Licensed Practical and Licensed Vocational Nurses	281	320	92%	84%	\$15.35	\$18.96	\$22.69
Computer Programmers	228	298	74%	20%	\$18.32	\$29.05	\$30.00
Automotive Service Technicians and Mechanics	185	290	32%	41%	\$12.15	\$14.38	\$23.22
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	193	280	4%	0%	\$8.23	\$0.00	\$11.33
Truck Drivers, Heavy and Tractor-Trailer	178	256	36%	60%	\$12.60	\$14.69	\$17.90
Office Clerks, General	125	236	59%	1%	\$10.18	\$12.27	\$14.17
Automotive Specialty Technicians	129	222	20%	18%	\$8.62	\$12.38	\$15.19
Heating, Air Conditioning, & Refrigeration Mechanics & Installers	170	207	25%	50%	\$10.43	\$15.33	\$20.80
Electricians	81	168	76%	30%	\$15.30	\$19.20	\$27.15
Operating Engineers and Other Construction Equipment Operators	158	158	61%	17%	\$13.63	\$0.00	\$17.83
Parts Salespersons	89	158	72%	2%	\$8.82	\$15.35	\$16.47
Cleaners of Vehicles and Equipment	97	145	62%	54%	\$8.23	\$15.00	\$16.83
Truck Drivers, Light or Delivery Services	54	120	34%	17%	\$11.07	\$0.00	\$16.32
Maintenance and Repair Workers, General	57	119	47%	6%	\$11.47	\$13.41	\$16.10
Freight, Stock, and Material Movers, Hand	59	117	0%	50%	\$12.00	\$0.00	\$18.00
Automotive Body and Related Repairers	73	105	26%	44%	\$11.40	\$16.75	\$21.40
Cashiers	63	102	86%	0%	\$8.01	\$9.15	\$11.83
Financial Managers	59	95	87%	0%	\$23.44	\$24.47	\$32.49
Electronics Engineering Technicians	44	89	63%	4%	\$20.67	\$23.00	\$24.87
Physicians and Surgeons, All Other	29	88	90%	90%	\$28.00	\$0.00	\$52.00

Source: Fresno County Workforce Investment Board

Section VI: Key Findings and Strategies

STRENGTHS OF WEST HILLS COLLEGE LEMOORE

West Hills College Lemoore's fully accredited college status that was granted by the Accrediting Commission for Community and Junior Colleges in 2006 was well deserved. The campus features the largest and most technologically advanced library in Kings County, 18 lecture classrooms, computer labs, and three science collaboratories. Working in this state of the art facility contributes to the high morale and 'can do' attitude of the faculty and staff. In the accreditation self study the college describes itself as having a "healthy governance environment."

The partnerships that have been developed with other educational segments have been significant and positive. The partnership with University Charter School on the Lemoore campus brings in 5th through 8th grade students who are seeking a non-traditional educational setting. The Lemoore High School Middle College program is exemplary and continues to increase in scope and size. The alliance with Cal State University, Fresno, which allows students to earn a bachelor's degree while attending classes at the Lemoore site, is a partnership that every community college in the state should have. A program with Americorps has provided tutors. In 2008, a nursing program that had been the result of a partnership with Fresno City College will break out as a stand alone nursing program. The teacher preparation program T.E.A.M. Teach addresses the need for well prepared educators in our communities.

The college has responded well to the demands of business and industry. The region's emerging hotel, restaurant, and Casino management industry resulted in the development of a program to train managers in these areas. A new engineering program was started in fall 2008.

Naval Air Station Lemoore, located five miles from the Lemoore campus has a rich and enduring presence with the college. Faculty and staff have noted that the presence of students from NASL has enriched their classes and the college community because of a global knowledge base and experiences. Its proximity to the Lemoore campus influences the college and provides a unique perspective not available to many community colleges.

Student Services: New leadership in the student services area has resulted in innovative and effective approaches to serving students. An example of this is X-treme Registration that provides students with a unique college event and services to register at the last possible moment. Another example is bilingual orientation that was scheduled to be in place in 2007 and online orientation planned for implementation by spring '08.

Instructional Services: A consensus was reached on the definition of an instructional program that has facilitated the implementation of the program review process. There has been a concerted amount of effort in working toward a college wide completion of student learning outcomes for each course, projected to be in place by the end of 2008.

The college's continued focus on improving and refining all aspects of the curriculum development process will be important to the creation of classes, programs, and services that will lead the way to an educated work force in this region. Its state of the art technology and physical plant, the growth in the area surrounding the college, and its vital faculty and staff are hallmarks of West Hills College Lemoore.

KEY FINDINGS & STRATEGIES FOR WEST HILLS COLLEGE LEMOORE

COLLEGE WIDE: MULTIPLE DELIVERY SYSTEMS – ONLINE, VIDEO CONFERENCE, WEB BASED

Key Findings

The West Hills Community College District service area spans a wide swath of the San Joaquin Valley and encompasses five counties in mostly rural environments. The area is large and the need for educational access to the population is great. Students facing time and geographical barriers to education must have their needs met through the access provided by online courses and programs and video conference courses.

Online enrollments across the district continue to grow. The majority of the students who are enrolling in online classes are from our service area, although approximately 40% are from outside the service area. The success and retention rates for students in online classes throughout the district is below classroom rates, but remains fairly consistent for Lemoore students at 55% success rate and 73% retention.

At WHC Lemoore during the '07-'08 academic year, there were 3,155 unduplicated students enrolled in online classes. On the campus at Lemoore there are 5,276 students enrolled.

With high school graduation rates projected to be static for the next 7 years, increased offerings of classes and programs in multiple delivery systems, will be a major factor for growth at the college.

Recommended strategies to address key findings:

- More development of multiple delivery methods for classes and programs throughout the curriculum, including online, video conference, web based classes, hybrid classes and traditional classes utilizing new formats.
- Development of an array of Basic Skills classes in multiple delivery methods to provide access for students in need of pre collegiate work.
- More development of degrees and certificates that can be earned online.
- Increase student services and support for online students
- Research on staffing levels needed to support growth and development of online and video conference classes
- Close attention to the technological resources and facilities needed to maintain and increase online and video conference classes.
- Develop and market programs targeting non-traditional students.

The findings and strategies address goals from:

- District strategic plan: #1 Achieve growth targets, #4 improve transfer, completion and graduation rates
- College guiding principle: Access
- State strategic plan: College awareness and access

COLLEGE WIDE: NAVAL AIR STATION

Key Findings

The enrollment at the Naval Air Station (NASL) has been in a steep decline for the last five years, with a slight uptick in 2007-2008.

Among the factors that may have contributed to the decline are the opening of the new Lemoore campus which has attracted military students to enroll on campus, changes to military tuition assistance, deployment during the Iraq war, and the increased availability of online courses.

Students at NASL have preferred evening courses. Some student characteristics are notably different from other entities – students are older, and there are generally more white students and fewer Hispanics.

In 2007-2008, the Naval Air Station center had 143 students, down from a high of 462 in 2002-2003.

The Lemoore Naval Air Station is important to the college and the region. The Naval Air Station is a unique resource with a stable population of 10,200 employees plus 5,335 affiliated dependents that have educational needs.

Recommended strategies to address key

findings:

- Formation of a widely representative advisory committee to discuss the issues of enrollment at NASL.
- Discussions with leadership at NASL in regards to their concerns, forecasted changes and/or program development, resource sharing
- Involvement of campus leadership for ideas, concerns
- Brainstorm ideas in regards to adult learners, under skilled workers, retraining and reentry training
- Offer alternative scheduling, short term curricular modes, weekend classes
- Consider new joint use ideas, non credit, and focused programs with cohorts

Addresses Goals From:

- District Strategic Plan:# 3 Community participation rates
- College Guiding Principle: Collaboration, community
- State Strategic Plan: Goal: A#3 Innovative programs and outreach

COLLEGE WIDE: COORDINATION OF PROGRAM AND COURSE DEVELOPMENT

Key Findings

There has been coordination between WHC Lemoore and WHC Coalinga in the development and offering of courses and programs.

A number of factors make coordination in coming years even more complex. Among them are the substantial and growing offerings online and the fully accredited status of the college.

In the data regarding students' identification of city of residence, a significant percentage of students come from cities such as Fresno, Coalinga, Visalia, and Avenal. While some of these residents may only be enrolled in online classes, we can also infer that these students may be willing to take classes some distance from their homes because of the desirability of a specific program.

The alignment of courses and programs within the college district and with all segments of education are essential to student access and success. Coordination would allow the college to maximize the development of courses and programs unique to its community, area, and facilities – and provide students with more choices and venues. These are essential to student access and success.

Recommended strategies to address key

findings:

- Continue to coordinate the development of courses and programs with WHC Coalinga to ensure comprehensive offerings to all students in the service area.
- Interface Lemoore's Student Learning Committee with Coalinga's Instructional Services Council on a regular basis to discuss and make recommendations for approval of new courses and programs.
- Consider the formation of a district committee for review, coordination, and recommendation for approval of courses and programs.
- Develop a process to ensure colleges adhere to the Rule of 5 in which course number, title, prefix, units, and transferability are coordinated and discussion and coordination take place that ensure students have a seamless experience in their access to curriculum at WHCCD.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, and graduation rates
- College Guiding Principle: Access
- State Strategic Plan: #1 College awareness and access

COLLEGE WIDE: ADDRESS THE CHANGING DEMOGRAPHICS

Key Findings:

An analysis of the demographic data for WHC Lemoore reveals that students in the age group of 30-49 have increased slightly at the college from 1,566 in '02-'03 to 1,651 in '07-'08. On the Lemoore campus, this group has dropped slightly from 1,179 to 1,157 during this time frame. But the number of online students in this age group has risen from 629 in '02-'03 to 750 in '07-'08.

The Regional Scan and Program Demand Report from Economic Modeling Specialist Inc. (EMSI) projects that the greatest growth in our region will occur among adults aged 30 to 34 years and children under 10 years of age during the period of '07-'12.

The female student population at WHC Lemoore continues to be significantly greater than the male population reflecting a state and national trend. In '07-'08 females comprised 62% of the student body.

The Bureau of Labor Statistics reports that for the first time since the modern women's movement came to life, an economic recovery has come and gone, and the percentage of women at work has fallen, not risen. A congressional study released on July 23, 2008, offers the explanation that women are dropping out of the workforce for awhile as jobs and wages shrink, to return to the family and to potentially retrain. At WHC

Lemoore 30-49 year olds are a larger proportion of the student population than those 25-29.

With the projected service area high school graduates remaining static into 2015, the college needs to focus on the demographic that may offer the most growth and also have a growing educational need in this region – students, primarily women, in the 30-49 year old age group.

Recommended strategies to address key findings:

- Consider workforce programs that would attract students who are seeking retraining for the next stage of their work life.
- Query students in this age group about their needs – scheduling of classes, academic support, child care, programs that they seek, etc.
- Target marketing to this group of potential students in the community

Addresses goals from:

- District strategic plan: #1 Achieve growth targets, #4 Improve transfer, completion, and graduation rates
- College Guiding Principle: Access, Diversity
- State Strategic Plan: College awareness and readiness

INSTRUCTIONAL PROGRAMS: BASIC SKILLS

Key Findings

Levels of proficiency in English/Language Arts and Mathematics of students at the 11th grade level in feeder high schools to WHC Lemoore are low. This implies a potential need for more Basic Skills sections available to first term students matriculating to the college.

Of first term students who were assessed, 48% assessed into Basic Skills English and 51% assessed into Basic Skills Math.

Data from the California Community College Chancellor's Office reports that when students do not receive the Basic Skills education they need, less than 10 % will survive the college experience.

Successful participation at the college level is dependent on preparation math and English skills. According to the CCCCO, more than half of entering community college students require some Basic Skills education due in part to the fact that K-12 curriculum and assessments do not always adequately prepare students for college level work.

Students at Lemoore are generally successful in Basic Skills classes. In math and English the college has continued to increase sections after the reduction in '03-04, showing programs committed to Basic Skills offerings. Math and ESL have high productivity levels, and the success rate in both programs is above the California Community College average. English, math, and ESL Basic Skills classes all have high retention rates.

Recommended strategies to address key

findings:

- Offer more sections of Basic Skills Classes in English, ESL, and math
- Consider a college wide committee to address Basic Skills and preparedness for college level curricula
- Work to ensure that all general education and vocational courses include specific activities designed to reinforce key reading, writing, speaking, and computational competencies
- Offer alternative pathways to Basic Skills preparation – e.g., intensive short-term courses, open skill building tutorials, etc.
- Focus professional development on student success, providing faculty with incentives to integrate the development of essential academic skills in their students
- Track students success from Basic Skills through college level curriculum
- Seek innovative ways to offer and deliver Basic Skills classes.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, graduation rates
- College guiding principle: Access
- State Strategic Plan: Goal B, Student success and readiness, Basic Skills as the foundation for student success

INSTRUCTIONAL PROGRAMS: ENGLISH AS A SECOND LANGUAGE

Key Findings

Even with a significant reduction in ESL class sections that occurred after '02-'03 and little growth in additional sections following that, the enrollment has remained high. In '07-08, there are more enrollments in the 7 sections offered than the 15 sections in '02-03.

The retention rates are high in classes with success rates of 67% slightly below the statewide average of 70.6%.

The college does not offer college-level ESL classes. ESL offerings have had limited scheduling, primarily offered in the evening, although expansion into day time slots occurred in fall '08.

Hispanics are projected to become the State's largest ethnic group by 2011 and the majority population in public schools by 2013. The college's predominantly Hispanic student body, which is also reflected in the region, strongly suggests that a fully developed ESL program that leads to success in college level transfer classes and programs is essential.

Data from the Public Policy Institute of California notes that the educational attainment of Hispanics

falls short of residents overall and short of what the economy will demand by 2015.

Recommended strategies to address key findings:

- Develop a full curriculum of ESL courses that lead to college level offerings
- Develop an assessment and placement system for ESL students
- Offer more sections of Basic Skills classes in ESL in multiple delivery methods and time slots throughout the schedule
- Track ESL students into college level classes

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion and graduation
- College guiding principles: Access, Diversity
- State Strategic Plan: Goal B, Basic Skills as the foundation for student success

INSTRUCTIONAL PROGRAMS: THE ARTS

Key Findings

Art classes at Lemoore are among the highest in retention and success rates, and FTES at the college.

The location of Lemoore and the resources it provides the community suggests that it will develop as a cultural center in the community.

A recent community survey revealed that approximately 65% of respondents indicated that they would be somewhat-to-much-more-likely to vote for a local higher education bond if funds were used to construct a performing arts center for college and community use.

Music programs exist in the community and at selected high schools.

Recommended strategies to address key findings:

- Develop a program in the arts and performing arts
- Develop an advisory committee from the community to determine interests and needs

Addresses goals from:

- District Strategic Plan: #3 Increase community participation
- College guiding principles: Community, Excellence
- State Strategic Plan: #1 College awareness and access

INSTRUCTIONAL PROGRAMS: LOWER DIVISION TRANSFER CURRICULUM

Key Findings

On the admission application 39% of West Hills College Lemoore students state that their primary goal is to transfer to a 4 year institution.

The geographic distances inherent in West Hills Community College District make access to educational opportunities challenging. The college's partnership with CSU Fresno and Fresno Pacific University are significant as students interested in going on to a baccalaureate degree can do so by completing requirements on the Lemoore campus. Access to a wide array of lower division transfer curriculum, articulation agreements and transfer agreements facilitate a student's continued educational pursuits.

The community survey revealed a priority interest in university classes. Close to 90% of respondents indicated that they would be somewhat-to-much-more-likely to vote for the bond if funds were used to construct a university center where university classes would be offered to complete advanced college degrees.

Graduating seniors from public high schools in this region are 7 per cent less likely to attend a community college and 4 per cent are less likely to attend a UC than graduating seniors statewide.

Lemoore student transfers to four year institutions continue to grow, with CSU Fresno

being a main transfer site. Notably, an increasing number of WHCCD online students are transferring. With the opening of the UC Merced campus, more articulation and transfer agreements for Lemoore students should be forged. In addition, many students from Lemoore transfer to in state private colleges and universities – in fact, more students go on to private institutions than matriculate to public institutions.

Recommended strategies to address key findings:

- Increase the development of lower division transfer classes that fulfill IGETC requirements
- Align student learning outcomes in critical course sequences
- Discuss and coordinate with like discipline areas across the district
- Meet regularly to align curriculum with high school partners and 4 year partners, including both public and private institutions.

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion, graduation rates
- College Guiding Principles: Excellence
- State Strategic Plan: Goal B, #4 Intersegmental transfer

INSTRUCTIONAL PROGRAMS: ECONOMIC TRENDS and WHC LEMOORE PROGRAMS

Key Findings

In a scan of the economic forecasts and the projected labor market for the region against the backdrop of existing instructional programs at the college, a number of occupations in a handful of areas continue to surface.

Examples of these areas are: medically related health careers, management/supervision in the areas of retail and government, teacher education, and child care workers.

At Lemoore, the child development program is particularly well developed with its certificates and degrees. The program is layered with many options. Agreements with Hanford High and the NASL child care programs are creative. Online classes are being considered. The Education/Education Assistant program has been actively involved in partnerships with the University Charter School and highly successful Middle College High School, but appears to be shrinking. These programs can play an important role in the economic development of the region placing their graduates in the growing field of education and child care.

WHC Lemoore is well positioned to provide timely education and job training in health related fields. The new nursing program started in fall '08 and other programs are being explored.

The college has been proactive in partnering with the Health and Human Services Department of Kings County, which is with the college to provide workforce training programs for the CalWorks population in fields such as office technology.

The importance of the Naval Air Station to the college is obvious. Declining enrollment at NASL requires a fresh look at possibilities in terms of workforce training. Discussions with the NASL, college faculty and staff, environmental scans, and labor market projections should provide a foundation for the decision-making process.

In environmental scans of any region, projects or areas surface that haven't yet made the radar screens of labor market surveys. One such project is the Quay Valley Ranch, a proposed planned community consisting of about 12,000 acres in unincorporated Kings County. It is planned to be a new, sustainable, solar-powered model town of about 150,000 people. The potential for partnership, the development of programs in sustainable energy, the need for education, jobs, and services is large. The college must play a role.

Recommended strategies to address key

findings:

- WHC Lemoore has already forged many strategies to respond to labor market needs. But the process to find ways to collaborate with local, regional, and state partners takes constant attention & effort.
- Monitoring economic trends and corresponding program development and expansion must continue. Employee demographics suggest that significant administrative and faculty retirements may occur in the next ten years. Staffing decisions must be considered.
- Program review and coordination at the college and district level may reveal areas of collaboration or unique pursuit because of geography, program interest or expertise, or facilities.
- Work force training is as important as the preparation of students in the Basic Skills. Contextualization – the concept that students learn essential skills best in practical, experiential contexts is ideal in that environment. Links with Basic Skills and work force training can be employed in programs at a college like Lemoore, where collegiality and communication are stated values.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, graduation rates
- College guiding principles: Excellence, Collaboration
- State strategic plan: Goal C Partnerships for economic and workforce development

STUDENT SERVICES: ASSESSMENT PLACEMENT SERVICES

Key Findings

In '07-08, 46% of first-term students were assessed and 48% of them placed into Basic Skills English and 51% placed into Basic Skills math.

District wide, about 14% of students who did not receive assessment had educational goals that required assessment in order to succeed at the college level.

A small percentage of 11th grade students at feeder high schools to WHC Lemoore test as proficient or advanced in English or math.

Assessment and placement are a foundation for college success and students most at risk are those who have not been assessed.

Recommended strategies to address key findings:

- Develop programs to ensure that the majority of incoming students receive assessment placement services to provide them with information to access classes that will prepare them to succeed academically.
- Work across the curriculum to insure that classes that will help students succeed academically are available to them.
- Students in categorical programs compose about 63% of Basic Skills English enrollment. Develop collaboration between categorical programs and Basic Skills English faculty to improve success rates

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion, graduation rates
- College Guiding Principles: Access, Excellence
- State Strategic Plan: Goal B, Student success and readiness, Assessment and placement

STUDENT SERVICES: MULTIPLE DELIVERY SYSTEMS FOR STUDENT SERVICES

Key Findings

The remarkable growth in students taking online classes necessitates a rethinking throughout the college about new ways to support their learning and success.

The college has an unduplicated head count of online students that is equal to 49% of on-campus students. There were 3,161 online students in the '07-'08 school year. The projected development and growth of multiple delivery systems for classes will necessitate new strategies for student services.

With relatively new leadership in student services at Lemoore, new perspectives and ideas are being implemented. The goal to provide online and bilingual orientation, counseling, testing and guidance service to new and continuing students is being implemented. (Institutional self study report, '06)

Although 49% of first term students received assessment placement, 18% of all students used assessment placement services in '06-'07, with only 8% of the college's students using follow up academic services.

The success and retention rates for students taking classes online are below the rates of students taking classes on campus. Online students in '07-'08 had a success rate at Lemoore of 55% and a retention rate of 73%. On campus

students had a success rate of 63% and a retention rate of 78%.

Recommended strategies to address key findings:

- Develop a means to provide more students with matriculation services, with a focus on students who are enrolled in online and video conference classes
- Develop methods to more effectively assess the student preparedness levels of online students
- Develop a student services strategic plan with multiple delivery systems as a main theme. Because of the existing initiative to start online and bilingual services, the college may already be developing a model program to be replicated.
- Consider the efficacy of joint online student services with WHC Coalinga so students at either college would have seamless, well supported services available in an expansive time frame.

Addresses goals from:

- District Strategic Plan: Goal #4 Improve transfer, completion, graduation rates
- College Guiding Principles: Access, Innovation
- State Strategic Plan: Goal B, Student Success and Readiness

Appendix A



Institutional Effectiveness Planning Calendar 2008-2009

ID	Task Name	Accountability	Start	Finish	Duration	2008												2009																												
						Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug																					
1	Update Accountability Documents (EMP, Program Review, Performance Indicators, Goals)	IE Office	6/15/2008	7/11/2008	7w	█																																								
2	Complete Instructional and Non-Instructional Program Reviews	CIC, CSSE, and IE Office (District)	8/30/2008	11/20/2008	5.2w				█																																					
3	Review CCSSE Findings	President, CO, CCSSE, IE Office	10/1/2008	10/15/2008	2.2w					█																																				
4	Review College Performance Indicators and Identify Areas for Improvement	President and IE Office	10/15/2008	10/30/2008	2.2w						█																																			
5	Review ARCC Findings	President and IE Office	3/25/2009	3/13/2009	2w																																									
6	Consolidate College Needs based on Program Review, SLOs, KPI, ARCC, CCSSE, Planning Committees, Planning Documents,.....	President and IE Office	2/16/2009	2/27/2009	2w																																									
7	College Strategic Planning – Identify Priorities	President and IE Office	3/2/2009	3/13/2009	2w																																									
8	District Strategic Planning – Identify Priorities	Chancellor and IE Office	3/17/2009	3/23/2009	2w																																									
9	Submit Proposed Budget and List of Priorities.	President & Chancellor	4/19/2009	4/19/2009	2w																																									

Budget Allocation Committee
West Hills College Lemoore
October 25, 2010
2pm-3pm
Rm 124

Members present: Tammy L., Fidela B., Elva T., Sylvia D., Dave B.

1. Role
The role of the committee was emphasized to the committee members present as per the Planning and Governance Manual.
2. Membership
Tammy L. replaces Joel on the committee as a faculty representative. Sylvia D. replaces Jose as an administrator.
3. Restricted Fund Expenditures FY 09-10
As requested at the last meeting, the purchases of lottery funds from 09-10 was given to the committee.
4. Restricted Funds FY 10-11
Dave reported that as of October 20, there was \$37,739.60 of lottery funds to be expended this year. Fidela asked if we would be able to roll-over unused money but Dave could not confirm this as true for this year.
5. Budget Development Process
 - A. Current
The current Budget Development Process is in dire need of revising. The current process does not parallel the instructional learning areas, for example, so it is difficult to ensure proper communication. Sylvia mentioned that what we might want to call it is the "Budget Allocation Process."
 - B. Updating
The process of updating the Budget Development Process was incompletely done last year by the Budget Allocation Committee. Dave expressed his goal of completing the revision this year so that it could be approved by the Planning and Governance Council by the end of the school year. Tammy thought that it would be nice if we could have it completed by the time the accreditation visitation team arrived.
6. ABC Roll Out
Dave would like to begin having the ABCs meet. It is important to have all of the members of the ABCs identified so the constituency leaders will be contacted—John Ieronimo, Kurt Sterling, and Ryan Cardoza. Once all committee members have been named, Dave will meet with each of the

ABCs leaders to lay out the expectations, timelines, etc. Dave will invited members of the BAC, but they are not expected to attend.

7. Other

8. Next Meeting—November 15 at 2pm

**West Hills College Lemoore
Planning and Governance Council
Wednesday – November 3, 2010 2:00 p.m.
Conference Center, Rm. 256**

MINUTES

Voting Members Present:

Don Warkentin, President (votes in case of a tie)

Jose Lopez, Dean of Students

Ryan Cardoza, Student Government Association Representative

Angelica Wilson for Brittany Burkhart, Student Government Association Representative

Kurt Sterling, Academic Senate President

Marty Ennes, WHC Faculty Association Representative

Keith Brock, CSEA/Classified Representative

Lenore Simonson, CSEA/Classified Representative

Voting Members Absent:

Marlon Hall, Associate Dean of Educational Services, Evening College

Brittany Burkhart, Student Government Association Representative

Non voting Members Present:

Dave Bolt, Vice President of Educational Services

Sylvia Dorsey-Robinson, Vice President of Student Services

John Ieronimo for John Bernal, Director of Facilities, Safety & Auxiliary Services

David Babb, Student Learning Outcomes Chair

Linda Amaya-Guenon, WHC Faculty Association Representative

Ron Oxford, Librarian

Eva Jimenez, Advisor/Counselor

Non voting Members Present

Rene Sanchez, Curriculum Committee Chair

John Bernal, Director of Facilities, Safety & Auxiliary Services

Call to Order

Mr. Warkentin called the meeting to order at 2:05 p.m.

Roll Call

A silent roll call was taken and a quorum was present.

Approval of minutes

The minutes of the October 20, 2010 meeting were approved on a motion by Keith Brock; it was seconded by Ryan Cardoza, with correction as noted by Kurt Sterling, all were in favor, the motion passed.

Action Items

- **BP 4030, Academic Freedom**

Due to the constituency groups not yet prepared to vote on BP 4030, Mr. Warkentin tabled BP 4030 at this time.

- **Strategic Planning Committee Membership**

Kurt Sterling stated that James Preston will serve as the Arts and Letters representative. Mr. Warkentin reported that the holdup has been that we are trying to get an outside consultant to assist us with review of the Educational Master Plan. There may be a meeting scheduled in the spring for this purpose. A Strategic Planning Committee meeting is planned for early December with the focus on high school participation rates. The area high school principals will be invited along with the Strategic Planning

Committee. It will be held from 11:00 a.m. to 1:30 p.m. The Office of Institutional Research will supply new data. Recommended names (six each) are still needed from constituency groups except for CSEA. Ryan Cardoza asked if the Educational Master Plan could be completed on our own. Mr. Warkentin replied that perhaps we could but it is a large task and serves as a guide for the college for the next five years. Mr. Warkentin tabled the item of Strategic Planning Committee Membership at this time.

Information/Discussion Items

Board Policies and Administrative Procedures (first reading)

- **AP 4045, College Library Fines (REVISED)**

Ron Oxford stated that the main change on AP 4045 is that there has been a loop hole on reserved textbooks with the maximum fine being \$20. Students have been paying the fine and avoiding purchasing the book. This is a revised policy to tighten up the process. This will be added to the library's webpage. Keith Brock recommended that the wording regarding the fines be made clearer to include the processing fee. The processing fee is instituted for a regular book that is lost. Marty Ennes suggested eliminating the last three lines in the last paragraph.

- **BP & AP 4110, Honorary Degrees (NEW)**

Mr. Warkentin explained that both colleges (WHCC & WHCL) have awarded honorary degrees in past and BP & AP 4110 will formalize the process. He recommended these be taken to the respective constituency groups for discussion.

1. Student Government Association (SGA)

Ryan Cardoza reported that there was a Halloween event on campus Saturday night which was coordinated by a few of the student clubs. There is an ICC and SGA meeting tomorrow and Ryan will attempt to get numbers of participants at the Halloween event. The ad hoc committee of the SGA met last week to discuss the creation of a SGA/ICC guidelines document. They would like funding to purchase dinner or snacks for their meeting as they are meeting during the dinner hour. Ron Oxford questioned if the SGA budget could be figured out. Jose Lopez responded affirmatively that by now the Business Office should be completed with their audit. Ryan reported that he had created a collection of pictures to be accessible to all. Sylvia Robinson suggested these be loaded into the college's Kodak gallery. Lenore Simonson stated that her student worker is able to access the Kodak gallery and would be able to provide assistance.

2. Curriculum Committee Report

Kurt Sterling reported that he did not have a report at this time.

3. Academic Senate Report

Kurt Sterling reported that the Senate met yesterday to discuss the Academic Freedom Policy. He has sent a request to a listserve and asked for sample policies. Kurt stated that on November 11th he will attend the State Senate Plenary Session in Anaheim where they will be having a session on SB 1440. He also has sent out an e-mail announcing that there is a webinar at 4 p.m. today put on by the State Senate regarding SB 1440. It will be archived for later viewing. Also he has received an e-mail from Jane Patton and they are putting together the first transfer curriculum models and what they would look like under SB1440. They have five built and the same vain with CIDs for individual classes. The five include: COMM, GEOLOGY, MATH, PSYCH, AND SOC. They want

discipline faculty to evaluate these transfer curriculum models and provide feedback. Kurt will send a link. This is being generated by intersegmental folks and they want across the board input/involvement. The more involved we are the more say we have in how this turns out. Ryan questioned information regarding the CIDs. Kurt explained that this is what a transfer degree is going to look like under SB 1440, i.e. GE block and core classes. There is much discussion to be had. Once the models are out we need to get the community colleges talking to the CSU's. Marty Ennes stated that the dialogue has been really good between the community colleges and CSUs. She believes it is all coming together naturally. Dave Bolt stated that whatever we decide the 60 units will be; CSU Fresno will require and decide on 60 units. They will cap at 120 units. They could require lower division classes to be part of their sixty units. Kurt reported that the president of the State Academic Senate was at the CVHEC Summit and was very engaged and involved in the process.

5. Report from Committee Representative

a) Student Learning Outcomes Committee (SLOC)

David Babb reported the next SLOC meeting is on Monday at noon. He has been getting quite a few program level SLOs. Brian Kron has worked on the Business reviews and Pat Kraft-Chapman will work on Child Development. Seventy percent are now written, although assessments are still low. David is uploading documents to the portal. Ron Oxford reported that there has been no movement with the non instructional; they are still at 45%.

b) Institutional Effectiveness and Program Review Committee (IEPRC)

Mr. Bolt reported IEPRC met two weeks ago. They have received five completed program reviews: Nursing, Biology, Liberal Arts, Arts and Humanities, Psychology and Art. The five have been sent to the IEPRC members for evaluation. The deadline is December 1. Dave reported that part of the IEPRC role is responsibility with accreditation and they still struggle with how to involve themselves in the activity. They are thinking that they could be ambassadors to the accrediting team.

c) Budget Allocation Committee (BAC)

Dave Bolt reported that BAC had a meeting last week and identified the expenditures of the lottery money for last year. They have \$37,000 in lottery funds for this year. BAC is still reviewing the budget development process. They will soon involve the area budget committees.

d) Employee Development and Success Committee (EDSC)

In the absence of Marlon Hall, Lenore Simonson reported that her area has been offering introductory level Microsoft Office training and additionally vodcasting training. She stated that staff have reported that the trainings were valuable and surveys have been completed. The @One Trainer's Bureau will be coming to campus after Thanksgiving to teach more functionality for Microsoft Office applications. Linda Amaya-Guenon reported there will be a SLO training workshop on November 9th.

e) Student Success Committee (SSC)

Sylvia Robinson reported that SSC has not met. The Friday retreat has been cancelled. SSC will be working on writing the equity plan. Creating a college going culture and high school participation rates will also be topics of discussion. The next meeting is in two weeks. Lenore Simonson asked for explanation of the role of the SSC. Sylvia responded that this committee is related specifically to students. SSC considers student

access, student clubs, student training, etc. Sylvia displayed the new student handbook and briefly reviewed its contents.

f) Facilities, Safety and Auxiliary Services Committee

John Ieronimo reported on behalf of John Bernal. He reported incidents that occurred on campus last month as follows: 1) A student passed out with abdominal pain, 911 was called; 2) The girl scouts were on campus for a ceremony and a young woman had a seizure and fell on some chairs, paramedics were called; 3) A student was found on the ground who was not responding, the ambulance was called and they took her to the hospital; 4) There was a car accident on the east side of library; 5) A fire hydrant was stolen; and, 6) A license plate was stolen from a college rental car. Most of these incidents occurred during the day. There is a new security guard who is here from 4:00 p.m. to 8:00 p.m., Monday – Thursday.

Regarding construction, John reported:

- Equipment lists are being completed and prioritized.
- The masonry at the transformer yard is starting.
- The stucco on the outside of the west end has begun.
- The plan is to complete concrete pours within a couple of weeks, sidewalks, etc.
- Leaching is to begin; this is a 10-12 week process to keep the salts down.
- Two c-trains will be delivered for storage of construction materials; the locations will be determined by John Bernal and Mr. Warkentin
- They are working on getting the calculations dialed in for the scoreboard.
- They are working on the light pole issues with the City to determine a point of connection for light poles offsite, in the street there are 10 light poles and they determine voltage with the City Inspector.

g) Technology Committee (TC)

Ron Oxford reported that TC scheduled their meeting on campus so they do not have representation from IT. They will switch their meetings. They talked about the communication flow and increasing portal usage. People need to report back out to their groups. They invited Dave Bolt and process observers to attend the TC meetings to see how the committee is run. They talked about printing software. New software has been implemented and the copy usage has lessened. The software being used now is working effectively. The Chancellor’s Executive Cabinet decided the number of free copies per student. Ron can see that there are still students printing 400-500 pages at other locations on campus. These loop holes have to be closed. The pay for print system was very expensive and now software is being used for less cost. Students can buy more copies. Kurt Sterling voiced that he does not understand why we are subsidizing students.

6. District Technology Committee (DTC)

Dave Bolt reported that the DTC does not have a meeting until November 18th.

7. Accreditation Update

Mr. Warkentin reported that they met with the accreditation planning group and they are preparing for the day of the visit. Conference room 256 will be the team room. IT will provide power strips and college laptops with access to the portal. All evidence documents will be in here. They will lock the student door to the Pepsi machine room.

The conference center will be partitioned off for college meetings. What we need to decide on is which college committee meetings we want to occur. Meetings have to occur on Tuesday and Wednesday. We will probably want to schedule time for the team members to ask questions at the end of the meetings. Sylvia Robinson suggested an ICC mtg. and a Student Services/Matriculation (SSM) meeting. Mr. Warkentin would also like district meetings, i.e. DECC, at least one, possibly two district-wide meetings that we can teleconference. The Board meeting is scheduled at 10:00 a.m. on March 8th. Kurt stated that he has not set the Senate schedule of meetings for spring and he will try to move the meeting for Tuesday at noon. Mr. Warkentin would like at least two learning area meetings and perhaps a BAC meeting.

Rooms have been reserved at the Tachi Palace for the visiting team. They will also have a team room at the Palace. Two dinners will be needed, one at Harris Ranch and one possibly at Fugazzi's. Culinary will provide the lunches. Debbie Christy will do continental breakfasts.

Mr. Warkentin wants all staff present during the week of March 7-10, 2011.

8. Other

Mr. Warkentin and Sylvia Dorsey-Robinson have been asked if WHCL wants to have an international student program. We currently have 10 international students. They were recruited to go to Coalinga but chose to come to Lemoore.

9. Agenda items for next meeting

- Bd. policies
- Accreditation Update

10. Adjournment

The meeting adjourned at 3:15 p.m.

WEST
HILLS



COMMUNITY
COLLEGE
DISTRICT

Job#10-172

EMPLOYMENT OPPORTUNITIES

West Hills College District

WEB ADMINISTRATOR

In House

SALARY:

12 Months a year 40 Hours a week
Range: 31 \$5,080-\$10,059 per month

Classified Management

BENEFITS:

22 Vacation Days/21 Sick Days/\$50,000 Life Insurance Policy/\$25,000 Accidental Life Insurance Policy/ Medical/Dental/Vision/Prescription, Disability Insurance, Employee Educational Assistance

Relocation re-imbursement up to \$2,000.00 covered expenses for those who relocate their primary residence into the district.

Current Employee Contribution for Insurance Premium

\$176.53 per Month for Plan A

\$97.53 per Month for Plan B

\$41.53 per Month for Plan C

District Paid HDHP

ABOUT THE POSITION:

BASIC FUNCTION:

Plans, develops, coordinates, and maintains the information architecture and technical foundation of the District's internet and intranet web sites. Facilitates creation of policies and procedures to ensure high quality and appropriateness of web content, consistent display, access and security. Supervise and evaluate performance of assigned personnel.

The Web Administrator is senior-level technical position in an Information Technology career ladder for technical support, web design, and administration. Advancement to this level is by appointment and requires compliance with all aspects of the job qualifications and demonstration of the following competencies: ability to design, develop and implement internet and intranet services, develop web display standards, and perform scripting and programming of web site applications.

REPRESENTATIVE DUTIES:

- Administers the District's web servers, including back-ups, search engines, logs, documentation, and other components. Monitors the District's web site presence, including the positioning of key information for search engines and directories access.
- Ensures that documents submitted follow established display and content standards. Coordinates conversion and/or converts documents submitted web documents, ensuring that all hyperlinks on the District web site are functional and updated regularly.
- Oversees and participates in day-to-day operations of the District web site, including but not limited to, transferring, testing, and updating web content, integrating approved content to District web sites, managing District web-connected databases, coordinating retrieval of information, and archiving records.
- Submits, updates, and indexes pages to major search engines. Scales images to allow for consistent width and height definition. Applies systems technology and methodology to automate web site content development and delivery.
- Diagnoses and troubleshoots problems. Works with Network Technicians and System Administrators to identify and resolve problems.
- Configures security layers to permit and control access to publications.

ABOUT THE POSITION:

- Maintains server logs for the District web sites. Develops reports for activity, performance assessment, security, web-connected databases, problems and solutions, and other purposes. Analyze logs, creates, and implements appropriate security measures.
- Works with administrators, committees and others to establish design and access standards and procedures that ensure continuity of campus and district web content and site availability for staff, students, including those with special needs, and the public.
- Facilitates and participates in creating policies and procedures to govern the posting of material to the college web sites. Ensure that established technical requirements are observed. Meet regularly with the college web and technical committees to ensure that the college web sites are appropriately managed.
- Recommends, applies, and implements web site navigation methods. Configures web server parameters to control file caching, font mapping, internet mail awareness, and application launching for web browsers.
- Determines appropriate data compression techniques, resolutions, sizes, color maps, and depths to ensure that images and synthesized graphics are delivered at a sufficient speed and quality for optimal intended media output.
- Coordinates and participates in scripting and programming of web site features and applications. Programs in languages appropriate for web browsing (e.g., HyperText Markup Language (HTML), Java Script, and ASP) and transaction processing applications (e.g., on-line registration). Integrates multimedia applications into web site.
- Designs web site templates or structures to guide application development. Consults with users to develop web pages, sites, and links to comply with structures and standards.
- Coordinates and participates in the work of other staff assigned to support the District's web presence. Oversees and coordinates services provided by outside vendors.
- Researches, on a continuous basis, trends in web technology and its integration with various business and student information system applications, e-mail, conferencing, newsgroup and related technologies.
- Maintains up-to-date knowledge of state-of-the-art web site practices, including graphic presentation, interactivity, web marketing, server performance and other relevant areas, and serves as District resource to provide guidance and support in those areas.
- Performs other duties as assigned that support the overall objective of the position.

KNOWLEDGE, SKILLS, AND ABILITIES:

KNOWLEDGE OF:

The position requires in-depth knowledge of the principles of, and techniques used for design and maintenance of web sites that provide information and process transactions. Requires in-depth knowledge of software browsers such as, but limited to, Microsoft Internet Explorer. Requires extensive knowledge of web server administration and file system maintenance methods and techniques, proper indexing methodology, file conversion. Requires in-depth knowledge of multiple operating systems and web server technology such as, but not limited to UNIX, NT, and Windows. Requires in-depth knowledge of and skills in, programming and scripting languages used to assemble web sites, such as C/C++, Practical Extraction and Reporting Language (Perl), Java, HyperText Markup Language (HTML), Active Server Pages (ASP), Common Gateway Interface (CGI), Dynamic HTML, Extensible Markup Language (XML), Java Script, Visual BASIC, and VB Script. Requires knowledge of internet protocols, e.g. Transmission Control Protocol/Internet Protocol (TCP/IP). Requires in-depth knowledge of web server administration, file system maintenance techniques, and indexing and file conversion techniques. Requires well-developed skills in copy editing, proper American English language composition, usage, grammar, syntax, vocabulary, spelling and punctuation. Requires knowledge standard office procedures. Requires sufficient human relations skill to work cooperatively as part of a team, facilitate discussions with staff and others outside the department to extract information about web page needs, conduct training, and review work of others.

ABILITY TO:

Must be able to perform all of the relevant duties of the position with only general direction. Must be able to use internet and middle-range programming and scripting languages to develop, to create and maintain District web sites and integrate multimedia applications. Must be able to manage District web sites from both the server and client perspective. Must be able to work on multiple server platforms. Must be able to operate a variety of computer terminals, printers, and peripheral equipment. Requires a willingness to update skills on a regular basis to keep abreast of rapidly changing technology. Requires the ability to analyze highly technical problems and develop and apply appropriate solutions. Requires the ability to create and edit web page text and graphics and convert them to web content. Requires the ability to discuss technical information with users, discern their needs and develop programs, systems, screens, etc., which meet those needs. Must be able to communicate technical and complex information to 'non-technical' users. Requires the ability to provide training to on-line users in use and maintenance of web pages. Must be able to read, understand and apply information from technical manuals. Must be able to prioritize work to meet deadlines and schedules.

PHYSICAL ABILITIES:

Requires the ability to function effectively indoors in an office environment engaged in work of primarily a sedentary nature. Position involves light to medium walking, standing, stooping carrying and lifting of light weight materials (under 25 pounds). Requires near visual acuity to read numbers, letters, and images. Requires hand and finger dexterity to use a keyboard at an advanced rate, and hand-eye coordination to use a computer pointing device. Requires speaking and hearing ability sufficient to hear over phone and carry on routine conversations.

WORKING CONDITIONS:

Work is performed indoors where minimal safety considerations exist.

MINIMUM QUALIFICATIONS:

NOTE: Minimum qualifications and required materials must be met/received by the last day of the filing period.

EDUCATION AND EXPERIENCE:

Position requires a combination of education and experience equivalent to an AA degree in a computer science discipline plus eight years of experience in web design and programming using advanced languages; or a BS degree plus four years of experience. Additional experience or industry certifications may substitute for higher education. May require a valid driver's license.

REQUIRED MATERIALS:

REQUIRED MATERIALS:

1. Letter of application addressing the selection criteria.
2. Completed Non-Academic District Application. (Typed preferred/or printed)
3. Professional resume.
4. Unofficial transcripts verifying course work completed and degree(s) received.
5. Please provide names, addresses, home and work numbers of five persons familiar with your work.
6. EEO survey (optional).

APPLICATION DEADLINE:

Friday, December 10, 2010, by 5:00pm

NOTE:

All our positions require the ability to pass a background and fingerprinting check. **Drug Testing:** In accordance with the Drug Free Environment of the WHCCD, The applicant understands that if he/she is selected for employment, as a part of their employment they will be required to submit to a drug and alcohol test as a part of the health examination.

**SELECTION
PROCESS:**

Depending upon the number of applicants who meet the minimum qualifications, the examination process may include a qualifications screening by a committee. Those demonstrating the strongest backgrounds related to the position will be invited to interview.

**APPLICATION
REQUEST:**

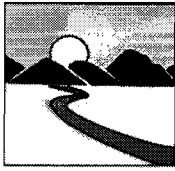
**West Hills Community College District Human Resources Office
9900 Cody Street, Coalinga, Ca 93210**

JOB LINE:

24-HOUR JOB LINE (559) 934-2165

WEBSITE: westhillscollege.com

West Hills Community College District is an Equal Opportunity employer committed to nondiscrimination on the basis of race, color, religion, national origin, sex, sexual orientation, gender status, pregnancy, age, disability, or covered veteran's status consistent with applicable federal and state laws. Reasonable accommodations will be provided for applicants with disabilities who self disclose.



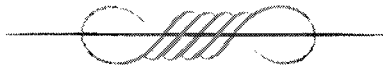
AGENDA OF THE MEETING OF THE GOVERNING BOARD

ANNUAL BOARD RETREAT

Friday - February 5, 2010

Location: Harris Ranch - North Ballroom
Interstate 5 & Highway 198 - Coalinga, California 93210

Time: 8:30 a.m.



NO ACTION WILL BE TAKEN AT THIS MEETING

I. Open Session / Call to Order

- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on agenda items. If an individual wishes to address the Board of Trustees, he/she should state his/her name and occupation/affiliation and proceed with comments at the podium.

II. Information/Discussion Items

- 8:30 - 9:00 a.m. ➤ Welcome and Introductions
- 9:00 - 10:00 a.m. ➤ Accreditation Expectations - Dr. Barbara Beno, President, Accrediting Commission for Community and Junior Colleges (ACCJC)
- Best Practices
 - Involvement and Responsibilities of the Board of Trustees
- 10:15 - 11:15 a.m. ➤ WHCCD Accountability and Performance Measures
- District Strategic Planning - Score Card
 - Accountability Report for Community Colleges (ARCC)
 - College Strategic Planning
 - College Performance Indicators
 - ARCC/Score Card
 - CCSSE/Exit Survey

- Program Review/Student Learning Outcomes (SLOs)
 - Strategic Planning Process/Committees
 - Example of Data Driven Decision Making
 - Accreditation Progress Update

- 11:15 – 12:00 noon ➤ New Web-Based Tools to Improve Student Success
 - Website Visits
 - Online Orientation
 - e-Brochure
 - Degree Audit

- 12:00 noon Lunch Break

- 12:45 – 1:15 p.m. ➤ Workforce Development
 - WIT Report
 - Workforce Investment & ARRA Projects
 - Department of Labor
 - Grants Overview

- 1:15 – 1:45 p.m. ➤ Educational Services
 - Curriculum Process
 - WICHE
 - Technology Project

- 1:45 – 2:45 p.m. ➤ Facilities Plans and Projects – Mr. Kevin Cobb, District Architect, AP Architects
 - Current Projects
 - Proposed Projects
 - Financing

- Student Housing
 - Independent Living Program

- Athletics and Out of State Athletes

- 3:00 – 3:45 p.m. ➤ Budget Presentation – Ken Stoppenbrink, Vice Chancellor of Business Services
 - Budget Update
 - Financial Controls
 - Transfers
 - COP Projections

- SFID Recommendations

➤ Efficiency Report

3:45 - 4:00 p.m. Meeting Wrap Up

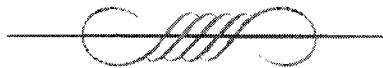
III. Adjournment

4:00 p.m.

At this time the Board of Trustees will adjourn the retreat for the day. The retreat will reconvene at 8:30 a.m. on Saturday, February 6, 2010 at Harris Ranch in the Belmont Conference Room.

6:00 p.m.

Board of Trustees Dinner and Presentation Video (West Hills Follies)



Saturday - February 6, 2010

8:30 a.m. - 11:30 a.m.

Harris Ranch, Golden Gate Conference Room - Coalinga, California

I. Open Session / Call to Order

1. Review of Board of Trustees Handbook
2. Board of Trustees Self Evaluation
 - Review results
 - Ethics discussion

II. Closed Session

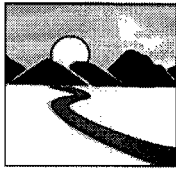
- Public Employee Discipline/Dismissal/Release (as per Government Code Section 54957)
- Discussion of Land Acquisition/Disposition of Property (as per Government Code Section 54956.8). Property: Coalinga, California; Firebaugh, California; Lemoore, California
- Conference with Labor Negotiator (as per Government Code Section 54957.6). Agency negotiator: Chancellor; Vice Chancellor of Business Services; Director of Human Resources. Employee organization: CSEA; CTA. Unrepresented employees: Administrative; Management; Confidential.

- Public Employment (as per Government Code Section 54957). Title:
Chancellor

III. Adjournment

11:30 a.m.

At this time the Board of Trustees will adjourn the retreat.



**WEST
HILLS**
COMMUNITY
COLLEGE
DISTRICT

WEST HILLS COMMUNITY COLLEGE DISTRICT

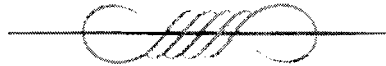
Board of Trustees
9900 Cody Street
Coalinga, CA 93210
(559) 934-2100

AGENDA OF THE STUDY SESSION OF THE GOVERNING BOARD

Tuesday - April 20, 2010

Location: West Hills College Coalinga - North District Center, Room 26
1511 Ninth Street- Firebaugh, CA 93622

Time: 10:00 a.m.



I. Open Session/ Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Trustees, he/she should state his/her name and occupation/affiliation and proceed with comments at the podium.

II. Study Session

- Mendota WIT Center Partnership
- Facilities Update
 - Bid for Farm of the Future
 - Solar Field
 - District Office
 - North District Center Facility Plans
 - West Hills College Coalinga Wellness Center
 - Coalinga Sports Park
 - West Hills College Lemoore Multi Use Sports Complex
- Code of Ethics/Standards of Practice Review

III. Adjournment

AP Architects
WHCCD - FACILITY PLAN
 WEST HILLS COLLEGE LEMOORE

7/28/2008

#	SITE	PROJECT	STATUS	State Bond	State Portion	%	Local Bond Requirements		Other Local Funding	Total Funds
							Local Match	%		
WHCL		Student Center	Local	-	-	0%	\$ 7,000,000	100%	\$ 1,200,000	\$ 8,200,000
WHCL		Avenal Joint Use Center	Local	-	-	0%	\$ 2,000,000	100%	\$ 100,000	\$ 2,100,000
WHCL		Field Sports/Join Use	IPP	2009	\$ 17,620,000	74%	\$ 4,369,000	18%	\$ 200,000	\$ 4,569,000
WHCL		Riverdale Joint Use Center	Local	-	-	0%	\$ 850,000	100%	\$ 150,000	\$ 1,000,000
WHCL		Instructional Building/Allied Health	FPP	2010	\$ 9,186,000	79%	\$ 2,293,000	21%	\$ 200,000	\$ 2,493,000
WHCL		Student Services Building	IPP	2012	\$ 7,067,000	81%	\$ 966,000	19%	\$ 700,000	\$ 1,666,000
WHCL		Performing Arts Center	IPP	2014	\$ 21,500,000	77%	\$ 2,173,000	8%	\$ 3,250,000	\$ 5,423,000
WHCL		Technology/Equipment/Infrastructure	Local	-	-	0%	\$ 2,500,000	0%	\$ 250,000	\$ 2,750,000
WHCL		Security and Safety	Local	-	250,000	0%	\$ 250,000	0%	\$ 500,000	\$ 750,000
WHCL		Solar Energy System	Local	-	-	0%	\$ 1,100,000	0%	\$ 400,000	\$ 1,500,000
Total					\$ 55,623,000	62%	\$ 23,501,000	26%	\$ 6,950,000	\$ 30,451,000
Leverage Ratio total funds/bond funds					2.95					

54 hrs. per week per 0 (00)0000

**West Hills College Lemoore
Planning and Governance Council
Wednesday – May 19, 2010, 2:00 p.m.
Conference Center, Rm. 256**

AGENDA

Call to Order

Roll Call

Approval of minutes

- May 5, 2010

Action Items

- Instructional Program Review Template
- Non-Instructional Program Review Template
- WHCL Strategic Plan 2009-2012 - 1st Read
- Shared Governance Survey
- BP & AP 5070

Information/Discussion Items

- | | |
|--|------------------------|
| 1. <input checked="" type="checkbox"/> District Technology Committee (DTC) | Dave Bolt |
| 2. <input checked="" type="checkbox"/> Student Government Association | Angel Isidoro |
| a) SGA Representatives on the PGC | |
| 3. <input checked="" type="checkbox"/> Curriculum Committee Report | Stephanie Droker |
| 4. <input checked="" type="checkbox"/> Academic Senate Report | Stephanie Droker |
| 5. Report from Committee Representative | |
| a) Student Learning Outcomes Committee | David Babb |
| b) Institutional Effectiveness and Program Review Committee | Dave Bolt |
| c) Budget Allocation Committee | Dave Bolt |
| d) Employee Development and Success Committee | Marlon Hall |
| e) Student Success Committee (SSC) | Sylvia Dorsey-Robinson |
| i. SSC revised governance form | |
| f) Facilities, Safety and Auxiliary Services Committee | John Bernal |
| g) Technology Committee | Ron Oxford |
| 6. <input checked="" type="checkbox"/> Graduation - 6:00 - slow up → | Jose Lopez |
| 7. <input checked="" type="checkbox"/> Accreditation | Dave Bolt |
| 8. Other | |
| 9. Agenda items for next meeting | |
| 10. Adjournment | |

*insert
Tiffani
Worster*

West Hills College Lemoore
Strategic Plan



2009 - 2012

WEST HILLS COLLEGE LEMOORE
College Strategic Plan
2009 - 2012

West Hills College Lemoore

555 College Avenue

Lemoore, CA 93245

Phone 559.925.3000 Fax 559.924.1243

www.westhillscollege.com

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Introduction

West Hills College Lemoore (WHCL) opened its doors in January 2002 with initial facilities that included a library/learning resource center, academic learning center, and administrative/student services building. In 2005, the college added phase two facilities which included additional classrooms, vocational laboratories, and a child development center.

WHCL received its initial accreditation in June 2006 making it the only full service accredited college in Kings County. In November, 2008, the voters approved Measure E in the amount of \$31 million which is being used as matching funds to construct phase three facilities. These projects include a multiuse sports complex, additional field sports, an additional academic center, a performing arts center, and additional administrative offices. Phase three construction began in October 2009 with the ground breaking of the multiuse sports complex.

The College's Strategic Plan serves as the roadmap to guide the development of the college's Educational Master Plan, Facilities Master Plan, the Technology Master Plan, and the Distance Education Master Plan. Combined these plans assist the college in meeting its goals and evaluating its programs and services.

Each year, a broadly represented group of faculty, staff, students, community members and administration meet to review and revise the College's Strategic Plan to better identify and address the needs of the community we serve.

WHCL's mission statement appropriately identifies who our students are and signifies a commitment to student learning outcomes utilizing innovation, goal orientated strategies, and community partnerships to provide excellent learning opportunities. We have identified institutional outcomes that will prepare our students with the skills and experiences needed to succeed in the world of work or to transfer to four year institutions of higher learning.

Through a process of regular evaluation and review, we will be able to constantly update and revise programs or develop new programs to meet current demand. Our faculty will be equipped with the latest technology and means of delivery to provide high quality instructional experiences to our students. Faculty will have access to the latest training opportunities to further enhance their curriculum and course delivery modalities.

Our students will have at their disposal high quality support services to assist them with obtaining their educational goals.

Executive Summary

From the beginning WHCL has recognized the importance of responding to the community. Through advisory committees meetings and meetings with public sector representatives, private industry, and neighboring institutions of higher learning, the college has developed programs and services that are proactively addressing community educational and workforce requirements. Not only do such programs meet the employer needs of the area, but they also offer work training opportunities to students who are underrepresented, many of whom struggle academically.

WHCL's collaborating partners are vital to our students' success. WHCL has on-going partnerships with the local hospitals, workforce investments boards (WIBS), county administrative offices, local feeder high schools, four year universities, as well as many industry representatives.

The development of recent educational programs such as the associate degree in nursing, culinary arts certificates, maintenance mechanic certificate, health and human services certificates, and the associate's degree in web development are shining examples of WHCL's commitment to collaboration, developing career pathways, and exceeding our local community's workforce development needs.

WHCL's commitment to the community is strengthened by supporting various programs and services on and off campus. These programs and services include a grant funded by Kings County to offer GED Preparation Classes to assist adults who have not yet graduated from high school, local business events like the Chamber of Commerce Pizza Festival to increase local business visibility, upper division and post baccalaureate courses from Fresno Pacific University and CSU Fresno, and community education courses that provide learning enrichment for our neighboring citizens.

In addition, the college is responsive to the needs of Naval Air Station Lemoore. With a base resident population of approximately 7,000 active military personnel and dependents, the college is a valued source of education for the base. The college maintains an office and classrooms on the base, but most base students also come to the college campus. The needs of these personnel are varied, ranging from newly enlisted servicemen who may have little education and are in need of basic classes, to highly educated military personnel and dependents. WHCL seeks to offer courses to meet the spectrum of requirements, and works closely with base officials to select and design these courses.

WHCL faculty, staff, and administrators also know that education does not only occur within the classroom. In order to enhance the learning opportunities of the community we serve, WHCL provides outreach services and brings local events to broaden social awareness of diverse socio-economic issues. Previous events have included nationally recognized authors, cultural celebrations, visiting delegates from other nations, and political activists.

Strategic Planning Process

As a result of the West Hills Community College District's strategic planning process, West Hills College Lemoore has developed its own strategic plan to align with the district's mission, vision, and strategic goals.

The strategic planning process begins each fall semester with the identification of administrators, faculty, staff, students, and community members who will make up the Strategic Planning Committee. The purpose of this committee is to evaluate, revise, and improve the college's strategic plan. Although this plan is a long term commitment to the college's mission and vision, annual review is required to keep our institution focused on current trends and changes that affect our students' total development. This annual review ensures accuracy, relevancy, and alignment with the district's overall mission. The college's performance indicators are assessed annually to ensure adherence to the college's mission and vision statements.

Planning meetings consist of information gathering sessions which include an internal and external scan. The internal scan includes discussion of student demographics (current and anticipated), student success indicators, college needs and challenges, and an assessment of our successes and our opportunities for growth. The external scan includes discussion of population trends, economic growth, job training needs, impact of the Lemoore Naval Air Station, and other external factors that will affect the college.

The success of the strategic planning process is dependent upon the college's shared governance system. Responses from the strategic planning sessions are tracked and mapped to specific committee or department personnel for implementation. Timelines are determined and a communication network has been developed to inform the college shareholders of these outcomes.

The Strategic Planning Committee (its participating students, faculty, staff, administrators, and community members) are to be commended for their commitment to our college and for their collaborative efforts in support of our comprehensive planning process. Successful implementation of the college strategic plan and its evaluation will require the ongoing participation of the shared governance process (councils/committees, college students, faculty and staff, and the community) as we work together to achieve our mission, vision, and goals.

Mission/Vision and Institutional Outcomes

Mission Statement

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision Statement

Learning Through Excellence and Innovation.

Institutional Outcome 1 - *WHCL is committed to provide quality education to students and the community.*

Measurements:

1. Community Participation Rates
2. High School Graduates Participation Rates
3. Overall Success Rates
4. Overall Retention Rates
5. Persistence Rates (continuous enrollment)
6. Student Learning Outcomes Implementation and assessment

Institutional Outcome 2 - *WHCL is committed to empower students to achieve their educational goals.*

Measurements:

1. Basic skills math successful course completion & retention
2. Basic skills ESL successful course completion & retention
3. Basic skills English successful course completion & retention
4. Vocational courses successful course completion & retention
5. Degree and certificate completion
6. Transfers to four year institutions

Institutional Outcome 3 - *WHCL will effectively maintain and increase its resources and productivity.*

Measurements:

1. Monitor Student Headcount
2. Meet Full-Time Equivalent Students (FTES) Goals
3. Successful Grant Acquisitions
4. Increase Revenue Generated by Outside Capitol Campaign Activities

Guiding Principles

West Hills College Lemoore is student-centered and is dedicated to providing high quality learning opportunities. We are guided by our core values:

- Access: *Ensure accessibility to all our programs and services.*
- Collaboration: *Emphasize efforts to understand and meet community needs and garner community support. Support collaborative decision-making processes.*
- Community: *Develop and foster a sense of community within the college.*
- Diversity: *Respect and embrace diversity in our programs and learning environments.*
- Excellence: *Provide high quality learning, teaching, and service opportunities.*
- Innovation: *Support innovation and technology to enhance learning environments, services, and communication.*
- Integrity: *Advocate and demonstrate honesty, truthfulness, equity, and ethics.*
- Mutual Respect: *Promote an environment of open communication.*

Themes

There are several “themes” woven into each of the Institutional Outcomes and their respective success indicators.

Institutional Commitments to provide high quality educational programs and services consistent with the institutional and college mission by focusing on student learning;

Evaluation, Planning, and Improvement is an ongoing process that includes goal setting; distribution of funding, facilities and staffing; implementation, and reevaluation;

Student Learning Outcomes demonstrates the college’s effectiveness to produce and support student learning by developing student learning outcomes at the course, program, certificate, and degree level;

Organization is demonstrated by having adequate staff, resources and a shared governance decision-making process to identify and make public: student learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements;

Dialogue is open and honest participation in the college’s process of self-reflection based on reliable information about the college’s programs and services and evidence on how well the institution is meeting student needs;

Institutional Integrity is demonstrated by concern with honesty, truthfulness, and the manner in which the college represents itself to all communities, internal and external.

Data Analysis

Strategic Planning provides an opportunity to evaluate the demographics and characteristics of our students and their educational goals. We use this data (performance indicators) to discern patterns and trends. This information also provides different modalities of assessment to ensure that we are achieving our institutional outcomes.

WHCL's performance indicators are mapped back to our mission statement and institutional outcomes. Data is collected annually to address and measure each institutional outcome.

Institutional Outcome 1 - WHCL is committed to provide quality education to students and the community. Providing quality education is the mission of West Hills College Lemoore. In order to evaluate our performance for this institutional outcome, data is collected from different sources and used as key measurements to determine the college's level of achievement. Measurements include: Community Participation Rates, High School Graduates Participation Rates, Overall Success Rates, Overall Retention Rates, Persistence Rates (continuous enrollment), and Student Learning Outcomes Implementation and Assessment.

For the 2008 – 2009 academic year, it was noted that Avenal and Kettleman City have the lowest population participation rates (1.a). These two cities are located farthest from the WHCL campus. This data supports the idea that a campus center is needed in Avenal. *Strategy:* Funds from the recent bond measure have been allocated to develop a center (to provide classes and support programs) in Avenal.

Another trend to note concerns retention rates (1.c). Retention rates have been on a declining trend for the past four years. Retention has a direct impact on student success rates; therefore, success rates have declined at almost the same rate as retention. Online retention rates are about 5 percentage points below face-to-face retention rates. *Strategy:* This issue was discussed at the Distance Education Strategic Planning retreat and has become a top priority for the Distance Education program.

Student Learning Outcomes (SLO) Assessment (1.d) continues to drive the college's curricula evaluation review process. SLO have been written for all college courses, and faculty and staff have persisted to develop and assess outcomes for programs and services. *Strategy:* Continue SLO development and assessment to ensure curricula and support services are evaluated consistently and accurately.

Institutional Outcome 2 - WHCL is committed to empower students to achieve their educational goals. Empowering students is the mission of West Hills College Lemoore. Institutional outcome measurements are: Basic Skills Math Successful Course Completion and Retention Rates, Basic Skills English as a Second Language (ESL) Successful Course

Completion and Retention Rates, Basic Skills English Successful Course Completion and Retention Rates, Vocational Courses Successful Course Completion and Retention Rates, and Degree and Certificate Completion Rates, and Transfers Rates to Four Year Institutions.

For this institutional outcome, it is noted that Basic Skills English Success Rates are comparable to the statewide average. In addition, English as a Second Language (ESL) and Math success rates are well above the state wide average. It should be noted that about 50% of first-term students are placing into basic skills English and Math. WHCL's commitment to students who meet basic skills academic levels is commendable. Data supports the idea that WHCL's English Lab (a tutoring lab to support basic skills programs in this discipline) assists students to achieve their academic goals.

Vocational Courses Success and Retention Rates (2.b) continue to be below our peer group benchmark average. For the past three years, our vocational success rates have been one of the lowest in the state. It has become apparent that the classroom format (open entry lab) for the Business and Computer Science courses have consistently generated low success rates. Data supports the idea that an open entry classroom lab must be adjusted to a more traditional classroom format in order to promote student success. **Strategy:** Change Business and Computer Science courses from open entry lab format to traditional classroom format.

Institutional Outcome 3 - WHCL will effectively maintain and increase its resources and productivity. Measurements for this institutional outcome are: Monitor Student Headcount, Meet Full-Time Equivalent Students (FTES) Goals, Successful Grant Acquisitions, and Increase Revenue Generated by Outside Capitol Campaign Activities.

WHCL (and the district as a whole) has steadily increased student head count and full time equivalency rates (FTES). In fact, with the current state budget issues, the California Community College Chancellor's Office (system office), has *decreased* WHCL's FTES generation quota in order to meet the state budget cuts. These cuts are in spite of the increasing student enrollment that all California Community Colleges are facing.

WHCL has also been very successful with increasing access to soft money funding through grants and in-kind services. In the 2008 – 2009 academic year alone, WHCL received nearly \$5 million in soft money funding. **Strategy:** Continue to work with the district's grant and marketing departments to capitalize on additional grant acquisitions and in kind service donations to augment district budget cuts where possible.

Goal 1 - WHCL is committed to provide quality education to students and the community.

1.a – Population Participation Rates by City

CITIES	04-05 baseline	05-06	06-07	07-08***	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
ARCC Benchmark: CCC Overall	NA	NA	8.5%	8.7%	8.9	TBD	Student Success Committee	Educational Master Plan Student Equity Plan Transfer Plan
Kettleman City	3.8%	4.6%	3.1%	2.5%	3.2%	TBD		
Hanford	5.2%	6.0%	5.9%	4.4%	4.8%	TBD		
Riverdale	6.6%	7.2%	5.8%	4.8%	5.8%	TBD		
Armona	NA	NA	6.2%	5.2%	5.5%	TBD		
Stratford	7.2%	9.5%	6.5%	6.1%	6.3%	TBD		
Avenal*	6.1%	6.7%	6.7%	3.8%	4.1%	TBD		
Laton	9.5%	8.9%	6.8%	5.7%	6.6%	TBD		
Lemoore	14.3%	14.8%	14%	10%	10.9%	TBD		
Overall	NA	NA	8%	5.8	6.4%	TBD		
Review Date	NA	NA	Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: US Census (2000), WHCCD Data Warehouse; *ARCC report Focus on Results: Accountability Reporting for the California Community Colleges; CA Department of Finance

*Inmate population was removed

Note: Population participation rate is determined by unduplicated annual student headcount from each city divided by total population of city.

** Data will be provided in next year's ARCC report

***City population data was updated with 2008 projections from CA Department of Finance

1.b - High School Graduates Participation Rates

HIGH SCHOOLS	2007 HS Graduates	2007 Fall Enrolled	2007 Target	Target @ 30% Enrollment +/-	2008 HS Graduates	2008 Fall Enrolled	2008 Target	Target @ 30% Enrollment +/-	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)		
Benchmark: CCC Overall	30% Participation Rate				30% Participation Rate							
Hanford High West	294	56	88	-32	308	37	92	-55	Student Success Committee	Educational Master Plan Diversity Plan Student Equity Plan		
Riverdale High	76	18	23	-5	124	11	37	-26				
Laton High	40	6	12	-6	41	3	12	-9				
Hanford High	303	94	91	+3	344	57	103	-46				
Lemoore High	358	153	107	+46	375	86	113	-27				
Avenal High	96	38	29	+9	65	25	20	6				
WHCL Total	1,167	365	350	+15	1,257	219	377	-158				
Review Date	Fall 2008				Fall 2009							

Source: WHCCD Data Warehouse; California Postsecondary Education Commission (CPEC)

Note: High school participation rates reflect the percentage of high school graduates attending WHCCD in the fall semester following their high school graduation.

~ Update in progress

1.c - Overall Student Success, Retention, and Persistence Rates

SUCCESS	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average	67.8%	67.3%	67.6%	67%	67.9%	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Annual Success Rate	65.5%	65.3%	62.6%	61.2	62.5	TBD		
+/- Benchmark	-2.3% pts.	-2% pts.	-5% pts.	-5.8% pts.	-5.4 pts	TBD		
Review Date			Fall 2007	Summer 2008	Fall 2009	Fall 2010		

Success rate is defined as percent of students retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

RETENTION	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average	83.7%	83.7%	83.7%	83.3	84.1	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Annual Retention Rate	80.5%	79.88%	78.6%	77.1	78.3	TBD		
+/- Benchmark	-3.2% pts.	-3.8% pts.	-5.1% pts.	-6.2% pts.	-5.8% pts	TBD		
Review Date			Summer 2007	Summer 2008	Summer 2009	Summer 2010		

Retention is defined as the percent of students retained from census date to the end of term.

PERSISTENCE	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
ARCC Benchmark: Average from Group	NA	66.6%	67.6	66.5	TBD	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Persistence Rate	59.3%*	61.9%*	68.2	61.4	TBD	TBD		
+/- Benchmark	Not Comparable	Not Comparable	+1.6	-5.1	TBD	TBD		
Review Date	Fall 2007		Fall 2008	Spring 2010	Spring 2011	Spring 2012		

Note: Persistence is defined as the percentage of cohort of first-time students with minimum of six units earned in their first fall term at WHCL who return and enrolled in the subsequent fall term anywhere in the WHCCD system or transferred to another institution.

~ Update in progress

Source: WHCCD Data Warehouse; ARCC Report

* Does not exclude students who transferred to four year institutions.

** Data will be provided in next year's ARCC report

1.d - Student Learning Outcomes – Implementation, Assessment, Analysis, and Modifications.

Instructional SLOs - Course Level	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Defined Expected SLOs	54%	98%			Student Learning Committee Academic Senate	
Defined Assessment		98%				
Conducted Assessment		8%				
Analyzed Results	0%	5%				
Implementation of modifications	0%	2%				
Instructional SLOs - Program Level	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Defined Expected SLOs	0%	9%			Student Learning Committee	
Defined Assessment	0%	9%				
Mapping to course level	0%	9%				
Assessment	0%	9%				
Analyzed Results	0%	0%				
Implementation of modifications	0%	0%				
Student Support Services SLOs - Program Level	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Implementation	?	100%			Student Success Committee Employee Development and Success Committee	
Mapping to course level	?	65%				
Defined Assessment	?	100%				
Assessed	?	47%				
Analyzed Results	?	47%				
Implementation of modifications	?	0%				
Review Date	Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: SLO Committee; WASC Annual Report Update on Student Learning Outcomes 2007; 2008

Goal 2 - WHCL is committed to empower students to achieve their educational goals.

2.a - Basic Skills English, ESL, and Math Success & Retention

ENGLISH	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average		NA	NA	59.3%	TBD	TBD	Basic Skills Initiative Committee	ARCC
Annual Success Rate	60%	57%	56%	58%	63%	TBD			Student Learning Committee	BSI Report
Retention (Monitor)	81%	79.3	76%	79%	82%	TBD		Educational Master Plan
Review Date			Fall 2007	Fall 2008	Fall 2009	Fall 2010		

ESL	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average		NA	NA	70.6%	TBD	TBD	Basic Skills Initiative Committee	ARCC
Annual Success Rate	59%	76.7%	85%	67%	78%	TBD			Student Learning Committee	BSI Report
Retention (Monitor)	87%	93.3%	98%	98%	96%	TBD		Educational Master Plan
Review Date			Fall 2007	Fall 2008	Fall 2009	Fall 2010		

MATH	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average		NA	NA	52%	TBD	TBD	Basic Skills Initiative Committee	ARCC
Annual Success Rate	60%	58%	65%	63%	63%	TBD			Student Learning Committee	BSI Report
Retention (Monitor)	71%	79%	82%	81%	81%	TBD		Educational Master Plan
Review Date			Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: WHCCD Data Warehouse; ARCC Report, Statewide Basic Skills Report

Note: In order to align success rates with the ARCC benchmark, grades from high school students enrolled in basic skills courses were removed.

** Data will be provided by next year's ARCC report

Success rate is defined as percent of students retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR

Retention is defined as the percent of students retained from census date to the end of the term.

2.b - Vocational Courses Success & Retention

VOCATIONAL	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
ARCC Benchmark: Group D2 Average		75.7%	74.9%	74.5%	74%	TBD	Student Success Committee Student Learning Committee	ARCC Educational Master Plan
Annual Success Rates	66.5%	68.2%	67%	66.1%	66.3	TBD		
Retention (monitor)	80.6%	80.6%	79.8	78.7	80%	TBD		
Review Date	Fall 2007	Fall 2007	Fall 2008	Spring 2010	Spring 2011			

Source: WHCCD Data Warehouse

** Data will be provided by next year's ARCC report

~ Update in progress

2.c - Degrees and Certificates Completion

Degrees & Certificates Conferred	06-07 Baseline	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
AA	322	298	279	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
AS	27	49	49	TBD		
Certificate	24	34	19	TBD		
Total (monitor)	373	381	347	TBD		
Review Date	Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: CA Community College Chancellor's Office Data Mart

~ Update in progress

Success rate is defined as percent of students retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Retention is defined as the percent of students retained from census date to the end of term.

2.d - Transfers to four year institutions

Transfers	06-07 Baseline	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Instate Public	84	101	126	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Out of State Public	12	24	10	TBD		
In-State Private	37	57	67	TBD		
Out-of-State Private	19	22	29	TBD		
Total (monitor)	167	204	227	TBD		
Review Date	Fall 2007	Fall 2008	Spring 2010	Fall 2010		

Source: National Student Clearing House

2.e Community College Survey of Student Engagement Results

Area of Measurement	WHC Lemoore 2007 Results	*Points above or below CCSSE comparison group	WHC Lemoore 2008 Results	*Points above or below CCSSE comparison group	2009	2010	2011
Active and Collaborative Learning	57.5	+7.5	53.4	+1.4	Review Findings and Identify areas for intervention	Implement Interventions	Administer CCSSE Survey & Compare Results to Previous Years
Student Effort	55.8	+5.8	51.6	+1.6			
Academic Challenge	54.3	+4.3	51.1	+1.1			
Student-Faculty Interaction	55.3	+5.3	51.4	+1.4			
Support for Learners	54.7	+4.7	55	+5			

*Comparison group is based on average CCSSE group score of 585 participating colleges.

Goal 3 - WHCL will effectively maintain and increase its resources and productivity.

3.a - Monitor Student Headcount

Unduplicated Headcount by Semester	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Summer	1,728	1,705	2,032	2,211	2,504	TBD	Student Success Committee	Educational Master Plan
Fall	3,519	3,490	3,850	4,148	4,421	TBD		
Spring	3,490	3,864	4,108	4,406	4,803	TBD		
Total Unduplicated	*5,512	*5,817	*6,474	*7,092	*7,617	TBD		
Review Date	Fall 2007		Summer 2008	Summer 2009	Summer 2010			

Source: WHCCD Data Warehouse

* Unduplicated student headcount for all three semesters combined (summer, fall, spring).

~ Update in progress

3.b - Meet Full-Time Equivalent Students (FTES) Goals

FTES Goals by Semester

Lemoore	FA2008	SP2009	SU2009	FA2009	SP2010
Goal	1,265	1,258	26% Section Reduction	12% Section Reduction	39% Section Reduction
Actual	1,410	1,471	464	1,409	993 Estimate
Difference	+145	+213	NA	NA	NA

Reviewed on a regular basis by the president and administrators

FTES = (Enrollment * Contact Hours)/525

3.c - Successful Grant Acquisitions

GRANTS	05-06 baseline	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Number of WHCL Active Grants	13	14	16	23	TBD	Budget Committee	
Total Amount (Monitor)	\$2,250,753	\$2,450,652	\$3,359,617	4,975,300	TBD		
Review Date	Fall 2007	Fall 2008	Fall 2009	Fall 2010			

Source: WHCCD Grants Office

3.d - Increase Revenue Generated by Outside Capitol Campaign Activities

Events	04-05	05-06	06-07	07-08	08-09
Athletic Boosters Dinner/Auction	9,000	0	-6,679	3,263	0
Athletic Booster Membership	3,200	1,150	902	6,522	0
Progressive Dinner	2,500	0	0	0	0
Athletic Other	NA	NA	NA	NA	\$6,500
Concerts	6,800	4,500	1,972	0	0
Migrant Parent Dinner	800	30	1,490	0	0
5c Summer Camp	4,500	10,250	10,000	23,666	\$28,000
Medical Administrative Activity (MAA)	36,794	122,000	464,838	502,988	\$34,807
Soccer Program	NA	NA	NA	NA	\$3,456
Nursing	NA	NA	NA	NA	1,146
Child Development Center	NA	NA	NA	NA	\$3,292
Other (Book signing, special events...)	3,500	0	0	0	0
Total	\$67,094	\$137,930	\$472,523	\$536,439	\$77,201

Source: WHCCD Foundation

Strategic Planning Committee Membership 2009-2010

Linda Amaya-Guenon	EOPS Counselor
Frances Andrade	Library Technician
David Babb	Biology Instructor
Jameson Birrell	Math Instructor
Dave Bolt	Vice President of Educational Services
Sylvia Dorsey-Robinson	Vice President of Student Services
Stephanie Droker	Instructor CWEE/Political Science
Charles Freeman	Director of Nursing
Garrett Gudgel	Student Representative
Marlon Hall	Associate Dean of Evening College
Robert Hall	Instructor Geography
Angel Isidoro	SGA President
Myeisha Johnson	SGA Vice President
Tammy Larson	Instructor Basic Skills
Jose Lopez	Dean of Students
Tiffani McGee	Student Support Services Counselor
Jose Murrieta	Advising Specialist
Dave Neer	Instructor/Golf Coach
James Preston	Instructor/TEAM Teach Director
Christian Raia	Culinary Instructor
Rebecca Riddle	Student/Financial Aid Assistant
Joel Rogers	Instructor/Biology/Health/Kinesiology
Joel Ruble	Director of Categorical Programs
Rene Sanchez	History Instructor/ Curriculum Committee
Kimberly Sheffield	Instructor/Basic Skills English
Anna Silvestre	Office Manager Student Services
Kurt Sterling	Instructor/Biology
Elva Torres	EOPS Secretary
Don Warkentin	President

INSTRUCTIONAL PROGRAM REVIEW
West Hills College Lemoore

I. General Information

- A. Instructional Program: _____
- B. List of Full Time Program Faculty and Staff:

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*
- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated _____ Classified Professional _____ Volunteer _____
Student Workers _____

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

- A. Attach dashboard statistics here.
- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific program. *(250 words or less)*
- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services).
- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

IV. Professional Development

- A. What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify.
- B. Relate how the professional development activities have improved student learning outcome attainment.
- C. Describe the program's plans for staff development over the next four years.

V. Curriculum and Student Learning Outcomes

- A. List your program learning outcomes.
 - 1. Have any program learning outcomes been changed from the completion of the previous program review? What are the changes? Attach documentation.
 - 2. Describe the assessment used to improve student learning. Cite a specific example.
- B. Explain how program level student learning outcomes are used to measure quality and success of this department/service area.
- C. Review course outlines and prerequisites. List all courses that apply to this program requiring a five-year course outline review.
 - 1. Describe the curriculum changes anticipated in the next two years. (These changes would include major course revisions, deletions, new courses, revised or new options within a program, or a proposed new program).
- D. To what extent is technology being used in the program?
- E. How does the program ensure that the current curriculum is adequately meeting the needs of the students?

VI. Career Technical Education Only

- A. Does your program result in providing licensing or certification to its program graduates which will enhance opportunities for employment? If yes, list.
- B. Discuss the opportunities available to students who plan to transfer to an institution of higher learning.
- C. Discuss the effectiveness of your program in terms of:
 - 1. Entry-level job placement as a result of training.

2. Effectiveness of continuing education to meet the need for advanced training and/or training in emerging technologies.
 3. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).
 4. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. *(250 words or less)*
- D. What would be the preferred sequence of courses to be taken to achieve your program's goal of a degree or certificate?
- E. How does the program ensure that the current curriculum is adequately meeting the needs of students?
- F. Excluding curriculum validation, discuss community involvement in the program.
- G. List any special accreditations, external regulations, or advisory committees that have oversight to your program.
- H. List any special regulations, space requirements, staff training, etc. required by your program.
- I. List any program initiatives to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.).
- H. Discuss the program's use of external funding, including grants, if applicable.

VII. Summary and Recommendations

- A. Based on analysis of the information provided in Sections I through VI above, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.
1. Program strengths:
 2. Areas that need improvement:
 3. Strategies and actions for program enhancement and improvement:
- B. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

NON-INSTRUCTIONAL PROGRAM REVIEW

West Hills College Lemoore

I. General Information

- A. Non-Instructional Program: _____
- B. List of Full Time Program Faculty and Staff:

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*
- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated _____ Classified Professional _____ Volunteer _____
Student Workers _____

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

- A. Attach dashboard statistics here.
- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. *(250 words or less)*
- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services)
- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

IV. Professional Development

- A. What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify.
- B. Relate how the professional development activities have improved student learning outcome attainment.
- C. Describe the program's plans for staff development over the next four years.

V. Curriculum and Student Learning Outcomes

- A. List your program learning outcomes.
 - 1. Have any program learning outcomes been changed from the previous program review? What are the changes? Attach documentation.
 - 2. Describe the assessment used to improve student learning. Cite a specific example.
- B. Explain how program level Student Learning Outcomes are used to measure quality and success of this department/service area.
- C. To what extent is technology being used in the program?
- D. How does the program ensure that current delivery of service is adequately meeting the needs of students?
- E. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).
- F. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. *(250 words or less)*
- G. Excluding curriculum validation, discuss community involvement in the program.
- H. Do special accreditations, external regulations, or advisory committees regulate the program? Yes No (if yes, list)
- I. Does the program have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate)
- J. Is there evidence of unmet student needs in the program? Yes No (if yes, elaborate)

- K. Describe the initiatives the program has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.)
- L. Discuss the program's use of external funding, including grants, if applicable.

VI. Summary and Recommendations

- A. What actions have been taken to address the assessment and improvements of program learning outcomes?
- B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.
 - 1. Program strengths
 - 2. Areas that need improvement
 - 3. Strategies and actions for program enhancement and improvement.
- C. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Revised: 4/10

2010 WHCL Evaluation of Policies & Shared Governance Survey

1. Please indicate your level of interest for each of the following areas.

Please Respond to the Following:

* 1. Primary Function

- Administrator
- Certificated Faculty
- Classified Staff
- Student

classified mgmt

* 2. Are you a member of any of the following groups involved in shared governance? (Check all that apply)

- Employee Success & Development Committee
- Academic Senate
- Budget Allocation Committee
- Planning and Governance Council (PGC)
- Facilities, Safety, & Technology Committee
- Curriculum Committee
- Student Government Association (SGA)
- West Hills College Faculty Association (WHCFA)
- Student Learning Committee *IFPRC*
- California School Employees Association (CSEA)
- District Council on Student Learning (DCSL) *Leadership Council (DCC)*

Student Success Committee

College District Strategic Planning Committee

Student Learning Outcome Committee

List other committees

2010 WHCL Evaluation of Policies & Shared Governance Survey

* 7. Board policy 3250 - District Strategic Planning

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
I am familiar with this board policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district strategic planning process acknowledges membership and input from the colleges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district strategic planning process serves as a guide for strategic planning at the college level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 8. Board policy 2510 - Participation in local decision making through the District Council on Student Learning.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
I am familiar with this board policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The District Council on Student Learning serves as an effective communication channel among the colleges and the district office to clarify decisions made regarding programming, staffing, and resources at the college level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Do you have any comments regarding the policies mentioned above?

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2010 WHCL Evaluation of Policies & Shared Governance Survey

WEST HILLS COMMUNITY COLLEGE DISTRICT BOARD POLICY AND ADMINISTRATIVE PROCEDURE ROUTING FORM

Review and approval by the various college/district governance groups is requested: Yes No

Policy/Procedure #: *BP 5070*
 Policy/Procedure Name: *Attendance*

New Revised Replaces existing policy/procedure: *514, Attendance*

New policy/procedure or revisions initiated/proposed by: *Associate Vice Chancellor of Educational Planning*
 Reason for new policy/procedure or revisions:

Reviewing Group	Date	Approval/Comments
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Chancellor's Executive Cabinet	<i>3/10/10</i>	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
---------------------------------------	----------------	--

Comments: *Policy and procedure have been reviewed numerous times by the Chancellor's Executive Cabinet. Most recent review was conducted on the above date.*

Routed to:

- **College Presidents** *3/12/10*
- **Academic Senate Presidents** *3/12/10*
- **Faculty Association President** *3/12/10*

College Planning Council (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
--	--	---

Comments:

Planning & Governance Council (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
--	--	---

Comments:

Academic Senate (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
---	--	---

Comments:

Academic Senate (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
--	--	---

Comments:

Faculty Association

4/30/10

Approved as presented
Approved with changes
Not approved

Comments: *There are a number of issues with this policy. First, how is a "cyber-presence" defined? Second, if a student must be absent from class, any requests that need to be made should be done so between the student and the instructor, not with the Chief Student Services Officer. The CSSO should only be included when there is a dispute. Third, the point at which a student is dropped due to absences should be determined by the instructor as long as the class absence policy adheres to ed code.*

District Leadership Council

Approved as presented
Approved with changes
Not approved

Comments:

Chancellor's Office Final Review

Comments:

Board of Trustees
(First Reading)

Approved as presented
Approved with changes
Not approved

Comments:

Board of Trustees
(Consideration)

Approved as presented
Approved with changes
Not approved

Comments:

ANTICIPATED TIMELINE

Board of Trustees first reading to occur on: 4/20/10
Board of Trustees consideration to occur on: 5/18/10

Additional comments:



Board Policy 514 5070 Attendance

Reference: *California Code of Regulations, Title 5 Sections 55200; 55202; 55204; 55206; 54200; 58004*
California Education Code Section 76300; 78401; 84500

~~The Board acknowledges the importance of regular attendance in an effective instructional program as well as the importance of a challenging and meaningful educational offering to the regular and attentive participation of students.~~

~~Students are required to attend all classes and class periods for which they are registered. Leaves of absence, of one week or longer, for health or personal reasons must be requested from the Chief Student Services Officer (CSSO) or designee.~~

The Board acknowledges that regular attendance by students is necessary for maintaining an effective instructional program that is both meaningful and challenging.

Regular attendance is required of all students enrolled in classes at West Hills Community College including traditional face-to-face classes and labs, online classes and labs, and all other distance classes and hybrids thereof. The instructor of record for any class will provide all students enrolled in the class a syllabus wherein the attendance and grading policy for that class is clearly stated.

Attendance for traditional face-to-face classes and labs, as well as some distance classes as determined by the Board, is defined as physical presence for the entire class period. Students who are not physically present for the full length of a scheduled class period for a class in which they are enrolled will be marked absent for that class period unless acceptable extenuating circumstances exist. Attendance for online classes and labs is determined by a student's "cyber-presence." Demonstrated cyber-presence includes participation in online discussion boards, quizzes, exams, or other assignments for that class. This will confirm that the student is "present." A student is not "in attendance" if the student merely logs onto the class and does not participate.

Student Responsibility

Regular attendance is an obligation assumed by every student at the time of registration. Students who fail to attend class meetings as defined above, for the classes in which they are enrolled, will be marked absent for those meetings. Moreover, after the equivalent of one week of no attendance a student may be dropped from a class unless extenuating circumstances exist. Extenuating circumstances are verified cases of accidents, illnesses, other circumstances beyond the student's control, and other conditions defined by the Governing Board and in published regulations. Leaves of absence of one week or longer for health or personal reasons must be requested from the Chief Student Services Officer (CSSO) or designee. Students who withdraw from classes are responsible for initiating the drop process by appropriate deadlines.

Faculty Responsibility

Attendance records shall be recorded and kept by faculty and the Office of Admissions and Records according to rules and regulations prescribed by the Board of Governors of the California Community Colleges. The only official rosters for all classes are the records stored on the district student information system. Therefore, prior to census date, each faculty member shall verify class rosters and no later than seven days after census date provide the Office of Admissions and records a roster of currently enrolled students who meet the district policy on attendance

See Administrative Procedure 5070

Board approval date: _____

WEST HILLS COMMUNITY COLLEGE DISTRICT BOARD POLICY AND ADMINISTRATIVE PROCEDURE ROUTING FORM

Review and approval by the various college/district governance groups is requested: Yes No

Policy/Procedure #: *AP 5070*
 Policy/Procedure Name: *Attendance*

New Revised Replaces existing policy/procedure:

New policy/procedure or revisions initiated/proposed by: *Associate Vice Chancellor of Educational Planning*
 Reason for new policy/procedure or revisions:

Reviewing Group	Date	Approval/Comments
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Chancellor's Executive Cabinet	3/10/10	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
Comments: <i>Policy and procedure have been reviewed numerous times by the Chancellor's Executive Cabinet. Most recent review was conducted on the above date.</i>		

Routed to:

- College Presidents 3/12/10
- Academic Senate Presidents 3/12/10
- Faculty Association President 3/12/10

College Planning Council (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
---	--	---

Comments:

Planning & Governance Council (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Faculty Association 4/30/10
Approved as presented
Approved with changes
Not approved

Comments: *The second paragraph under "Student Responsibilities" should be deleted. This should be the prerogative of the instructor, not dictated by policy, as long as the class policy is in line with ed code. The point at which a student is dropped should be up to the instructor, again, as long as it is in line with ed code.*

District Leadership Council
Approved as presented
Approved with changes
Not approved

Comments:

Chancellor's Office Final Review

Comments:

Board of Trustees
(First Reading)
Approved as presented
Approved with changes
Not approved

Comments:

Board of Trustees
(Consideration)
Approved as presented
Approved with changes
Not approved

Comments:

ANTICIPATED TIMELINE	
Board of Trustees first reading to occur on:	4/20/10
Board of Trustees consideration to occur on:	5/18/10

Additional comments:



Administrative Procedure 5070 Attendance

Reference: *California Code of Regulations, Title 5 Sections 400; 58004; 55200; 55202; 55204; 55206; 54200*
California Education Code Section 66700; 78401; 84500

Faculty Responsibilities

The instructor of record for each class has the authority to create the specific attendance and grading policy for his/her class. Such policy must be printed clearly on the syllabus which must be provided to the students on or before the first class meeting. However, while the instructor may set his/her own attendance and grading policy conducive to his/her particular class, the instructor must honor the guidelines and definitions for class attendance set by Board Policy 5070 and this procedure. Specifically, despite the instructor's particular policy, the instructor must mark a student absent if the student does not "attend class" either physically, or by exhibiting cyber-presence if the class is taught online as defined in Board Policy 5070. Moreover, the instructor must maintain a record of attendance (attendance roster) for each class meeting and no later than seven (7) days after the census date provide a roster of currently enrolled students who meet the district's policy on attendance to the Office of Admissions and Records.

Upon completion of the course, the instructor of record shall submit electronically to the Office of Instruction the attendance and grade records and the final exam for each class.

An instructor may, at their discretion, elect to drop any enrolled student who does not attend the first class session in order to make room for students waiting to enroll unless the student contacted the instructor prior to the first class meeting to make arrangements to remain enrolled in the class and the instructor agreed to allow the anticipated absence. However, an instructor must drop a student as a "No Show" following the third meeting of the class, if that student has not attended at least one (1) of the first three class meetings. If a class is scheduled for only one session per week, then after the second meeting of the class, an instructor must drop as a "No Show," any students who have not attended at least one of the first two class meetings. Furthermore, at any time prior to the drop deadline or withdraw deadline, an instructor shall drop a student from a class after the student has exhibited "excessive absences," or is no longer participating for reasons related to non-attendance. Instructors shall clearly define in their syllabus what constitutes "excessive absences" for their particular class. However, at a minimum, in order for a student to have accumulated excessive absences, the student must have missed at least three class meetings prior to the drop/withdraw deadline. However, if the student has extenuating circumstances as defined in Board Policy 5070 that have been verified by the Office of Student Services, the student may not be dropped unless the supervising administrator and the course instructor determine that it is impractical for the student to continue to be enrolled because it would not be possible for the student to complete the course requirements in the time remaining.

Additionally, before the census date or the deadline for dropping and withdrawing from classes, all instructors must clear their rosters of inactive enrollment pursuant to California Code of Regulations

Administrative Procedure 5070
Attendance

Title 5, Section 58004. Inactive enrollment includes students who have officially dropped or withdrawn from the class; students who have been officially dropped by the instructor; and students who have been identified as a "No Shows" and students who have been identified as No Longer Participating.

Instructors may not drop students after the drop deadline or the withdrawal deadline has passed.

Reinstatement after being dropped from a class is the prerogative of the instructor and the Division Dean but must occur prior to the last date to add a class. Additionally, an instructor may not excuse a student from performing required course work no matter what the reason for the student's absence(s). The instructor shall mandate that the student make up the required work in a timely manner prescribed by the instructor. When a student fails to make up the required work, the instructor shall take this failure into consideration when assigning the student's course grade.

Student Responsibilities

It is the student's responsibility to consistently attend all class meetings, arriving on time and remaining present throughout the entire class meeting in accordance with Board Policy 5070. If a student does not attend a class for whatever reason, it is solely the student's responsibility to officially drop the class prior to the drop or withdraw deadline. Although instructors have the authority to drop students who either miss the first class or accumulate excessive absences, it is solely the student's responsibility to officially drop or withdraw from the class. Students should note that even if they do not attend a class they are still considered to be enrolled until they have officially dropped the class. When a student fails to drop or withdraw from a class by the deadline, this failure may result in a grade of F (a failing grade).

When a student knows in advance that he/she will be absent from a class meeting he/she should contact the instructor, explain the reason for the anticipated absence, and inquire as to how he/she may complete work in preparation for the subsequent class meeting. Moreover, whenever a student is absent from a class meeting(s), the student is required to provide verification of extenuating circumstances that are accidents, illness, or other circumstances beyond the control of the student, to the Chief Student Services Officer (CSSO) or designee and make up any mandatory course work that the student missed no matter what the reason for the absence. Accordingly, upon missing a class meeting for any reason, the student should contact the instructor as soon as possible in order to determine the "make-up" requirements. When a student fails to complete the make-up work in a timely manner as prescribed by the instructor, the student's grade shall reflect the missed course work.

Board approval date: _____

Student Success Committee

Goal: Student success is our success. It is our belief that every student be treated with dignity and respect in their quest for a premiere educational experience at WHCL. To support the mission of the college by provide the services and support necessary to students for them to achieve their educational goals.

Role: The Student Success Committee (SSC) represents all constituent groups and programs on the Lemoore campus. It maintains Student Services operations, develops, monitors, and implements the Matriculation Plan, the Student Equity Plan, the Transfer Plan, Student Handbook, and categorically funded programs. In addition, the SSC provides oversight to the articulation process, scholarship development, financial aid services, graduation activities and awards ceremonies. The SSC guides the planning process and recommends policies and procedure changes to all the pertinent groups and to the Planning and Governance Council. Programs and departments represented by the SSC will evaluate the effectiveness of their services through the program review process. Recommendations made by the SSC reflect the values and support the mission of the College and promote student success. The Student Success Committee develops, implements, and monitors campus-wide services and activities necessary to ensure WHCL students maximize their success. This includes student services, academic support and recognition activities. This will be accomplished by making data driven decisions, incorporating essential planning documents and ensuring alignment with applicable regulations.

Products: Matriculation Plan, Student Equity Plan, Student Handbook, Transfer Plan, and other documents affecting institutional ^{Efficiency} Diversity Plan, Articulation submittals, annual category categorical program reports, institutional research explaining retention, persistence and success.

Diversity Statement: We promote the exploration and celebration of differences and uniqueness in people, languages, and cultures. The Student Success Committee will actively address student diversity at every level of service including but not limited to enrollment trends, outreach, registration/enrollment access, advising, retention, and student clubs and associations. When forwarding action and/or information items to the Planning and Governance Council, the Student Success Committee will identify the diversity items addressed in each item.

Membership:

- 1 - Vice President of Student Services - Chair
- 1 - Dean of Student Services - Chair
- 1 - CTA/Faculty Representative
- 1 - CSEA/Classified Representative
- 1 - Counselor
- 1 - Director of Representative from Student Support Services
- 1 - Director/Coordinator of EOPS
- 1 - Director of ETS & Upward Bound Math & Science Categorical Programs
- 1 - Associate Dean of Evening College
- 1 - Matriculation Coordinator
- 1 - Transfer Counselor

- 1 – Financial Aid Coordinator
- 1 – ~~Information Technology~~ Representative from Office of Institutional Effectiveness and Enrollment Management

Student Services Assistant

- 1 – ~~Office Manager~~ Front Counter Representative
- 2 – Student Government Association Representatives

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Monthly/~~fourth Monday 2:30 pm — 4:00 pm~~ Second Friday 1:30-3:30

**West Hills College Lemoore
Planning and Governance Council
Wednesday – May 19, 2010, 2:00 p.m.
Conference Center, Rm. 256**

AGENDA

Call to Order

Roll Call

Approval of minutes

- May 5, 2010

Action Items

- Instructional Program Review Template
- Non-Instructional Program Review Template
- WHCL Strategic Plan 2009-2012
- Shared Governance Survey
- BP & AP 5070

Information/Discussion Items

- | | |
|---|--|
| 1. District Technology Committee (DTC) | Dave Bolt |
| 2. Student Government Association <ul style="list-style-type: none">i. SGA Representatives on the PGC | Angel Isidoro |
| 3. Curriculum Committee Report | Stephanie Droker |
| 4. Academic Senate Report | Stephanie Droker |
| 5. Report from Committee Representative <ul style="list-style-type: none">a) Student Learning Outcomes Committeeb) Institutional Effectiveness and Program Review Committeec) Budget Allocation Committeed) Employee Development and Success Committeee) Student Success Committee (SSC)<ul style="list-style-type: none">i. SSC revised governance formf) Facilities, Safety and Auxiliary Services Committeeg) Technology Committee | David Babb
Dave Bolt
Dave Bolt
Marlon Hall
Sylvia Dorsey-Robinson
John Bernal
Ron Oxford |
| 6. Graduation | Jose Lopez |
| 7. Accreditation | Dave Bolt |
| 8. Other | |
| 9. Agenda items for next meeting | |
| 10. Adjournment | |

DTC Projects

Revised : 11-19-09

#	Priority	Team	Open Date	Target Date	Project	Project Manager	Last Status Date	Status
Active Projects								
1	1a	Cross	9/17/2009	Feb 2010	Datatel Server Upgrade to 64bit	Michelle Kozlowski	11/19/2009	Working on security issues.
2	1a	Cross	9/17/2009	SPR 2010	Datatel User Interface 4.1	John Wright Ken Stoppenbrink/Dave	9/17/2009	
3	1a	ST	9/17/2009	7/1/2010	Textbook Compliance	Bolt/Jill Stearns	11/19/2009	Implement 5/15/10. Final rubrics not released yet. When released will meet w/faculty
4	1a	ST	7/30/2009	Mar 2010	CB21 - Below College Level Basic Skills	Jill Stearns/Dave Bolt	11/19/2009	Update catalogs and transcripts
5	1a	ST	7/30/2009	Ongoing	P/NP Grading	Pedro Avila	11/19/2009	On target
6	1a	TAT	7/30/2009	Jan 2010	Blackboard 9 Upgrade	Susan Whittener	11/19/2009	Need to form committee to assist w/project. Will send email soliciting membership. Idelle Mahrt suggested.
7	1a	Cross	1/1/2005	?	Address Review & Update	Keith Stearns	11/19/2009	On hold.
8	1b	Cross	9/17/2009	?	My West Hills Redesign	Pedro Avila	11/19/2009	
9	1b	Cross	9/17/2009	Ongoing	Website Redesign	Pedro Avila	11/19/2009	Completed.
10	1b	Cross	12/8/2009	Ongoing	Portal 2.0	Michelle Kozlowski	11/19/2009	Working on pieces of project
11	1b	ST	5/13/2009	Ongoing	Drop Dates Publication	Pedro Avila	11/19/2009	
12	1a		11/19/2009	In Progress	Student Demographic Acquisition (VTEA Project Import)	Carole Goldsmith	11/19/2009	New project
13	1b	ST	10/22/2009	8/1/2010	Datatel Security	Keith Stearns	11/19/2010	In progress
14	1b	ST	10/22/2009	5/20/2010	Waitlist	Pedro Avila	11/19/2009	In progress
15	1b	ST	11/19/2009	Fall 2010	E-SARS	Jose Lopez/Jill Stearns/Pedro Avila	11/19/2009	New Project
16	1c	ST	11/19/2009	Fall 2010	SARS Trak for Grid	Jill Stearns	11/19/2009	New Project
17	1a	ST	11/19/2009	Fall 2010	SARS Import	John Wright Ken Stoppenbrink/Tammy Weatherman	11/19/2009	New Project
18	1b	HR	6/1/2008	1/5/2009	Web Time Card Entry	Weatherman	11/19/2009	Still Testing
19	1b	ST	1/1/2005	12/1/2007	e-Brochure for Prospective Students	Pedro Avila	11/19/2009	About 80% complete
20	1b	ST	10/1/2005	Mar 2010	Online Degree Audit	Pedro Avila Angela Tos / Marlese	11/19/2009	In Progress
21	1c	ST	1/1/2005	8/1/2007	Graduation Petitions Online	Roton/Pedro Avila	11/19/2009	Will get an update next meeting
22	1b	Cross	7/31/2009	Ongoing	Faculty Section Change Forms	Pedro Avila	11/19/2009	Moved to Active list
23	1b	FA		Fall 2009	BOGG Waiver through CCCApply	Iana Cox Dave Bolt/Susan Whittener/Carole Goldsmith	11/19/2009	Moved to Active list - more research needed
24	1c	ST	1/1/2005		Faculty Drop Students Online	Goldsmith	11/19/2009	Need to revisit project with faculty to identify project goals.
Waiting on Events								
25	1b	TAT	8/1/2008	Fall 2010	Live@EDU	Susan Whittener/Michelle Kozlowski	11/19/2009	Waiting on Microsoft to release enhancements
26	1b	Cross	10/1/2006	?	Document Imaging - Hershey Transcript	Michelle Kozlowski	11/19/2009	Document imaging templates needed.
27	3	Cross	11/17/2008	Spring 2009	Reporting Solution - Zogotech	Pedro Avila	11/19/2009	Working on contract details with Zogotech. Need Funding
28	3	ST	4/16/2008	?	CCC Apply Electronic Transcripts	Carole Goldsmith	11/19/2009	Carole would like to take a look at it again.

a - mandatory
b - urgent/ in progress
c - standard

Susanne + TAMM

Priority	Lesson	Original Date	Revised Date	Project	Project Manager	Test Status	
On Hold							
29	1c	ARCF	5/1/2006	6/30/2008	Automatic Approvals	Tammy Weatherman	
30	1c	ST	7/1/2005	?	eAdvising/Ed Plans	Jose Lopez	
						11/19/2009	Waiting on resources
							On hold; current interface is not student friendly (Jill S.)

- a - mandatory
- b - urgent / in progress
- c - standard

**West Hills College Lemoore
Planning and Governance Council
Wednesday – May 5, 2010, 2:00 p.m.
Conference Center, Rm. 256
MINUTES**

Members Present:

David Babb, Student Learning Outcomes Chair
Dave Bolt, Vice President of Educational Services
America Bryant, CSEA/Classified Representative
Sylvia Dorsey-Robinson, Vice President of Student Services
Stephanie Droker, Academic Senate President
Marty Ennes, CTA/Faculty Representative
Marlon Hall, Associate Dean of Educational Services, Evening College
Jose Lopez, Dean of Students
Keith Brock, CSEA/Classified Representative
John Ieronimo for John Bernal, Director of Facilities & Auxiliary Services
Ron Oxford, Librarian
Angela Tos, CTA/Faculty Representative
Don Warkentin, President
Linda Amaya-Guenon, Counselor/Advisor
Angel Isidoro, Student Government Association Representative

Members Absent:

John Bernal, Director of Facilities & Auxiliary Services
Rene Sanchez, Curriculum Committee Chair

Others Present:

Myeisha Johnson, SGA Vice President
Lataria Hall, DSPS Counselor
Maria Gonzalez, DSPS Counselor

Call to Order

Mr. Warkentin called the meeting to order at 2:06 p.m. He asked if there were additions to the agenda. Additions were requested as follows:

- BP & AP 5070 (first reading) – Don Warkentin
- Update on the Middle College High School WASC visitation – Dave Bolt
- Eagle Lunch and Learn Update– Lataria Hall and Maria Gonzalez

Roll Call

A silent roll call was taken and a quorum was present.

Approval of minutes

Marty Ennes motioned to approved the minutes of the April 21, 2010 meeting with corrections, it was seconded by Marlon Hall, all were in favor with two abstentions (David Babb and Angela Tos), the motion passed.

Action Items

Board Policies and Administrative Procedures:

- Revised BP 5520, Student Discipline (Replacement for BP 520, Student Discipline)
- New AP 5520, Student Discipline

Marty Ennes motioned that BP & AP 5520 be presented together for consideration; she motioned they be approved, it was seconded by Marlon Hall, all were in favor, the motion passed.

- New BP 5500, Standards of Student Conduct

Marty Ennes motioned to approve BP 5500, it was seconded by Angela Tos, all were in favor, the motion passed.

- Revised AP 5530, Student Rights and Grievances (Replacement for AP 523, Student Grievances)

Marty Ennes stated that the most important aspect of a student grievance is the attempt to resolve the concern with the instructor before going to administration and this is not included in AP 5530. The following recommendation is from the Faculty Association: *In revising this procedure, the most important ingredient has been left out: students communicating with instructors before filing an official grievance. Under "informal Resolution," the following sentence needs to be added at the end of the first paragraph: "In the case of disputing a course grade, students should attempt to resolve this with the instructor before involving the administration."* Angela Tos motioned to approve AP 5530 with the noted changes, it was seconded by Linda Amaya-Guenon, all were in favor, the motion passed.

Program Reviews:

- **Snack Bar**

Ron Oxford reported that the SLO's concerning this program review have been resolved. Marty Ennes motioned to approve the Snack Bar Program Review as is, it was seconded by Marlon Hall, all were in favor, the motion passed.

- **Upward Bound Math & Science (UBM&S)**
- **Upward Bound Math & Science (UBM&S) Classic**

Marty Ennes suggested that the above two program reviews be considered together. Sylvia Dorsey-Robinson motioned that the Upward Bound Math & Science (UBM&S) and the Upward Bound Math & Science (UBM&S) Classic Program Reviews be accepted as submitted and motioned they be approved, it was seconded by Angela Tos, all were in favor, the motion passed.

Information/Discussion Items

1. Evelyn Sue Westover

Maria Gonzalez, DSPS Counselor, was in attendance to present a request for student, Evelyn Sue Westover, to receive an honorary degree posthumously. Ms. Westover has 51 units and after spring semester she would have 58 units. Marty Ennes commented that Evelyn was a contributor to Kaleidoscope literary magazine and she was appreciated by all faculty that knew her. Mr. Warkentin stated that the Board of Trustees would have to approve this request at their May 18th mtg. Marty Ennes motioned that an honorary degree be awarded to Evelyn Sue Westover, it was seconded by Marlon Hall, all were in favor, the motion passed. Sylvia Dorsey-Robinson commented that Evelyn felt at home at WHCL and needed something to do with her life. She knew everyone and talked to everybody. A request along with supporting documents will be forwarded to the Board of Trustees for consideration at their May 18, 2010 meeting.

- **Added agenda item: Eagle Lunch & Learn**

Lataria Hall reported that the fourth Eagle Lunch and Learn had been held. The topic of discussion was "test taking strategies." Last month there were 195 students referred and 30 students who attended the last session. It has grown each month. Lataria commented that a survey would be developed to find out what tools students still need and what else can be done to help them.

2. College Strategic Plan (first reading)

Stephanie Droker presented the WHCL Strategic Plan 2009-2012 on behalf of the Strategic Planning Committee. She explained that she has added a data analysis section to describe the tables. Also, the strategic planning process is detailed. The institutional outcomes are the same. Mr. Warkentin stated that this is an example of planning and making improvements. He recommended that all members take a look at the Plan and bring any recommendations to the May 19th meeting.

3. Shared Governance Survey

Mr. Warkentin stated that the Planning and Governance Council (PGC) needs to assess ourselves in order to receive input and make improvements. He questioned if the survey distributed should be sent out to all staff or just the PGC members. Angela Tos voiced that she believes the survey should be sent out to all staff as she sits on the PGC as a representative of a learning area and she would be interested to know what those outside of the PGC understand. The Strategic Planning Committee will also be sent a survey. Mr. Warkentin asked that all take a look at the distributed survey and return with any comments for changes at the May 19th PGC meeting. Marty Ennes commented that she would like all references to California Teachers Association (CTA) on the survey to be changed to WHC Faculty Association (WHCFA).

4. WHCIST

Dave Bolt reported that the WHCIST had not met. The WHCIST name has been changed to the District Technology Committee (DTC).

5. Student Government Association

Angel Isidoro stated that SGA would like to put forward a motion to have two seats on the Planning and Governance Council (PGC). Sylvia Dorsey-Robinson asked the rationale and clarified that each representative has one voice and SGA represents one voice. Myeisha Johnson stated that the SGA 2009-2010 has attempted to understand the governance process as it had not been instituted in the past. Marty Ennes asked if the concern with SGA representation on the various committees and on the PGC had been discussed at a SGA meeting. Myeisha responded they had only talked about the PGC. Mr. Warkentin stated that this should be a formal recommendation by the SGA. Angela Tos added that it should be voted on and documented through the SGA governance structure. Sylvia announced that next year there is training being discussed for SGA and the clubs concerning finances and other processes, to include the governance process. Marty commended SGA for doing a phenomenal job this year as there had been more student representation this year than in a very long time.

Angel reported that they approved a scholarship through SGA in the amount of \$250. Additionally, he reported that SGA elections will be held on May 11 and 12 and they will be done electronically. Ryan Cardoza is competing for president, two for vice president (Melaney Rodriguez and Richard De La Santos). Victoria Hotchkiss is running for secretary. Myeisha reported on behalf of the Interclub Council (ICC) that they have discussed ideas for the sports complex: intramural sports and a second battle of the bands event. Mr. Warkentin stated that the sports complex should be complete in March 2011. Angel reported a good turnout for the Relay for Life activity and Myeisha thanked everyone for their contributions. They raised about \$1,500 as a team and earned a bronze medal.

6. Curriculum Committee Report

Stephanie Droker reported that they are no longer receiving new curriculum items. They have two more meetings. Dave Bolt reported that a significant number of faculty would attend the curriculum institute in July.

7. Academic Senate Report

Stephanie Droker reported that the Faculty Senate had voted on recommendations for new faculty positions. They had their last meeting on Monday.

8. Report from Committee Representative

a) Student Learning Outcomes Committee (SLOC)

David Babb reported that the next meeting is scheduled on May 17th which will be their last meeting of the school year. They plan to get all SLO's and assessment numbers up to date for the June 30th WASC report. Mr. Warkentin stated that it is important to get all information to the committee for the grid. Angela Tos commented that if the faculty member teaching the course has not also completed the assessments/analysis then it can't be counted. David believes at least it should be noted in the report. The real problem is when courses are only taught by adjuncts. This is not an isolated situation. Marty Ennes stated that this is an area where administrative support is needed to get the adjunct faculty to do the assessments and come to the analysis. Mr. Warkentin asked David if a list of adjunct faculty could be generated and their courses in question by the end of the semester. After identifying the adjunct faculty members they could be called in early for training before the term starts, with payment for their time, and they will be required to address SLO's and assessments for their course. Linda Amaya-Guenon questioned if this should be the learning area dean's responsibility. Mr. Warkentin responded that we first need to identify the adjunct faculty concerned. Ron Oxford reported that non instructional assessments are slow but are still in progress. Mr. Warkentin cautioned that accrediting teams are focusing on SLO's and if they feel a campus is not going to meet their criteria by 2012 there will most likely be a follow up visit.

b) Institutional Effectiveness and Program Review Committee (IEPRC)

b.1) Instructional Program Review Template (1st read)

b.2) Non-Instructional Program Review Template (1st read)

Dave Bolt reported that the IEPRC has worked hard to complete these two templates and they are now ready for review. These will be an action item on the next PGC meeting

agenda. Stephanie Droker congratulated the IEPRC for the clarity of the templates and the user-friendliness of them. Ron Oxford questioned on pg. 5.A the term “program learning outcomes.” Marty Ennes suggested that at the next meeting of the Student Learning Outcomes Committee that the terms which reference learning outcomes be reviewed and recommendations brought to the next PGC meeting.

c) Budget Allocation Committee (BAC)

Dave Bolt reported that the BAC had received feedback from the learning areas and they have asked the Faculty Senate to provide a list of new faculty requests. Stephanie Droker reported that the learning areas had voted and the result is a broad new faculty request list. Dave reported that the BAC had acted on what was approved at the PGC meeting. He will present requests to President Warkentin on Friday. The BAC only receives budget requests. Needed faculty positions are generated from the Academic Senate.

d) Employee Development and Success Committee (EDSC)

Marlon Hall reported that the EDSC now has a column in “The Screaming Eagle” newspaper. They are working on a staff activity for the end of the year and the specifics will be made known in a couple of days.

e) Student Success Committee (SSC)

Sylvia Dorsey-Robinson reported that the SSC will meet from 9:00 am to 2:00 pm on Tuesday and they have a robust agenda.

f) Facilities, Safety and Auxiliary Services Committee (FSASC)

John Ieronimo, attending on behalf of John Bernal, distributed the timeline report for the Multi-use Sports Complex. The steel will be up by May 10th and the truss will be delivered May 26th to 27th. The “Topping off Ceremony” will be held near the end of May and the celebration will include a barbecue. John reported that there had been three incident reports: a chemical exposure in the chemistry lab; a theft in the athletic office; and a hit and run car accident.

g) Technology Committee (TC)

Ron Oxford reported that the TC has not met, although discussion has transpired with ITS about software to be implemented in the labs for printers. Last month, on one printer there were 54,000 copies made. The software will eliminate wasted copies. A student will be allowed so many copies for free, i.e. 200 copies, and then given an allotment.

9. Graduation 2011

Jose Lopez reported that there will be one more Graduation Committee meeting. A second singer has been chosen; a high school student. Sylvia Dorsey-Robinson will address the graduates. There are over 400 students on the program. The scholarship dinner and honors brunch will be held on Thursday, May 13th and Friday, May 14th respectively.

Mr. Warkentin announced that a recipient had been selected for the Spirit of the Eagle award. The award will be presented to Lynda Lahodny who has been a friend and supporter of WHCL in various capacities through the years.

10. Accreditation

Dave Bolt reported that the substantive change report will be considered for approval this week. The WASC annual report has been received and is due on June 30th. Additionally, Dave reported that the President's Executive Cabinet continues to review the 2011 Accreditation report each Thursday.

11. Other

Additions to the agenda:

- **BP 5070 & AP5070 Attendance** (first reading)

Mr. Warkentin stated that BP & AP 5070 were added to the agenda for a first reading and should be taken to the constituency groups for discussion. He stated these were presented at yesterday's District Leadership Council (DLC) meeting and there was a lengthy discussion on face to face and on-line attendance. Marty Ennes provided an overview of the DLC discussion. Mr. Warkentin stated that BP & AP 5070 are for a first reading and recommendations can be made at the next PGC meeting.

- **Middle College WASC Review Update**

Dave Bolt reported that he had attended the Middle College High School's WASC visiting team exit interview this morning at 7:15 a.m. There was overwhelming support from parents and the WHCL had a tremendous influence on the team. A permanent facility was a recommendation and the integration of curriculum between the middle college and WHCL. The visiting team was very impressed.

12. Agenda items for next meeting

- Student Success governance statement revision
- Student Equity Plan (1st reading)
- Approval of the Planning and Governance Survey
- Program review templates (instructional and non-instructional)
- WHCL Strategic Plan 2009-2012
- BP & AP 5070

13. Adjournment

Mr. Warkentin adjourned the meeting at 3:35 p. m.

Planning and Governance Manual

West Hills College Lemoore



December 2009

WEST HILLS COLLEGE LEMOORE

Planning and Governance Manual

December 2009

© West Hills College Lemoore
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Originated: March 2004

Revised: September 2006, August 2007, January 2008, January 2009, August 2009, December 2009

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**Planning and Governance Council Meetings
2009-2010**

Meeting Time: 2:00 p. m.

Location: Conference Center 256

First and third Wednesday of each month (only one meeting in December and January).

First Wednesday	Third Wednesday
September 2	September 16
October 7	October 21
November 4	November 18
December 2	Finals week – no meeting
Holiday Break – no meeting	January 20
February 3	February 17
March 3	March 17
April 7	April 21
May 5	May 19

Planning and Governance Council Membership

David Babb, Student Learning Outcomes Chair
 Dave Bolt, Vice President of Educational Services
 America Bryant, CSEA/Classified Representative
 Stephanie Droker, Academic Senate President
 Marty Ennes, CTA/Faculty Representative
 Marlon Hall, Associate Dean of Educational Services, Evening College
 Jose Lopez, Dean of Students
 Keith Brock, CSEA/Classified Representative
 John Bernal, Interim Director of Facilities & Auxiliary Services
 Ron Oxford, Librarian
 Rene Sanchez, Curriculum Committee Chair
 Angela Tos, CTA/Faculty Representative
 Don Warkentin, President
 Linda Amaya-Guenon, Counselor/Advisor
 Angel Isidoro, Student Government Association Representative

The primary responsibilities of representatives are as follows:

- Prepare for and attend meetings
- Participate in discussions
- Communicate with individual constituencies
- Contribute to informed decision-making

If a council/committee member needs to miss a meeting due to unavoidable circumstances, he/she must notify the council committee chair prior to the meeting. The member should arrange for a substitute to attend the meeting whenever possible.

If a council/committee member misses two consecutive meetings, even when a substitute attends the meeting, the council/committee chairperson will send a written notice

explaining that the member will be replaced should a third consecutive meeting be missed.

Recommendation and Operating Process

Each council/committee shall attempt to achieve consensus. When consensus cannot be reached, a simple majority of members shall determine the recommendation. Each council/committee chair is responsible for communicating recommendations through the appropriate administrative and/or governance structure. All representatives are responsible for keeping their respective constituencies informed of the proceedings and recommendations.

The process for presenting items first for information, then for action at a subsequent meeting shall be followed, allowing for sufficient time for discussion. Allowance will be made for suspending this process when deemed appropriate by a majority.

Minutes shall be taken at each meeting, and agendas and minutes shall be posted on the college website.

7/30/09

Institutional Narrative

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

Unique Public-Private Partnerships

In response to the growing enrollment and the enthusiasm of Lemoore area residents to build their own campus, the district supported a plan to build a new campus in Lemoore. Residents of the West Hills Community College District approved a \$19 million West Hills College bond Measure G which was partially used to construct a new Lemoore campus. In Kings County, the measure was approved by 70% of the votes. This bond measure, coupled with bond monies from Proposition 1A which passed statewide, allowed the college to move on a dream that has been in the making for over 30 years. On September 26, 2000 the Board of Trustees signed and accepted a "Revised and Restated Agreement of Donation of Land" from Robert and Mardell Pedersen, and Lionel and Lola Semas for a new campus. This revised agreement described the donation in four phases and exceed 100 acres. West Hills College Lemoore opened its doors to students on January 14, 2002. The second phase of construction was approved and began in the winter of 2004. When fully completed, West Hills College Lemoore will have capacity for over 6,000 students.

Small class sizes and the latest in science and technology facilities are features of West Hills College Lemoore. The brand-new, state-of-the-art West Hills College Lemoore campus – a project with its first phase completed cost approximately \$1 million less than budgeted – features the largest and most technologically advanced library in Kings County, 18 classrooms, computer labs, three science *Collaboratories* (an award winning concept that is being replicated at other colleges). Associate degrees and/or certificate programs are offered in almost 30 areas from Administration of Justice to trade, technology and industry. At present, students pursuing the law enforcement option of the Administration of Justice degree may earn the degree entirely online. Corrections students must currently take one course in a classroom, but may take all other coursework online. Beginning Fall 2004, students were able to earn a bachelor's degree through California State University, Fresno while attending classes at the Lemoore site or through online courses.

Responsive to Community Interests

From the beginning WHC Lemoore has recognized the importance of responding to the community. Not only do such programs meet the employer needs of the

area, but they also offer work training opportunities to students who are the hardest to employ, many of whom struggle with the English language.

The Central Valley is home to a number of gaming casinos operated by local Native American tribes; one of these casinos is located approximately four miles from the campus. To meet the needs of this business, the college has developed a Hotel, Restaurant and Casino Management program. Over 1,900 students have taken coursework in this program since 2000.

Through a partnership with the Kings County Department of Health, high-risk WHC Lemoore students took coursework designed to teach them skills in food preparation and menu development for people with diabetes. Meals were taken by Kings County Department of Health to the homes of people with diabetes.

In addition, the college is responsive to the needs of Naval Air Station Lemoore. With a base resident population of 7,640 active and retired military personnel and dependents, the college is a valued source of education for the base. The college maintains an office and classrooms on the base, but most base students also come to the college campus. The needs of these personnel are varied, ranging from newly enlisted servicemen who may have little education and are in need of basic classes, to highly educated military personnel and dependents. WHC Lemoore seeks to offer courses to meet the spectrum of requirements, and works closely with base officials to select and design these courses.

Thinking Globally

Naval Air Station Lemoore is located about five miles from the WHC Lemoore campus. While many military bases have been closed or downsized in the past decade, NASL has grown and is expected to continue to grow. In addition to its positive economic impact on the community and the college, the presence of the base provides the area with a global perspective. The base has an active partnership with its personnel participating in a variety of college activities, including advisory committees, special ceremonies, and serving as a resource for programs related to military activities.

The range of experience and education offered by military personnel who participate in WHC Lemoore classes and activities is a significant resource to college faculty and staff. Some military personnel lack basic education, and the college is able to provide them with classes that increase their ability to succeed in the military. In addition, many highly educated, world-traveled military personnel seek coursework to enhance their education. The college seeks to respond to this need through NASL participation in college advisory committees and through regular meetings with base administrators. Faculty and staff at the college have noted that the presence of these knowledgeable students in their classes adds significantly to the teaching and learning experience for both students and teachers. For valley students, many of whom may have limited travel experience, the global perspective brought by NASL is invaluable.

President's Message

West Hills College Lemoore received its initial accreditation in June 2006 to become the newest community college in the State of California, and the only full service accredited college in Kings County. The governance structure and practices are outlined in this Planning and Governance Manual in concurrence with the Strategic Master Plan (SMP) which serves as the roadmap to guide the college in meeting its goals and evaluating its programs and services. During the spring 2007 semester, a broadly represented group of faculty, staff, students, and administration met to review and revise the college's Strategic Master Plan to better identify and address the needs of the community we serve.

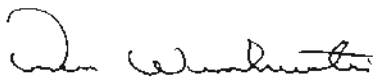
A revised mission statement appropriately identifies who our students are and signifies a commitment to student learning outcomes utilizing innovation, goal orientated strategies, and community partnerships to provide excellent learning opportunities. We have identified institutional outcomes that will prepare our students with the skills and experiences needed to succeed in the world of work or transfer to an institution of higher learning.

Through a process of regular evaluation and review, we will be able to constantly update and revise programs or develop new programs to meet current demand. Our faculty will be equipped with the latest technology and means of delivery to provide high quality instructional experiences to our students. Faculty will have access to the latest training opportunities to further enhance their curriculum and course delivery modalities.

Our students will have at their disposal high quality support services to assist them with obtaining their educational goals. Support opportunities will be available 24/7 through online technology in order to serve students on campus or located in distant locations.

It is our goal to be able to provide the highest quality services to our constituents.

Sincerely,



Don Warkentin, President
West Hills College Lemoore

Mission, Vision, Goals and Institutional Outcomes

Mission Statement

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision Statement

Learning Through Excellence and Innovation

Goals and Institutional Outcomes

Goal 1 - WHCL is committed to provide quality education to students and the community.

Measurements (Institutional Outcomes):

1. Community Participation Rates
2. High School Graduates Participation Rates
3. Overall Success Rates
4. Overall Retention Rates
5. Persistence Rates (continuous enrollment)
6. Student Learning Outcomes Implementation and assessment.

Goal 2 - WHCL is committed to empower students to achieve their educational goals.

Measurements (Institutional Outcomes):

1. Basic skills math successful course completion & retention
2. Basic skills ESL successful course completion & retention
3. Basic skills English successful course completion & retention
4. Vocational courses successful course completion & retention
5. Degree and certificate completion
6. Transfers to four year institutions

Goal 3 - WHCL will effectively maintain and increase its resources and productivity.

Measurements (Institutional Outcomes):

1. Monitor Student Headcount
2. Meet Full-Time Equivalent Students (FTES) Goals
3. Successful Grant Acquisitions
4. Increase Revenue Generated by Outside Capitol Campaign Activities

Governance Structure

Introduction

The West Hills College Lemoore governance structure and process is designed to be inclusive and collaborative. It involves faculty, staff, students, community members and administrators in the planning and operation of the college. The governance structure and practices were developed collaboratively and support the participatory approach to decision-making. The Board of Trustees is the final authority for governance at West Hills College Lemoore, and delegates authority to the District Chancellor who in turn delegates authority to the College President. The President then solicits and receives input through the participatory governance decision-making process.

Organization

The Planning and Governance Council (PGC), as the principal participatory governance body of the College, creates the processes for recommending College policies and governance committee structures (see Addendum A, AP 2410). The PGC reviews and approves actions, recommendations, and requests of committees, planning groups, and task forces. The PGC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. The PGC develops, implements, evaluates continuously and revises, if necessary, the College's plans and initiatives, both long-term and short-term.

The Strategic Master Plan outlines the tasks and actions to be accomplished during the upcoming year. The PGC reviews Strategic Master Plan and evaluates progress toward achieving the college goals. Each governance committee is responsible for achieving the tasks and actions as outlined for each committee within its goals, roles, and products. The governance committees report directly to the PGC, and each has a representative on the PGC. The College President serves as the chair of the PGC. All governance committee representatives on the PGC report progress on their assigned goal, objectives, and activities at the PGC meetings.

Review Cycle: Mission/Vision, Goals, and Institutional Outcomes

WHC Lemoore's mission/vision, goals and institutional outcomes shall be reviewed by the Strategic Planning Committee each fall semester. Recommendations will be forwarded to the respective governance groups and returned to the PGC for recommended revision/s and/or adoption.

Representation

The governance structure provides for representation from five recognized constituencies at West Hills College Lemoore: Students, Academic Senate, Faculty Association (CTA), Classified Staff (CSEA), and administrators. **However, governance meetings are public. In addition, to representation afforded to individuals through constituencies, other individuals and groups may be heard in any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda.**

Appointments from the constituencies, when not specified by position, are made by the following:

- SGA – students
- Academic Senate – faculty
- CTA – faculty
- CSEA – classified staff
- President – administrators

The constituent appointees serve the length of term designated by the constituency group and/or the President.

Responsibilities of Representatives

The primary responsibilities of representatives are as follows:

- Prepare for and attend meetings
- Communicate with individual constituencies. **All representatives are responsible for keeping their respective constituencies informed of the proceedings and recommendations.**
- Contribute to informed decision-making

Recommendation and Operating Process

Each council/committee shall attempt to achieve consensus. When consensus cannot be reached, a majority of members shall determine the recommendation. **Each council/committee chair is responsible for communicating recommendations through the appropriate administrative and/or governance structure.** The process for presenting items first for information, then for action at a subsequent meeting shall be followed. **The PGC will have 60 days in which to complete the review and approval process of board policies and administrative procedures at the college level and submit final comments, recommendations or actions taken with regard to the policy/procedure to the Chancellor's Office (AP 2410).** Allowance will be made for suspending this process when deemed appropriate by a majority. **Agendas and minutes for each standing committee shall be posted on the college website.**

Definition of Governance Structures

Council: A group of constituency representatives designated or selected to act in an advisory capacity that meets on a regular basis. The charge of a council entails college-wide issues and is the designated governance group.

Standing Committee: A permanent committee of constituency representatives intended to consider all matters pertaining to a designated subject that meets on a regular basis. A standing committee is part of the governance structure and reports to a Council.

Permanent Sub-Committee: A permanent sub group of a standing committee designated to consider specific subjects in detail for recommendations back to the standing committee. The chair must be a member of the committee to which it reports. Other members need not be members of the committee to which it reports.

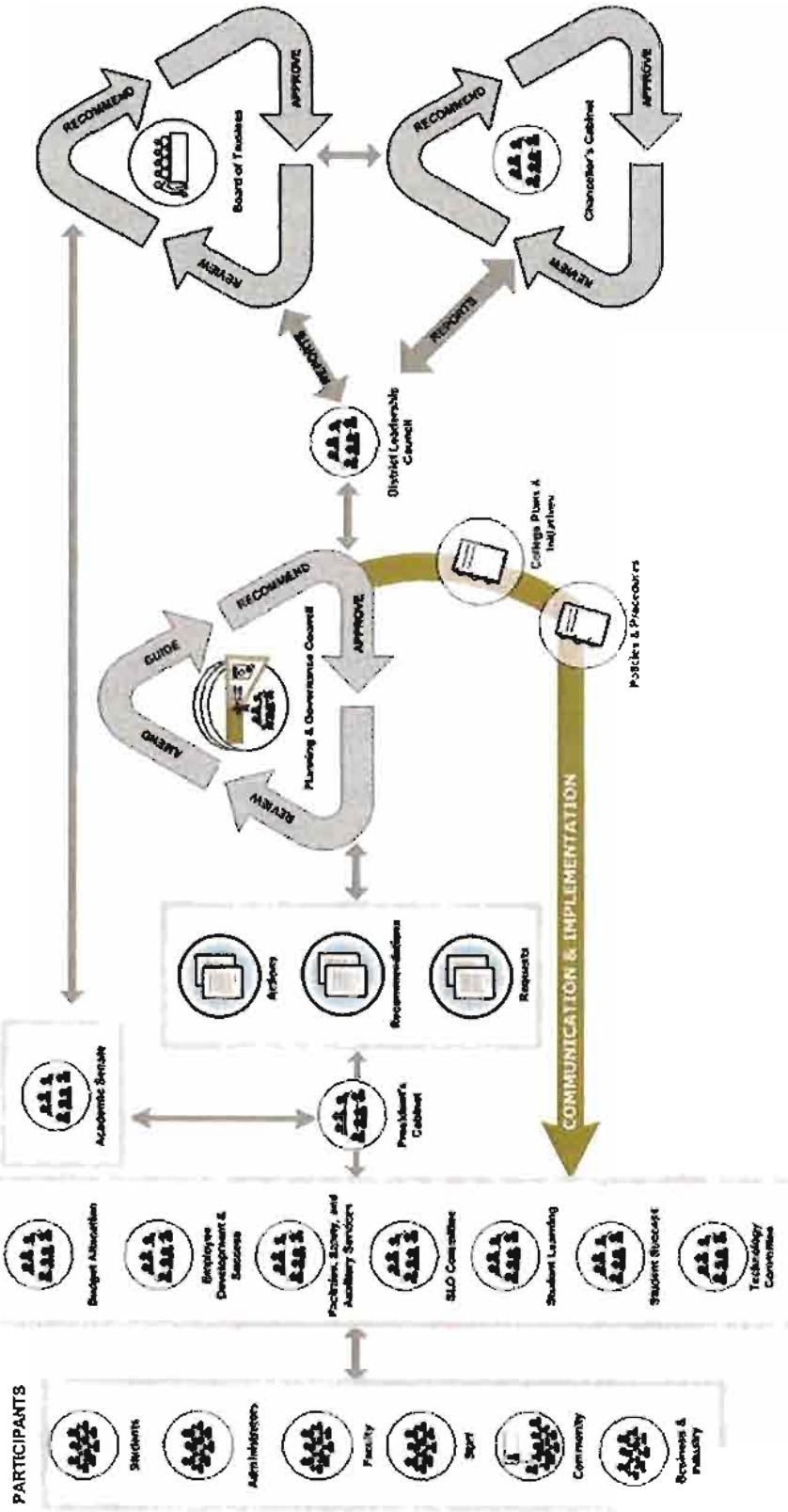
Ad Hoc Committee: A committee created by a council or standing committee to address and make recommendations on a particular subject as needed and meets until a task is completed. The members need not be from a council or standing committee.

Task Force: A constituency-represented group created to address a special college-wide subject/issue and meets until the subject/issue is resolved.

West Hills College Lemoore Governance Process



COMMITTEES & PLANNING GROUPS



Version 1.5
 Revision Date: 11/2017
 Created by: WACCD Office of Internal Effectiveness

COUNCIL/COMMITTEES

The following college wide committees have operational responsibility for the implementation of the Institutional Student Outcomes:

Planning and Governance Council

Role: The PGC represents all constituent groups of WHCL, develops and implements the WHCL Strategic Master Plan, develops or revises and approves governance policies and communicates with the respective groups. The strategic planning process guides budget priorities. Recommendations made by the PGC reflect the values and support the mission of the College and are in the best interest of improving student success and serving the community. The PGC, as the recognized participatory governance body of the College, creates the processes for recommending College policies and governance committee structures. The PGC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal external environments. The PGC develops, implements, evaluates continuously and revises, if necessary, the College plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement the Master Plan. The PGC has oversight of college standing committees and receives and monitors reports. Communication with individual constituencies and participation in the Council meetings are primary responsibilities of the PGC members.

Products: WHCL's Strategic Master Plan, annual evaluation of the institutional outcomes, annual progress report, policies and procedures recommendations.

Diversity Statement: The PGC will review all new committee structures, policies, or procedures for the diversity statements, holding the "requesting" individual or group accountable for including the consideration of appropriate diversity issues into their processes.

PGC Membership (Approved: 10/17/07)

- (1) College President – Chairperson
- (2) CTA Faculty
 - (1) Academic Senate President
 - (1) Curriculum Committee Chair
 - (1) Student Learning Outcomes Coordinator (Academic Senate seat)
 - (1) Librarian/Technology Committee Chair
- (2) CSEA
 - (1) Student Government Association
 - (1) Vice President of Educational Services
 - (1) Dean of Student Services
 - (1) Associate Dean of Educational Services
 - (1) Director of Maintenance & Operations and Auxiliary Services
 - (1) Counselor/Advisor – (added 10/17/07 per recommendation from CSEA)

Reporting Relationship: Reports to the District Leadership Council, Chancellor, and Board of Trustees. **Meeting Schedule:** Twice per month; first and third Wednesday.

Academic/Faculty Senate

Goal: The Academic Senate represents the faculty through consultative and collegial processes and, by such means, makes recommendations to the governing board and/or to its agents or designees. The Academic Senate has primary responsibility for making recommendations in the areas of academic and professional matters, including but not limited to curriculum, academic standards, hiring policies, procedures, and criteria for contract faculty and administration; and is to comment upon and review policies proposed by the Board of Governors of the Community Colleges of California. With respect to these recommendations, the governing board and/or its agents or designees either relies primarily upon the advice or judgment of the academic senate, or otherwise enters into written mutual agreements with the academic senate in accordance with board policies delegating authority and responsibility to the academic senate. The Academic Senate shall engage in joint agreements with the district and participate in the design and implementation of participatory governance of the college in accordance with the Education Code, and Title 5, and any college policies related to the role of the Academic Senate in participatory governance.

Role: The Senate's primary function, as the representative of the faculty, is to make recommendations to the Administration and the Board of Trustees on policy development and implementation in matters concerning:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- Districts and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation process; including self-study and annual reports
- Policies for faculty professional development activities
- Process for program review
- Process for institutional planning and budget development
- Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

Budget Allocation Committee

Goal: To build and foster a strong commitment to the use and development of community, technology, education, and funding in order to effectively increase the resources and productivity at West Hills College Lemoore.

Role: The WHCL Budget Allocation Committee has the responsibility of soliciting budget proposals from its staff for the purposes of conducting business. Area Budget Sub-Committees from: 1) Arts and Sciences 2) Occupational Education 3) Student Services and 4) Maintenance and Operations will provide input to the Budget Allocation Committee. Once received, the Budget Allocation Committee will prioritize these requests based on their impact on student success and the college's mission and vision statements. The college's budget recommendations and priorities will be sent to the Planning and Governance Council.

Products: Prioritized list of budget recommendations to be sent to the Planning and Governance Council.

Diversity Statement: WHCL is committed to the appropriation of resources that includes thoughtful consideration of the special needs of its diverse students, faculty, staff, and community populations. It is expected that the Budget Allocation Committee will actively implement diversity issues into their budget processes. When forwarding action and/or information items to the PGC, the Budget Allocation Committee will identify the items addressed in each item.

Membership: (Chairperson to be elected by the committee membership)

- 2 – Administrators
- 2 – CTA/Faculty Representatives
- 2 – CSEA/Classified Representatives
- 1 – SGA Representative

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Every two weeks beginning in January and continuing until April.

Facilities, Safety and Auxiliary Services Committee

Goal: To support the mission of the college by maintaining the appearance, functionality, accessibility, safety, technology, and cleanliness of current and future facilities conducive to a quality educational environment.

Role: The FSAC, representing all constituent groups of WHCL, develops, monitors, and has implementation oversight of the Facilities Master Plan, Site Safety, and Emergency Preparedness Plan. The FSAC evaluates and recommends revision of plans and standards and communicates with the respective groups involved. The aforementioned planning process guides budget priorities. Recommendations made by the FSAC reflect the values and support the mission of the College and are in the best interest of improving student success and serving the community. The FSAC develops, implements, evaluates continuously, and revises if necessary, the FSAC plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement all FSAC plans. The individual constituencies and participation in the committee meetings are primary responsibilities of the FSAC members.

Products: Facilities Master Plan, Site Safety, Emergency Preparedness Plan

Diversity Statement: The Facilities, Safety and Auxiliary Services Committee will address diversity into all planning and implementation processes as appropriate. Diversity issues will include but are not limited to access, use, learning experience, and indoor/outdoor environment. When forwarding action and/or information items to the Planning and Governance Council. The Facilities and Safety Committee will identify the diversity items addressed in each item.

Membership: (Chairperson to be elected by the committee membership)

- 1 – Director of Facilities Services
- 1 – Media Services Representative
- 1 – DSPS Representative
- 1 – ITS Representative
- 1 – SGA Representative
- 1 – CTA/Faculty Representative
- 1 – CSEA/Classified Representative
- 1 – Administrative Representative

Reporting Relationship: Planning Governance Council

Meeting Schedule: Monthly/first Friday of the month

Technology Committee

Goal: To support the mission of the college by maintaining technology conducive to a quality educational environment.

Role: The technology committee has the responsibility of assessing IT related policies, procedures, and planning, as they relate to WHC Lemoore. The central focus is the intersection of instruction, administrative support and technology in regards to students and their ability to meet their educational goals. WHCL has a student-centered environment that relies heavily on technology and the committee's objective will be increasing communication among the various constituencies in order to meet this goal. Open communication, collaboration and feedback related to technology needs and availability will be a key function. The committee will be representative of all campus constituencies and align to the Mission and Vision statements of the College.

Products: Technology plan (annually) in coordination with the Budget Allocation Committee.

Diversity Statement: The Technology Committee will actively address issues of diversity in the workplace including but not limited to: access, gender, age, culture, race, religion, experience and education.

Chair: Recommended by the President

Reporting Relationship: Reports to the Planning and Governance Council

Membership:

Librarian -1

M & O – 1

Student Services Assistant/Office Manager – 1

Counselor/Advisor – 1

Faculty – 2

Student – 1

Media Technician – 1

DSPS Assistive Technology Specialist - 1

Meeting Schedule: Every two weeks initially, and then upon committee consensus

Institutional Effectiveness and Program Review Committee

Goal: To provide positive and energetic teaching and learning environments to further our commitment to student-centered, outcome based education using relevant goals, innovations, strategies, and partnerships.

Role: The Institutional Effectiveness and Program Review Committee (IEPRC) monitors Program Review process Representation on this committee is from all constituency groups of WHC Lemoore.

Products: Program Review and accreditation reports

Diversity Statement: It is expected that the Institutional Effectiveness and Program Review Committee will actively incorporate all facets of diversity in the systematic evaluation and planning processes. When forwarding action and/or information items to the Planning and Governance Council, the Institutional Effectiveness and Program Review Committee will identify the diversity items addressed in each item.

Membership:

- Vice President of Educational Services – Chairperson
- 1 - Dean of Educational Services
- 2 – CTA/Faculty Representative
- 2 - CSEA/Classified Representative
- 1 - SGA Representative
- 1 - Accreditation Liaison
- 1 - Student Services Representative
- 1 - Director of Admissions/Records (Ad Hoc)

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Monthly with more frequent meetings as needed

Employee Development and Success Committee

Goal: West Hills College Lemoore recognizes the importance of institutional development. To this end, Institutional Development will act as a catalyst to support and enhance the other four goals.

Role: The Employee Development and Success Committee (EDSC) will develop, implement, and monitor issues and activities related to helping all WHCL employees maximize their success in the workplace. Areas of responsibility include professional development activities, training needs, employee recognition activities, and employee social activities and celebrations. The EDSC will survey college employees bi-annually for training and professional development needs resulting in an annual schedule of programs and events. The EDSC will plan and implement these programs and events in collaboration with the Academic Senate, CSEA, and college administration. The EDSC will plan and coordinate various college employee social activities, including end-of-year celebration of programs and events and prepare an annual report.

Products: Annual professional development plan; employee notification of programs and events; evaluation of programs and events; annual plan.

Diversity Statement: The EDSC will actively address issues of diversity in the workplace including but not limited to: access, gender, age, culture, race, religion, experience and education.

Membership: (Chairperson to be elected by committee membership)

- 3 – CSEA/Classified Representatives
- 1 – SGA Representative
- 3 – CTA/Faculty Representatives (one from Educational Services)
- 3 – Student Services Representatives
- 1 - Associate Dean of Educational Services, Evening College

Reporting Relationship: Planning and Governance Council

Meeting Schedule: First and third Thursdays of every month August to May

Student Success Committee

Goal: Student success is our success. It is our belief that every student be treated with dignity and respect in their quest for a premiere educational experience at WHCL.

Role: The Student Success Committee (SSC) represents all constituent groups and programs on the Lemoore campus. It maintains Student Services operations, develops, monitors, and implements the Matriculation Plan, the Student Equity Plan, the Transfer Plan, Student Handbook, and categorically funded programs. In addition, the SSC provides oversight to the articulation process, scholarship development, financial aid services, graduation activities and awards ceremonies. The SSC guides the planning process and recommends policies and procedure changes to all the pertinent groups and to the Planning and Governance Council. Programs and departments represented by the SSC will evaluate the effectiveness of their services through the program review process. Recommendations made by the SSC reflect the values and support the mission of the College and promote student success.

Products: Matriculation Plan, Student Equity Plan, Student Handbook, Transfer Plan, Institutional Outcomes for Student Services, Diversity Plan, Articulation submittals, annual categorical program reports, institutional research explaining retention, persistence and success.

Diversity Statement: We promote the exploration and celebration of differences and uniqueness in people, languages, and cultures. The Student Success Committee will actively address student diversity at every level of service including but not limited to enrollment trends, outreach, registration/enrollment access, advising, retention, and student clubs and associations. When forwarding action and/or information items to the Planning and Governance Council, the Student Success Committee will identify the diversity items addressed in each item.

Membership:

- 1 – Dean of Student Services - Chair
- 1 – CTA/Faculty Representative
- 1 – CSEA/Classified Representative
- 1 – Counselor
- 1 – Director of Student Support Services
- 1 – Director/Coordinator of EOPS
- 1 – Director of ETS & Upward Bound Math & Science
- 1 – Associate Dean of Evening College
- 1 – Financial Aid Coordinator
- 1 – Information Technology Representative
- 1 – Office Manager
- 2 – Student Government Association Representatives

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Monthly/fourth Monday 2:30 pm – 4:00 pm

Student Learning Outcomes Committee

Goal:

Role: The purpose of the Student Learning Outcomes Committee is to coordinate the various efforts on the West Hills College-Lemoore campus to create, implement, assess, and implement student learning on our campus. The SLOC will facilitate discussion among the various interested parties including, but not limited to: faculty, administration, and support staff regarding student learning.

Products: WASC Student Learning Outcomes reports, support and training to faculty and staff in creating, implementing, assessing, and evaluating results of student learning.

Diversity Statement: Ethnic and gender diversity will be taken into account when organizing the SLOC and creating, implementing, assessing, and evaluating student learning outcomes.

Chair: Faculty Student Learning Outcomes Coordinator

Reporting Relationship: College Administration

Membership:

- Student Learning Outcomes Coordinator—faculty—Chair (1)
- Student Learning Outcomes Coordinator—non-teaching faculty—Co-Chair/Vice-Chair (1)
- Six faculty from the following learning areas as chosen by the Academic Senate: Arts and Letters (1) , CIS/Business/CTE (1), Math/Science/PE (1), Health and Wellness (1), Social Science (1), Counseling (1)
- Staff members to represent support programs (4)
- SGA Representative (1)
- Instructional Administrator (1)
- Non Instructional Administrator (1)

Meeting Schedule: To be determined

Procedure and Determination in Hiring Faculty

West Hills College Lemoore recognizes that the hiring of faculty must be a deliberate and thoughtful process. Further, the process must include the input from constituency groups and instructional administrators alike based upon a combination of empirical and quantitative information.

West Hills Community College Board of Trustees has approved Board Procedure 7210 (Employment of Academic Employees). Within this procedure are guidelines to be used in the identification and filling of faculty positions:

1. The faculty/Academic Senate, in conjunction with the appropriate Dean/administrator, shall submit staffing needs each year in early fall and provide supporting data for their requests to the Chief Instructional Officer (CIO) or designee.
2. The CIO shall confer with the College President who will determine staffing priorities.
3. The staffing priorities determined by the College President will be forwarded to the Chancellor.
4. The Chancellor will make final staffing decisions and will recommend the positions to be filled to the Board of Trustees.

Execution of these procedures at West Hills College Lemoore must conform to the committee structure existing on the campus as well as the timelines necessary for full implementation. Specifically, the College will employ the following procedure to determine faculty staffing needs:

1. Submitted instructional program reviews also provide the opportunity for faculty members to identify staffing needs within their department. It is incumbent of the department to provide significant justification for the new position(s) within the program review document. The timeframe for submission of program reviews is late fall term.
2. If a program is not undergoing the periodic and regular program review, an individual faculty department member will provide full time faculty requests into their yearly budget request (Form Group 2 of the Budget Development Process Booklet). This is to occur during the beginning of the spring semester.
3. The Chief Instructional Officer (CIO) will compile all new faculty requests from a combination of program reviews and budget request forms. The CIO will provide the Academic Senate with this list for the purpose of priority ranking. This will occur no later than the end of the spring semester.
4. The Academic Senate will review all proposed new positions, as well as the unfulfilled requests from previous years, and will submit to the CIO a prioritized list of potential new faculty positions along with supporting data no later than the middle of the fall semester.
5. The CIO will consult with the other instructional administrators to determine a list of possible new faculty positions. A prioritized list will be prepared along with supporting information no later than the middle of the fall semester.
6. The CIO will present to the College President the prioritized lists prepared by both the Academic Senate and the instructional administrators. The President will determine the faculty staffing priorities and forwarded to the District Chancellor.

The District Office, and specifically the Department of Human Resources, will begin the advertisement of the position as soon as the College President has finalized his list and budget provisions have been secured.

7. In the event that it is determined that the budget cannot support new faculty positions or that the positions are unneeded at this time, the prioritize list will be maintained by the President's Office for potential implementation at a later date.

Procedure and Determination in Hiring Support Staff

West Hills College Lemoore recognizes that the hiring of support staff must be a deliberate and thoughtful process. Further, the process must include the input from constituency groups, supervisors and administrators alike based upon a combination of empirical and quantitative information.

West Hills Community College Board of Trustees has approved Board Policy 7230 and Administrative Procedure (Hiring Procedure and Guidelines for Classified Staff). Within this procedure are guidelines to be used in the identification and filling of faculty positions:

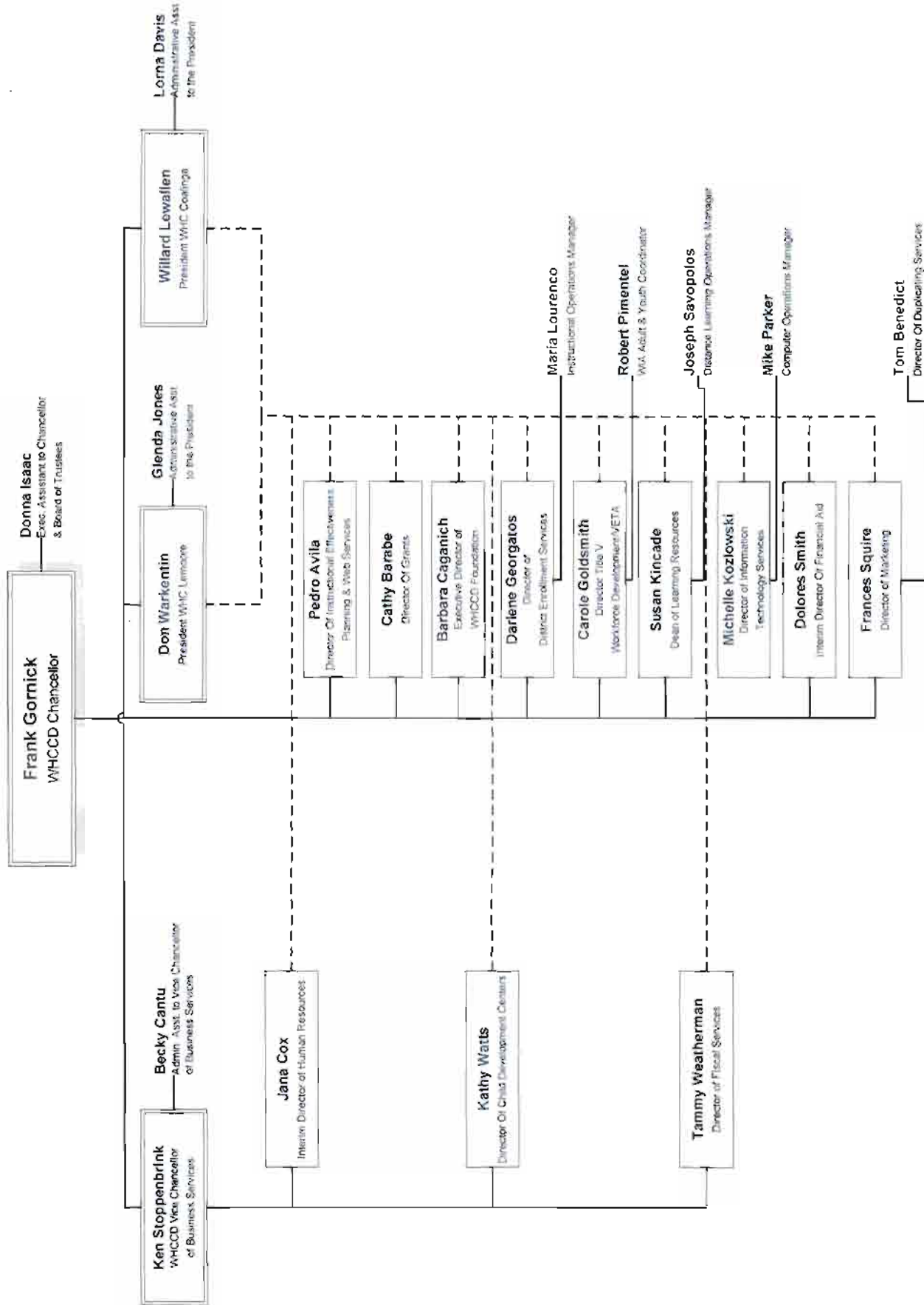
1. The Area Supervisor, in conjunction with the appropriate dean/administrator, shall submit staffing needs each year in early fall and provide supporting data for their requests to the College President or designee.
2. The Area Supervisor/Dean shall confer with the College President who will determine staffing priorities.
3. The staffing priorities determined by the College President will be forwarded to the Chancellor.
4. The Chancellor will make final staffing decisions and will recommend the positions to be filled to the Board of Trustees.

Execution of these procedures at West Hills College Lemoore must conform to the committee structure existing on the campus as well as the timelines necessary for full implementation. Specifically, the College will employ the following procedure to determine staffing needs:

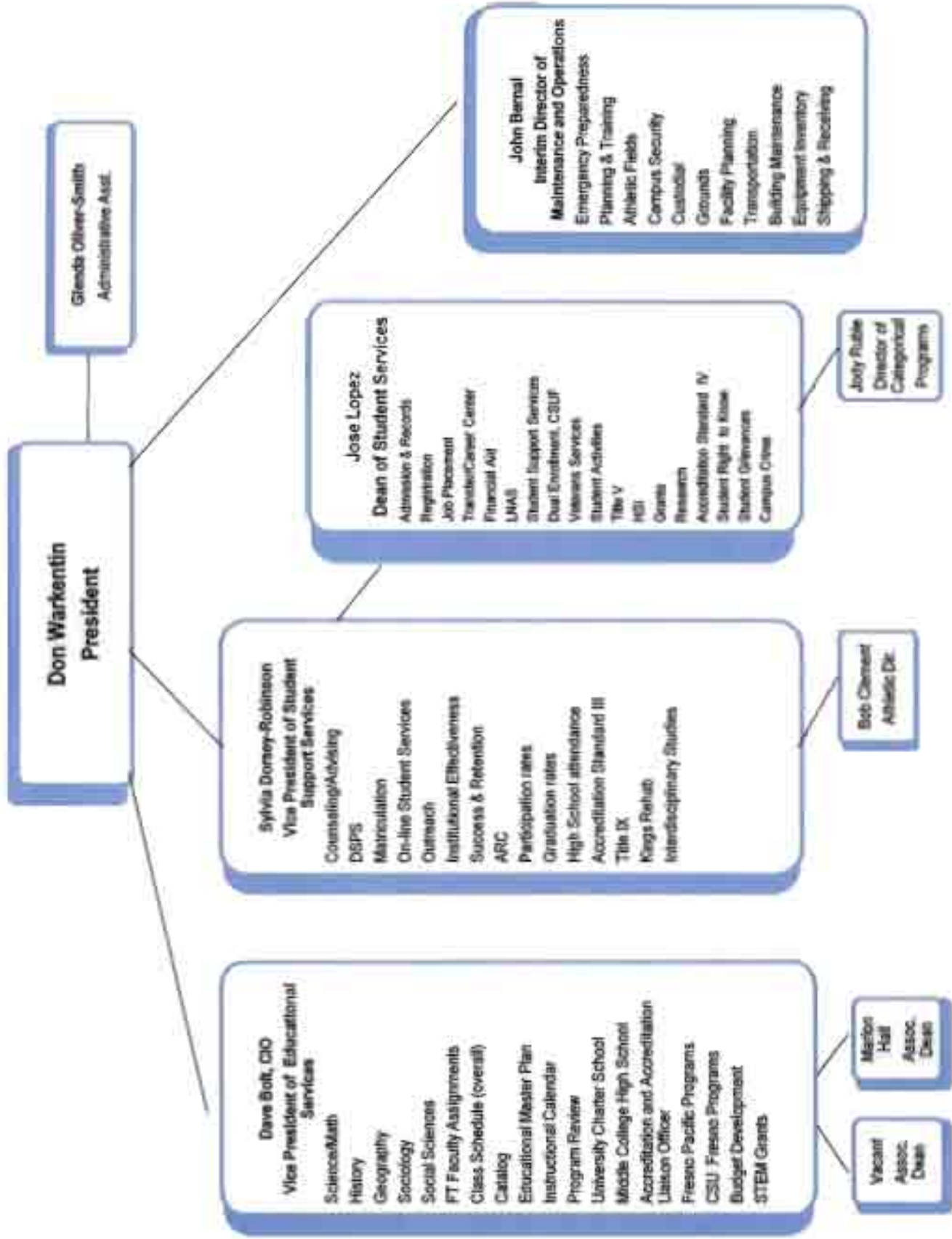
1. Submitted appropriate program reviews provide the opportunity for supervisors to identify staffing needs within their department or program. It is incumbent of the department/program to provide significant justification for the new position(s) within the program review document. The timeframe for submission of program reviews is late fall term.
2. If a program is not undergoing the periodic and regular program review, an individual supervisor will provide full time staffing requests into their yearly budget request (Form Group 2 of the Budget Development Process Booklet). This is to occur during the beginning of the spring semester.
3. The Area Administrator will compile all new staff requests from a combination of program reviews and budget request forms. The Area Administrator will provide the College President with this list for the purpose of priority ranking. This will occur no later than the end of the spring semester.
4. The College President will consult with the other administrators to determine a list of possible new staff positions. A prioritized list will be prepared along with supporting information no later than the middle of the fall semester.

5. The College President will determine the staffing priorities and forwarded to the District Chancellor. The District Office, and specifically the Department of Human Resources, will begin the advertisement of the position as soon as the College President has finalized his list and budget provisions have been secured.
6. In the event that it is determined that the budget cannot support new staff positions or that the positions are unneeded at this time, the prioritize list will be maintained by the President's Office for potential implementation at a later date.

WEST HILLS COMMUNITY COLLEGE DISTRICT CHANCELLORS OFFICE



The WHCL organization chart is being revised at this time, 12/4/2009.





ADDENDUM A

Administrative Procedure 2410 Policy and Administrative Procedure

Reference: *Education Code Section 70902*

Board Policies and Administrative Procedures are regularly reviewed by the Chancellor's Office. The Chancellor makes recommendations to the Board of Trustees concerning revisions to existing policies and procedures or the development of new policies and procedures to ensure that they are current and comply with state and federal laws.

Any employee, student, or member of the public may initiate a review or development of any policy or procedure by submitting a request or recommendation in writing to the Chancellor's Office.

Review and Approval Process

Upon receipt of the request or recommendation, the Chancellor's Office may refer to the Community College League's Policy and Procedure Service for recommended or legally advised language. The Chancellor's Office may also use the Policy and Procedure listserv to query other districts for related Board Policies or Administrative Procedures. In some instances, the Chancellor's Office may request that legal counsel review the policy or procedure language. Other employees with expertise in specific areas governed by a Board Policy or Administrative Procedure may also be consulted during the review process.

After initial review by the Chancellor's Office, the policy and/or procedure will be routed to the supervisor, manager or Dean of the appropriate department, if applicable, for review (i.e. Student Services, Human Resources, Business Office, etc.). Following the applicable review, the policy and/or procedure will be routed as follows:

1. Policy and/or procedure to be reviewed and discussed by the Chancellor's Executive Cabinet.
2. After review by the Chancellor's Executive Cabinet, the policy and/or procedure will be sent to the College Consultation Council (CCC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore (through the College Presidents) for review and approval, if applicable. Simultaneously, the policy and/or procedure will be sent to the Academic Senate Presidents and the Faculty Association President as a courtesy.
3. Review and approval by the Academic Senate Presidents will be requested only if the policy and/or procedure deal(s) with academic and professional matters. Review and approval by the Faculty Association President will only be

requested if the policy and/or procedure has or will have a significant effect on faculty.

4. After review by the CCC and the PGC, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the College Presidents. In the case of review and approval by the Academic Senate Presidents or Faculty Association President, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the individuals serving in those capacities. As a courtesy, the comments, recommendations or actions taken should also be sent to the College Presidents.

5. The Chancellor's Office will take the policy and/or procedure to the District Leadership Council (DLC) for review and approval.

6. After DLC review, and upon final review by the Chancellor, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.

Submission of Policies and Procedures for Review

When submitted to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President, and the DLC, the policy and/or procedure shall be accompanied by a routing form which will include the following information:

- Policy/Procedure Number
- Policy/Procedure Name
- Indication of new or revised policy/procedure
- Initiator of proposed new or revised policy/procedure
- Purpose for new or revised policy/procedure
- Anticipated timeline for review and approval process

New policies and procedures will be submitted to the appropriate groups as a "clean" copy.

Revised policies and procedures will be submitted to the appropriate groups using the following editing marks:

- Deleted text to be shown in
- Added text to be shown in bold print

Nonsubstantive ("clean up" or "housekeeping") revisions to policies and procedures (i.e. names, title changes, addition or deletion of references) that do not change the intent or meaning of the policy or procedure may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Policies and procedures dealing strictly with the Board of Trustees may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents and, the Faculty Association President and the DLC as a courtesy. New or revised procedures that outline an existing process may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Timeline

In most instances, policy and procedure review and approval will be based on a two-month cycle at the college level. Once the Chancellor's Executive Cabinet agrees to move new or revised policies and/or procedures forward to the CCC, PGC, the Academic Senate Presidents and the Faculty Association President, the review and approval process timeline officially begins. The groups will have 60 days in which to complete the review and approval process at the college level and submit final comments, recommendations or actions taken with regard to the policy and/or procedure to the Chancellor's Office.

At the completion of the 60 days (or sooner if the appropriate groups have completed their review and approval process), the policy and/or procedure will be placed on the DLC agenda for review and approval if applicable. Following DLC review, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting. The Board of Trustees will be provided with the Chancellor's final recommendation, along with the completed routing form which will include the comments, recommendations and actions taken by the appropriate groups.

The timeline may be shorted due to various circumstances including, but not limited to, changes in law or urgent need. However, the Chancellor's Office shall notify all applicable groups of the shortened timeline.

After approval by the Board of Trustees, policies and procedures will be posted to the District's website. The College Presidents and Academic Senate Presidents will also be notified as to the status of the proposed or revised policies and procedures.

Board approval date: 3/7/06

Revised policy approval date: 6/26/07

**WEST HILLS COLLEGE DISTRICT
INSTRUCTIONAL CALENDAR
2010-2011**

2010 SUMMER SESSIONS

May 31 – August 10, 2010 Instruction Begins/Ends

July 5 Independence Day Observed

2010 FALL SEMESTER

August 12	Th	Faculty Flex Day, No Classes
August 13	F	Duty Day, No Classes
August 16	M	Instruction Begins
September 6	M	Labor Day, No Classes
October 15	F	Last Day to Petition to Graduate
October 18	M	Second 9-week Classes Begin
November 11	Th	Veteran's Day Observed, No Classes
November 15	M	Last Day to Withdraw with a W
November 25-26	Th-F	Thanksgiving, No Classes
December 13-17	M-F	Finals Week
December 17	F	End of Fall Semester
Total Instructional Days: 87		

2011 SPRING SEMESTER

January 13	Th	Faculty Flex Day, No Classes
January 14	F	Duty Day, No Classes
January 17	M	Martin Luther King Day, No Classes
January 18	Tu	Instruction Begins
February 11	F	Lincoln's Day Observed, No Classes
February 21	M	Washington's Day Observed, No Classes
March 18	F	Last Day to Petition to Graduate
March 21	M	Second 9-week Classes Begin
April 15	F	Last Day to Withdraw with a W
April 18-22	M-F	Spring Recess
May 23-27	M-F	Finals Week
May 26	Th	Lemoore Commencement
May 27	F	Coalinga Commencement
May 27	F	End of Spring Semester
Total Instructional Days: 88		

Approved by the Board of Trustees: January 20, 2009

**Planning and Governance Council Meetings
2010 - 2011**

Meeting Time: 2:00 p. m.

Location: Conference Center 256

First and third Wednesday of each month (only one meeting in December and January).

First Wednesday	Third Wednesday
September 1 *8/25	September 15 *9/8
October 6 *9/29	October 20 *10/13
November 3 *10/27	November 17 *11/10
December 1 *11/24	Finals week – no meeting
Holiday Break – no meeting	Start of semester- no meeting
February 2 *1/26	February 16 *2/9
March 2 *2/23	March 16 *3/9
April 6 *3/30	April 27 *4/20
May 4 *4/27	May 18 *5/11

***agenda items/handouts due date**

Planning and Governance Council Membership as of September 2009

David Babb, Student Learning Outcomes Chair
 Dave Bolt, Vice President of Educational Services
 America Bryant, CSEA/Classified Representative
 Stephanie Droker, Academic Senate President
 Marty Ernes, CTA/Faculty Representative
 Marlon Hall, Associate Dean of Educational Services, Evening College
 Jose Lopez, Dean of Students
 Keith Brock, CSEA/Classified Representative
 John Bernal, Director of Facilities & Auxiliary Services
 Ron Oxford, Librarian
 Rene Sanchez, Curriculum Committee Chair
 Angela Tos, CTA/Faculty Representative
 Don Warkentin, President
 Linda Amaya-Guenon, Counselor/Advisor
 Angel Isidoro, Student Government Association Representative

The primary responsibilities of representatives are as follows:

- **Prepare for and attend meetings**
- **Participate in discussions**
- **Communicate with individual constituencies**
- **Contribute to informed decision-making**



A LEADERSHIP EVENT
Employee Development & Success Committee

Employee Development & Success Committee
Presents:

End of the Year BBQ

Friday, May 28, 2010
Noon to 2 P.M.

Location: Behind the Administration Building

Culinary will BBQ Hamburgers & Hot Dogs

A - G - salads, sides
H - L - pasta, breads
M - S - desserts, fruit
T - Z - chips, dips, salsa, drinks

RSVP - Rose Denberg ext 3313
or by email:
rosedenberg@whccd.edu

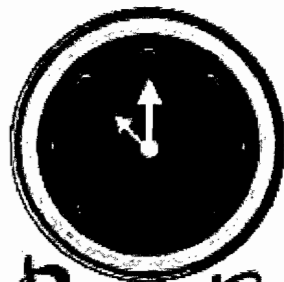


Golf any one?

Cards?

Badminton?

Genuine break for all who work so
hard to serve so many!



Picnic Time

**West Hills Community College District
RISK MANAGEMENT COMMITTEE
Minutes**

March 26, 2010 - 9:00 a.m. Teleconferenced District Board Room/Lemoore Room 124

Present: Anne Jorgens, Erin Brewer, Michael Burke, Jim Beggs (Keenan), Mark Gritton, Richard Larson, Shaun Bailey, Kathy Watts, Charles Freeman, Brian Abela, Marlon Hall.

Absent: Marcel Hetu, Johnathan Bernal, Verna Hernandez, Clifton Harris,

Call to Order: Anne Jorgens called meeting to order 9:04 a.m.

Approval of Minutes: January 22, 2010 meeting minutes approved on a motion by Richard Larson, seconded by Shaun Bailey, Marlon Hall abstained.

District Accident-Incidents Review: Staff reviewed fourteen (14) January and February 2010 employee incident reports there were no student or on-campus incident reports.

Current Business:

1. **Table Top Exercise:**

Anne reported she was able to find Ken Lake's phone number by emailing his wife and called him to see if he would be interested in providing this refresher training for WHCCD. He said yes since he retired he has been continuing to do emergency response preparation training and has a new State of California Department of Education grant. Anne sent him the RFQ and received a proposal yesterday. Will review proposal and submit to VC for his review and approval. It is much less than the RFQ results previously received, so encouraged. Both Terry Davis and Rusty Stivers, WHCCD AOJ instructors responded to our request for possibly providing the refresher training in-house but at this point will ask these individuals if they would be willing to assist Ken Lake in providing the training.

2. **Fire Safety:**

Status – plan is not completed as yet.

3. **Ergonomics Plan:**

Plan is submitted to staff for first reading today, asked to send any revisions or comments to Anne Jorgens for inclusion if needed. Plan will be presented next meeting for second reading and approval for submittal to the District Executive Cabinet.

4. **IIPP Plan update and revisions:**

Changes have not been completed as yet.

Old Business:

1. **Used Chemical & Hazardous Waste Sweep.**

Brian Abela, CHO reported he has confirmed T & M has completed the chemical removals from all sites. Next sweep is planned for May.

2. **Emergency Alert System:**

Anne reported the DTC is reviewing systems; Francis Squire is chair of the DTC subcommittee looking at the systems. The District currently has a system, but it is not very robust. The committee likes the Evergreen system as it has tried and tested messages that are effective in an emergency and you only pay when you use it. Not sure what the next steps are.

SWACC-Keenan Items (Mr. Jim Beggs):

1. Jim Beggs, Keenan & Associates reported our District first SWACC safety inspection was completed and document is not ready to go to print yet. He thanked Shaun and John for their assistance in looking at all of the college sites. All in all the colleges looked good, housekeeping in general is good. Confined spaces were clean and free of hazards, overall really looked good. CDC's look good. No immediate life threatening conditions. Overall pretty pleased.

Safety Training Opportunities:

- a) **Keenan SafeColleges** – online web based safety training program. Becky Cantu, Anne Jorgens and HR staff participated in the workshop session on March 9, 2010 to review the system. It appears to be very easy to use and has over 100 safety class options for us to choose from. Becky and Anne working on an Excel spreadsheet to upload our employee data into SafeSchools. Once that is complete then we can assign classes to staff.
- b) **March 22-25, 2010** – Introduction to Emergency Management: Earthquake – Dublin, CA
- c) **April 6, 2010** – Hearing Conservation & Fall Protection training – WHC Coalinga 10 a.m. and WHC Lemoore 12:30 a.m. Training will be provided by 3M free and was arranged for us by Grainger & Co.
- d) **May 10, 2010** – Workplace Safety & OSHA Compliance 2010 Workshop – Fresno, CA
- e) **Various Maintenance Training class brochures.**

Member/Department Updates:

Brian Abela: Nothing

Marlon Hall: Nothing

Kathy Watts:

- Finished playground in NDC – removed sand and installed astro-turf with cushioning, product can be hosed down, is cool and will allow summer use of playground.

Jim Beggs: Nothing

Shaun Bailey:

- Custodian working shifts have been changed: current shifts are 6 a.m. to 2 p.m and 10 a.m. to 6:30 p.m. Moved the start times back a couple of hours. This will allow for better coverage of heavily used rooms and facilities. Difficult to do some of the work required when rooms are in use.

Richard Larson:

- Will have the new Chlorine Injection system up and running shortly, the new system will removed the Chlorine gas system.
- Safety lighting with Shaun's help is all done.
- Heavy Equipment will have two classes beginning in May.

Erin Brewer: Nothing

Anne Jorgens: Nothing

Mark Gritton:

- Current have vacant equipment coordination position and will be rewriting position duties and responsibilities to help with new wellness center cleaning.

Communication/Advisory/Handouts:

1. DRCCC (Disaster Resistant California Community Colleges) Newsletter

Other Items:

1. Coalinga Campus – Space Heater issue. Shaun Bailey reported safety issue with space heaters under staff's desks. Many are accidently left on at night, one recently melted the blue recycle waste container, in some areas there are too many and the electrical breakers are popping, this can cause a fire. This is a serious issue and he wanted to know what recommendations committee staff may have. Discussion took place with the following suggestions:
 - Needs to be controlled.
 - Need to ask VC/Presidents for input on issue.
 - M & O could purchase standard type and staff has to request one, this would allow for instruction on where to place unit and how long it's to be there, this would also allow M & O to make sure the building can tolerate the number of space heaters requested.
2. Coalinga Campus – Large vehicles, pickup trucks, delivery trucks on campus sidewalks and driveways. Shaun submitted photos of damaged sidewalks, lawns and sprinkler system due to vehicular traffic in

areas where the cement is not strong enough to handle vehicles, etc. Anne reported to staff the current Board Policy 6700 addresses this already. The Colleges need to enforce the rules and put up signs as needed. The colleges need to make the drivers of the vehicles accountable for any damage caused and they should be advised vehicles are not permitted these areas. Anne will send Shaun and John a copy of the Board Policy and procedures as well as some sign ideas and company information.

Next Meeting: ***April 16, 2010 at 9 a.m.***

West Hills Community College District - Risk Management Committee

AGENDA

November 19th, 2010 - 9 a.m.

Teleconferenced from DO Board Rm and Lemoore Admin Bldg. Conference Rm 124

Call to Order:

Approval of Minutes: September 17, 2010

District Accident-Incidents Review: September & October, 2010 Incident Reports

Current Business:

1) Fire Safety & Fire Extinguisher Operation Plan, OSHA mandated plan: 1st Reading

New Business:

- 1) Injury & Illness Prevention Plan (IIPP) Appendix Updates:
 - Training Matrix for Community College Districts – *staff review and update as needed for implementation of SafeSchools on-line training.*
 - Hazard Identification Checklists – *staff review and update as needed.*
- 2) First Aid Box Content Checklist: *Revised staff review and update of old checklist*
- 3) Sharp's Containers. *Review and update on equipment, inspection, handling and disposal.*
- 4) Chemical Waste Disposal: *Completed October 7, 2010, manifests on file for annual EPA reporting.*
- 5) Fume Hood Annual Certification: *Completed September 20 & 21st, 2010, reports attached.*
- 6) NDC Office Closure Report: *Marcel Hetu to report out.*

Old Business:

1) Emergency Alert System update, DTC: *Update*

SWACC-Keenan Items: (Mr. Jim Beggs)

- 1) SWACC Property & Liability issues – *update*
- 2) SWACC - WHCCD Hazardous Materials Program Assessment report (attached).

Safety Training Opportunities:

- 1) Keenan Safe Colleges online web based safety training update: *Anne Jorgens*
- 2) December 3 or 9, 2010 – Model Emergency Operations Plan, DRCCC, Valley Glen, CA
- 2) AT American Trainco Workshops:
 - December 13-14, 2010 Understanding Air Conditioning & Refrigeration, Fresno, CA
 - December 15-16, 2010 Boiler Operation Maintenance & Safety, Fresno, CA
- 4) January 11, 2011 – CAL/OSHA Compliance Workshop, Fresno, CA
- 3) February 6-9, 11 - PARMA (Public Agency Risk Management Assoc) Conference, Anaheim, CA.

Member/Department Updates:

Communication/Advisory/Handouts:

1) Keenan SafeSchools Newsletters – October & November, 2010

Next Meetings:

December 17, 2010

January 28, 2011 (moved to 28th as 21st (3rd Friday) is first week of school)

February 18, 2011

March 18, 2011

April 15, 2011

May 20, 2011

June 17, 2011

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2) First Aid Box Content Checklist: *staff review and update of old checklist.*

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May 20, 2011

June 17, 2011

APPENDIX C

STAFF TRAINING FOR WEST HILLS COMMUNITY COLLEGE

Cal-OSHA, OHS or Federal Mandatory Training (Red) - District required training (Black)

TOPIC	ADMIN/MGMT/ CONFIDENTIAL STAFF	CLERICAL STAFF	ICS TEAM STAFF	INSTRUCTORS (ALL)	COACHES & ASSTS ONLY	SCIENCE LAB STAFF ONLY	AM/PM PROGRAM ONLY	CDC ONLY	RESIDENCE HALL ONLY	FOOD SERVICE ONLY	MAINT - JAN ONLY	M & D STAFF (ALL)	DRIVERS
Arson Awareness & Prevention								X	X		X	X	
Back Injury & Lifting	X	X		X				X	X	X	X	X	
Bloodborne Pathogens		X		X				X	X	X	X	X	X
Chemical Hygiene in College Lab						X	X					X	
Conflict Management: staff-to-staff	X	X		X				X	X	X	X	X	
Defensive Driving					X								X
Diversity Awareness & Appreciation	X	X		X				X	X	X	X	X	
Electrical Safety										X	X	X	
Emergency Response Plan	X	X	X	X				X	X	X	X	X	
Employee: New Hire Video	X	X		X				X	X	X	X	X	X
Ergonomics (office setting)	X	X		X				X	X	X	X	X	
Fall Protection												X	
FERPA: Confidentiality of Records	X	X		X				X					
Fire Safety & Prevention Plan	X	X		X				X	X	X	X	X	
First Aid & CPR		X		X				X	X		X	X	X
Food Safety & Kitchen Sanitation								X		X			
Food Service Equipment: Safe Use								X		X			
Food Service Equipment: Sanitation								X		X			
Foodborne Illnesses								X		X			
Fertilizer											X	X	
Hazard Communication Plan						X	X	X			X	X	
Health Emergencies: Overview	X	X		X				X	X	X	X	X	
Health Emergencies: Seizures		X		X				X	X	X	X	X	
Hearing Conservation										X	X	X	
Heat Illness Prevention					X			X		X	X	X	
HIP Injury & Illness Prevention Program	X	X		X				X	X	X	X	X	X
Ladder Safety											X	X	
Lockout/Tagout											X	X	
Mandatory Reporting of Child Abuse	X	X		X				X	X		X	X	
Mold Awareness								X	X	X	X	X	
MSDS Material Safety Data Sheets	X					X	X	X	X	X	X	X	
NIMS 200a: Incident Command Syst	X		X					X			X	X	

APPENDIX C

STAFF TRAINING FOR WEST HILLS COMMUNITY COLLEGE

Cal-OSHA, OHS or Federal Mandatory Training (Red) - District required training (Black)

TOPIC	ADMIN/ASST/CONFIDENTIAL STAFF	CLERICAL STAFF	ICS TEAM STAFF	INSTRUCTORS (ALL)	COACHES & ASSTS ONLY	SCIENCE LAB STAFF ONLY	AU/BN PROGRAM ONLY	CDC ONLY	RESIDENCE HALL ONLY	FOOD SERVICE ONLY	FAIRM-AS ONLY	M & O STAFF (ALL)	DRIVERS
MMMS IS-100 Incident Command Syst	X	X	X	X				X	X	X	X	X	
MMMS IS-700 Incident Command Syst	X		X										
MMMS IS-800 Incident Command Syst	X		X										
Pandemic Flu	X	X		X					X	X	X	X	
Playground Safety Inspections	X							X					
Reasonable Suspicion: Drug/Alcohol	X	X		X				X	X	X	X	X	
Road Rage					X						X	X	X
Safety Inspections	X	X					X	X	X	X	X	X	
Sexual Harassment (Staff to staff)	X	X		X				X	X	X	X	X	
Sexual Harassment: AB1825	X												
Slips, Trips & Falls	X	X		X				X	X	X	X	X	
Supervisor Role in Safety	X												
Van Safety					X						X	X	X
Violence Prevention	X	X		X				X	X	X	X	X	

WEST HILLS COLLEGE DISTRICT-COALINGA CAMPUS WORKPLACE HAZARD IDENTIFICATION CHECKLIST

Location: _____ Area: _____
 Inspected By: _____ Date: _____

This checklist is to be completed Monthly. Mark potential hazards according to your judgment. Check all items that apply, and make comments on the back of this page. Send a copy of this report to the Business Managers Office. Document corrective action taken later on a separate report. Keep this record for three years.

Condition Reviewed	Yes	No	N/A	Date Completed
Are portable fire extinguishers tagged, sealed and in place on brackets including on any welding cart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are flammable liquids stored in special safety cans or cabinets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all first aid supplies sanitary and orderly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are workers using personal protective equipment properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are aisles and work areas free of trip and fall hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all lights operating properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are brakes, lights and horns of mobile equipment operable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hand and portable powered equipment in safe condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all machine guards kept in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are there padlocks available for locking out machinery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are ladders being used properly, and are rubber feet in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is material on elevated surfaces stored in a manner to prevent it from becoming a falling or collapsing hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are material lifting/moving devices (hoists, dollies, etc.) being used properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are air compressor drain valves opened and safety relief valves tested at least weekly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all portable electrical tools and equipment grounded or of the double-insulated type?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are power cords free of splices or tape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is there unobstructed access to electrical panels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hazardous material containers and piping labeled or marked to identify the material or hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is the area free from the use of extension cords?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

WEST HILLS COLLEGE DISTRICT-COALINGA CAMPUS OFFICE HAZARD IDENTIFICATION CHECKLIST

Location: _____ Area: _____
 Inspected By: _____ Date: _____

This checklist is to be completed Monthly. Mark potential hazards according to your judgment. Check all items that apply, and make comments on the back of this page. Send a copy of this report to the Business Managers Office. Document corrective action taken later, on a separate report. Keep this record for three years.

Condition Reviewed	Yes	No	N/A	Date Completed
Are portable fire extinguishers tagged, sealed and in place on brackets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are cooking appliances in the lunch area of the approved type and in safe condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all first aid supplies sanitary and orderly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are restrooms sanitary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are building entrances, aisles, and work areas free of trip and fall hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all lights operating properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hand and portable powered equipment in safe condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is the paper cutter guarded to restrain the operator's hands from the cutting edge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are boxes, chairs or other makeshift means precluded from use to access elevated locations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is material on elevated surfaces stored in a manner to prevent it from becoming a falling or collapsing hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are file cabinets, large shelves and racks secured to walls where necessary to prevent tipping or falling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is all electrical equipment grounded or of the double-insulated type?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are power cords free of splices or tape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are power cords routed safely and protected to prevent tripping hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is there unobstructed access to electrical panels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are breakers identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hazardous material containers marked to identify the material or hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is the area free from the use of extension cords?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

WEST HILLS COLLEGE DISTRICT-COALINGA CAMPUS CLASSROOM HAZARD IDENTIFICATION CHECKLIST

Location: _____ Area: _____
 Inspected By: _____ Date: _____

This checklist is to be completed Monthly. Mark potential hazards according to your judgment. Check all items that apply, and make comments on the back of this page. Send a copy of this report to the Business Managers Office. Document corrective action taken later on a separate report. Keep this record for three years.

Condition Reviewed	Yes	No	N/A	Date Completed
Are portable fire extinguishers tagged, sealed and in place on brackets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is the emergency telephone equipment operational?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are maps, screens, monitors and other hanging objects securely attached?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are building entrances, aisles and work areas free of trip and fall hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all lights operating properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is the paper cutter guarded to restrain the operator's hands from the cutting edge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are boxes, chairs or other makeshift means precluded from use to access elevated locations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is material on elevated surfaces stored in a manner to prevent it from becoming a falling or collapsing hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are materials stored in a way that will eliminate unnecessary climbing, reaching and bending?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is all electrical equipment grounded or of the double-insulated type?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are power cords free of splices or tape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are power cords routed safely and protected to prevent a tripping hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is there unobstructed access to electrical panels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are breakers identified as to use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hazardous material containers marked to identify the material or hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is the area free from use of extension cords?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

WEST HILLS COLLEGE DISTRICT-COALINGA CAMPUS
SCIENCE AREA HAZARD IDENTIFICATION CHECKLIST

Location: _____ Area: _____
 Inspected By: _____ Date: _____

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Condition Reviewed	Yes	No	N/A	Date Completed
Is food prohibited from chemical refrigerators?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are portable fire extinguishers tagged, sealed and in place on brackets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are flammable liquids stored in special safety cans or cabinets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all first aid supplies sanitary and orderly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are workers using personal protective equipment properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are aisles and work areas free of trip and fall hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all lights operating properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hazardous material containers and piping labeled or marked to identify the material or hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are the emergency eye wash fountain and/or shower operable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is waste (sharp objects, chemicals, rubbish, etc.) disposed properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hand and portable powered equipment in safe condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all machine and tool guards in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are ladders being used properly, and are rubber feet in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is material on elevated surfaces stored in a manner to prevent it from becoming a falling or collapsing hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are material lifting/moving devices (hoists, dollies, etc.) being used properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all portable electrical equipment grounded or of the double-insulated type?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are power cords free of splices or tape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is there unobstructed access to electrical panels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hazardous material containers and piping labeled or marked to identify the material or hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is the area free from the use of extension cords?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

WEST HILLS COLLEGE DISTRICT-COALINGA CAMPUS SHOPS & CRAFTS HAZARD IDENTIFICATION CHECKLIST

Location: _____ Area: _____
 Inspected By: _____ Date: _____

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Condition Reviewed	Yes	No	N/A	Date Completed
Are fire extinguishers available during welding operations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are portable fire extinguishers tagged, sealed and in place on brackets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are flammable liquids stored in special safety cans or cabinets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all first aid supplies sanitary and orderly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are workers using personal protective equipment properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are aisles and work area free of slip and fall hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all lights operating properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hand and portable powered tools & equipment in safe condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all machine guards kept in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are there padlocks available for locking out machinery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are ladders being use properly, and are rubber feet in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is material on elevated surfaces stored in a manner to prevent it from becoming a falling or collapsing hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are material lifting/moving devices (hoists, dollies, etc.) being used properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are air compressor drain valves opened and safety relief valves tested at least weekly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all portable electric tools & equipment grounded or of the double-insulated type?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are power cords free of splices or tape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is there unobstructed access to electrical panels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hazardous material containers and piping labeled or marked to identify the material or hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are welding gas cylinders secured to carts or substantial supports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is scrap metal, chemicals, oily rags, etc., disposed properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is the area free from the use of extension cords?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

WEST HILLS COLLEGE DISTRICT-COALINGA CAMPUS ACTIVITY AREA HAZARD IDENTIFICATION CHECKLIST

Location: _____ Area: _____
 Inspected By: _____ Date: _____

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Condition Reviewed	Yes	No	N/A	Date Completed
Are portable fire extinguishers tagged, sealed and in place on brackets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are flammable liquids stored in special safety cans or cabinets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all first aid supplies sanitary and orderly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are workers using personal protective equipment properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are aisles and work areas free of trip and fall hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all lights operating properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are bleachers in good repair with safe steps and railings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hand and portable powered equipment in safe condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are ladders being used properly, and rubber feet in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is material on elevated surfaces stored in a manner to prevent it from becoming a falling or collapsing hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are material lifting/moving devices (hoists, dollies, etc.) being used properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all portable electrical equipment grounded or of the double-insulated type?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are power cords free of splices or tape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is there unobstructed access to electrical panels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hazardous material containers and piping labeled or marked to identify the material or hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is the area free from the use of extension cords?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

WEST HILLS COLLEGE DISTRICT-COALINGA CAMPUS

FOOD SERVICE HAZARD IDENTIFICATION CHECKLIST

Location: _____ Area: _____
 Inspected By: _____ Date: _____

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Condition Reviewed	Yes	No	N/A	Date Completed
Are portable fire extinguishers tagged, sealed and in place on brackets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are flammable liquids stored in special safety cans or cabinets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all first aid supplies sanitary and orderly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are workers using personal protective equipment properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are aisles and work areas free of slips and fall hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all lights operating properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are knives and sharp tools properly stored when not in use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hand and portable powered equipment in safe condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are all machine guards kept in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are ladders being used properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is material on elevated surfaces stored in a manner to prevent it from becoming a falling or collapsing hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are material lifting/moving devices (hoists, dollies, etc.) being used properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is all portable electrical equipment grounded or of the double-insulated type?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are power cords free of splices or tape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is there unobstructed access to electrical panels in case of emergency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Are hazardous material containers and piping labeled or marked to identify the material or hazard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Is the area free from the use of extension cords?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

BASEBALL/SOFTBALL CHECKLIST

COLLEGE: _____

DATE: _____

COMPLETED BY: _____

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Helmets are NOCSAE certified, correctly sized for each player, and sanitized regularly.			
Check catcher's glove, helmet, facemask, throat protector, pads and chin guards.			
Bats meet NFHS requirements and are checked regularly.			
There are protective screens and fences for players and spectators. Dugouts are protected from errant balls. The "on deck circle" and bull pen are out of harm's way.			
When necessary, screen protection for pitchers, first basemen and ball retrievers are used during practice.			
Inspect the batting cage.			
Inspect the bleachers and protective screening.			
Fence poles are on the outside of fences and the tops of low fences are capped.			
Each base's anchoring system is checked. The base anchor system is covered when base is stored.			
Consider using a machine for the "toss drill."			
Check for non-abrasive field markings.			
Remove unused equipment (rakes, pitching machine, etc.) from active areas.			
Changes are made with indoor baseball practice because of limited space.			
Have a whistle and use it.			
Teach proper fundamental and safety rules.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: _____

RECEIVED BY: _____

Athletic Director

DATE: _____

BASKETBALL CHECKLIST

COLLEGE: _____ DATE: _____

COMPLETED BY: _____

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Check all backboard rims, padding and support cables.			
Check the padding on the walls behind backboards and nearby columns. (If a player might reach that area during normal play, pad that area.) Padding extends from the floor to a minimum of 6-7 feet and extends almost the full length of the end line.			
Have extra padding available to cover potential hazards during games, such as sharp railing edges or doorways. Pad scoring table edges and water fountains inside the gym.			
Check the protective screens on windows and light fixtures.			
Court equipment includes a mat for cleaning sneaks, extra towels, ball racks and mops.			
Check court access and control.			
The team bench is as far back as possible from the sideline.			
Check the bleachers, and if moveable, check the locking system.			
Have a whistle and use it.			
Teach proper fundamental and safety rules, including teaching players how to fall.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: _____

RECEIVED BY: _____

Athletic Director

DATE: _____

FOOTBALL CHECKLIST

COLLEGE: _____ DATE: _____

COMPLETED BY: _____

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Check helmets for NOCSAE approval, warning labels, and recertification label. Check padding, shell, and chinstrap. Instruct players on how to check helmet fit according to manufacturer's guidelines, how to check for leaks in air-type systems, and how to check all hardware.			
Check and instruct on how to fit all other equipment.			
Check that all players have mouthpieces and these are being used.			
If possible, have additional space (buffer zones) outside the regular playing area.			
Check all field equipment such as sleds, dummies and water fountains. Inspect yard markers and pylons. Cover all electric outlets near the field.			
Inspect the padding on the goal posts. Cover all hard surfaces near playing areas with protective mats.			
If possible, have a certified athletic trainer or other competent medical person available.			
Have a whistle and use it.			
Teach proper fundamental and safety rules.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: _____

RECEIVED BY: _____
Athletic Director

DATE: _____

GOLF CHECKLIST

COLLEGE: _____ DATE: _____

COMPLETED BY: _____

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Teach the courtesies of the game; these help improve safety.			
Meet with course administrators for a review of regulations and emergency procedures for the course.			
Remind players to follow all course signage.			
Remind players to apply sun block before going into the sun, and suggest a sun visor.			
Have all practice shots made at the practice area of the course.			
When practicing on school fields, ensure these are free of all other activities. Be sure to account for all balls used.			
Before swinging a club, make certain the area is clear. Use a minimum zone of 5 yards buffer zones between players to the sides and back.			
Remind players to check before walking out of a hidden area.			
If you use carts, have only two players to a cart. All parts of the body must be inside the cart.			
Have a whistle and use it.			
Teach proper fundamental and safety rules.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: _____

RECEIVED BY: _____

Athletic Director

DATE: _____

SOCCER CHECKLIST

COLLEGE: _____

DATE: _____

COMPLETED BY: _____

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Goals are permanently installed, or well anchored using a goal anchor system such as J-stake, auger or sandbags to stabilize portable goals.			
Goals have the appropriate CPSC orange warning labels.			
Check the goal nets.			
Check field and goals prior to use, for debris, holes and other hazards.			
Flexible corner flags or rubber boundary cones are used.			
There is at least a 30-foot "buffer" zone around the field. Space is maintained for walkways, especially at multi-game events.			
Player benches are back a minimum of 10 feet from sideline.			
Overlapping of drill space is avoided to prevent collisions.			
Store unused goals where they cannot be played on.			
Don't use balls made heavy by wet weather or mud.			
Ensure players wear safety equipment including shin guards inside the sock, and quality shoes. Mouth guards are recommended.			
Safety equipment for the goalkeeper, including pads for the elbows, knees and hips, are recommended.			
Have a whistle and use it.			
Teach proper fundamental and safety rules, with special attention given to heading, slide tackling and falling.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: _____

RECEIVED BY: _____
 Athletic Director

DATE: _____

SPIRIT/CHEERLEADING CHECKLIST

COLLEGE: _____

DATE: _____

COMPLETED BY: _____

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
All activities are approved according to the NFHS rulebook.			
Avoid rebound equipment, stunts under/over a mount or pyramid, flips or knee drops off pyramids and collapsing pyramids.			
Pyramids and partner stunts are no higher than two persons.			
Basket tosses are from ground level and spotting is used.			
All landings are assisted.			
Mats and a spotting harness are available and used when needed.			
There are regular practices.			
Practices are in a separate area that is free of distractions.			
The area of activity is checked prior to use. It is slip free, clean, flat and free from debris and protrusions. Concrete floors are avoided.			
Participants do not wear baggy clothes or jewelry, nor have long fingernails or long, loose hair.			
Outside help is obtained if skills or choreography go beyond the coach's skill level.			
Safety and warning signs are posted.			
Have a whistle and use it.			
Teach proper fundamental and safety rules, including spotting and falling and the use of specific oral and visual commands (start, abort, ready to spot).			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: _____

RECEIVED BY: _____

Athletic Director

DATE: _____

WRESTLING CHECKLIST

COLLEGE: _____ DATE: _____

COMPLETED BY: _____

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Use only approved wrestling mats with warning labels. Check mats daily for cleanliness, cuts and taping. Ensure mats are taped at all times with 3-4 inch wide strip of wrestling tape.			
Where needed, wall mats are used and are a minimum of 6 feet high.			
Mat disinfectant is used daily.			
To prevent curling, keeping wrestling mats flat when storing is recommended.			
Supervise the moving of mats.			
Assign drilling groups to a specific area on the mat.			
A plan is in place to deal with blood exposure. Wrestling mop, water, and towels are available.			
Participants do not wear jewelry, nor have long fingernails or long, loose hair.			
Have a certified scale to check weights.			
Have a whistle and use it.			
Teach proper fundamental and safety rules, including how to fall, roll, lift and protect oneself going to the mat.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: _____

RECEIVED BY: _____

Athletic Director

DATE: _____

VOLLEYBALL CHECKLIST

COLLEGE: _____ DATE: _____

COMPLETED BY: _____

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Recommended equipment includes: • Elbow and kneepads and sweat suit (recommended) • Body type glove and thigh wraps • Protective eye guards (optional)			
The court is clean, flat and smooth.			
Side by side courts have a large buffer zone.			
Guidelines for setting up and taking down equipment are followed.			
If using heavy base portable standards, check for proper padding (at least 5'6" high and at least 1" thick) under and on top of the base. Sleeve plates are recovered after removing standards.			
Walls within reasonable distance of the court are padded. Nearby wall protrusions have been removed or covered. There is padding on the judge's stand.			
Guide wires should be identified by bright colored material and padded if possible.			
Nets which have a high tensile rope for the upper cable are recommended.			
Check all fittings, including floor plates and antennas on the net.			
All equipment is stored and secured when not in use.			
A ball cart is used to prevent loose balls on floor.			
Body sweat on floor is dried immediately.			
Have a whistle and use it.			
Teach proper fundamental and safety rules, including how to fall and dive.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: _____

RECEIVED BY: _____ DATE: _____
 Athletic Director

TRACK & FIELD CHECKLIST

COLLEGE: _____

DATE: _____

COMPLETED BY: _____

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Only approved equipment is used.			
Check all equipment prior to the activity including: starting blocks, hurdles, high jump equipment and landing area, crossbars, pole vault equipment, shot put, discus, the discus cage, javelin equipment, and landing mats (that mats do not separate).			
Don't allow the use of earphones or headphones.			
Have throwing events at a separate field if possible. If not possible, adjust the time schedule for these events.			
The facilities are free of debris, holes and trip hazards. Runways are flat and free of holes. and takeoff boards are serviceable. The curb of the track is obvious and free of breaks.			
Barriers and buffer zones are in place for all events. Additional padding and barriers are available.			
Inspection for proper markings for lanes and buffer zones occurs between events.			
Qualified coaches and officials are used for the running, jumping and throwing events.			
Only trained staff retrieve throwing implements.			
Only active participants, coaches and officials are on the playing field.			
All unused equipment, including maintenance tools, are stored. Hurdles are kept away from track when not in use.			
A clear signal system must be in place for clearing the track and for emergencies.			
A bullhorn, cell phone and public address system are available. Have a whistle and use it.			
Teach proper fundamental and safety rules. Remind participants how to set up, use and take responsibility for their equipment.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

RECEIVED BY: _____

Athletic Director

DATE: _____

TENNIS CHECKLIST

COLLEGE: _____ DATE: _____

COMPLETED BY: _____

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Check player's racquet for correct sizing, tension, grip, missing parts and cracks.			
Court is free of trip hazards such as balls, racket covers and articles of clothing. On hard court check for gritty surfaces, cracks, wet spots, and proper drainage. The chain link fence is a minimum height of 10'.			
There are "buffer zones" between courts of at least 12 feet. There is space behind the back line of at least 21 feet.			
The nets, posts, and balls have been checked.			
Information signs are posted outside courts.			
Towels are available for drying racquets and surface wet spots. Mats for the cleaning of sneakers are recommended.			
Only one player is permitted at a rebound board.			
The no "jumping over the net" rule is enforced.			
When needed shade and seats are available for players.			
Have a whistle and use it.			
Teach proper fundamental and safety rules. Emphasize the sportsmanship and etiquette of the game.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: _____

RECEIVED BY: _____
Athletic Director

DATE: _____

WEIGHT TRAINING CHECKLIST

COLLEGE: _____

DATE: _____

COMPLETED BY: _____

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Supervision is required at all times.			
Spotting is required for free weights.			
There is proper spacing of equipment and walkways.			
The free weight area is separate from machine weight area.			
Stretching space is available.			
Check floor surface for trip hazards such as electric cords, debris and wet spots.			
Keep all weights, collars and bars off the floor and are properly stored when not in use.			
Check exercise and shock absorbing weight mats.			
Equipment and facility are clean, and disinfectant squeeze bottles are available.			
Weight lifting gloves, belts and "mag" are available.			
Check all equipment on a regular basis: <ul style="list-style-type: none"> • Items are secure and/or stable on floor. • Chains, pulleys and cables are in working order. • There is no corrosion or rust. • Machine "safety stops" are operable and not bent. • Wall attachments, such as chinning bars, are secure. • Barbell and weight storage racks are stability. • Rowing machines, bikes, and climbers are in good working order. • Warning and information labels are on the machines. • Homemade equipment is not used. 			
Follow the schedule for regular equipment maintenance according to manufacturer's recommendations.			
Safety and warning signs are posted.			
Have a whistle and use it.			
Teach proper fundamental and safety rules.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

RECEIVED BY: _____

Athletic Director

DATE: _____

SPORT AND PLAY DAYS CHECKLIST

Special athletic days such as tournaments, pre-season scrimmages and special events.

COLLEGE: _____

DATE: _____

COMPLETED BY: _____

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Coch/administrator has planned in advance of the event. S/he has checked the site for parking, traffic flow, base locations for teams, spectator and band seating, means of communication, and security.			
Written guidelines and schedule is published.			
Clear directions and information is sent to participating schools prior to the event. Schools bring participant medical emergency cards.			
A staff member is in charge and on site on the day of the event. This person checks that site preparation is complete before participants arrive. All equipment is checked prior to use. If necessary, barriers are in place. Information and caution signage are in place.			
Maintenance staff is available on the day of the event.			
All participating schools are supervised. Greeters and escorts for the arriving teams are available.			
A crowd control plan is in place and security personnel are available if needed. Field marshals assist with supervision.			
Sports Day staff are identifiable. There are ID badges for participants.			
There is a means of communication with all site staff.			
There is a medical emergency plan in place that includes medical personnel, a first aid station, ambulance service, and phone communication.			
Supervising staff has whistles.			
Remind participants of proper fundamental and safety rules.			
Use sports-specific stretches, warm up and cool down if needed.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: _____

RECEIVED BY: _____
 Athletic Director

DATE: _____

ANNUAL BLEACHER INSPECTION REPORT

SCHOOL: _____

DATE: _____ INSPECTOR: _____

LOCATION: _____

Note: NFPA #102 recommends that the inspection be performed at least biennially by a professional engineer or qualified service personnel.

Check item if correct and note in REMARKS when problems are found.

ALL BLEACHERS
(check above and below bleacher)

- ___ Welds intact
- ___ Fittings/joints secure
- ___ No broken/missing/loose hardware
- ___ Ends of bolts/tubing capped
- ___ No loose nuts/bolts/pins/other fasteners
- ___ No exposed pinch/crush points
- ___ Rods/retaining brackets intact
- ___ No visible bending/warping/breakage of any component
- ___ No rust or paint needed
- ___ No loose/broken/missing steps, rungs, or rails
- ___ No broken or cracked wooden members or splinters
- ___ For permanent grandstands, access to understructure is restricted
- ___ Change in level walk areas easily visible

TELESCOPING BLEACHERS
(both columns should be completed)

- ___ No uneven spacing in stacked rows
- ___ Wall ties secure
- ___ Floor anchors tight
- ___ Moving parts lubricated
- ___ Slide stops functional
- ___ Row locks move freely and engage
- ___ Rail sockets secure
- ___ Floor traction system operates smoothly
- ___ Power operation drums secure
- ___ Push-pull chains straight with even tension
- ___ Push-pull pads in place
- ___ Warning plates "DO NOT CLIMB" affixed

REMARKS:

REPAIR PRIORITY:

1- Imminent Hazard
(Repair Immediately)

2- Scheduled Maintenance
(Repair Next Visit)

3- Planning
(To Admin. for \$)

DATE REPAIRS COMPLETED: _____ BY: _____

ATHLETE'S EQUIPMENT FORM

Sport: _____

Athlete's Name: _____

Home Address: _____

Home Telephone Number: _____

This may not be a comprehensive list. Please add other equipment checked out.

ARTICLE	# OR SIZE	N/A	OUT	IN
Practice pants				
Practice jersey				
Socks				
Sweatshirt				
Sweat pants				
Skirt				
Shoes				
Sneakers				
Helmet				
Shoulder pads				
Thigh pads				
Hip pads				
Kneepads				
Sliding pads				
Belt				
Baseball cap				
Game pants				
Game jersey				
Game stockings				
Special equipment				
Cheerleader equipment				
Other:				
Other:				
Other:				

I have received the above checked articles and/or equipment. I agree to be personally responsible for the care of those articles. I will return all the equipment when requested.

Signature of Student

Date

Signature of Coach/Equipment Manager

Date

FACILITY INSPECTION FORM

Check the facility prior to use. When in doubt, do not use. Keep this checklist on file.

ITEM	OK	NOT OK	N/A	COMMENTS
All surfaces are free from debris, wet spots and trip hazards.				
Fields are free of holes and erosion.				
All stationary and portable field equipment is in good repair.				
Out of season equipment is removed from playing fields.				
Spectators are protected from balls and other projectiles.				
Exposed cement surfaces caused by erosion are covered.				
There are appropriate safety zones between sidelines, fields and spectators. There are barriers between participants and spectators.				
All equipment meets NFHS standards.				
Equipment is checked prior to use.				
Equipment is properly labeled with information and warning messages.				
Unused equipment is safely stored.				
Signage is in place, especially emergency information.				
There is proper lighting. Lighting sources are protected from balls and projectiles.				
Electric cords are not exposed.				
A maintenance schedule is in place.				
Storage areas and facilities are secure.				
All doors open from the inside. All low windows have safety glass.				
Fire extinguishers are available.				
Alarm systems in working order.				
Phone and other communication systems (such as P.A.) are in working order.				
Wall padding is in placed behind backboards and other areas near activity. All backboards are padded according to regulations.				
All supportive cables and standard plates properly installed in good repair.				
Bleachers are safe and in working order. Check for sharp edges.				
Traffic patterns are appropriate.				

West Hills College Coalinga
FARM OF THE FUTURE

Monthly Safety Check Report

Jim Brubey
Reported by

I do not
have a
blank copy
of this form.
3-31-06
Date

* Use back of this page for notations *

Hazard	OK	Needs Attention	Date Repaired
TRACTORS			
Roll over protection installed on all tractors	✓		
Seat belts operational on all tractors		✓	
Tractors have positive locking brakes	✓		
Guards in place for PTO and moving parts	✓		
Riders are not allowed on tractors	NO	✓	
All equipment is turned off prior to fueling	✓		
No smoking during refueling	NO		
All equipment slows down prior to turning	✓		
Neutral start is operational	✓		
Tractors started only from the operator's seat	✓		
Fire extinguisher located on tractor	Yes ✓		
First Aid kit is available	Yes ✓		
Prior to leaving the tractor, keys are removed and brakes set	✓		
Slow moving vehicle sign is mounted on rear of tractor	✓		
CHEMICALS/CHLORINE			
MSDS information is posted near tanks		✓	
Caution and warning signs are posted	✓		
Emergency telephone numbers are clearly visible		✓	
ALL persons operating system have received training		✓	
No students are allowed near Chlorine or n-phruic Tanks	✓		
FIELD WORK			
Hand tools are in good repair and sharp	✓		
First aid supplies are readily available		✓	
All workers have received training about biting insects		✓	
All chemicals are applied by registered applicator		??	
FARM SHOP			
MSDS information is posted for all chemicals		✓	
All guards are in place	✓		
Fire extinguisher is readily available	✓		
No combustible materials are stored in shop		✓	
All oily rags are stored outside in sealed container		✓	
All electrical cords are in good repair	✓		
No containers are kept outside of the secondary oil storage			
All flammables are properly stored		✓	
The drill press and pedestal grinder are secured to floor		✓	

ml

45

(Fire EXTINGUISHER ON WILDER)

Lang Atchew 3-31-06

FIRST AID BOX CONTENT CHECKLIST

Please check each First Aid Box once a month for supplies needed.
Check each item for expiration date.

	Classroom Kit	Office Kit	Laboratory/Shop Kit	
Room No.	Circle First Aid Box type			Dated checked

Classroom/Office Kit Contents:

Following items are required in all first aid boxes:

			Expiration Date	Item Present	Needed
1	box	Band aids, Plastic 1" x 3" (16 pieces)			
3	ea.	Triangle Bandage w/Pins, 40" x 40" x 56"			
1	box	Sterile Gauze Pads, 3" x 3" (4 pieces)			
2	rolls	Sterile Tape, 1/2" x 2 1/2 yards			
1	box	Bum Cream, (6 packets)			
1	box	Antibiotic Cream/Ointment (bacitracin/Neosporin) (10 packets)			
1	box	Antiseptic Towellettes (non-alcohol) (10 packets)			
1	ea.	Absorbent Compress, 32 sq. Inch			
1	box	Alcohol Gel, (6 packets) (Insect sting)			
2	pair	Disposable Gloves, Nitrile			
1	box	Blood Borne Pathogen – cleanup kit			
1	ea.	Pair Scissors			

Laboratory/Shop Kit Contents:

Following are in addition to those listed above:

			Expiration Date	Item Present	Needed
1	ea.	Water Jel Bum Dressing, 2" x 6"			
1	box	Fingertip, heavy weight woven, strip/splint (10 pieces)			
1	box	Knuckle, heavy weight woven, strip (10 pieces)			
1	box	PVP Iodine Wipe-ups, 1" x 2" (10 packets)			
1	box	Finger Cot, Nitrile (10 pieces)			
1	ea.	Cold Pack			
1	ea.	Sterile Eye Wash, 4 oz.			
1	box	Eye Dressing/Pads (8 pieces)			



Systems Service Mechanical, Inc.

Air Conditioning Test Adjust and Balancing
39215 Skyline Dr. Oakhurst, CA. 93644
CCL# 669679 Ph. 559 779 2634 Fax. 559 683 6426
NEBB Certified #2938
E-Mail: steve.smech@sti.net

RECEIVED

OCT 06 2010

BUSINESS SERV. DEPT.

LETTER OF TRANSMITTAL

TO:	WHCC	ATTN.	Anne Jorgan
FROM:	Steve Santos		
DATE:	9/29/10		
SUBJECT:	Hood Certification		



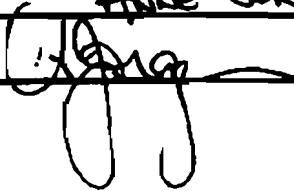
WE ARE SENDING YOU THE FOLLOWING ITEMS:

CONTRACTS SUBMITTALS
BALANCE PRINTS

COPIES	DESCRIPTION
1 Each	Lemoore Campus
1 Each	Fighbaugh Campus
1 Each	Coalinga Campus

THESE ABOVE ITEMS ARE TRANSMITTED FOR YOUR ACTION AS NOTED:

FOR APPROVAL FOR REVIEW
AS REQUESTED FOR YOUR USE

RECEIVED BY: ANNE JORGANS.
SIGNED: 

Systems Service Mechanical

CERTIFICATION

PROJECT West Hills Comm. College, Lemoore
ADDRESS 655 College Ave
Lemoore, CA.

THE DATA PRESENTED IN THIS REPORT IS AN EXACT RECORD OF SYSTEM PERFORMANCE AND WAS OBTAINED IN ACCORDANCE WITH NEBB STANDARD PROCEDURES. ANY VARIANCES FROM DESIGN QUANTITIES WHICH EXCEED NEBB TOLERANCES ARE NOTED THROUGHOUT THIS REPORT.

THE AIR DISTRIBUTION SYSTEMS HAVE BEEN TESTED & BALANCED AND FINAL ADJUSTMENTS HAVE BEEN MADE IN ACCORDANCE WITH NEBB "PROCEDURAL STANDARDS FOR TESTING, ADJUSTING BALANCING OF ENVIRONMENTAL SYSTEMS" AND THE PROJECT SPECIFICATIONS.

NEBB TAB FIRM
REG. NO. 2938 CERTIFIED BY Steve Santos DATE 9/20/2010
(Air Tab Supervisor)

THE HYDRONIC DISTRIBUTION SYSTEMS HAVE BEEN TESTED & BALANCED AND FINAL ADJUSTMENTS HAVE BEEN MADE IN ACCORDANCE WITH NEBB "PROCEDURAL STANDARDS FOR TESTING, ADJUSTING BALANCING OF ENVIRONMENTAL SYSTEMS" AND THE PROJECT SPECIFICATIONS.

NEBB TAB FIRM
REG. NO. _____ CERTIFIED BY _____ DATE _____
(Hydronic Tab Supervisor)

SUBMITTED & CERTIFIED BY:

NEBB TAB FIRM Systems Service Mechanical, Inc.
TAB SUPERVISOR Steve Santos
REG. NO. 2938 SIGNATURE *Steve Santos* DATE 9/20/2010



Systems Service Mechanical

CERTIFICATION

PROJECT West Hills Community College
ADDRESS 1709 9th Street
Firebaugh, CA.

THE DATA PRESENTED IN THIS REPORT IS AN EXACT RECORD OF SYSTEM PERFORMANCE AND WAS OBTAINED IN ACCORDANCE WITH NEBB STANDARD PROCEDURES. ANY VARIANCES FROM DESIGN QUANTITIES WHICH EXCEED NEBB TOLERANCES ARE NOTED THROUGHOUT THIS REPORT.

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NEBB TAB FIRM
REG. NO. 2938 CERTIFIED BY Steve Santos DATE 9/21/2010
(Air Tab Supervisor)

THE HYDRONIC DISTRIBUTION SYSTEMS HAVE BEEN TESTED & BALANCED AND FINAL ADJUSTMENTS HAVE BEEN MADE IN ACCORDANCE WITH NEBB "PROCEDURAL STANDARDS FOR TESTING, ADJUSTING BALANCING OF ENVIRONMENTAL SYSTEMS" AND THE PROJECT SPECIFICATIONS.

NEBB TAB FIRM
REG. NO. _____ CERTIFIED BY _____ DATE _____
(Hydronic Tab Supervisor)

SUBMITTED & CERTIFIED BY:

NEBB TAB FIRM Systems Service Mechanical, Inc.
TAB SUPERVISOR Steve Santos
REG. NO. 2938 SIGNATURE *Steve Santos* DATE 9/21/2010



Systems Service Mechanical

CERTIFICATION

PROJECT West Hills Community College
ADDRESS 300 Cherry Lane
Coalinga, CA.

THE DATA PRESENTED IN THIS REPORT IS AN EXACT RECORD OF SYSTEM PERFORMANCE AND WAS OBTAINED IN ACCORDANCE WITH NEBB STANDARD PROCEDURES. ANY VARIANCES FROM DESIGN QUANTITIES WHICH EXCEED NEBB TOLERANCES ARE NOTED THROUGHOUT THIS REPORT.

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NEBB TAB FIRM
REG. NO. 2938 CERTIFIED BY Steve Santos DATE 9/20/2010
(Air Tab Supervisor)

THE HYDRONIC DISTRIBUTION SYSTEMS HAVE BEEN TESTED & BALANCED AND FINAL ADJUSTMENTS HAVE BEEN MADE IN ACCORDANCE WITH NEBB "PROCEDURAL STANDARDS FOR TESTING, ADJUSTING BALANCING OF ENVIRONMENTAL SYSTEMS" AND THE PROJECT SPECIFICATIONS.

NEBB TAB FIRM
REG. NO. _____ CERTIFIED BY _____ DATE _____
(Hydronic Tab Supervisor)

SUBMITTED & CERTIFIED BY:

NEBB TAB FIRM Systems Service Mechanical, Inc.
TAB SUPERVISOR Steve Santos
REG. NO. 2938 SIGNATURE *Steve Santos* DATE 9/20/2010





NDC CLOSURE REPORT

Wednesday, October 27, 2010

At 11:00 a.m. I was approached by Sara Avila (Student Service Assistant/Library Technician) that a strong odor had suddenly surfaced in both the library and bookstore. Some students had started to complain of feeling nauseated. I went to both areas and the smell was strong. I checked for a possible dead animal or food that had become rotten. Nothing was found.

At 11:05 a.m. I went to the science lab (room 12) to check for any odors or if the alarm alert light or signal had gone on. No problem. I also checked the science storage areas to see if there was any sign of open containers, or lockers. No problem. I checked the gas value and everything was off. No problem. There was no class in session at the time.

At 11:15 am. I phoned Shaun Bailey to discuss the situation and he asked me to phone ACCO to get someone to our center as soon as possible. I made that phone call and the dispatcher stated they would have someone at NDC by 1:00 p.m.

At 11:30 a.m. went around the outside of the building and did notice that the Firebaugh Public Works people were looking at one of the sewer pipe areas within 50 meters of the center. I talked with person, Ben Trijillo, and he said that he was checking the sewer systems throughout the city, and he had found nothing wrong with any of the system near NDC. I found nothing that indicated any outside odor problems and/or dead animals.

At 11:45 a.m. I gathered our ICS team together in my office and apprised them of the situation. We decided that it would prudent to evacuate the building immediately. All morning classes were over by 11:50 a.m. and no other classes would start until 1:00 p.m. Also, we had more students and staff who said they were feeling sick to their stomach, having trouble breathing, and a few complained of pressure near their throats and chest. Members of the team quickly went throughout the building to let students, faculty, and instructors know that we were evacuating the building during lunch. The building was empty within 3 minutes. We staged everyone to the south side of the building near the front entrance.

I phoned President Lewallen (approximately 12 noon) to notify him of the situation. The president agreed that no one should be allowed in the building until ACCO arrived and assessed the situation. We also discussed the strategies in place.

At 12:15 p.m. I contacted the Police/Fire Department of Firebaugh and apprised them of the situation.

At 12:45 p.m. an ACCO representative phoned me to say they would not be at NDC until around 1:30 p.m. I informed the ISC team and president about this matter and we decided to keep the building still closed.

At 1:35 p.m. phoned Jill and Raquel. Unable to reach. Phoned David Reynolds to notify him of situation and asked him to contact all VC instructors and students to notify them that our classes have been cancelled. The soonest we could probably resume would be around 3:00 p.m.

At 1:40 p.m. phoned Firebaugh/Las Delta School District office and talked with Susan Ramirez to notify her district of our situation.

At 1:40 p.m. ACCO reps comes to NDC. I notify him of the situation and take him through building. He states he will now be check all heating/air conditioner units.

At 2:20 p.m. phoned president to let him know that ACCO has found some problems (coil, pipe, electrical hookup problems in room 26 unit. At least 2-3 hours more needed to try to find all problems. The team and president, and I decide to cancel all classes up to any 5 p.m. starts.

At 3:30 p.m. talked with team and Willard. Problems now found in unit near rooms 33-35. Standing water, rusted runoff pan, tile is wet.

At 5:00 p.m. more time needed for ACCO to continue trying to find problem and assessing all units. Phoned Willard and talked with team. Decision made to class campus for the remainder of the day.

Thursday, October 28, 2010,

At 7:00 a.m. Acco representative arrives and continues to evaluate situation. Found some frozen coils, problems with heating boiler in custodian room, and water still an issue

At 7:30 a.m. Teleconference with president, VP of Instruction, Shaun Bailey (M&O director), Stephanie Hunter of AP Architects, and Chris Addington of AP. Situation is discussed. This is affirmed. Chris and Stephanie will head for NDC, and a hygienist will be also heading for NDC. Shaun and Brandon also coming.

8:00 a.m. Signs are posted about cancellations. Staff is told and asked to leave. At 10:30 a.m. Shaun and Brandon arrive from Coalinga campus. They begin to look throughout center.

11:00 a.m. Stephanie and Chris arrive. The boss of ACCO also arrives and they all take a tour of building. Potential problem(s) found in custodian room with boilers and repairs that need to be taken care of asap. Also, problem in science room with electrical fan. One not working, needs new belt. Stephanie takes careful notes about findings.

11:30 a.m. teleconference set up for meeting with president and vice-president. Meeting rescheduled for 1:30 p.m. At 1:40 p.m. teleconference begins. Chris informs all of the present status and the need for the hygienist to take culture samples and look at all units carefully. He also recommends we close the

center on Friday so all needed repairs can take place, as well as providing more time and flexibility for any other lab findings. It is agreed to close the center for the remainder of the week.

At 2:30 p.m. we all meet in the custodian room and agree that since the heating system began yesterday that there is a strong chance that when the system kicked on, lots of dust, dirt, and air born particles were blown out of the vents and that is probably what caused the strong smell and aggravation to people. The hygienist arrives and Chris gives him direction.

ACCO people leave and need to come back tomorrow. The hygienist completes his culture collection at 6:30 p.m. I inform president and vice president and leave center at 7 p.m.

Friday, October 29, 2010

I meet with ACCO rep at 7:45 am. and he began his work. I phoned Willard and VP Stearns about the ACCO arriving and what the hygienist had told me about when the lab results would be completed (around 1:00 p.m.)

I texted Willard and VP Stearns. At 10:02 a.m. to notify them that hygienist just phoned to tell me that results of cultures may not be available until 5 p.m. today. He could not get the cultures to the San Francisco lab until this morning.

ACCO rep (Cat) completes work at 11:45 a.m. and leaves me invoice. He states he will have to make more reports and will work with Shaun to determine direction that should be taken for repairs that need to be made, and when he should begin once the new parts arrive.

At 11:55 a.m. I phoned Shaun that ACCO has completed work and that it will be around 5 p.m. before we hear about lab results.

At 1:50 pm. I received an email from Stephanie Hunter describing more detailed findings from the visit she and Chris made yesterday. She stated that we should hear some culture collection results by 1:00 p.m. to 2:30 p.m. today. However, I was told by the hygienist that results would be more likely given to us by 5:00 p.m.

At 2:05 p.m. Patricia of Follett phoned me to ask the status. I told her we should know our situation by later this afternoon and that she should look at her portal or phone me after 6 p.m. She also stated that when she came to NDC on Wednesday morning to visit Alejandra of our bookstore, she had commented that there was a bad smell in the bookstore area.

At 6:20 p.m. the president notified me that the lab results were completed and that some work had to be started in an area that had had some standing water. We agreed that I should be at NDC on Saturday by 8 a.m. to let workers in and to be available to them. We talked with Chris Addington about the process. Willard gave me the email and phone number of Mr. Addington.

Saturday, October 30, 2010

I arrived at NDC at 7:30 a.m. and met with two employees from JLS Environmental Services, Inc. We went directly to the area near rooms 33 and 35. They inspected that area and began to bring equipment into the building.

At 8:00 a.m. Larry Sandhu from Hygiene Technologies, the individual who had performed lab culture tests throughout our center yesterday, arrived. He told me of what was found and the work that needed to be done.

At 8:45 a.m. Stephanie phoned and told me she was on her way from Bakersfield.

At 9:00 a.m. one of the workers told me the repair work would probably be completed by 2 p.m. if all went well.

At 10 a.m. I notified the president of the kind of work that was being done, and that tomorrow afternoon around 5 p.m. I would be meeting with Larry at NDC to take more tests in the infected area so that he could get the cultures to Sacramento the first thing Monday morning.

At 11:30 a.m. Stephanie arrived and met with one of the JLS workers. I took the other worker to Home Depot in Los Banos to purchase certain products that our local hardware store did not have available.

Stephanie told me that we will probably have to cancel the Monday classes that are scheduled to take place in rooms 33 & 35. The plastic cover sheets have to stay there until we get the results back from the lab. If the results are negative (no problems) the Hygiene Technologies crew will return to take all of its equipment and plastic cover sheets off and we can start conducting classes as soon as Tuesday. If the results are negative, we have to continue to do more work on the area.

I phoned VP Stearns at 11:36 a.m. to discuss our strategy about conducting classes that are scheduled in rooms 33 and 36. We put a plan together and I emailed it to her and the president. The plan allows us to conduct the courses in different rooms using the phones as the communication line to students and with instructors.

At 1:30 p.m. Stephanie stated that the work was progressing nicely, and that it should be completed within the hour.

At 2:30 pm. workers notified me that it would take longer, possibly until 5 to 6 p.m. to finish.

At 3:00 p.m. to 4:20 p.m. I cleaned all waste paper baskets, vacuumed floor, and cleaned tables. All bathroom stalls have enough toilet paper.

At 4:30 p.m. I posted signs on front and back doors stating that we will be open Monday. I also placed signs all around inside of building notifying students that classes held in VC room 35 will be in room 16,

and classes held in room 33 will be in room 7. I sent an email to all VC faculty, my staff, and appropriate directors notifying them of this announcement.

Sunday, October 31, 2010

I arrived at 5:30 p.m. and met Forest, one of the JLS members. He started to complete his work. Larry arrived at 6:08 p.m. and began to take samples inside and outside the building. He and Forest then discussed with me that process that would take place tomorrow. If tests say we are okay, Forest and his team will come to NDC to clean up. However, there was a disagreement on what group would put the tile back since it was ACCO that had taken them down. It was finally agreed upon that I would phone Chris Addington in the morning to discuss the issue. I phone Shaun to let him know of the situation.

Larry completed his lab work and left at 6:55 p.m.

Monday, November 1, 2010

VP Stearns and I talked this morning about different aspects of today's class schedule. She has put notices in those VC rooms in Coalinga that instructors use to teach the NDC VC courses. I will be attending all of the beginning VC courses today to make sure the phone communication system is properly implemented.

I searched the building for extra ceiling tiles and found none.

At 10 a.m. I sent VP Stearns a proposal of classes for the remainder of the week in case we are unable to use rooms 33 & 35. She emailed me back that the proposal was ok.

At 11:00 p.m. Larry phoned and stated we would probably hear something around 1:30 to 2:00 p.m.

At 2:00 p.m. Larry said the results were okay and we can now use room 33 and 35. JSL will be arriving around 3:30 p.m. to 4:00 p.m. to clear. Shaun will coordinate the tile changes. I emailed all leadership about this good news.

Wednesday, November 3, 2010

Our ICS team met to conduct a debriefing meeting. The following is a summary of what we felt went well and areas we need to improve for future emergency situations:


Went Well

1. ICS team was decisive and moved quickly.
2. We had the cooperation of all students, faculty, and staff.
3. We staged everyone at one of the pre-appointed staging areas.
4. We had excellent communication with President Lewallen and Shaun Bailey throughout the evacuation.
5. We contacted 98% of key district individuals.
6. Had good communication with high school district.
7. Police monitored situation throughout the day.
8. Staff supervised their areas throughout the day.
9. We set up an ICS post outside building with a land phone and laptop computer.
10. We kept notes throughout the entire process from Wednesday to the following Monday.

Things we need to improve

1. All staff members need to bring out their emergency kits and phones.
2. Need to phone all key district people (i.e. forgot to phone PR staff)
3. Need to contact our CDC center.
4. Fire department did not respond to this emergency.
5. ACCO was very slow getting to NDC. Promised a 1:00 p.m. arrival time, but arrived at 1:40 p.m.
6. Must make sure no one enters building during "repair" time. One staff member went into building during Thursday's cleanup time even after being told to not enter the building.
7. Director of NDC, at times, did not delegate enough to others. (i.e. note-taker)
8. High School Superintendent stated we should have been a little more specific when explaining why we evacuated and stayed closed.
9. Develop a complete week-long evacuation plan for NDC.
10. Stay in an "alert state" longer. Some staff took this situation too lightly as the day progressed.

To date, I have not received any feedback from students, staff, or faculty that there have been any medical issues or concerns. Some students arrived and read the notices we had posted on the doors.

From: Squire, Frances Anna
Sent: Monday, November 15, 2010 8:11 AM
To: Goldsmith, Carole
Cc: Whitener, Susan; Stoppenbrink, Ken; Jorgens, Anne
Subject: emergency notification system- Complimentary installation for Datatel Clients!
Attachments: Regroup Testimonials - 2010-08-12.pdf; ATT21923.htm; Squire, Frances Anna vcl 

Carole-

Anne forwarded this to me for consideration. As you know, I've spent considerable time researching emergency notification systems. Significant cost are involved with all—especially the robust systems that include canned messages, which I feel are important in an emergency since they have been pre-tested for receiver understanding.

It appears that the attached vendor is a Datatel partner. I haven't investigated this company but maybe we should give it some consideration. Although I'm happy to help in whatever way you like, this seems like a DTC item to me.

Action will require budget consideration since most of these systems range from \$3,000-\$16,000 a year.

I know Susan has some accreditation concerns if we don't have a system in place.

Frances

From: Jorgens, Anne
Sent: Monday, November 15, 2010 8:52 AM
To: Squire, Frances Anna
Cc: Stoppenbrink, Ken
Subject: FW: Frank - Complimentary Installation for Datatel Clients!

Hi Frances,
Another company with a Emergency notification system

From: Stoppenbrink, Ken
Sent: Monday, November 15, 2010 8:45 AM
To: Jorgens, Anne; Whitener, Susan
Subject: FW: Frank - Complimentary Installation for Datatel Clients!

Information on emergency notification.

From: Gornick, Frank
Sent: Thursday, October 07, 2010 7:03 PM
To: Stoppenbrink, Ken; Avila, Pedro; Kozlowski, Michelle D.
Subject: Fwd: Frank - Complimentary Installation for Datatel Clients!

From: "Sarkis Castro" <sarkiscastro@regroup.com>
To: "Frank Gornick @whccd.edu" <Frank.Gornick@whccd.edu>
Subject: Frank - Complimentary Installation for Datatel Clients!

Hi Frank,

I know how busy we all get! We're writing to let you know that we're still offering a Fall 2010 exclusive complimentary installation for all Datatel clients.

Regroup is Datatel's official Emergency Messaging provider; we save schools money while providing them the best and easiest emergency notifications platform.

Our joint press release with Datatel is here: <http://bit.ly/dtrLLt>.

We're the only emergency notifications system to integrate with Datatel Colleague and Datatel Portal, and are the best value on the market -- saving schools money.

Would you have a few minutes for me to tell you about how other Datatel clients are using us, the Colleague and Portal integrations, and saving budget?

Best,

Sarkis



Testimonials

“With Regroup, we’ve saved time and addressed the needs of students by allowing them to choose who they hear from and how they hear from them with a few clicks. We’re definitely fans!”

Beth Kenney, Director of Academic Computing
Frostburg State University, Maryland



“I love Regroup. It has enabled me to connect with my peers and my fellow students, as well as, alumni of our school. It has made a world of difference to how day to day life runs on campus. I use it most for communicating with my honor society, Phi Theta Kappa, we are not always on campus all the time.”
Emily Miller, SGA Student Trustee, President of Phi Theta Kappa, SUNY Schenectady



“Regroup has helped us to save time and has been a great tool for us to manage the communications in SGA - our messages are actually getting through!”

Kathi Perkins, Administrative Assistant - SGA, Frostburg State University, Maryland



“Regroup has been incredibly fast to respond to our needs. The platform is great and the personalized service is refreshing and has been missing from vendor relationships for some time.”

John Obermann, Director of Technology, Valparaiso University School of Law



“Not only did Regroup get us set up on their platform, they guided us through to social media landscape and helped us get setup on Twitter and Facebook. Our Alums have responded well and we’re amazed at how much time the platform has saved us.”

Susan Caballero, Director Alumni Affairs, New Mexico Highlands University

regroup

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Testimonials

Welcome to Regroup, the easiest and most effective alert platform for your school. Regroup was founded 4 years ago at Stanford University to empower schools to cut through the noise and reach out to their constituents wherever they are. Let's say you want to send out an alert about a weather related cancellation or a message about an event. On Regroup, you can quickly create groups, add members, and with the click of the button, instantly send messages to those groups via email, SMS, Facebook, Twitter and even your own website. On the user end, Regroup's robust user preferences allow students to receive messages at the email addresses and mobile number they prefer while controlling the frequency of their messages. Through Regroup you can leverage the power of:

Text Messaging (SMS)

- In the US, 82% of SMS usage is generated by the 18-24 demographic.
- Regroup enables administrators to convey important messages about closings, alerts and emergencies to a device that students report having on their person and powered on 80% of the time.

Email

- Regroup integrates with your school's existing email system, but also allows students to register third party email addresses with their Regroup account so that they can receive your important messages regardless of how often they check their school provided accounts.
- With the listserv-like feature, you can send email blasts to groups of people simply by sending to one unique email address associated with the group whether you are in front of a computer or from your mobile device on the go.

Social Media

- Regroup can be synchronized with individual Facebook profiles and Pages giving your organization the ability to leverage the social media networks of your friends, fans and followers.
- A Regroup group can be linked to a local department or organization's centralized Facebook presence.
- Twitter synch enables your school to update anyone who follows your Twitter feed.

Regroup is an easy, efficient, integrated solution that synchronizes with: SMS, Email, social media and your website or portal. By reaching out to people where they are, via their preferred communications mediums, you save your institution time, cut down on spam and offer your students a relevant platform that conforms to their needs. To get started or learn more, simply click on the "Chat with Us" button on our home page or call (775) 476-8710.



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August 20, 2010

Ms. Anne Jorgens
Budget Services Supervisor
WEST HILLS COMMUNITY COLLEGE DISTRICT
9800 Cody St.
Coalinga, CA 93210



RE: HAZARDOUS MATERIALS PROGRAM ASSESSMENT

Dear Anne:

Attached is the summary report for the findings of the Hazardous Materials Assessment conducted for the District on August 20, 2010. This assessment was conducted on behalf of the Statewide Association of Community Colleges (SWACC).

I would like to thank you and the Safety Committee for assisting in the gathering of this information.

We appreciate your continued confidence in Keenan's ability to provide quality services to the District and to assist with your efforts in controlling losses. If you have any questions regarding the attached, please do not hesitate to call me at 559 287 9883, at your convenience.

Sincerely,

Jim Beggs

Loss Control Consultant
Loss Control/Risk Management

CC: Ken Stoppenbrink, West Hills Community College District
Kelly Forney, Buckman Mitchell Insurance
Breck Klawitter, Keenan & Associates, Rancho
Steve Bow, Keenan & Associates, San Jose
Tom Russo, Keenan & Associates, San Jose

Keenan's Hazardous Materials Compliance program services are intended to help clients identify and mitigate hazards and potential Hazardous Materials exposures. While we are confident that our services will help our clients create a safer environment, we do not represent or guarantee that we will be able to identify all potential hazards, find and inventory all hazardous materials at each site, or offer a full-scale mechanism for dealing with them. Consequently, we make no promise or representation that clients will recognize improved hazardous materials and/or regulatory compliance file ratings, loss experience or premium savings as a result of these services.

Hazardous Material Program Assessment West Hills Community College District

Executive Summary

Purpose and Scope

Hazardous material audits and inspections reduce liability and are integral to environmental, health and safety (EH&S) programs that deal with hazardous materials and hazardous waste. Audits determine how effectively hazardous materials (Haz Mat) are managed throughout their lifecycle, including selection, procurement, handling, use, storage, transport and disposal. Audits also determine the adequacy of plans and procedures, training, internal inspections, record-keeping and reporting.

Findings

Section 1: Material Procurement Policy

1. All departments send their requests to Brian Abela. Requests are then approved and sent to Purchasing.
2. Green products (environmentally friendly) are currently not documented.

Section 2: Hazardous Material Management

1. An annual chemical self-inventory for the district has been conducted.
2. Annual hazardous material handling training has been conducted and documented.
3. Material Safety Data Sheet hardcopies are located in the departments that use and store chemicals.

Section 3: Pesticides (Shaun Bailey, Operations & Maintenance Manager)

1. District has eliminated harmful pesticide application. District contracts an outside vendor to perform the application. Herbicides are used for periodic application (Roundup).
2. Outside vendor applies pesticides

Section 4: Asbestos

1. All asbestos-containing material abatement is handled by an outside licensed contractor.
2. ACM inspection surveys were conducted in 2002.
3. More than 90% of Asbestos has been removed in the entire district.

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Hazardous Material Program Assessment West Hills Community College District

Section 5: Hazardous Waste Management

1. District has a Hazardous Waste Management Policy.
2. NO violations cited at any location.

Section 6: Emergency Response Procedures

1. Emergency response procedures were available for review (flip charts).
2. Emergency phone numbers were posted throughout both campuses. (Lemoore & Coalinga)

Section 7: Mandated Regulatory Programs

1. Injury Illness Prevention Program (IIPP) and Hazard Communication Program were both available for review.
2. Chemical Hygiene Program is up to update and shared with the appropriate departments.
3. Respiratory Program may require a formal review. Knowledge of fit testing, medical evaluation, and training were not known.

Section 8: Staff Awareness and Training

1. Campus-wide safety committees hold regular meetings to environment.
2. A lot of the district wide supplies are in the process of going green.

Section 9: Risk Control

1. All fume hoods and laminar flow have been certified and/or air balanced.
2. Inspections of the safety showers/eyewash stations have been conducted.
3. Periodic inspections of the fire extinguishers have been conducted.

Keenan's Hazardous Materials Compliance program services are intended to help clients identify and mitigate hazards and potential Hazardous Materials exposures. While we are confident that our services will help our clients create a safer environment, we do not represent or guarantee that we will be able to identify all potential hazards, find and inventory all hazardous materials at each site, or offer a full-scale mechanism for dealing with them. Consequently, we make no promise or representation that clients will recognize improved hazardous materials and/or regulatory compliance line savings, loss experience or premium savings as a result of these services.

Hazardous Material Program Assessment West Hills Community College District

Recommendations

None at this time.

Keenan's Hazardous Materials Compliance program services are intended to help clients identify and mitigate hazards and potential Hazardous Materials exposures. While we are confident that our services will help our clients create a safer environment, we do not represent or guarantee that we will be able to identify all potential hazards, find and inventory all hazardous materials at each site, or offer a fail-safe mechanism for dealing with them. Consequently, we make no promise or representation that clients will recognize improved hazardous materials and/or regulatory compliance fine savings, loss experience or premium savings as a result of these services.

Keenan
SHELL

EVERY COLLEGE NEEDS AN EMERGENCY PLAN

GET THE TOOLS YOU NEED

Attend a 4-hour session to assist you in using the **Model Emergency Operations Plan** development toolkit recently released by the Disaster Resistance California Community College working group. Get the tools you need to start drafting or updating your plan.

Planning session topics include:

- How often your plan should be reviewed and revised.
- Where to start if you don't have a plan.
- How to develop a hazard analysis.
- What elements your plan must include.
- How to adapt the model for your district or college's needs.

Each participant will receive a digital copy of the Model Emergency Operations Plan development toolkit.

Each participant will need:

A Wi-Fi enabled laptop (either Mac or Windows) with Internet browser and functional CD reader.

Friday, December 3

8:30 a.m. to 12:30 p.m.

Cafeteria Conference Room
Los Angeles Valley College
5800 Fulton Avenue
Valley Glen

Free parking in Lot 8

Thursday, December 9

8:30 a.m. to 12:30 p.m.

Cafeteria, Building 1400
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4000 Suisun Valley Rd.
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Carlsbad.....	January 31
Chico.....	January 12
Concord.....	January 26
Eureka.....	January 10
Fresno.....	January 11
Long Beach.....	February 7
Modesto.....	January 13
Monterey.....	January 12
Ontario.....	February 10
Oxnard.....	February 15
Palm Springs.....	February 17
Palo Alto.....	January 13
Pasadena.....	February 11
Redding.....	January 11
Riverside.....	February 16
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THIS TRACK OPEN TO PUBLIC ENTITY EMPLOYEES ONLY.

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For those of you who were just assigned the role of risk manager, for those who have some technical expertise in a certain area but want to know the "big picture" and for those whose role is to oversee the risk management function, this session is designed for you...

SESSION OBJECTIVES:

By the end of this session attendees will have the knowledge to manage the components of a risk management program. There will be presentations and speakers on issues ranging from the best choice of an effective risk management program for your agency to managing a claims operation. Experienced risk professionals will discuss issues such as managing a budget and the function of an actuarial report. To cover the scope of issues we'll need a commitment for an entire day. In exchange, we hope you won't be walking the plank when assigned risk management responsibilities.

In this all-day forum you will be exposed to the fountain of risk management. The "why" and "how" of managing a risk function/department will be presented by three principal speakers, but you will also have presentations by experts in areas such as cost allocation, budgeting, common pitfalls, insurance options, workers' compensation claims, liability claims, and the politics of running a risk management operation.

THIS IS NOT YOUR NORMAL PARMA SESSION.

- ✗ We will discuss the organization purpose and the various models for managing risk issues
- ✗ How to protect your budget and funding
- ✗ How to make loss control cost-effective
- ✗ When pooling is appropriate and when your own policy might be more effective
- ✗ How to evaluate risk products (such as insurance), and how to fund losses
- ✗ In essence, this session will give you the tools and format for being a leader

This session will be taught by three former PARMA presidents, whose combined experiences and history cover the range of issues for city, county, and special district exposures.

At the end of this session we expect you will have enough material to captain the ship, to have a twinkle in the eye (at least the one that doesn't have the eye patch) and to say "arrgh" with confidence.

PRESENTED BY

Rick Buys, ARMA, Liability Claim Manager, Municipal Pooling Authority (MPA)
David Clout, General Manager, California Joint Powers Risk Management Authority (CJPRMA)
Larry Moore, Risk and Safety Manager, East Bay Regional Park District

MODERATED BY

Susan Eldridge, Risk Analyst, County of San Diego

Want more? Attend the entire PARMA Conference and take advantage of our excellent educational sessions designed for the beginner. Sessions include:

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Oct 2010 (archived)



School Safety Matters

OCTOBER 2010

In this Issue:

[National Bullying Prevention Month](#)

[Position-Specific Courses](#)

[Child Abuse Rates Decline](#)

[Concussion Awareness Course](#)



October is National Bullying Prevention Month

October is National Bullying Prevention Month, and there are many ways that you can get involved and help prevent bullying in your community and school.

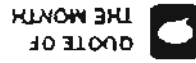
10/20/10 is "The Day Bullying Prevention Is Heard around the World," and you can participate by letting others know that "The End of Bullying Begins with Me!" Pass the message along by whatever means you prefer - say it, text it, post it, etc.

Author Spotlight

Visit SafeSchools in Person!

"30 for \$300" Promotion

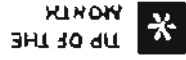
School Safety News



"If you don't want to get the flu, then getting a flu shot is the single most important thing you can do."

Tom Skinner
Sr. Public Affairs
Officer

Centers for Disease
Control & Prevention
(CDC)



Between food allergies and using childhood obesity rates, more schools are turning to non-candy "treats" around Halloween. Here are some clever alternatives: silly bands or other plastic jewelry, temporary tattoos, stickers, pencils, bubbles, sugar-free gum, and milk-decks of cards.

The PACER Center's website gives turner tips about involving students on bullying prevention. For example, you can raise awareness and increase understanding of how to respond to bullying by using the following creative activities in the classroom found on the Pacer Center's site:

Introduction Toolkit - helps start a dialogue with students about their role in addressing bullying

Comprehensive Toolkit - delivers activities, ideas, and resources to educate students about bullying

Student Role Plays - provides the opportunity to experience real life situations in a safe and structured environment

For more information and ideas on bullying prevention, please visit the PACER Center's website by clicking here.

The SafeSchools online safety training system offers multiple courses, customized for school district employees, which address bullying prevention. Click here to view SafeSchools' full library of course offerings.

Position-Specific Courses

Our customers tell us that our course library of 150 expertly-authored safety trainings that are 100% school-specific are the best on the market.



Now, we've taken our school-customization a step further with several new position-specific courses as well! Currently available on all SafeSchools customer sites, Slips, Trips & Falls offers versions customized for Custodians, Maintenance & Facilities; Nutrition Services; and Teachers & Administration staff, alongside the more general Complete and Refresher versions.

Coming very soon, our Bloodborne Pathogens course will likewise offer Custodial, Non-Custodial Support Staff, and Teachers & Administration versions! While the Complete and Refresher versions will still be relevant for any school employee administrators will now have the option to tackle these important safety topics in a manner with which specific staff members can even more directly relate.

Is there a SafeSchools course you'd like to see customized for specific positions? If so, please send your suggestions to info@safeschools.com

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NEWSLETTER

Child Abuse Rates Decline

A recent study from the Crimes against Children Research Center at the University of New Hampshire has revealed some promising data in regards to incidences of child abuse in the United States. An article from [ScienceDaily](#) recaps the results of the study, which concludes that national child abuse rates declined in 2008 as compared to 2007. These positive results are rather unexpected, considering 2008 was the first full year of the current recession, and economic downturns and recessions are thought to have a direct correlation to increases in family stress, child abuse, and maltreatment.

Overall, child abuse rates have been on the decline for over 15 years. According to lead author of the study, David Finkelhor, "The long-improvement for sexual and physical abuse may be related to a generation-long effort to educate and respond more effectively and aggressively to the problem. If successful prevention efforts are behind the declines, then the improvements may persist even in the face of social stressors like the recession."

The SafeSchools online safety training system offers several versions of expertly-authored Child Abuse trainings to keep your staff informed and your students safe. For more information, click [here](#).



Concussion Awareness: Athletics Course Now Live

SafeSchools recently published a new course titled Concussion Awareness: Athletics specially designed to familiarize coaches, athletic directors, administrators and other athletic staff members of the dangers concussions can pose for student athletes

In addition, the course also reviews smart policies and procedures to minimize concussion risks and ensure proper care is provided at all times. As we're currently in the midst of the back-to-school fall sports season, now is an excellent time to ensure your staff is properly trained on the topic. Look for Concussion Awareness: Athletics in the Health category of your SafeSchools site!

Questions? Please call us at 1-800-434-0154.



SafeSchools Author Spotlight

Do you know which SafeSchools author is

known as “School Bus Ted?”

It's Ted Finlayson-Schueler, the author of our Bus Behavior and Discipline, Special Education Transportation: *Child Safety Restraint Systems (CSRS)*, and Special Education Transportation: *Evacuation Planning* courses.

Ted is the founder of Safety Rules!, an organization that is dedicated to the safe travel of children to and from school and school activities.

Ted also founded the Pupil Transportation Safety Institute (PTSI) in Syracuse, New York in 1990 and served as its Executive Director until 2004. Ted grew PTSI into a national organization serving the pupil transportation community.

Ted holds a Master of Science Degree from Syracuse University. He is currently a candidate for the doctoral program in the School of Education, Disability Studies at Syracuse University.

Ted is one of the many expert authors who write for SafeSchools. Thanks Ted, for such excellent content.

Visit SafeSchools in Person!

Throughout the year, you can find SafeSchools at various trade shows, conferences, and education-related events across the country. Look for us in October at:

- **AASPA: The American Association of School Personnel Administrators**
October 12-15, Myrtle Beach, SC, Booth #136.
- Don't miss our AASPA presentation with Horry County, Thursday, 10/14/10 from 1:30 to 2:30 p.m. Horry County is a 6-year SafeSchools customer! Recently they contacted us about their amazing start to the year.

"We're 4 days into the new school year and are at 68% already with 44,237 courses completed).

Thank you for your continued support and for keeping SafeSchools up to date in all areas. Not only do you do a great job providing up-to-date course material in this ever-changing world, your team is always working on new and better ways for system operations.

Horry County Schools is entering our 6th year with SafeSchools and it has been a pleasure working with this team. Thank you and the whole team for all you do for

your customers."

Connie Jordan, Workers' Comp Specialist

Thanks Connie and Horry County! Keep up the great work
We're proud to work with your team too!

Limited Time "30 for \$300" Promotion

If you've wanted to try the nation's leader in safety and compliance solutions for schools, now's a great time, as SafeSchools' "30 for \$300" promotion is still going on!

From now until December, you can purchase full access for 30 staff members to the SafeSchools online safety training system for just \$300.

For more information, send an email to info@safeschools.com and mention the "30 for \$300" promotion.

School Safety News

School District Monitors Kids' Lunch Choices

District is maintaining a database that records what kids eat, then checks their choices against national nutrition guidelines.

[READ MORE](#)

Gangs and Drugs Prevalent In Public Schools, Survey Finds

National report says a quarter of middle and high school students say both are present on their campuses, a vast difference from the scene at private and religious schools.

[READ MORE](#)

Did Football Injuries Cause Player's Suicide?

College football player who committed suicide had same disease caused by hard hits that has been associated with NFL players [READ MORE](#)

[Schoolgirls Caught Bugging Teachers' Staff Room](#)

[High School Teacher Asks Class to Plan Terror Attack](#)

[Schoolgirls, Teachers Poisoned](#)

[H.S. Student Planned to 'Become the World's Most Infamous Sociopath'](#)

[College Priest-Professor Says School Detained Him](#)

[Teens' Latest Self-Injury Fad, Self-Embedding](#)

[5 Things You Should Know About the Flu](#)

[Teacher Conducts Blood Tests Using Same Needle](#)

[Mom Pulls Gun at 7th Grade Girls Volleyball Team](#)

[Course Preps Students for Zombie Apocalypse](#)

[Framingham District to Charge for Busing Students](#)

[School District Microchips Preschoolers](#)

[Parents Sue Catholic School for Denying Admission to Their Unvaccinated Son](#)

[4 Injured After Yale University Building Collapses](#)

[Teens Get Porn Shock During Blood Bank Presentation](#)

[Alligator Nabbed Near Elementary School in Florida](#)

[Decapitated Body Reportedly Found Near Illinois Middle School](#)

[Stabbing at Kansas City Community College Minutes Before Governor's Speech](#)

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School Safety Matters

NOVEMBER 2010

In this Issue:

[SafeSchools Helps Save \\$787,000 for S.C. District](#)

[Bullying and Youth Suicide](#)

[Evaluating Staff Training Programs](#)

[Course Customization](#)



Horry County Schools

SafeSchools Helps Save

\$787,000 for S.C. District

SafeSchools helped Horry County

Schools save over \$787,000 this year in Workers' Comp claims! Here's how. In 2003, the district, which is the third largest in South Carolina, reviewed their work-related injuries and made some disconcerting discoveries. They had a high number of injuries, many of the same types of injuries, many serious, life-changing injuries, and their Med Rate and WC premiums were far too high. In the face of those results, the district decided it was time to improve their safety training and

OptionsLimited Time "30 for \$300" PromotionVisit SafeSchools in PersonSchool Safety News**QUOTE OF THE MONTH**

"It's about time we really need to provide school districts with the kind of support that's needed to overcome the problems of bullying."

*Dr. Joyce Ott
Research Asst.
Professor,
Clemson University*

**TIP OF THE MONTH**

November is American Diabetes month. Students with diabetes must be monitored throughout the school day and during school-sponsored events/activities. The goal for the student with diabetes is to maintain a balance between insulin, food and exercise 24/7!

chose SafeSchools as the online system that would best meet their needs.

What were the results?

- Horry County now trains all staff with SafeSchools. Moving to our online system allows the district to train more staff, in less time, for less money.
- The district started their training plan on July 1, 2010 and by the start of the school year, Horry County employees had already completed more than 55,000 courses in less than 90 days!
- Now that employees are better trained, there are fewer serious injuries and the district saved \$787,000 in Workers' Comp claims this year alone!

Congratulations to Connie Jordan and Horry County on these outstanding results!

To read more about Horry County's success, please click [here](#).



Addressing Bullying and Youth Suicide in Your School or District

While bullying in schools is a pressing issue that continues to dominate the headlines, there's a related issue that has of late been gaining much public

awareness and media attention as well: **bullycide**. Bullycide is the act of an individual taking his or life as a direct result of being bullied, and we've been hearing more about it in the media recently due to several high profile bullycides by students who were tormented because of their (actual or perceived) sexuality.

SafeSchools addresses both bullying and youth suicide in several expert-authored courses. *Bullying, Recognition & Response* is particularly valuable to staff dealing with student bullying issues. This important course has been written by two of the nation's leading bullying prevention experts: Dr. Richard Hazler and Dr. JoLynn Carney, of Penn State University. SafeSchools also features *Youth Suicide: Awareness & Prevention* by Dr. Scott Poland, the nation's foremost authority on suicide prevention.

SafeSchools now features a new **Bullying Prevention bundle** which includes:

- [*Bullying, Recognition & Response*](#)
- [*Conflict Management: Student-to-Student*](#)

SIGN UP FOR
A FREE TRIAL!FORWARD TO
A FRIENDSUBSCRIBE TO
NEWSLETTER

- [Dating Violence: Identification and Prevention](#)
- [Diversity Awareness: Staff-to-Student](#) (new course)
- [Online Safety: Cyberbullying](#)
- [Managing the Aftermath of Tragedy](#) (new course offering All Staff and Administrator versions)
- [School Violence: Identifying and Addressing](#)
- [Sexual Harassment: Student Issues](#)
- [Student Drug and Alcohol Abuse](#)
- [Youth Suicide: Awareness & Prevention](#)

For more information, contact us at info@safeschools.com.



Evaluating Staff Training Programs

Having options is a wonderful thing, and having the power to choose between options can be even more wonderful! But with so many safety training products on the market these days, wading through the selections can at times be a daunting task. If you're thinking about adopting online staff training for your school or district, or are even currently choosing between providers, here are 5 helpful tips to consider when making your selection:

1. Are all of the provider's training courses 100% school employee-focused?
2. Are the courses authored by nationally prominent K12 experts?
3. Does the program allow administrators to upload district policies and track acceptance online?
4. Does the program have the ability to send automatic email notification for assignments and reminders to staff?
5. Does the program have state-specific courses and custom course building capabilities?

Of course there are many other factors which come into play when deciding which provider is the right fit for your school or district. If you're currently deciding between safety training providers, SafeSchools would be happy to supply you with a comparative grid for your reference. For this and more information about the SafeSchools difference in safety training, please call us at 1-800-434-0154.

Course Customization Options

SafeSchools' library of 150 school-specific training courses

offers top-of-the-line content provided by recognized authors in their respective fields. In addition to this extensive list, however, SafeSchools customers also have a variety of options in regard to course customization! In particular, SafeSchools offers:

- **State-specific courses:** Although all SafeSchools courses are fully compliant with national training standards, we've gone a step farther in some cases to meet the mandates of particular state legislation. If you'd like to know what courses have been customized, or if you have suggestions for specific courses for your state, just let us know!
- **Custom courses:** Every school and district is unique, and so are the training requirements. That's why we offer our customers the ability to customize existing SafeSchools courses for their own individual needs, as well as upload their own course content into the SafeSchools system.
- **Policy courses:** School and district administrators have the simple, convenient option to upload their district policies as custom SafeSchools courses so that staff can conveniently sign off on policy acceptance online!
- **Offline courses:** Even if you execute part of your staff training outside of the SafeSchools system, you still have the ability to track completion status for those courses in the SafeSchools system using our Offline Courses tool.

If you have further questions about SafeSchools' course customization options, please call 1-800-434-0154.

Limited Time "30 for \$300" Promotion

If you have wanted to try out the nation's leader in safety and compliance solutions for schools, now's an opportune time, as SafeSchools' "30 for \$300" promotion is still going on! From now until December 31, 2010, you can purchase full access for 30 staff members to the SafeSchools online training program for just \$300. For more information, please send an email to info@safeschools.com and mention the "30 for \$300" promotion

Visit SafeSchools in Person!

Throughout the year, you can find SafeSchools at various trade shows, conferences and education-related events across the country. Look for us this month at the following events:

- The Nebraska Association of School Boards State Education Conference, November 17-19, Omaha, NE
- The Arizona School Personnel Administrators Association Fall Conference, November 17-19, Prescott, AZ

School Safety News

Players, Grieving Mom Back Youth Head Injury Bill

Congress is considering a bill that would establish standards for student-athletes who get concussions.

Peanut Menace? Bullies Use Food to Torment Allergic Kids

1 in 4 kids, young adults with allergies, have been teased or harassed, new study says.

Breast Cancer Bracelets Cause Stir in High Schools

Arguments are exploding about sexual harassment, cancer awareness and snickering adolescents.

TV, Computer Time Hurt Emotional Well-Being Even for Active Kids

Families Sue Ohio School After Four Bullied Teens Commit Suicide

Bullying Ends in Tragedy for Girl

Study: Hands-On CPR Saves More Lives Than Method Including Mouth-to-Mouth

CDC: 1 in 4 HS Students Binge Drink Once Per Month

Oklahoma Postpones Teach-Through-Rap Program That Refers to Founding Fathers as 'Old Dead White Men'

Teacher Suspended for Throwing Tables After Pupils Taunt Him

FBI Allegedly Caught Using GPS to Spy on Student

High School Cheerleaders Tell School Board: 'Our Costumes Are Too Skimpy'

Education Officials 'Silent' Over Rash of Teen Suicides

MTV Unleashes iPhone App to Combat Bullying

Student Shot, Killed at NC University

Father Fights Bullying to Honor Son

Rutgers Mourns Student Who Committed Suicide

in a Wired World, Children Unable to Escape Cyberbullying

Coaches Brawl at Pee Wee Football Game

Schools Struggle to Feed Kids Healthy Food

Boy Cheerleader Won't Quit Despite Arm Broken by Bullies

3-Year-Old Caught with Pot in School

Newspaper Under Fire After Teacher's Suicide

Cooking Up Change in School Lunches

Sports Drinks Healthy for Teens?

Schoolboy Thrown Out of Class for 'Excessive Facial Hair'

Girl Successfully Sues School After Teacher Confiscates Mobile and Finds Naked Pictures

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Facilities Planning Committee Meeting

February 5, 2008

1:00pm – 3:00pm

WHC Lemoore, Room 256

AGENDA

1. Activity Report
2. Multi Sports Complex / Event Center
3. Scoreboard Update
4. Future M & O Storage Space
5. Water Leak in Conference Center

Facilities Planning Committee Meeting

January 22, 2008

1:00pm – 3:00pm

WHC Lemoore, Room 256

MINUTES

ATTENDEES: Allen Moore, Celina Garcia, Bob Clement, Stephanie, Kevin, Marlon Hall, Wendy Paxton, Joe Savopolos

Activity Report

- Submitted and Reviewed

Multi Sports Complex / Event Center

- New updated blue prints were handed out and are not final

H.V.A.C. package unit verses CNG Tecogen Central Plant

- Tabled for next meeting date

Bus Shelters ~ Review Plans before Installation

- Waiting for written approval from the fire department.

Scoreboard Update

- Tabled for next meeting

D.S.P.S. Projects

- Sylvia Dorsey – Robinson passed out a spreadsheet of projects that need to be completed.

Phase 2B Landscape

- Tabled to next meeting

Scheduled Maintenance Projects ~ Water Leak in 200 Building Fire System

- Celina will help with getting bids that are over \$30,000.
- Allen Moore handed out a spreadsheet will all Scheduled Maintenance Projects listed.



ACTIVITY REPORT

Facilities Committee
 West Hills College Lemoore
 West Hills CCD
 392-0001

January 28, 2008

Facilities Activity Report #: 72 01/22/08

Next Meeting Dates: @2:00 pm – 02/05, 02/19

cc: Warkentin/WHCL-em Gornick/WHCCD-em Garcia/AP-em
 Moore/WHCL-em Stoppenbrink/WHCCD-em Addington/AP-em
 Paxton/WHCL-em Kozlowski/WHCCD-em Cobb/AP-em
 Kincade/WHCCD-em

FACILITY COMMITTEE ACTIVITY REPORT

Item	Discussion	Action by
A. Facility Committee Action Items		

B. Facility Committee Information Items		
--	--	--

71.04	Frank would like status for the fly-arounds. .1 1/22/08, AP getting cost for a rendering.	CG
71.05	Look into student housing (60 units at 2 double occupancy room and 2 bathroom) -Identify possible location for these at a maximum of 5 acres. -2 to 3 stories. -Kitchen to be included in units. .1 1/22/08, Project was not viable.	CAA Closed
71.06	Campus Kiosks: original design. -\$5,000 each .1 1/22/08, Move to unfunded projects.	CG Closed

C. Sub Committee Reports (see detail reports below)		
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SC01	Campus Master Planning
SC02	Campus Miscellaneous Improvements Site
SC03	Campus Miscellaneous Improvements Building
SC04	Miscellaneous items
SC05	ADA Planning

- SC06 Campus Signage
- SC07 Project-Initial Buildings Phase 2B
- SC08 Project-Child Development Center
- SC09 Project-Multi-Use Sports Facilities
- SC10 Project-Campus Center
- SC11 IPP/FPP Planning

D. Unfunded Projects (see complete list below)

E. Sub Committee Activity Detail

SC01 Campus Master Planning

15.08	ED plan update starting, will review projections for tAP update 12/15/05. Meeting set up for Jan 5, 2006 at WHCL. Plan for lunch with meeting after with Dave and Don to discuss Ed Plan. 1/19/06, meeting was held. 2/2/06, Work in progress 5/2/06, meeting 6/6/06 @ 11:30am, Dave Bolt. 6/6/06, develop power point presentation next 30-45 days and share with staff. 7/31/06, Dave & CAA to meet. 8/17/06, Work in progress – present enrollment patterns, plan for FTE’s growth. District to provide FTEI plan growth targets so Dave B. can do Ed Plan accordingly. 1/22/08, ED plan needed for FPP projects to be submitted to the State this year.	Bolt/CAA Bolt FYI CAA/Dave B. DaveB./ WHCCD DB/KC
70.01	Offices for financial aid at new portables- new portable unit for training facility like the one in Coalinga. Program next meeting. 12/14/06, AP to review alternatives 1/22/08, Program at \$1.4M for (3) relos – office, IT and PE training. No funding yet. Move to unfunded projects	AP Closed
70.02	Middle school – Move rm 502 to rm 273, rm 273 to move to bldg 700. Relo 502 – convert to be used by Charter highschool. Do program cost to move 502 to room 273. 12/14/06, In progress 1/22/08, Done.	AP Closed
70.03	Add portable for offices of student services, financial aid, storage for student files. Program next meeting. 2/14/06, AP to review alternatives. 1/22/08, See item 70.01.	AP Closed
SC02	Campus Miscellaneous Improvements Site	
38.10	Memorial plaque for a student who died in Iraq 12/15/05, Six plaques being considered. Install in existing locations,	DW

	defer to spring.	VM
	5/2/06, Work in progress.	
	6/6/06, Getting additional plaques for retirees	VM
	8/17/06, Work in progress – AP to buy (1) plaque \$187 Jack Ramsey to buy (1) plaque. Plywood might become safety issue.	FYI
	12/14/06, Move forward with open purchase order.	VM
	12/14/06, Need to sell more, marketing will be needed.	Francis
	1/22/08, Sylvia to discuss w/ Don on setting up booth during registration to sell more plaques.	SDR/DW
40.03	JR to look into web cam if possible to use at parking for security system if capable. WHCL might want to look into acquiring the correct security system for whole campus – Video surveillance	CAA/JR
	5/2/06, Bids reviewed. Develop program for project.	
	6/6/06. No action to report	FYI
	7/31/06, Work in progress. Michelle/Jack getting other proposals for comparison/review.	JR/MK
	8/17/06, Work on Tel-Tec proposal to develop a program	JR/ME
	1/22/08, This is a bond project and currently on hold. Test project at Coalinga campus. Received several proposals but not ready yet.	JR
69.01	Need new portable units, additional space needed. Expand financial aid. Staff to provide requirement data to AP for planning.	WHCL
	1/22/08, See item 70.01.	Closed
71.07	Open pit at charter school is problematic	
	-Letter to charter school for fence.	
	-Was it in the agreement with the contractor?	VM
	1/22/08, Fence in place. Done.	Closed
71.08	Storm drain quote for scheduled maintenance dollars for “Chris’ Pool”.	VM
	1/22/08, Allen working with Nish-Ko. To be scheduled.	AM

SC03 Campus Miscellaneous Improvements Building

64.01	Teacher and Learning Center	
	5/18/06-Program of space by James Preston for teaching and learning center.	Preston
	6/6/06, Work in progress	Preston
	7/31/06, Work in progress	
	8/17/06, VM provided matrix for staff to use & determine space requirements.	FYI
	12/14/06, On hold since new funding source is needed.	
	1/22/08, Move to unfunded projects	Closed
69.02	Possible addition of message board at corner of campus. WHL to provide size to AP for design.	WHL
	10/19/06, Kiosk electronic sign at northeast corner of campus. Find out	AP/Jose/

	how big the square footage is and budget cost. Jose to provide data for next meeting. CG, Jose & VM to coordinate – preliminary design and budget.	VM
	1/22/08, Verify funding source. Bob C. suggested putting one at Hwy 41 also.	DW
70.05	Send out design of kiosk to Don, Jack, Jose, Vince and Wendy. Find out if power is included.	CG
	1/22/08, Power not included. Design sent to Jack R. Moved to unfunded projects.	Closed
SC04 Miscellaneous Items		
40.01	Develop on going Scheduled Maintenance costs for WHCL	
	9/01/05, CAA to discuss with VM.	CAA/VM
	11/17/05. Work in progress, Need draft document, VM to set date form meeting with CAA to get started in spring.	VM
	5/2/06, Need draft of maintenance plan.	VM
	6/6/06, Work in progress	VM
	7/31/06, Paving, east entrance area.	
	8/17/06, Provide maintenance plans as follow.	VM
	(1) Exterior painting – doors, bldg exterior, etc.	
	(2) Relocatables,	
	(3) HVAC	
	(4) Exterior lighting.	
	1/22/08, Allen presented list of SM projects for 2007-2008.	FYI
67.02	Renderings of building – exterior and interior showing some activities people – get equipment data/picture for rendering use.	WHL/AP
	8/17/06, Provide Don with renderings of proposed projects – send pdf copy of Master Plan	
	1/22/08, See item B,71.04.	Closed
69.03	Tecochill - Need new engines if possible or look at new technology available to replace this system.	WHL/AP
	12/14/06, Need new service contract.	VM
	1/22/08, Contract in place. Done.	Closed
71.09	Paving will be started during spring break because concrete will need to cure and this project will be a formal bid.	FYI
	1/22/08, Done.	Closed
71.10	Scheduled Maintenance: Door painting.	VM
	-2 bids (one at \$18,000 and one at \$23,000) which are below the \$30,000 max.	
	1/22/08, AP to assist with painting project due to additional scope with cost more than \$30K.	CG/AM

71.11	Portable: There are no are no extra units in the district. -Need to locate a funding source if new one will be required. -Need quote. 1/22/08, See item E,70.01	FYI WHCL CG Closed
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SC05 ADA Planning

37.01	ADA transition plan at delivery site 6/6/06, Work in progress. 8/17/06, CG submitted initial draft to Sylvia. Need to meet with DSPS. 1/22/08, Send copy to Sylvia	AP CG/Sylvia CG
71.12	Look into pick up location with standard pick up times with a fixed path of travel. 1/22/08, Locations established. CG securing signed approval from City.	VM AP
71.13	Auto doors on 200 Building would be a big improvement. 1/22/08, DSPS project list provided. Several auto doors to be provided at restrooms but not at classrooms.	CG Closed
72.01	DSPS ADA project list for 2007-2008 provided. Sylvia/CG to look into identification markers for buildings, similar to truncated domes at curbs. Set meeting tentatively with DSPS on 2/5/08 from 12-1.	CG/SDR

SC06 Campus Signage

55.07	11/17/05-Policy of office and classroom signage to be reduced to a written policy. VM to prepare a draft for committee review. 6/6/06, Work in progress 8/17/06, Work in progress 10/19/06, Find out if (2) signs are needed at NAS. AP to confirm delivery date w/ Acclaim. 1/22/08, Done.	VM AP VM/AP Closed
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SC07 Project-Initial Buildings Phase 2B

67.03	Remove 60 qt mixed at Culinary – Hard to maneuver. 8/17/06, Remove 40qt and transfer 60ft. to this space. 9/21/06, Waiting for test results on landscaping. Contractor needs to address weed management. 10/19/06, Need answers on landscaping for 2B and CDC. Vince can provide gypsum but does not have labor to spread it. 1/22/08, Done.	VM VM Bush AP/VM Closed
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71.14	Lighting: Ballast problem -Letter for warrantee (1000 CDC). 1/22/08, Done.	CAA Closed
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SC08	Project-Child Development Center	
68.01	Additional 17.5 tons of still gypsum needed at CDC. AP Requested cot proposal from Contractor and review options w/Owner. PH lever is now at 10 down from 26 but need to get it down to 8. 9/21/06, \$4,288 cost of additional 10 tons of gypsum. Find out if its guaranteed to lower soils rate. Get cost is Owner supplies gypsum. 1/22/08, Done.	FYI Closed
68.02	Chiller line is leaking. Contractor to fix ASAP. 1/22/08, Done.	Bush Closed
SC09	Project-Multi-Use Sports Facilities	
38.03	Multi-sports complex – provide adequate locker room for 90 athletes, coach, offices, equipment storage, lawn work facility 09/01/05, On plans, 45 men, 45 women, change lockers 90 men and 45 women. Need to define lawn work for facility. 12/15/05. Move field visit to March/April '06. 5/2/06, Hold to late Summer - continue visits. 8/17/06, Hold next Feb 06 or when bond passes. 1/22/08, Plans submitted to DSA for preliminary review last Dec 2007. Schedule next meetings at 1:00-2:00 pm for MUSC with facility meeting to follow from 2:00-3:00pm.	AP FYI FYI FYI
SC10	Project-Campus Center	
55.07	11/17/05. Project on hold at this time due to local bond not passing. Would be good to have a meeting of the partners so when funding does come up we can understand what is going to happen. CAA to schedule in future. 7/31/06, Defer to next bond. 8/17/06, On hold	FYI FYI FYI
SC11	IPP/FPP Planning	
64.03	IPP-Instructional Support 5/18/06. Discussed spaces to be considered in new project. See chart below. WHCL to provide staffing levels so space requirements can be developed. 7/31/06, Defer to next bond. 8/17/06, On hold 1/22/08, Committee needs to decide what FPP projects are to be submitted this year.	FYI FYI WHL

F. Unfunded Project Detail List

\$	Project	Priority #
\$28,000	Adding ventilation at clerestory at co lab prep area and cat fans	X
\$252,500	Room 209 conversion to Co-Lab.	X
\$980,000	Tennis Courts	X

\$108,000	Rubberized play area @ CDC	X
\$\$	Additional CDC Classroom	X
\$\$	Gas Kiln at Vocational	X
\$363,600	Interim field	
\$	Campus kiosk	
\$1.4M+	(3) Relocateables – Office/IT/PETraining Teacher & learning center	

G. Appendix

Instructional Support IPP-spaces to consider final location, either in 100 or 100 Ph 2

- | | |
|---|--------------------------|
| F Admissions and Records | O Office of Instructions |
| F Counseling | F Cashiering |
| F Financial Aid | S Categorical |
| S EOPS | S DSPS |
| S Transfer Center/Career Center/Job Placemt | O Marketing |
| O Duplicating | O University Partners |
| O Foundation/Grants | F Veterans Office |
| F Registration | S One step beyond |

Bond Planning 2006			
PROJECT	ED PLAN	CAMPUS COMPLETION	FUND PLAN
* Tech. Equipment	✓		
* Security			✓
1 MP SPORTS	✓	2006 Bond	Yes
2 Instruction Ph. 1	✓	2006 FPP	Yes
3 Campus Center		Local	✓
4 Field Sports		2006 FPP	Yes
5 Support Services		✓	✓
6 Instructional Ph. 2	✓	2006 FPP	Yes
7 CDC Ph. 2	✓		
8 Performing Arts			
9 M/O Ph.1		Local	✓
10 Vocation Ph. 2	✓		
11 Instructional Ph. 3	✓		
12 * Campus Center Ph. 2			
13 Outdoor Theater		Local	✓

H. Future Items for Faculty Committee Consideration

63.5 "Teaching and Learning Center"
Office space for program - small meeting room
Faculty offices.



1



2



3



4



51



3



4



West Hills Community College District

ON-CAMPUS INCIDENT REPORT

(This form is to be used for all incidents involving theft, vandalism, and other events requiring the follow up by college officials.)

****Please forward the completed form to the Facilities Director & Dean of Students****

Name of Person Making Report: _____

Address: _____

Phone: _____ Program/Course: _____

Date of Incident: _____ Time of Incident: _____

Where did the incident occur? _____

Please describe the incident, how it occurred and who was involved: (use the back of form if necessary)

Empty lined area for describing the incident.

Please describe any action taken regarding the incident: (use the back of form if necessary)

Empty lined area for describing actions taken.

Provide the names of two witnesses to the incident (if possible)

1) _____ Phone: _____

2) _____ Phone: _____

Signature of Person Making This Report

Date

Office Use Only

Received by: _____ Date: _____

If this incident involves a student accident, was a Student Accident Report received Yes No

Action Taken (if any): _____

- Dean of Student Services Dean of Instructional Services College President Director of Maintenance / Facilities

Date of Incident:	Person Making Report:	Time of Incident:	Location of Incident:
1/29/2010	Dean Lopez	11:15am	200 Building N side bathroom
4/6/2010	Bethany Tetrault	10:30am	WHCL Library
4/26/2010	Shelly Stein (mom) Lauren Stein (daughter)		
5/5/2010	Vicki Johnson/ Dean Lopez	9:50am	WHCL Library
5/27/2010	Ed Zavala	3:30pm	Library Parking Lot
6/8/2010	James Vale	1:25pm	Outside Rm 273
6/28/2010	Victoria Hotchkiss		WHCL Library
8/18/2010	Marco Veiazquez	11:05am	Parking Lot / W Side 800 Building
9/22/2010	John Bernal	11:45am	Off Campus between College/Leprino on Bush St.
9/24/2010	John Bernal	8:40am	Parking Lot Portable 8 / CDC

Brief Description:	Witnesses:
3 youths witnessed on N side of 207 destroying an automatic handicapped door opener button. Mr. Brock and Mr. Loyche followed the 3 youths to Charter, along the way picking up fragments of the box. One youth questioned, 2 others identified. Contact made with acting principal Chris Camarena.	Keith Brock; Jason Loyche
Bethany was confronted by student Osaseqr Michael Oseawingle, who attempted to hug her without consent. She explained that student is volger and "sometimes comes to class to watch" Bethany stated that she does not want his friendship and felt uncomfortable near him. She looked on Megan's Law and LPD has listed as sexual offender.	Dr. Marlon Hall
called to complain about student Anita Rodriguez who is "bothering my daughter" Lauren Stein (18). Shelly is mom of Lauren who comes from broken home & possible love traingle with Lauren trapped in middle. Mom wants to "stop harrassing my child"	
Student bring disrepected, being called "fat bitch" in loud voice. Incidents have been going on for 3 months calling names & "wanting to fight" The other person is Sherry Johnson (also student) Eng 101 & 105 w/ Shehorn-Daniels & they are aware of past incidents.	Tanila Johnson
Received a call from Francis Andrade informing that a student reported her truck had been stolen. I met with Bridget McKinney in the library she stated that after class she returned to the parking lot and found that the truck was gone. Lempore PD was called, they arrived 10-15 minutes later. The officer took Ms. McKinney's statement but since the registered owner could not be contacted no case number was given.	
James reported an incident with another student named Nathaniel Oliver. James stated he witnessed a "girl named Beatrice beint hit on" and that Oliver kept grabbing as she walked away. After she left, James confronted Oliver, they exchanged words, things got headed and almost went off campus to fight. James came in to make report.	
Slipped on the tile in front of the circulation desk because the carper was wet and twisted my L ankle.	Brian Bearden
Helping a student back up their car, the truck was parked in the lot with the hazard lights on. Another ar backed up and hit the bumper of the college truck. The student looked at the college truck and his car and said that nothing happened to the truck and noticed his car with a big dent and said that it was alright and took off.	
Frankie Ignacio leaving campus rolled his car over leaving it upside down on the side on the road heading E. Arrived on scene, on way to lunch to find that 3 LPD officers and 2 ambulances had already responded. Stopped asked questions. Officer Duval gave me the name of the studnet, continued by taking pics that will send to Anri Jorgens.	
Witnesses reported they saw a man punching a woman and yelling at her in the parking lot. He was yelling about his wallet and to give it back to him and was hitting a girl sitting in her vehicle. He drove in nose first to block her from going anywhere and got out of the car.	Channa Archeneaux Dana Cace Danae Crownover

Action Taken/Required:

copies of report & witness account given to Charter Middle School-Chris Camarena. Facilities Director to receive copy.

verbal warning to not act or say anything inappropriate to female students. Later learned that Michael is a sexual offender that is not registered.

monitored situation. Close no more incidents 6-1-10

Stop calling anmes in Public

Lemoore PD was called and took statement. Registered owner could not be found, no case # was given.

Warned James any further incidents and will be dismissed from WHCL. Mr. Oliver was brought in and was also warned if any further incidents and he will be dismissed Spoke with Beatrice and she warned him to stop actions, but saw no confrontation.

Informed John Bernal M&O Director of this incident.

Action Required:

Told co worker to be careful

Ambulance called.

West Hills Community College District

CLASSROOM / ON-CAMPUS INJURY – INCIDENT REPORT: This form is to be used for all injuries or incidents occurring on campus, in classrooms or while participating in a College or District activity.

Student / Visitor Name _____ Soc Sec Number _____

Home Telephone No: _____ Date of Birth _____

Address _____ City _____ Zip _____

Name of personal Physician _____ Phone No _____

Address _____ City _____ Zip _____

If covered by family insurance (HMO), name of insurance company _____

Address _____ City _____ Zip _____

Injury Date _____ Injury Time _____ a.m./p.m. Class (ie; Chem 1A) _____

Class start time _____ / end time _____ Class Instructor: _____

Actual location at time of Injury _____

Activity at time of accident _____

Part of body affected _____

Describe how injury/accident occurred _____

Witness/es _____

Instructor or staff member present/supervising _____

Is corrective action needed: Yes _____ No _____

If YES, please detail: _____

Student Signature _____ Date _____

Instructor/Supervisor Signature _____ Date _____

Authorized District Signature _____ Date _____

Business Services comments (Steps taken to prevent a similar accident, follow up action taken) _____

Send completed form to Vice Chancellor, Business Services, 9800 Cody Street, Coalinga, CA 93210 or call Anne Jorgens at Ext. 2116 if you have any questions.



STATEWIDE ASSOCIATION OF COMMUNITY COLLEGES

**BEFORE THE GOVERNING BOARD OF THE
WEST HILLS COMMUNITY COLLEGE DISTRICT**

Resolution CO-51

**In the Matter of Declaring Membership in the
Statewide Association of Community Colleges JPA (SWACC)**

WHEREAS, school districts have determined there is a need for affordable excess coverages by combining their respective efforts to establish, operate and maintain a Joint Power Agency for excess coverages; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Section 6500 et seq.) of the Government Code of the State of California authorizes joint exercise by two or more public agencies of any power common to them.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the West Hills Community College declares its membership in the Statewide Association of Community Colleges JPA and instructs Ken Stoppenbrink, its duly authorized agent, to execute on behalf of the West Hills Community College District the attached Joint Powers Agreement.

PASSED AND ADOPTED by the Board of Trustees of the West Hills Community College District this 9th day of April, 2009, by the following vote:

AYES: 7
NOES: 0
ABSENT: 0
ABSTAIN: 0

Dated: 4/9/09


Mark McKean
President of the Board of Trustees

CERTIFICATION

STATE OF CALIFORNIA)
COUNTY OF FRESNO)

I, Nina Oxborrow, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by the Governing Board at a regularly called and conducted meeting of the Board of Trustees of the West Hills Community College District, and that such resolution appears in the official minutes of the Governing Board under that date.

Dated: 4/9/09

Nina Oxborrow
Nina Oxborrow
Clerk of the Board of Trustees

**JOINT EXERCISE OF POWERS AGREEMENT
STATEWIDE ASSOCIATION OF COMMUNITY COLLEGES
(SWACC)**

JOINT POWERS AUTHORITY

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JOINT POWERS AGREEMENT

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NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL ADVANTAGES TO BE DERIVED THEREFROM, AND IN CONSIDERATION OF THE EXECUTION OF THIS AGREEMENT BY OTHER PUBLIC AGENCIES, each of the parties hereto does agree as follows:

1. CREATION OF THE JOINT POWERS ENTITY

A Joint Powers Entity, separate and apart from the public agencies signatory hereto, shall be and is hereby created and shall hereafter be designated as the Southern California Schools' Regional Liability Excess Fund (hereinafter referred to as the "Authority").

2. FUNCTIONS OF THE AUTHORITY

(a) The Authority is established for the purposes of administering this Agreement, pursuant to the Joint Powers provisions of the California Government Code, and of providing the services and other items necessary and appropriate for the establishment, operation and maintenance of a joint program for liability and property damage claims against the members of the public agencies who are members thereof, and to provide a forum for discussion, study, development and implementation of recommendations of mutual interest regarding other joint programs.

(b) The functions of the Authority are:

(1) To provide a joint program and system, as stated in the memorandum of coverage an given to each member, for liability and property damage claims against the members of the Authority and as such, to perform, or contract for the performance of, the financial administration, policy formulation, claim service, legal representation, safety engineering, and other development as necessary for the payment and handling of all liability and property damage protection claims against members. Said payment and handling for any member shall be for all liability and property damage claims filed and arising out of facts occurring during the period of membership in the Authority. The Authority shall not pay or handle for a member any liability and property damage protection claims which arise out of facts occurring before membership or after termination of membership in this Authority.

(2) To pursue any member's right of subrogation against a third party when in the discretion of the Board of Directors the same is appropriate. Any and all proceeds resulting from the assertion of such subrogation rights shall accrue to the benefit of the member against which the claim is charged.

(3) To enter into contracts.

- (4) To obtain appropriate insurance coverage as determined by the Board of Directors.
- (5) To acquire, hold, and dispose of property, real and personal, all for the purpose of providing the membership with the necessary education, study, development, and implementation of a joint program, for liability and property protection including, but not limited to, the acquisition of facilities and equipment necessary, the employment of personnel, and the operation and maintenance of a system for the handling of the joint program.
- (6) To incur debts, liabilities, and obligations necessary to accomplish the purposes of this Agreement.
- (7) To receive gifts, contributions, and donations of property, funds, services, and other forms of assistance from persons, firms, corporations, associations, and any governmental entity.
- (8) To invest surplus reserve funds as deemed appropriate by the Board of Directors, and as subject to law.
- (9) To provide a forum for discussion, study, development, and implementation of recommendations of mutual interest regarding other joint programs.
- (10) To sue and be sued in the name of the Authority.
- (11) To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provision of law.

3. POWERS OF THE AUTHORITY

The Authority shall have the power and authority to exercise any power common to the public agencies which are parties to this Agreement, provided that the same are in furtherance of the functions and objectives of this Agreement as herein set forth. Pursuant to Section 6509 of the California Government Code, the exercise of the aforesaid powers of the Authority shall be subject to the restrictions upon the manner of exercising such powers by a public agency having the same status as a Member District or Joint Powers Authority except as otherwise provided in this Agreement.

4. TERM OF THE AGREEMENT

This Agreement shall become effective on June 1, 1986. This Agreement shall continue in effect until lawfully terminated as provided herein and in the Bylaws. In the event of a reorganization of one or more of the public agencies participating in this Agreement, the successor in interest or successors in interest to the obligations of any such reorganized public agency may be substituted as a party or as parties to this Agreement.

5. BYLAWS

- (a) The Authority shall be governed pursuant to those certain Bylaws, a copy of which is

attached hereto as Exhibit "A" and incorporated herein by reference, and by such amendments to the Bylaws as may from time to time be adopted. Wherever in this Agreement "Bylaws" are referred to, said Bylaws shall be those set forth in Exhibit "A", as may be amended. Each party to this Agreement agrees to comply with and be bound by the provisions of said Bylaws and further agrees that the Authority shall be operated pursuant to this Agreement and said Bylaws.

- (b) Procedures for amending the Bylaws shall be as provided in the Bylaws so long as not inconsistent with this Agreement. All amendments must be approved by two-thirds (2/3) of the weighted vote of the Board of Directors before the amendment shall become effective. Such amendments shall be binding upon all members of the Authority. The effective date of any amendment will be on the first day of the next month following adoption, unless otherwise stated.

6. MEMBERSHIP IN THE AUTHORITY

- (a) Each party to this Agreement must be eligible for membership in the Authority as defined in the Bylaws and shall become a member of the Authority on the effective date of this Agreement, except as provided herein below. Each party, which becomes a member of the Authority shall be entitled to the rights and privileges of, and shall be subject to the obligations of, membership as provided in this Agreement and in the Bylaws.
- (b) Upon the written approval and two-thirds (2/3) of the weighted vote of the Board of Directors, any community college district, or Joint Powers Authority comprised solely of community college districts that is not a party hereto but that desires to join the Authority created hereby, may become a member hereof by executing a copy of this Agreement whereby said community college district and Joint Powers Authority comprised solely of community college districts agrees to comply with the terms of this Agreement and of the Bylaws effective as of the date of such execution.
- (c) Each member shall have a minimum of \$5,000 self-insured retention per occurrence for liability coverage and a minimum of \$5,000 deductible per occurrence for property coverage provided to the member by the Authority.

7. WITHDRAWAL FROM OR TERMINATION OF MEMBERSHIP

- (a) Any party to this Agreement which has completed three complete years as a member of the Authority may voluntarily terminate this Agreement as to itself and withdraw from membership in the Authority. Such termination and withdrawal of membership shall become effective subject and according to the conditions, manner and means set forth in the Bylaws.
- (b) A member may be involuntarily terminated from the Authority upon a two-thirds (2/3) of the weighted vote of all the remaining members of the Board of Directors, as provided by the Bylaws. Such removal from membership shall operate to terminate the Agreement as to such party.

8. TERMINATION OF AGREEMENT

This Agreement may be terminated effective at the end of any fiscal year by the affirmative vote of three-fourths (3/4) of the members of the Authority; provided, however, that the Authority and this Agreement shall continue to exist for the purpose of disposing of all claims, distribution of assets, and all other functions necessary to conclude the affairs of the Authority.

9. DISPOSITION OF PROPERTY AND FUNDS

- (a) In the event of the dissolution of the Authority, the complete rescission, or other final termination of this Agreement by all public agencies then a party hereto, any property interest remaining in the Authority following a discharge of all obligations shall be disposed of as provided for by the Bylaws.
- (b) In the event a member withdraws from this Agreement, any property interest of that member remaining in the Authority following discharge of all obligations shall be disposed of as provided for by the Bylaws.
- (c) "Obligations," as referred to herein, shall include, but not be limited to, all payments required by law, together with all reserves which have been established for the purpose of paying incurred claims together with any other legal obligations incurred by the Authority pursuant to this Agreement.

10. AMENDMENTS

This Agreement may be amended at any time with a subsequent written agreement signed by three-fourths (3/4) of the members of the Authority. Any such amendment shall be effective upon the date of final execution thereof, unless otherwise provided in this amendment.

11. SEVERABILITY

Should any portion, term, condition, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions shall not be affected thereby.

12. LIABILITY

- (a) Pursuant to the provisions of Sections 895, et seq., of the California Government Code, the members are jointly and severally liable upon any liability which is otherwise imposed by law upon any one of the members or upon the Authority for injury caused by a negligent or wrongful act or omission occurring in the performance of this Agreement.

If a member or the Authority is held liable upon any judgement for damages caused by such an act or omission and makes payments in excess of its pro rata share on such judgement, such member or the Authority is entitled to contribution from each of the other members that are parties to the Agreement. A member's pro rata share shall be determined in the same manner as for the disposition of property and funds as provided in the Agreement and the Bylaws.

- (b) The Authority may insure itself, to the extent deemed necessary or appropriate by the Board of Directors, against loss, liability, and claims arising out of or connected with this Agreement.

13. ENFORCEMENT

The Authority is hereby given authority to enforce this Agreement. In the event suit is brought upon this Agreement by the Authority and judgement is recovered against a member, the member shall pay all costs incurred by the Authority, including reasonable attorney's fees as fixed by the court.

14. DEFINITIONS

Unless the context requires otherwise, the terms used herein and in the By-Laws shall have the following meanings:


- (a) "Authority" shall mean the Statewide Association of Community Colleges created by this Agreement.
- (b) "Board of Directors" shall mean the governing board of the Authority established by the Bylaws to direct and control the Authority.
- (c) "Claims Adjuster" shall mean a claim adjuster as may be engaged by the Board of Directors for the purpose of determining losses and payments with respect to the Claims Fund.
- (d) "Contribution" shall mean money paid by a member to the Authority.
- (e) "A Liability" shall mean comprehensive general liability, property damage liability, automobile liability, personal injury liability, and errors and omissions liability as further defined in the memorandum of coverage.
- (f) "Loss Reports" shall mean a report showing a member's liability and property damage claims in detail including current status.
- (g) "Member" shall mean a community college district or joint powers authority comprised solely of community college districts which belong to the Authority.
- (h) "Memorandum of Coverage" shall mean the document stating the type of program and the scope of liability and property damage protection coverage as adopted by the Board of Directors.
- (i) "Public Educational Agency" shall mean a community college district or joint powers authority comprised solely of community college district.
- (j) "Property Damage" shall mean damage to real or personal property owned or held by

a member as further defined in the memorandum of coverage.

- (k) "Reserves" shall mean those parts of member contributions held by the Authority to make future liability and property damage payments as respects to claims that have been incurred but are unpaid.
- (l) "Joint Program" shall mean the group purchasing of Insurance, or the pooled purchase of Excess Insurance with the setting aside of funds and reserves to pay for a self-insured retention or for losses not covered by insurance.
- (m) "Pro-Rata Share" shall mean each member's financial contribution in proportion to the total of all member's contributions for each fiscal year.
- (n) "Weighted Vote" shall mean the votes allocated to the members of the Authority pursuant to the Bylaws.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their authorized officers thereunto duly authorized as set forth herein below.

Name of Entity: _____
Date: _____
By: _____
Title: _____

Name of Entity: Statewide Association of Community Colleges JPA
Date: _____
By: 
Title: JPA Manager



The Protected Insurance Program
for Schools Joint Powers Authority

**BEFORE THE GOVERNING BOARD OF THE
WEST HILLS COMMUNITY COLLEGE DISTRICT**

Resolution CO-50

**In the Matter of Declaring Membership in the
Protected Insurance Program for Schools JPA (PIPS)**

WHEREAS, California school and college districts have determined there is a need for affordable workers' compensation coverage by combining their respective efforts to establish, operate and maintain a Joint Power Agency for workers' compensation coverages; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Section 6500 et seq.) of the Government Code of the State of California authorizes joint exercise by two or more public agencies of any power common to them.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the West Hills Community College District declares its membership in the Protected Insurance Program for Schools JPA and instructs Ken Stoppenbrink, as its duly authorized agent, to execute on behalf of the West Hills Community College District the attached Joint Powers Agreement.

PASSED AND ADOPTED by the Board of Trustees of West Hills Community College this 9th day of April, 2009, by the following vote:

AYES: 7
NOES: 0
ABSENT: 0
ABSTAIN: 0

Dated: 4/9/09


Mark McKean
President of the Board of Trustees

CERTIFICATION

STATE OF CALIFORNIA)
COUNTY OF FRESNO)

I, Nina Oxborrow, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the Governing Board at a regularly called and conducted meeting of the Board of Trustees of the West Hills Community College district, and that such resolution appears in the official minutes of the Governing Board under that date.

Dated: 4/9/09

Nina Oxborrow
Nina Oxborrow
Clerk of the Board of Trustees

JOINT EXERCISE OF POWERS AGREEMENT

Workers' Compensation Pool

**Protected Insurance Program for
Schools Joint Powers Authority (P.I.P.S)**

JOINT EXERCISE OF POWERS AGREEMENT

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JOINT EXERCISE OF POWERS AGREEMENT

THIS AGREEMENT is entered into pursuant to the provisions of Title 1, Division 7, Chapter 5, Article 1 (Sections 6500, et seq.) of the California Government Code, relating to the joint exercise of powers, between the public educational agencies signatory hereto, and also those which may hereafter become signatory hereto, for the purpose of operating an agency to be known and designated as The Protected Insurance Program For Schools Joint Powers Authority (hereinafter referred to as "the Authority").

WITNESSETH:

WHEREAS, it is to the mutual benefit of the parties herein subscribed and in the best public interest of said parties to join together to establish this Joint Exercise of Powers Agreement to accomplish the purposes hereinafter set forth; and

WHEREAS, public education agencies are required by Division 4 of the California Labor Code, commencing with Section 3200, to maintain Workers' Compensation coverage for their employees; and

WHEREAS, the signatories hereto have determined that there is a need, by public education agencies, for a Joint Program to provide Workers' Compensation coverage for their employees; and

WHEREAS, Title 1, Division 7, Chapter 5, Article 1, of the California Government Code, commencing with Section 6500, authorizes joint exercise by two or more public education agencies of any power common to them; and

WHEREAS, the Legislature has authorized public education agencies in Section 3700(c) of the California Labor Code to enter into pooled self-insurance joint exercise of powers agreements as one of the ways in which they may satisfy their Workers' Compensation coverage obligation and California Government Code Sections 990.8(d) and 6512.2 allow joint powers authorities to purchase insurance or reinsurance of pooled Claim Liabilities; and

WHEREAS, it is the desire of the signatories hereto to jointly provide for a Joint Program for Workers' Compensation coverage for their mutual advantage and concern.

NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL ADVANTAGES TO BE DERIVED THEREFROM, AND IN CONSIDERATION OF THE EXECUTION OF THIS AGREEMENT BY OTHER PUBLIC AGENCIES, EACH OF THE PARTIES HERETO DOES AGREE AS FOLLOWS:

1. CREATION OF THE JOINT POWERS ENTITY

A joint powers entity, separate and apart from the public agencies signatory hereto, shall be and is hereby created and shall hereafter be designated as the Protected Insurance Program for Schools Joint Powers Authority (hereinafter referred to as the "Authority").

2. FUNCTIONS OF THE AUTHORITY

A. The Authority is established for the purposes of administering this Agreement, pursuant to the provisions of the California Government Code, and of providing the services and other items necessary and appropriate for the establishment, operation and maintenance of a Joint Program for Workers' Compensation coverage for the public educational agencies who are Members thereof, and to provide a forum for discussion, study, development and implementation of recommendations of mutual interest regarding such program.

B. The functions of the Authority are:

(1) To provide each member a Joint Program and system, for Workers' Compensation coverage for Workers' Compensation claims against the Members of the Authority in accordance with the Authority's Memorandum of Coverage and as such, to perform, or contract for the performance of, the financial administration, policy formulation, claim service, legal representation, safety engineering, and other services as necessary for the payment and handling of all Workers' Compensation claims against Members.

(2) To pursue the Member's right of Subrogation against a third party when in the discretion of the Authority the same is appropriate. Any and all proceeds resulting from the assertion of such Subrogation rights shall accrue to the benefit of the Authority.

3. POWERS OF THE AUTHORITY

The Authority shall have the power and authority to exercise any power common to the public agencies which are parties to this Agreement, provided that the same are in furtherance of the functions and objectives of this Agreement as herein set forth, including but not limited to the following:

(A) To enter into contracts.

(B) To establish appropriate levels of Workers' Compensation coverage, through self-insurance pooling or through re-insurance, as determined by the Authority

and to assess premiums/contributions from Members to provide such coverage.

- (C) To acquire, hold, and dispose of property, real and personal, all for the purpose of providing the membership with the necessary education, study, development, and implementation of a Joint Program for Workers' Compensation coverage including, but not limited to, the acquisition of facilities and equipment, the employment of personnel, and the operation and maintenance of a system for the handling of the Joint Program.
- (D) To incur debts, liabilities, and Obligations necessary to accomplish the purposes of this Agreement.
- (E) To receive gifts, contributions, and donations of property, funds, services, and other forms of assistance from persons, firms, corporations, associations, and any governmental entity.
- (F) To invest funds as deemed appropriate by the Authority, and as subject to law.
- (G) To provide a forum for discussion, study, development, and implementation of recommendations of mutual interest regarding other Joint Programs.
- (H) To sue and be sued in the name of the Authority.
- (I) To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provision of law.
- (J) To join other joint powers authorities to provide services and coverages to the Authority.

Pursuant to Section 6509 of the California Government Code, the exercise of the aforesaid powers of the Authority shall be subject to the restrictions upon the manner of exercising such powers by a public agency having the same status as a member agency or joint powers authority except as otherwise provided in this Agreement.

4. GOVERNANCE

(A) Board of Directors

- (1) The signatories to this Agreement hereby create and do establish a nine (9) person Board of Directors, comprised of representatives selected by Members of the Authority, which shall serve as the Governing Board of the Authority. The Board of Directors shall be empowered to effectuate the powers of the Authority. Directors of the Authority shall be employees of

Authority Members. A nominating committee shall be established to accept nominations for Director positions and to oversee Director elections.

- (2) The process for selecting Directors for the Authority shall be specified in the Authority's Bylaws. Directors shall serve staggered two-year terms, except for the initial term, wherein four (4) initial Directors shall serve one-year terms and five (5) initial Directors shall serve two-year terms. For the purpose of electing Directors only, Authority Members shall be allowed one vote for each full Ten Million Dollars (\$10,000,000.00) in Workers' Compensation payroll (based on the latest available full fiscal year's audited actuals) rounded to the nearest whole number. Votes can be cast cumulatively or split among more than one candidate. Vacancies for the Board of Directors shall be filled using a similar selection process. Four (4) of the Board of Director positions shall be reserved for and held by representatives of Community College District members.**
- (3) Individual Directors shall have authority only when convened as a duly constituted Board. Directors shall represent the interests of the Authority as a whole, as well as the interests of the individual members. Each Director may cast a single vote on action items presented to the Board of Directors. Proxy and absentee votes shall not be permitted. A majority vote of the entire Board of Directors shall be required to take action. A quorum shall be necessary for the Authority to conduct business and shall consist of a majority of individual Directors.**
- (4) The Board of Directors may conduct regular, adjourned regular, special, and adjourned special meetings as it deems necessary, provided, however, that it shall hold at least one regular meeting each fiscal year. The date, time, and place for each such regular meeting shall be fixed by resolution of the Board of Directors, which shall be provided to each member of the Authority. Special meetings of the Board of Directors may be held as needed, to be determined by the President of the Board. Notices of special meetings shall be sent to all members of the Authority, typically at least 72 hours and in no case less than 24 hours in advance of the beginning of such meetings. All meetings of the Board of Directors shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Section 54950 et seq., of the California Government Code, as said Act may be modified by subsequent legislation.**
- (5) Except as otherwise provided or permitted by law, all meetings of the Board of Directors shall be open and public. The Board of Directors shall cause minutes of its meetings to be kept, and shall promptly transmit to the Members of the Authority true and correct copies of the minutes of such meetings.**

- (6) The Board of Directors shall designate by resolution a specific location at which it will receive notices, correspondence, and other communications, and shall designate the Secretary of the Board as the agent for purposes of receiving service of process on behalf of the Board of Directors. The Board of Directors shall comply with the requirements of Government Code Sections 6503.5 and 53051 as such provisions pertain to the preparation and filing of statements with the Secretary of State and with the County Clerk.
- (7) The Board of Directors may form, appoint, and dissolve ad hoc and standing committees comprised of Directors and representatives of Members, as determined necessary or useful by the Board of Directors.
- (a) Notwithstanding the foregoing, there shall be irrevocably established a standing committee, referred to as the Community College District Member Committee.
- (i) The composition of the Community College District Member Committee shall include the four (4) designated Directors from community college district members and five (5) non-Director representatives selected from among the community college district members of the Authority. The Community College District Member Committee may add in its discretion additional non-Director representatives to Committee membership. The Community College designated Directors shall select the non-Director community college district member representatives to serve on the Committee.
- (ii) The Board of Directors shall delegate actual and effective decision-making authority to the Community College District Member Committee concerning all issues that affect only the community college district members of the Authority, including but not limited to review of base contribution rates, experience rating, additional assessments, and pro rata return of contributions, if any.
- (iii) All meetings of the Community College District Member Committee shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Section 54950 et seq., of the California Government Code.

(b) Notwithstanding the foregoing, there shall be irrevocably established a standing committee, referred to as the K-12 District Member Committee.

(i) The composition of the K-12 District Member Committee shall include the five (5) designated Directors from K-12 district members and four (4) non-Director representatives selected from among the K-12 district members of the Authority. The K-12 District Member Committee may add in its discretion additional non-Director representatives to Committee membership. The K-12 designated Directors shall select the non-Director K-12 district member representatives to serve on the Committee.

(ii) The Board of Directors shall delegate actual and effective decision-making authority to the K-12 District Member Committee concerning all issues that affect only the K-12 district members of the Authority, including but not limited to review of base contribution rates, experience rating, additional assessments, pro rata return of contributions, if any.

(iii) All meetings of the K-12 District Member Committee shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Section 54950 et seq., of the California Government Code.

(c) All Authority governance responsibilities other than those delegated in (a) and (b) above shall be retained by the Board of Directors.

(8) The Authority shall operate on a July 1 to June 30 fiscal year. The Board of Directors shall adopt preliminary and final budgets showing projected fiscal year expenditures and revenue for the Authority. A copy of the budget shall be promptly transmitted to each of the members of the Authority.

(9) Directors shall not receive a salary or compensation from the Authority for service on the Board of Directors, although as approved by the Board of Directors as a whole, individual Directors may be reimbursed for expenses incurred in serving on the Board of Directors.

(B) Officers

(1) The principal officers of the Authority and of the Board of Directors shall consist of a President, Vice President, Secretary, and Treasurer, who shall each be Directors and who shall be elected by the majority vote of the

Board of Directors to serve one-year renewable terms. Any person elected as an officer may be removed at any time, with or without cause, upon the majority vote of the Board of Directors. Vacancies shall be filled by majority vote of the Board of Directors.

- (2) Officers of the Authority shall have the responsibilities delegated to them as provided in the Bylaws and as prescribed by action of the Board of Directors.

5. BYLAWS

- A. The Authority shall be governed pursuant to certain Bylaws, a copy of which is attached hereto as Exhibit "A" and incorporated herein by reference, and by such amendments to the Bylaws as may from time to time be adopted. Wherever in this Agreement "Bylaws" are referred to, said Bylaws shall be those set forth in Exhibit "A", as may be amended. Each party to this Agreement agrees to comply with and be bound by the provisions of said Bylaws and further agrees that the Authority shall be operated pursuant to this Agreement and said Bylaws.
- B. Procedures for amending the Bylaws shall be as provided in the Bylaws so long as not inconsistent with this Agreement.

6. MEMBERSHIP IN THE AUTHORITY

- A. Each party to this Agreement must be eligible for membership in the Authority as defined in this Agreement and shall become a Member of the Authority on the effective date of this Agreement, except as provided herein below. Each party which becomes a Member of the Authority shall be entitled to the rights and privileges of, and shall be subject to the obligations of, membership as provided in this Agreement and in the Bylaws.
- B. Upon two-thirds (2/3) vote of the Board of Directors, any Public Educational Agency that is not a party hereto but that desires to join the Authority, may become a Member of the Authority by executing a copy of this Agreement whereby said Public Educational Agency agrees to comply with the terms of this Agreement and of the Bylaws effective as of the date of such execution.

7. WITHDRAWAL FROM OR TERMINATION OF MEMBERSHIP

- A. Any Member of the Authority that has maintained its membership in the Authority for at least three (3) complete fiscal years, as described in the Bylaws, may voluntarily terminate this Agreement as to itself only and withdraw from membership in the Authority. Such termination and withdrawal of membership shall become effective subject and according to the conditions, manner and means set forth in the Bylaws.
- B. A Member may be involuntarily terminated from the Authority upon two-thirds (2/3) vote of the Board of Directors, as provided in the Bylaws. Such removal from membership shall become effective subject and according to the conditions, manner and means set forth in the Bylaws.

8. TERMINATION OF AGREEMENT

This Agreement may be terminated effective at the end of any fiscal year by the affirmative vote of three-fourths (3/4) of all the Members of the Authority, provided, however, that the Authority and this Agreement shall continue to exist for the purpose of disposing of all Obligations, distribution of assets, and all other functions necessary to conclude the affairs of the Authority.

9. DISPOSITION OF PROPERTY, FUNDS AND OBLIGATIONS

- A. In the event of the dissolution of the Authority, the complete rescission, or other final termination of this Agreement by the public agencies then a party hereto, any property interest remaining in the Authority following a discharge of all Obligations shall be disposed of as provided for in the Bylaws.
- B. In the event a Member withdraws from this Agreement, any property interest of that Member remaining in the Authority following discharge of all Obligations shall be disposed of as provided for in the Bylaws.

10. AMENDMENTS

This Agreement may be amended at any time by a subsequent written agreement signed by three-fourths (3/4) of all the Members of the Authority. Any such amendment shall be effective upon the date of final execution thereof by all the parties hereto. The establishment of the K-12 District Member Committee and the Community College District Member Committee shall be considered integral to the organization and creation of the Authority which may not be changed without the unanimous consent of all members.

11. SEVERABILITY

Should any portion, term, condition, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or any other applicable law, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions shall not be affected thereby.

12. LIABILITY

- A. Pursuant to Section 6508.1 of the California Government Code, the debts, liabilities and Obligations of the Authority shall be debts, liabilities or Obligations of the parties to this Agreement.
- B. Pursuant to the provisions of Sections 895, et seq., of the California Government Code, the Members of the Authority are jointly and severally liable for any liability which is otherwise imposed by law upon any one of the Members or upon the Authority for injury caused by a negligent or wrongful act or omission occurring in the performance of this Agreement. If a Member, or the Authority, is held liable upon any judgment for damages caused by such an act or omission and makes payments in excess of its Pro Rata Share on such judgment, such Member of the Authority is entitled to contribution from each of the other Members that are parties to the Agreement. A Member's Pro Rata Share shall be determined in the same manner as for the disposition of property and funds as provided in the Agreement and the Bylaws.
- C. The Authority may insure/reinsure itself, to the extent deemed necessary or appropriate by the Board of Directors, against loss, liability, and claims arising out of or connected with this Agreement.

13. ENFORCEMENT

The Authority is hereby given authority to enforce this Agreement. In the event suit is brought upon this Agreement by the Authority and judgment is recovered against a Member, the Member shall pay all costs incurred by the Authority, including reasonable attorney's fees as fixed by the court.

14. MULTIPLE COUNTERPARTS

The Agreement may be executed in multiple counterparts, each of which shall be considered an original.

15. DEFINITIONS

The terms used herein and in the Bylaws shall have the following meanings:

- A. "Authority" shall mean the public agency created by this Agreement.
- B. "Board of Directors" shall mean the governing board of the Authority established by the Bylaws to direct and control the Authority.
- C. "Claim Liabilities" shall mean those liabilities established by the Authority which represents Worker Compensation liabilities as respects to claims that have been incurred but unpaid and incurred but not reported.
- D. "Contribution" shall mean money paid by a Member to the Authority, or monies assessed a Member of the Authority.
- E. "Joint Program" shall mean the group purchasing of insurance/reinsurance or the setting aside of funds and reserves to pay for a self-insured retention or for losses not covered by insurance/reinsurance.
- F. "Member" shall mean an individual California school public agency/district, county office of education, community college district, regional occupational center or program, county superintendent of schools, or joint powers authority comprised solely of California school public agencies/districts.
- G. "Memorandum of Coverage" shall mean the description of the scope of protection provided to the Members for Worker Compensation claims.
- H. "Obligations" shall mean to include, but not limited to, all payments required by law together with all Claim Liabilities and any other legal obligations incurred by the Authority pursuant to this Agreement and Bylaws.
- I. "Workers' Compensation" shall mean coverage for Workers' Compensation claims filed by employees of Members.
- J. "Program Year" shall mean one year of the Joint Program, separate from each and every other Program Year and shall operate on a fiscal year from July 1st through June 30th, or as otherwise determined by the Board of Directors.
- K. "Pro Rata Share" shall mean each Member's Net Contribution Available For Pool Operations in proportion to the total of all Member's Net Contributions Available For Pool Operations for each Program Year.
- L. "Public educational agencies" means any public school district, community college district, county board of education/county superintendent of schools, regional occupational programs/centers, or other public entity providing

educational programs or services to the community, or such joint powers agencies/authorities consisting of one or more of the foregoing and serving the interests of the public entities detailed in this section.

M. "Subrogation" shall mean the recovery of payments which the Authority has made on behalf of a Member. Subrogation monies received are the properties of the Authority and for the Basis of Contribution are credited to the account of the Member.

16. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the Authority and the Members, and as such, supersedes all prior agreements, understandings, negotiations and representations.

17. CONTROLLING LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

18. TERM OF THE AGREEMENT

This Agreement shall be effective and binding on any signatory thereto upon execution. This Agreement shall continue in effect until lawfully terminated as provided herein and in the Bylaws. In the event of a reorganization of one or more of the public agencies participating in this Agreement, the successor or successors in interest to the assets and/or obligations of any such reorganized public agency shall succeed as a party or as parties to this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their authorized officers thereunto duly authorized as set forth herein below.

Member: _____

Date: _____

By: _____

Title: _____

West Hills CCD

Facility Planning- Capacity Load Ratios - January 2007

AP Architects

Chris Addington, FARA/AIA/ALA

Classroom CLR

- **Classroom – 100% utilization, 53 hours** instruction per week at 66% occupancy based on 15 sf per student. (42.9 ASF/100 WSCH)
↳ weekly student contact hours
- **Example - 600 asf classroom**
Assignable square footage
 - 600 asf x 100 / 42.9 = 1398 WSCH that needs to be generated to get this space at 100% CLR
 - 600 asf / 15 sf/occ = 40 students
 - 40 students x 53 hours/week x .66 = 1398 WSCH
 - 40 students x 66% = 27 students @ 53 hours/week

WHCC AH1 Schedule of Usage

RM AH1
Classroom

915 ASF 15 sf/station 41 actual stations
51 calculated stations 40 66% occupancy # stations

	M	T	W	Th	F	S	Wsch	W	F	H	Wsch	Th	F	H	Wsch	S	F	H	Wsch		
700																					
730																					
800																					
820	MATH-911-C01	27 0.5	13.5					MATH-101-C01	27 0.5	13.5											
840	MATH-911-C01	27 0.5	13.5					MATH-101-C01	27 0.5	13.5											
870																					
1000	HIST-17A-C02	14 0.5	7.0					HIST-17A-C02	14 0.5	7.0											
1030	HIST-17A-C02	14 0.5	7.0					HIST-17A-C02	14 0.5	7.0											
1100	ENG-1A-C01	35 0.5	17.5					ENG-1A-C01	35 0.5	17.5											
1130	ENG-1A-C01	35 0.5	17.5					ENG-1A-C01	35 0.5	17.5											
1200	ASCP-5-C01	16 0.5	8.0					ASCP-5-C01	16 0.5	8.0											
1230	ASCP-5-C01	16 0.5	8.0					ASCP-5-C01	16 0.5	8.0											
1300	ENG-51A-C02	37 0.5	18.5					ENG-51A-C02	37 0.5	18.5											
131	ENG-51A-C02	37 0.5	18.5					ENG-51A-C02	37 0.5	18.5											
200																					
230																					
300																					
400																					
500																					
600																					
700																					
730																					
800																					
830																					
900																					
930																					
1000																					
		5	129		7.5	156			8	205				8	113					6.5	117

Total Hours 39.5
Total WSCH 876

ASF	ASF Station	% Occupied	Metred # Students	Actual # Students	Hours per Week	WSCH	Special FTEs	Annual FTEs	CLR
815	15	88%	41	40	55.0	2124	71	142	100%
815	15	68%	41	40	35.0	1443	48	97	147%
815	15	68%	41	40	50.0	2046	68	161	88%
815	15	80%	41	41	53.0	2085	68	172	52%
815	15	60%	41	41	53.0	1940	65	125	110%
						876	23	58	245%

35.5
More of the old
Students
10000

Lecture 100% Utilization
Lecture reduce hours
Lecture increase hours
increase Occupancy 80%
Decrease Occupancy 60%
Actual WSCH Generated

WHCC E4 Schedule of Usage

RM E4

560 ASF 15 st/station

21 actual stations
25 66% occupancy # stations

Classroom	M	#	H	WSCH	T	#	H	WSCH	W	#	H	WSCH	Th	#	H	WSCH	F	#	H	WSCH	S	#	H	WSCH			
700																											
730																											
800																											
830																											
900	MATH-15-C01	13	0.5	6.5					MATH-15-C01	13	0.5	6.5					MATH-15-C01	13	0.5	6.5							
930	MATH-15-C01	13	0.5	6.5					MATH-15-C01	13	0.5	6.5					MATH-15-C01	13	0.5	6.5							
1000	MATH-15-C01	13	0.5	6.5					MATH-15-C01	13	0.5	6.5					MATH-15-C01	13	0.5	6.5							
1030																											
1100																											
1130																											
1200																											
1230																											
100	MATH-2A-C01	1	0.5	0.5					MATH-2A-C01	1	0.5	0.5															
130	MATH-2A-C01	1	0.5	0.5					MATH-2A-C01	1	0.5	0.5															
200	MATH-2A-C01	1	0.5	0.5					MATH-2A-C01	1	0.5	0.5															
230	MATH-2A-C01	1	0.5	0.5					MATH-2A-C01	1	0.5	0.5															
300																											
330																											
400	AQJ-28-C01/								AQJ-28-C01/																		
430	AQJ-5-C01	22	0.5	11.0					AQJ-5-C01	22	0.5	11.0															
500	AQJ-5-C01	22	0.5	11.0					AQJ-5-C01	22	0.5	11.0															
530	AQJ-5-C01	22	0.5	11.0					AQJ-5-C01	22	0.5	11.0															
600	AQJ-5-C01	22	0.5	11.0					AQJ-5-C01	22	0.5	11.0															
630	AQJ-5-C01	22	0.5	11.0					AQJ-5-C01	22	0.5	11.0															
700	AQJ-3-C01	17	0.5	8.5					FLSPN-51-C01/	17	0.5	8.5															
730	AQJ-3-C01	17	0.5	8.5					FLSPN-52-C01	17	0.5	8.5															
800	AQJ-3-C01	17	0.5	8.5					FLSPN-51-C01/	17	0.5	8.5															
830	AQJ-3-C01	17	0.5	8.5					FLSPN-52-C01	17	0.5	8.5															
900	AQJ-3-C01	17	0.5	8.5					FLSPN-51-C01/	17	0.5	8.5															
930	AQJ-3-C01	17	0.5	8.5					FLSPN-52-C01	17	0.5	8.5															
1000																											
		9.5	138.5			7.5	69			9.5	122.5			4.5	45								1.5	19.5		0	0

*TOTAL NUMBER OF STUDENTS FOR 2 CLASSES

Total Hours 32.5

Total WSCH 395.5

ASF Station 395.5

ASF 560

Station 15

ASF 560

Station 15

ASF 560

Station 15

ASF 560

Station 15

ASF	Station	% Occupied	Allowed # Students	Actual # Students	Hours per Week	WSCH	Semester FTES	Annual FTES	CLR
560	15	66%	37	25	53.0	1506	44	87	100%
560	15	66%	37	25	35.0	887	30	59	147%
560	15	66%	37	25	60.0	1478	49	89	88%
560	15	80%	37	30	53.0	1553	53	106	82%
560	15	80%	37	22	53.0	1187	40	79	110%

Actual WSCH Generated

Lecture 100% Utilization

Lecture reduce hours

Lecture increase hours

Increase Occupancy 80%

Decrease Occupancy 60%

WHCL 273 Schedule of Usage

RM 273
Classroom

803 ASF 15 sf/station
54 calculated stations

41 actual stations
35 66% occupancy # stations

Classroom	M		T		W		Th		F		S		H		WSCH	
	#	H	#	H	#	H	#	H	#	H	#	H	#	H	#	H
700																
730																
800																
830																
900																
930																
1000																
1030	ART-16A-L02	35	0.5	17.5												
1100	ART-16A-L02	35	0.5	17.5												
1130	ART-16A-L02	35	0.5	17.5												
1200																
1230																
100	ASL-1-L02	27	0.5	13.5				ASL-1-L02	27	0.5	13.5					
130	ASL-1-L02	27	0.5	13.5				ASL-1-L02	27	0.5	13.5					
200	ASL-1-L02	27	0.5	13.5				ASL-1-L02	27	0.5	13.5					
230	ASL-1-L02	27	0.5	13.5				ASL-1-L02	27	0.5	13.5					
300																
330																
400																
430																
500																
530																
600																
630																
700	FLSPN-12-L01/ FLSPN-2-L01	23	0.5	11.5												
730	FLSPN-12-L01/ FLSPN-2-L01	23	0.5	11.5												
800	FLSPN-12-L01/ FLSPN-2-L01	23	0.5	11.5												
830	FLSPN-12-L01/ FLSPN-2-L01	23	0.5	11.5												
900	FLSPN-12-L01/ FLSPN-2-L01	23	0.5	11.5												
930																
1000																
Total Hours																
Total WSCH																
15 433																
ASF Station																
803 15																
Lecture 100% Utilization																
Lecture reduce hours																
Lecture increase hours																
Increase Occupancy 80%																
Decrease Occupancy 50%																
Actual WSCH Generated																

Station	ASF	% Occupied	Allowed # Students	Actual # Students	Hours per Week	WSCH	Semester FTES	Annual FTES	CLR
803	15	66%	54	35	53.0	1075	62	125	100%
803	15	66%	54	35	36.0	1272	42	85	141%
803	15	66%	54	35	60.0	2120	71	141	88%
803	15	80%	54	43	53.0	2270	76	151	82%
803	15	60%	54	32	53.0	1702	57	113	110%

Laboratory CLR

- **Laboratory – 100% utilization**, facility is used for 27.5 hours per week at 85% occupancy based on different sf/student based on lab usage. (This drives a factor of a low of 171 to a high of 856 ASF/100 WSCH)
- **Example - 1307 asf Biology Laboratory**
 - $1307 \text{ asf} \times 100 / 233 = 561 \text{ WSCH}$ that needs to be generated to get this space at 100% CLR
 - $1307 \text{ asf} / 55 \text{ sf/occ} = 24 \text{ students}$
 - $24 \text{ students} \times 27.5 \text{ hours/week} \times .85 = 561 \text{ WSCH}$
 - $24 \text{ students} \times 85\% = 20 \text{ students @ } 27.5 \text{ hours/wk}$

Laboratory Space Schedule of use for 100% CLR

	M	T	W	Th	F	S		
800								
900	1		1		1			
1000	1		1		1			
1100	1		1		1			
1200								
100		1		1				
200		1		1				
300		1		1				
400								
500								
600								
700	1	1	1	1				
800	1	1	1	1				
900	1	1	1	1				
	6	6	6	6	3	0		
	Hours Total						27	

WHCC C1 Schedule of Usage

RM C1
Laboratory

935 ASF
16 calculated stations

60 sf/station
25 actual stations
13 85% occupancy # stations

	M	T	W	Th	F	S	#	H	WSCH	#	H	WSCH	#	H	WSCH	#	H	WSCH
700																		
730																		
800																		
830																		
900	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	23	0.5	11.5	23	0.5	11.5						
930	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	23	0.5	11.5	23	0.5	11.5						
1000	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	23	0.5	11.5	23	0.5	11.5						
1030	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	23	0.5	11.5	23	0.5	11.5						
1100	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	23	0.5	11.5	23	0.5	11.5						
1130	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	GEOL-1-C01	23	0.5	11.5	23	0.5	11.5						
1200																		
1230																		
130																		
200																		
230																		
300																		
330																		
400	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	10	0.5	5.0	10	0.5	5.0						
430	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	10	0.5	5.0	10	0.5	5.0						
500	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	10	0.5	5.0	10	0.5	5.0						
530	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	10	0.5	5.0	10	0.5	5.0						
600	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	10	0.5	5.0	10	0.5	5.0						
630	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	BIO-32-C01	10	0.5	5.0	10	0.5	5.0						
700	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	6	0.5	3.0	6	0.5	3.0						
730	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	6	0.5	3.0	6	0.5	3.0						
800	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	6	0.5	3.0	6	0.5	3.0						
830	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	6	0.5	3.0	6	0.5	3.0						
900	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	6	0.5	3.0	6	0.5	3.0						
930	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	BIO-32-C02	6	0.5	3.0	6	0.5	3.0						
1000							3	30		9	117		0	0		0	0	0

ASF Station	ASF	% Occupied	Allowed #	Actual # Students	Hours per Week	WSCH	Semester FTES	Annual FTES	CLR
935	60	85%	16	13	27.5	364	12	24	100%
935	60	85%	16	13	20.0	265	8	18	137%
935	60	85%	16	13	35.0	477	16	32	78%
935	60	95%	16	15	27.5	407	14	27	89%
935	60	70%	16	11	27.5	300	10	20	121%
Total Hours									
Total WSCH						21		264	

Lab 100% Utilization
 Lab reduce hours impact
 Lab increase hours impact
 Lab increase students
 Lab decrease students
 Actual WSCH Generated

WHCC F1 Schedule of Usage

RM F1 Laboratory 986 ASF 60 sf/station 24 actual stations
 16 calculated stations 14 85% occupancy # stations

M	#	H	WSCH	T	#	H	WSCH	W	#	H	WSCH	Th	#	H	WSCH	F	#	H	WSCH	S	#	H	WSCH
	700																						
	730																						
	800																						
	830																						
	900															HIST-4A-C01	6	0.5	3.0				
	930														HIST-4A-C01	6	0.5	3.0					
	1000														HIST-4A-C01	6	0.5	3.0					
	1030														HIST-4A-C01	6	0.5	3.0					
	1100														HIST-4A-C01	6	0.5	3.0					
	1130														HIST-4A-C01	6	0.5	3.0					
	1200																						
	1230																						
	100																						
	130																						
	200																						
	230																						
	300																						
	330																						
	400	15	0.5	7.5	CD-10-C01	13	0.5	6.5															
	430	15	0.5	7.5	CD-10-C01	13	0.5	6.5															
	500	15	0.5	7.5	CD-10-C01	13	0.5	6.5															
	530	15	0.5	7.5	CD-10-C01	13	0.5	6.5															
	600	15	0.5	7.5	CD-10-C01	13	0.5	6.5															
	630	15	0.5	7.5	CD-10-C01	13	0.5	6.5															
	700	15	0.5	7.5	CD-15-C01	13	0.5	6.5	CD-11-C01	1	0.5	0.5											
	730	15	0.5	7.5	CD-15-C01	13	0.5	6.5	CD-11-C01	1	0.5	0.5											
	800	15	0.5	7.5	CD-15-C01	13	0.5	6.5	CD-11-C01	1	0.5	0.5											
	830	15	0.5	7.5	CD-15-C01	13	0.5	6.5	CD-11-C01	1	0.5	0.5											
	900	15	0.5	7.5	CD-15-C01	13	0.5	6.5	CD-11-C01	1	0.5	0.5											
	930	15	0.5	7.5	CD-15-C01	13	0.5	6.5	CD-11-C01	1	0.5	0.5											
	1000	6	0.5	3.0		6	0.5	3.0		3	0.5	1.5									3	0.5	1.5

ASF	Station	ASF per WSCH	% Occupied	Allowed #	Actual # Students	Hours per Week	WSCH	Semester FTES	Annual FTES	CLR
986	60	2.57	85%	16	14	27.5	384	13	26	100%
986	60	2.57	85%	16	14	20.0	279	8	19	137%
986	60	2.57	85%	16	14	36.0	508	17	34	76%
986	60	2.57	95%	16	16	27.5	429	14	29	89%
986	60	2.57	70%	16	12	27.5	316	11	21	121%
Actual WSCH Generated										
Total Hours		18								
Total WSCH		189								

WHCL 201 Schedule of Usage

RM 201

1195 ASF 60 sf/station

25 actual stations

Laboratory

20 calculated stations

17 85% occupancy # stations

	M	#	H	WSCH	T	#	H	WSCH	W	#	H	WSCH	Th	#	H	WSCH	F	#	H	WSCH	S	#	H	WSCH
700																								
730																								
800																								
830																								
900									BIO-35-L04	26	0.5	13.0												
930									BIO-35-L04	26	0.5	13.0												
1000									BIO-35-L04	26	0.5	13.0												
1030									BIO-35-L04	26	0.5	13.0												
1100									BIO-35-L04	26	0.5	13.0												
1130									BIO-35-L04	26	0.5	13.0												
1200																								
1230																								
100	GEOG-1-L01	32	0.5	16.0	PHYSICS-2A-L01	11	0.5	5.5	GEOG-1-L01	32	0.5	16.0	PHYSICS-2A-L01	11	0.5	5.5								
130	GEOG-1-L01	32	0.5	16.0	PHYSICS-2A-L01	11	0.5	5.5	GEOG-1-L01	32	0.5	16.0	PHYSICS-2A-L01	11	0.5	5.5								
200	GEOG-1-L01	32	0.5	16.0	PHYSICS-2A-L01	11	0.5	5.5	GEOG-1-L01	32	0.5	16.0	PHYSICS-2A-L01	11	0.5	5.5								
230	GEOG-1-L01	32	0.5	16.0	PHYSICS-2A-L01	11	0.5	5.5	GEOG-1-L01	32	0.5	16.0	PHYSICS-2A-L01	11	0.5	5.5								
300	GEOG-1-L01	32	0.5	16.0	PHYSICS-2A-L01	11	0.5	5.5	GEOG-1-L01	32	0.5	16.0	PHYSICS-2A-L01	11	0.5	5.5								
330	GEOG-1-L01	32	0.5	16.0	PHYSICS-2A-L01	11	0.5	5.5	GEOG-1-L01	32	0.5	16.0	PHYSICS-2A-L01	11	0.5	5.5								
400	PHYSCH-1-L02	16	0.5	8.0					PHYSCH-1-L02	16	0.5	8.0												
430	PHYSCH-1-L02	16	0.5	8.0					PHYSCH-1-L02	16	0.5	8.0												
500	PHYSCH-1-L02	16	0.5	8.0					PHYSCH-1-L02	16	0.5	8.0												
530	PHYSCH-1-L02	16	0.5	8.0					PHYSCH-1-L02	16	0.5	8.0												
600	PHYSCH-1-L02	16	0.5	8.0					PHYSCH-1-L02	16	0.5	8.0												
630	PHYSCH-1-L02	16	0.5	8.0					PHYSCH-1-L02	16	0.5	8.0												
700	GEOG-1-L01	20	0.5	10.0	GEOG-1-L02	25	0.5	12.5	GEOG-1-L01	20	0.5	10.0	GEOG-1-L03	22	0.5	11.0								
730	GEOG-1-L01	20	0.5	10.0	GEOG-1-L02	25	0.5	12.5	GEOG-1-L01	20	0.5	10.0	GEOG-1-L03	22	0.5	11.0								
800	GEOG-1-L01	20	0.5	10.0	GEOG-1-L02	25	0.5	12.5	GEOG-1-L01	20	0.5	10.0	GEOG-1-L03	22	0.5	11.0								
830	GEOG-1-L01	20	0.5	10.0	GEOG-1-L02	25	0.5	12.5	GEOG-1-L01	20	0.5	10.0	GEOG-1-L03	22	0.5	11.0								
900	GEOG-1-L01	20	0.5	10.0	GEOG-1-L02	25	0.5	12.5	GEOG-1-L01	20	0.5	10.0	GEOG-1-L03	22	0.5	11.0								
930	GEOG-1-L01	20	0.5	10.0	GEOG-1-L02	25	0.5	12.5	GEOG-1-L01	20	0.5	10.0	GEOG-1-L03	22	0.5	11.0								
1000	GEOG-1-L01	20	0.5	10.0	GEOG-1-L02	25	0.5	12.5	GEOG-1-L01	20	0.5	10.0	GEOG-1-L03	22	0.5	11.0								
		9.5		214		6.5		120.5				12.5	292		6.5	110						0	0	0

Total Hours 35

Total WSCH 736.5

ASF	Station	ASF per WSCH	% Occupied	Allowed #	Actual # Students	Hours per Week	WSCH	Semester FTES	Annual FTES	CLR
1195	60	2.57	85%	20	17	27.5	466	18	31	100%
1195	60	2.57	85%	20	17	28.0	338	11	23	137%
1195	60	2.57	85%	20	17	36.0	609	29	41	78%
1195	60	2.57	85%	20	19	27.5	520	17	35	89%
1195	60	2.57	70%	20	14	27.5	383	13	26	121%
Actual WSCH Generated										49

WHCL 278 Schedule of Usage

RM 278
Laboratory

803 ASF 40 sf/station
20 calculated stations

31 actual stations
17 85% occupancy # stations

Room #	M		T		W		Th		F		S		H		WSCH		
	#	WSCH	#	WSCH	#	WSCH	#	WSCH	#	WSCH	#	WSCH	#	WSCH	#	WSCH	
700																	
730																	
800	CIS-7-L01	24 0.5 12.0	CIS-7-L04	12 0.5 6.0	CIS-7-L01		CIS-7-L04	24 0.5 12.0					CIS-7-L04	12 0.5 6.0			
830	CIS-7-L01	24 0.5 12.0	CIS-7-L04	12 0.5 6.0	CIS-7-L01		CIS-7-L04	24 0.5 12.0					CIS-7-L04	12 0.5 6.0			
900	CIS-7-L01	24 0.5 12.0	CIS-7-L04	12 0.5 6.0	CIS-7-L01		CIS-7-L04	24 0.5 12.0					CIS-7-L04	12 0.5 6.0			
930	CIS-7-L01	24 0.5 12.0	CIS-7-L04	12 0.5 6.0	CIS-7-L01		CIS-7-L04	24 0.5 12.0					CIS-7-L04	12 0.5 6.0			
1000																	
1030																	
1100																	
1130																	
1200																	
1230																	
100																	
130																	
200																	
230																	
300																	
330																	
400																	
430																	
500																	
530																	
600																	
530																	
700	CIS-7-L02	18 0.5 9.0	CIS-7-L05	14 0.5 7.0	CIS-7-L02		CIS-7-L05	18 0.5 9.0					CIS-7-L05	14 0.5 7.0			
730	CIS-7-L02	18 0.5 9.0	CIS-7-L05	14 0.5 7.0	CIS-7-L02		CIS-7-L05	18 0.5 9.0					CIS-7-L05	14 0.5 7.0			
800	CIS-7-L02	18 0.5 9.0	CIS-7-L05	14 0.5 7.0	CIS-7-L02		CIS-7-L05	18 0.5 9.0					CIS-7-L05	14 0.5 7.0			
830	CIS-7-L02	18 0.5 9.0	CIS-7-L05	14 0.5 7.0	CIS-7-L02		CIS-7-L05	18 0.5 9.0					CIS-7-L05	14 0.5 7.0			
900	CIS-7-L02	18 0.5 9.0	CIS-7-L05	14 0.5 7.0	CIS-7-L02		CIS-7-L05	18 0.5 9.0					CIS-7-L05	14 0.5 7.0			
930																	
1000																	
		5		105		5		105		5		105		5		105	
		10		140		10		140		10		140		10		140	

Total Hours 30
Total WSCH 480

ASF	Station	ASF	Station	ASF	Station	ASF	Station	ASF	Station	ASF	Station	ASF	Station	ASF	Station	ASF	Station
803	40	803	40	803	40	803	40	803	40	803	40	803	40	803	40	803	40
1.71		1.71		1.71		1.71		1.71		1.71		1.71		1.71		1.71	
85%		85%		85%		85%		85%		85%		85%		85%		85%	
20		20		20		20		20		20		20		20		20	
27.5		27.5		27.5		27.5		27.5		27.5		27.5		27.5		27.5	
469		341		514		366		524		366		524		366		524	
16		11		20		13		17		13		17		13		17	
31		23		41		26		35		26		35		26		35	
100%		138%		76%		122%		90%		122%		90%		122%		90%	

Lab 100% Utilization
Lab reduce hours impact
Lab increase hours impact
Lab increase students
Lab decrease students
Actual WSCH Generated

WHCL 459 Schedule of Usage

RM 459 Laboratory	993 ASF				40 sf/station				26 actual stations				21 85% occupancy # stations					
	M	T	W	Th	F	S	H	WSCH	Actual # Students	Allowed #	% Occupied	ASf per WSCH	Hours per Week	WSCH	Semester FTES	Annual FTES	CLR	
700								5	7	80								
730								5	7	80								
800								5	7	80								
830								5	7	80								
900								5	7	80								
930								5	7	80								
1000								5	7	80								
1030								5	7	80								
1100								5	7	80								
1130								5	7	80								
1200								5	7	80								
1230								5	7	80								
130								5	7	80								
200								5	7	80								
230								5	7	80								
300								5	7	80								
330								5	7	80								
400								5	7	80								
430								5	7	80								
500								5	7	80								
530								5	7	80								
600								5	7	80								
630								5	7	80								
700								5	7	80								
730								5	7	80								
800								5	7	80								
830								5	7	80								
900								5	7	80								
930								5	7	80								
1000								5	7	80								

* ENG-105A-L01 DID NOT HAVE A TIME SCHEDULE - STUDENTS CAN GO ANYTIME TO DO LAB

Total Hours	340
Total WSCH	24
ASF	340
ASF Station	40
993	40
993	40
993	40
993	40
993	40
Actual WSCH Generated	24

Lab 100% Utilization	Lab reduce hours impact	Lab increase hours impact	Lab increase students	Lab decrease students
993	993	993	993	993
40	40	40	40	40
1.71	1.71	1.71	1.71	1.71
85%	85%	85%	95%	70%
25	25	25	25	25
21	21	21	21	21
20.0	36.0	27.5	27.5	27.5
422	790	648	478	478
590	790	648	478	478
19	25	22	15	15
38	51	43	32	32
39	28	25	43	32
100%	138%	76%	90%	122%
CLR	Annual FTES	Semester FTES	WSCH	Hours per Week
100%	38	19	590	27.5
138%	28	14	422	20.0
76%	51	25	790	36.0
90%	43	22	648	27.5
122%	32	15	478	27.5

Office CLR

- **Office – 100% utilization**, is based on 160 ASF of office space per Full Time Instructors, (FTI) for small colleges (under 140,000 WSCH). This includes all types of office on campus such as instructor offices, administration, counseling and support staff.
- **Example - if a college has FTI staff of 100**
 - 160 asf x 100 = 16000 asf of office is allowed to get this space at 100% CLR
 - If college had 8000 asf of office it would be 50% CLR
 - If college had 32000 asf of office it would be 200% CLR

Ant of cycle
students in
campus enrollment
def credit

Library CLR

- **Library – 100% utilization**, based on initial space and incremental adders for student population as campus grows. } D⁹⁹ Enrollment DGE
 - Each College receives an initial 3500 ASF
 - First 3000 DGE receive 3.38 ASF/DGE = 11,490 ASF
 - 3000 DGE to 9000 DGE receives 3.39 ASF/DGE = 22980 ASF
 - 9000 DGE and over receives 2.94 ASF/DGE
 - Same logic applies for over and under CLR.

AVTV CLR

- **AVTV – 100% utilization**, based on initial space and incremental adders for student population as campus grows.
 - Each College receives an initial 3500 ASF
 - First 3000 DGE receive 1.5 ASF/DGE = 4,500 ASF
 - 3000 DGE to 9000 DGE receives 0.75 ASF/DGE = 4,500 ASF
 - 9000 DGE and over receives 0.25 ASF/DGE
 - Same logic applies for over and under CLR.

Cap Loads 5 YCP

West Hills College Coalinga							
Space Type	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Classrooms	233%	225%	218%	212%	165%	160%	157%
Laboratory	95%	92%	89%	87%	95%	92%	90%
Office	105%	100%	115%	111%	107%	103%	100%
Library	93%	103%	108%	106%	104%	102%	101%
AVTV	15%	14%	14%	14%	12%	12%	12%

West Hills College Coalinga <i>Leona</i>							
Space Type	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Classrooms	96%	114%	111%	107%	104%	102%	99%
Laboratory	96%	93%	90%	88%	111%	135%	130%
Office	92%	101%	104%	101%	98%	102%	98%
Library	101%	99%	98%	96%	95%	93%	92%
AVTV	5%	5%	5%	5%	21%	44%	44%

North District Center							
Space Type	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Classrooms	311%	301%	292%	283%	275%	157%	153%
Laboratory	326%	315%	305%	296%	288%	301%	294%
Office	87%	87%	87%	79%	79%	41%	41%
Library	107%	105%	104%	102%	101%	145%	142%
AVTV	231%	230%	228%	227%	226%	253%	252%

West Hills College Coalinga

FTES Lecture Potential

Lecture ASF	11812
Lecture WSCH Actual	10718
Lecture WSCH Capacity	24973
CLR	233%
Excess WSCH Capacity not used	14255
Potential FTES generation with ASF	950

West Hills College Lemmoore

FTES Lecture Potential

Lecture ASF 12843

Lecture WSCH Actual 28361

Lecture WSCH Capacity 27152

CLR 96%

WSCH generation over standards -1209

FTES generation over standards

North District Center FTES Lecture Potential

Lecture ASF	1918
Lecture WSCH Actual	1302
Lecture WSCH Capacity	4055
CLR	311%
Excess WSCH Capacity not used	2753
Potential FTES generation with ASF	184

What does this mean?

- **If we are overbuilt in any category CCC will not recommend any new space.**
- If we put a project forward that increases CLR's beyond 100%, project most likely will not be CCC funded.

If we are overbuilt in categories we need to redistribute space usage to lower CLR.

- We have done Remodel for Efficiency projects in the past to bring CLR's down and balance our types of space.
- This is reviewed on an annual basis with staff and we can make many no cost changes locally.

- **Need to look at higher utilization of space.**
 - CCC guidelines are set up to reward efficient usage of space by giving new space to districts with lowest CLR's usually.
 - The more efficient use of district resources allows a larger share of educational dollars to be used for direct education verses supporting space not used and still paying for utilities, FFE and related items.
 - If we have a schedule that is am only, we are still paying for spaces during pm. CCC will come down on Friday afternoon and tell us that we do not need more space and we should use what space we have more efficiently.

Schedule Review

- 1. Chancellor has requested a review of the class schedules to determine if a student's could graduate in 2 years with offerings available from our colleges.**
- 2. Using fall 2006 and spring 2007 schedules of offered classes, student schedules were developed for various programs.**
- 3. Strategy was developed to schedule classes in the following order:**
 - 1. Major core classes**
 - 2. Associated Arts Degree/Associated Science Degree classes**
 - 3. Electives where used as fillers as available**

Schedule Review

- 1. Three majors have been reviewed selected at random from the college catalog, except Liberal Arts was selected from each College.**
- 2. One certificate program was selected at random from the college catalog from each College.**
- 3. Electives were selected based upon availability and schedule opportunities for students to fit around core program offerings and graduation requirement offerings.**

WHCC Liberal Arts

LIBERAL ARTS Associate Arts Degree Fall first year

	M	T	W	Th	F	S
700						
730						
800						
830						
900	MATH-61-C01		MATH-61-C01		MATH-61-C01	
930	MATH-61-C01		MATH-61-C01		MATH-61-C01	
1000	MATH-61-C01		MATH-61-C01		MATH-61-C01	
1030						
1100	PA-01-C01		PA-01-C01			
1130	PA-01-C01		PA-01-C01			
1200	PA-01-C01		PA-01-C01			
1230						
100						
130						
200	ENG-1A-C02		ENG-1A-C02			
230	ENG-1A-C02		ENG-1A-C02			
300	ENG-1A-C02		ENG-1A-C02			
330						
400	PE-45B-C01		PE-45B-C01			
430	PE-45B-C01		PE-45B-C01			
500	PE-45B-C01		PE-45B-C01			
530						
600						
630						
700		ECON-1A-C01	PHIL-1-C01			
730		ECON-1A-C01	PHIL-1-C01			
800		ECON-1A-C01	PHIL-1-C01			
830		ECON-1A-C01	PHIL-1-C01			
900		ECON-1A-C01	PHIL-1-C01			
930		ECON-1A-C01	PHIL-1-C01			

TOTAL UNITS:

15 1/2

ELECTIVES:

NONE

WHCC Liberal Arts

LIBERAL ARTS Associate Arts Degree Spring first year

	M	T	W	Th	F	S
700						
730						
800	PSYCH-1-C01	NC-157-C01	PSYCH-1-C01	NC-157-C01	PSYCH-1-C01	
830	PSYCH-1-C01	NC-157-C01	PSYCH-1-C01	NC-157-C01	PSYCH-1-C01	
900	SOC-1-C01	NC-157-C01		NC-157-C01		
930	SOC-1-C01	NC-157-C01		NC-157-C01		
1000	SOC-1-C01					
1030	SOC-1-C01	PA-03-C01		PA-03-C01		
1100	SOC-1-C01	PA-03-C01		PA-03-C01		
1130	SOC-1-C01	PA-03-C01		PA-03-C01		
1200						
1230						
100						
130						
200						
230	PE-4-C01		PE-4-C01			
300	PE-4-C01		PE-4-C01			
330	PE-4-C01		PE-4-C01			
400						
430						
500						
530		CHEM2A-C01		CHEM2A-C01		
600		CHEM2A-C01		CHEM2A-C01		
630		CHEM2A-C01		CHEM2A-C01		
700		CHEM2A-C01		CHEM2A-C01		
730		CHEM2A-C01		CHEM2A-C01		
800		CHEM2A-C01		CHEM2A-C01		
830		CHEM2A-C01		CHEM2A-C01		
900						
930						

TOTAL UNITS: 15 1/2 ELECTIVES: CHEM2A-C01 3
 NC-157-C01 3

WHCC Liberal Arts

LIBERAL ARTS Associate Arts Degree Fall second year

	M	T	W	Th	F	S
700						
730	PE-21-C02		PE-21-C02		PE-21-C02	
800	PE-21-C02		PE-21-C02		PE-21-C02	
830						
900	HE-35-C01		HE-35-C01		HIST-4A-C01	
930	HE-35-C01		HE-35-C01		HIST-4A-C01	
1000	HE-35-C01		HE-35-C01		HIST-4A-C01	
1030					HIST-4A-C01	
1100					HIST-4A-C01	
1130					HIST-4A-C01	
1200	BIO-10-C01					
1230	BIO-10-C01					
100	BIO-10-C01	ART-16A-C01		ART-16A-C01		
130	BIO-10-C01	ART-16A-C01		ART-16A-C01		
200	BIO-10-C01	ART-16A-C01		ART-16A-C01		
230		ART-16A-C01		ART-16A-C01		
300		ART-16A-C01		ART-16A-C01		
330						
400	ENG-1B-C01		ENG-1B-C01			
430	ENG-1B-C01		ENG-1B-C01			
500	ENG-1B-C01		ENG-1B-C01			
530	ENG-1B-C01		ENG-1B-C01			
600						
630						
700						
730						
800						
830						
900						
930						

TOTAL UNITS:

15 1/2

ELECTIVES: ART-16A-C01 3

WHCC Liberal Arts

LIBERAL ARTS Associate Arts Degree Spring second year

	M	T	W	Th	F	S
700						
730						
800		IS-2-C01		IS-2-C01		
830		IS-2-C01		IS-2-C01		
900					MUS-42-C01	
930					MUS-42-C01	
1000		ENG-105A-C01		ENG-105A-C01	MUS-42-C01	
1030		ENG-105A-C01		ENG-105A-C01	MUS-42-C01	
1100					MUS-42-C01	
1130					MUS-42-C01	
1200						
1230						
100		PHIL-3-C01		PHIL-3-C01		
130		PHIL-3-C01		PHIL-3-C01		
200		PHIL-3-C01		PHIL-3-C01		
230		PHIL-3-C01		PHIL-3-C01		
300						
330		MATH-87-C01		MATH-87-C01		
400		MATH-87-C01		MATH-87-C01		
430		MATH-87-C01		MATH-87-C01		
500						
530						
600						
630						
700						
730						
800	PE-23-C02	PE-23-C02		PE-23-C02		
830	PE-23-C02	PE-23-C02		PE-23-C02		
900						
930						

TOTAL UNITS:

13 1/2

ELECTIVES: ENG-105A-C01 2
 MUS-42-C01 3
 MATH-87-C01 3
 IS-2-C01 2
 PHIL-3-C01 3

WHCC Liberal Arts

LIBERAL ARTS

Associate Arts Degree

- 18** 18 units in a single discipline or related disciplines
- 3** English and Composition
English 1A, 51A, 51B
- 3** Analytical Thinking
Math 1A, 1B, 2A, 2B, 10A, 10B, 15, 25, 45, 61, 63, 87
- 3** Natural Sciences
Biology 10, 20, 24, 32, 35, 38
Chemistry 1A, 1B, 2A, 2B
Crop Science 1
Geography 1, 4
Geology 1, 3
Physical Science 1
Soil Science 21
- 3** Humanities
Art 2A, 2B, 4, 5A, 12, 13A, 15A, 16A, 16B, 17, 42
English 1B, 25
Geography 3
History 4A, 4B
Humanities 1
PA 1, 3, 14
Phil 1, 2
Spanish 1, 2, 3, 4, 11, 12, 51, 52, 53, 54
- 3** Social Sciences
Economics 1A, 1B
Geography 2A, 2B, 3, 18
History 4A, 4B, 17A, 17B, 18, 32, 34, 44
Political Science 1
Psychology 1, 2, 3, 4, 5
Sociology 1, 2, 3
- 3** Local District Requirements
Health Education 35
- 2** PE Activity Courses
- 22** Electives
- 60** Total required units for AA Degree

WHCC Business Admin

BUSINESS ADMINISTRATION Associate Arts Degree Fall First Year

	M	T	W	Th	F	S
700						
730						
800		PSYCH-1-C02		PSYCH-1-C02		
830		PSYCH-1-C02		PSYCH-1-C02		
900	HE-35-C01	PSYCH-1-C02	HE-35-C01	PSYCH-1-C02		
930	HE-35-C01	PSYCH-1-C02	HE-35-C01	PSYCH-1-C02		
1000	HE-35-C01	PSYCH-1-C02	HE-35-C01	PSYCH-1-C02		
1030		PSYCH-1-C02		PSYCH-1-C02		
1100	ENG-1A-C01					
1130	ENG-1A-C01					
1200						
1230						
100		BUS-1A-C01		BUS-1A-C01		
130		BUS-1A-C01		BUS-1A-C01		
200		BUS-1A-C01		BUS-1A-C01		
230		BUS-1A-C01		BUS-1A-C01		
300						
330						
400						
430						
500		ART-42-C01		ART-42-C01		
530		ART-42-C01		ART-42-C01		
600		ART-42-C01		ART-42-C01		
630						
700	PE-24-C01	PE-24-C01		PE-24-C01		
730	PE-24-C01	PE-24-C01		PE-24-C01		
800						
830						
900						
930						

TOTAL UNITS: 15 1/2 ELECTIVES: ART-42-C01 2

WHCC Business Admin

BUSINESS ADMINISTRATION Associate Arts Degree Spring First Year

	M	T	W	Th	F	S
700						
730	PE-21-C01		PE-21-C01		PE-21-C01	
800	PE-21-C01		PE-21-C01		PE-21-C01	
830						
900					MUS-42-C01	
930					MUS-42-C01	
1000					MUS-42-C01	
1030					MUS-42-C01	
1100					MUS-42-C01	
1130					MUS-42-C01	
1200					MUS-42-C01	
1230						
100	MATH-63-C02		MATH-63-C02		MATH-63-C02	
130	MATH-63-C02		MATH-63-C02		MATH-63-C02	
200	MATH-63-C02		MATH-63-C02		MATH-63-C02	
230		BUS-1B-C01		BUS-1B-C01		
300		BUS-1B-C01		BUS-1B-C01		
330		BUS-1B-C01		BUS-1B-C01		
400	PHIL-2-C01	BUS-1B-C01	PHIL-2-C01	BUS-1B-C01		
430	PHIL-2-C01	BUS-1B-C01	PHIL-2-C01	BUS-1B-C01		
500	PHIL-2-C01		PHIL-2-C01			
530		CHEM-2A-C01				
600		CHEM-2A-C01				
630		CHEM-2A-C01				
700		CHEM-2A-C01				
730		CHEM-2A-C01				
800		CHEM-2A-C01				
830						
900						
930						

TOTAL UNITS: 15 1/2 ELECTIVES: MUS-42-C01 3
 PHIL-2-C01 2
 CHEM-2A-C01 3

WHCC Business Admin

BUSINESS ADMINISTRATION Associate Arts Degree Fall Second Year

	M	T	W	Th	F	S
700						
730						
800	BUS-18-C01		BUS-18-C01			
830	BUS-18-C01		BUS-18-C01			
900	BUS-18-C01		BUS-18-C01			
930	BUS-18-C01		BUS-18-C01			
1000						
1030						
1100						
1130						
1200						
1230						
100	GEOG-18-C01	ENG-105B-C02	GEOG-18-C01	ENG-105B-C02	GEOG-18-C01	
130	GEOG-18-C01	ENG-105B-C02	GEOG-18-C01	ENG-105B-C02	GEOG-18-C01	
200						
230						
300		PE-4-C01		PE-4-C01		
330		PE-4-C01		PE-4-C01		
400						
430						
500						
530						
600						
630						
700		ECON-1A-C01	PHIL-1-C01	ECON-1A-C01		
730		ECON-1A-C01	PHIL-1-C01	ECON-1A-C01		
800		ECON-1A-C01	PHIL-1-C01	ECON-1A-C01		
830		ECON-1A-C01	PHIL-1-C01	ECON-1A-C01		
900		ECON-1A-C01	PHIL-1-C01	ECON-1A-C01		
930		ECON-1A-C01	PHIL-1-C01	ECON-1A-C01		

TOTAL UNITS: 15 1/2
ELECTIVES: ENG-105B-C02 2
GEOG-18-C01 3

WHCC Business Admin

BUSINESS ADMINISTRATION Associate Arts Degree Spring Second Year

	M	T	W	Th	F	S
630	PE-16-C01		PE-16-C01		PE-16-C01	
700	PE-16-C01		PE-16-C01		PE-16-C01	
730						
800						
830						
900	SOC-1-C01	ECON-1B-C01		ECON-1B-C01		
930	SOC-1-C01	ECON-1B-C01		ECON-1B-C01		
1000	SOC-1-C01	ECON-1B-C01		ECON-1B-C01		
1030	SOC-1-C01					
1100	SOC-1-C01					
1130	SOC-1-C01					
1200						
1230						
100	BIO-10-C02		BIO-10-C02			
130	BIO-10-C02		BIO-10-C02			
200	BIO-10-C02		BIO-10-C02			
230	BIO-10-C02		BIO-10-C02			
300	HIST-17B-C02		HIST-17B-C02			
330	HIST-17B-C02		HIST-17B-C02			
400	HIST-17B-C02		HIST-17B-C02			
430	HIST-17B-C02		HIST-17B-C02			
500						
530						
600						
630	CIS-7-C02		CIS-7-C02			
700	CIS-7-C02		CIS-7-C02			
730	CIS-7-C02		CIS-7-C02			
800	CIS-7-C02		CIS-7-C02			
830						
900						
930						

TOTAL UNITS:

15 1/2

ELECTIVES: HIST-17B-C02 3

WHCC Business Admin

BUSINESS ADMINISTRATION **Associate Arts Degree**

- 18** 18 units in a single discipline or related disciplines
- 3** **English and Composition**
English 1A, 51A, 51B
- 3** **Analytical Thinking**
Math 1A, 1B, 2A, 2B, 10A, 10B, 15, 25, 45, 61, 63, 87
- 3** **Natural Sciences**
Biology 10, 20, 24, 32, 35, 38
Chemistry 1A, 1B, 2A, 2B
Crop Science 1
Geography 1, 4
Geology 1, 3
Physical Science 1
Soil Science 21
- 3** **Humanities**
Art 2A, 2B, 4, 5A, 12, 13A, 15A, 16A, 16B, 17, 42
English 1B, 25
Geography 3
History 4A, 4B
Humanities 1
PA 1, 3, 14
Phil 1, 2
Spanish 1, 2, 3, 4, 11, 12, 51, 52, 53, 54
- 3** **Social Sciences**
Economics 1A, 1B
Geography 2A, 2B, 3, 18
History 4A, 4B, 17A, 17B, 18, 32, 34, 44
Political Science 1
Psychology 1, 2, 3, 4, 5
Sociology 1, 2, 3
- 3** **Local District Requirements**
Health Education 35
- 2** **PE Activity Courses**
- 22** **Electives**
- 60** **Total required units for AA Degree**

WHCC AOJ-Correctional Science

AOJ-CORRECTIONAL SCIENCE Associate Arts Degree Fall First Year

	M	T	W	Th	F	S
700						
730						
800						
830	MATH-101-C01		MATH-101-C01		MATH-101-C01	
900	MATH-101-C01		MATH-101-C01		MATH-101-C01	
930	MATH-101-C01		MATH-101-C01		MATH-101-C01	
1000						
1030						
1100	ENG-1A-C01		ENG-1A-C01		ENG-1A-C01	
1130	ENG-1A-C01		ENG-1A-C01		ENG-1A-C01	
1200	PE-7-C01		PE-7-C01		PE-7-C01	
1230	PE-7-C01		PE-7-C01		PE-7-C01	
100						
130						
200						
230						
300						
330						
400	BIO-32-C01		BIO-32-C01			
430	BIO-32-C01		BIO-32-C01			
500	BIO-32-C01		BIO-32-C01			
530	BIO-32-C01		BIO-32-C01			
600	BIO-32-C01		BIO-32-C01			
630	BIO-32-C01		BIO-32-C01			
700	A0J-3-C01		A0J-4-C01			
730	A0J-3-C01		A0J-4-C01			
800	A0J-3-C01		A0J-4-C01			
830	A0J-3-C01		A0J-4-C01			
900	A0J-3-C01		A0J-4-C01			
930	A0J-3-C01		A0J-4-C01			

TOTAL UNITS:

15 1/2

ELECTIVES:

BIO-32-C01 3
MATH101-C01 3

WHCC AOJ-Correctional Science

AOJ-CORRECTIONAL SCIENCE Associate Arts Degree Spring First Year

	M	T	W	Th	F	S
700		NC-157-C01		NC-157-C01		
730		NC-157-C01		NC-157-C01		
800		NC-157-C01		NC-157-C01		
830		NC-157-C01		NC-157-C01		
900		NC-157-C01		NC-157-C01		
930		NC-157-C01		NC-157-C01		
1000						
1030		HE-35-C02		HE-35-C02		
1100		HE-35-C02		HE-35-C02		
1130		HE-35-C02		HE-35-C02		
1200		HE-35-C02		HE-35-C02		
1230		HE-35-C02		HE-35-C02		
100	POLSCI-1-C01	HE-35-C02	POLSCI-1-C01	HE-35-C02		
130	POLSCI-1-C01		POLSCI-1-C01			
200	POLSCI-1-C01		POLSCI-1-C01			
230	POLSCI-1-C01		POLSCI-1-C01			
300	POLSCI-1-C01		POLSCI-1-C01			
330	POLSCI-1-C01	MATH-87-C01	POLSCI-1-C01	MATH-87-C01		
400		MATH-87-C01		MATH-87-C01		
430		MATH-87-C01		MATH-87-C01		
500						
530	PE-20-C01		PE-20-C01			
600	PE-20-C01		PE-20-C01			
630	PE-20-C01		PE-20-C01			
700	PE-20-C01	AOJ-6-C01	PE-20-C01	AOJ-6-C01		
730		AOJ-6-C01		AOJ-6-C01		
800		AOJ-6-C01		AOJ-6-C01		
830		AOJ-6-C01		AOJ-6-C01		
900		AOJ-6-C01		AOJ-6-C01		
930		AOJ-6-C01		AOJ-6-C01		

TOTAL UNITS:

15 1/2

ELECTIVES:

NC-157-C01 3

WHCC AOJ-Correctional Science

AOJ-CORRECTIONAL SCIENCE Associate Arts Degree Fall Second Year

	M	T	W	Th	F	S
700						
730						
800		PSYCH-1-C02		PSYCH-1-C02		
830		PSYCH-1-C02		PSYCH-1-C02		
900		PSYCH-1-C02		PSYCH-1-C02		
930		PSYCH-1-C02		PSYCH-1-C02		
1000		PSYCH-1-C02		PSYCH-1-C02		
1030		PSYCH-1-C02		PSYCH-1-C02		
1100	GEOG-3-C01		GEOG-3-C01		GEOG-3-C01	
1130	GEOG-3-C01		GEOG-3-C01		GEOG-3-C01	
1200						
1230						
100	ART-5A-C02		ART-5A-C02			
130	ART-5A-C02		ART-5A-C02			
200						
230	PE-43-C01		PE-43-C01			
300	PE-43-C01		PE-43-C01			
330	PE-43-C01		PE-43-C01			
400	PE-43-C01		PE-43-C01			
430	PE-43-C01		PE-43-C01			
500	PE-43-C01		PE-43-C01			
530						
600						
630						
700	SOC-1-C02		SOC-1-C02	A0J-20-C01		
730	SOC-1-C02		SOC-1-C02	A0J-20-C01		
800	SOC-1-C02		SOC-1-C02	A0J-20-C01		
830	SOC-1-C02		SOC-1-C02	A0J-20-C01		
900	SOC-1-C02		SOC-1-C02	A0J-20-C01		
930	SOC-1-C02		SOC-1-C02	A0J-20-C01		

TOTAL UNITS:

15 1/2

ELECTIVES: PSYCH-1-C02 3
ART-5A-C02 3
SOC-1-C02 3

WHCC AOJ-Correctional Science

AOJ-CORRECTIONAL SCIENCE Associate Arts Degree Spring Second Year

	M	T	W	Th	F	S
700						
730						
800						
830						
900						
930						
1000	AOJ-12-C01		AOJ-12-C01		AOJ-12-C01	
1030	AOJ-12-C01	PA-3-C01	AOJ-12-C01	PA-3-C01	AOJ-12-C01	
1100		PA-3-C01		PA-3-C01		
1130						
1200	PE-21-C02		PE-21-C02		PE-21-C02	
1230	PE-21-C02		PE-21-C02		PE-21-C02	
100		PHIL-1-C02		PHIL-1-C02		
130		PHIL-1-C02		PHIL-1-C02		
200		PHIL-1-C02		PHIL-1-C02		
230						
300						
330						
400		GEO-1-C01		GEO-1-C01		
430		GEO-1-C01		GEO-1-C01		
500						
530						
600						
630						
700		AOJ-7-C01		AOJ-7-C01		
730		AOJ-7-C01		AOJ-7-C01		
800		AOJ-7-C01		AOJ-7-C01		
830		AOJ-7-C01		AOJ-7-C01		
900		AOJ-7-C01		AOJ-7-C01		
930		AOJ-7-C01		AOJ-7-C01		

TOTAL UNITS:

14 1/2

ELECTIVES:

PA-3-C01 3
GEO-1-C01 2

WHCC AOJ-Correctional Science

AOJ-CORRECTIONAL SCIENCE

Associate Arts Degree

- 18 18 units in a single discipline or related disciplines
- 3 English and Composition
English 1A, 51A, 51B
- 3 Analytical Thinking
Math 1A, 1B, 2A, 2B, 10A, 10B, 15, 25, 45, 61, 63, 87
- 3 Natural Sciences
Biology 10, 20, 24, 32, 35, 38
Chemistry 1A, 1B, 2A, 2B
Crop Science 1
Geography 1, 4
Geology 1, 3
Physical Science 1
Soil Science 21
- 3 Humanities
Art 2A, 2B, 4, 5A, 12, 13A, 15A, 16A, 16B, 17, 42
English 1B, 25
Geography 3
History 4A, 4B
Humanities 1
PA 1, 3, 14
Phil 1, 2
Spanish 1, 2, 3, 4, 11, 12, 51, 52, 53, 54
- 3 Social Sciences
Economics 1A, 1B
Geography 2A, 2B, 3, 18
History 4A, 4B, 17A, 17B, 18, 32, 34, 44
Political Science 1
Psychology 1, 2, 3, 4, 5
Sociology 1, 2, 3
- 3 Local District Requirements
Health Education 35
- 2 PE Activity Courses
- 22 Electives
- 60 Total required units for AA Degree

WHCC Word Processing Certificate

WORD PROCESSING CERTIFICATE

Fall First Year

	M	T	W	Th	F	S
700						
730						
800						
830						
900	BUS-67-C01	BUS-20-C01	BUS-67-C01	BUS-20-C01		
930	BUS-67-C01	BUS-20-C01	BUS-67-C01	BUS-20-C01		
1000	BUS-67-C01	BUS-20-C01	BUS-67-C01	BUS-20-C01		
1030						
1100	BUS-13A-C01		BUS-13A-C01			
1130	BUS-13A-C01		BUS-13A-C01			
1200						
1230						
100		BUS-80A-C01		BUS-80A-C01		
130		BUS-80A-C01		BUS-80A-C01		
200						
230						
300						
330		CIS-34-C01		CIS-34-C01		
400		CIS-34-C01		CIS-34-C01		
430		CIS-34-C01		CIS-34-C01		
500		CIS-34-C01		CIS-34-C01		
530						
600						
630						
700						
730						
800						
830						
900						
930						

TOTAL UNITS: 13 ELECTIVES: NONE

WHCC Word Processing Certificate

WORD PROCESSING CERTIFICATE

Spring First Year

	M	T	W	Th	F	S
700						
730						
800						
830						
900	CIS-8-C01		CIS-8-C01			
930	CIS-8-C01		CIS-8-C01			
1000	CIS-8-C01		CIS-8-C01			
1030		BUS-28-C01		BUS-28-C01		
1100		BUS-28-C01		BUS-28-C01		
1130		BUS-28-C01		BUS-28-C01		
1200			BUS-15X-C01			
1230			BUS-15X-C01			
100						
130						
200						
230						
300						
330						
400						
430						
500						
530						
600		CIS-21-C01		CIS-21-C01		
630		CIS-21-C01		CIS-21-C01		
700						
730						
800						
830						
900						
930						

TOTAL UNITS: 10

ELECTIVES: NONE

WHCL - Liberal Arts

LIBERAL ARTS Associate Arts Degree Fall First Year

	M	T	W	Th	F	S
700						
730			BIO-10-L03			
800			BIO-10-L03			
830			BIO-10-L03			
900			BIO-10-L03			
930			BIO-10-L03			
1000			BIO-10-L03			
1030		MATH-61-L04		MATH-61-L04		
1100		MATH-61-L04		MATH-61-L04		
1130		MATH-61-L04		MATH-61-L04		
1200						
1230						
100						
130						
200						
230		HE-35-L05		HE-35-L05		
300		HE-35-L05		HE-35-L05		
330		HE-35-L05		HE-35-L05		
400						
430						
500						
530		PE-7-L05		PE-7-L05		
600		PE-7-L05		PE-7-L05		
630		PE-7-L05		PE-7-L05		
700	ENG-1A-L10		ECON-1A-L02			
730	ENG-1A-L10		ECON-1A-L02			
800	ENG-1A-L10		ECON-1A-L02			
830	ENG-1A-L10		ECON-1A-L02			
900	ENG-1A-L10		ECON-1A-L02			
930	ENG-1A-L10		ECON-1A-L02			

TOTAL UNITS: 15 1/2 ELECTIVES: NONE

WHCL - Liberal Arts

LIBERAL ARTS Associate Arts Degree Spring First Year

	M	T	W	Th	F	S
700						
730						
800						
830						
900	HIST-4A-L01		HIST-4A-L01			
930	HIST-4A-L01		HIST-4A-L01			
1000	HIST-4A-L01	PA-1-L01	HIST-4A-L01	PA-1-L01		
1030	HIST-4A-L01	PA-1-L01	HIST-4A-L01	PA-1-L01		
1100	HIST-4A-L01	PA-1-L01	HIST-4A-L01	PA-1-L01		
1130		PA-1-L01		PA-1-L01		
1200						
1230						
100		POLSCI-1-L02		POLSCI-1-L02		
130		POLSCI-1-L02		POLSCI-1-L02		
200		POLSCI-1-L02		POLSCI-1-L02		
230	CHEM-2A-L01		CHEM-2A-L01			
300	CHEM-2A-L01		CHEM-2A-L01			
330	CHEM-2A-L01		CHEM-2A-L01			
400		PE-23-L02		PE-23-L02		
430		PE-23-L02		PE-23-L02		
500		PE-23-L02		PE-23-L02		
530						
600						
630						
700		ENG-1B-L02				
730		ENG-1B-L02				
800		ENG-1B-L02				
830		ENG-1B-L02				
900		ENG-1B-L02				
930		ENG-1B-L02				

TOTAL UNITS:

15 1/2

ELECTIVES: HIST-4A-L01 3
CHEM-2A-L01 3
POLSCI-1-L02 3

WHCL - Liberal Arts

LIBERAL ARTS Associate Arts Degree Fall Second Year

	M	T	W	Th	F	S
700						
730						
800						
830						
900						
930						
1000						
1030		NC-157-L02		NC-157-L02		
1100		NC-157-L02		NC-157-L02		
1130		NC-157-L02		NC-157-L02		
1200						
1230						
100	PSYCH-1-L03	SOC-1-L02	PSYCH-1-L03	SOC-1-L02		
130	PSYCH-1-L03	SOC-1-L02	PSYCH-1-L03	SOC-1-L02		
200	PSYCH-1-L03	SOC-1-L02	PSYCH-1-L03	SOC-1-L02		
230	PSYCH-1-L03	SOC-1-L02	PSYCH-1-L03	SOC-1-L02		
300	PSYCH-1-L03	SOC-1-L02	PSYCH-1-L03	SOC-1-L02		
330	PSYCH-1-L03	SOC-1-L02	PSYCH-1-L03	SOC-1-L02		
400						
430						
500						
530	PE-7-L04		PE-7-L04			
600	PE-7-L04		PE-7-L04			
630	PE-7-L04		PE-7-L04			
700		COM-1-L03		PA-3-L01		
730		COM-1-L03		PA-3-L01		
800		COM-1-L03		PA-3-L01		
830		COM-1-L03		PA-3-L01		
900		COM-1-L03		PA-3-L01		
930		COM-1-L03		PA-3-L01		

TOTAL UNITS: 15 1/2

ELECTIVES: NC-157-L02 3
PA-3-L01 3
COM-1-L03 3

WHCL - Liberal Arts

LIBERAL ARTS Associate Arts Degree Spring Second Year

	M	T	W	Th	F	S
700						
730						
800						
830						
900	MATH-87-L01	PHIL-1-L01	MATH-87-L01	PHIL-1-L01		
930	MATH-87-L01	PHIL-1-L01	MATH-87-L01	PHIL-1-L01		
1000	MATH-87-L01	PHIL-1-L01	MATH-87-L01	PHIL-1-L01		
1030	MATH-87-L01	PHIL-1-L01	MATH-87-L01	PHIL-1-L01		
1100		PHIL-1-L01		PHIL-1-L01		
1130		PHIL-1-L01		PHIL-1-L01		
1200						
1230						
100		PE-21-L03		PE-21-L03		
130		PE-21-L03		PE-21-L03		
200		PE-21-L03		PE-21-L03		
230						
300						
330						
400	PHIL-2-L01					
430	PHIL-2-L01					
500	PHIL-2-L01					
530	PHIL-2-L01					
600	PHIL-2-L01					
630	PHIL-2-L01					
700		ENG-51A-L03	MUS-42-L02			
730		ENG-51A-L03	MUS-42-L02			
800		ENG-51A-L03	MUS-42-L02			
830		ENG-51A-L03	MUS-42-L02			
900		ENG-51A-L03	MUS-42-L02			
930		ENG-51A-L03	MUS-42-L02			

TOTAL UNITS:

15 1/2

ELECTIVES: ENG-51A-L03 3
MATH-87-L01 3

WHCL - Liberal Arts

LIBERAL ARTS

Associate Arts Degree

- 18 18 units in a single discipline or related disciplines
- 3 English and Composition
 - English 1A, 51A, 51B
- 3 Analytical Thinking
 - Math 1A, 1B, 2A, 2B, 10A, 10B, 15, 25, 45, 61, 63, 87
- 3 Natural Sciences
 - Biology 10, 20, 24, 32, 35, 38
 - Chemistry 1A, 1B, 2A, 2B
 - Crop Science 1
 - Geography 1, 4
 - Geology 1, 3
 - Physical Science 1
 - Soil Science 21
- 3 Humanities
 - Art 2A, 2B, 4, 5A, 12, 13A, 15A, 16A, 16B, 17, 42
 - English 1B, 25
 - Geography 3
 - History 4A, 4B
 - Humanities 1
 - PA 1, 3, 14
 - Phil 1, 2
 - Spanish 1, 2, 3, 4, 11, 12, 51, 52, 53, 54
- 3 Social Sciences
 - Economics 1A, 1B
 - Geography 2A, 2B, 3, 18
 - History 4A, 4B, 17A, 17B, 18, 32, 34, 44
 - Political Science 1
 - Psychology 1, 2, 3, 4, 5
 - Sociology 1, 2, 3
- 3 Local District Requirements
 - Health Education 35
- 2 PE Activity Courses
- 22 Electives
- 60 Total required units for AA Degree

WHCL - Business Administration

BUSINESS ADMINISTRATION Associate Arts Degree Fall First Year

	M	T	W	Th	F	S
700						
730	MATH-1A-L01		MATH-1A-L01		MATH-1A-L01	
800	MATH-1A-L01		MATH-1A-L01		MATH-1A-L01	
830	MATH-1A-L01		MATH-1A-L01		MATH-1A-L01	
900					HE-35-L07	
930					HE-35-L07	
1000					HE-35-L07	
1030					HE-35-L07	
1100					HE-35-L07	
1130					HE-35-L07	
1200						
1230						
100	ENG-1A-L09	BUS-1A-L01	ENG-1A-L09	BUS-1A-L01		
130	ENG-1A-L09	BUS-1A-L01	ENG-1A-L09	BUS-1A-L01		
200	ENG-1A-L09	BUS-1A-L01	ENG-1A-L09	BUS-1A-L01		
230	ENG-1A-L09	BUS-1A-L01	ENG-1A-L09	BUS-1A-L01		
300						
330						
400						
430						
500						
530	PE-7-L04	SOC-1-L03	PE-7-L04	SOC-1-L03		
600	PE-7-L04	SOC-1-L03	PE-7-L04	SOC-1-L03		
630	PE-7-L04	SOC-1-L03	PE-7-L04	SOC-1-L03		
700						
730						
800						
830						
900						
930						

TOTAL UNITS:

16 1/2

ELECTIVES:

NONE

WHCL – Business Administration

BUSINESS ADMINISTRATION Associate Arts Degree Spring First Year

	M	T	W	Th	F	S
700						
730						
800						
830						
900					ENG-51A-L02	
930					ENG-51A-L02	
1000					ENG-51A-L02	
1030	BIO-10-L01				ENG-51A-L02	
1100	BIO-10-L01				ENG-51A-L02	
1130	BIO-10-L01				ENG-51A-L02	
1200	BIO-10-L01				ENG-51A-L02	
1230						
100	MATH-63-L02	PE-52-L01	MATH-63-L02	PE-52-L01	MATH-63-L02	
130	MATH-63-L02	PE-52-L01	MATH-63-L02	PE-52-L01	MATH-63-L02	
200	MATH-63-L02	PE-52-L01	MATH-63-L02	PE-52-L01	MATH-63-L02	
230						
300		BUS-1B-L01		BUS-1B-L01		
330		BUS-1B-L01		BUS-1B-L01		
400	GEOG-3-L02	BUS-1B-L01	GEOG-3-L02	BUS-1B-L01		
430	GEOG-3-L02	BUS-1B-L01	GEOG-3-L02	BUS-1B-L01		
500	GEOG-3-L02		GEOG-3-L02			
530						
600						
630						
700						
730						
800						
830						
900						
930						

TOTAL UNITS:

16 1/2

ELECTIVES: ENG-51A-L02 3
MATH-63-L02 3

WHCL - Business Administration

BUSINESS ADMINISTRATION Associate Arts Degree Fall Second Year

	M	T	W	Th	F	S
700						
730						
800						
830						
900		PE-8-L01		PE-8-L01		
930		PE-8-L01		PE-8-L01		
1000		PE-8-L01		PE-8-L01		
1030						
1100						
1130						
1200						
1230						
100		CIS-7-L03		CIS-7-L03		
130		CIS-7-L03		CIS-7-L03		
200						
230						
300						
330						
400		ECON-1A-L01		ECON-1A-L01		
430		ECON-1A-L01		ECON-1A-L01		
500	BUS-18-L01	ECON-1A-L01	BUS-18-L01	ECON-1A-L01		
530	BUS-18-L01	ECON-1A-L01	BUS-18-L01	ECON-1A-L01		
600	BUS-18-L01		BUS-18-L01			
630	BUS-18-L01		BUS-18-L01			
700			MUS-42-L02	POLSCI-1-L02		
730			MUS-42-L02	POLSCI-1-L02		
800			MUS-42-L02	POLSCI-1-L02		
830			MUS-42-L02	POLSCI-1-L02		
900			MUS-42-L02	POLSCI-1-L02		
930			MUS-42-L02	POLSCI-1-L02		

TOTAL UNITS:

15 1/2

ELECTIVES: POLSCI-1-L02 3
MUS-42-L02 2

WHCL - Business Administration

BUSINESS ADMINISTRATION Associate Arts Degree Spring Second Year

	M	T	W	Th	F	S
630						
700						
730						
800						
830						
900	PSYCH-1-L01	PHIL-3-L01	PSYCH-1-L01	PHIL-3-L01	ENG-51B-L02	
930	PSYCH-1-L01	PHIL-3-L01	PSYCH-1-L01	PHIL-3-L01	ENG-51B-L02	
1000	PSYCH-1-L01	PHIL-3-L01	PSYCH-1-L01	PHIL-3-L01	ENG-51B-L02	
1030	PSYCH-1-L01	PHIL-3-L01	PSYCH-1-L01	PHIL-3-L01	ENG-51B-L02	
1100	PSYCH-1-L01	PHIL-3-L01	PSYCH-1-L01	PHIL-3-L01	ENG-51B-L02	
1130	PSYCH-1-L01	PHIL-3-L01	PSYCH-1-L01	PHIL-3-L01	ENG-51B-L02	
1200						
1230						
100						
130						
200						
230						
300						
330						
400		PE-23-L02		PE-23-L02		
430		PE-23-L02		PE-23-L02		
500		PE-23-L02		PE-23-L02		
530		ART-42-L02		ART-42-L02		
600		ART-42-L02		ART-42-L02		
630		ART-42-L02		ART-42-L02		
700		ECON-1B-L01		ECON-1B-L01		
730		ECON-1B-L01		ECON-1B-L01		
800		ECON-1B-L01		ECON-1B-L01		
830		ECON-1B-L01		ECON-1B-L01		
900		ECON-1B-L01		ECON-1B-L01		
930		ECON-1B-L01		ECON-1B-L01		

TOTAL UNITS:

14 1/2

ELECTIVES:

- ART-42-L02 2
- ENG-51B-L02 3
- PHIL-3-L01 3
- PSYCH-1-L01 3

WHCL - Business Administration

BUSINESS ADMINISTRATION

Associate Arts Degree

- 18 18 units in a single discipline or related disciplines
- 3 English and Composition
English 1A, 51A, 51B
- 3 Analytical Thinking
Math 1A, 1B, 2A, 2B, 10A, 10B, 15, 25, 45, 61, 63, 87
- 3 Natural Sciences
Biology 10, 20, 24, 32, 35, 38
Chemistry 1A, 1B, 2A, 2B
Crop Science 1
Geography 1, 4
Geology 1, 3
Physical Science 1
Soil Science 21
- 3 Humanities
Art 2A, 2B, 4, 5A, 12, 13A, 15A, 16A, 16B, 17, 42
English 1B, 25
Geography 3
History 4A, 4B
Humanities 1
PA 1, 3, 14
Phil 1, 2
Spanish 1, 2, 3, 4, 11, 12, 51, 52, 53, 54
- 3 Social Sciences
Economics 1A, 1B
Geography 2A, 2B, 3, 18
History 4A, 4B, 17A, 17B, 18, 32, 34, 44
Political Science 1
Psychology 1, 2, 3, 4, 5
Sociology 1, 2, 3
- 3 Local District Requirements
Health Education 35
- 2 PE Activity Courses
- 22 Electives
- 60 Total required units for AA Degree

WHCL - AOJ Correctional Science

AOJ-CORRECTIONAL SCIENCE Associate Arts Degree Fall First Year

	M	T	W	Th	F	S
700						
730						
800						
830						
900		SOC-1-L04		SOC-1-L04		
930		SOC-1-L04		SOC-1-L04		
1000		SOC-1-L04		SOC-1-L04		
1030		SOC-1-L04		SOC-1-L04		
1100						
1130						
1200						
1230						
100	PSYCH-1-L03		PSYCH-1-L03			
130	PSYCH-1-L03		PSYCH-1-L03			
200	PSYCH-1-L03		PSYCH-1-L03			
230	PSYCH-1-L03	AOJ-12-L01	PSYCH-1-L03	AOJ-12-L01		
300	PSYCH-1-L03	AOJ-12-L01	PSYCH-1-L03	AOJ-12-L01		
330	PSYCH-1-L03	AOJ-12-L01	PSYCH-1-L03	AOJ-12-L01		
400						
430						
500		PE-23-L01		PE-23-L01		
530		PE-23-L01		PE-23-L01		
600		PE-23-L01		PE-23-L01		
630						
700	AOJ-3-L01	FLSPN-1-L02	AOJ-3-L01	FLSPN-1-L02		
730	AOJ-3-L01	FLSPN-1-L02	AOJ-3-L01	FLSPN-1-L02		
800	AOJ-3-L01	FLSPN-1-L02	AOJ-3-L01	FLSPN-1-L02		
830	AOJ-3-L01	FLSPN-1-L02	AOJ-3-L01	FLSPN-1-L02		
900	AOJ-3-L01		AOJ-3-L01			
930	AOJ-3-L01		AOJ-3-L01			

TOTAL UNITS: 15 1/2 ELECTIVES: PSYCH-1-L03 3
 FLSPN-1-L02 3
 SOC-1-L04 3

WHCL - AOJ Correctional Science

AOJ-CORRECTIONAL SCIENCE Associate Arts Degree Spring first year

	M	T	W	Th	F	S
700						
730						
800						
830						
900	MATH-87-L01	AOJ-4-L01	MATH-87-L01	AOJ-4-L01	HIST-17A-L03	CD-17B-L01
930	MATH-87-L01	AOJ-4-L01	MATH-87-L01	AOJ-4-L01	HIST-17A-L03	CD-17B-L01
1000	MATH-87-L01	AOJ-4-L01	MATH-87-L01	AOJ-4-L01	HIST-17A-L03	CD-17B-L01
1030		AOJ-4-L01		AOJ-4-L01	HIST-17A-L03	CD-17B-L01
1100		AOJ-4-L01		AOJ-4-L01	HIST-17A-L03	CD-17B-L01
1130		AOJ-4-L01		AOJ-4-L01	HIST-17A-L03	CD-17B-L01
1200						
1230						
100		PE-21-L03		PE-21-L03		
130		PE-21-L03		PE-21-L03		
200		PE-21-L03		PE-21-L03		
230		PE-21-L03		PE-21-L03		
300						
330						
400						
430				BIO-32-L03		
500				BIO-32-L03		
530				BIO-32-L03		
600				BIO-32-L03		
630				BIO-32-L03		
700						
730						
800						
830						
900						
930						

TOTAL UNITS:

15 1/2

ELECTIVES: CD-17B-L01 3
HIST-17A-L03 3

WHCL - AOJ Correctional Science

AOJ-CORRECTIONAL SCIENCE Associate Arts Degree Fall Second Year

	M	T	W	Th	F	S
600	PE-7-L02		PE-7-L02		PE-7-L02	
630	PE-7-L02		PE-7-L02		PE-7-L02	
700						
730	ENG-1A-L01		ENG-1A-L01			
800	ENG-1A-L01		ENG-1A-L01			
830	ENG-1A-L01		ENG-1A-L01			
900					HE-35-L07	
930					HE-35-L07	
1000					HE-35-L07	
1030					HE-35-L07	
1100					HE-35-L07	
1130					HE-35-L07	
1200					HE-35-L07	
1230						
100						
130						
200						
230						
300						
330						
400						
430						
500						
530	ART-42-L01		ART-42-L01			
600	ART-42-L01		ART-42-L01			
630	ART-42-L01		ART-42-L01			
700	AOJ-7-L01		AOJ-7-L01			
730	AOJ-7-L01		AOJ-7-L01			
800	AOJ-7-L01		AOJ-7-L01			
830	AOJ-7-L01		AOJ-7-L01			
900	AOJ-7-L01		AOJ-7-L01			
930	AOJ-7-L01		AOJ-7-L01			

TOTAL UNITS:

11 1/2

ELECTIVES:

ART-42-L01 2

WHCL - AOJ Correctional Science

AOJ-CORRECTIONAL SCIENCE Associate Arts Degree Spring Second Year

	M	T	W	Th	F	S
700						
730						
800						
830						
900	PE-29-L02	AOJ-5-L01	PE-29-L02	AOJ-5-L01		
930	PE-29-L02	AOJ-5-L01	PE-29-L02	AOJ-5-L01		
1000	PE-29-L02	AOJ-5-L01	PE-29-L02	AOJ-5-L01		
1030		AOJ-5-L01		AOJ-5-L01		
1100		AOJ-5-L01		AOJ-5-L01		
1130		AOJ-5-L01		AOJ-5-L01		
1200						
1230						
100						
130						
200						
230	AOJ-32-L01	AOJ-8-L01	AOJ-32-L01	AOJ-8-L01		
300	AOJ-32-L01	AOJ-8-L01	AOJ-32-L01	AOJ-8-L01		
330	AOJ-32-L01	AOJ-8-L01	AOJ-32-L01	AOJ-8-L01		
400						
430						
500						
530						
600						
630						
700	AOJ-6-L01	AOJ-20-L01				
730	AOJ-6-L01	AOJ-20-L01				
800	AOJ-6-L01	AOJ-20-L01				
830	AOJ-6-L01	AOJ-20-L01				
900	AOJ-6-L01	AOJ-20-L01				
930	AOJ-6-L01	AOJ-20-L01				

TOTAL UNITS:

15 1/2

ELECTIVES:

AOJ-8-L01 3
AOJ-5-L01 3

WHCL — AOJ Correctional Science

AOJ-CORRECTIONAL SCIENCE

Associate Arts Degree

18 18 units in a single discipline or related disciplines

3 English and Composition

English 1A, 51A, 51B

3 Analytical Thinking

Math 1A, 1B, 2A, 2B, 10A, 10B, 15, 25, 45, 61, 63, 87

3 Natural Sciences

Biology 10, 20, 24, 32, 35, 38

Chemistry 1A, 1B, 2A, 2B

Crop Science 1

Geography 1, 4

Geology 1, 3

Physical Science 1

Soil Science 21

3 Humanities

Art 2A, 2B, 4, 5A, 12, 13A, 15A, 16A, 16B, 17, 42

English 1B, 25

Geography 3

History 4A, 4B

Humanities 1

PA 1, 3, 14

Phil 1, 2

Spanish 1, 2, 3, 4, 11, 12, 51, 52, 53, 54

3 Social Sciences

Economics 1A, 1B

Geography 2A, 2B, 3, 18

History 4A, 4B, 17A, 17B, 18, 32, 34, 44

Political Science 1

Psychology 1, 2, 3, 4, 5

Sociology 1, 2, 3

3 Local District Requirements

Health Education 35

2 PE Activity Courses

22 Electives

60 Total required units for AA Degree

WHCL -- Teaching Assistant Certificate

TEACHING ASSISTANT CERTIFICATE

Fall First Year

	M	T	W	Th	F	S
700						
730						
800						
830						
900						
930						
1000						
1030						
1100						
1130						
1200						
1230						
100						
130						
200						
230						
300						
330						
400	CD-16-L01	CD-5-L01				
430	CD-16-L01	CD-5-L01				
500	CD-16-L01	CD-5-L01				
530	CD-16-L01	CD-5-L01				
600	CD-16-L01	CD-5-L01				
630	CD-16-L01	CD-5-L01				
700			CD-4-L01			
730			CD-4-L01			
800			CD-4-L01			
830			CD-4-L01			
900			CD-4-L01			
930			CD-4-L01			

TOTAL UNITS:

9

ELECTIVES:

NONE

WHCL — Teaching Assistant Certificate

TEACHING ASSISTANT CERTIFICATE

Spring First Year

	M	T	W	Th	F	S
700						
730						
800						
830						
900						
930						
1000						
1030						
1100						
1130						
1200						
1230						
100						
130						
200						
230						
300						
330						
400		EDUC -1-L02				
430		EDUC -1-L02				
500		EDUC -1-L02				
530		EDUC -1-L02				
600		EDUC -1-L02				
630		EDUC -1-L02				
700	CD-10-L01	PSYCH-1-L03				
730	CD-10-L01	PSYCH-1-L03				
800	CD-10-L01	PSYCH-1-L03				
830	CD-10-L01	PSYCH-1-L03				
900	CD-10-L01	PSYCH-1-L03				
930	CD-10-L01	PSYCH-1-L03				

TOTAL UNITS:

9

ELECTIVES: PSYCH-1-L01 3

Comments on Schedules

- **Our review prompted a development of a list of questions of the College Catalog and classes offered during Fall of 2006 and Spring of 2007.**
- **Review was for enclosed programs only, not entire offerings.**

WHCC Schedule Comments

Associate Degree in Biology

Required courses:

Course Code	Title	Units	Remarks
Bio 20	General Zoology	5	Not available
Bio 24	General Botany	5	Not available
Bio 32	Human Anatomy	4	Available
Bio 35	Human Physiology	4	Available
Bio 38	Microbiology	4	Available for fall schedule
Plus at least 8 units of the following:			
Chem1A	General Chemistry I	5	Not available
Chem 1B	General Chemistry II	5	Not available
Chem 2A	Introductory Chemistry	4	Available for spring schedule
Chem 2B	Introductory Chemistry	4	Not available
Math 1A	Introduction to Calculus	5	Available for spring schedule
Math 1B	Calculus with Applications	5	Available for spring schedule
*Physics 2A	Mechanics and Thermodynamics	4	Not available
*Physics 2B	Electricity, Magnetism, Optics and Modern Physics	4	Not available

*This course is offered infrequently.

WHCC Schedule Comments

Associate Degree in Psychology

Required courses:

Course Code	Title	Units	Remarks
PSYCH 1	General Psychology	3	Available
PSYCH 2	Abnormal Psychology	3	Available
PSYCH 3	Developmental Psychology	3	Available for spring schedule
PSYCH 4	Personal Psychology	3	Not available
PSYCH 5	Biological Psychology	4	Not available

WHCC Schedule Comments

Associate Degree in Geography

Required courses:

Course Code	Title	Units	Remarks
Geog 1	Physical Geography	4	Available for fall schedule
Geog 2A	World Regional Geography I	3	
Geog 2B	World Regional Geography II	3	Available for spring schedule
Geog 3	Cultural Geography	3	Available for fall schedule
Geog 18	Geography of California	3	Available
Geog 10	Urban Los Angeles Field Course	3	Available for fall schedule
Geog 11	Death Valley Field Course	3	Not available
Geog 12	Grand Canyon Field Course	3	Not available
Geog 13	Urban San Francisco Field Course	3	Not available
Geol 1	Physical Geology	3	Available

WHCC Schedule Comments

Associate Degree in Mathematics

Required courses:

Course Code	Title	Units	Remarks
Math 1A	Introduction to Calculus	5	Available for spring schedule
Math 1B	Calculus Applications	5	Available for spring schedule
*Math 2A	Multivariate Calculus	4	Available for fall schedule
*Math 2B	Differential Equations	4	Not available
*Physics 4A	Classical Mechanics	4	Not available
*Physics 4B	Electricity, Magnetism, and Waves	4	Not available
*Physics 4C	Thermodynamics, Optics and Modern Physics	4	Not available

WHCC Schedule Comments

Certificate in Television Production

Required courses:

Course Code	Title	Units	Remarks
PA 32	Stage/Television Lighting & Sound	3	Available for spring schedule
PA 42A	Television Production Camera Operation	4	Available for spring schedule
PA 42B	Television Production Editing	4	Available for spring schedule
PA 42C	Television Production	4	Available for spring schedule
WE 15XX	General Work Experience	2	Available for spring schedule

WHCL Schedule Comments

Associate Degree in Biology

Required courses: 12 units

Course Code	Title	Units	Remarks
Bio 20	General Zoology	5	Available for spring schedule
Bio 24	General Botany	5	Not available
Bio 32	Human Anatomy	4	Available
Bio 35	Human Physiology	4	Available
Bio 38	Microbiology	4	Available
Plus at least 8 units of the following:			
Chem1A	General Chemistry I	5	Available for fall schedule
Chem 1B	General ChemistryII	5	Available for fall schedule
Chem 2A	Introductory Chemistry	4	Available
Chem 2B	Introductory Chemistry	4	Not available
Math 1A	Introduction to Calculus	5	Available for fall schedule
Math 1B	Calculus with Applications	5	Available for fall schedule
*Physics 2A	Mechanics and Thermodynamics	4	Available for fall schedule
*Physics 2B	Electricity, Magnetism, Optics and Modern Physics	4	Available for spring schedule

*This course is offered infrequently.

WHCL Schedule Comments

Associate Degree in Chemistry

Required courses: 12 units

Course Code	Title	Units	Remarks
Chem1A	General Chemistry I	5	Available for fall schedule
Chem 1B	General Chemistry II	5	Available for fall schedule
OR			
Chem 2A	Introductory Chemistry	4	Available
Chem 2B	Introductory Chemistry	4	Not available
AND			
*Chem 5	Quantitative Analysis	4	Not available
*Chem 8	Organic Chemistry	3	Not available
*Chem 9	Organic Laboratory	3	Not available
Recommended electives:			
Math 1A	Introduction to Calculus	5	Available for fall schedule
Math 1B	Calculus with Applications	5	Available for fall schedule
*Math 2A	Multivariate Calculus	4	Available for fall schedule
*Math 2B	Differential Equations	4	Available for spring schedule
*Physics 4A	Classical Mechanics	4	Available for spring schedule
*Physics 4B	Electricity, Magnetism, and Waves	4	Available for spring schedule
*Physics 4C	Thermodynamics, Optics and Modern Physics	4	Not available

*This course is offered infrequently.

WHCL Schedule Comments

Associate Degree in Engineering

Required courses:

Course Code	Title	Units	Remarks
Chem1A	General Chemistry I	5	Available for fall schedule
*Engr 35	Vector Statics	3	
Math 1A	Introduction to Calculus	5	Available for fall schedule
Math 1B	Calculus with Applications	5	Available for fall schedule
*Math 2A	Multivariate Calculus	4	Available for fall schedule
*Physics 4A	Classical Mechanics	4	Available for spring schedule
*Physics 4B	Electricity, Magnetism, and Waves	4	Available for spring schedule
*Physics 4C	Thermodynamics, Optics and Modern Physics	4	Not available

For transfer student, the following are recommended:

Chem 1B	General Chemistry II	5	Available for fall schedule
*Math 2B	Differential Equations	4	Available for spring schedule

Courses recommended for Chemical Engineering Majors:

*Chem 5	Quantitative Analysis	4	Not available
*Chem 8	Organic Chemistry	3	Not available
*Chem 9	Organic Laboratory	3	Not available

*This course is offered infrequently.

WHCL Schedule Comments

Certificate in Casino Skills

Required courses:

Course Code	Title	Units	Remarks
HRCM 67	Orientation to Hospitality Orientation	1	Not available
HRMC 62 A-D	Guest Relations and Customer Service	2	Available for fall schedule
AND CM 61	Casino Cage Management And Operations	3	Not available
AND CM 63	Casino Slots Management And Operations	3	Not available
AND CM 64	Casino Security Management and Operations	3	Not available
AND CM 65	Casino Bingo/Keno Management and Operations	3	Not available
OR CM 66A	Mini Baccarat/Midi Baccarat Dealing	3	Available for spring schedule
OR CM 66B	Poker Dealing	3	Available
OR CM 66C	Blackjack Dealing	3	its CM 61C in schedule
OR CM 66D	Pai Gow Dealing	3	its CM 61D in schedule
OR HRCM 15X	Hospitality Industry Work Experience	3	Available

WHCL Schedule Comments

Certificate in Restaurant Skills

Required courses:

Course Code	Title	Units	Remarks
HRCM 67	Orientation to Hospitality Orientation	1	Not available
HRMC 62 A-D	Guest Relations and Customer Service	2	Available for fall schedule
AND			
RM 61	Culinary Theory and Fundamentals	3	Not available
AND			
RM 63	Culinary Concepts	3	Available for spring schedule
AND			
RM 64	Cuisines of the World	3	Not available
AND			
RM 65	Catering and Beverages Services	3	Not available
OR			
RM 66	Event Planning and Special Event Tourism	3	Available for spring schedule
OR			
HRCM 15X	Hospitality Industry Work Experience	3	Available

Suggestions

- **College Catalog be current with offerings at delivery sites such that students can take classes needed or required for specific majors**
- **A full time day student be able to enroll in a required classes without having to attend evening classes if possible.**
- **Colleges develop an empirical system place to evaluate offerings to coincide with how many students will tentatively enroll in a class based on analysis of students in a specific program or major.**

Suggestions

- **Class sizes be scheduled to fit spaces reasonably, rather than have a small class in a large room or large class in a small room.**
- **Increase offerings on Friday to increase CLR 's and utilization of space.**
- **Would like to discuss why we see fewer classes MWF that are 1 hour long versus MWF classes that are 1.5 hours and longer. Would like to understand advantages of this**
- **Student input be solicited on offerings to see what best fits their needs.**

Questions

WHCL Fall Student Forum



West Hills College Lemoore
"Once You Go Here... You Can Go Anywhere."

WHCL Student Forum

Schedule of the Day


11:00-11:10	Dean of Students Welcome
11:10-11:25	Format, Schedule, Ground Rules
11:25-11:45	1 st Question
11:50-12:10	2 nd Question (Facilitators Rotate)
12:10-12:30	3 rd Question/Lunch (Rearrange)
12:30-12:40	Wildcard Time
12:35-1:00	Recap and Thanks
1:00-1:20ish	Bonus Time

WHCL Student Forum

A Proverb

"Where there is no guidance, a people falls, but in an abundance of counselors there is safety."


WHCL Student Forum



Ground Rules

1. Each Table Needs a Recorder
2. Remember the 3-B's
Be Brief Brother
3. Everything and Everyone is Important
4. Disagreement is OK - Conflict is Not
5. "I don't have more to add" is an appropriate response


WHCL Student Forum



Question 1

2 Minutes


WHCL Student Forum



Question 2

2 Minutes


WHCL Student Forum



Question 3

2 Minutes

WHCL Student Forum



Schedule of the Day

11:00-11:10	Dean of Students Intro and Welcome
11:10-11:25	Format and Schedule for the day
11:25-11:50	1 st Question
11:50-12:15	2 nd Question (New Table)
12:20-12:40	3 rd Question/Lunch (Rearrange)
12:45-1:00	Recap and Thanks
1:00-1:20ish	Bonus Time

Dorsey-Robinson, Sylvia

From: OliverSmith, Glenda
Sent: Thursday, April 15, 2010 4:06 PM
To: OliverSmith, Glenda; Amaya-Guenon, Linda; Clement, Robert; Dartenay, Pamela; DeOchoa, Michelle; Dolata, Cynthia; Droker, Stephanie; Fortune, Allen; Freeman, Charles; Garcia, Angela; Gonzalez, Mariadelaluz; Jimenez, Eva; Jones, Joy; Kennedy, Vera; Kerns, Valerie; McGee, Tiffani; Olson, Kent S.; Orange, Leo; Rai, Rupinder; Riddle, Rebecca; Rodriguez, Mike; Sedgwick, Gary; Sheffield, Kimberly; Squire, Frances Anna; Talford, Riley; Vasquez, Freddy; Velázquez, Marco; Villarreal, Oscar; Zippel, Mark; Abela, Brian; Alvarado, Lupe; Andrade, Frances; Avitia, Amber; Babb, David; Balcazar, Priscilla; Barginear, Angela; Barner, Elset; Barr, Ann; Barragan, Sherry; Bellamy, James; Beloot, Lawrence; Benitez, Veronica; Bernal, Johnathan; Birrell, Jameson; Bolt, Dave; Brasil, Pamela; Briones, Susie P.; Bryant, America; Byars, Fidela; Cadena, Jennifer; Camarena, Chris; Castagna, Kim; Castellon, Erick; Christy, Debra; Crider, Kyle; Daniels, Neomi; Davis, Terry; DeJaime, Elizabeth; Denberg, Rose M.; Dorsey-Robinson, Sylvia; Echeveste, Esequiel; Eldridge, Sharon; Ennes, Marty L.; Espinoza, Laura; Fonseca, Barbara; Freitas, Aimee; Galindo, Maryann; Ganter, Frieda; Garcia, Tina; Gibson, Bob; Grijalva, Veronica; Gutierrez, Ana; Hall, Latoria; Hall, Marlon; Hall, Robert; Harris, Clifton; Hendrickson, Marta; Hernandez, Tiffany G.; Howard, Libra M.; Ieronimo, John; Jackson, Shawn; Jeffcoach, Nancy; Jimenez, Donna; Jones, Mildred; Jurado, Griselda; Kraft-Chapman, Pat; Kron, Brian W.; Larson, Tammy; Lopez, Jose P.; McDowell, Michael; Moreno, Michael; Murrieta, Jose G.; Neer, Dave; Neves, Rebecca; Olson, Melinda; Oxford, Ron; Paden, Monte; Preston, James L.; Quilici, Teresa; Ragsdale, Rodney; Raia, Christian; Rengh, David-Michael; Rivero, Elizabeth; Rogers, Joel; Ruble, Joel; Sanchez, Rene L.; Santillan, Laura A.; Savopolos, Joe; Shehorn, Jacqueline; Silvestre, Anna M.; Simas, Adrienne; Simonson, Lenore D.; Smart, Marleen; Sterling, Kurt; Stieve, Karen; Suter, Monique; Torres, Elva; Tos, Angela; Whitener, Susan; Williams, Sharon; Young, Janet; Young, Scott D.
Subject: President's Forum - April 16, 2010 - 12:00 noon

**West Hills College Lemoore
President's Forum**

Date: April 16, 2010
Time: 12:00 noon - 1:00 p.m.
Location: Conference Center



Topics of discussion:

- . **Budget Update**
- . **Multi-use Sports Complex Update**
- . **Accreditation 2011 Update**
- . **Other**

Doggie bag lunches will be provided by Kings SPCA (annual fund raise) will have your choice of a turkey, roast beef or a veggie sandwich, chip cookie and a doggie treat.

Bring your questions and/or concerns. A raffle will be conducted. Make ; you get your free raffle ticket.

Dorsey-Robinson, Sylvia

From: OliverSmith, Glenda
Sent: Tuesday, October 12, 2010 2:19 PM
To: Amaya-Guenon, Linda; Bellamy, James; Brock, Keith; Clement, Robert; DeOchoa, Michelle; Dolata, Cynthia; Droker, Stephanie; Eldridge, Sharon; Fernandez, Jessica; Fortune, Allen; Freeman, Charles; Garcia, Angela; Gonzalez, Manadelaluz; Jimenez, Eva; Jones, Joy; Kennedy, Vera; Kerns, Valarie; McGee, Tiffani; Olson, Kent S.; Orange, Leo; Oxford, Ron; Rai, Rupinder; Rodriguez, Mike; Sedgwick, Gary; Sheffield, Kimberly; Squire, Frances Anna; Talford, Riley; Vasquez, Freddy; Velazquez, Marco; Villarreal, Oscar; Williams, Sharon; Zippel, Mark; Abela, Brian; Alvarado, Lupe; Andrade, Frances; Avitia, Amber; Babb, David; Balcazar, Priscilla; Barginear, Angela; Beloof, Lawrence; Benitez, Veronica; Bernal, Johnathan; Birrell, Jameson; Bolt, Dave; Briones, Susie P.; Bryant, America; Byars, Fidela; Cadena, Jennifer; Camarena, Chris; Castagna, Kim; Castellon, Enck, Christy; Debra, Cnder, Kyle; Daniels, Naomi; Davis, Terry; DeJame, Elizabeth; Denberg, Rose M.; Dorsey-Robinson, Sylvia; Echeveste, Esequiel; Ennes, Marty L.; Espinoza, Laura; Fonseca, Barbara; Freitas, Aimee; Galindo, Maryann; Ganter, Frieda; Garcia, Tina; Gibson, Bob; Grijalva, Veronica; Gutierrez, Ana; Hall, Lataria; Hall, Marlon; Hall, Robert; Harris, Clifton; Hendrickson, Marta; Hernandez, Tiffany G.; Howard, Libra M.; Ieronimo, John; Jackson, Shawn; Jeffcoach, Nancy; Jimenez, Donna; Jones, Mildred; Jurado, Griselda; Kraft-Chapman, Pat; Kron, Brian W.; Larson, Tammy; Lopez, Jose P.; McDowell, Michael; Moreno, Michael; Murrieta, Jose G.; Neer, Dave; OliverSmith, Glenda; Paden, Monte; Preston, James L.; Quilici, Teresa; Ragsdale, Rodney; Raia, Christian; Rengh, David-Michael; Rivero, Elizabeth; Rogers, Joel; Ruble, Joel; Sanchez, Rene L.; Santillan, Laura A.; Savopolos, Joe; Shehorn, Jacqueline; Silvestre, Anna M.; Simas, Adrienne; Simonson, Lenore D.; Smart, Marleen; Souza, Tina; Sterling, Kurt; Stieve, Karen; Suter, Monique; Torres, Elva; Tos, Angela; Young, Janet; Young, Scott D
Subject: President's Forum - November 4, 2010 12:00 noon

**West Hills College Lemoore
President's Forum**

Date: November 4, 2010
Time: 12:00 noon - 1:00 p.m.
Location: Conference Center



- .Budget
- .Golden Eagle Arena
- .Accreditation 2011
- .Program Review
- .SLO

Lunch will be provided

Please **RSVP** to Glenda, ext. 3205

Questions/concerns? Bring them!

Counseling Faculty Learning Area Meeting

Minutes: 3/24/10

1. Call to Order:
2. Changes to Agenda
3. Members
 - a. Present: Tiffani McGee, Mike Rodriguez, Ann Barr, Marta Hendrickson, Sylvia Dorsey-Robinson, Angela Tos, Linda Amaya, Veronica Grijalva, Rupinder Rai, Maria Gonzalez, Lataria Hall
4. Absent: Gary Sedgwick
5. Reports
 - a. Senate:
 - i. Discussed new faculty list: 1. Psych 2. ESL 3. Humanities 4. Developmental English 5. Nursing
 - b. Curriculum
 - i. PE 45 was approved
 - ii. Education 5 was approved for 5 year review
 - iii. English 89 to 100/GS 61 to 101 were both approved for a second reading
 - iv. Intro to nursing courses was approved for second reading
 - v. Deleted Humanities degree because of new liberal arts degree
 - vi. Program revision for LVN to RN and RN were approved
 - c. Student Success
 - i. Prioritized student town hall matrix
 - ii. Reviewed Student Equity Plan
 - iii. Revised governance statement
 - d. Student Learning Outcomes
 - i. Discussed that adjunct faculty need to assess SLO's because we are not getting credit through WASC for the assessment unless every section of the course is assessed.
 - e. Basic Skills
 - i. Discussed goals for next semester
 - f. Transfer/Career
 - i. Transfer Dinner on May 20th
 - ii. UC Merced is opening doors for Spring 2011. Also accepting TAG agreements for Spring 2011
 - g. Articulation
 - i. Marta went to DeVry University presentation. They offer 16 week sessions with 8 week session incorporated. They also have degree completion programs. The cost to attend is \$580 per unit for the first 11 units and \$350 per unit for the 12th unit and above. See Marta for the catalog
 - ii. Online Biology 10 lab is being rescinded (online part)
 - iii. Update on Bio 35L-only students who have take our Bio 35 online or currently taking our Bio 35 online and plan to transfer to CSUF

or another campus that does not take our Bio 35 online should take this one unit lab course.

- iv. Geol 9 Update-will not be cross-listed with Geog 1. B. Hall plans to create geology as a new stand alone class (earth science)
 - h. PGC
 - i. Discussed program review for Snack Bar and UBMS-approved
 - ii. Middle College Accreditation-received an "A" letter grade-suggestion to get separate campus
 - iii. Evelyn Sue Westover-honorary degree/PGC approved-going to Board for final approval
 - iv. Relay for Life update-made \$1500 and received a bronze medal
 - v. SGA elections were held on May 12th
 - i. Technology Committee
 - i. Has not met
 - j. Advisor Meeting Update
 - i. Not met yet since last meeting-SDR provided update
 - ii. Met w/Cindy Homburg from HHS-discussed concerns and protocol for next semester
 - iii. A few advisors and SDR are going on a field trip next Monday to visit a few local high schools-plans to get a sense of their needs and we can do to improve our services to their campuses.
 - iv. LHS has not responded to our invitation for a meeting to discuss concerns
 - k. Learning Areas
 - i. A & L-Discussed new faculty list
 - ii. Social Science-has not met since last meeting
 - iii. Career Technical Education-Discussed AOJ and SLO's
 - iv. Health and Wellness-Discussed nominations for new faculty
 - v. Math and Science-has not met
6. Action Items
- a. Give comp time usage for remaining of the semester to SDR ASAP
 - b. Transcript evaluations
 - i. Commitment to students-transcripts will be evaluated and posted w/in 10 days of receiving them.
 - ii. SDR gathering funds-had conversation w/Jewel—take over Fall 2010 transcript evaluation process w/front counter(stamped, dated)
 - c. Request for conferences
 - i. SDR will post excel spreadsheet on portal for requests. She wants to honor as many requests as possible
 - d. Summer Coverage
 - i. Calendars to SDR by 6/1/10
 - e. Next SSM meeting is 5/21/10 from 8:30-10:00 with all student services staff
 - f. Lunch schedule for next year
 - i. Will stagger lunches (11:30-12:30, 12:00-1:00, 12:30-1:30) Monday through Thursday only

ii. Will discuss at flex day when discussing committee responsibilities

7. Items for next meeting:

- a. Flex Day 8/10/10-committee assignments/coordinate lunch schedule
- b. Discuss position for dual enrollment
- c. Petition to graduate changes (2 campuses)
- d. Review of progress on SLO's and assessment cycle
- e. What does Early Alert look like next year?

WEST HILLS COLLEGE LEMOORE
555 College Avenue
Lemoore, CA 93245

CITIZENS' BOND OVERSIGHT COMMITTEE for
Measure E – School Facilities Improvement District (SFID) No. 3, Lemoore Area

Agenda

December 9, 2009 4:00pm

West Hills College Lemoore

555 College Avenue

Lemoore, CA 93245

Admin. Conference Rm. 124

Any writings or documents that are public records and are provided to a majority of the Citizens' Bond Oversight Committee regarding an open session item on this agenda will be made available for public inspection at the West Hills College Lemoore President's Office located at 555 College Avenue, Lemoore, CA 93245 during normal business hours.

1. Call to Order

- **Public Comments**

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Citizens' Bond Oversight Committee, he/she should state his/her name and occupation/affiliation and proceed with comments.

2. Action Items

- A. **Election of Officers**
- B. **Select Terms of Service**
- C. **Set Meeting Calendar**

3. Information/Discussion/Presentations

- A. **Review of Measure E and SFID No. 3**
- B. **Review Bylaws**
- C. **Bond Rating/Sale of Bonds – Series A**
- D. **Measure E Facility Projects**
- E. **Annual Audit**

Don Warkentin

Don Warkentin

Ken Stoppenbrink

Kevin Cobb, AP Architects

Ken Stoppenbrink

4. Announcements

- **Next Meeting Date**

5. Committee Member Comments and Requests

6. Adjournment

**CITIZENS' BOND OVERSIGHT COMMITTEE for
Measure E – School Facilities Improvement District (SFID) No. 3, Lemoore Area
MINUTES**

December 9, 2009 4:00pm

West Hills College Lemoore - Admin. Conference Rm. 124

Members Present:	Members Absent:	WHCCD Staff:	Others Present:
Buddy Brooks	Salli Day	Don Warkentin, WHCL	Keven Cobb, AP
Les Brown		President	Architects
Tom Hernandez		Ken Stoppenbrink	Rich Treece, AP
Lynda Lahodny		WHCCD Vice Chancellor	Architects
Donna Elliott		of Business Services	
Linda Balcazar		Frances Squire, WHCCD	
		Marketing Director	

1. Call to Order/Public Comments

WHCL President Don Warkentin called the meeting to order at 4: 03 p. m. Self introductions were made by those in attendance. Mr. Warkentin stated that due to the passing of Measure E at the November 2008 election, the district was obligated to establish an oversight committee in alignment with the Education Code of the State (Proposition 39). The purpose of the oversight committee is to provide review and oversight of district expenditures from Measure E as we begin to construct new facilities. Proposition 39 allows for districts to use 55% voter approval for passage of bond elections; however, districts are required to select a citizens oversight committee to ensure we are spending taxpayers' dollars according to the language on the election ballot. He asked if there were comments, there were no comments.

2. Action Items

A. Election of Officers

Mr. Warkentin explained that a president and vice president would need to be elected. The president will preside over the meetings and the vice president will preside in the absence of the president. Mr. Warkentin entertained a motion for president. Lynda Lahodny motioned that Tom Hernandez be elected president. Tom Hernandez responded that he was not interested to be president, however, he would consider the vice presidency. Lynda Lahodny retracted her motion to nominate Tom Hernandez for president. She motioned that Les Brown be nominated president, it was seconded by Tom Hernandez, all in favor, motion passed. Lynda Lahodny motioned that Tom Hernandez be nominated for vice president, it was seconded by Les Brown, all in favor, motion passed. Mr. Warkentin turned the meeting over to newly elected president, Les Brown.

B. Select Terms of Service

Les Brown made reference to page 4, 5.4, of the bylaws which references term of service. Each member will serve a (2) two year term beginning December 9, 2009. Two (2) members will draw lots for services of an initial one (1) year term. A stick lot was taken by Don Warkentin with the result for (1) one year term committee members as follows: Linda Balcazar, Salli Day and Donna Elliott. Donna Elliott questioned how Avenal and Riverdale would be represented if the term of service expired. Don Warkentin responded that a region representative is always needed and when a region representative's term expires another representative will be chosen.

C. Set Meeting Calendar

Les Brown stated that this committee will meet once every six months. Buddy Brookes motioned that the next meeting be held on Wednesday, June 9, 2010 at 4:00 p.m., it was seconded by Donna Elliott, all in favor, motion passed.

2

3. Information/Discussion/Presentations

A. Review of Measure E and SFID No. 3

Review was made of the School Facilities Improvement District's (SFID) No. 3 general obligation bond which was a result of Measure E and the areas that it encompasses. Measure E is a \$31,000,000 bond for new educational facilities construction to be paid back over a twenty (20) year period. The bond includes the cities of Avenal and Riverdale. \$1,000,000 will go to Riverdale and \$2,000,000 will go to Avenal, with the remainder to Lemoore.

B. Review Bylaws

An overview was made of the bylaws, specifically the Committee's purposes and duties. Les Brown called attention to page 2, section 3.5 which specifies what the District has not charged this Committee to do.

C. Bond Rating/Sale of Bonds – Series A

Ken Stoppenbrink stated that insurance has been purchased on the bond. An A+ rating was assigned which lowers the cost of borrowing, as well does the great outlook as a stable district. Ken reported that Series A has been issued in the amount of \$6,000,000.

D. Measure E Facility Projects

Kevin Cobb distributed two reports that AP Architects prepares in their office to track projects for West Hills College Lemoore which included the overall budget and completion recap for each series. The light blue columns of the spreadsheet represent the budgeted local bond dollars. The gymnasium funding is not a part of the bond. Les Brown indicated that this was a misunderstanding by some of the community that a gym was being built but no bond dollars used. Mr. Warkentin responded that there was a survey taken and the community did not support using bond dollars for the gymnasium. Mr. Warkentin asked Kevin to explain what the term "infrastructure" refers to. Kevin explained that infrastructure refers to support for areas of the college, i.e. parking lots, sidewalks (fire lanes), roads, and chillers. Kevin spoke also about the California Environment Quality Act (EIR). Kevin stated that the bonds are sold in chunks. They have taken Avenal and Riverdale's portion of the bond dollars and spilt them up as the bonds are sold. Mr. Warkentin reported that he had met with the City of Avenal and they discussed an educational center in Avenal. The plan is for a partnership. Riverdale has had preliminary discussion as to what they would like.

E. Annual Audit

Les Brown questioned how this committee could be objective to look at an audit of construction costs when the auditor is hired by the district. Ken Stoppenbrink responded that the audit functions have to include all audit information.

4. Announcements

- Next Meeting Date – June 9, 2010 at 4:00 p.m.

5. Committee Member Comments and Requests

Les Brown stated that there was much detail in today's meeting.

Tom Hernandez thanked Mr. Warkentin and Kevin Cobb for the information.

Donna Elliott questioned whether information could be shared with local clubs. Mr. Warkentin responded affirmatively.

3

Frances Squire reported that communication about this Committee would go out twice per year in a newsletter mailed out to the community. She asked Committee members to join her for a picture following today's meeting to be included in the newsletter.

6. Adjournment

The meeting was adjourned at 5:05 p.m.

Science Lab

**201
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM			PHYSICI-2-L01		BIO-35-L06	
8:30 AM						
9:00 AM						
9:30 AM		BIO-10-L01		BIO-10-L02		
10:00 AM						
10:30 AM			Abela		Sterling	
11:00 AM						
11:30 AM						
12:00 PM		Harris		Harris		
12:30 PM						
1:00 PM	BIO-35-L05	PHYSICS-4B-L01	GEOG-1-L01	PHYSICS-4B-L01		
1:30 PM						
2:00 PM		Owens		Owens		
2:30 PM		PHYSICS-4B-L01		PHYSICS-4B-L01		
3:00 PM						
3:30 PM	Sterling	Owens	Hall	Owens		
4:00 PM	BIO-10-L05	BIO-35-L03	BIO-10-L06	BIO-35-L04		
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM	Reid	Lahmann	Reid	Lahmann		
7:00 PM	BIO-10-L03	GEOG-1-L02	BIO-10-L04	GEOG-1-L03		
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM	Matsumoto	Hall	Matsumoto	Hall		

CAPACITY - 24

Phone # 3619

Hours used per week:

full semester:

first nine weeks:

second nine weeks:

Chemistry

**203
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM	MCHS	BIO-38-L01	MCHS	BIO-38-L01	MCHS	
8:30 AM						
9:00 AM		Sterling		Sterling		
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM		BIO-38-L02		BIO-38-L02		
11:30 AM						
12:00 PM		Sterling		Sterling		
12:30 PM						
1:00 PM	CHEM-1A-L01	CHEM-1A-L02	CHEM-1A-L01	CHEM-1A-L02		
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM	Abela	Abela	Abela	Abela		
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM		CHEM-2A-L01	BIO-38-L04	CHEM-2A-L02		
7:30 PM		Lab	Lab	Lab		
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM		Abela	Gradis	Abela		

**CAPACITY - 24
Phone # 3618**

*Hours used per week:
full semester:
first nine weeks:
second nine weeks:*

Science Lab

207

**OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM	BIO-35-L01		BIO-35-L02	BIO-32-L01		
8:30 AM	Lab		Lab	Lab		
9:00 AM						BIO-32-C01
9:30 AM						Online Clga
10:00 AM						8/28; 9/11
10:30 AM	Rogers		Rogers	Babb		9/25; 10/16
11:00 AM		Physics-2A-L01		Physics-2A-L01		
11:30 AM		Lab		Lab		Cheryl Chipman
12:00 PM	SLO Committee	Pavic		Pavic		
12:30 PM	David Babb					
1:00 PM		Physics-2A-L01		BIO-32-L02		
1:30 PM		Lect		Lab		
2:00 PM		Pavic				
2:30 PM	BIO-32-L05		BIO-32-L06			
3:00 PM	Lab		Lab			
3:30 PM				Babb		
4:00 PM		BIO-32-L07		BIO-32-L08		
4:30 PM		Lab		Lab		
5:00 PM	Harris		Harris			
5:30 PM						
6:00 PM						
6:30 PM		Crain-Peltzer		Crain-Peltzer		
7:00 PM		BIO-38-L03	BIO-32-L03	BIO-32-L04		
7:30 PM		Lab	Lab	Lab		
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM		Gradis	Gonzales	Gonzales		

**CAPACITY - 24
Phone # 3620**

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

Large Lecture Room

**209
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM					CA Acme	
8:30 AM		BIO-10-L01/L02		BIO-10-L01/L02	Region 5 mtg	
9:00 AM		Harris		Harris	Susie Aceron	
9:30 AM	NUT-1-L01	BIO-38-L01/L02	NUT-1-L01	BIO-38-L01/L02	B-2:30pm	
10:00 AM					9/10/2010	
10:30 AM	Harris	Sterling	Harris	Sterling		
11:00 AM	BIO-35-L01/L02	BIO-32-L01/L02	BIO-35-L01/L02	BIO-32-L01/L02		
11:30 AM						
12:00 PM	Rogers	Babb	Rogers	Babb	Math/Science Learning Area Mtg	
12:30 PM					9/3; 9/24; 10/15; 11/5; 12/3; 12/17	
1:00 PM	BIO-32-L05/L06	GEOG-3-L01	BIO-32-L05/L06	GEOG-3-L01		
1:30 PM					Virtual Enterprise	
2:00 PM	Harris	Hall	Harris	Hall	9/17/2010	
2:30 PM		BIO-32-L07/L08		BIO-32-L07/L08	Jody Ruble	
3:00 PM	BIO-10-L05/L06		BIO-10-L05/L06		9 -2 pm	
3:30 PM	Reid	Peltzer	Reid	Peltzer		
4:00 PM			Kurt Sterling			
4:30 PM			3-Nov			
5:00 PM						
5:30 PM		GEOG-1-L02/L03		GEOG-1-L02/L03		
6:00 PM	BIO-10-L03/L04		BIO-10-L03/L04			
6:30 PM	Matsumoto	Hall	Matsumoto	Hall		
7:00 PM	BIO-38-L03/L04	BIO-32-L03/L04				
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM	Gradis	Gonzales				

**CAPACITY - 50
Phone # 3601**

*Hours used per week:
full semester:
first nine weeks:
second nine weeks:*

230 OPEN ROOM TIMES Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM		Hist-17A-L01		Hist-17A-L01		
10:00 AM	Hist-4A-L01		Hist-4A-L01		Hist-4A-L01	
10:30 AM	Sanchez	Sanchez	Sanchez	Sanchez	Sanchez	
11:00 AM	GEOG-2B-L01		GEOG-2B-L01	Social Sci Lrning Area Mtg		
11:30 AM				9/23; 10/14; 11/4; 12/2; 12/16		
12:00 PM	Hall		Hall			
12:30 PM					Virtual Enterprise	
1:00 PM	GEOG-1-L01	HIST-17B-L01		HIST-17B-L01	9/17/2010	
1:30 PM					Jody Ruble	
2:00 PM		Sanchez		Sanchez	1230-2pm	
2:30 PM					Dec. 3	
3:00 PM					2-4pm	
3:30 PM	Hall				Health Careers	
4:00 PM					Adv. Mtg	
4:30 PM						
5:00 PM						
5:30 PM	GEOG-3-L02		GEOG-3-L02			
6:00 PM						
6:30 PM	Hall		Hall			
7:00 PM		HIST-20-L01	HUM-1-L01	Polsci-1		
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM		Graham	Belooif	Graham		

CAPACITY - 40
Phone # 3659

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

231
OPEN ROOM TIMES
Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM	PHYSCI-2-L01					
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM	Abela					
11:00 AM	EDUC-5-L01	KINES-1-L01	EDUC-5-L01	KINES-1-L01	EDUC-5-L01	
11:30 AM	Preston		Preston		Preston	
12:00 PM		Reid		Reid		
12:30 PM						
1:00 PM	PSYCH-3-L01	NUT-1-L03	PSYCH-3-L01	NUT-1-L03	PSYCH-3-L01	
1:30 PM						
2:00 PM		Rad		Rad		
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM		Jim Marvin		Jim Marvin		
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM				Community Ed.		
6:30 PM				Intro to Voiceovers		
7:00 PM	ENG-101A-L02	PSYCH-1-L01	NUT-1-L02	9/16/10 6-8pm		
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM		Sievers	Rad			

CAPACITY - 40
Phone # 3606

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

233 OPEN ROOM TIMES Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM	SOC-1-L02		SOC-1-L02		SOC-1-L02	AOJ-50B-L01
8:30 AM	Kennedy		Kennedy		Kennedy	10/16/2010
9:00 AM	HIST-17A-L02		HIST-17A-L02		HIST-17A-L02	to 12/11/10
9:30 AM		PE-2-L01****				
10:00 AM	MATH-25-L02	First 9 Weeks	MATH-25-L02	SGA - Ron Oxford		
10:30 AM				10-11am		
11:00 AM		Ragsdale		PE-2-L01****		
11:30 AM	Jackson	Facilities Plannin	Jackson			Davis
12:00 PM		Committee 9-11am		Alpha Gamma Sigma		
12:30 PM		Nov. 9 & Nov. 23		tentative - Kennedy		
1:00 PM	ART-16A-L01	Physics-2A-L01	ART-16A-L01	Physics-2A-L01	ART-16A-L01	
1:30 PM	McDowell		McDowell		McDowell	
2:00 PM	ART-42-L01	Pavic	ART-42-L01	Pavic	ART-42-L01	
2:30 PM	McDowell		McDowell		McDowell	
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM	SW-21-L01	AOJ-50A-L01	SOC-3-L01	AOJ-50A-L01		
7:30 PM		1st 9		1st 9		
8:00 PM		Davis		Davis		
8:30 PM	Pranger	AOJ-50A-L02		AOJ-50A-L02		
9:00 PM		2nd 9		2nd 9		
9:30 PM		Davis	G. Kennedy	Davis		

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

CAPACITY - 40
Phone # 3609

******PE-2-L01:**
 Meets in 233 for first 2
 class meetings, then at
 archery targets

234
OPEN ROOM TIMES
Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM	PHIL-1-L01		PHIL-1-L01		PHIL-1-L01	
8:30 AM						
9:00 AM	HUM-1-L01		HUM-1-L01		HUM-1-L01	
9:30 AM						
10:00 AM	HIST-17B-L03		HIST-17B		HIST-17B-L03	
10:30 AM	2nd 9 weeks		2nd 9 weeks		2nd 9 weeks	
11:00 AM		IS-1-L01		IS-1-L01		
11:30 AM	Enea		Lupe Banales		Enea	
12:00 PM		McGee	CAMP	McGee		
12:30 PM			Sept. 1; Oct. 6			
1:00 PM		ENG-51A-L01	Nov. 3; Dec. 1	ENG-51A-L01		
1:30 PM		LC Don't move		LC don't move	Scholarship Committee	
2:00 PM		Shehorn		Shehorn	1st/Fri of each month - Lopez	
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM		ENG-1A		ENG-1A		
4:30 PM		New Section		New Section		
5:00 PM						
5:30 PM		ENG-51A-L06		ENG-51A-L06		
6:00 PM						
6:30 PM		Marvin		Marvin		
7:00 PM		ENG-1B-L02	ENG-51A-L03	ENG-101B-L01		
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM		Beioof	Sheffield	Preston		

CAPACITY - 40
Phone # 3613

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

235
OPEN ROOM TIMES
Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM	ENG-105B-L04	IS-1-L01	ENG-105B-L04	IS-1-L01	ENG-105B-L04	
8:30 AM						
9:00 AM	ENG-101-A-L04	Tos	ENG-101-A-L04	Tos	ENG-101-A-L04	
9:30 AM	Sheffield	ENG-101A-L01	Sheffield	ENG-101A-L01	Sheffield	
10:00 AM	ENG-105A-L04	LC don't move	ENG-105A-L04	LC	ENG-105A-L04	
10:30 AM	Daniels	Shehorn	Daniels	Shehorn	Daniels	
11:00 AM	ENG-51A-L05	ENG-105A-L01	ENG-51A-L05	ENG-105A-L01	ENG-51A-L05	
11:30 AM	Daniels	LC don't move	Daniels	LC	Daniels	
12:00 PM		Daniels	WHCFA Brown Bag	Daniels		
12:30 PM			10/13 Shehorn			
1:00 PM		ENG-1A-L02		ENG-1A-L02		
1:30 PM		LC don't move		LC don't move		
2:00 PM	ENG-105A-L03	Daniels	ENG-105A-L03	Daniels		
2:30 PM	Sheffield		Sheffield			
3:00 PM						
3:30 PM						
4:00 PM		ART-42-L04		ART-42-L04		
4:30 PM						
5:00 PM	FLSPN-2		FLSPN-2			
5:30 PM	New Section		New Section			
6:00 PM						
6:30 PM	Moreno	Blevins	Moreno	Blevins		
7:00 PM	ENG-1A-L05	ENG-105B-L03	ENG-105A-L02	ENG-1A-L01		
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM	Focarazzo		Trevino	Trevino		

CAPACITY - 40
Phone # 3614

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

236
OPEN ROOM TIMES
Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM		PSYCH-1-L02		PSYCH-1-L02		
8:30 AM						
9:00 AM	COM-1-L02	Fortune	COM-1-L02	Fortune	COM-1-L02	
9:30 AM	Prelip	COM-1-L03		COM-1-L03	Prelip	
10:00 AM	COM-5-L01		COM-5-L01		COM-5-L01	
10:30 AM	Prelip	Ennes		Ennes	Prelip	
11:00 AM		COM-4-L02	L. Alvarado	COM-4-L02		
11:30 AM			10/13/2010			
12:00 PM		Ennes	11am - 1pm	Ennes		
12:30 PM						
1:00 PM	COM-3-L01	HE-35-L04	COM-3-L01	HE-35-L04	COM-3-L01	
1:30 PM	Ennes		Ennes		Ennes	
2:00 PM		Goshgarian		Goshgarian		
2:30 PM		HE-35		HE-35		
3:00 PM		New Section		New Section		
3:30 PM		Goshgarian		Goshgarian		
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM		COM-1-L01	COM-4-L01	CD-11-L01		
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM		Prelip	Johnson	Bonjorni		

CAPACITY - 40
Phone # 3610

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

**238 ~ Video Conferencing Room
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM	PSYTEC-16	PSYTEC-16	PSYTEC-14	PSYTEC-14		
8:00 AM	8/30-12/17	8/30-12/17	8/30-12/17	8/30-12/17		
8:30 AM					Nursing Applications	
9:00 AM					11/5/2010	
9:30 AM					Judy Terrazas	
10:00 AM					8-noon	
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM	Morales, Noel,	Morales, Noel,				
3:00 PM	Stumbaugh	Stumbaugh	Dam-Mikkelsen	Dam-Mikkelsen		
3:30 PM						
4:00 PM	CSU Fresno			CSU Fresno		
4:30 PM	ECON 165			SSCI 180		
5:00 PM						
5:30 PM						
6:00 PM		CSU Fresno	CSU Fresno			
6:30 PM	Leet	SSCI 110	ENGL 102	Johnson		
7:00 PM				CSU Fresno		
7:30 PM				CRIM 109		
8:00 PM						
8:30 PM		Gomez				
9:00 PM						
9:30 PM			Staff	Ryan		

**CAPACITY - 40
Phone # 3607**

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

239 ~ Video Conferencing Room OPEN ROOM TIMES Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 AM	MATH-1A-L01		MATH-1A-L01		MATH-1A-L01
8:00 AM					
8:30 AM	Ganter		Ganter		Ganter
9:00 AM	PE/PSYCH-29-L01		PE/PSYCH-29-L01		PE/PSYCH-29-L01
9:30 AM	Mosher	ENG-105A-L05	Mosher	ENG-105A-L05	Mosher
10:00 AM	PSYCH-5-L01		PSYCH-5-L01		PSYCH-5-L01
10:30 AM	Mosher		Mosher		Mosher
11:00 AM					
11:30 AM					
12:00 PM		Gejeian		Gejeian	
12:30 PM					
1:00 PM	POLSCI-1-L01	SOC-1-L01	POLSCI-1-L01	SOC-1-L01	POLSCI-1-L01
1:30 PM	Wilds		Wilds		Wilds
2:00 PM		Kennedy		Kennedy	
2:30 PM		SOC-2-L01		SOC-2-L01	
3:00 PM					
3:30 PM		Kennedy		Kennedy	
4:00 PM					
4:30 PM		Cal-Pass			
5:00 PM		Kim Sheffield			
5:30 PM		10/12/2010			
6:00 PM					
6:30 PM					
7:00 PM	POLSCI-1-L08	MATH-1B-L01	POLSCI-1-L08	MATH-1B-L01	
7:30 PM					
8:00 PM					
8:30 PM					
9:00 PM		Jackson		Jackson	
9:30 PM	Graham		Graham		

CAPACITY - 40
Phone # 3605

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

Attached to Conference Center

**256
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

CAPACITY -

Hours used per week:

full semester: **Phone # 3626**

first nine weeks:

second nine weeks:

**DSPS LAB - 270
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM	GS-61-L01/L02		GS-61-L01/L02		GS-61-L01/L02	
9:30 AM	Lopez		Lopez		Lopez	
10:00 AM	ENG-89-L01		ENG-89-L01		ENG-89-L01	
10:30 AM	Sheffield		Sheffield		Sheffield	
11:00 AM		GS-61-L05/L06		GS-61-L05/L06		
11:30 AM						
12:00 PM		Lopez		Lopez		
12:30 PM						
1:00 PM	GS-61-L03/L04		GS-61-L03/L04		GS-61-L03/L04	
1:30 PM	Lopez		Lopez		Lopez	
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

CAPACITY - 51

Phone # 3388

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

273

Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM	Larson		Larson		Larson	
10:00 AM						
10:30 AM		Kelso		Kelso		
11:00 AM						
11:30 AM						
12:00 PM				Boettiger		
12:30 PM						
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM		Larson		Larson		
5:00 PM						
5:30 PM		Trevino		Boettiger		
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

CAPACITY - 40
Phone # 3392

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

274
OPEN ROOM TIMES
Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM	ENG-105B-L01		ENG-105B-L01			
9:30 AM	Preston - LC	MATH-61-L02	Preston - LC	MATH-61-L02	MATH-61-L02	
10:00 AM	ENG-101B-L02		ENG-101B-L02			
10:30 AM	Shehorn - LC	Gibson	Shehorn - LC	Gibson	Gibson	
11:00 AM		Math-15-L01		Math-15-L01	Math-15-L01	
11:30 AM						
12:00 PM		Castagna	IS-7-L01	Castagna	Castagna	
12:30 PM			Rodriguez			
1:00 PM	IS-1	Math-87-L01	IS-1	Math-87-L01		
1:30 PM	1st 9 weeks		1st 9 weeks			
2:00 PM	IS-1	Gibson	IS-1	Gibson		
2:30 PM	2nd 9 weeks	MATH-64-L01	2nd 9 weeks	MATH-64-L01		
3:00 PM						
3:30 PM	Rodriguez		Rodriguez			
4:00 PM	ENG-51B		ENG-51B			
4:30 PM	New Section	Castagna	New Section	Castagna		
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM	MATH-63-L03	MATH-61-L04	MATH-63-L03	MATH-61-L04		
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM	Kuykendall	Chamberlain	Kuykendall	Chamberlain		
9:30 PM						

CAPACITY - 40
Phone # 3391

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

275
OPEN ROOM TIMES
Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM		Career Center				
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

CAPACITY - 40

Phone # 3641

Phone #3381

Hours used per week:

full semester:

first nine weeks:

second nine weeks:

276
OPEN ROOM TIMES
Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM	HS-5-L02		HS-5-L02		HS-5-L02	ELAW
9:30 AM	Second 9 wks	HE-35-L02	Second 9 wks	HE-35-L02	Second 9 wks	Workshop
10:00 AM						Nov. 13
10:30 AM	Mendoza	Olson	Mendoza	Olson	Mendoza	Nov. 20
11:00 AM	FLSPN-1-L01	ENG-101B-L03	FLSPN-1-L01	ENG-101B-L03	FLSPN-1-L01	9am-2pm
11:30 AM						
12:00 PM	Moreno	Sheffield	Moreno	Sheffield	Moreno	Tammy
12:30 PM						Larson
1 00 PM	MUS-42-L02	ENG-105B-L02	MUS-42-L02	ENG-105B-L02		
1:30 PM	2nd 9 weeks		2nd 9 weeks			
2:00 PM		Preston		Preston		
2:30 PM						
3:00 PM						
3:30 PM	Gaines		Gaines			
4:00 PM	HS-5-L01		HS-5-L01			
4:30 PM	1st 9 wks		1st 9 wks			
5:00 PM						
5:30 PM		ENGR-35-L01		ENGR-35-L01		
6:00 PM						
6:30 PM	Hassman	Hartman	Hassman	Hartman		
7:00 PM	ECON-1B-L01	ENGR-10-L01	AOJ-7-L01	ENGR-10-L01		
7:30 PM		1st 9 - Hartman		1st 9 - Hartman		
8:00 PM		COM-5-L02		COM-5-L02		
8:30 PM		2nd 9 weeks		2nd 9 weeks		
9:00 PM		7-10pm		7-10pm		
9:30 PM	Paden	Rodriguez	Davis	Rodriguez		

CAPACITY - 40
Phone # 3389

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

CIS Lab

278

OPEN ROOM TIMES
Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM	CIS-7-L01	CIS-7	CIS-7-L01	CIS-7		
8:30 AM		New Section		New Section		
9:00 AM						
9:30 AM						
10:00 AM	Rengh	Boettiger	Rengh	Boettiger		
10:30 AM						
11:00 AM	CIS-2H-L01	ENGR-15-L01	CIS-2H-L01	ENGR-15-L01		
11:30 AM						
12:00 PM	Rengh	Owens	Rengh	Owens		
12:30 PM						
1:00 PM	CIS-7-L03	CIS-7-L02	CIS-7-L03	CIS-7-L02		
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM	Paden	Paden	Paden	Paden		
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM		CIS-7-L04		CIS-7-L04		
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM		Paden		Paden		
9:30 PM						

CAPACITY - 30

Phone # 3390

Hours used per week:

full semester:

first nine weeks:

second nine weeks:

434 MULTIMEDIA LAB LEMOORE
OPEN ROOM TIMES
Fall 2010 SEMESTER

11/4/2010
 4:26 PM

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

CAPACITY - 25
Phone # 3201

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

458
OPEN ROOM TIMES
Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM		BUS-50-L01		BUS-50-L01		
10:00 AM		BUS-52-L01		BUS-52-L01		
10:30 AM						
11:00 AM	BUS-13A-L01		BUS-13A-L01			
11:30 AM	1st 9 wks		1st 9 wks			
12:00 PM	BUS-13B-L01		BUS-13B-L01			
12:30 PM	2nd 9 wks		2nd 9 wks			
1:00 PM	Brian Kron	CIS-21-L01	Brian Kron	CIS-21-L01		
1:30 PM						
2:00 PM						
2:30 PM	CIS-34-L01		CIS-34-L01			
3:00 PM		Kron		Kron		
3:30 PM	Kron		Kron			
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

CAPACITY - 25
Phone # 3643

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

**459 ~ Computer Lab Basic Skills
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM	ENGLISH LAB	ENGLISH LAB	ENGLISH LAB	ENGLISH LAB		
11:30 AM						
12:00 PM					ENGLISH LAB	
12:30 PM						
1:00 PM	ENGLISH LAB	ENGLISH LAB				
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM				ENGLISH LAB		
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

**CAPACITY - 25
Phone # 3644**

Lab Hours

*Hours used per week:
full semester:
first nine weeks:
second nine weeks:*

**467 ~ Computer Lab
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM	MATH-2A-L01	Kim Castagna	MATH-2A-L01			
9:30 AM		Online Math-64				
10:00 AM		Test Days				
10:30 AM	Ganter	* Need exact date	Ganter			
11:00 AM	Math-25-L02		Math-25-L02			
11:30 AM	Jackson		Jackson			
12:00 PM						
12:30 PM						
1:00 PM		MATH-25-L01		MATH-25-L01		
1:30 PM						
2:00 PM						
2:30 PM		Jackson		Jackson		
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM		MATH-1B-L01		MATH-1B-L01		
7:30 PM		normally meets		normally meets		
8:00 PM		in 711		in 711		
8:30 PM						
9:00 PM		Jackson		Jackson		
9:30 PM						

CAPACITY - 38

Phone # 3642

*Hours used per week:
full semester:
first nine weeks:
second nine weeks:*

Nursing Lab

**501
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

**CAPACITY - 40
Phone # 3417**

*Hours used per week:
full semester:
first nine weeks:
second nine weeks:*

Cisco Lab

**502
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
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4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

**CAPACITY - 22
Phone # 3418**

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

Fresno State

**503
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
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3:00 PM						
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4:00 PM						
4:30 PM						
5:00 PM						
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6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

**CAPACITY - 25
Phone # 3419**

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

Middle School

**504
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
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3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

**CAPACITY - 25
Phone # 3422**

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

**505
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
1:00 PM						
1:30 PM						
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2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

**CAPACITY - 40
Phone # 3423**

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

Bookstore

**508
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
1:00 PM						
1:30 PM						
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3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

**711
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 AM					
8:00 AM		HS-61-L02	HS-61-L01	HS-61-L01	
8:30 AM		12/14/2010	8:00-3:30pm	8:00-3:30pm	
9:00 AM	ENG-51B-L01	Facilities			ENG-51B-L01
9:30 AM	Howard	Oct. 5	HS-61-L02	HS-61-L02	Howard
10:00 AM	ENG-51A-L04		8:00-3:30pm	8:00-3:30pm	ENG-51A-L04
10:30 AM	Howard		2nd 9 wks	2nd 9 wks	Howard
11:00 AM	ENG-1A-L04				ENG-1A-L04
11:30 AM	Howard				Howard
12:00 PM		Oct 12, Nov 9			
12:30 PM		SLO Wkshop			
1:00 PM					Middle College
1:30 PM					HS
2:00 PM					10/28/2010
2:30 PM					Victor Rosa
3:00 PM			Fairchild	Fairchild	
3:30 PM					
4:00 PM			Oct 27, Dec 8		
4:30 PM			SLO Wkshop		
5:00 PM		Fresno Pacific		BUS-1B-N01	
5:30 PM		LA 41		NAS Class	
6:00 PM				10/7/10 only	
6:30 PM				Kron	
7:00 PM	GEOL-1-L01		GEOL-1-L01		
7:30 PM					
8:00 PM					
8:30 PM					
9:00 PM					
9:30 PM	Ford		Ford		

**CAPACITY - 40
Phone# 3645**

SLO Workshops

*Hours used per week:
full semester:
first nine weeks:
second nine weeks:*

712
OPEN ROOM TIMES
Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM	ENG-1B-L01		ENG-1B-L01		ENG-1B-L01	
8:30 AM	Beloof		Beloof		Beloof	
9:00 AM	ENG-51A-L02		ENG-51A-L02		ENG-51A-L02	
9:30 AM	Beloof		Beloof		Beloof	
10:00 AM	ENG-1A-L03	BUS-1A-L01	ENG-1A-L03	BUS-1A-L01	ENG-1A-L03	
10:30 AM	Beloof		Beloof		Beloof	
11:00 AM	Psych-1		Psych-1		Psych-1	
11:30 AM		Kron		Kron		
12:00 PM				CTE Learning Area Mtg		
12:30 PM				9/2; 9/16; 9/30; 10/14; 10/28; 11/18		
1:00 PM	HE-35-L06	CD-5-L02	HE-35-L06	CD-5-L02	HE-35-L06	
1:30 PM	Olson		Olson		Olson	
2:00 PM		Kraft-Chapman		Kraft-Chapman		
2:30 PM	CD-5-L01	AOJ-12-L01	CD-5-L01	AOJ-12-L01		
3:00 PM						
3:30 PM	Kraft-Chapman	Davis	Kraft-Chapman	Davis		
4:00 PM		CD-10-L01		AOJ-3-L01		
4:30 PM						
5:00 PM	BUS-18-L01		BUS-18-L01			
5:30 PM						
6:00 PM						
6:30 PM	Kron	Kraft-Chapman	Kron	Davis		
7:00 PM			BUS-20-L01	BUS-35-L01		
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM			Oliveira	Kelso		

CAPACITY - 40
Phone# 3646

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

714
OPEN ROOM TIMES
Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 AM		HS-60.1-L01	Middle College	HS-60.1-L01	
7:30 AM		Medical Asst	Oct. 13 - 8-12	Medical Asst	
8:00 AM		6/22 to 9/17	EDSC Strategic	6/22 to 9/17	
8:30 AM			Planning		
9:00 AM			Sept. 14, 2010		ECON-1A-L01
9:30 AM			8:00-11:00am	Teresa Quilici	
10:00 AM			Rose Denberg/ Marlon Hall	Campus tour 10/14 - 10a-1p	
10:30 AM					
11:00 AM				Veronica Grijalva	
11:30 AM				EOPS Workshop	Kron
12:00 PM				9/30 11:30-1:30pm	
12:30 PM		Hassman		Hassman	
1:00 PM	ENG-101A-L03	IS-1	ENG-101A-L03	IS-1	ENG-101A-L03
1:30 PM		2nd 9 weeks		2nd 9 weeks	
2:00 PM	ENG-51A		ENG-51A		ENG-51A
2:30 PM	New Section		New Section		New Section
3:00 PM					
3:30 PM		Rodriguez, T		Rodriguez, T	
4:00 PM					
4:30 PM		EDUC 697	Fresno Pacific		
5:00 PM	Fresno Pacific	4:30-6:30pm	EDUC 641/691		
5:30 PM	University	every other week	4:30-8:30pm		
6:00 PM	EDUC 643				
6:30 PM					
7:00 PM	8/23-12/6/10	FLSPN-1-L02		FLSPN-1-L02	
7:30 PM	5:15-8:15pm				
8:00 PM					
8:30 PM		Iraheta		Iraheta	
9:00 PM					
9:30 PM					

CAPACITY - 40
Phone# 3647

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

715 OPEN ROOM TIMES Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM					CUL-50-L01	CUL-50-L01
8:30 AM		NURS-7-L01	Lupe Banales	NURS-7-L01	Fri 9/17	Sat 9/18
9:00 AM			CAMP Mtg		Crawford	Crawford
9:30 AM		Smart	11/3, 12/1	Smart		
10:00 AM		NURS-8-L01	11:30-1:30pm	NURS-8-L01		
10:30 AM		NURS-9-L01	Middle College	NURS-9-L01	CUL-50-L02	CUL-50-L02
11:00 AM		1st 9/2nd 9	Oct. 13 - 8-12	1st 9/2nd 9	Fri 11/5	Fri 11/5
11:30 AM			Susie Briones		Crawford	Crawford
12:00 PM		NURS-101-L02	27-Oct	NURS-101-L02		
12:30 PM			8:30-7pm		After School Prgm	
1:00 PM	PE-11-L01		PE-11-L01		9-noon Oct. 8	
1:30 PM	Golf - Neer**		Golf - Neer**			
2:00 PM					FPU	
2:30 PM					Meet your	
3:00 PM					Mentor	
3:30 PM					2:00-9:00pm	
4:00 PM					Aug. 20, 2010	
4:30 PM						
5:00 PM						
5:30 PM					Virtual Enterprise	
6:00 PM					9/17/2010	
6:30 PM					Jody Ruble	
7:00 PM	POLSCI-1-L03	SOC-1	HE-35-L05	AOJ-10-N01	9-2 pm	
7:30 PM		2nd 9 weeks		NAS Class		
8:00 PM				10/7/10 only	Teresa Quilici	
8:30 PM				SOC-1 2nd 9 wks	Campus Tour	
9:00 PM					10/22 8am-noon	
9:30 PM	Pick	G. Kennedy	Neer	Orth		

** NEED DATES
When golf meets on campus

CAPACITY - 40
Phone# 3648

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

716 OPEN ROOM TIMES Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM	Math-63-L02		Math-63-L02		Math-63-L02	
8:00 AM						
8:30 AM	Birrell		Birrell		Birrell	
9:00 AM						
9:30 AM	MATH-61-L06	SOC-6-L01	MATH-61-L06	SOC-6-L01	MATH-61-L06	
10:00 AM						
10:30 AM	Birrell	Kennedy	Birrell	Kennedy	Birrell	
11:00 AM	MATH-101-L04	MATH-101-L04	MATH-101-L04	MATH-101-L04	MATH-101-L04	
11:30 AM	Birrell	Birrell	Birrell	Birrell	Birrell	
12:00 PM						
12:30 PM						
1:00 PM	MATH-61-L03	Math-101-L02	MATH-61-L03	Math-101-L02	MATH-61-L03	
1:30 PM						
2:00 PM	Birrell		Birrell		Birrell	
2:30 PM						
3:00 PM		Birrell		Birrell		
3:30 PM						
4:00 PM						
4:30 PM		Fresno Pacific				
5:00 PM		EDUC 633B/640B	Fresno Pacific			
5:30 PM	John Ieronimo	4:30-8:30pm	CD 24 Cohort			
6:00 PM	CSEA meeting					
6:30 PM	w/ CDC					
7:00 PM		PSYCH-1		PSYCH-1		
7:30 PM	Oct. 25	2nd 9 weeks		2nd 9 weeks		
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM		Ramirez		Ramirez		

CAPACITY - 40
Phone# 3649

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

717 OPEN ROOM TIMES Fall 2010 SEMESTER

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM		Art-42		Art-42		
8:30 AM		New Section		New Section		
9:00 AM	POLSCI-1-L02	Glen Hill	POLSCI-1-L02	Glen Hill	POLSCI-1-L02	
9:30 AM	Droker		Droker		Droker	
10:00 AM						WE-15xx-L03**
10:30 AM						Droker
11:00 AM	MATH-63-L01		MATH-63-L01	WE-15xx-L02	MATH-63-L01	
11:30 AM						
12:00 PM	Gibson		Gibson		Gibson	
12:30 PM						
1:00 PM	Math-101-L01	Math-63	Math-101-L01	Math-63	Math-101-L01	
1:30 PM		New Section		New Section		
2:00 PM	Gibson		Gibson		Gibson	
2:30 PM						
3:00 PM		Evans		Evans		
3:30 PM						
4:00 PM		MATH-10A-L01		MATH-10A-L01		
4:30 PM						
5:00 PM		Jackson		Jackson		
5:30 PM						
6:00 PM		WE-15xx-L01				
6:30 PM		Droker				
7:00 PM	MATH-101-L03	MATH-101	MATH-101-L03	MATH-101		
7:30 PM		New Section		New Section		
8:00 PM						
8:30 PM						
9:00 PM	Aquino	Aquino	Aquino	Aquino		
9:30 PM						

**Meets: Sept. 25 & Dec. 11

CAPACITY - 40
Phone# 3650

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

11/4/2010
4:26 PM

Large Lecture Room

**719
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 AM	MATH-61-L01		MATH-61-L01		MATH-61-L01
8:00 AM		PSYCH-1-L02		PSYCH-1-L02	
8:30 AM	Gibson		Gibson		Gibson
9:00 AM	HE-35-L03	Fortune	HE-35-L03	Fortune	HE-35-L03
9:30 AM	Ragsdale	EDUC-1-L01	Ragsdale	EDUC-1-L01	Ragsdale
10:00 AM	HE-35-L01		HE-35-L01		HE-35-L01
10:30 AM	Ragsdale	Preston	Ragsdale	Preston	Ragsdale
11:00 AM	CHEM-1A-L01/L02		CHEM-1A-L01/L02	Lataria Hall	Lataria Hall
11:30 AM	Lect		Lect	10/7/2010	Eagle Outreach
12:00 PM	Abela		Abela		10-Dec
12:30 PM					11am-2:30pm
1:00 PM		eng 51a/1a	BIO-35-L05/L06	eng 51a/1a	
1:30 PM		nov. 2 & 4	Lect	nov. 2 & 4	
2:00 PM		daniels/shehorn		daniels/shehorn	
2:30 PM					
3:00 PM					
3:30 PM			Sterling		
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM	Solar Training	CHEM-2A-L02/L02	Solar Training	CHEM-2A-L02/L02	
6:00 PM	WIT	Lect	WIT	Lect	
6:30 PM	David Castillo - Cont	Abela	David Castillo - Cont	Abela	
7:00 PM	5:30-9:30pm	BIO-35-L03/L04	5:30-9:30pm	BIO-35-L03/L04	
7:30 PM	10/20-12/09		10/20-12/09		
8:00 PM		Lahmann		Lahmann	
8:30 PM					
9:00 PM					
9:30 PM					

CAPACITY - 70

Phone# 3651

Hours used per week:

full semester:

first nine weeks:

second nine weeks:

SAT
ACT
Testing
Fidela
Byars
Sept. 11, 2010
7:00am-2:00pm

Aerobics Lab

**801
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM	PE-7/8-L02	PE-7/8-L01	PE-7/8-L02	PE-7/8-L01	PE-7/8-L02	
9:30 AM	Brooks		Brooks		Brooks	
10:00 AM	NC-157-L02	Smith	NC-157-L02	Smith	NC-157-L02	
10:30 AM	Smith	NC-157-L01	Smith	NC-157-L01	Smith	
11:00 AM	MCHS		MCHS		MCHS	
11:30 AM		Smith		Smith		
12:00 PM						
12:30 PM						
1:00 PM	PE-7/8-L04		PE-7/8-L04			
1:30 PM						
2:00 PM	Johnson		Johnson			
2:30 PM						
3:00 PM	MCHS		MCHS			
3:30 PM	Cheerleading		Cheerleading			
4:00 PM						
4:30 PM						
5:00 PM		Comm Ed 8/31-10/7/10		Comm Ed 8/31-10/7/10		
5:30 PM	PE-7/8-L03	Brenda Johnson	PE-7/8-L03	Brenda Johnson		
6:00 PM		5:15-6:15		5:15-6:15		
6:30 PM	Johnson		Johnson			
7:00 PM		AOJ-50A-L01	Comm. Ed. Salsa	AOJ-50A-L01		
7:30 PM		Meets here	10/20-	Meets here		
8:00 PM		Sept. 21, 28		Sept. 16, 23		
8:30 PM						
9:00 PM						
9:30 PM		Terry Davis		Terry Davis		

**CAPACITY - 40
Phone# 3522**

*Hours used per week:
full semester:
first nine weeks:
second nine weeks:*

Weight Room (Lab)

**811
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 AM	PE-16/19/21-L01		PE-16/19/21-L01		PE-16/19/21-L01
7:30 AM	Olson		Olson		Olson
8:00 AM	MCHS		MCHS		MCHS
8:30 AM					
9:00 AM					
9:30 AM					
10:00 AM		MCHS		MCHS	
10:30 AM					
11:00 AM	PE-19/21-L02		PE-19/21-L02		PE-19/21-L02
11:30 AM	Ragsdale		Ragsdale		Ragsdale
12:00 PM	MCHS		MCHS		
12:30 PM					
1:00 PM					
1:30 PM					
2:00 PM					
2:30 PM					
3:00 PM					
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM					
6:30 PM		PE-23-L01		PE-23-L01	
7:00 PM					
7:30 PM		Olson		Olson	
8:00 PM					
8:30 PM					
9:00 PM					
9:30 PM					

**CAPACITY - 40
Phone# 3523**

*Hours used per week:
full semester:
first nine weeks:
second nine weeks:*

Nursing Lecture

**821
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM	POLSCI-4-L01	NURS-1-L01	POLSCI-4-L01	NURS-1-L01	POLSCI-4-L01	
8:30 AM	Wilds	1st 9 wks	Wilds	1st 9 wks	Wilds	
9:00 AM		NURS-2-L01		NURS-2-L01	HS-61-L01	
9:30 AM		2nd 9 wks	CPR Training	2nd 9 wks		
10:00 AM		NURS-101-L01	11/3/2010	NURS-101-L01		
10:30 AM			9-4pm			
11:00 AM						
11:30 AM			CPR Training			
12:00 PM		Dolata	Joe LauLetta	Dolata		
12:30 PM		NURS-3-L01	10/13 & 10/20	NURS-3-L01		
1:00 PM						
1:30 PM						
2:00 PM					Wkfce Dev 10/15	
2:30 PM		Smart		Smart	Judy Terrazas	
3:00 PM					Fairchild	
3:30 PM						
4:00 PM			PE-48-L01			
4:30 PM			2nd 9 wks			
5:00 PM						
5:30 PM			Hassman			
6:00 PM	EMT-1-L02	EMT-1-L01	EMT-1-L02	EMT-1-L01		
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM	Herrera	LauLetta	Herrera	LauLetta		
9:30 PM						

**VIDEO CONFERENCE
CAPACITY - 30
Phone# 3660**

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

Nursing Lab

**821A
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM			CNA	CNA	CNA	
4:00 PM			HS-61-L01	HS-61-L01	HS-61-L01	
4:30 PM			Skills Labs	Skills Labs	Skills Labs	
5:00 PM			8/18 to 9/3; 9/22;			
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

**CAPACITY - 30
Phone# 3661**

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

Art Lab

**831
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 AM					
8:00 AM					
8:30 AM					
9:00 AM					
9:30 AM		ART-15ABCD-L03		ART-15ABCD-L03	
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM		Hill		Hill	
12:30 PM					
1:00 PM		ART-15ABCD-L01		ART-15ABCD-L01	
1:30 PM					
2:00 PM					
2:30 PM					
3:00 PM					
3:30 PM		McDowell		McDowell	
4:00 PM	ART-15ABCD-L02		ART-15ABCD-L02		
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM					
6:30 PM	McDowell		McDowell		
7:00 PM					
7:30 PM					
8:00 PM					
8:30 PM					
9:00 PM					
9:30 PM					

**CAPACITY - 40
Phone# 3652**

*Hours used per week:
full semester:
first nine weeks:
second nine weeks:*

Culinary Lab

**841
OPEN ROOM TIMES
SPRING 2008 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM		CUL-55-L01		CUL-55-L01		
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM	CUL-58-L01		CUL-58-L01			
11:30 AM		Raia		Raia		
12:00 PM						
12:30 PM						
1:00 PM	Raia	CUL-56-L01	Raia	CUL-56-L01		
1:30 PM		Bacci		Bacci		
2:00 PM	RM-61-L01	CUL-53-L01	RM-61-L01	CUL-53-L01		
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM	Raia	Bacci	Raia	Bacci		
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM						
6:30 PM						
7:00 PM	CUL-54-L01		CUL-54-L01			
7:30 PM	Raia		Raia			
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

CAPACITY - 20
Phone# 3512

hours used per week:
full semester:
first nine weeks:
second nine weeks:

Maint Mechanic Lab

**851
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM	Truck Driving	Truck Driving	Truck Driving	Truck Driving	Truck Driving	Forklift
8:30 AM						Operator
9:00 AM	Aug. 16 -	Aug. 16 -	Aug. 16 -	Aug. 16 -	Aug. 16 -	Course
9:30 AM	Aug. 27	Aug. 27	Aug. 27	Aug. 27	Aug. 27	
10:00 AM						18-Sep
10:30 AM	David Castillo - C	David Castillo - C	David Castillo - C	David Castillo - C	David Castillo - C	David
11:00 AM						Castillo
11:30 AM	8:00-4:00pm	8:00-4:00pm	8:00-4:00pm	8:00-4:00pm	8:00-4:00pm	8am-4pm
12:00 PM						
12:30 PM						
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM		Solar Training		Solar Training		
5:00 PM		WIT		10/20-12/09 5:30-9:30		
5:30 PM	Industrial	David Castillo - Contact		Industrial		
6:00 PM	Electronic	5:30-9:30pm		Electronic		
6:30 PM	Troubleshooting	10/22-12/09		Troubleshooting		
7:00 PM	David Castillo - Contact			David Castillo - Contact		
7:30 PM	July 19-			July 19-		
8:00 PM	Oct. 14			Oct. 14		
8:30 PM	5:30-9:00pm			5:30-9:00pm		
9:00 PM	Residential Electrical		Residential Electrical		Residential Electrical	
9:30 PM	MWF 5-9pm Oct 18-Dec17		MWF 5-9pm Oct 18-Dec17		MWF 5-9pm Oct 18-Dec17	

**CAPACITY -
Phone# 3469**

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

11/4/2010
4:26 PM

SUN
Forklift
Operator
Course
19-Sep
David
Castillo
8am-4pm

**861
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM		PE-44B-L01		PE-44B-L01		
4:30 PM		Olson		Olson		
5:00 PM						
5:30 PM	PE-44-L01		PE-44-L01			
6:00 PM	Olson		Olson			
6:30 PM						
7:00 PM						
7:30 PM						
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM						

**CAPACITY - 40
Phone# 3468**

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

CDC Classroom

**1003
OPEN ROOM TIMES
Fall 2010 SEMESTER**

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM						
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM			CD-23-L01	CD-16-L01		
4:30 PM			1st 6 wks			
5:00 PM			CD-17A-L01			
5:30 PM			2nd 6 wks			
6:00 PM			CD-17B-L01			
6:30 PM			3rd 6 wks	Brady		
7:00 PM	CD-12B-L01	CD-4-L01	CD-21-L01	CD-7-L01		
7:30 PM	Kr					
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM		Padilla	Scherer	Brady		

CAPACITY - 40

Phone#

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

**Off Campus Classes
SPRING 2008 SEMESTER
Fall 2010 SEMESTER**

LOCATION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LSC - Lemoore Soccer Complex					
HVGC - Harvest Valley Golf Course					
					?

Hours used per week:
full semester:
first nine weeks:
second nine weeks:

West Hills Community College District - Maintenance Work Request System



MD LOGIN LOGOUT HELP

- Maint Request
- My Requests
- Settings
- Help

- [▶ HELP](#)

Welcome to the WHCCD Work Order System

To submit your request complete the following form.

Indicates required information.

Step 1 Please be yourself, click here if you are not sylvia dorseyrobinson

First Name	Last Name	Email
sylvia	dorseyrobinson	sylvia.dorseyrobinson@whccd.edu
Phone	Pager	Mobile Phone
5599253331		

Step 2 Location

-- Select Location --

Building

-- Select Building --

Area

-- Select Area --

Area/Room Number

Yes, remember my area entries for my next new request entry.

Step 3 Select Problem Type:



Maintenance Help Desk: Click on the problem type below that best describes your issue.

- | | | | |
|------------------|--------------------|------------------|------------------------|
| Air Conditioning | Alarm | Appliance Repair | Asphalt |
| Athletic Fields | Backflow | Bleachers | Boiler |
| Cabinetry | Carpentry | Carpet Repair | Catering |
| Ceiling Tile | Ceilings | Ceramic Tile | Chillers |
| Clocks/Bells | Concrete | Custodial | Delivery |
| Desk Repair | Doors and Hardware | Electrical | Electronic Door Access |

- | | | | |
|---|--|--|---|
|  Equipment |  Exhaust Fans |  Fire Alarm System |  Fire Extinguishers |
|  Furniture |  Furniture Repair |  Glass/Window Repairs |  Graffiti |
|  Grounds |  Gutter Downspout |  Hazmat/Waste |  Heating/Ventilation /Air Conditioning |
|  Irrigation |  Key and Lock |  Kitchen Hood |  Lighting |
|  Miscellaneous |  Painting |  Pest Control |  Plumbing |
|  Ramps/Platforms |  Restrooms |  Roof |  Windows |

Step 4 Please describe your problem or request.

Step 5 Purpose

-- Select Purpose --

Step 6 Attachment

Attach New File (Maximum allowed is two attachments with a size of 3MB or less per file.)

Step 7 Submittal Password

[Forgot Password?](#)

Step 8

NOTE: You will receive the following notifications.

You will be notified receipt of your request.

You will be notified of request assignment to a technician.

You will be notified of status changes to your request.

You will be notified if this request is completed.

You will be notified if this request is declined.

[Maint Request](#) [My Requests](#) [My Settings](#) [Help](#)

[Conditions of Use](#) | [Privacy Policy](#) | [Help](#)

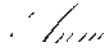
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CIP:198.189.228.4
SID:MSB05
DID:4
CUA:MSIE 7.0

Dorsey-Robinson, Sylvia

From: Jorgens, Anne
Sent: Wednesday, April 21, 2010 10:58 AM
To: Warkentin, Don; Lewallen, Willard; Gornick, Frank
Cc: Stoppenbrink, Ken; 'Ken and Leslie Lake'; Bolt, Dave; Dorsey-Robinson, Sylvia; Hall, Marlon; Ruble, Joel; Lopez, Jose P.; Clement, Robert
Subject: RE: Table-top ICS team training sessions

Don, can you select one more day and time (2 for each location).
Thanks


Anne Jorgens

From: Warkentin, Don
Sent: Wednesday, April 21, 2010 10:55 AM
To: Jorgens, Anne; Lewallen, Willard; Gornick, Frank
Cc: Stoppenbrink, Ken; 'Ken and Leslie Lake'; Bolt, Dave; Dorsey-Robinson, Sylvia; Hall, Marlon; Ruble, Joel; Lopez, Jose P.; Clement, Robert
Subject: RE: Table-top ICS team training sessions

For Lemoore – the afternoon of May 11 will work for us.

From: Jorgens, Anne
Sent: Wednesday, April 21, 2010 9:16 AM
To: Jorgens, Anne; Lewallen, Willard; Warkentin, Don; Gornick, Frank
Cc: Stoppenbrink, Ken; Ken and Leslie Lake
Subject: RE: Table-top ICS team training sessions

Good Morning:
Consultant Ken Lake has provided the following dates for possible ICS Team training sessions.
There will be two - 2 hour training sessions for each site (to be on different days), please let me know your preference so the sessions can be scheduled right away, thanks.

- All day - April 29th & 30th.
- Afternoon May 11th.
- Morning May 12th.
- All day - May 20th & 21st.
- All day - May 27th & 28th.

Coalinga College: Session one date _____ and time _____
Session two date _____ and time _____

Lemoore College: Session one date _____ and time _____
Session two date _____ and time _____

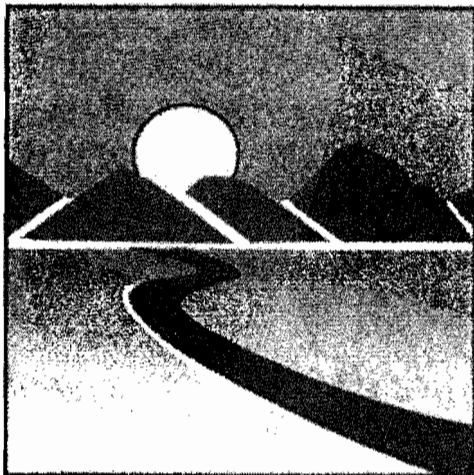
Firebaugh Center: Session one date _____ and time _____
Session two date _____ and time _____

District Office: Session one date _____ and time _____
Session two date _____ and time _____

Thanks again.

Anne
Anne Jorgens

• get Powerpoint from Anne



WEST HILLS

COMMUNITY COLLEGE DISTRICT

• get updated plan from Anne
College will establish a EOC - (Emergency Operation Center) - will be in the admin bldg INM

**INCIDENT COMMAND SYSTEM (ICS)
TEAM MEMBER
CRISIS RESPONSE INFORMATION**

2010

• get copy of crisis response plan

Colleen
Date every Department



West Hills Community College

CRISIS RESPONSE INFORMATION 2010

Site:

CRISIS MANAGEMENT – FIRST THINGS

✓	ITEM	DELEGATED/NOTES	TIME
	911 called?		
	Call for additional help?		
	Lockdown or evacuate?		
	Provide immediate first aid if necessary and/or possible		
	Activate ICS Team?		
	Assign point person to direct emergency responders if needed		
	Establish Emergency Operations Center? Location?		
	Assign ICS Command Team functions as needed		
	Assign additional response teams as needed		
	Establish initial objectives		
	Activate accountability procedures, including sweep teams if necessary		
	Establish needed staging areas		

West Hills Community College
CRISIS RESPONSE INFORMATION 2010

Site:

FIRST THINGS – CONTINUED

✓	ITEM	DELEGATED/NOTES	TIME
	Establish communication with community responders		
	Establish unified command with responders?		
	Update ICS team regularly		
	Set all staff update schedule, assign responsibility		
	Obtain update from PIO regarding media situation		
	Obtain update from Planning regarding Critical Incident Stress Management (CISM)		
	Begin strategies for rumor control		
	Asses need for community and/or parent meetings		
	Plan for debriefing of ICS team		
	Plan for all staff debriefing		

West Hills Community College District

CRISIS RESPONSE INFORMATION 2010

Site:

5-11-10

Position	First	Second Alternate	Third Alternate	Fourth Alternate
Incident Commander Boss - Marlon + Dave	<p style="font-size: small; margin: 0;">- Incident commander should always have log scribe should have w/w/w/w</p>			
Public Information Officer <i>Speaker</i>	FRANCIS MALTA			
Liaison LINK AND CONTACT	<div style="border: 1px solid black; padding: 5px; transform: rotate(-15deg); display: inline-block;"> RESPONSIBLE - EDUCATION </div>			
Operations and Logistics	SDC DORA GILLES			

planning and logistics → SDC
 ↑ + Linker

WHCCD ICS TEAM MEMBERS

Assignments as of: Date/Day _____ Time: _____

WHCCD	Primary	Backup
Incident Commander		
Public Information		
Liaison(s)		
Operations/Logistics		

Priority Contacts

Name	Office Phone	Cell Phone	Other
Fire			
Police			
Leprino			
N/A			
Charter school			
Middle college / High School			

Other WHCCD Internal Contacts

Name	Office Phone	Cell Phone	Other
WFO ->			
N/A			

West Hills Community College

CRISIS RESPONSE INFORMATION 2010

Site:

Other Emergency Contacts

Name	Office Phone	Cell Phone	Other

West Hills Community College
CRISIS RESPONSE INFORMATION 2010

Site:

Evacuation Locations:

Primary Evacuation Site:	
Secondary Evacuation Site:	

Relocation Sites

Primary Relocation Site:	
---------------------------------	--

Other Possible Locations/Sites

Notes:

West Hills Community College District

CRISIS RESPONSE INFORMATION 2010

Site:

WHCCD Accountability

Department / Building	Green (OK)	Red (Problem)	Notes

Notes:

West Hills Community College
CRISIS RESPONSE INFORMATION 2010

Site:

RADIO PROCEDURES

Stay on channel _ unless directed to _		
Know what you are going to say before transmitting		
Identify to whom you want to speak – then identify yourself		
Hold down transmit key, pause, then begin speaking		
Transmit pertinent information only – no idle chatter		
Outsiders, including media, can monitor transmissions		

WHC LEMOORE ~ ICS TEAM CONTACT INFORMATION

NAME	E-MAIL	EXTENSION	PHONE NUMBER
INCIDENT COMMANDER			
MARLON HALL	marlonhall@westhillscollge.com	3324	240-0919
DAVE BOLT	davebolt@westhillscollge.com	3222	212-5261
OPERATIONS CHIEF			
VINCE MONTOYA	vincemontoya@westhillscollge.com	3253	217-9807
STEPHANIE ATKINSON	stephanieatkinson-alston@westhillscollge.com	3213	288-1036
JOE SAVOPOLOS	joesavopolos@westhillscollge.com	3408	707-9105
CHRIS CAMARENA	chriscamarena@westhillscollge.com		924-6890 / 116*103094-21
SAFETY			
BRIAN ABELA	brianabela@westhillscollge.com	3793	
DR. CLIFTON HARRIS	cliftonharris@westhillscollge.com	3729	623-1504
PUBLIC INFORMATION OFFICE			
FRANCES SQUIRE	francesquire@westhillscollge.com	2134	250-6389
FELICIA TORREZ	feliciatorrez@westhillscollge.com	2132	312-5519
MARTY ENNES	martyennes@westhillscollge.com	3628	925-1959 / 362-1870
LIAISON			
RON OXFORD	ronoxford@westhillcollge.com	3403	212-5376
VICTOR ROSA	vrosa@luhsd.k12.ca.us	3552	299-9493 / 217-3112
SCOTT YOUNG	scottyounq@westhillscollge.com	3421	904-2519
LOGISTICS CHIEF			
TONY GARCIA	antoniogarcia@westhillscollge.com	2231	362-8815
FREDDY VASQUEZ	freddyvasquez@westhillscollge.com	3250	375-8510 / 904-6858
JOHN IERONIMO	johnieronimo@westhillscollge.com	3250	381-7813
JOHNATHAN BERNAL	johnathanbernal@westhillscollge.com	3250	582-8255 / 707-2807
ED ZAVALA	edwardzavala@westhillscollge.com	3250	375-8510
ERIC CASTELLON	ericcastellon@westhillscollge.com	3250	772-7175
PLANNING & INTELIGENCE			
JOSE LOPEZ	ioselopez@westhillscollge.com	3149	860-8488
MARTA HENDRICKSON	martahendrickson@westhillscollge.com	3280	905-4466
ANGELA TOS	angelatos@westhillscollge.com	3324	917-6926
SYLVIA DORSEY-ROBINSON	sylviarobinson@westhillscollge.com	3331	707-2688
ADMINISTRATION & FINANCE			
ANNE JORGENS	annejorgens@westhillscollge.com	2116	935-3715
WENDY PAXTON	wendypaxton@westhillscollge.com	3204 / 3250	816-5506 / 312-6511

I.C.S. CALL DOWN LIST

EMERGENCY

- 911 EXCEPT ON 10/16/07 **584-9276**

FACILITIES

- VINCE MONTOYA 925-3253
- WENDY PAXTON 925-3204 / 925-3250

CHILD DEVELOPMENT CENTER

- KATHY WATTS 934 – 2393
- NANCY JEFFCOACH 925 - 3379

CHARTER SCHOOLS

- VICTOR ROSA (H.S.) 925 – 3552
- CHRIS CAMARENA (M.S.) 925 – 6890

DISTRICT OFFICE

- BECKY CANTU 934 - 2159

LEPRINO

- 924-7000

Dorsey-Robinson, Sylvia

From: OliverSmith, Glenda
Sent: Friday, May 21, 2010 4:47 PM
To: Amaya-Guenon, Linda; Clement, Robert; Dartenay, Pamela; DeOchoa, Michelle; Dolata, Cynthia; Droker, Stephanie; Fortune, Allen; Freeman, Charles; Garcia, Angela; Gonzalez, Mariadelaluz; Jimenez, Eva; Jones, Joy; Kennedy, Vera; Kerns, Valarie; McGee, Tiffani; Olson, Kent S.; Orange, Leo; Rai, Rupinder; Riddle, Rebecca; Rodriguez, Mike; Sedgwick, Gary; Sheffield, Kimberly; Squire, Frances Anna; Talford, Riley; Vasquez, Freddy; Velazquez, Marco; Villarreal, Oscar; Zippel, Mark; Abela, Brian; Alvarado, Lupe; Andrade, Frances; Avitia, Amber; Babb, David; Balcazar, Priscilla; Barginear, Angela; Barner, Etsel; Barr, Ann; Barragan, Sherry; Bellamy, James; Beloof, Lawrence; Benitez, Veronica; Bernal, Johnathan; Birrell, Jameson; Bolt, Dave; Brasil, Pamela; Briones, Susie P.; Bryant, America; Byars, Fidela; Cadena, Jennifer; Camarena, Chris; Castagna, Kim; Castellon, Erick; Christy, Debra; Crider, Kyle; Daniels, Neomi; Davis, Terry; DeJaime, Elizabeth; Denberg, Rose M.; Dorsey-Robinson, Sylvia; Echeveste, Esequiel; Eldridge, Sharon; Ennes, Marty L.; Espinoza, Laura; Fonseca, Barbara; Freitas, Aimee; Galindo, Maryann; Ganter, Frieda; Garcia, Tina; Gibson, Bob; Grijalva, Veronica; Gutierrez, Ana; Hall, Lataria; Hall, Marlon; Hall, Robert; Harris, Clifton; Hendrickson, Marta; Hernandez, Tiffany G.; Howard, Libra M.; Ieronimo, John; Jackson, Shawn; Jeffcoach, Nancy; Jimenez, Donna; Jones, Mildred; Jurado, Griselda; Kraft-Chapman, Pat; Kron, Brian W.; Larson, Tammy; Lopez, Jose P.; McDowell, Michael; Moreno, Michael; Murrieta, Jose G.; Neer, Dave; Neves, Rebecca; OliverSmith, Glenda; Olson, Melinda; Oxford, Ron; Paden, Monte; Preston, James L.; Quilici, Teresa; Ragsdale, Rodney; Raia, Christian; Rengh, David-Michael; Rivero, Elizabeth; Rogers, Joel; Ruble, Joel; Sanchez, Rene L.; Santillan, Laura A.; Savopolos, Joe; Shehorn, Jacqueline; Silvestre, Anna M.; Simas, Adrienne; Simonson, Lenore D.; Smart, Marleen; Sterling, Kurt; Stieve, Karen; Suter, Monique; Torres, Elva; Tos, Angela; Whitener, Susan; Williams, Sharon; Young, Janet; Young, Scott D.; Avila, Pedro; Bass, Cheryl; Cantu, Becky; Cathy Barabe; Cox, Jana; Edwards, Diane; Georgatos, Darlene; Goldsmith, Carole; Gore, Debbie; Gornick, Frank; Isaac, Donna; Henslick, Jeanne; Stoppenbrink, Ken; Kozlowski, Michelle D.; Oman, Linda; Lourenco, Maria; Cavazos, Maria E.; Millett, Mark; Ramsey, Jack; Cavins, Sandy; Santino, Monica; Schawe, Jean; Souza, Tina; Stearns, Keith A.; Weatherman, Tammy; Trevino, Thelma; Torrez, Felicia; Watts, Kathy; Bill Henry (billhenry@lemoorenet.com); Edna Ivans (eivans@thegrid.net); Henry Bill (bhenry@central.k12.ca.us); Ivans, Edna; Jeff Levinson (levinson@griswoldlasalle.com); Mark McKean (mckean@psnw.com); Minnite, Jack; Nina Oxborrow (noxborrow@lightspeed.net); Steve Cantu

Subject: President Warkentin's Weekly Update

Sending on behalf of President Warkentin:

May 21, 2010

As we wind down the year and prepare for our commencement exercises, one wonders where the time went. It seems like it was just yesterday that we began the fall semester wondering how we were going to survive the reduced sections, complete the work while staff were on furloughs, continue the quality of instruction with faculty taking furloughs, and just wondering if we could maintain our excellence.

Even though I'm the eternal optimist, I too was worried about how we were going to meet our budget reductions and maintain staff positions. Even though our enrollment headcount decreased, we were able to fill our classes (thanks to all faculty who agreed to take additional students) and thus meet our FTE target. We were able to continue our budget reductions and identified an additional \$540,000 in reductions for next year. These dollars will be used to maintain staffing as best we can. I'm also hopeful the governor's proposed budget for community colleges holds for this coming year.

All this and we still have over 400 students receiving their associated degrees and certificates next week. This is an increase over last year. My sincere appreciation goes out to all of you for a great job under difficult circumstances. You all deserve a pat on the back!

- **T.E.A.M. Teach Final Huddle** – Congratulations to James Preston and Tiffany for another great year with the T.E.A.M. Teach program. On Thursday James held the final huddle of the year and honored members who will be transferring to four year colleges and seeking their goal of becoming a teacher. Also on Wednesday T.E.A.M. Teach provided a free dinner for all members interested in becoming a vocational (CTE) teacher with information for careers in nursing, business, early childhood education, culinary, and agriculture. Additional information was provided on the requirements of a designated subject teaching credential. Great workshops and recognition events.
- **Transfer Center Recognition Dinner** – Last evening Michael Rodriguez, Angela Bargineer, Joy Jones, and Jacquelin Davis organized the Transfer Center's 5th annual Transfer Student Recognition dinner. The event honored students who have been utilizing the transfer center throughout the year and will be transferring to four year colleges in the fall. Some of the colleges our students will be transferring to include: UCLA, UC Berkeley, UC Davis, UC Santa Cruz, UC Santa Barbara, UC Irvine, CSU Fresno, CSU Monterey Bay, CSU Fullerton, Cal Poly, San Jose State, Fresno Pacific, Brandam, and the University of Tennessee. Wow! What a great accomplishment for our students and a great big thank you to the staff in our Transfer/Career Center.
- **Certified Nurse's Assistant Certification** – Tonight thirteen students will be receiving their Certified Nurse's Assistant certificates in a special recognition ceremony provided by our nursing program. Charles Freeman, Marleen Smart, and Cynthia Dolata will be awarding students their certificates and special awards tonight. The students will be taking their state board licensing exams on Monday.
- **Incident Command System Training** – This afternoon the college's emergency response team participated in the second of two training workshops to prepare for possible emergencies that could occur on campus. This is part of the federal requirement for all schools and colleges to regularly train for emergency preparedness. Today's training session included possible emergency simulations and tested our team's response. Our team did very well, but we definitely need regular practice and drills to hone our skills. As an fyi, we have designated the administration building as our command center. This means in an actual emergency the Incident Command Team could take over offices and/or draft admin individuals as support personnel until the full team arrives. All in all it was a good exercise.
- **Board of Trustees Meeting** – At Tuesday's meeting our Board of Trustees approved our college's Mission and Vision statement which allows us to meet one of the accreditation standards. We are required to regularly review our mission and vision and after a lengthy process that began in February we now can report that we have met the standard for our Self-Study document. Thanks to all involved in the process.
- **Foundation Board Meeting** – On Wednesday our WHCCD Foundation held their regular meeting via video conference. This was a first and it allowed Lemoore area members to attend the meeting with Coalinga area members by not having to travel to the district office. During the meeting Frances reported a tentative net profit for the President's Scholars Golf

Tournament of approximately \$89,000. This was the largest thus far and a great testament to the support for the program and the colleges by our community. Congratulations to all!

- **Athletics** – What can I say 'bout them Eagles? What an unbelievable day Monday was for our college and our men's golf team. In fact, the last three weeks have been incredible beginning with winning the conference championship back on May 3rd. Who would have thought that West Hills could win the "Triple Crown" in community college golf? The "Trifecta" for horse lovers! We not only won the conference championship, but won the Northern California Regional's, and then the state championship. Wednesday's award banquet was a fitting tribute to the team, their parents, and coaches. Bob, Dave and Tim put on a great event with many awards and recognition for all. What made this season even more incredible is that our team consisted of local and area players. Two players are from Lemoore, two from Hanford, one from Tulare, and one from Fresno. Great job Dave and Tim!

This will be the last update for the year so have a great weekend and see you all at graduation!

WEST HILLS COLLEGE LEMOORE

**I.C.S. DRILL
October 16, 2007**

TRANSCRIPTION

- 9:55 am ~ W. Paxton Activated I.C.S. Members through Berbee System**
- 9:59 am ~ Call from Operations Chief Montoya, that there are victims in the Library 1 down**
- 10:01am ~ Liaison Ron calls in to I.C. that there are several victims.**
- 10:01 am ~ I.C. Dr. Hall sends Safety Officer Dr. Harris to set up a first aid area in a safe place and report back to I.C. Hall of the location.**
- 10:03 am ~ Safety Officer Dr. Harris informs I.C. Dr. Hall that the First Aid area has been set up at the N. side of the Food Court.**
- 10:04 am ~ I.C. Dr. Hall sends Logistics Chief T. Garcia to help with the evacuation of the Library.**
- 10:06 am ~ I.C. Dr. Hall calls Logistics Chief T. Garcia to assist with the injured victims in the Library.**
- 10:06 am ~ I.C. Dr. Hall asked Logistics Chief F. Vasquez if there is fire or explosions, and if the utilities have been shut off.**
- 10:06 am ~ I.C. Dr. Hall asked Operations Chief Montoya how many are injured. Operations Chief Montoya replies I'm not sure but we have students down.**

- 10:07 am ~ I.C. Dr. Hall sends Planning and Intelligence J. Lopez to the First Aid area.**
- 10:07 am ~ Liaison Ron calls I.C. Dr. Hall to report that three (3) out of the five (5) victims are being treated by emergency crews.**
- 10:08 am ~ I.C. Dr. Hall receives a call from Operations Chief Montoya that C.D.C. is okay.**
- 10:09 am ~ I.C. Dr. Hall is notified that the Emergency Crews have arrived.**
- 10:09 am ~ Logistics Chief F. Vasquez reports to I.C. Dr. Hall that the gas has been shut off.**
- 10:09 am ~ I.C. Dr. Hall calls for Logistics to have a cart taken to the east side of the library.**
- 10:09 am ~ I.C. Dr. Hall receives a call from Operations Chief Montoya that there is more fire and smoke in the library and that there has NOT been any explosions.**
- 10:10 am ~ I.C. Dr. Hall sends Liaison V. Rosa to assist at the First Aid Center.**
- 10:11 am ~ I.C. Dr. Hall receives a call from P.I.O. M. Ennes that a parent called in and was worried about a friend coming to pick up her child from C.D.C., I.C. Hall stated that he would contact the C.D.C. Center.**
- 10:12 am ~ A call comes in that they need assistance at First Aid. I.C. Hall sends Planning and Intelligence A. Tos to the First Aid Center.**
- 10:12 am ~ A. Tos contacts I.C. Hall and reports that they victims are receiving treatment.**

- 10:13 am ~ Operations Chief Montoya, and Liaison S. Young contacts I.C. Dr. Hall and states that the Library has been evacuated. Operations Chief J. Savopolos confirms.**
- 10:14 am ~ A. Tos contacts I.C. Hall and reports that the emergency crews are with the victims.**
- 10:14 am ~ I.C. Dr. Hall is notified by Logistics Chief F. Vasquez that the electric has been checked.**
- 10:16 am ~ I.C. Dr. Hall is informed by Safety Officer Dr. Harris that the First Aid has been moved to the east side of the Library.**
- 10:17 am ~ I.C. Dr. Hall contacts Logistics Chief E. Zavala to assist with the control of the Media at the 100 building.**
- 10:17 am ~ I.C. Dr. Hall has been informed by Operations Chief C. Camarena that the Charter students are accounted for.**
- 10:18 am ~ I.C. Commander sends Planning and Intelligence M. Hendrickson to assist with Media at the 100 building.**
- 10:19 am ~ I.C. Commander M. Hall is informed that the Fire Department is doing a final sweep of the Library.**
- 10:21 am ~ I.C. Dr. Hall is told that there are seven (7) injured.**
- 10:22 am ~ I.C. Dr. Hall is contacted and told that the Refrigerators were not working in the Food Court. Operations Chief Montoya interjected and said to close the Food Court down.**

- 10:23 am ~ I.C. Dr. Hall was notified by Operations Chief Montoya that the audible was off but the strobes were still on.**
- 10:24 am ~ P.I.O. M. Ennes asks for help with Barbara Boxer.**
- 10:25 am ~ Planning and Intelligence A. Tos notifies I.C. Dr. Hall that five (5) victims have been transported to the hospital.**
- 10:25 am ~ I.C. Dr. Hall sends Logistics F. Vasquez to evacuate the Athletic Department.**
- 10:26 am ~ I.C. Dr. Hall is notified that Lupe Alvarado and Sharon Williams are missing. I.C. Hall contacts Liaison R. Oxford to confirm if they reported to work, Oxford confirms.**
- 10:27 am ~ I.C. Hall sends Liaison R. Oxford to check the 100 Building for Lupe and Sharon.**
- 10:27 am ~ I.C. Hall is contacted by Liaison S. Young and told that he has located Lupe Alvarado, she had been evacuated to the right side of the library.**
- 10:28 am ~ Planning and Intelligence A. Tos notifies I.C. Dr. Hall that she will look for Sharon.**
- 10:29 am ~ I.C. Hall is notified that the fire in the Library is getting larger.**
- 10:30 am ~ Logistics Chief F. Vasquez lets I.C. Hall know that the Athletic Department has been cleared and evacuated.**
- 10:31 am ~ I.C. Hall was notified that Sharon Williams has been located at the 100 building and is okay.**

- 10:32 am ~ I.C. Hall contacted Logistics Chief F. Vasquez and Logistics Chief E. Zavala to help with handling the press.**
- 10:33 am ~ I.C. Hall sends Logistics Chief E. Castellon to help with press control at the 100 building.**
- 10:34 am ~ I.C. Dr. Hall contacts Logistics Chief J. Bernal and J. Ieronimo to come to the I.C.S. Primary Meeting Area.**
- 10:35 am ~ I.C. Hall sends Logistics Chief J. Bernal and J. Ieronimo to retrieve a list of items.**
- 10:36 am ~ I.C. Dr. Hall asks Planning and Intelligence A. Tos if she has the name of the Victims.**
- 10:38 am ~ I.C. Hall is contacted by Liaison S. Young and notified that the computers are up and in working order.**
- 10:39 am ~ I.C. Hall is contacted by President Warkentin and notified that there will be a press conference in five (5) minutes.**
- 10:40 am ~ I.C. Hall is notified that all Charter Students are accounted for.**
- 10:41 am ~ I.C. Hall contacts Operations Chief Montoya to see if the campus has been cleared by Emergency Officials.**
- 10:41 am ~ P.I.O. M. Ennes contacts I.C. Hall to see if he knows if the Campus is being cleared.**
- 10:42 am ~ Planning and Intelligence contacts I.C. Hall and notifies Dr. Hall that five (5) victims have been transported to Regional Hospital and two (2) victims have been transported to Hanford.**

10:44 am ~ I.C. Hall is notified that the Stations have been pulled.

10:45 am ~ I.C. Dr. Hall sends Planning and Intelligence M. Hendrickson to Hanford Hospital and Logistics Chief T. Garcia to Regional Hospital.

10:45 am ~ I.C. Dr. Hall is contacted by President Warkentin and notified that he will be doing a Press Conference at 11:00am at the 100 building.

10:48 am ~ Operations Chief Montoya contacts I.C. Dr. Hall and lets him know that additional emergency (helicopter and vehicle) have been cancelled.

10:48 am ~ I.C.S. Team is asked to go for briefing.

Jorgens, Anne

From: Montoya, Vince R.
Sent: Friday, October 19, 2007 9:32 AM
To: Jorgens, Anna
Subject: ICS TRANSCRIPTION.Wendy's

Attachments: ICS TRANSCRIPTION.doc



ICS
TRANSCRIPTION.doc (notes. ICS Drill 10.16.07.

**Emergency Drill
10/16/07**

10:00 a.m. library fire alarm goes off

**Liaison Ron runs to east end of library lots of smoke and counts three injured students
Liaison Ron runs back to circulation desk and dials 911 to report (he is placed on hold)
He instructs everyone to evacuate building and report to the back of the Admin building.**

**Liaison Ron reports, "There's been a plane crash east end of library, lots of smoke and injured students...Please send emergency services."
Dispatcher asked for exact location Liaison Ron responded, "couldn't give exact location due to smoke, just on the east side of library." Liaison Ron reported, "we are currently evacuating everyone out."**

Liaison Ron reported over radio to IC Marlon, "I've called 911. Liaison Ron in Library emergency services on the way."

Liaison Ron went to the injured students asked, "are you okay." Liaison Ron assessed injuries?

Liaison Ron reported to OC Vince, "there were three injured students that he could see please advise...."

OC Vince reported, "if they were able to move to please evacuate them out of the building."

M&O staff and OC Vince arrived. OC Vince directed M&O staff to help move some of the injured as well as Liaison Ron they exited out the east side door close to the server room. Liaison Ron made sure to tell the wounded, "we are going to be carry you outside."

Liaison Ron called IC Marlon, "where do we take wounded? Some are severe..." While Liaison waited for response they sat for a little on brick wall outside library.

OC Vince responded back to Liaison Ron, "take them away from building."

Liaison Ron responded back, "I am taking them to the east end of library close to the road so that emergency crews will have access to them."

OC Vince asked, "how many injured?" Liaison Ron reported, "so far three injured copy that?"

Liaison Ron asked, "this is Liaison Ron is building empty?" Liaison Scott responded, "yes, building is empty." OC Joe also confirmed building is empty.

Liaison Ron asked, "OC Vince where is our IPO Marty, press is asking questions and need to direct them towards our IPO?"

NO answer so Liaison Ron asked, "IC Marlon where is our IPO located, press wants answers."

Liaison Ron commented to press, "no comment at this time IPO will discuss this I'm waiting to get a location.... Please stand back away from the injured."

Liaison Ron called again, "PIO where are you located?"

Liaison Ron called again, "IC Marlon we need emergency services on east side of library we have three injured, one is loosing consciousness please respond."

No response..... Liaison Ron reported again, "we have three injured and no one has come over to look at them." No answer

Liaison Ron assured injured, "someone was on their way to help, hand in there."

Liaison Ron instructed WHC staff to stay with the injured. Staff started taking down names of victims, age, any health problems, parents' names.

Liaison Ron called again, "Liaison Ron divert emergency services to injured three on east side of library one is critical. Most critical is closest to the street."

Liaison flagged down fire truck reported back to IC Marlon, "three injured are being treated at east end of library." Liaison Ron reported to OC Vince, "need more staff to help comfort injured."

Chief paramedic came to Liaison Ron and asked him, "Please report to IC Marlon all injured needed to be centralized in one area. Need to bring all injured to east side of library where there was easy access to the street."

President/IC approached us and asked if we had head count for all of our library staff/faculty. At that time we were unsure about Lupe Alvarado and Sharon Williams location. Liaison reported to IC Marlon, " please have someone look for these two individuals and be advised one is pregnant." P&I (Angela Tos) came and volunteered to go and locate these two individuals. President/IC asked Liaison Ron, "please confirm that both of these employees reported to work today." Liaison Ron, "Affirmative both employees reported to work today." Liaison Ron reported, "IC Marlon will someone help locate home or cell phone for Sharon Williams because she might have gone off campus."

"This is Liaison Ron Oxford safety officer Dr. Harris do you copy?" Dr. Harris copied.
"Liaison Ron safety officer Harris we need to have all injured in one area per instructions from chief paramedic I will send someone to guide you over to east side of library copy."
"Liaison Ron Dr. Harris do you need more help over there to move injured?"

Angela P & I reported. "Liaison Ron both employees have been located and she will respond to his request to guide Dr. Harris to east side of the library."

Emergency services instructed Liaison the classifications of the injured Red as being most critical, yellow would be treated next and green being less critical. They also informed him that another ambulance is standing by and a helicopter is on it's way.

"Liaison Ron to IC Hall ambulance is standing by and helicopter is on the way."
Liaison Ron, "copy that?"

Three more injured students arrived and were assessed by emergency crew.
"Liaison Ron to IC Hall ambulance are taking injured and helicopter has arrived."
Emergency crew notified Liaison Ron, "four injured students were taken to Regional Medical in Fresno and the other two were taken to Hanford Community, no fatal injuries."

After all injured students were gone Liaison Ron walked over to Admin where all the students who were evacuated were told to report to see if he could be of any further assistance. Liaison Ron was not needed "Jellybean!"

Responders test West Hills' emergency plan

10/18/07.

By Shannon Milliken
smilliken@HanfordSentinel.com

It was all just a drill. A suicidal pilot crashed his plane into the West Hills College Lemoore library building on Tuesday morning, killing himself and injuring nine others, in the imagined scenario created by the college's administration and the consultant working with them on the campus' plan for an emergency.

But local firefighters, paramedics and police responded almost as if there had been an actual plane crash on the college campus. In a real emergency, there would have been more resources on campus, but not as many response teams could be pulled off the street for a drill, consultant Kenneth Lake said.

It was practice for both the college's staff and students as well as for the emergency responders, to see how the college's emergency plan would work if there were a real emergency on the campus.

"We're just testing our plan today," said Don Warkentin, president at the Lemoore campus. "And if we need to tweak it then we'll tweak it."

The college is one of few community colleges to practice its plan for responding to an emergency, though the West Hills Coalinga campus had a similar drill three weeks ago, Lake says.

Officials from several local school districts attended the morning's events to observe, give feedback and get ideas for their own campus emergency plans, including Pioneer Middle School Principal Greg Henry, and Lemoore Union High School District Superintendent Harry Sussman.

Debbie Muro, the Lemoore high school district's assistant superintendent, said she and Sussman had attended to get ideas for their own district plan and to watch some of the Lemoore district students who were acting as victims in the created emergency.

Some students were carried away on stretchers or given pretend medical aid, their faces and clothes smeared in fake blood. And the pungent odor of smoke -- emulating a fire caused by the plane crash -- wafted throughout the south side of the campus.

Several staff members filled roles as part of the incident command team. Marty Ernes, an instructor for communication and English at the college, filled the role -- as

she would in a real emergency situation on the campus — of public information officer, fending off the students who were acting as members of the press.

Anne Jorgens, from the risk management committee at the West Hills Community College District office, said the drill was not a test of the college's staff or the local response teams, but rather a test of the plan itself to see how it would work.

"Unfortunately we need to have it," Jorgens said of the plan. "We just hope we never need to use it."

President Warkentin cited the tragedies of Sept. 11 and Virginia Tech as reasons for the college to have a new and updated plan in place now.

John Sousa, superintendent of Kit Carson School District, agreed at Tuesday's event that it is necessary for school administrators to be prepared in case of an emergency.

"My school could have an emergency anytime," Sousa said. "As a superintendent, what I fear the most is an emergency at my campus."

The college's administrators and incident command team will meet on Thursday morning for a formal debriefing in the campus conference room to discuss necessary training and modifications needed for the emergency plan.

The reporter can be reached at 582-0471, ext. 3047.

(Oct. 17, 2007)

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Fresno Pacific University

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I hereby irrevocably authorize Fresno Pacific University and its agents, employees or representatives to copy, exhibit, publish or distribute any and all photographs, videos, interviews and/or audio recordings of me or in which I appear, including composite or artistic representations, and to use said photographs, videos, interviews and/or audio recordings in all forms and media for purposes of publicizing university programs, or for any other lawful purpose. In addition, I waive any right to inspect or approve the finished product, including written copy, in which my photograph(s), video, interview and/or audio recordings appears.

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Print name _____

Signature _____

Address _____

Date _____

Witness name _____

Signature _____

Address _____

Date _____



June 9, 2010

The West Hills Community College District updated and tested the district emergency preparedness/crisis response plans in May and June of 2010.

Plan Updating / Staff Training

The emergency preparedness/crisis response plans were reviewed and updated at each site. An update on the National Incident Management System (NIMS), including the Incident Command System (ICS), was provided to the ICS Teams at each site (attendance forms are maintained by the site.) In addition, emergency supplies and equipment were checked including ICS team member grab-and-go bags. Hand-held radio protocols and practice were also provided at each training session.

Lemoore Campus May 11th
District Office May 20th

Coalinga Campus May 12th
North District Center May 27th

Testing / Tabletop Exercises

The site plans were tested using tabletop exercises at each site. The ICS site team was divided into two separate teams and worked through several scenarios within the teams and then practiced radio communication with the other team. The scenarios included: Aftermath considerations from the Multi-Casualty Incident Drills held on-site in 2007/2008; a "Prankster" exercise; a shooter-intruder exercise; and an earthquake exercise.

Coalinga Campus May 20th
District Office May 27th

Lemoore Campus May 21st
North District Center June 1st

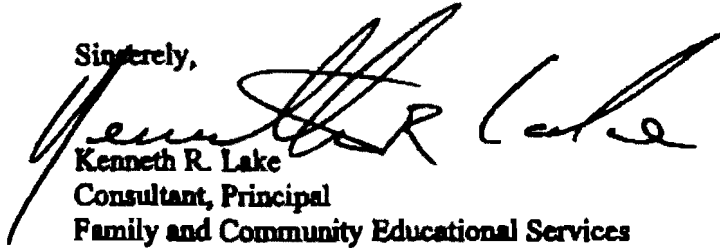
Recommendations

1. Each site to assign an Emergency Preparedness/ Crisis Response Coordinator to ensure the site plan is current.
2. Coalinga, Lemoore, and North District Center update and communicate the location of the primary and secondary Emergency Operations Center (EOC) on campus.
3. Ensure that the telephone emergency notification system is working and current at each site.
4. Train appropriate staff in the use of the telephone emergency notification system.
5. Provide electrical timers for the handheld radio chargers.
6. Ensure the handheld radios are adequately charged and ready for use.
7. Ensure that each site ICS team regularly practices and uses the handheld radios.

8. Significant plant construction is currently happening, or soon anticipated, at each site. Each site should consider the impact of this construction on the current plan and amend the plan to take into account the impact of this construction.
9. Upon completion of the construction review and revise the plan.

The West Hills Community College District is to be commended for the ongoing attention to emergency planning and crisis response training. If we can assist in anyway, please do not hesitate to contact us.

Sincerely,



Kenneth R. Lake
Consultant, Principal
Family and Community Educational Services

NIMS/SEMS Training List

Class 1

Classes Pass/Fail

<u>Employee</u>	<u>Date Attending</u>	<u>ICS 100</u>	<u>ICS 200a</u>	<u>ICS 700</u>	
Ana Leon	11/21/2008 x	Yes	Yes	Yes	
Anna V. Collin	11/21/2008 x	Yes	Yes	Yes	
Anita Bart	11/21/2008 x	Yes	Yes	Yes	
Charles Parker	11/21/2008 x	Yes	Yes	No	
Cherie Mitchell	11/21/2008 x				* tests not returned ?
Delia Padilla	11/21/2008	No	No	No	Did not attend class
Elaine Sloan	11/21/2008 x	Yes	Yes	Yes	
Erin Brewer	11/21/2008 x	Yes	Yes	Yes	
Gina Harper	11/21/2008 x	Yes	Yes	Yes	
Javler Cazares	11/21/2008 x	Yes	Yes	Yes	
Jay Darnell	11/21/2008 x	Yes	Yes	Yes	
Jlm Brixey	11/21/2008 x	Yes	Yes	Yes	
John Jennings	11/21/2008 x	Yes	Yes	Yes	
Marlese Roton	11/21/2008 x	Yes	Yes	Yes	
Matt Magnuson	11/21/2008 x	Yes	Yes	Yes	
Melissa Richerson	11/21/2008 x	Yes	Yes	Yes	
Nancy Clover	11/21/2008 x	Yes	Yes	Yes	
Nancy Jeffcoach	11/21/2008 x	Yes	Yes	Yes	
Patty Mendoza	11/21/2008 x	Yes	Yes	Yes	
Rhonda Mayer	11/21/2008 x	Yes	Yes	Yes	
Rosemary Burclaga	11/21/2008 x	Yes	Yes	Yes	
Sara Avila	11/21/2008 x	Yes	Yes	Yes	
Sarah Shepard	11/21/2008 x	Yes	Yes	Yes	
Tracey Jaurena	11/21/2008 x	Yes	Yes	Yes	
Troy Holsonbake	11/21/2008 x	Yes	Yes	Yes	
Veronica Rosales	11/21/2008 x	Yes	Yes	Yes	
Angela Tos	12/5/2008 x	Yes	No	Yes	* test not returned ?
Brandon Hicks	12/5/2008 x	Yes	Yes	Yes	
Brandy Wilds	12/5/2008 x	Yes	Yes	Yes	
Brian Abela	12/5/2008 x	Yes	Yes	Yes	
Clifton Harris	12/5/2008 x	Yes	Yes	Yes	
Clint Cowden	12/5/2008 x	Yes	Yes	Yes	
Connie Cleveland	12/5/2008 x	Yes	Yes	Yes	
David Castillo	12/5/2008 x	Yes	Yes	Yes	
Debbie Gore	12/5/2008 x	Yes	Yes	Yes	
Ed Zavala	12/5/2008 x	Yes	Yes	Yes	
Eric Castellon	12/5/2008 x	Yes	Yes	Yes	
Felicia Torrez	12/5/2008 x	Yes	Yes	Yes	
Freddy Vasquez	12/5/2008	No	No	No	Did not attend class
John Ieronlmo	12/5/2008 x	Yes	Yes	Yes	
Johnathan Bernal	12/5/2008 x	Yes	Yes	Yes	
Juanita Alvarado	12/5/2008 x	Yes	Yes	Yes	

NIMS/SEMS Training List

Class 1

Classes Pass/Fail

<u>Employee</u>	<u>Date Attending</u>		<u>ICS 100</u>	<u>ICS 200a</u>	<u>ICS 700</u>	
Marta Hendrickson	12/5/2008	x	Yes	Yes	Yes	
Marty Ennes	12/5/2008	x	Yes	Yes	Yes	
Mina Valdeabella	12/5/2008	x	Yes	Yes	Yes	
Monica Santino	12/5/2008	x	Yes	Yes	Yes	
Olivia Ibanez	12/5/2008	x	Yes	Yes	Yes	
Pam Brasil	12/5/2008	x	Yes	Yes	Yes	
Riley Talford	12/5/2008	x	Yes	Yes	Yes	
Robert Pimentel	12/5/2008	x	Yes	Yes	Yes	
Ron Oxford	12/5/2008	x	Yes	Yes	Yes	
Scott Young	12/5/2008	x	No	Yes	Yes	
Tammy Thompson	12/5/2008	x	Yes	Yes	Yes	
Tina Souza	12/5/2008	x	Yes	Yes	Yes	
Tom Benedict	12/5/2008	x	Yes	Yes	Yes	
Tony Garcia	12/5/2008	x	Yes	Yes	Yes	
Virgina Cruz	12/5/2008	x	Yes	Yes	Yes	
Hector Dam-Mikkelsen			No	No	No	Did not attend class
58						



Risk Management Professionals

27405 Puerta Real, Suite 220, Mission Viejo, California 92691
Phone: 949/282-0123 • FAX: 949/282-0068 • E-mail: info@RMPCorp.com • WWW Site: <http://www.RMPCorp.com>

March 28, 2009

RECEIVED

APR 08 2009

BUSINESS SERV. DEPT.

Ms. Anne Jorgens
Budget Services Supervisor
West Hills Community College District
9800 Cody Street
Coalinga, CA 93210

Subject: IS-100.a, IS-200.a, and IS-700 Training Completed on November 21, 2008 and December 5, 2008

Ms. Jorgens,

Risk Management Professionals (RMP) would like to thank you for the opportunity to provide NIMS training on IS-100.a, IS-200.a, and IS-700 at your facility on November 21, 2008 and December 5, 2008.

Enclosed are the certificates of completion provided by FEMA for those students that passed each one of the tests as listed below. Additionally, below is a breakdown of the students that did not receive a certificate and the reasons why.

- The students listed below failed to provide a complete Social Security Number to FEMA. Their tests were not returned to Risk Management Professionals.
 - Cherie Mitchell (IS-100.a, IS-200.a, IS-700) ?
 - Angela Tos (IS-200.a) ?
- The Social Security Number for the students listed below, are not acceptable to FEMA. Their tests are enclosed for you to address the discrepancies and resubmit to FEMA, if you wish.
 - ✓ ○ Anita Bart (IS-100.a, IS-200.a, IS-700)
 - ✓ ○ John Petree Jennings, III (IS-100.a, IS-200.a, IS-700)
- The following student failed to achieve a passing score of 75% or better for one or more of their tests.
 - ✓ ○ Scott Young (IS-100.a)
- The following students achieved a passing score of 75% or higher for one or more of their tests.

NIMS/SEMS Training List

Class 2	Date Attended	Classes Pass/Fail		
		ICS 402	IS-700	IS-800.B
Employees				
Shaun Bailey	10/31/2008	x Yes	Yes	Yes
Gary Boyd	10/31/2008	x Yes	Yes	Yes
Barbara Caganich	10/31/2008	x Yes	Yes	No
Becky Cantu	10/31/2008	x Yes	Yes	Yes
Sandy Covins	10/31/2008	x Yes	Yes	No
Ron Danner	10/31/2008	x Yes	Yes	No
Lorna Davis	10/31/2008	x Yes	Yes	Yes
Eliseo Gamino	10/31/2008	x Yes	Yes	Yes
Darlene Georgatos	10/31/2008	x Yes	Yes	Yes
Mark Gritton	10/31/2008	x Yes	Yes	No
Verna Hernandez	10/31/2008	x Yes	Yes	Yes
Donna Isaac	10/31/2008	x Yes	Yes	Yes
Susan Whitener	10/31/2008	x Yes	Yes	No
Richard Larson	10/31/2008	x Yes	Yes	No
Maria Lourenco	10/31/2008	x Yes	Yes	Yes
Mike Parker	10/31/2008	x Yes	Yes	No
Joel Ruble	10/31/2008	x Yes	Yes	Yes
Dolores Smith	10/31/2008	x Yes	Yes	No
Ken Stoppenbrink	10/31/2008	x Yes	Yes	No
Danielle Trevino	10/31/2008	x Yes	Yes	Yes
Kathy Watts	10/31/2008	x Yes	Yes	Yes
Tammy Weatherman	10/31/2008	x Yes	Yes	Yes
Michelle Kozlowski	10/31/2008	x Yes	Yes	Yes
Anne Jorgens	10/31/2008	x Yes	Yes	Yes
	& 11/7/08	x Yes	Yes	Yes
Jana Cox	11/7/2008	x Yes	Yes	Yes
Jill Stearns	11/7/2008	x Yes	Yes	Yes
Willard Lewallen	11/7/2008	x Yes	Yes	Yes
Allen MOORE	11/7/2008	x No	Yes	Yes
Lonnie Mair (Follett)	11/7/2008	x Yes	Yes	No
Stephanie Atkinson-Alston	11/7/2008	x Yes	Yes	Yes
Daniel Tamayo	11/7/2008	x Yes	Yes	Yes
Marcel Hetu	11/7/2008	x Yes	Yes	Yes
Sylvia Dorsey-Robinson	11/7/2008	x Yes	Yes	Yes
Bob Clement	11/7/2008	x Yes	Yes	Yes
Carlos Dink	11/7/2008	x Yes	Yes	Yes
Don Warkentin	11/7/2008	x Yes	Yes	Yes
Frank Gornick	11/7/2008	x Yes	Yes	Yes
Marlon Hall	11/7/2008	x Yes	Yes	Yes
Bertha Felix-Mata	11/7/2008	x Yes	Yes	No
Jose Lopez	11/7/2008	x Yes	Yes	No
Charles Freeman	11/7/2008	x Yes	Yes	Yes

Class 2		Classes Pass/Fail		
<u>Employee</u>	<u>Date Attended</u>	<u>ICS 402</u>	<u>IS-700</u>	<u>IS-800.B</u>
Raquel Rodriguez	11/7/2008 x	Yes	Yes	Yes
Frances Squire	11/7/2008 x	Yes	Yes	Yes
Melinda Olson	11/7/2008 x	Yes	Yes	No
Glenda Oliver-Smith	11/7/2008 x	Yes	Yes	Yes
Carole Goldsmith	11/7/2008 x	Yes	Yes	Yes
Cathy Barabe	11/7/2008 x	Yes	Yes	Yes
Joe Savopolos	11/7/2008 x	Yes	Yes	Yes
Pedro Avila	11/7/2008 x	Yes	Yes	Yes
David Bolt	11/7/2008 x	Yes	Yes	Yes
John Tyler	11/7/2008 x	did not submit tests		
	51			

gone

WHC LEMOORE - MCI DRILL

FORMAL DE-BRIEFING NOTES Teleconferenced with Coalings October 18, 2007

1. Welcome and Introductions:

Ken Lake asked everyone to briefly introduce themselves and what role they played in the drill:

Joe Savolopoulos – door bouncer, Operations, Ron Oxford – Liaison, Angela Tos – Logistics, Marlon Hall – Incident Commander, Fred Vasquez – Operations, Wendy Paxton – Scribe, Vince Montoya – Operations, Dave Bolt – on vacation, Ted Schlosser – Police Dept., Frank Guiano – American Ambulance, Wes Roberts – Police Dept., Frances Squires – Photographer, Don Warkentin – Logistics, Clifton Harris – Safety, Eric Castellon – Logistics, several others were present.

2. Drill – Overview & Comments:

Ken Lake asked for comments regarding the drill, what went well, what didn't work?

Frank, American Ambulance: Communications problems with his department and Fire department, college IC in finding out what's going on. Safety is first they need to know what's happening before the rescuers go in. They needed to know how many to rescue and fire issues.

Wes Roberts, Lemoore Police: They identified a lot of things they need to work on, a lot of things they need to work on between them and Fire department.

Ted Schlosser, Lemoore Fire Dept: This was a learning experience. West Hills did a great job.

Ken Lake, Consultant: Unfortunate and unexpected start to drill, which resulted in responders and college actors and staff not being quite ready to start when it actually did start. He outlined what actually happened for guests; basically a College staff member in the Library thought it was real, pulled the fire alarm, called 911 and used a fire extinguisher to put out the smoke machine.

His observations included: Incident command area didn't have a lot of support staff. Communication issue – everyone trying to talk at once, should have designated different channels, however Ken reminded staff this is very typical, one of the things in the plan that needs to be looked at is designating specific channels to the different functions.

Marlon Hall, College IC: Not everyone who responded had a radio, which caused communication problems.

Clifton Harris, ICS Safety: Need to learn call protocol ie; different channels, use title rather than name, practice using title and first name.

Vince Montoya, ICS Operations Chief: Think they did pretty good, Berbee emergency announcement system was good, need to use it for global announcement as staff on campus not involved in drill wanted to know what was happening, also staff involved would at least know what the incident was, good that we had a PIO center set up as Press was pesty, yellow taped off the building OK. What went wrong – went from Plan A to Plan B without communicating it, needed to communicate what happened to everyone.

Anne Jorgens, District Drill Planning: Could have made a universal announcement over Berbee to all IC team.

Frank, American Ambulance: Heard the word hazardous materials, when that happens they use rule of thumb ie; they hold their thumb out for wind directions before they set up triage area.

Fire Department: Never were told that it was an airplane accident, but obviously in a real incident we would have had a visual scene to help determine incident, also College staff needs to evacuate "up wind" not down wind with victims. Recommends look at your flag pole for wind direction. Location of IC team – most likely would be 100 building.

Ken Lake, Consultant: You do want IC isolated but problem with 100 Building is that it will be more accessible.

Frances Squire, PIO: From press view – she trained the press actor to be pests as in a real incident they will be in your face. What you had at the drill was just the tip of the iceberg. Backup PIO's never got a call, so need to make sure contact numbers are available and that someone in IC contacts everyone who should be contacted. Planning and Intelligence roils were never activated. What about parents etc. Police Department in a real incident would have stopped everyone from coming in at the corner of the campus and would have needed a liaison there to communicate with college ICS team. Press can legally put them self in danger, they have the right to be there unless the Police declare it a crime scene.

Clifton Harris, IC Safety: Would have been helpful to have access to security force other than Police Dept., perhaps local security company or our own AOJ classes if they are on campus, suggested added numbers for these to the plans contact list. Parents should be given a specific point to go to. In reality first responders would have control traffic and we would have had a liaison out there.

Eric Castellon, IC Logistics: Actually on the east side we had a real parent with a child in the CDC who didn't know what was happening, all our signs should have been in both languages. We needed someone to answer student questions on campus as well.

Ken Lake, Consultant: Asked everyone where the primary evacuation point is? It is behind the 100 Building.

Clifton Harris, IC Safety: We need to identify all the evacuation locations and aid stations for injured to go to.

Fire Department: Problem with pre-designating these points is whether it's safe to be there.

Ambulance Department: They will set up triage points. They used to designate level of injured using Red (move out now) Yellow (stacked, treated on scene) Green (walking wounded) and Black (left where they are – crime evidence) now the new system is Red (Immediate) Yellow (delay) Green (minor) and Black (morgue). If they had a lot of working wounded they would call up IC and ask for Bus to get them out.

Angela Tos, IC: Liaison was a bit confused initially, stayed with injured until someone came but they need to remember to call up for assistance.

Fire Department: This was an issue with their staff as well, not calling for assistance.

Police Department: Sometimes need to leave someone or get someone to stay with them.

Ambulance: The first thing they do is triage.

Ken Lake: Responders first response priority is people not the fire. Usually want to have liaison immediately connecting with responders.

Fire Department: College usually does this anyway.

Don Warkentin: We had a real incident with a Bomb threat and the College handled it that way.

Frances Squire: Observation was that we all need to take some personal responsibility to learn some first aid and CPR training.

Don Warkentin: Do have a small area which could be used a resource, the nursing lab 800 Building, B wing.

Vince Montoya: Maps were sent electronically to responders and ICS Team.

Frances Squire: From a PIO standpoint, it went pretty well. In a real incident we will have a lot more press. Recommend perhaps adding two more people on the IC PIO team just to help out in this area. Keep to plan, have access to computers and printers to provide quick handouts etc. and new releases, press and crowd control vital, so that everyone knows what is going on and where to go for information, need a better process to notify IC on when press conferences will be held. Surprised about students not knowing what was happening, apparently they were asking when the library was going to be open again. Need information for evacuees as well.

Dave Bolt, College: We don't have an obligation to provide information to press or media, we can always say "don't have enough information now – will have a press release/conference later".

Police Department: You can put up a phone # etc., and use them as well. In real life Fire and Police PIO may help out as well.

Ken Lake: Rule of thumb is "feed the press, if you don't, they will make it up". A lot of time the press comes to you with facts and are asking for confirmation, they can actually be a resource.

Freddy Vasquez, Logistics: Went fairly well, noticed a lot of radio chatter, did his assigned tasks.

Ken Lake: They specifically added tasks for logistics, they did well.

Vince Montoya: Checklist was good is; utilities etc., perhaps put on index cards in the future for Operations staff or even index cards with key points for each ICS team position.

Angela Tos, IC: We need to look at steps to get victim information before the incidents. Perhaps have 2 or 3 radios in one location charged and ready to go for staff that doesn't have them with them.

Wendy Paxton, IC Administration & Finance: It was crazy, she acted as the incident scribe at the incident command center, should have kept somebody else there to keep track of people and their locations.

Ken Lake: If you feel overwhelmed – ask for help or bodies.

Vince Montoya: Learned that 3 deep for the ICS team positions is so important, at first didn't think it was a good idea but now it was a really good thing.

Clifton Harris, IC Safety: This drill didn't really need a safety person, but still need to set up site for initial evacuation point for injured until responders arrive.

Police Department: Once a building is cleared, need to keep everyone out.

3. Next Steps:

Ken Lake said the next steps are:

- He will go back and make a final report for the District.
- Then we will look at the Emergency Response Plan.
- Communications – continued training for radios and usage.
- Materials – review grab and go bags.
- Continued staff training.
- Continue with table top sessions.
- Continued staff training on Berbee Informacast system.

Ken Lake said the College did an excellent job, job well done. Thanks for letting him be involved, it was his pleasure to be a part of the College's drill event.

INSTRUCTIONAL PROGRAM REVIEW

West Hills College Lemoore

I. General Information

- A. Instructional Program: Psychology
- B. List of Full Time Program Faculty and Staff: Allen Fortune

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*

The Psychology program at West Hills College will empower students pursuing a major in psychology by creating a positive environment to learn fundamental psychological theories and concepts. Program coursework will give students a solid foundation to build on as they transfer schools to continue their education or pursue an occupation in a psychology related field.

- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*

There have been no recommendations.

- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated 5 Classified Professional 0 Volunteer 0
Student Workers 0

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input checked="" type="checkbox"/> Caucasian/Non-Hispanic |
| <input checked="" type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

Enrollment Trends

Psychology Program Trends

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Sections	27	30	33	28	22
Duplicated Enrollment	775	797	785	924	822
% Change	13%	3%	-2%	18%	-11%
% of Online Enrollment	Baseline	48.6%	50%	56%	51%

Student Retention Rates/Student Success Rates

WHCL PSYCH	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Success Rate	67%	65%	64%	67%	67%
Retention Rate	80%	65%	79%	82%	83%

WSCH/FTEF

WHCL PSYCH	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
WSCH per FTEF	419	387	352	486	325
% Change	Baseline	-7%	-9%	38%	-33%

Full-time to Part-time Faculty Ratio – *I currently don't have a process to differentiate between full-time and part-time instructors. Stephanie might be able to provide you with this rate.*

Number of Students Earning Degrees (if applicable)

WHCL PSYCH	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Degrees Awarded	13	18	18	14	28
% Change	Baseline	38%	0%	-22%	100%

Number of Students Earning Certificates (if applicable):NA

Job Market Analysis (if applicable)

Due to budget cuts I've lost access to the system that was providing this type of data.

Student Demographics

WHCL PSYCH STUDENT ETHNICITY

ETHNICITY	05-06	06-07	07-08	08-09	09-10
	%	%	%	%	%
African American	7.0	6.0	6.4	7.2	7.1
Asian	2.7	2.3	3.0	1.3	3.0
Filipino	6.1	6.8	5.8	5.1	4.8
Hispanic	34.1	32.6	37.1	35.2	39.1
Native American	2.3	0.9	1.1	0.8	1.0
Other	1.8	1.6	0.9	1.5	0.0
Pacific Islander	1.1	0.3	0.6	0.8	1.1
White	40.9	43.3	39.3	42.5	36.0
Unknown/DTS	4.1	6.2	5.8	5.8	7.9

Source: WHCCD data warehouse

WHCL PSYCH STUDENT GENDER

GENDER	05-06	06-07	07-08	08-09	09-10
	%	%	%	%	%
Female	68.2	71.0	70.9	69.2	65.0
Male	31.8	29.0	29.1	30.8	35.0
Unknown/DTS	0.0	0.0	0.0	0.0	0.0

Source: WHCCD data warehouse

WHCL PSYCH STUDENT AGE CATEGORY

	05-06	06-07	07-08	08-09	09-10
AGE	%	%	%	%	%
-19	15.8	15.0	12.7	14.1	28.5
20-24	48.0	49.8	47.3	46.4	34.4
25-29	14.4	14.1	17.2	16.6	15.9
30-49	20.6	19.7	21.3	21.7	19.0
50+	1.2	1.4	1.6	1.2	2.3
Unknown/DTS	0.0	0.0	0.0	0.0	0.0

Source: WHCCD data warehouse

Grade Distribution

WHCL PSYCH

Grade Distribution %	A	B	C	D	F	CR	NC	P	N	I	W	IP
2005-2006	35%	22%	12%	5%	11%	0%	0%	0%	0%	0%	16%	0%
2006-2007	24%	23%	19%	4%	9%	0%	0%	0%	0%	1%	21%	0%
2007-2008	31%	20%	13%	5%	11%	0%	0%	0%	0%	0%	21%	0%
2008-2009	29%	26%	12%	3%	11%	0%	0%	0%	0%	0%	18%	0%
2009-2010	28%	25%	14%	5%	12%	0%	0%	0%	0%	0%	17%	0%

IV. Professional Development

What professional development activities have faculty participated in? None. However, professional development is a priority and activities will be established within the fall semester of 2010 and faculty will be encouraged to attend at least one of the professional development activities that have been identified by the end of Spring 2010. At least one of the activities will be technologically related in hopes to keep West Hills College Lemoore on the cutting edge of Psychological Education. By having our faculty attend professional development to learn about the newest ways of presenting material that has been around for over 100 years they are able to connect even better with a new generation of student by using technology and terms students can relate to thereby improving student learning.

V. Curriculum and Student Learning Outcomes

A. List your Instructional Program-Level Student Learning Outcomes (PLO).

PLO #1: Students will be able to identify various research methods used to study behavior and mental process.

PLO #2: Students will be able to identify the basic structures of the brain and nervous system.

PLO#3: Students will be able to apply psychological concepts and theories to everyday situations.

PLO#4: Students will be able to identify and apply behavior modification techniques.

PLO#4: Students will be able to identify theories of personality and the psychologist associated with each theory. Example: Psychodynamic Perspective-Freud.

PLO#5: Students will be able to identify the major components in a case study and how to use case studies as references when writing a research paper.

PLO's have been changed to reflect the Psychology faculty's vision of how to make the Psychology program more linear. This is done by using several Course-level student learning outcomes (CLO) that exemplify a program standard. For example the PLO #2 is introduced in General Psychology and Developed in Psych 2 and 3; then it is intended to be mastered by the students in Psych 5. To assess how this PLO will improve student learning, evaluations in the courses will include asking students to identify the basic structures of the brain and nervous system through questions on exams. Student scores on the questions on brain structures and nervous system should continually improve as they progress through the program. As PLOs are analyzed, if it is found that students are not successfully completing a PLO, the department would then evaluate the CLO with faculty in order to discuss how to improve success at the CLO level.

PLOs for the Psychology Program are considered by faculty to be fundamental issues that students who complete the program will use as they continue their education in psychology or as they enter into a work related psychological field.

Course outlines and prerequisites will be reviewed the Spring of 2011. One item that will be discussed is the prerequisite of Psych 1 before taking any other Psychology class since it is the hope that Psych 1 will be introducing students to concepts that will be elaborated on in Psych 2,3,4,5, and 29.

There are no anticipated curriculum changes anticipated in the next two years. One course that may be added within the next five years could be Criminal Psychology.

Technology is a component of the Psychology program. Most of the Psychology courses have some component that is online. Ebsco host is already being provided for the Psychology students to choose peer reviewed scholastic research. Web-enhanced classes will be encouraged and faculty is looking into the use of additional technology as it becomes available such as e-text and virtual labs. Faculty is continually provided with the most current edition of textbook and has been encouraged to seek out professional development workshops that provide cutting edge tools and methods to ensure curriculum is up to date.

Program Review, Planning and Evaluation

West Hills College Lemoore

Mission: *West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.*

Assessment Grid

<p>Program: Mission: The Psychology program at West Hills College will empower students pursuing a major in psychology by creating a positive environment to learn fundamental psychological theories and concepts. Program coursework will give students a solid foundation to build on as they transfer schools to continue their education or pursue an occupation in a psychology related field.</p>		<p>Contact Person/ext.: Allen Fortune ext. 3326</p>	
<p>Submission Date:</p>		<p>Midterm Report Date (2 years from submission/ 1 year CTE):</p>	
<p>Program Goals/ Objectives</p>	<p>Program Activities/Actions</p>	<p>Necessary Resources (Including Funding)</p>	<p>Outcomes</p>
<p>At least 3 short-term and up to 2 long-term goals. Instruction: At least three of your goals must be program specific student-learning outcome oriented.</p>	<p>The specific activities you will implement to accomplish the goals (e.g. implement a new course) and intended outcomes.</p>	<p>Any additional resources you will need to accomplish the activity. Please be specific and realistic.</p>	<p>Means of Assessment/Criteria for Success including timeline (Measurable)</p>

<p>1. Have at least one SLO assessed in every Psychology course by the Spring of 2011</p> <p>2. Create rubric to assess the quality research papers used to fulfill PLO #1</p> <p>3. Identify intern programs, if there are any available, for Psych majors looking to major in the field of Child Psychology or Child Development and work to create a relationship where our students are used frequently</p> <p>4. Increase the success rate of students in the Psychology program from 67%-80% in the next 5 years</p> <p>5. Students will be able to identify various research methods used to study behavior and</p>	<p>1. Work with adjunct faculty to create a more cohesive program where instructors actively share ideas and teaching techniques to improve student participation and understanding of SLO's on the course level as well as the program level.</p> <p>2. Full Time Faculty will participate in Adjunct faculty orientation to discuss SLO's and assessments that are currently being used to ensure a consistent experience throughout a students experience in the Psychology Program by developing a rubric that can be accepted and used by all psychology instructors.</p> <p>3. Psychology lead faculty will search and contact WHCL's Child Development Center on campus as well as outside child care centers to see if they would be open to a internship program and start discussion on how to make that</p>	<p>1. Paid time for adjuncts and faculty to meet</p> <p>2. Paid time to meet with adjuncts</p> <p>3. none</p> <p>4. none</p> <p>5. none</p> <p>6. none</p> <p>7. none</p>	<p>1. To assess this goal 100% of Psychology courses will have a CLO assessed by graduation 2011.</p> <p>2. A rubric will be distributed to all Psychology instructors and used to evaluate the CLO's that have research papers and results will be used in the evaluation of the PLO, that will be done by graduation 2011.</p> <p>3. To assess this goal a list of intern programs will be created, if any are identified, and distributed to Psychology instructors as well as counselors. For successful completion of the goal would be to have at least one student working as an intern by Spring of 2011.</p> <p>4. Evaluate success rates every year of the Psychology Program students to ensure success rates continue to climb to the goal of 80% by 2015.</p> <p>5. Evaluate the results of PLO #1, where students will be able to</p>
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<p>mental process.</p> <p>6. Students will be able to identify the basic structures of the brain and nervous system.</p> <p>7. Students will be able to apply psychological concepts and theories to everyday situations.</p>	<p>successful for psychology majors at WHCL looking to major in child psychology at a four year university.</p> <p>4. Analyze data from PLO's and discuss shortfalls with psychology and discuss solutions with faculty to improve student success.</p> <p>5. Analyze and evaluate the success rate of PLO #1 if results are unsuccessful reevaluate PLO and adjust teaching method to help increase student success.</p> <p>6. Analyze and evaluate the success rate of PLO #2 if results are unsuccessful reevaluate PLO and adjust teaching method to help increase student success.</p> <p>7. Analyze and evaluate the success rate of PLO #3 if results are unsuccessful reevaluate PLO and</p>		<p>identify various research methods used to study behavior and mental process, by June of 2011 and analyze success rates</p> <p>6. Evaluate the results of PLO#2, where students will be able to identify the basic structures of the brain and nervous system, by June 2012 and analyze success rates.</p> <p>7. Evaluate the results of PLO#3, where students will be able to apply psychological concepts and theories to everyday situations, by June 2013 and analyze success rates</p>
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	adjust teaching method to help increase student success.		
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Program Review Summary Sheet for Planning/Institutional Effectiveness

I. General Information

Program: Psychology

Prepared By: Allen Fortune

Date Prepared: October 15, 2010

II. Summary

What actions have been taken to address the assessment and improvements of goals and learning outcomes?

Goal #1. To assess this goal 100% of Psychology courses will have a CLO assessed by graduation 2011.

Goal #2. To assess this goal a survey will be created and the answers will

Goal #3. A rubric will be distributed to all Psychology instructors and used to evaluate the CLO's that have research papers and results will be used in the PLO that will be done by graduation 2011.

Goal #4. Evaluate success rates every year of the Psychology Program students to ensure success rates continue to climb to the goal of 80% by 2015.

Goal #5. Evaluate PLO #1's results by June of 2011 and analyze success rates

Goal #6. Evaluate PLO#2's results by June 2012 and analyze success rates.

Goal #7. Evaluate PLO#3's results by June 2013 and analyze success rates

III. Recommendations by Planning and Governance Council

<input type="checkbox"/> Training/Professional Development <input type="checkbox"/> Employee Development & Success Committee	<input type="checkbox"/> Equipment Budget Allocation Committee &/or Technology Committee	<input type="checkbox"/> Facilities Facilities, Safety, Committee	<input type="checkbox"/> Personnel/Staffing Academic Senate &/or Area Budget	<input type="checkbox"/> Curriculum/Course Schedule Learning Area Faculty	<input type="checkbox"/> Budget Budget Allocation Committee

Approved by Planning and Governance Council (PGC) Date: _____

Recommended Action by PGC: Expand Program Maintain Program at Current Levels Eliminate Program

Program Review Summary Sheet for Planning/Institutional Effectiveness

<input type="checkbox"/> Training/Professional Development <input type="checkbox"/> Employee Development & Success Committee	<input checked="" type="checkbox"/> Equipment Budget Allocation Committee &/or Technology Committee	<input type="checkbox"/> Facilities Facilities, Safety, Committee	<input checked="" type="checkbox"/> Personnel/Staffing Academic Senate &/or Area Budget	<input type="checkbox"/> Curriculum/Course Schedule Learning Area Faculty	<input type="checkbox"/> Budget Budget Allocation Committee
1. Paid time for adjuncts and faculty to meet and discuss PLO's and CLO's	NONE	Conference Room to meet with faculty to discuss PLO's and CLO's		NONE	Paid time to meet
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

Program Review Summary Sheet for Planning/Institutional Effectiveness

10.					
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**Maintenance, Operations & Auxiliary Services
West Hills College - Lemoore**

Agenda

Facilities Planning Committee

Tuesday May 4, 2010 – 11:00 am Room 256

18

1. Facility Meeting

- Lemoore Middle College High School - Post POC ed
- Activity Report Update
- 100 Admin Bldg. Phase 2 -
- 500 Instructional Center -

2. Multi-Use Sports Complex

- Construction Update -

3. Student Center

Week of 15th on vacation
{ Pedro
Kerry
Michelle

President's Cabinet

November 19, 2009 – 2:00 p.m.

WHCL Conference Rm. 124/District Office Bd. Rm.

AGENDA

- | | |
|---|--|
| 1.0 Registration Update | Don Warkentin, Pedro Avila
Susan Whitener |
| 2.0 Budget Update | Ken Stoppenbrink |
| 3. 0 Name Change | Don Warkentin |
| 4.0 Accreditation Update | Don Warkentin |
| 5.0 Construction Update | Don Warkentin |
| 6.0 Gas Break
a. Communication Process | Don Warkentin/John Bernal |
| 7.0 Other | |

WEST HILLS COLLEGE LEMOORE

PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS UNIT PLANNING GUIDE - NON-INSTRUCTIONAL DEPARTMENTS & AREAS TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Department/Service: Disabled Student Services and Programs (DSP&S)

Date Prepared: August 16, 2006
September 8, 2006
September 29, 2006
October 23, 2006
March 6, 2007
March 12, 2007

Prepared By: Sylvia Dorsey-Robinson

Staff: Sylvia Dorsey-Robinson
Lataria Hall
Elva Torres
Suzanne Heskett

II. Program Overview

A. Provide a brief 4-year department/service area history.

The mission of West Hills Community College Disabled Student Programs and Services (DSP&S) is to provide equal access to education for disabled students in order that each student has the opportunity to realize his/her full potential. This is accomplished, in part, by providing academic accommodations and support services to students with physical, learning and psychological disabilities.

Over the last four years, DSPS Services have been offered at three campus-sites, Lemoore, Coalinga, and the North District Center at Firebaugh. The geographical area consists of two counties with the drive between the service areas one to two hours. Due to the geographic distance program services have been difficult to maintain. Nonetheless, DSP&S students at all sites have enjoyed the benefits of a multitude of services. Specifically, those services have been:

Individual, academic and vocational counseling
Priority registration
Notetakers/readers
Diagnostic Learning/ Disability testing
Alternative testing services
Mobility assistance
Liaison with the State Department of Rehabilitation and other agencies
Texts on tape
Electronic Text
Alternate Media
Instruction and use of assistive technology
Disability advocacy

Personal and academic counseling
 Adaptive classes
 Hearing equipment

These supports have enable students to not only fulfill their lifelong dreams of having a college degree, but to be recognized in a leaderships capacity on the campus. More specifically, last year, the president of the Student Club was a student who has been and continues to be served in the DSP&S program. This student not only gained the respect and admiration of the other students but went on to become on of the founding students of the Special People’s Club.

The most notable and recent achievement of the college has been to gain recognition as a accredited higher education institution, making West Hills Lemoore the 110th Community College in the State of California. While this accolade comes with a resounding sense of pride and accomplishment, it also brings with it future challenges and growth opportunities for the college over the next several years.

B. Describe how the department/service area is aligned to the advancement of the college mission, goals and objectives.

The DSP&S program is designed to support the advancement of all students in fulfilling their college dream. As our motto says, “Once you go here, you can go anywhere” this is particularly true of the DSP&S population. To that end, the DSP&S department offers students priority registration, testing and accommodations, technology support, and lab assistance with assignments.

C. List any recommendations from the most recent college/department/service area accreditation and/or previous review.

The June, 2006 Accreditation committee, recommended that six items be addressed. Of those six items, recommendation number three “Improving Institutional Effectiveness” specifically focuses on all programs, instructional and non-instructional, identify measurable goals and objectives that support student learning.

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

▪ **Enrollment Trends**

The enrollment trends as reflected in the DSP&S program are as follows:

YEAR	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
District					12,000	11,157	12,156	12,834
Lemoore					8,289	7,942	8,725	9,034
DSPS	187	277	327	378	420	296	369	356

- Student Retention Rates/Student Success Rates (if applicable)

The student success rate is as follows:

YEAR	02/03	03/04	04/05	05/06
District	66%	65%	64.9%	64.9%
Lemoore	64.2%	64.5%	65.5%	65.3%
DSPS	61.4%	62.1%	63.2%	61.7%

The student retention rate is as follows:

YEAR	02/03	03/04	04/05	05/06
District	81.4%	81.0%	80.9%	80.5%
Lemoore	79.68%	79.83%	80.50%	79.88%
DSPS	78.1%	77.9%	80.4%	77.8%

- WSCH/FTEF (if applicable)
- Full-time to Part-time Faculty Ratio
- Number of Students Earning Degrees (if applicable)
The number of students in the DSP&S program that have earned a degree or certificate between Summer 2004 to Fall 2006 is 64 compared to 543 in the District in 2004-05.
- Job Market Analysis (if applicable)
- Student Demographics
The student demographics for 2005-06 was as follows:

Ethnicity	Asian	African American	Filipino	Hispanic	Native American	Other	Pacific Islander	White	DTS
District	4.43	6.65	2.81	42.58	1.17	1.22	.56	36.19	4.32
Lemoore	4.87	6.49	3.73	37.05	1.31	1.53	.58	39.71	4.69
DSPS	0.00	14.85	1.66	33.44	5.23	1.49	0.00	37.26	6.06

- Grade Distribution (if applicable)

The grade distribution for DSP&S students in 2005-06 was as follows:

Grade	A%	B%	C%	D%	F%	CR%	NC%	I%	W%
District	28	21	14	5	10	2	.06	.50	19
Lemoore	29	21	14	5	9	1	.04	.47	20
DSPS	29	17	15	6	8	.04	.33	.25	22

- Student Survey Data (if applicable)

B. Using the data provided, describe how the department/service area is affected.

Based on the information presented above, it appears that the students served by the DSPS program are performing comparable to their non-DSPS peers. With regard to enrollment trends, an analysis of the data shows that there is fluctuation in the enrollment numbers of students served in the DSPS program. While the District as a whole and Lemoore were able to recuperate student enrollment following the 2003-04 school year, the DSPS program was not. In fact the numbers for both the District and Lemoore exceed the numbers prior to 2003-04. This suggests that there is a tremendous need for recruitment and outreach for the DSPS program.

With regard to the student success and retention rate, the success rate suggests that DSPS students are performing consistent with their non-disabled peers. However, the retention rate yields a very different picture. While students who stay in a class are achieving grades of A, B, C or CR, far more students are receiving a grade of "W". This suggests that DSPS students are unaware of the impact of class withdrawals and/or they are enrolling in classes that they are not academically ready for. This suggests a greater need for more student **counseling** and **workshops**.

An analysis of the graduation/ certificate rates shows that 17% of DSPS students are completing their matriculation, while 29.6% of students district wide are completing their course design. This suggests that not only are DSPS students having difficulty completing classes, they are also not earning a terminal degree.

A review of the ethnic breakdown of DSPS students shows a disproportionate number of African-American and Native American students receiving DSPS serves, with a significantly less percentage of Filipino. The percent of African American students District wide is 6.65% and Lemoore is 6.49, while DSPS students are 14.85%. Likewise, the disproportionate number of Native American students in the district, Lemoore and DSPS are disparate. The percentage of DSPS students are 5.23, District wide is 1.17 and Lemoore is 5.23. On the contrary, there are significantly less Filipino students served in the DSPS program compared to the number of Filipino students district wide and in Lemoore. This data suggest.

C. Attach the following data maintained by your department/service area:

- Budget information regarding costs per department/service area on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the service as reflected by student enrollment.**

YEAR	00/01	01/02	02/03	03/04	04/05	05/06
State Allocation	250,592	365,244	361,590	344,684	338,746	\$350,484
Credit FTE	25,548	39,085	49,218.40	60,063.	27.07	31.84
Non-Credit FTE	313,172	318,394	334,378.43	670,362	342	332.44
FTE (\$ Credit)	9.27(2756.04)	13.66(2861.28)	17.05(2886.71)	20.97 (2864) =	79,045	\$ 92,942.87
(Non-Credit FTE	210.80(1485.64)	206.33(1543.13)	212.44(1573.99)	\$60,063	551,276	552,488.68
x				425.9 (1573.99) =		
				670,362.34		
TOTAL INCOME	589,312	692,723	745,186.83	0	\$969,067	\$995,915.55
Expenditures	727,067.56	1,061,039.10	754,713.91	\$1,123,972.54	1,030,894	1,138,774
College Effort	-0-	-0-	9,527.08	\$53.117	61,826	
Unspent Program \$				0	0	0
Primary Student Count	327	378	420	296	369	
Secondary Student Count	39	46	8	4	2	
Total Weighted Student Count	652.17	595.45	708.55	466.36	581.73	

2. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.

Currently there are seven staff supporting the DSPS students and one volunteer. The certificated staff is composed of the Interim Associate Dean, a DSPS Counselor and two full-time faculty. One faculty member currently spends 100% of her time supporting in the general studies class, while the other faculty supports students through an adaptive physical education class. The classified staff consists of one high technology specialists, one Learning Skills Program Assistant, and one secretary.

The DSPS staff is comprised of not only individuals with a variety of education and experiences levels, but ethnic levels as well. Of the seven staff, there are two Black, four White and one Hispanic.

3. Describe the certificated and classified staffing requirements of the existing department/service area, as well as the effect any proposed curricular or instructional changes would have in the next three years. This statement should include the need to retrain, or to add staffing for new specialties. Finally, this statement should include the need to retrain or to add staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.

Currently we are able to fulfill the program and student needs with existing staff. However, over the next five years, we will need the following :

Staff	Existing	Next Two Years	Next Five Years
Counselor/LD Spec.	1 FTE	2 FTE	3 FTE
High Technology	.5 FTE	.5 FTE	1 FTE
Access Specialists	0 FTE	1 FTE	1 FTE
Learning Assistant	1 FTE	1.5 FTE	2 FTE
Transportation Assistant	2 hrs	4.5 hrs	6 hrs
General Studies Instructor	1 FTE	2.5 FTE	3 FTE
Secretary	1 FTE	1.5 FTE	1.5 FTE
Director	0 FTE	0 FTE	1 FTE
Interim Assoc. Dean	.25 FTE	.25 FTE	.25 FTE
Dean	0 FTE	0 FTE	1 FTE

The additional staff will be the result of increased enrollment in both the college and the DSPS program. As the student population grows, staff will need to be available for counseling and other direct and indirect services to students. Concurrent with the student and staff growth will be the need to expand the course offerings, DSPS lab location, times, and computer stations. This will require additional equipment purchases.

The most immediate need; however, is to make available technology training to staff to ensure that staff have the necessary tools to articulate and provide assistive technology to students. This can most efficiently be accomplished through trainings and conferences offered through the High Tech Center, CAPED, and CSUN. Staff are also encouraged to seek out and identify professional development activities that will advance the college mission.

In addition to the regular staff development activities provided by the college, the DSPS staff will continue to attend trainings at the state High Tech College Training Unit (HTCTU) and job-related conferences provided by CAPED and other organizations as funding permits. Staff will also need to

receive ongoing updates in regards to Learning Disability (LD) assessments and the state Learning Disability eligibility model .

One option to reduce this expense would be to contribute to an ITS staff member to maintain the software/hardware technology in the DSPS labs, and consider changing the High Technology/Alternate Media position to an Alternate Media Specialist resulting in a cost reduction.

Staffing will also need to be increased accordingly to keep pace with the growing number of disabled students and number of students participating in the adaptive classes.

F. Address any significant trends in the above statistics, which relate to a specific course/program/service.

The significant trends reflected in the above data shows that there is an urgent need to improve the communication regarding DSPS eligibility and services. The DSPS team will be involved in ongoing outreach and communication efforts over the next two years. These efforts are designed to restore the student participation rate to levels seen prior to 2003-04.

Additionally, there is a strong need to work with DSPS students in recognizing when there are at risk of failing a class long before they are required to “withdraw”. In conjunction with that, there is a need to provided more support to students in course selection, planning and organizing, strengthening study skills and making greater used of the technology available in the DSPS lab. While the “early warning” system for all students is continuing to develop, ensuring communication with the DSPS office will be essential to student success, retention and persistence.

G. Identify and discuss the effect that trends may have on the department/services area’s organization, structure, and nature over the next two to four years.

The above described services to students will entail more staff to be available for counseling, course offerings, lab usages and assistance with mobility.

H. What resources are required to maintain department/service area, and what additional resources are necessary to improve or expand it?

The resources needed to improve or expand the department rests with staff, office space, technology, and equipment and supplies to support the expansion of the campus and services.

I. Discuss staff training, academic and professional currency.

The most urgent need is for staff to become better educated on the technology resources available to students.

J. Excluding curriculum validation, discuss community involvement in the operation of the department/service area.

The community has been involved in the DSPS program through counselor outreach activities. The DSPS team intends to continued the outreach efforts of “College Day” in the Spring, which will expose high school students to the services available in the DSPS program.

IN-SERVICE TRAINING

Goal

The District Director shall be responsible for a program of staff development for both the campus faculty and staff. The in-service will provide an increased awareness of the needs of students with disabilities and appropriate accommodations. Continuing efforts will be made to keep the College faculty and staff aware of:

- Support services and programs for the disabled
- Applicable regulations
- Student accommodation requirements
- Student referral procedures
- Assistive Technology

Objective

Develop a staff development training program for all support personnel who directly provide assistance to students with disabilities as well as for campus faculty and staff.

IV. Professional Development

A. What professional development activities have staff participated in?

In-service training should continue to be provided to assist instructors with classroom needs relative to disabled population.

Staff have attended conferences, workshops, etc. as staff development and program funds have allowed. Over the last three years (2003 to 2006), a limited number of staff have participated in the professional development activities such as: regional meetings, DeAnza High Technology Center, and mandatory conferences sponsored by the California Community College Chancellor's Office.

B. How does this professional development affect Student Learning Outcomes for your department/service area?

The effects of the professional development activities and student learning outcomes for the department have been isolated to a few individuals receiving training and gaining knowledge relative to Student Learning Outcomes.

C. Describe the department/service area's plans for staff development over the next four years.

Over the next four years, staff will need professional development in not only Student Learning outcomes, but technology advances that will enable West Hills to be fully accessible to a diverse present and future DSPS population. These trainings will better prepare staff to fully participate in the development of Student Learning Outcomes and strategies and interventions to regarding student success, retention and persistence.

D. Discuss the effectiveness of continuing education requirement to meet the need for advanced training and/or training in emerging technologies.

The effectiveness of continuing education requirements to meet the needs of advanced training and/or training in emerging technologies will be to largely available through staff participating in trainings provided through the High Technology Center and other technology conferences and trainings.

V. Student Learning Outcomes

A. Explain how Student Learning Outcomes are used to measure quality and success of this department/service area.

While we have just begun to use student learning outcomes as a measures of program success and student achievement, the effects of measuring the quality and success of the department will be evidenced by and increase in the number of students enrolled in the DSPS program, the availability of a variety of adaptive classes and fewer DSPS students receiving a grade of 'W'.

B. State any other measures used to determine the success of the department/service area (e.g. enrollment and demographics trends).

In addition to using student learning outcomes to measure the quality and success of the DSPS program, the college will look at data provided by the Office of Institutional Effectiveness.

VI. General Operations

A. How does the department/service area ensure that current curriculum/delivery of service is adequately meeting the needs of students?

The department diligently works to ensure that the curriculum/delivery of services is adequately meeting the needs of students by utilizing Curriculum committee updates, course review, and individual instructor assessment.

B. Do special accreditations, external regulations, or advisory committees regulate the department/service area? Yes No (if yes, elaborate.)

Yes, the Title 5 Implementation Guidelines serves as an external regulatory for the DSPS program. While there is not direct oversight, the college is expected to ensure proper implementation and the associate dean is responsible for ensuring that the guidelines are followed.

C. Does the department/service area have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate.)

Yes, the Title 5 Implementation Guidelines serves as an external regulatory for the DSPS program.

D. Is there evidence of unmet student needs caused by your department/service area? Yes No (if yes, elaborate.)

Yes, there is evidence of unmet student need. Based on data collected regarding DSPS students' use of the lab during the summer of 2006, it appears that DSPS students are want and will use the lab during the summer session. However, the summer of 2006 was the first summer that the lab was open and students were able to partially benefit from this opportunity, as the lab was closed or patricianly open due to lack of planning in the prior year.

E. How does the department/service area address cultural diversity?

The department addresses cultural diversity through the diverse staff employed. Specifically, the staff is a mixture of different ethnic and language backgrounds.

F. Describe the initiatives the department/service area has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical mental disabilities, re-entry, gender, etc.)

The nature and design of the Title 5 regulations is to support individuals with special needs. Therefore, all funding received for the program is intended to remove barriers, educational hurdles and empower students to meet academic challenges like any other student.

With respect to supporting the needs of individuals who are socially and economically divers, the staff seek to recognize individuals who may need financial assistant and refers them to other student programs that can offer additional fiscal resources, such as the Extended Opportunities Programs and Services.

G. Discuss the department/service area's use of external funding, including grants and collaborative partnerships, if applicable.

The department relies heavily upon the state allocation of funds, and funds generated from both credit and non-credit classes.

H. To what extent is technology being used in the department/service area?

The use of technology is widespread in the department and student services. Students have access to a lab that supports voice activation, vision enlargement, and other technological supports. Additionally, staff all have access to computers at their work stations and the availability technology for data management ongoing communications and work management.

Prior to December, 2000, there had not been a plan for updating and/or maintaining hardware of software and there was no assistive technology on the campus. The college has made considerable progress in meeting the needs of the disabled through technology but there should be an ongoing plan to continue to upgrade technology taking into consideration the variability of the state economic situations, available funding, and civil rights requirements.

Ongoing supply needs will consist of routine office supplies, DSPTS lab supplies, and assistive technology being available to individuals with low incidence disabilities. The major issue facing software needs will be the division of assistive technology site licenses. Current software programs offered within the lab are:

- For blind students, JAWS, Kurzweil 1000 ,a Braille embosser, a Braille translation program, and a tactile graphics enhancer called the PIAF.
- For low vision students: ZoomText Level TWO, CCTV, Optelec ClearView SVGA base units
- For Learning Disabled students, the Kurzweil 3000 with a flatbed scanner.
- For students with physical disabilities, Dragon Dictate Naturally Speaking
- Read and Write to assist students with writing better papers

The Technology Advisory Committee was established to make appropriate recommendations with upgrades and new technology being added based upon funding capability. In addition, Human Ware, Inc. and the state High Tech Center make site visits periodically to complete assessments and make technology recommendations for the labs in order to best meet DSPTS students' needs.

I. Describe the supply requirements for your existing department/service area, as well as the effect that any proposed changes would have on the supplies in the next four years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.

The supply requirements at this time are adequate to meet the needs of existing students. However as students with varying disabilities continue to enroll on the campus, there will be a need to identify and procure more sophisticated technological supports for those students. Additionally, staff training in the area of the technological supports will be essential. While at the same time making students aware that those supports exist and ensuring close articulation between the high schools and the colleges so that when a student enrolls he/she is aware of what they have

J. Describe the need for facility modifications within your existing department/service area or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next four years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.

While the Lemoore campus is fortunate enough to be in the forefront with disability sensitivity and accessibility, it continues to be a major consideration in the design, development and acquisition of products and services for the DSPS students., The associate dean sits on the Facilities committee which helps to ensure that articulation continues to exist between the needs of the students, the mission of the colleges and the development of those structures. The district has allocated \$125,000.00 to ensure that the issues of accessibility continues to be a fundamental principle in the design and development of the campus. Additional space is needed for the DSPS lab in Lemoore.

VII. Additional Information (optional)

Please provide any other information to describe, explain, justify, analyze, or clarify prospective department/service area changes or needs anticipated in the next four years.

- A. What factors did you use in determining the quality and success of this department/service area?
- B. Identify the best ways to measure the quality and success of this department/service area. Conduct an evaluation of the department/service area. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by this department/service area evaluate its adequacy or effectiveness? How do services compare to similar departments/service areas out side the College? By what processes does the department/service area deal with complaints and continually up-grade services? Other methods might include matching or exceeding nation-wide productivity measures, i.e., full-time staffing equivalent per square foot for M & O and per number of employees for Human resources, feedback from campus "clients", etc.)
- C. Describe the annual scheduling patterns for courses impact your department/service areas. Consider interaction with other departments/service areas, use of facilities and flexibility for students.

VIII. Summary and Recommendations

A. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.

Based on analysis of items I to IV, it is felt that the program strengths are : From spring, 1999 to fall, 2002, there was an increase in district enrollment of 14.5%. During that same time period, there was an increase of 37% in the DSPS program. However, only 17% of DSPS students receive a terminal degree or certificate compared to non-DSPS students where 29.6% receive a terminal degree or certificate.

This suggest that while DSPS students are enrolling in classes, there needs to be greater emphasis on successful completion of a degree. More work needs to be done in the area of available of a variety of adaptive classes wherein DSPS students can complete a programs, use the existing and future technology options to meet their course requirements and continued and greater emphasis on expanding trainings to not only which staff person will receive trainings but what trainings staff will participate in. The focus should be on researching a greater variety of technology options to a more divers DSPS population.

B. Program strengths

Program strengths are:

- Semi-automatic doors have been installed at the Lemoore Campus along with automatic paper towel dispensers. The next major purchase will be automatic soap dispensers, and transportation drop-off and pick-up points. We will also need to hire a driver to ensure that this service continues to be available to students with mobility and or medical needs. .
- Program student e-mail created.
- Overall, increased program participants.
- Assistive technology upgrades were made in JAWS, Kurzweil, Dragon Dictate Naturally Speaking, and Text-Write Gold.
- The High Technology/Alternate Media Specialist received updated training as needed at the DeAnza High Technology center.
- A DSPS Faculty Handbook was developed with training provided to instructors.
- Involvement in flex-day training activities promoting disability and technology awareness.

C. Areas that need improvement

The data suggests that the increased outreach efforts have helped significantly with the increased program growth since 1998. Plans are to not only continue outreach efforts with high school students but also to provide training in assistive technology with local RSP teachers in the secondary school system in order to help promote transition. There is a need to ensure that the website is accessible to individuals with disabilities. Also to make the lab available beyond the current 8:00- 5:00 time period, during the fall and spring semesters.

Additionally, there is a need to provide courses that are compatible to the divers needs of the DSPS student, making the possibility of a terminal degree or certificate more likely.

D. Strategies and actions for program enhancement and improvement.

Strategies that are necessary to ensure continued program enhancement and improvements are :

- Academic counseling/program planning
- Registration assistance, academic counseling, and general assistance provided by learning disability specialists and counselors
- Referral to career planning guidance, testing and counseling service
- Have available for students who need the following:
 - Sign language interpreters
 - Mobility assistance
 - Braille transcription
 - Availability of adaptive equipment
- DSPS Orientation and ongoing workshops
- Individualized testing for DSPS eligibility
- Continue to participate in the Faculties Planning Committee
- Access to High Tech Center including adapted hardware and specialized software
- Liaison with community agencies
- Access to advisory committees, clubs, and organizations

- Establish and maintain an Advisory Committee as an integral part of the District's program for the disabled. The committee will be established in conformance with District policy. Committee membership will include but not be limited to:
 - Consumer group representatives
 - Public and private agencies
 - Referring agencies
 - DSPS Staff

E. Attach your Assessment Grid, which describes at least three short-term and three long-term goals. You should have not more than five short term goals, of which at least three are student learning outcome goals. (The logic model may be used to answer this question.)

Program Review, Planning and Evaluation

West Hills College Lemoore Program Planning and Evaluation Assessment Planning Logic Model				
Program: DSPS			Contact Person/ext.: Sylvia Dorsey-Robinson ext. 3331	
Submission Date: 3-07			Midterm Report Date (2 years from submission): 12-08	
Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
At least 3 short-term and up to 3 long-term goals. Instruction: At least three of your goals must be student-learning outcome oriented.	The specific activities you will implement to accomplish the goals (e.g. implement a new course).	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)	Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)
1. By December 2008, there will be a 5% increase in the number of students using the DSPS Lab	1. (a) The DSPS program will exercise multiple ways of communicating the hours of operation of the DSPS lab, including, but not limited to internet and throughout the campus. 1. (b) DSPS student orientations will be held in partially in the lab which will allow students an opportunity to better understand how to make use of the services	<ul style="list-style-type: none"> • Technology • Days for DSPS student orientation 	1.(a) By December 2007, there will be a 2% increase in the number of students using the DSPS lab 1. (b) By December 2008, there will be a 5% increase in the number of students using the DSPS lab 1.(c) Data collected over time from student sign-in sheets 1.(d) Work with-in the existing college structure to identify more sophisticated tracking system to monitor the students entering the lab and frequency of use.	There will be an increase in the number of students who use the DSPS lab.

Program Review, Planning and Evaluation

Program Review, Planning and Evaluation

**West Hills College Lemoore
Program Planning and Evaluation
Assessment Planning Logic Model**

Program: DSPS		Contact Person/ext.: Sylvia Dorsey-Robinson ext. 3331		
Submission Date: 3-07		Midterm Report Date (2 years from submission): 12-08		
Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
At least 3 short-term and up to 3 long-term goals. Instruction: At least three of your goals must be student-learning outcome oriented.	The specific activities you will implement to accomplish the goals (e.g. implement a new course).	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)	Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)
2. By December 2008, there will be a 5% decrease in the number of DSPS students receiving a grade of "W".	2. (a) The DSPS staff will review student education plans and courses taken to analyze the correlations between courses taken, student success, retention and persistence 2. (b) The DSPS counselor(s) will meet with all DSPS students to update and/or review student education plans	<ul style="list-style-type: none"> • 1 Additional Counselor • Workshops targeted for DSPS students 	2.(a) By December 2007, there will be a 2 % decrease in the number of students who withdraw from classes. 2. (b) By December 2008, there will be a 5% decrease in the number of students who withdraw from classes	There will be decrease in the number of DSPS students who withdraw from classes.

Program Review, Planning and Evaluation

West Hills College Lemoore Program Planning and Evaluation Assessment Planning Logic Model				
Program: DSPS			Contact Person/ext.: Sylvia Dorsey-Robinson ext. 3331	
Submission Date: 3-07			Midterm Report Date (2 years from submission): 12-08	
Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
At least 3 short-term and up to 3 long-term goals. Instruction: At least three of your goals must be student-learning outcome oriented.	The specific activities you will implement to accomplish the goals (e.g. implement a new course).	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)	Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)
3. By December 2008, there will be a 5% increase in the number DSPS students enrolled at West Hills	3. (a) The DSPS staff will increase outreach efforts at local high schools. 3. (b) DSPS staff will increase recruitment efforts of existing West Hills students.	<ul style="list-style-type: none"> • Outreach supplies • On-line DSPS application • Updated DSPS information on the West Hills website 	3.(a) By December 2007, there will be a 2% increase in the number of DSPS students served. 3. (b) By December 2008, there will be a 5% increase in the number of DSPS students served.	There will be an increase in the number of DSPS students served.
West Hills College Lemoore Program Planning and Evaluation Assessment Planning Logic Model				

Program: DSPS		Contact Person/ext.: Sylvia Dorsey-Robinson ext. 3331		
Submission Date: 3-07		Midterm Report Date (2 years from submission): 12-08		
Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
At least 3 short-term and up to 3 long-term goals. Instruction: At least three of your goals must be student-learning outcome oriented.	The specific activities you will implement to accomplish the goals (e.g. implement a new course).	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)	Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)
4. By December 2008, there will be a 2% increase in the number of adaptive classes offered	4. (a) The DSPS staff will identify potential classes to offer. 4. (b) The DSPS will collaborate with faculty and other colleges to identify potential adaptive classes to offer. 4. (c) The DSPS staff will work with faculty and other staff to implement new DSPS course offerings.	<ul style="list-style-type: none"> Time allocated for staff to identify, collaborate and implement new course offerings. 	4. (a) By December 2007, there will be a 1 % increase in the number of adaptive classes offered. 4. (b) By December 2008, there will be a 2% increase in the number of adaptive classes offered.	There will an increase in the number of adaptive classes offered at West Hills College.

**West Hills College Lemoore
 Program Planning and Evaluation
 Assessment Planning Logic Model
 Midterm Report**

Program:		Date:
Findings	Analysis	Actions
What are the actual quantifiable outcomes compared to those listed in column four of the assessment planning logic model?	Your interpretation of the results (why the activities were not successful in achieving the goal)	Based on the Findings and Analysis, what is the next step?
1.	1.	1.

**West Hills College Lemoore
Planning and Governance Council
Wednesday – April 7, 2010, 2:00 p.m.
Conference Center, Rm. 256**

March 24th to 28th
- ~~7:00~~ ND -
Voted -
Leica

MINUTES

Call to Order

Mr. Warkentin called the meeting to order at 2:05 p.m.

Roll Call

A silent roll call was taken with a quorum determined.

Members Present

Dave Bolt, Vice President of Educational Services
Sylvia Dorsey-Robinson, Vice President of Student Services
Stephanie Droker, Academic Senate President
Marty Ennes, CTA/Faculty Representative
Marlon Hall, Associate Dean of Educational Services, Evening College
Jose Lopez, Dean of Students
Ron Oxford, Librarian
Angela Tos, CTA/Faculty Representative
Don Warkentin, President
Linda Amaya-Guenon, Counselor/Advisor
Angel Isidoro, Student Government Association Representative

Members Absent

David Babb, Student Learning Outcomes Chair
America Bryant, CSEA/Classified Representative
Keith Brock, CSEA/Classified Representative
John Bernal, Director of Facilities & Auxiliary Services
Rene Sanchez, Curriculum Committee Chair

Approval of minutes

The minutes of the March 17, 2010 meeting were approved by a motion by Ron Oxford, seconded by Marlon Hall, all were in favor, motion passed.

Action Items

• **WHCL Mission/Vision Statements and Goals**

Mr. Warkentin reported that at the last meeting there were some suggestions for changes to our mission statement. Accordingly, the mission statement was to be shared with the constituency groups for further input. Marty Ennes and Stephanie Droker each stated that they had not a chance as yet to share this with their constituency groups. Therefore, Mr. Warkentin tabled this item until the next meeting. He commented that our current goals are measurable and are tied to the mission statement. He recommends that thorough thought be given to making changes at this time.

• **Business Program Review**

Marty Ennes commented that she understood from the last meeting that the Business Program Review was to be returned to the Institutional Effectiveness and Program Review Committee (IEPRC) for discussion in regard to the date prepared. Dave Bolt stated that he had discussed this with the originator, Brian Kron, and Brian agreed that the date needed to be changed to a more current date. Angela Tos commented that the date on the assessment differs. Marty expressed that she objected to changing the date as she has concern that if the data was from 2008, then the date prepared should

@ Jim Marvin
Needs
Graduation
List ASAP
↓
April 3rd

remain as is. Dave stated that he was not aware of the data used. If the date is not changed on the cover sheet then soon another program review would be due as vocational programs are reviewed every two years. A mid-term report is due in April 2011. Marty motioned to approve the Business Program Program Review as presented, it was seconded by Dave Bolt, all were in favor, the motion passed.

- **Institutional Effectiveness Planning Calendar**

After a brief discussion, Angela Tos motioned to approve the Institutional Effectiveness Planning Calendar, it was seconded by Stephanie Droker, all were in favor, the motion passed.

Information/Discussion Items

1. Board Policies and Administrative Procedures (first reading)

- Revised BP 5520, Student Discipline (Replacement for BP 520, Student Discipline)
- New AP 5520, Student Discipline
- New BP 5500, Standards of Student Conduct
- Revised AP 5530, Student Rights and Grievances (Replacement for AP 523, Student Grievances)
- New BP 6816, Hearing Conservation Program (Courtesy copy – review and approval not required)
- New AP 6817, Transportation and Driver Selection (Courtesy copy – review and approval not required)

Marty Ennes stated that feedback on the policies and procedures concerned had not been received from the various constituency groups. Mr. Warkentin recommended that these to the next PGC meeting agenda for a first reading. BP 6816 and AP 6817 were sent to the PGC as a matter of courtesy and do not need approval.

2. Program Reviews (first reading)

- **Snack Bar**

Dave Bolt asked that PGC members look over the details of the Snack Bar Program Review to make sure expectations are met in each section. He stated that he had made a significant amount of comments on the initial draft. The originator, Debra Christy, has discussed with him that her on-going theme is the younger than college age student in her facility which interrupts her business. Debra would like to eventually see a separation between the college and middle college high school student groups. Ron Oxford commented that he intends to work with Debra on her SLO's. Stephanie Droker asked if there were any strategies for balancing the negative ending balances. Mr. Warkentin responded that in his estimation a profit is not likely if we continue to operate as we are now. Salaries and benefits have to be paid for one full-time and one half-time staff in the snack bar. The eventual goal when we move into our student center is to fold the food service program in with the culinary program to be run jointly. Mr. Warkentin stated that there are limitations as to what food can be prepared. Marty Ennes commented that easily soup and chili could be made in a crock pot and available as a food choice. Dave reported that an advisory committee has been recommended to

provide input, as well a suggestion box. The Snack Bar Program Review will be on the next meeting's agenda.

- **Upward Bound Math & Science (UBMS)**

Joel Ruble, the originator of the TRIO Upward Bound Math and Science (UMBS) Program Review was present. He explained that the UMBS is a federally funded program committed to provide services to low-income, first-generation college bound students. The ultimate goal is to get students into college and prepared for university entrance and success. All students meet specific criteria as to those to be recruited and brought into the program. The SLO's were based on federal expectations. Upward Bound Math and Science is in its fifth cycle and Upward Bound Classic its first cycle. They are funded to serve 50 students from three target high schools at an average of \$5,000 per student. Angela Tos commented that \$5,000 per participant seemed high. Joel responded that the students receive a personalized experience and staff is able to make a connected bond with them. Mr. Warkentin questioned the transportation concern. Joel explained that a concern is how to manage transportation as when they travel a bus is rented as the college no longer has adequate vans. They also need rooms during the summer time. Mr. Warkentin stated that there should be plenty of rooms this coming summer. Linda Amaya-Guenon asked for clarification on the degrees and certificates. Joel explained that students are not tracked past their third semester in the program. They know students are graduating but this information is not purposefully collected. Discussion ensued regarding SLO's. Stephanie Droker commented that the SLO'S are program outcomes, not student learning outcomes. She believes the SLO's should be broad, student centered and state what the student will take away. Ron commented that the SLO's are non-instructional student outcomes.

Marty Ennes questioned concerning the transportation issue the possibility to obtain a grant to purchase a bus for Upward Bound and the athletic teams. This may be a way to combine resources and keep the cost down. The UBMS Program Review will be on the next PGC agenda as a second reading.

- **Student Activities/Student Services**

Jose Lopez, the originator of the Student Activities/Student Services Program Review, provided an overview. He reported that much of the information he received was from the Student Town Hall meetings, the Student Government Association (SGA), student clubs, and from completed surveys. Ron Oxford suggested that SLO #1 be reworded to being with "Students will increase their participation. . .". Stephanie Droker suggested that Recommendation 3, on page 3, have a reference included. Marty Ennes stated that she believes there is not enough activity in Student Activities to conduct a program review. She believes this should be a red flag and that we need to do more to increase student activities; an area where we may be lacking. Sylvia Dorsey-Robinson commented that the definition of a program is that it leads to a degree, a certificate, or has its own budget, and Student Activities is defined as it does have its own budget. The problem is that we are just now gaining momentum with student activities and can see them beginning to grow. Angela Tos commented that she thought Student Services was more comprehensive. Stephanie Droker commented that this review talks about veteran

students and she questioned if this is part of the veterans program. Sylvia stated that she believes this is where it becomes convoluted. Angela reported that she included information on veterans in the Matriculation Program Review. Marty feels it may be better to have a program review for the Intercollegiate Club Council and SGA. This would allow focus on the individual areas. She believes that the current program review is muddled by having Student Services combined with Student Activities. Student Services also has its own budget. Marty recommends these be redefined and focus be given to each individually. If we don't have enough student activities then we need to recognize this as we grow so we can address this area. Sylvia questioned Dave Bolt regarding when we look at other program review documents how to see the thread; for example, counseling/advising does not have a budget line item so the definition does not separate the areas. Angela stated that she believes that all student services have a role in matriculation. Dave Bolt provided the example of the front counter Student Services staff who also works in various areas of Student Services. Marty believes we may eventually have to reexamine our definition of a program.

3. Grants Update

Mr. Warkentin reported that classified staff positions are now being identified for those grants that are coming to an end. This is being looked at the district level with the budget loss district-wide totaling \$400,000 which also includes nine to ten certificated staff. There are grants ending in June, September and December, 2010. The district plans to absorb staff where it is possible. The full-time faculty obligation is an on-going consideration. Still unknown are the State funds and what further cuts may occur to the categorical programs. More should be known after the State revise in May.

4. WHCIST

Dave Bolt reported that the last meeting was cancelled and therefore he had nothing to report at this time.

5. KART Update

Mr. Warkentin reported that he has spoken with the KART bus director and learned that KART is working on a dial-a-ride for the evening hours. The same KART runs will remain and a dial-a-ride system added. Sylvia Dorsey-Robinson stated that she has the phone number. The last run is at 10:00 p.m. She stated that another thing planned is to create some information cards to show the transportation access schedule. This information can also be posted on SharePoint for access by students. KART has adjusted their routing and there is an additional \$1 charge. If enough students call at 7:30 p.m. it may cause KART to make it a regular run.

6. Student Government Association (SGA)

SGA President, Angel Isidoro, announced that the "One Day Without Shoes" event will be held on April 8th. There will be students walking around campus without shoes. The purpose is to cause awareness for children in other countries without shoes and for them to actually have shoes. Tom's Shoes is the sponsor and they donate shoes to be sent to other countries. Coming soon is the Pizza Festival on April 16th through 18th. SGA will provide face painting and sell waters. Additionally forthcoming is the Relay for

Life event on April 24th through April 25th at Lemoore High School. SGA will participate.

7. Curriculum Committee Report

Stephanie Droker reported that the curriculum committee is moving along and getting things done. Dave Bolt added that a course was approved at today's meeting with the number of 004. They ran out of numbers (numbers cannot be reused) in the PE discipline and had to resort the use of peculiar numbers. PE 004 is women's volleyball. Mr. Warkentin announced that BIO 10 for GE breadth has been approved, including the online component at WHC Lemoore. WHC Coalinga was denied for some reason.

8. Academic Senate Report

Stephanie Droker reported that the Senate elections will be held on April 21st and 22nd. She expects that at one of the May PGC meetings she will be introducing the new Senate president. A new resolution passed on Monday regarding a two-year schedule that she will soon bring forward to PGC.

9. Accreditation

Dave Bolt reported that the substantive change proposal had been submitted in late March allowing us to teach our degree programs in an online format. The hearing will take place in May to accept or deny the proposal. It will most likely be accepted as denials are few. Review by the President's Executive Cabinet of the full accreditation self study is still progressing. Currently review is being made of Standard 4. Upon completion of review of the four standards the report will be sent to the ghost writer to be put into a narrative form. The first draft is to be completed in early June. The accreditation visit date has not yet been confirmed but should be the last part of February or early March, 2011.

10. Report from Committee Representative

a) Student Learning Outcomes Committee (SLOC)

The SLOC has not met recently.

b) Institutional Effectiveness and Program Review Committee (IEPRC)

Dave Bolt reported the IEPRC met yesterday. There should be a few more program reviews coming through to PGC this semester. They include Upward Bound Math & Science, Upward Bound Classic, and Office Technology. The CalWORKS Program Review is one that may not be completed this semester. IEPRC is still reviewing the program review booklets (instructional and non-instructional). They are 99% done with the instructional booklet which has been reduced significantly in length. The IEPRC will formalize the booklet and it will then come to the PGC. Dave believes the process to be much easier to follow.

c) Budget Allocation Committee (BAC)

Dave Bolt reported that BAC had met yesterday. There is money to be spent and they have a list of prioritized items they've considered for funding. There was a deadline on one item in the amount of \$7,171 which has been expended for software for the library. They still have \$47,751; however, there are restrictions and the monies cannot be carried over again next year. Dave has received input from ITS that upgrades of the central processing units (CPU's) for the computers in room 278 are needed. The current monitors can remain. The cost to upgrade the CPU's is \$34,000. ITS does not recommend shared computers due to the necessity of the complex software for support of several of the academic programs. Dave proposes that the CPU's be purchased and the items on the top of the list be purchased. The remaining monies can then go to the library to support its purpose. Marty questioned if this was the recommendation of the budget committee. Dave responded affirmatively. Stephanie Droker asked if this information went to the area budget committees. Dave responded negatively and stated that BAC followed the procedure in the booklet. Marty expressed that she is uncomfortable to vote on this without approval from the Faculty Association. Representatives are here on behalf of their respective constituency group and if there is to be a vote then the groups need to be informed and their input provided. Dave reiterated that he has followed the process stating that BAC includes constituent representatives and that these recommendations were not done in a vacuum. Marty commented that she had not received input from the faculty representative on the BAC; she is just now hearing about these budget recommendations, and she has a duty uphold to her group. The PGC process has to be followed just as the BAC has to follow its process. Sylvia Dorsey-Robinson questioned with regard to the clarification of protocol and its defining parameters; if it is the practice of the governance teams to take action and present information to PGC, or should the recommendations that the seven committees bring need to be approved by PGC. Mr. Warkentin responded yes and no. There are times for information and there are times when a vote is needed. Mr. Warkentin encouraged Dave and the BAC to do as much preparatory as possible in anticipation of the expenditures being approved. Mr. Warkentin directed that this concern be brought back to the PGC for approval at the next meeting. He asked if anyone expected any issues from constituency groups about the computer lab recommended CPU purchase. Marty responded that she did not want to speculate what her constituency group would think. Dave stated that the computer lab recommendation came through ITS from faculty, and faculty then brought it to the BAC. Mr. Warkentin feels because this did not go through the procedural process then we need to take the time to go through the procedure. Items purchased must be qualified under the lottery funds definition. Stephanie Droker agreed that the time for the procedural process need be given. Dave feels that there are going to be those learning areas that will question why their recommendations were not chosen when the reason is that lottery funds have defined restrictions. Stephanie asked that the language of the lottery fund restrictions be sent to her. Mr. Warkentin asked that the "Lottery fund budget allocation expenditure request" be an action item on the next agenda.

d) Employee Development and Success Committee (EDSC)

Dr. Hall reported that in the month of June EDSC is planning to offer a workshop on "One Note" (a Microsoft tool) to be presented by Sylvia Dorsey-Robinson. A second

workshop is being planned on “Agendas and minutes”. There has been discussion that all college agendas and minutes need to have continuity.

e) Student Success Committee (SSC)

Sylvia Dorsey-Robinson reported that the SSC will meet next week. At a recent PGC meeting there was discussion about the ASB/SGA funds that are being collected. She has met with Tammy Weatherman and they are collaborating to identify a process to allow for use of the funds. Expenditures against these funds by student clubs will need to go through the process for auditing requirements. Sylvia announced that she will bring further details as they are determined.

f) Facilities, Safety and Auxiliary Services Committee (FSASC)

In the absence of John Bernal, Mr. Warkentin reported that steel is going up on the lower level of the west end of the Multi-use Sports Complex. The next concrete pour will be on Tuesday. The center part of the building will be 55 ft. high. There will be an eagle flag flown to be seen from a quite a distance and the contractors will invite college staff for a barbecue to acknowledge the last beam of this portion erected. Work is beginning on the perimeter roads and parking lots which are to be in place by the end of June. Travel on Pederson Avenue will then be possible.

g) Technology Committee (TC)

Ron Oxford reported that the TC will meet next week.

11. Graduation Committee

Dean Jose Lopez reported that there is nothing new to report on the graduation ceremony. Mr. Warkentin announced that graduation is Thursday, May 27th, WHCC’s is on May 28th, and the Nursing pinning ceremony will be on Saturday, May 29th. The Honors Dinner is on May 13th and will be an evening dinner to acknowledge scholarship recipients along with their families. The Honors Recognition Brunch will be held the following morning for program award recipients and their families. In the past the two events have been combined but due to the large crowd it has this year been divided into two events. Dean Lopez and Jan Young are coordinating the events. Mr. Warkentin announced that suggestions are being sought for the Spirit of the Eagle award. Other awards to be presented are the President’s and Dean’s awards.

12. Other

- Jose reported an incident on campus: A quad rider hit the fence over by the construction area.
- Ron Oxford that there would be a presentation
- Miss California will be here April 30.

13. Agenda items for next meeting

- WHCL Mission/Vision Statements and Goals
- Lottery funds expenditures
- Program reviews

14. Adjournment

Mr. Warkentin adjourned the meeting at 3:20 p.m.

West Hills College Lemoore

Mission Statement

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision Statement

Learning through excellence and innovation

.....

Goals

Goal 1 - WHCL is committed to provide quality education to students and the community.

Measurements (Institutional Outcomes):

1. Community Participation Rates
2. High School Graduates Participation Rates
3. Overall Success Rates
4. Overall Retention Rates
5. Persistence Rates (continuous enrollment)
6. Student Learning Outcomes Implementation and assessment.

Goal 2 - WHCL is committed to empower students to achieve their educational goals.

Measurements (Institutional Outcomes):

1. Basic skills math successful course completion & retention
2. Basic skills ESL successful course completion & retention
3. Basic skills English successful course completion & retention
4. Vocational courses successful course completion & retention
5. Degree and certificate completion
6. Transfers to four year institutions

Goal 3 - WHCL will effectively maintain and increase its resources and productivity.

Measurements (Institutional Outcomes):

1. Monitor Student Headcount
2. Meet Full-Time Equivalent Students (FTES) Goals
3. Successful Grant Acquisitions
4. Increase Revenue Generated by Outside Capital Campaign Activities

WEST HILLS COLLEGE LEMOORE

PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS UNIT PLANNING GUIDE - NON-INSTRUCTIONAL DEPARTMENTS & AREAS TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Department/Service: **Food Services (Snack Bar)**
Date Prepared: **3-5-2010**
Prepared By: **Debra A. Christy**
Staff: **Debra A. Christy**
Tina L Garcia

II. Program Overview

A. State the program mission. If you don't have one, create one. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. (200 word limit) *The mission of West Hills College Lemoore Food Service (Snack Bar) is to provide a variety of menu options with quality food and services, emphasizing the customer experience in the community. This mission is achieved through responsive action to the changing requirements and desires of our customers.*

1) Mission Alignment. How is your program's mission consistent with the College's Mission and Institutional goals? (250 words or less) *The Food Services department provides a clean, friendly surroundings in which students, staff and faculty can relax, enjoy a meal, and recharge. We maintain the tradition of providing the best possible menu choices to reach a vast array of people. By building relationships with students, staff, faculty, and potential students, we seek the opportunity to energize the education process through serving our customers.*

B. Briefly describe the current state of the program/department/service area. (250 words or less) *The Food Service department is a self-funded operation. Its operation is solely income based, not fund based. There is no general funding appropriated for the Food Service program. The Food Service (Snack Bar) location limits its success. It is located on the South side of the campus in a portable building which is small and not visible or easily located. Recent Food Service department surveys reveal lack of seating to be a primary concern of students, staff and faculty. It is recommended that the snack bar be relocated to a more accessible area to increase student usage and boost sales. Historically, budget reviews over the last three years have shown the Food Service (Snack Bar) program to be operating at a loss. A summary of income and expenses for the last three years appear below.*

FOOD SERVICE FISCAL YEAR	INCOME	(-) EXPENSES	= PROFIT/LOSS
2006-2007	\$191,963	\$228,136	-\$36,174
2007-2008	\$228,361	\$242,758	-\$14,398
2008-2009	\$144,359	\$217,943	-\$73,584

C. List any recommendations from the most recent college/program/department accreditation and/or previous review. (250 words or less) *This is the first Program Review the Food Services (Snack Bar) has done.*

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

- Enrollment Trends- *A higher enrollment of incoming students will help increase sales and revenue.*
- Student Retention Rates/Student Success Rates (if applicable)
- WSCH/FTEF (if applicable)
- Full-time to Part-time Faculty Ratio

- Number of Students Earning Degrees (if applicable)
- Number of Students Earning Certificates (if applicable)
- Job Market Analysis (if applicable)
- Student Demographics- *Food Service (Snack Bar) is used by college students, faculty, and staff. Additionally, students from an on campus Charter High School grades nine through twelve. Also use the food service (snack bar) facilities.*
- Grade Distribution (if applicable)
- Student Survey Data (if applicable)

B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. (250 words or less) *Location of the building makes it difficult for students to find. The snack bar is located on the south side of the campus, while the majority of students attend classes on the north side of the campus. More advertisement and or signs are needed so students are able to locate and utilize the Food Service department (Snack Bar). Additionally, seating is available for only sixty-four customers.*

1) State any other measures used to determine the success of this program (e.g. surveys, employer surveys or advisory committee feedback). *A customer service satisfaction survey is used to assist in the continual improvement/success of this program. The customer service survey is an evaluation tool used as a guide to ensure and improve upon customer satisfaction. Service, professionalism,*

friendliness, speed of service, food choices, cleanliness, seating, safety and security, and overall satisfaction, are questions asked on the survey. The following are results of recent surveys distributed among students, faculty, and staff.

STUDENT RESULTS:

	<i>OUTSTANDING</i>	<i>EXCELLENT</i>	<i>SATISFACTORY</i>	<i>POOR</i>
<i>Service</i>	16	15	2	0
<i>Professionalism</i>	17	14	2	0
<i>Friendliness</i>	22	9	2	0
<i>Speed of Service</i>	11	20	2	0
<i>Cleanliness</i>	20	11	2	0
<i>Food Choices</i>	2	2	20	9
<i>Seating</i>	11	5	5	12
<i>Safety</i>	13	6	4	10
<i>Overall</i>	19	13	1	0

STAFF/FACULTY RESULTS:

<i>Service</i>	5	2	0	0
<i>Professionalism</i>	5	2	0	0
<i>Friendliness</i>	6	1	0	0
<i>Speed of Service</i>	2	5	0	0
<i>Food Choices</i>	1	0	4	2
<i>Cleanliness</i>	6	1	0	0
<i>Seating</i>	1	1	2	3

<i>Safety</i>	2	1	0	4
<i>Overall</i>	5	2	0	0

C. Attach the following data maintained for your program/department/service area:

1. Budget information regarding costs per program/department/service area on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the service as reflected by student enrollment.

Personnel:	Full-Time	Part-Time	Yearly Salaries
<i>Debra A. Christy</i>	x		
<i>Tina L. Garcia</i>		x	

Supplies:

Average Monthly Cost:

<i>1. Sysco</i>	<i>\$3074.77</i>
<i>2. Pepsi</i>	<i>\$1091.57</i>
<i>3. Mission Linen</i>	<i>\$273.56</i>
<i>4. Farmer Brothers Coffee</i>	<i>\$191.70</i>

These monthly cost vary during the spring, fall, and summer semesters.

Farmer Brothers Coffee is not ordered monthly it's ordered as needed.

2. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.

<u>Full-Time</u>	<u>Part-Time</u>	<u>Student Workers</u>	<u>Student Cost Per Semester</u>
Debra Christy	Tina Garcia	Johnny Salazar	\$2736.00
		Gabriel Lopez	\$2736.00
		Rocio Evans	\$2736.00
		Columbus Hasberry	\$2736.00
		Timmie Underwood	\$2736.00

Employee Classification:

Certificated x Class. Professional x Student Worker x
 Volunteers

Diversity (Race/Ethnicity)

- | | |
|---|---|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input checked="" type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Caucasian/Non-Hispanic |
| <input checked="" type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input checked="" type="checkbox"/> Mixed | |

3. Describe the certificated and classified staffing requirements of the existing program/department/service area, as well as the effect any proposed curricular or instructional changes would have in the next three years. This statement should include the need to retrain, or to add staffing for new specialties. Finally, this statement should include the need to retrain or to add staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant. *At this time, the Food Services (Snack Bar) has only one full time employee and one part-time employee. Additionally, five student workers are allowed to work up to nineteen hours per week each and are funded by a Federal Work Study Program. Staffing can be extremely difficult during the fall and spring semester due to student workers varying class schedules. The time period between 11:30 am to 1:00 pm has historically being the most challenging. Within the next two to three years, a new student center will open which will include a much larger snack bar. More staffing will need to be added to handle increased customer throughput. The hiring of extra full time and part time staff will be a necessity in order to continue providing quality food service to students, staff, and faculty. Hours of operation will need to be adjusted to meet student, staff, and faculty needs. In order to offer a wider variety of menu choices and extend food service operating hours, staffing this new student center snack bar to*

the proper level must be a priority. Starting out short-staffed and not being able to meet student, staff, and faculty needs would not cast a positive light on this new program. Extra training will be needed for all food service handlers. Recommend ServSafe certification for all food services staff and employee's. The ServSafe class is available on campus at West Hills College Lemoore.

- D. Identify and discuss the effect that trends may have on the program/department/services area's organization, structure, and nature over the next two to four years.

The spring and fall sessions have historically been the most demanding times on the food service department. Typically, the summer session is less busy. Close attention to employee work scheduling and time management will become very important during these periods of time to guarantee continued excellent service is given to students, staff, and faculty. The correct number of Food Service staff will need to be maintained during all sessions to ensure food service equipment is cleaned on a daily, weekly and monthly schedule, preventive maintenance on all equipment is performed, and all food, safety, and sanitation regulations are complied with. At the completion of the new student center and snack bar, a hiring of more full time and part time personnel will become a necessity.

- E. What resources are required to maintain program/department/service area, and what additional resources are necessary to improve or expand it? *Cleanliness of the Food Service (Snack Bar) is maintained. Preventive maintenance of all equipment such as refrigerators, cold and hot boxes, deli counter, ice machine, grill, fryer, fountain drink station, and cash register is maintained by our maintenance department or proper service technicians. All employees should attend a ServSafe class to obtain a certificate in food safety. New register software such as a POS (Point of Service) system is needed to provide a better customer count, inventory, sales, and scheduling during those peak periods of business.*

F. Discuss staff training, academic and professional currency. *ServSafe is a qualification required by the State of California concerning food service operations. At least one ServeSafe qualified employee must be on staff as per state regulations. Currently, all key personnel have acquired and maintained this required qualification. Monthly training is conducted concerning food handling procedures, time/temperature, safety, chemicals, cleanliness, health department concerns, and sanitation. This training ensures all food service staff personnel are educated and have current understanding in all mandatory food safety procedures.*

- G. Excluding curriculum validation, discuss community involvement in the operation of the program/department/service area. *There is no community involvement at this time.*

IV. Professional Development

- A. What professional development activities have staff participated in? *The Kings County Health Department requires at a minimum, one person hold a ServSafe certification in each Food Service department.. ServSafe is a training program directed towards supervisors, managers, and staff in the area of food handling safety. The State's purpose in mandating training certification is to upgrade the levels of food safety in food service operations by training those that have influence over others in the workplace. The ServSafe program offers state-of-the-art food safety training using a combination of lectures, slides, and videos. After initial qualification, a recertification must be performed every five years and a minimum score of 78% or better achieved to maintain the ServSafe qualification certificate. At this time, the Food Service department has one full time staff member maintaining the ServSafe qualification. As part of continued professional development, it is recommend all Food Service staff/employee's receive this valuable training and obtain the ServSafe qualification.*
- B. How does this professional development affect Student Learning Outcomes for your program/department/service area?
ServSafe qualified personnel ensure all food prepared for students, staff and faculty is done so in a clean, sanitary, safe environment. ServSafe training provided to staff by qualified personnel ultimately results the building of a cohesive team of professionals dedicated to providing outstanding service to students, staff and faculty members.
- C. Describe the program/department/service area's plans for staff development over the next four years. *All staff should attend a ServSafe course and obtain their certification. Continual follow up training for full time, part time, and student workers encompassing food stock inventory and tracking, requisitioning of food stock, storage and proper rotation of food stock, finance/sales/receipt tracking, cleaning/sanitation, food preparation, and customer service shall be performed.*
- D. Discuss the effectiveness of continuing education requirement to meet the need for advanced training and/or training in emerging technologies. *Not applicable*

V. Student Learning Outcomes

List all Student Learning Outcomes for this program/department/service.

1. Students will analyze (evaluation) and recommend snack bar offerings that meet their economic and dietary needs.
2. Students will articulate (knowledge) their satisfaction with the snack bars offerings, cleanliness, facilities, and customer service.
3. Students will practice (application) a healthy lifestyle by partaking in nutritionally sound habits that have been shown to improve student learning.

B. Explain how Student Learning Outcomes are used to measure quality and success of this program/department/service area.

The WHCL Snack Bar will measure the quality and success of the service area by cultivating the physical health and well-being of students as indicated by their demonstration of self-directed learning. The Snack Bar will provide opportunities for students to provide feedback, evaluation, and recommendations about services through comment cards, surveys, and informal dialog. The Snack Bar will actively track usage and adjust their services according to student recommendations.

C. Based upon the results of the program SLO assessments, what improvements have been identified?

Assessments are in progress.

	<i>Outstanding</i>	<i>Excellent</i>	<i>Satisfactory</i>	<i>Poor</i>
1. <i>Food Choices</i>	6%	6%	60%	0
2. <i>Cleanliness</i>	60%	33%	6%	0
3. <i>Speed of Service</i>	33%	60%	6%	0
4. <i>Friendliness</i>	66%	27%	6%	0
5. <i>Seating</i>	33%	15%	15%	36%

The number one concern in accordance with the student survey was seating, in which 36% of those surveyed scored as poor. Due to the size of our existing building, adequate seating is an issue. Second were food choices. The Food Services (Snack Bar) has added a daily lunch special from 11:00 am to 2:00 pm. Other menu choices will be added to the existing menu in the future to meet the student needs.

VI. General Operations

A. How does the program/department/service area ensure that current curriculum/delivery of service is adequately meeting the needs of students?

B. Do special accreditations, external regulations, or advisory committees regulate the program/department/service area? Yes No (if yes, elaborate.)

By the spring of 2010 the Food Services (Snack Bar) will organize an advisory committee.

C. Does the program/department/service area have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate.) *A ServSafe certificate is mandatory by the state of California. This certificate must be obtained*

by taking a class and passing with a score of 78% or better in order to receive a ServSafe certificate. This is the only requirement at this time.

- D. Is there evidence of unmet student needs caused by your program/department/service area? Yes [x] No [] (if yes, elaborate.) *Building location and size are detrimental to the needs of the student and the food service department. Lack of advertisement, proper staffing, and limited hours of operation are also contributing factors of unmet student needs.*
- E. How does the program/department/service area address cultural diversity? *Currently, menu items generally encompass American, and limited Hispanic fast food items. Special request such as vegetarian substitutes are accommodated whenever possible. Recommend a day or week be dedicated to specific cultural groups, for example, Hispanic/Black/Pacific Asian culture appreciation week, Italian food Friday, etc.*
- F. Describe the initiatives the program/department/service area has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical mental disabilities, re-entry, gender, etc.) *Both entrances to the food service area are equipped with access ramps for the use of students who use wheel chairs. Additionally, tables are positioned in the dining area to provide students in wheel chairs maximum ease of maneuverability. The dining area television is equipped with closed captioning for the hearing impaired. Signs are posted in Braille on both the north and south side of the facility for the use of the sight impaired.*
- G. Discuss the program/department/service area's use of external funding, including grants and collaborative partnerships, if applicable. *The Food Service (Snack Bar) is a self-funded operation. Its operation is completely income based not funded based.*
- H. To what extent is technology being used in the program/department/service area? *Due to the limitations caused by an outdated cash register system, the Food Service (Snack Bar) would be greatly improved with purchase of a Point of Sale (POS) system to better track customers ,inventory, ordering, and sales history.*
- I. Describe the supply requirements for your existing program/department/service area, as well as the effect that any proposed changes would have on the supplies in the next four years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.

Suppliers currently used:

Average Monthly Cost:

- | | |
|----------|-----------|
| 1. Sysco | \$3074.77 |
| 2. Pepsi | \$1091.57 |

3. *Mission Line* \$273.56
4. *Farmer Brothers Coffee* \$191.70

These monthly cost vary during the spring, fall, and summer semesters. At the completion of the new Student Center cost also will vary because of an increased student population, larger facility, a wider variety of food.

*A **Point of Sale (POS) system** is needed to provide customer tracking, inventory, ordering, and sales history. The estimated cost per one unit is **\$3,851.00**. Additional unit estimated cost **\$3515.00** each.*

- J. Describe the need for facility modifications within your existing program/department/service area or effect the, and at any proposed curricular or instructional changes would have on the existing facilities in the next four years. This statement should include a description of the desire changes, the rationale for the changes, and a rough estimate of the costs.

The opening of the new student center and snack bar will facilitate most of the needs the food service department has at this time such as size, location, equipment, modernization, etc. A dramatic increase of customers utilizing the food service department (snack bar) is anticipated. At the completion of the new student center and snack bar, a hiring of more full time and part time personnel will become a necessity to ensure a high standard of service can be maintained to student, staff and faculty at all times.

VII. Additional Information (optional)

Please provide any other information to describe, explain, justify, analyze, or clarify prospective program/department/service area changes or needs anticipated in the next four years.

- A. What factors did you use in determining the quality and success of this program/department/service area?
- B. Identify the best ways to measure the quality and success of this program/department/service area. Conduct an evaluation of the program/department/service area. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by this program/department/service area evaluate its adequacy or effectiveness? How do services compare to similar departments/service areas out side the College? By what processes does the program/department/service area deal with complaints and

continually up-grade services? Other methods might include matching or exceeding nation-wide productivity measures, i.e., full-time staffing equivalent per square foot for M & O and per number of employees for Human resources, feedback from campus “clients”, etc.)

- C. Describe the annual scheduling patterns for courses impact your program/department/service areas. Consider interaction with other programs/departments/service areas, use of facilities and flexibility for students.

VIII. Summary and Recommendations

- A. What actions have been taken to address the assessment and improvements of program learning outcomes?

1. *Feedback from students, faculty, and staff*
2. *Surveys*
3. *Suggestion Box*

- B. Based on analysis of the information provided in I through VII, describe the program’s strengths, areas that need improvement, and strategies and actions to make those improvements.

1. Program strengths

1. *Excellent customer service*
2. *Variety of menu choices*
3. *Quality food*
4. *Clean, safe, enjoyable, atmosphere*

2. Areas that need improvement

1. *Menu options (need healthier food choices, cultural diversity)*
2. *Cash register system (need Point of Sale (POS System) for advanced tracking of inventory, sales, customer count, and scheduling)*

3. *Number of staff*
4. *Hours of operation*
5. *Advertisement*
6. *Building size (Lack of seating)*
7. *Number of ServSafe certified personnel*
8. *Middle Charter High School*

3. Strategies and actions for program enhancement and improvement.

1. *Distribute surveys to students, staff, and faculty to obtain input for creating new menu ideas and facility improvements.*
2. *Post flyers around the campus for advertisement. Have staff and faculty inform students of the location of the snack bar during class orientations.*
3. *Create signs to be positioned on the north and south side of the building to assist students in locating the Food Service (Snack Bar) area.*
4. *Offer a culturally diverse "special" menu item once a week.*
5. *Add additional seating.*
6. *Extend hours of operation.*
7. *Increase menu options by adding healthier choices and culturally diverse menu items.*

- C. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

WEST HILLS COLLEGE LEMOORE

PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS UNIT PLANNING GUIDE - NON-INSTRUCTIONAL DEPARTMENTS & AREAS TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Department/Service: TRiO Upward Bound Math and Science

Date Prepared: October 1, 2008

Prepared By: Joel Ruble

Staff: Oscar Villarreal, Brian Green, Anna Silvestre

II. Program Overview

- A. State the program mission. If you don't have one, create one. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. *(200 word limit)*

West Hills College Lemoore Upward Bound Math & Science (UBMS) program is committed to youth, educational experiences, community partnerships, and providing opportunities to the underserved and disadvantaged population. UBMS identifies low-income, first-generation college bound students and provides them with services that provide participants access to individualized tutoring, special instruction, college visits and educational/career advising. Members will have their Science, Engineering, Technology and Math interests encouraged and enhanced by qualified instructors, counselors, and positive experiences that promote diversity, cultures, educational success and post secondary attainment.

- B. Briefly describe the current state of the program/department/service area. *(250 words or less)*

Upward Bound Math and Science at West Hills College Lemoore is a federally funded TRiO program in its second funding cycle beginning 2007-2008. We are funded to serve 50 students from our 3 target high schools in the communities of: Laton, Lemoore and Avenal. In addition to the three target sites, we continue to provide limited services to 3 additional high schools from our previous cycle. At present, we have filled 40 of our 50 program slots. The program's focus is on college entry and success for our first generation and low income students. The program's primary activities consist of daily or weekly tutorials at each school site, monthly Saturday sessions and a 6-week summer program with a residential component. There are also various activities throughout the year such as campus visits to universities, community service fieldtrips to science or technology enterprises (ie: Moss Landing Institute, San Francisco Exploratorium, Roche Pharmaceutical, and Point Lobos). In addition, we monitor our

students' academic progress regularly and provide post-secondary access support. More than 50% of our students experience dual college enrollment at West Hills College during first year participant status. Participants enrolled in college courses are provided with books and materials in addition to academic support through the UBMS program.

- C. Describe how the program/department/service area goals and objectives are aligned to the advancement of the college mission, goals and objectives. (250 words or less)

Our program SLO's are focused on the needs of our low income, first generation population pertaining to their preparation for college. This includes evaluation of results on the California High School Exit Exam, advisement in college preparation (ie: SAT/ACT, A thru G, financial aid, etc.) and postsecondary enrollment. These activities develop in our communities which promote a college going culture aligning with the mission statement of the college in terms of providing educational learning opportunities and partnerships. As well as providing a positive environment that is committed to student learning and empowering students to achieve their educational goals.

- D. List any recommendations from the most recent college/program/department accreditation and/or previous review. (250 words or less)

No recommendations proposed at this time.

III. Qualitative and Quantitative Data Review

- A. Attach the following Non-Instructional Program Review data (as provided):

- Enrollment Trends-Approximately 50% of our program participants enroll in courses at WHCL for dual credit.
- Student Retention Rates/Student Success Rates (if applicable) - Our year to year retention rate as submitted in our Annual Performance Report is consistently at approximately 89%.
- WSCH/FTEF (if applicable)
- Full-time to Part-time Faculty Ratio
- Number of Students Earning Degrees – (Data not available at this time)
- Number of Students Earning Certificates – (Data not available at this time)
- Job Market Analysis (not applicable)
- Student Demographics [Review Data Below](#)
- Grade Distribution (not applicable)
- Student Survey Data (not applicable)

Target Sites:

1. Lemoore High School
2. Avenal High School
3. Laton High School
4. Corcoran High School
5. Caruthers High School
6. Riverdale High School

Race / Ethnicity:

1. 33 – Hispanic
2. 2 – White
3. 2 – Indian
4. 1 – African American
5. 2 – Other

Grade Levels:

1. Freshmen (9th) -3
2. Sophomores (10th) – 15
3. Juniors (11th) – 6
4. Seniors (12th) – 16

Median Grade Point Average:

1. Freshmen (9th) – 3.01
2. Sophomores (10th) – 3.027
3. Juniors (11th) – 3.051
4. Seniors (12th) – 3.170

Program Category:

1. 27 – Low Income / First Generation
2. 13 – First Generation Only

Total Students Currently: 40

B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. (250 words or less)

The most significant trend for Upward Bound Math and Science is that under our new grant application we are mandated to serve 3 target schools one of which is new to our program. During the time of transition from our previous cycle to the new, we have approval to limit services to the students from previous target sites not highlighted in the new grant cycle of 2007-2011. This stretches our resources over a larger geographic area requiring staff to be out in the field for the majority of time. It doubles the school site staff necessary for operation and doubles the number of tutorials to manage each week. These challenges encumber on our staffing and fiscal resources as they are limited. It also lays the groundwork for the second trend that has great effect on our program operation.

The recent increases in transportation costs are probably the most difficult issues for us to resolve. Because we transport our students to events at the college or at other institutions and having 6 sites to serve rather than 3, the impact of these transportation expenses is all the more devastating.

The lack of residential living on campus is another trend that forces the program to seek outside partnerships to house participants during the summer component. Without providing students a residential living experience, the program would be out of compliance with the grantee. Every year, program staff explores and networks with other organizations that provide opportunities to give students a residential living experience. In past experience, CSU Monterey has invited our students to participate in a Biotechnology Camp that provides housing at minimal costs to the program. We have also taken the opportunity to partner with the Girl Scouts of America who kindly allow us

to use their facilities and housing units for student related activities during the summer component.

- 1) State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).

We measure the success of our program primarily through our Annual Performance Report. We measure standardized objectives regarding low income/first generation status, state assessment, participant retention, and post secondary enrollment. We take account of the positive feedback we receive from student testimonies on our yearly student surveys. Additionally, administrators and staff at the target high schools have recognized the positive influences of the program to its students through advisory committee feedback announcements.

We also measure our success in our overall contact with students. We have approximately 90% attendance at our afterschool tutorial, 75%-80% at our Saturday sessions and approximately 50% participation in our 6-week summer component. During the summer, a significant number of our students join the workforce to help support their families. Others attend out of district programs (COSMOS, Berkeley House, etc.) or are required to attend summer school at their local high schools forcing them limit themselves to participation during the Upward Bound's summer component. In this light, our 50% summer participation is quite high.

C. Attach the following data maintained for your program/department/service area:

1. Budget information regarding costs per program/department/service area on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the service as reflected by student enrollment.

UBMS BUDGET

SALARIES

Full-time Personnel 131,123

Part-time Personnel 6,500

BENEFITS 45,566

SUPPLIES & MATERIALS 1,809

**TRAVEL AND
CONFERENCE** 3,500

PARTICIPANT COSTS 22,150

PARTICIPANT STIPENDS 22,500

TOTAL DIRECT COST 233,148

INDIRECT COST 8% 16,852

TOTAL PROGRAM COST

Cost per participant **250,000**
5,000

2. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.

Employee Classification:

Certificated .5 Class. Professional 1.4 Student Worker 1
Volunteers 0

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input checked="" type="checkbox"/> Caucasian/Non-Hispanic |
| <input checked="" type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input checked="" type="checkbox"/> Mixed | |

3. Describe the certificated and classified staffing requirements of the existing program/department/service area, as well as the effect any proposed curricular or instructional changes would have in the next three years. This statement should include the need to retrain, or to add staffing for new specialties. Finally, this statement should include the need to retrain or to add staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.

Our program employs 1.1 advising staff under the Advising Specialist, .25 Program Development Assistant, 1 hour per week school site instructors under the Upward Bound Instructor job description and student tutors at our school sites. We also have 1 student worker per semester to help with office and clerical work.

The program would recommend additional staff to broaden the opportunities and services it already provides. But, due to budget constraints, additional hires would dampen the budget and hinder the program from meeting its goals and objectives jeopardizing its future. Staff is also recommended to attend yearly training seminars related to program standards. Travel expenses at times will prevent staff from attending out of district trainings requiring staff to adhere to out dated policies and procedures or required to research the web for updated material related to program operation.

- D. Identify and discuss the effect that trends may have on the program/department/services area's organization, structure, and nature over the next two to four years.

Structural changes will occur primarily based upon our shift from 6 target campuses down to 3. Our model is well established and proven effective and we would be unwise to retool that model at this point. We will also have to respond to escalating transportation costs in our summer program design. Transporting students from 6 communities each day is prohibitively expensive and so our program will respond by transferring some of the summer instruction to an online environment and doing portions of our work in the communities where our target schools are located.

Due to the state's economic crisis, our host institution is revamping its administrative structure which impacts all categorical programs on campus. The new organization will require for our program's director to delegate a percentage of his responsibilities toward district duties. This change will bring forth additional duties and responsibilities onto current program staff potentially hindering the delivery of services to program participants.

- E. What resources are required to maintain program/department/service area, and what additional resources are necessary to improve or expand it?

Transportation is our main consideration resource wise. If the college were to provide transportation services at minimal or no-cost to the program, attendance to functions and events will improve substantially. Our other main resource requirement is technology which allows for program staff to communicate with students to inform them with the most current college updates including scholarship information. Additional personnel are another resource that will prove valuable to the operation of the program. More funding would vitalize the capabilities ensuring innovation and commitment to our students.

- F. Discuss staff training, academic and professional currency.

Our staff is invited to trainings throughout the year. Staff arranges to attend at least 1 TRiO related training per year. These are offered by various organizations and are approved by the Department of Education. The director attends the annual conference, which is usually held in Washington D.C. or San Antonio, Texas. Our advising staff also attends training from the CSU and UC to stay updated with university admissions and topics related to incoming transfers.

- G. Excluding curriculum validation, discuss community involvement in the operation of the program/department/service area.

Throughout the year, our participants get involved with community service projects. Many of our students volunteered their time during the election year of 2008 promoting the Measure E bond which would expand West Hills College. They walked precincts and participated in phone banking informing community members about Measure E. In addition to their community service, many of our students make it a yearly tradition to help out the Girl Scouts of America. Every summer, our students make a trip to Camp-El-O-Win and spend time cleaning debris and helping prepare the campsite prior to the opening of summer camp. In addition to their involvement with the Girl Scouts of America, our students have also volunteered their time to help remove non-native plants at the Point Lobos State Reserve of California located in Monterey County. The program also recruits instructors from the community that work with our students in school and during Saturday workshops.

IV. Professional Development

A. What professional development activities have staff participated in?

CSU Counselors Conference, UC Counselors Conference, TRiO training in priority I record keeping, retention student success.

B. How does this professional development affect Student Learning Outcomes for your program/department/service area?

Our trainings always focus on student retention and success as well as postsecondary enrollment. Strategies to improve student retention and positive student outcome are always highlighted and reintroduced for reinforcement purposes. Our efforts to maintain student retention rates improve the overall success of the program's goals and objectives.

C. Describe the program/department/service area's plans for staff development over the next four years.

We will continue with our current plan. We are looking to focus on increasing our efficiency with our student database and implementing a new staff re-organization structure that will require cross-training among staff for the purpose of program effectiveness.

D. Discuss the effectiveness of continuing education requirement to meet the need for advanced training and/or training in emerging technologies.

Program staff is encouraged to continue with furthering their education and given an opportunity to take advantage of an internal Educational Assistance Program that helps with tuition costs. West Hills College also provides training opportunities for staff to advance in emerging technologies. The college has moved towards a Portal network that provides students access to college information using technology innovation. All employees are required to attend trainings related to the Portal network to stay updated with system updates. The program has also purchased a student database through Student Access which allows for TRiO programs to maintain record-keeping for its participants. Training for continued effectiveness on database program is forthcoming.

V. Student Learning Outcomes

A List all Student Learning Outcomes for this program/department/service.

- 1.) Upward Bound Math and Science students will be successful in high school as indicated by successful completion of the California High School Exit Exam. (CAHSEE)
- 2.) Upward Bound Math and Science students will enroll in programs of postsecondary education after high school.

3.) Upward Bound Math and Science students will be successful in college level coursework.

- B. Explain how Student Learning Outcomes are used to measure quality and success of this program/department/service area.

We based our SLO's on West Hills College Lemoore standardized outcomes and so success in SLO's will also reflect success from the perspective of our federal mandates of Upward Bound Math & Science.

- C. Based upon the results of the program SLO assessments, what improvements have been identified?

We have yet to assess our SLO's.

VI. General Operations

- A. How does the program/department/service area ensure that current curriculum/delivery of service is adequately meeting the needs of students?

Students are showing improvement in their academics and have a positive attitude towards higher education. Students are fulfilling the California Exit Exam standards and progressing academically based on evaluation of student academic transcripts. Graduating seniors are meeting eligibility criteria for the CSU and UC college systems.

- B. Do special accreditations, external regulations, or advisory committees regulate the program/department/service area? Yes No (if yes, elaborate.)

Program operation must adhere to the Education Department General Administrative Regulations manual which set standards for program administration of services and agreements. Mandates require Upward Bound Math & Science program to maintain retention rates, improve college access to participants and demonstrate success of program effectiveness through post-secondary retention.

- C. Does the program/department/service area have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate.)

Program grant specifies that appropriate facilities must be provided for staff. The grant also provides a budget which appropriates funds for staff training that is available year round. West Hills College Lemoore is in process of completing a new phase in the expansion project and is considering TRIO Programs to be accommodated in the newly constructed facility.

- D. Is there evidence of unmet student needs caused by your program/department/service area? Yes No (if yes, elaborate.)

A major student need that is currently not being met is in the area of transportation which is limited due to high costs. Commercial passenger vans can no longer be utilized for transporting of minors. This new policy is in force by the Department of Transportation and California's Highway Patrol which has a negative impact on attendance and participation during weekend activities held outside of student's target area.

E. How does the program/department/service area address cultural diversity?

Program addresses cultural diversity by becoming aware of the multicultural factions along with their values and learning needs. Staff is sensitive to the cultural diversity that exists and utilizes multicultural activities to bring awareness to students and their peers.

F. Describe the initiatives the program/department/service area has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical mental disabilities, re-entry, gender, etc.)

Program insures equality to all participants regardless of deficiencies. It also provides an incentive stipend to assist students economically. The program currently does not have students with physical or mental disabilities. The program primarily targets students who come from a low social-economically background who are at a disadvantage in acquiring the necessary resources to pursue higher education.

G. Discuss the program/department/service area's use of external funding, including grants and collaborative partnerships, if applicable.

The program is funded through a grant sponsored by the Department of Education. The program is currently seeking to acquire collaborative partnerships with other grant programs within the hosted institution.

H. To what extent is technology being used in the program/department/service area?

Technology is the vital resource that is utilized for program operation. Technology is used for communication purposes which is instrumental to the program's functions. Technology is also utilized to provide instruction and for learning development. The program integrates technology during weekly and Saturday instruction and promotes telecommunication among its participants.

I. Describe the supply requirements for your existing program/department/service area, as well as the effect that any proposed changes would have on the supplies in the next four years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.

The demand for supplies will increase along with costs in the upcoming years. With the help of the college, our program would operate much more successfully if provided assistance in this area. Much of our office supplies include but not limited to file folders,

writing materials, binders, and other outreach essentials. Another requirement is this area that will impact the program's supply budget is the renewal and maintenance agreement for the Student Access database provided by Heiburg Consulting.

- J. Describe the need for facility modifications within your existing program/department/service area or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next four years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.

Individual staff offices needed. Currently, West Hills College Lemoore is in process of completing a new phase in the expansion construction project and is considering housing TRIO Program Offices in the newly constructed facility. This will bring forth advantages that will improve the delivery of services to our students.

VII. Additional Information (optional)

Please provide any other information to describe, explain, justify, analyze, or clarify prospective program/department/service area changes or needs anticipated in the next four years.

- A. What factors did you use in determining the quality and success of this program/department/service area?

The program evaluates student assessment provided by the state of California. As required by the grantee, program objectives revolve around student success. Participant graduation rates and post-secondary enrollment are indicators that confirm program success. In addition to these factors, the program has a proven record of success based on its renewal funding awards which are determined by program effectiveness.

- B. Identify the best ways to measure the quality and success of this program/department/service area. Conduct an evaluation of the program/department/service area. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by this program/department/service area evaluate its adequacy or effectiveness? How do services compare to similar departments/service areas out side the College? By what processes does the program/department/service area deal with complaints and continually up-grade services? Other methods might include matching or exceeding nation-wide productivity measures, i.e., full-time staffing equivalent per square foot for M & O and per number of employees for Human resources, feedback from campus "clients", etc.)

Participants are given surveys and evaluation forms that allows for reflection of services. Students receive these questionnaires upon completion of program activities for feedback purposes.

- C. Describe the annual scheduling patterns for courses impact your program/department/service areas. Consider interaction with other programs/departments/service areas, use of facilities and flexibility for students.

Our program participants are required to enroll in college level courses in the summer session. In part of the coordination of registration, program staff collaborates with Department Faculty to inform them of our initiatives which focuses on high school students. Due to current fiscal cuts enforced by the state, our host institution is forced to reduce course sections which will impact the number of program participants enrolling in college classes in the near future.

VIII. Summary and Recommendations

- A. What actions have been taken to address the assessment and improvements of program learning outcomes?

Program staff is required to monitor student progress on a monthly basis versus quarterly. Students are provided with evaluation forms to assess program services so appropriate adjustments or accommodations are made for students.

- B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.

1. Program strengths

Staff is committed to serving students and meeting their needs. Program has positive rapport with target serving school sites. Program has attained successful rates of students entering higher education institutions after graduation. Collaboration efforts with West Hills College Lemoore are effective promoting future program participant involvement with college events and activities.

2. Areas that need improvement

Program needs improvement in the area of facilities and transportation.

3. Strategies and actions for program enhancement and improvement.

Staff will make more contact with students to develop education planning to insure that students are progressing academically. Program staff is currently strategizing on

collaborating with other programs and school transportation officials to reduce student unmet needs.

- C. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Program Review, Planning and Evaluation

**West Hills College Lemoore
Assessment Grid**

Program: Upward Bound Math & Science

Contact Person/ext.: Joel Ruble / 3127

Submission Date:

Midterm Report Date (2 years from submission):

Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
<p>At least 3 short-term and up to 2 long-term goals. Instruction: At least three of your goals must be student-learning outcome oriented. *</p>	<p>The specific activities you will implement to accomplish the goals (e.g. implement a new course).</p>	<p>Any additional resources you will need to accomplish the activity. Please be specific and realistic.</p>	<p>Means of Assessment/Criteria for Success including timeline (Measurable)</p>	<p>Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)</p>
<ol style="list-style-type: none"> 1. Recruit and maintain 50 qualifying participants from the 5 target serving high schools. 2. Provide after school advising services to all participants to maintain contact with project staff and to enhance retention in the program and in school. 3. Provide Saturday enrichment education workshops to enhance academic progress. Project will supplement 	<ol style="list-style-type: none"> 1. Advertise UBMS services to students at target area high schools to meet objective. 2. Coordinate in conjunction with high school staff and administration to facilitate tutorial services. 3. Coordinate with host institution through Facilities and transportation department administrators to conduct and facilitate Saturday workshops. Project staff will recruit and employ necessary instructor(s) needed for Saturday instruction through host institution Human Resources Dept. 4. Project staff will monitor participant progress and maintain academic records to 	<ol style="list-style-type: none"> 1. Funds for travel expenses. 2. Funds for travel expenses. 3. Technology equipment and classroom. Transportation vehicles including drivers that can transport participants to and from site locations. Host institution faculty that can provide instruction in the areas for which the project targets. 4. Support from the host institution counseling department, admissions and financial aid 	<ol style="list-style-type: none"> 1. Records and documentation of number of participants and recordings of qualification status. 2. Documentation taken during tutorial sessions for evidence of attendance and retention. 3. Documentation showing record of attendance at program workshops. 4. Evaluation of participant academic records showing progress and satisfactory in all subject areas. Evaluation of participant meeting 	<ol style="list-style-type: none"> 1. Increase number of serving participants. 2. Increase retention and attendance during after-school tutorials. 3. Involve host institution faculty during projects Saturday Academic workshops. 4. Increase number of graduating participants attending post-secondary education. 5. Increase number of participants attending summer bridge program 6. Show evidence of student-learning outcomes.

<p>knowledge in the areas of math, science, English, computer science, geography, Spanish, and careers.</p> <p>4. Participants will graduate and pursue higher education at a post-secondary institution.</p> <p>5. Project staff will coordinate a six-week summer bridge program for graduates at host institution. Continuing participants will enroll in college oriented courses for dual credit.</p> <p>6. Project will develop student-learning outcomes that meet objective goals.</p>	<p>guide graduating students towards a post-secondary institution. Project staff will provide participants with the necessary knowledge and assistance to apply for admission and financial aid support. Project staff will adhere to program guidelines to prepare and align participants to meet college requirements.</p> <p>5. Project staff will coordinate with host institution counseling department to assist with the enrollment process. Graduating participants will develop a student educational plan that will be recorded in admissions. Project staff will coordinate with counseling department to assist with continuing participants who will be enrolled in college credited courses that qualify for dual credit.</p> <p>6. Project staff will conduct a series of goal evaluations for enhancement purposes in the implementation of services to increase student-learning outcomes.</p>	<p>departments.</p> <p>5. Support from the host institution Counseling, Admissions, Financial Aid and Facilities Departments.</p> <p>6. Support from the Administration.</p>	<p>state standards equivalency and showing mastery of the California High School Exit Exam.</p> <p>5. Documentation and record of admission forms required for registration for courses.</p> <p>6. Evaluation of participant progress through Annual Report.</p>	
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**If, your previous Program Review did not contain SLOs, but you now have them you can refer to your SLOs here.*

Program Review, Planning and Evaluation

**West Hills College Lemoore
Program Planning and Evaluation
Assessment Planning Logic Model
Midterm Report**

Program: Upward Bound Math & Science		Date:
Findings	Analysis	Actions
What are the actual quantifiable outcomes compared to those listed in column four of the Assessment Grid?	Your interpretation of the results (why the activities were not successful in achieving the goal)	Based on the Findings and Analysis, what is the next step?
<ol style="list-style-type: none"> Currently, project has not met number of qualifying participants for the year. Site instructors are recruiting interested students at their area high school. Project has 42 active participants and intends to recruit and retain 50 participants by the end of the academic year. Participant log in sheets are completed during tutorial sessions weekly, recording attendance and participant course work. Saturday workshops are coordinated on a monthly basis and documentation recording dates and subjects are in place. Project has 	<ol style="list-style-type: none"> Students are highly involved in extra-curricular activities and cannot commit the amount of time required by project. Project staff is limited to the amount of time spent on recruiting new participants. Documentation on attendance during tutorials is recorded on a weekly basis. Activities are being met and accomplished effectively. Saturday workshops are planned accordingly and have yet have not canceled or postponed scheduled activities. All documentation relating to Saturday activities are recorded monthly. 	<ol style="list-style-type: none"> Work closely with site instructors and delegate more time to be spent on recruiting students interested in careers in the Math or Science fields. Continue maintaining accurate documentation recording attendance and participant course work during after-school weekly tutorials. Continue planning in advance to meet mandated project requirements consisting of Saturday workshops covering a series of core subjects including cultural and community service activities. Maintain accurate records of Saturday activities and events including attendance.

conducted 3 Saturday academic and culturally related sessions. Project is currently planning to conduct its 4th session for the year. Documentation and attendance including activities conducted during the Saturday events are recorded monthly.

4. Participant academic records are evaluated on a quarterly basis. Grades are obtained through high school counseling department. Project staff reviews grades and proceeds with one to one meeting with participant to discuss academic progress or regression.
5. Project is currently in the planning stages developing summer program. Project staff has met with institution's faculty to discuss course outline and schedule. Project staff has informed all participants of the summer program that is underway. Majority of participants are already admitted into the institution through its application process. Over thirty participants have taken the institution's placement exam, a requirement for selection of courses. During the next eight weeks project staff will submit all required forms on behalf of the participant for summer registration confirmation.
6. Annual report is due in December of 2009 and data for report is on file. Data will be converted into report's format when Dept. of Education announces instructions for report. Project SLO's will be defined by

4. Academic records are posted quarterly and made available for project staff to review. Project staff is responsible to schedule student meetings to discuss grades. Evaluation of participant grades is done accordingly when grades are available for review.
5. A six-week summer program is implemented yearly which includes a residential module off campus. Participants will be required to make efforts to be part of this component.
6. Annual report is always submitted prior to deadline and reviewed by project staff and administrator prior to submission. Annual report is due December 28, 2009. It is necessary that the project work in conjunction with students services personnel to develop SLO's that appropriately reflect our program goals and objectives.

4. Continue evaluating grades when available and meet with participants accordingly to discuss academic results to promote achievement.
5. Plan and execute an effective six-week summer component that will allow participants to gain college and high school credit for achieving a passing grade in a college course.
6. Maintain accurate data throughout the academic year to meet all standards required by the Department of Education which reviews our project's accomplishments during the academic year of 2008-2009. In addition to annual reporting, program staff will work closely with institution student success personnel to develop appropriate student learning outcomes.

annual reporting requirements and institutional student success committee.

WEST HILLS COLLEGE LEMOORE

PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS UNIT PLANNING GUIDE - NON-INSTRUCTIONAL DEPARTMENTS & AREAS TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Department/Service: TRiO Upward Bound

Date Prepared: October 1, 2008

Prepared By: Joel Ruble

Staff: Jose Murrieta, Brian Green, Anna Silvestre

II. Program Overview

- A. State the program mission. If you don't have one, create one. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. *(200 word limit)*

West Hills College Lemoore's Upward Bound Classic program is committed to youth, educational experiences, community partnerships, and providing opportunities to the underserved and disadvantaged population. UB Classic identifies low-income, first-generation college bound students and provides them with services such as after school tutoring, special instruction, college visits and educational/career advising. Members will have their educational aspirations encouraged and enhanced by qualified instructors, counselors and positive experiences that promote diversity, cultures, educational experiences and the real possibility of attending a college of their choice.

- B. Briefly describe the current state of the program/department/service area. *(250 words or less)*

Upward Bound Classic at West Hills College Lemoore is a newly funded program in our first year of operation. We are funded to serve 50 students from our 3 target high schools, Laton, Lemoore and Avenal. We began recruiting and serving students last fall and filled all of our program slots before spring. The program's focus is on college entry and success for our first generation and low income students. The program's primary activities are weekly or daily tutorials at each school site, monthly Saturday sessions and a 6-week summer program. There are also various activities throughout the year such as campus visits at colleges and universities or at science or technology enterprises. A perfect example of these activities would be a trip taken on February 2009; we took a group of students to visit UCLA Campus along with the Museum Of Tolerance in Los Angeles, CA. We monitor our students' grades carefully and assist them with applications to colleges and universities. Many of our students have the opportunity to take college level courses through West Hills College Lemoore. At the same time students are able to take these classes for dual credit. This must be approved by parents,

school counselor and principal. When our students do take college courses, we purchase their books and provide them whatever support is necessary to ensure their success.

C. Describe how the program/department/service area goals and objectives are aligned to the advancement of the college mission, goals and objectives. (250 words or less)

Our program SLO's are focused on the needs of our low income, first generation pertaining to their preparation for college. They include results on the California High School Exit Exam, advising in college preparation (SAT, A thru G, financial aid, etc.) and postsecondary enrollment. All develop in our communities a college going culture.

D. List any recommendations from the most recent college/program/department accreditation and/or previous review. (250 words or less)

As a new program this is our first opportunity to participate in the program review process.

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

- Enrollment Trends
 - Approximately 50% of our program participants enroll in courses at WHCL for dual credit.
- Student Retention Rates/Student Success Rates (if applicable)
- WSCH/FTEF (if applicable)
- Full-time to Part-time Faculty Ratio- NA
- Number of Students Earning Degrees (if applicable) N/A
- Number of Students Earning Certificates (if applicable) N/A
- Job Market Analysis (if applicable)
- Student Demographics- See Chart below
- Grade Distribution (if applicable)
- Student Survey Data (if applicable)

Total Students - 50	Race/Ethnicity	Entry Status
<u>9th graders</u> 1-Lemoore HS 0-Laton HS 0-Avenal HS	<u>Lemoore HS</u> 19-Hispanic 1 African American	33 - First Generation and Low Income 17 - First Gen only
<u>10th Graders</u> 3-Lemoore HS 5-Laton HS 8-Avenal HS	<u>Laton HS</u> 7-Hispanic 2-White 1-Asian	
<u>11th Graders</u> 8-Lemoore HS 5-Laton HS 8-Avenal HS	<u>Avenal HS</u> 19-Hispanic 1-Arab	
<u>12th Graders</u> 9-Lemoore HS 1-Laton HS		

- B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific course/program/service. (250 words or less)

The most significant trends for Upward Bound Classic are that under our new grant application we are serving 3 target schools. Upward Bound Classic serves Avenal, Lemoore and Laton high schools. This spreads our resources over a larger geographic area and also requires staff to be in more places during a normal week. It doubles the school site staff necessary for operation and doubles the number of tutorials to manage each week. All of this serves to spread our staffing and fiscal resources more thinly than we expected. It also lays the groundwork for the second trend that has great effect on our program operation.

The recent increases in transportation costs are probably the most difficult issues for us to resolve. Because we transport our students to events at the college or at other institutions and having 6 sites to serve rather than 3, the impact of these transportation expenses is all the more devastating.

- 1) State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).

We measure the success of our program primarily through our annual performance report. We measure standardized objectives regarding low income/first generation status, state testing, retention, and post secondary enrollment.

We also measure our success in our overall contact with students. We have approximately 90% attendance at our afterschool tutorial, 75%-80% at our Saturday sessions and approximately 50% participation in our 6-week summer component. During the summer, a good block of our students work to help support their families, attend other college programs (COSMOS, Berkeley House, etc.) Or attend summer school at their high schools. In this light, our 50% summer participation is quite high.

- C. Attach the following data maintained for your program/department/service area:
- Budget information regarding costs per program/department/service area on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the service as reflected by student enrollment.

UB BUDGET

SALARIES

Full-time Personnel 131,123

Part-time Personnel 6,500

BENEFITS 45,566

SUPPLIES & MATERIALS 1,809

TRAVEL AND CONFERENCE	3,500
PARTICIPANT COSTS	22,150
PARTICIPANT STIPENDS	22,500
TOTAL DIRECT COST	233,148
INDIRECT COST 8%	16,852
TOTAL PROGRAM COST	250,000
Cost per participant	5,000

2. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.

Employee Classification:

Certificated .5 Class. Professional 1.4 Student Worker 1
 Volunteers 0

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input checked="" type="checkbox"/> Caucasian/Non-Hispanic |
| <input checked="" type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input checked="" type="checkbox"/> Mixed | |

3. Describe the certificated and classified staffing requirements of the existing program/department/service area, as well as the effect any proposed curricular or instructional changes would have in the next three years. This statement should include the need to retrain, or to add staffing for new specialties. Finally, this statement should include the need to retrain or to add staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.

Our program employs 1.1 advising staff under the Advising Specialist, .25 Program Development Assistant and 1 hour per week school site instructors under the Upward Bound Instructor job description and student tutors at our school sites. We also have 1 student worker per semester to help with office and clerical work. Although our staff does a great job accomplishing our goals the need for more staff is obvious especially for our weekend Saturday session and/or weekend trips. This would help because hours would be distributed evenly among staff so no overtime would have to be paid thus, saving the program money.

- D. Identify and discuss the effect that trends may have on the program/department/services area's organization, structure, and nature over the next two to four years.

Our model is well established and proven effective and we would be unwise to retool that model at this point. We will also have to respond to escalating transportation costs in our summer program design. Transporting students from 3 communities each day is prohibitively expensive and so our program will respond by transferring some

of the summer instruction to an online environment and doing portions of our work in the communities where our target schools are located. Due to our current financial crisis, our institution has gone through a shift of personnel (Director Position). Our Advising staff and schools are still intact. Budget concerns have also caused a cut back in staff travel as well as student travel, not eliminated but limited to how much travel can be done.

- E. What resources are required to maintain program/department/service area, and what additional resources are necessary to improve or expand it?

Transportation is our main consideration resource wise. Our other main resource requirement is for technology to stay connected with our students and to connect them with the most current college and scholarship information. Transportation cost has gone up versus our financial crisis is affecting our program in a big way. We must now ask our students to travel on their own with parents to our locations. We cannot afford to contract out a bus company to bring our students to our local Saturday sessions but will limit to contracting when planning out of district travel.

- F. Discuss staff training, academic and professional currency.

Our staff is involved in training throughout the year. For example: our advisor and Director will enroll in a specific TRiO training if budget allows. TRiO trainings are Federal trainings therefore, sometimes located out of state. We also do local CSU and UC counselor conferences which are most of the time located in Fresno, CA. We plan to attend at least one TRiO training per year. These are offered by various organizations and are approved by the DOE (Department of Education). The director attends the TRiO annual conference (San Antonio, TX in 2009) which is mandated under our approved grant proposal.

- G. Excluding curriculum validation, discuss community involvement in the operation of the program/department/service area. Upward Bound involves our students and staff greatly in our communities. One of our most successful community event this past year was our Student walk for measure W. We have a great rapport with site counselors, principals and teachers along with our parents. We offer our students a great opportunity for them to give back by setting up an annual Community Service project out at Camp El-o-Win. Our students have always been willing and able to help whenever we are needed in our communities.

IV. Professional Development

- A. What professional development activities have staff participated in?

We have attended professional developments such as; CSU counselors' conference, UC counselors' conference, TRiO training in priority 1 record keeping retention student success.

B. How does this professional development affect Student Learning Outcomes for your program/department/service area?

Our trainings always focus on student retention and success as well as postsecondary enrollment.

C. Describe the program/department/service area's plans for staff development over the next four years.

We will continue with our current plan. We are looking to focus on increasing our efficiency with our student database as our first priority. Due to financial crisis that our state is in, our institution has gone through a re-organization of personnel as well as cross-training for job specification. (Our Director has been re-organized to serve our grant 75% and our District/Institution 25%)

D. Discuss the effectiveness of continuing education requirement to meet the need for advanced training and/or training in emerging technologies.

Upward Bound continues to strive in our technology department. Perfect example of this is, we are currently using our Student Access software to store all of our students' information as well as running our partial and annual reports. West Hills College has also done a great job improving our online services, we are now able to use the Portal to check students' grades and/or class schedules and we also can have access to our work email through this portal.

V. Student Learning Outcomes

A List all Student Learning Outcomes for this program/department/service.

SLO.1). Upward Bound Classic students will be successful in high school as indicated by successful completion of the California High School Exit Exam. (CAHSEE)

SLO. 2). Upward Bound Classic students will enroll in programs of postsecondary education after high school.

SLO.3). Upward Bound Classic students will be successful in college level coursework.

B. Explain how Student Learning Outcomes are used to measure quality and success of this program/department/service area.

We based our SLO's on West hills College Lemoore's standardized outcomes and so success in SLO's will naturally reflect success from the perspective of our federal regulators.

C. Based upon the results of the program SLO assessments, what improvements have been identified?

We have yet to assess our SLO's.

VI. General Operations

A. How does the program/department/service area ensure that current curriculum/delivery of service is adequately meeting the needs of students?

Our program Advisor ensures that current deliveries of services are meeting the needs of the program participants by:

1. Attending workshops to keep up with new technology/updates related to our students. For example: Trio training, UC/CSU Counselors' conferences as well as Financial Aid Workshops.

2. Assessing Student needs by having personal advising thus, directing needs based on each individual participant.

B. Do special accreditations, external regulations, or advisory committees regulate the program/department/service area? Yes No (if yes, elaborate.)

Upward Bound Classic is directed under the umbrella of the TRiO Programs out of the US department of Education. We operate under the Education Department's General Administrative Regulations Guidelines.

C. Does the program/department/service area have any special regulations, space requirements, staff training, etc.? Yes No (if yes, elaborate.)

Under the approved grant, the host institution must provide the work/office space necessary to run Upward Bound Classic. This includes but is not limited to office equipment, transportation for staff and participants as well as to and from Federal or local staff training opportunities. West Hills College Lemoore is in the works of a new building phase and Upward Bound Classic has been considered for office space in this new construction.

D. Is there evidence of unmet student needs caused by your program/department/service area? Yes No (if yes, elaborate.)

A major student need that is currently not being met is in the area of transportation which is limited due to high cost. Commercial passenger vans can no longer be utilized for our high school students due to the CHP/Department of Transportation compliance policy. This new policy has an effect on attendance and participation during weekend activities held outside of students' local area.

E. How does the program/department/service area address cultural diversity?

Upward Bound Classic is guided toward helping disadvantage students. Students must meet a certain criteria to be eligible for program services. 1. First Generation College bound. 2. Family Income must meet the Federal low income levels. 3. US Citizen or US Resident. These students can come from any cultural background as long as they meet the National criteria.

Program addresses cultural diversity by exposing students to cultural related events that are hosted by higher education institutions.

F. Describe the initiatives the program/department/service area has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical mental disabilities, re-entry, gender, etc.)

Bound by Federal guidelines that mandate as to who to target thus, Upward Bound Classic targets students with disadvantage backgrounds. Students and their families must meet the low income levels that set forth by the Federal Government. Upward Bound staff requires documentation from applicants to confirm qualification.

- G. Discuss the program/department/service area's use of external funding, including grants and collaborative partnerships, if applicable.

US department of Education is only funding source.

- H. To what extent is technology being used in the program/department/service area?

Technology is used on a daily basis by Upward Bound Classic staff and students. A main example of this would be our WHCL Portal and website where student and staff can communicate with each other via email. Staff has also made their cell phone numbers available to students for texting since, this is widely use in our young population now days.

- I. Describe the supply requirements for your existing program/department/service area, as well as the effect that any proposed changes would have on the supplies in the next four years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.

Supplies are needed throughout the year for our program. Starting with our office supplies, which include, but are limited to file folders, writing equipment, binder and outreach materials among others needed "Student Access" data entry software is needed for electronic data filing. An increase in demand combined with an increase of cost is giving our program difficulty providing the right equipment and materials. With help of West Hills College Lemoore providing extra materials our program would function better.

- J. Describe the need for facility modifications within your existing program/department/service area or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next four years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.

West Hills College Lemoore has mentioned Upward Bound as one of the new considered occupants of the new construction phase in 2012. This would benefit our programs by being closer to our regular college counselors and being able to refer our program participants to our college staff and programs.

VII. Additional Information (optional)

Please provide any other information to describe, explain, justify, analyze, or clarify prospective program/department/service area changes or needs anticipated in the next four years.

- A. What factors did you use in determining the quality and success of this program/department/service area?

Upward Classic was established nationally in 1972 and since then guidelines have been followed continually throughout the years. Upward Bound Classic at West Hills

College Lemoore has been in existence since fall 2007, with these guidelines in mind as well as our College's mission statement we serve our students and community. Federal Guidelines will continue to overlook our Upward Bound program. One way to determine our program success is by looking at examples of our students that have since graduated from Upward Bound. For example we have 95% of our graduated students confirm enrolment in either a CSU or UC of their choice. These results go along with our grant objectives, we have objectives such as retention, graduation and participation; Retention objective: 85% of our students will stay with our program until graduation of high school. Our numbers were 89%. Graduation objective: 85% of our students will graduate from high school and enroll in a post high school program. Our numbers were 95%. Participation objective: 85% of our active participants will participate in program sponsored activities. Our numbers were 86%.

- B. Identify the best ways to measure the quality and success of this program/department/service area. Conduct an evaluation of the program/department/service area. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by this program/department/service area evaluate its adequacy or effectiveness? How do services compare to similar departments/service areas outside the College? By what processes does the program/department/service area deal with complaints and continually up-grade services? Other methods might include matching or exceeding nation-wide productivity measures, i.e., full-time staffing equivalent per square foot for M & O and per number of employees for Human resources, feedback from campus "clients", etc.)

Participants are given surveys and evaluation forms that allows for reflection of services. Students receive these questionnaires throughout program activities. These surveys will allow our staff to have more effective program activities thus, keeping retention numbers up and actual programs up by recruitment. These surveys also allow our students to express satisfaction/dissatisfaction along with a voice in the program. This would make the students have some ownership and pride in the program.

- C. Describe the annual scheduling patterns for courses impact your program/department/service areas. Consider interaction with other programs/departments/service areas, use of facilities and flexibility for students.

Our program participants are required to enroll in college level courses in the summer session. In part of the coordination of registration, program staff collaborates with Department Faculty to inform them of our initiatives which focuses on high school students. Due to our current financial crisis, our institution has gone through a dramatic cut back on class sessions thus, creating less available classes for our current participants to choose from.

VIII. Summary and Recommendations

- A. What actions have been taken to address the assessment and improvements of program learning outcomes?

Program staff is required to monitor student progress on a monthly basis versus quarterly. Students are provided with evaluation forms to assess program services so appropriate adjustments or accommodations are made for students.

B. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.

1. Program strengths

Staff is committed to serving students and meeting their needs. Program has positive rapport with target serving school sites and their staff. Program has attained successful rates of students entering institutions of higher education after high school graduation.

2. Areas that need improvement

Program needs improvement in the area of facilities and transportation

3. Strategies and actions for program enhancement and improvement.

Staff will make more contact with students to develop education planning to insure that students are progressing academically. Program staff is currently strategizing on collaborating with other programs and school transportation officials to reduce student unmet needs.

C. Attach your **Program Planning and Evaluation Assessment Grid**. Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

Program Review, Planning and Evaluation

**West Hills College Lemoore
Assessment Grid**

Program: Upward Bound Classic

Contact Person/ext.: Joel Ruble / 3127

Submission Date: 11/4/2009

Midterm Report Date (2 years from submission):

Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
<p>At least 3 short-term and up to 2 long-term goals. Instruction: At least three of your goals must be student-learning outcome oriented. *</p>	<p>The specific activities you will implement to accomplish the goals (e.g. implement a new course).</p>	<p>Any additional resources you will need to accomplish the activity. Please be specific and realistic.</p>	<p>Means of Assessment/Criteria for Success including timeline (Measurable)</p>	<p>Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)</p>
<ol style="list-style-type: none"> 1. Recruit and maintain 50 qualifying participants from the 3 target serving high schools. 2. Provide after school advising services to all participants to maintain contact with project staff and to enhance retention in the program and in school. 3. Provide Saturday enrichment education workshops to enhance academic progress. Project will supplement 	<ol style="list-style-type: none"> 1. Advertise UB Classic services to students at target area high schools to meet objective. 2. Coordinate in conjunction with high school staff and administration to facilitate tutorial services. 3. Coordinate with host institution through Facilities and transportation department administrators to conduct and facilitate Saturday workshops. Project staff will recruit and employ necessary instructor(s) needed for Saturday instruction through host institution Human Resources Dept. 4. Project staff will monitor participant progress and 	<ol style="list-style-type: none"> 1. Funds for travel expenses. 3. Technology equipment and classroom. Transportation vehicles including drivers that can transport participants to and from site locations. Host institution faculty that can provide instruction in the areas for which the project targets. 4. Support from the host institution counseling department, admissions and financial aid departments. 5. Support from the 	<ol style="list-style-type: none"> 1. Records and documentation of number of participants and recordings of qualification status. 2. Documentation taken during tutorial sessions for evidence of attendance and retention. 3. Documentation showing record of attendance at program workshops. 4. Evaluation of participant academic records showing progress and satisfactory in all subject areas. Evaluation of participant meeting 	<ol style="list-style-type: none"> 1. Maintain number of serving participants. 2. Increase retention and attendance during after-school tutorials. 3. Involve host institution faculty during projects Saturday Academic workshops. 4. Increase number of graduating participants attending post-secondary education. 5. Increase number of participants attending summer bridge program 6. Show evidence of student-learning outcomes.

<p>knowledge in the areas of math, science, English, computer science, geography, Spanish, along with any liberal studies and careers.</p> <p>4. Participants will graduate and pursue higher education at a post-secondary institution.</p> <p>5. Project staff will coordinate a six-week summer bridge program for graduates at host institution. Continuing participants will enroll in college oriented courses for dual credit.</p> <p>6. Project will develop student-learning outcomes that meet objective goals.</p>	<p>maintain academic records to guide graduating students towards a post-secondary institution. Project staff will provide participants with the necessary knowledge and assistance to apply for admission and financial aid support. Project staff will adhere to program guidelines to prepare and align participants to meet college requirements.</p> <p>5. Project staff will coordinate with host institution counseling department to assist with the enrollment process. Graduating participants will develop a student educational plan that will be recorded in admissions. Project staff will coordinate with counseling department to assist with continuing participants who will be enrolled in college credited courses that qualify for dual credit.</p> <p>6. Project staff will conduct a series of goal evaluations for enhancement purposes in the implementation of services to increase student-learning outcomes.</p>	<p>host institution Counseling, Admissions, Financial Aid and Facilities Departments.</p> <p>6. Support from the Administration.</p>	<p>state standards equivalency and showing mastery of the California High School Exit Exam.</p> <p>5. Documentation and record of admission forms required for registration for courses.</p> <p>6. Evaluation of participant progress through Annual Report.</p>	
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**If, your previous Program Review did not contain SLOs, but you now have them you can refer to your SLOs here.*

Program Review, Planning and Evaluation

**West Hills College Lemoore
Program Planning and Evaluation
Assessment Planning Logic Model
Midterm Report**

Program: Upward Bound Classic		Date:
Findings	Analysis	Actions
What are the actual quantifiable outcomes compared to those listed in column four of the Assessment Grid?	Your interpretation of the results (why the activities were not successful in achieving the goal)	Based on the Findings and Analysis, what is the next step?
<ol style="list-style-type: none"> Currently, project has met number of qualifying participants for the year. Site instructors are in place at each of our participating high schools. Project has 54 active participants and intends to retain 54 participants by the end of the academic year. Participant log in sheets are completed during tutorial sessions weekly, recording attendance and participant course work. Saturday workshops are coordinated on a monthly basis and documentation recording dates and 	<ol style="list-style-type: none"> Although students are highly involved in extra-curricular activities and cannot commit the amount of time required by project; we have been able to find recruits but with difficulties especially in the smaller high schools. Project staff is limited to the amount of time spent on recruiting new participants. Documentation on attendance during tutorials is recorded on a weekly basis. Activities are being met and accomplished effectively. Saturday 	<ol style="list-style-type: none"> Work closely with site instructors and delegate more time to be spent on recruiting students interested in a post secondary education. Continue maintaining accurate documentation recording attendance and participant course work during after-school weekly tutorials. Continue planning in advance to meet mandated project requirements consisting of Saturday workshops covering a series of core subjects including cultural and community service activities. Maintain accurate

subjects are in place. Project has conducted 6 Saturday academic and culturally related sessions. Project is currently planning to conduct its 7th and 8th session for the year. Documentation and attendance including activities conducted during the Saturday events are recorded monthly.

4. Participant academic records are evaluated on a quarterly basis. Grades are obtained through high school counseling department. Project staff reviews grades and proceeds with one to one meeting with participant to discuss academic progress or regression.
5. Project is currently in the planning stages developing summer program. Project staff has met with institution's faculty to discuss course outline and schedule. Project staff has informed all participants of the summer program that is underway. Majority of participants are already admitted into the institution through its application process. Over 35 participants have taken the institution's placement exam, a requirement for selection of courses. During the next eight weeks project staff will submit all required forms on behalf of the participant for summer registration confirmation.
6. Annual report is due in January of 2008 and data for report is on file. Data will be converted into report's format when Dept. of Education

workshops are planned accordingly and have yet have not canceled or postponed scheduled activities. All documentation relating to Saturday activities are recorded monthly.

4. Academic records are posted quarterly and made available for project staff to review. Project staff is responsible to schedule student meetings to discuss grades. Evaluation of participant grades is done accordingly when grades are available for review.
5. A six-week summer program is under review and will be going on our third summer session in the upcoming Summer 2010. Participants will be required to make efforts to be part of this component.
6. Annual report is always submitted prior to deadline and reviewed by project staff and administrator prior to submission. Annual report is due January 14, 2010. It is necessary that the project work in conjunction with students services personnel to develop SLO's that appropriately reflect our program goals and objectives.

records of Saturday activities and events including attendance.

4. Continue evaluating grades when available and meet with participants accordingly to discuss academic results to promote achievement.
5. Plan and execute an effective six-week summer component that will allow participants to gain college and high school credit for achieving a passing grade in a college course.
6. Maintain accurate data throughout the academic year to meet all standards required by the Department of Education which reviews our project's accomplishments during the academic year and Summer reporting, program staff will work closely with institution student success personnel to develop appropriate student learning outcomes.

announces instructions for report.
Project SLO's will be defined by
annual reporting requirements and
institutional student success
committee.

Faculty Senate Resolution
Two-Year Schedule
Submitted by: Counseling Learning Area

Whereas WHCL has a history of creating a two-year schedule of courses as part of the catalog, and

Whereas an unofficial course plan exists but has not been formerly published, and

Whereas a two-year schedule is invaluable in assisting with course planning for students, faculty, staff, and administrators, and

Whereas a two-year schedule enables students to complete their educational goal/program in a timely manner, and

Whereas it will assist counselors in developing accurate student educational plans, and

Whereas it will promote consistency and eliminate classes being overlooked in all discipline areas, and

Whereas it would eliminate cancellation of infrequently offered, low-enrolled courses, and

Whereas WHCL seeks to serve students well by implementing student friendly policies that promote greater graduation rates

Let it be resolved that the WHCL Faculty Senate supports the development and implementation of a two-year class schedule.

10-2-09

Student Strategic Planning/Student Town Hall Meeting
February 27, 2009

CLASS SCHEDULE (Teaching, Programs, Offerings)	SOLUTIONS	PLANS FOR IMPROVEMENT Action Plan	Completed Tasks or In-Progress for 09-10
<p>Student Concern:</p> <ul style="list-style-type: none"> 50 minute classes Instructional Time Time between classes too quick 	<ul style="list-style-type: none"> Choices <ul style="list-style-type: none"> 2 day a week classes (MW) [T TH] Longer classes on Friday, possibly Saturday Consider Courses <ul style="list-style-type: none"> Select courses that fit well into 50 minute Consult instructors 	<p>1. Evaluate 10-11 schedules to determine the feasibility of class changes (e.g. which ones would be most appropriate for a change and the impact on facility use). Need to know where gaps are in the schedule. Simple as: A group of students expressing their wants/needs</p> <p>Timeline – 2010-2011, Senate, Deans of Instruction, Counselors</p> <p>Follow up: Student Success Committee</p>	<p><i>Changes already implemented as prompted by current budget crisis. Space utilization, elimination of class sections, and faculty taking on additional load have all contributed to impact on facility use and student concern – Outcome still in progress and to be discussed at next forum for more detail.</i></p>
<p>Student Concern:</p> <ul style="list-style-type: none"> Inconsistent course offerings and lack of classes 	<ul style="list-style-type: none"> Meet with counselor to map out plan (Ed Plan) Print 2 year schedule More classes <ul style="list-style-type: none"> Every semester Various times (am, pm) Communicate your needs 	<p>2. Consider catalog designation of F/SU/SP so anyone would know which classes are offered and have a better sense of which classes to cut during tight fiscal times.</p> <p>Timeline – Fall 09 -</p> <p>Follow up: Student Success Committee & Instruction</p>	<p><i>The budget crisis has impacted the selection of course offerings. Another upcoming consideration is course repeatability and offering that information next to courses like NC100 – Outcome in progress</i></p>
<p>Student Concern:</p> <ul style="list-style-type: none"> Variety of course options 	<p>Ways to communicate:</p> <ul style="list-style-type: none"> Club Rush Survey for interests (e-mail, 	<p>3. Kiosk or electronic sign in circle area designated for student announcements. Modification of existing structure and ADA</p>	<p><i>Frances Squire is currently assigned to bring in a presentation on digital signage for</i></p>

Student Strategic Planning/Student Town Hall Meeting
February 27, 2009

<ul style="list-style-type: none"> • Art • Music – performance • Dance • Radio WHCL • Mechanics • Woodshop • Journalism • Campus Life 	<ul style="list-style-type: none"> • signage, electronic bulletin board on Bush/College • Bookstore/Cafeteria • Suggestions Box • Student Activities • Curriculum Committee forum with students • Experimental courses 	<p>compliant.</p> <p>4. Forum to be conducted each semester between students, and facilitator. Report back to President</p> <p>Timeline – Begin discussions Fall 09 on feasibility</p> <p>Follow up: Student Success Committee & SGA</p>	<p><i>campus use. This is "in the works" currently. Another student forum is also "in the works" for fall 09 as a follow up to these findings. The Leadership Class students will act as facilitators and be trained by Jody Ruble. Forum date is pending. Other campus activities are in the planning stages and the Dean is working with SGA and clubs to be more visible on campus. SGA has a completely staffed cabinet along with volunteers. Because of course reduction for this year, classes like Journalism cannot be offered at this time.</i></p> <p><i>Outcome - Project in progress</i></p>
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Student Strategic Planning/Student Town Hall Meeting
February 27, 2009

INSTRUCTION (Teaching, Programs, Offerings)	SOLUTIONS	PLANS FOR IMPROVEMENT Action Plan	Completed Tasks or In-Progress for 09-10
<p>Student Concern:</p> <ul style="list-style-type: none"> Lack of vocational education programs 	<ul style="list-style-type: none"> Offer variety of vocational education programs <ul style="list-style-type: none"> Health/Medical Vet Tech Ag/Welding Community Education Advertise programs offered in a more effective way 	<p>5. Conduct survey to ascertain what course variety would be most appealing and generate the most FTES.</p> <p>6. Create "in demand programs" not available at FCC or COS to reduce commute time</p> <p>Timeline – Fall 09 discussions and survey</p> <p>Follow up: Strategic Planning and Instruction</p>	<p><i>Second student forum to discuss this in fall 09 – Outcome is pending</i></p>
<p>Student Concern:</p> <ul style="list-style-type: none"> Lack of communication to students regarding advisory/prerequisites for classes (and other programs) 	<ul style="list-style-type: none"> Put advisory note on the online class schedule/catalog Create monthly study communication flyers/pamphlets Create central bulletin board/informational kiosk 	<p>7. Update Program/Advising Sheets.</p> <p>Timeline – Fall 09, Counselors Learning Area</p> <p>Follow up: Student Success Committee, counselors, front counter</p>	<p><i>Outcome - Completed summer of 09 by Counselor Learning Area and posted. Counselors will share information updates on prerequisites.</i></p>
<p>Student Concern:</p> <ul style="list-style-type: none"> More variety of types of tutoring available 	<ul style="list-style-type: none"> Fully staffed math lab Structured study groups for classes by discipline via tutoring center 	<p>8. Peer tutors (one on one)</p> <p>9. Discussion/Support groups</p> <p>10. Students for students</p> <p>Timeline – Fall 09- 2010</p> <p>Follow up: Student Success Committee, Senate, program directors, BSI and SGA</p>	<p><i>Neomi Daniels had a tutoring summit set for Oct. 2, 2009. Peer tutoring and student study groups were items for discussion. - In progress</i></p>

Student Strategic Planning/Student Town Hall Meeting
February 27, 2009

FINANCIAL AID	SOLUTIONS	PLANS FOR IMPROVEMENT Action Plan	
<p>Student Concern:</p> <ul style="list-style-type: none"> Information on financial aid services and available programs is needed 	<ul style="list-style-type: none"> More assistance; class on financial aid, workshops, one-on-one with counselor (more appointments and longer appointments) Information center and/or online orientation Student profile information on-line to include information on applications that could be uploaded with details on programs, services, and scholarships More detailed information on scholarships. 	<p>11. Individual student qualifications 12. On scholarship page there is no information 13. If does not apply to the students they don't want to know about it</p> <p>Timeline - Begin discussion in Fall '09</p> <p>Follow up: Student Success Committee with the financial aid department</p>	<p><i>New financial aid director will work closely with scholarships, timely turn arounds on FA packets and processing, and offering more workshops and outreach events for 09-10. Outcome – In progress</i></p>
<p>Student Concern:</p> <ul style="list-style-type: none"> Checks not available week one – delays with money 	<ul style="list-style-type: none"> All available financial aid dollars should be distributed when it comes in Book vouchers for all financial aid students and possibly line of credit while waiting for checks Direct deposit option 	<p>14. Timely disbursement and who</p> <p>Timeline: Begin discussion summer '09</p> <p>Follow up - Student Success Committee with the financial aid department</p>	<p><i>Outcome – check disbursement greatly improved due to direct deposit and timely processing. More students will enroll and goal is 100% of students to be on direct deposit for those with bank accounts</i></p>
<p>Student Concern:</p> <ul style="list-style-type: none"> More information on grants, scholarships, services, deadlines, options for those younger than 25 and on their own, eligibility limits and timelines Coordination between 	<ul style="list-style-type: none"> Information tables in courtyard twice per year E-mail reminders and e-mails with information Information in Screaming Eagle Banner on Web Page 	<p>15. More streamline approach 16. In nursing there are issues between counties, Coalinga this has caused delays in receiving f.a.</p> <p>Timeline – Fall '09</p>	<p><i>These issues not clear and will be addressed with new FA director - Outcome – in progress</i></p>

Student Strategic Planning/Student Town Hall Meeting
February 27, 2009

<p>academic programs (i.e. nursing) financial aid, workforces, county, etc. to avoid check delays</p> <ul style="list-style-type: none"> • Long lines with check distribution 	<ul style="list-style-type: none"> • Pamphlets, fact sheets, as well as internet links • Checks: break into small groups on distribution dates, more staff, direct deposits. 	<p>Follow up: Student Success Committee with the financial aid department</p>	
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FACILITIES	SOLUTIONS	PLANS FOR IMPROVEMENT Action Plan	
<p>Student Concern:</p> <ul style="list-style-type: none"> • Snack Bar – Healthy Choices • Lack of Gym facilities on campus – need info • Entrance to campus – very chaotic (Bush street) 3 schools one entrance • More parking • High school students too loud in library-using for gathering & not studying, staff not aggressively addressing problem • Improper use of computers 	<ul style="list-style-type: none"> • Fruit, salad, less fried • New sports complex • Put info about current gym into school paper or on web • As campus grows – access needs to be improved, a. light b. 3 lanes (2 turning, 1 thoroughfare) • Separate spaces for motorcycles – more spaces • Parking rules need to be enforced • Separate place for high school students • Use study rooms for high school • Separate space in the library • Card access for computer access 	<p>17. City is currently doing a traffic study, plans are underway</p> <p>18. Signage to be improved. Signage & Maps – Larger, more visible on each building. Is it wings or buildings?</p> <p>19. Incorporate this into future building plans</p> <p>Timeline – Fall '09</p> <p>Follow up: Facilities, Safety and Auxiliary and the Technology Committee where relevant</p>	<p><i>Outcome – traffic problem corrected by city of Lemoore and WHCL Sports Complex construction has commenced. Remaining concerns to be addressed fall 09 with Student Success and WHCL Librarian</i></p>

Student Strategic Planning/Student Town Hall Meeting
February 27, 2009

<p>Student Concern:</p> <ul style="list-style-type: none"> • More DSPS shuttles (evening) • WIFI hot spots all over campus • More security during the day i.e. guards • Parking violations • Impact of growing campus and access to public transportation • Charter High School needs more supervision • On campus housing • More gym classes <p align="center">FACILITIES</p>	<ul style="list-style-type: none"> • Add more shuttles • Wireless access campus-wide • More security guards • More aggressive enforcement and issuance of parking citations • Check with KART • More security for charter school • Build on campus housing • More gym classes – talk to Curriculum Committee 	<p>20. Health and PE is currently proposing new curriculum to align with new upcoming facilities</p> <p>Timeline – Fall '09</p> <p>Follow up: Facilities, Safety and Auxiliary and the Technology Committee where relevant</p>	<p><i>Outcome – demand has not been significant for evening pick up and funding for driver is also limited. Security is a concern and will remain a priority with Facilities. Public Transportation issues currently being addressed, awaiting answers.</i></p>
<p>Student Concern (Facilities):</p> <ul style="list-style-type: none"> • Snack bar size • Eating locations • Locker facilities • Snack bar prices too high • Location of fire extinguishers, too close to door for wheelchairs • Performing arts center • Grates around trees at the library for wheelchairs • More sports (swimming, baseball, track) 	<ul style="list-style-type: none"> • New student center • More available in student center • Sports complex will fix locker problem • Snack bar choices less expensive • Allen will check locations of fire extinguishers • New building approved for performing arts center • Examine current grates • Completion of sports complex 	<p>21. Present these concerns to the Facilities Committee for future planning</p> <p>Timeline – Fall '09</p>	<p><i>Outcome – pending and to be presented in fall 09.</i></p>

Student Strategic Planning/Student Town Hall Meeting
February 27, 2009

<ul style="list-style-type: none"> • Place for dance clubs to practice • Students involved in planning new buildings • Student center lounge • Class rings and other graduation memorabilia • Better night lighting at exterior tables • No sidewalk on Bush Street • Information about facilities and snack bar • Wine-making classes 	<ul style="list-style-type: none"> • Check availability of classrooms for the dance teams • ADA requires elevators and etc. to be installed • Add students to current facilities committee • Class rings (talk to dean of students) • Talk to the city about sidewalks on Bush street • Keep information up to date on portal • Forwarding wine-making request to Curriculum Committee 	<p>Follow up: Facilities, Safety and Auxiliary and the SSC Committee</p>	<p><i>Outcome - SGA has a large membership and they are attempting to attend every meeting on campus for representation. Graduation Comm. has started talks on developing a WHCL creat</i></p>

Student Strategic Planning/Student Town Hall Meeting
February 27, 2009

COUNSELING/ADVISING	SOLUTIONS	PLANS FOR IMPROVEMENT Action Plan	
<p>Student Concern:</p> <ul style="list-style-type: none"> Recommended to take classes that were not needed for transfer college/major via counseling/advising sessions 	<ul style="list-style-type: none"> Documented training so that ALL advisors/counselors are on the same page. Communication between instructors and counseling/advising staff 	<p>22. C&A will conduct monthly trainings</p> <p>Timeline – August 2009-June 2010</p> <p>Follow-Up: Student Success Committee and the Counselor/Advisor Group rep. Angela Tos</p>	<p><i>Outcome – regular trainings will occur throughout the year for all C&A</i></p>
<p>Student Concern:</p> <ul style="list-style-type: none"> Counselors/advisors should show concern regardless if the student is new or returning. Don't assume that they know what you are talking about. 	<ul style="list-style-type: none"> Counselors/advisors can utilize peer mentors to bridge gaps for new students 	<p>23. Acronyms to be placed in Student Handbook as a reference</p> <p>Timeline – Summer 2009</p> <p>Follow-up: Student Success Committee</p>	<p><i>Outcome – acronyms will be in the 10-11 Handbook. Student Services and C&A will address "imago" fall 09</i></p>
<p>Student Concern:</p> <ul style="list-style-type: none"> Students being unaware of counseling/advising services on campus 	<ul style="list-style-type: none"> Advertise from students viewpoint Informational booths in the high traffic areas (all day) during the first week of school 	<p>24. InReach throughout the year on a rotational basis – wonder and wander.</p> <p>25. Student Kiosk in oval area. Modifications and temporary Kiosk</p> <p>Timeline – Fall 2009, discussions with Facilities and SGA</p> <p>Follow-up: Student Success Committee and SGA</p>	<p><i>Outcome – Student Services and VP will address this in fall 09</i></p>

Student Strategic Planning/Student Town Hall Meeting
February 27, 2009

STUDENT SERVICES CATEGORICAL PROGRAMS	SOLUTIONS	NOTES/PLANS FOR IMPROVEMENT	
<p>Student Concern:</p> <ul style="list-style-type: none"> Reminders of what services are available, Reiterate available help 	<ul style="list-style-type: none"> Text messaging Club Rush/Booth set-up Ambassadors More frequent town halls 	<p>26. Welcome Week and Orientation activities to reach out and provide more information on campus resources.</p> <p>Timeline – Summer '09</p> <p>Follow-up: Student Success Committee & Categorical Programs & SGA</p>	<p><i>Outcomes – Welcome Week and Orientation will continue to be semester informational and fun events for returning/new students</i></p>
<p>Student Concern:</p> <ul style="list-style-type: none"> Awareness of services and programs 	<ul style="list-style-type: none"> Shuttle Usage availability Rush week information distribution Kiosk/Weekly announcements 	<p>Timeline -</p> <p>Follow-up:</p>	<p><i>Outcome – shuttle usage limited to DSPS students and available for limited daily hours.</i></p>
<p>Student Concern:</p> <p>No one showed up for Breakout III</p>		<p>Timeline -</p> <p>Follow-up:</p>	<p>N/A</p>

Student Strategic Planning/Student Town Hall Meeting
February 27, 2009

REGISTRATION/CUSTOMER SERVICES/RECORDS	SOLUTIONS	NOTES/PLANS FOR IMPROVEMENT	
<p>Student Concern:</p> <ul style="list-style-type: none"> • Portal • Log in • Customer Services • Front counter 	<ul style="list-style-type: none"> • .net to .edu = consistency • Promoting help desk • Extending hours for help desk (ext.2002) • Video's (how to) • Portal Education (i.e. face to face workshops) 	<p>27. Customer services training to be continuous</p> <p>28. Protocol and procedures Manual to be developed for a standard practice.</p> <p>Timeline – summer '09</p>	<p><i>Outcome – customer services training will be on-going and updated. A front desk manual is being developed currently. All front counter staff will be cross-trained and eventually include FA department. Together this should provide a streamline transition.</i></p>
<p>Student Concern:</p> <ul style="list-style-type: none"> • Customer Service 	<ul style="list-style-type: none"> • Smiles – positive attitudes, acknowledgement at arrival • Reorganization at front counter line configuration information at the door – redirect at door (greeter) • All forms, better signage and accessibility • Customer service training • No pointing to forms location 	<p>Follow-up: Student Success Committee, Jewel Zimmerman, Jose Lopez, and Melinda Olson</p>	<p><i>Fact sheet regarding VA issues has been developed for counter reference. Additional short information sheets will be developed in an attempt to provide student/customer with immediate information instead of being told to "come back later."</i></p>
<p>Student Concern:</p> <ul style="list-style-type: none"> • Inaccurate information <ul style="list-style-type: none"> - Lack of information for students 	<ul style="list-style-type: none"> • Facts sheets at counter with factual information • First week of school student ambassadors to assist incoming students • Ask me shirts, and let me help you find it • Help desk instant messaging • Tour for new students 	<p>Follow-up:</p>	<p><i>Student workers are now allowed to assume more responsibilities which include assisting students register for classes or how to navigate our website. SARS system will also expedite many functions related between counter/C&A</i></p>



West Hills College Lemoore
Student Services Matriculation
Meeting Minutes
Date: December 13, 2010



Attending: Linda Amaya-Guenon, Lupe Banales, Susie Briones-Aceron, Veronica Grijalva, Mariadelaluz Gonzalez, Lataria Hall, Marta Hendrickson, Eva Jimenez, Jose Lopez, Teresa Quilici, Mike Rodriguez, Joel Ruble, Gary Sedgwick, Angela Tos, Jan Young, Wendy Denny, Sylvia Dorsey-Robinson

Absent: Tiffani McGee, Jose Murrieta, Rupinder Rai, Oscar Villarreal

-
1. Discuss key points from:
 - a. SB 1440
 - b. Completion By Design
 - c. Winning by degrees: the strategies of highly productive higher-education institutionsStaff was previously given copies of documents on SB 1440, Completion by Design and Winning by Degrees and instructed to be prepared to discuss the contents. With regard to SB 1440, staff discussed the importance and implications of the legislation and the urgency of implication. With regard to Completion by Design, staff discussed the loss and momentum points in the proposal of the Completion By design from the Bill and Melinda Gates Foundation and the WHCCD involvement of the grant. With regard to the Winning by Degrees, staff discussed the practices for raising degree completion.
 2. Discuss interpreting transcripts for military students - Susie and Gary
G. Sedgwick and S.B-Aceron reviewed with staff how to interpret transcripts for veterans who have transcripts from all over the country. He highlighted the need to determine if we were going to accept the courses from local proprietary schools. There appears to be an influx of students who are enrolling with transcripts from these colleges as there is no current articulation agreement. This item will be revisited in the next meeting.
 3. Hear update on H.O.P.E. Project
SDR distributed copies of the Having Opportunity and Promise through Education (H.O.P.E.) project. J. Ruble, walked staff through the plan that outlines the college's involvement at the K-12 level and parent involvement
 4. Review Developed Checklist and identify essential documents to provide to students during counseling/advising appointments in order enhance student success
Staff reviewed the "Student Check List" created by the team in a previous meeting. Some changes were made and some items were eliminated as staff realized that some items will be addressed in orientation and some items exist on the website.
T. Quilici and S. B-Aceraon gave an update to the staff of the Lemoore office.
 6. Receive AP 5011 - Admission and Concurrent Enrollment of High School and Younger Students
Staff was give a copy of the proposed AP 5011 and asked to read over and be prepared to give feedback to Eva for PGC in January.


Connecting for Success



Employment and Training Gap Analysis Update


Pam Lassetter, FCWIB Assistant Director
Dr. Goldsmith, WHCC Workforce Director

Connecting for Success



ETA Study


- FCWIB and RJI solicited grant from Senator Boxer for Employment and Training study.
- Intent of study – focused employer needs now, and in future.
- Large sample size – approximately 36% in each sector to be surveyed.



RJI ETA Update 2


RJI - Regional Jobs Initiative

Connecting for Success



FCWIB's Support of Sectors

- The FCWIB surveyed the following industries:
 - Construction & Trades
 - Agile Manufacturing
 - Logistics
 - Automotive
 - IT
- Healthcare still in progress



RJI ETA Update 3

Food processing

moving of goods

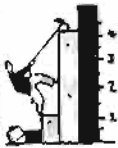
Connecting for Success
 Middlesex County
 Workforce
 Investment Board

ETA Study

- Specifics of Company surveys:

Industry	Survey Goals	Survey Complete
Mfg	130	99
HealthCare	159	71
Logistics	143	110
Trades	158	157
Automotive	285	127
Info Serv	58	58

AP/ETA Update




Connecting for Success
 Middlesex County
 Workforce
 Investment Board

Understanding the Need – Structured Gap Analysis

- Do we know what our employers' needs are?
- Current Openings?
- Hiring Criteria?
- Growth/Expansion – 1 and 3 years from now?
- Updated Salary Info?

R/ETA Update




Connecting for Success
 Middlesex County
 Workforce
 Investment Board

More Needs Id'ed

- Do we have the training available to meet employers demand?
- Do we have consistent and quality training available to support employment needs?


R/ETA Update



Connecting for Success
Perito County Workforce Investment Board

ETA Study Info Collection

- Aside from survey questions, also requested job descriptions ... Will still need to gather more job descriptions.
- From this we will compare training curricula, job requirements to training availability.




R2 EIA Update 3

They looked @
 skill set vs Job
 title.

Connecting for Success
Perito County Workforce Investment Board

What We've Learned so Far?

- Many job titles not on our Demand List.
- Significant shortages or overages compared to our current Demand List.
- Many occupations – no training available locally.
- Inconsistency of training between providers locally.



R2 EIA Update 3

Feds - are looking at the
 EDID title - which
 may not correlate to
 what we have


Connecting for Success
Perito County Workforce Investment Board

Is there a Training Consistency Gap?

Occupation/Description	Local Training	Local Demand	Local Shortage/Overage
Administrative Support	Administrative Support	1,771	207
	Administrative Support	1,500	119
	Administrative Support	1,400	49
Computer-Related	Computer Programmer	12,000	600
	Software Support Specialist	17,000	1,000
	Software Support Specialist	15,000	800
Retail Associate	Retail Associate	11,100	700
	Retail Associate	11,000	700
	Retail Associate	11,000	700
Food Preparation	Food Preparation	11,000	100
	Food Preparation	11,000	100
Medical Assistant	Medical Assistant	11,000	1,000
	Medical Assistant	11,000	1,000
	Medical Assistant	11,000	1,000
Medical Billing/Coding	Medical Billing and Coding	11,000	1,000
	Medical Billing and Coding	11,000	1,000
	Medical Billing and Coding	11,000	1,000
Manufacturing Tech	Manufacturing Tech	11,000	1,000
	Manufacturing Tech	11,000	1,000
	Manufacturing Tech	11,000	1,000

R2 EIA Update 3

Connecting for Success




Data Points

- Many Occupations go across industry sectors, same jobs, transferability of skills.
- Many occupations lower level – Career ladder, lattice needs more development.
- Received verbal input from employers about concern with locating qualified workers.


RJE TA Update 10

Connecting for Success




Actual Demand vs. Forecast

- Achieved overall 25% sample size, projections were based on if every employer were surveyed what would be the forecasted projection?
 - Ex – 3 year actual demand from sample size Auto Technician = 150, 3 year projected forecast = 243.




RJE TA Update 11

Connecting for Success



Confidence Levels

- Dr. Ong, California State University Fresno, and Dr. Carole Goldsmith, West Hills College, have created a statistical model to capture a 90% confidence level.
- Our study reflects the average or mean of the range variations in each occupation.



RJE TA Update 12

Connecting for Success

Fresno County Workforce Investment Board

25% Actual Employment Forecast

Industry	Surveys	Current Employees	Openings	1 year	3 year
Mfg	99	7,820	470	1,008	2,824
Health	71	12,628	490	750	548
Logistic	110	5,189	1,060	772	1,366
Trades	157	4,731	353	838	1,428
Auto	127	3,346	157	788	1,022
Info Srv	58	156	9	55	94
Totals	622	33,829	2,539	4,202	7,292

RJE/EA Update 13

Trades -
 Skilled labor -
 maybe easy due to
 retirement and too
 young to go to another
 location

Connecting for Success

Fresno County Workforce Investment Board

Overall Employment Shows

Industry	Current Employees	Opening	Employers Forecast year 1	Projected year 1	Employers Forecast year 3	Projected year 3
Mfg	7,820	470	1,009	2,907	2,826	8,086
Health	12,628	490	750	7	548	?
Logistic	5,189	1,060	772	2,454	1,366	4,347
Trades	4,731	353	838	3,449	1,438	5,116
Auto	3,346	157	774	1,250	1,022	1,790
Info Srv	156	9	55	231	94	354
Totals	33,829	2,539	4,202	10,291	7,292	19,733
% Growth			11%	29.2%	17.7%	36%

RJE/EA Update 14

Connecting for Success


Fresno County Workforce Investment Board

Highest Growth Occupations

Auto Service Techs	Heat and Air Conditioning
Diesel Mechanic	Forklift Drivers
Truck Drivers	Office Clerks
Carpenter & Trade Workers	Welders
Maintenance & Repair	Medical Assistants
Production laborers	Nurse Assistants (CNA)
Prod Planning Expediting Clerks	Vocational Nurses (LVN)
Cement and Brick Masons	Registered Nurses (RN)
Packaging	Farm-workers
Heat and Air Conditioning	Sales Representatives
Plumbers, Roofers, Electricians	

RJE/EA Update 15

Connecting for Success




Then and Now

- ◆ We will have healthcare finished by November, 2006. It is anticipated the employment demand for all nursing and allied health care occupations will increase.
- ◆ Trades industry demand will likely maintain expected levels. While there is a predicted softening of housing construction, there still remains high number of expected retirements and several major public and private projects.

RJI ETA Update 16

Connecting for Success




Where from here

- ◆ Completing the study and will release a formal report, and publish on our Website.
- ◆ In Partnership with Community Colleges beginning strategic planning meetings to plan how to fill gaps in training availability or quality.
 - Compare current demand to determine critical workforce gaps – **Prioritize**, and
 - Compare current job competencies, with existing training, to establish minimum standards

RJI ETA Update 17

Connecting for Success




Future Possibilities

- ◆ Cross competency skills development programs for like jobs.
- ◆ Unsolicited grant opportunities for supporting additional training locally.
- ◆ At this time, FCWIB has submitted a grant to complete ETA study again next year.

RJI ETA Update 18

Connecting for Success



The REAL Value

- ◆ *Here we are three years into the RJI five year journey.....*
 - *Is there value in the RJI?*
 - *Would we have open communications, and worked collaboratively together on improving the community without this process?*
- ◆ *Maybe, Maybe Not...*
- ◆ *What and Who is RJI ?*

It is All of us.....and we thank all of you

RJI/ETA Update 10

**West Hills Community College District:
Strategic Plan for Information Technology**

Draft 1.0



November 30, 2007

**West Hills Community College District:
Strategic Plan for Information Technology**

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**West Hills Community College District:
Strategic Plan for Information Technology**

1. Executive Summary

The West Hills Community College District recently completed a strategic planning process for information technology. The results of that process include substantial insight into the District's current circumstances and prospects for moving forward.

First, though, it should be pointed out that the District is already making considerable progress in many areas. For example, significant advances have been made with respect to distance learning, instructional technology, and online services for students and faculty.

Generally, the strategic planning process was based upon the following:

- Assessment (e.g., surveys, interviews, focus group discussions) in order to gain insight and create awareness
- Consideration of opportunities for improvement within key areas, including the following:
 - Administrative Information Technology Systems and Applications
 - Information Technology Infrastructure
 - Information Technology Services
 - Information Technology Leadership and Management
 - Instructional Technology

This planning document includes a consideration of specific opportunities for improvement. There is pragmatic information about potential action items within each of the above key areas.

The District's ability to pursue opportunities for improvement will be enhanced if there is an annual review of various efforts. The goal is to measure how well the institution is performing in numerous areas. Regular assessments of the District's circumstances will help reinforce everyone's understanding of expectations, commitments, accountabilities, priorities, etc.

The District deserves congratulations on its decision to complete a strategic planning process for information technology. The District took the initiative to ask questions about how to improve itself. As a result, it has substantial opportunities to enhance its vitality with respect to teaching, learning, service, operations, and sense of purpose.

E-Learning Plan



2. Introduction and Purpose

Increasingly, information technology is a pervasive and integral part of our lives. It is becoming rather difficult to think of situations in which sophisticated systems do not have profound implications. Extraordinary technological advancements have been made in recent years in a number of areas, including the following:

- Education
- Communications
- Business and commerce
- Entertainment
- Health care
- Government

Within higher education, Google is used for research, iPods are commonplace, e-mail is a communications method of choice, and blogs are ordinary places for people to share their lives. Going forward, it is logical to assume that there will be increasingly widespread use of information technology.

How should the West Hills Community College District plan for the future? How will it address the following kinds of questions?

- What is the most appropriate way to leverage information technology to serve the mission of the District and its colleges?
- From an information technology standpoint, what must be done to support the District's *Strategic Plan for 2006 - 2010*?
- Are there particular opportunities for improving teaching, learning, and service?
- How can information technology help enable streamlined administrative services for students, faculty, alumni, staff, administrators, and others?
- Does the District have specific technology-related issues that require prompt remediation?
- Is there a particular roadmap that makes sense for the District? What practical steps should be taken?
- What obstacles and risks need to be anticipated and/or overcome?
- Given the District's limited resources, what are the most appropriate investments to be made with respect to information technology?

It is hard to overstate the importance of the above questions; a great deal is at stake. Information technology is widespread, foundational, increasingly complex, and costly. And, many systems and services are directly tied to the work of the District.

In addition to the practical aspects of information technology, there are important philosophical issues that need attention. For example, the advanced use of information technology is increasingly seen as an indicator of an institution's vitality and sense of progress.

Our district
is ready in
this area
- 20



Going further, there are democratic and egalitarian issues to consider. For example, the District must ensure that people have access to information technology that enhances their ability to teach, learn, interact, and serve others. We must enable everyone in the District to leverage information technology in highly beneficial ways.

Colleges and universities sometimes have rather dissimilar strategic plans for information technology. There can be substantial differences with respect to mission, priorities, resources, organizational structure, etc. Although this document recognizes best practices from other institutions, this strategic plan for information technology focuses on the unique circumstances of the West Hills Community College District.

The basic premise of this strategic plan is that the District wants to enhance its ability to achieve certain critical outcomes. Examples of such important results can include the following:

- Improved teaching and learning
- Strong support for marketing/admissions programs
- Increased enrollment retention
- Continued recruiting of talented faculty, staff, and administrators
- Streamlined administrative services (e.g., registration, financial aid)

: Increase production of staff

Fundamentally, information technology helps enable certain results. It is meant to be supportive, not directive. It serves the needs of the District, not vice-versa.

This strategic plan for information technology describes numerous efforts that the institution can pursue over the next five years. The focus is on helping the District move forward in important ways.

This document is comprised of several sections. First, there is a profile of the District to help establish a context. Next, is a list of assumptions that were part of the planning process.

Third, are the results of various assessment efforts (e.g., focus group discussions, surveys that were completed by students, faculty, staff, and administrators). The assessment information is meant to provide insight into the District's existing circumstances, create awareness, and enable planning for future work.

And, finally, there is a consideration of the District's opportunities for improvement. Specific information is given on how the District might enhance its efforts.

The District deserves substantial commendation for its investment in a strategic planning process. Being thoughtful about the development of information technology will result in significant benefits to students, faculty, staff, administrators, and others.

*Return on
the investment
INSA
cost-benefit
analysis*



3. Understanding the West Hills Community College District

The development of a strategic plan for information technology is at least partly rooted in an understanding of existing circumstances. Characterizing the District's current situation helps enable a sensible roadmap for the future.

a. Profile of the District

The West Hills Community College District began operations in 1932. Presently, its service area is a 3,464 square mile region that includes portions of five surrounding counties. Below, are some noteworthy statistics.

- Major Service Locations: West Hills Community College District Office, West Hills College Coalinga, West Hills College Lemoore, North District Center, Naval Air Station Lemoore.
- District Enrollment in 2006 - 2007: Headcount = 10,800; Actual FTES = 4,950.
- Total Degrees/Certificates Awarded in 2006 - 2007: 587.
- District budget for FY 2006 - 2007: \$32.9M.

↳ Budgeted



b. e-Learning Strategic Plan

The District completed its *e-Learning Strategic Plan* in 2002. A considerable number of accomplishments resulted from the planning process and resulting initiatives. Clearly, much of the District's growth (e.g., enrollment gains, enhanced services to students/faculty/staff) can be attributed to the effective development of supportive information technology.

Specifically, the *e-Learning Strategic Plan* called upon the District to address the following goals. In turn, each goal involved a number of strategies, objectives, and tasks.

- Implementation of a fully functional web site.
- Creation of partnerships to help ensure that e-learning programs/services meet the needs of the community.
- Creation of a user-friendly call center for technical assistance.
- Provision of faculty development opportunities with respect to e-learning.
- < Creation of goodwill among campuses. >
- Development of a well-trained workforce within the District.
- < Empowerment of students to make wise e-learning decisions. > low
- Provision of academic and technological support to enhance student learning.
- Implementation of appropriate management practices to support e-learning.
- Provision of necessary hardware, software, and infrastructure for students, faculty, staff, and others.
- Provision of fully accessible, interactive, online library services.

This plan assumes that the District has substantially fulfilled the above goals. Now, going forward, there is a desire to build upon the success. Increasingly, there are strong expectations for enhanced services that support the work of students, faculty, staff, and the community.



c. District Strategic Plan

Certainly, the use of information technology should support the overall mission of the District. Although ensuring the success of various systems, applications, services, etc., is worthwhile, the real goal is to leverage information technology to achieve specific strategic outcomes. Going forward, it is important to enable the District to address the goals within its *Strategic Plan for 2006 – 2010*, including the following:

- Achieve or exceed funded growth targets
- Focus marketing efforts on District-wide "stories"
- Annually increase community participation rates
- Annually improve transfer, completion, and graduation rates
- Become the preferred choice of students through ongoing and active recruitment

Executive
Committee - poor
-? how do you
see information
technology -
enabling this
thing



d. Current Enterprise Systems and Applications

Below, is a list of the District's primary enterprise systems and applications.

- Datatel Colleague Student
- Datatel Colleague Finance
- Datatel Colleague Human Resources
- Datatel Colleague Financial Aid
- MS Exchange (e-mail)
- IMail (e-mail)
- Blackboard
- SIRSI Library Automation
- Hershey Imaging
- MS Office

→ SARS System

Presently, the District intends to implement the R18 version of Datatel Colleague in December 2007. And, eventually, the system will be migrated to a MS SQL Server database (from UniData). - December 09 - tentative - or Summer 10

Additionally, the District has announced plans for the implementation of several enterprise applications in 2008, including the following:

- Datatel Colleague Payroll (as opposed to the use of the County's payroll processing system)
- Datatel Colleague ActiveCampus Portal
- Datatel Colleague ActiveAdmissions
- Datatel Colleague Advancement

Off add a section that speaks to open source ~~sourced~~ solutions, if that is appropriate.

training on technology



e. Current Information Technology Services

The District's information technology services entail several major types of support, including the following:

- Infrastructure and maintenance, including the following:
 - Voice, video, and data networks
 - Central computing servers and other data center systems
 - Approval and purchase of all computers and peripheral hardware.
- Mission-critical business applications, including the following:
 - Datatel Colleague, Blackboard, etc.
 - e-mail
 - SIRSI
- Information management, including the following:
 - Data management
 - Data warehousing
 - Administration of web servers
 - *web services*
- Help Desk services, including assistance with Blackboard, e-mail, My West Hills, resetting passwords, etc.
- Learning Resources assistance, including help for faculty who use Blackboard
- End user technical services, including maintenance, repairs, installations, upgrades, etc.

*EMERGENCY
PRODUCTION
SYSTEM
↳ Blackboard*

*multiple strategies for
people*

*Set like end goal - and backward
Map*

*Electronic trouble
shooting*

*How does that person want to
be served?*

att → add → onboard; ITR / IT / Dept Asst.



f. Current Information Technology Infrastructure

The District's primary data center includes Hewlett-Packard blade servers and a 5 TB storage area network (SAN). The platforms enable considerable consolidation and scalability. That is, the systems are within a limited number of frames, and there is room for growth. The data center also includes virtual and physical tape libraries for backup purposes.

The District has a CISCO AVID system that enables voice, video, and data services over the wide area network (WAN). Currently, the network supports nine separate sites with a T1 circuits (or multiple T1 circuits). All locations are interconnected by Cisco 3662 routers that include failover capabilities. A DS3 circuit provides connectivity between the Coalinga campus and the Lemoore campus.

Both the Coalinga and Lemoore campuses have DS3 connections to the Internet. The local area networks (LANs) provide 100 MB service to the desktop. And the switching equipment enables redundant gigabit fiber connections among buildings. A Cisco Enterprise PIX 525 is used as a firewall and VPN concentrator.

The District has standards for desktops, laptops, and productivity software, but the configurations are not fixed because of the dynamic nature of the information technology industry. All full-time faculty and many adjunct faculty are issued laptops.

In general, the District has a four-year replacement cycle for desktops and laptops. However, the funding for new hardware/software is budgeted by the colleges (not the District). The Information Technology Services Department generates fixed asset aging reports so that there is clear information about the systems that require replacement. The District's goal is to "ladder" the replacement cycle so that roughly 25% of the systems are replaced each year (over a four-year period).

*Single points of failure
Need multiple paths*

*Firebush - infrastructure within the city -
problematic*



g. Current Organizational Structure

In many ways, the District's organizational structure involves a matrix of functions, roles, staff, responsibilities, etc. Some efforts are handled by the District's Information Technology Services Department; other efforts are handled by other District departments (e.g., Learning Resources) or campus-based staff. Additionally, the District has advisory committees to help define many of its efforts.

In a number of cases (e.g., web services, technical support, video conferencing, instructional technology), the District works across several organizational boundaries to accomplish its objectives. Presently, it is not clear how some of the efforts are kept in alignment when cross-organizational responsibilities arise.

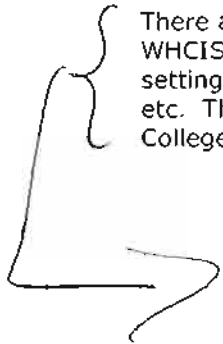
The Information Technology Services Department is a relatively flat organization, with all staff reporting to the Director. In turn, the Director reports to the Chancellor. The classified staff includes programmer analysts, technicians, data center personnel, et al., who are cross-trained to some extent. All of the employees visit the campuses on a regular basis to provide a variety of services.

Outside of the Information Technology Services Department there is a webmaster within the District Office. Additionally, the Learning Resources organization is responsible for video conferencing, distance learning, faculty/student use of Blackboard, certain Help Desk functions, etc.

In terms of committee structure, the District's efforts are guided by the WHCIST (West Hills Customer Information Support Team) and the TAT (Technology Advisory Team). The membership for both groups includes key stakeholders from the District and the colleges.

WHCIST's primary (but not exclusive) focus is on the enhanced use of enterprise technology (and especially Datatel Colleague). TAT's responsibilities center around the currency of the information technology that supports students and instructional programs.

There appears to be some uncertainty about the purposes and activities that are addressed by WHCIST and TAT. It is not clear, for example, that the groups are identifying opportunities, setting priorities, recommending resource allocations, reviewing the status of various projects, etc. The seeming uncertainties about WHCIST and TAT might have prompted Lemoore College's apparent efforts to create its own technology committee.



4. Planning Assumptions

A number of assumptions are associated with the District's planning process, including the following:

- Although it is certainly important to ensure the success of information technology in all respects, the District wants its strategic plan to have a District-level perspective. As appropriate, there may be planning opportunities at the campus level that are outside the scope of this document.
- The *e-Learning Strategic Plan* established clear goals and objectives with respect to instructional technology, and the District should continue its efforts to improve all aspects of teaching and learning. Now, though, the District desires a strategic plan that includes consideration of administrative systems and operations.
- Strategic planning is a continuous process. The District will make ongoing efforts to assess its efforts, identify opportunities for improvement, and move forward.
- In many respects, the District is large, diverse, and widespread. As such, it is not easy to ensure that the planning process touched all those who might have significant insight. So, again, it is important for the District to ensure ongoing efforts to assess its circumstances.
- The planning process uncovered a substantial number of potential projects and initiatives. Some of them (e.g., implementing Datatel Colleague Advancement, implementing an ActiveCampus portal) require very significant investments of time, money, staff, expertise, etc. So, there is an implicit assumption that the District either has all of the necessary resources (including that which is required for ongoing maintenance), or the District has a strategy for prioritizing its projects and initiatives -- so that it can live within its existing budget.
- The planning process assumed that new advisory committees will be created. And, one of the first responsibilities of such groups will be to review the District's opportunities for improvement -- with an eye toward funding, prioritization, timing, executive sponsorship, etc.



5. Presentation of Assessment Data

A considerable amount of qualitative and quantitative assessment data was collected with respect to the District's existing circumstances. The most significant information was obtained as a result of the following:

- Interviews and focus group discussions
- Surveys of students, faculty, staff, and administrators

a. Interviews and Focus Group Discussions

Several meetings were held with individuals and groups in order to gain insight into the District's perspectives, concerns, suggestions, issues, etc. Below, are representative comments that resulted from the discussions.

- The District has made considerable progress over the last few years. Information technology has been a key factor with respect to enrollment growth, service to students, teaching and learning, and administrative operations.
- The District should continue its innovative use of information technology to support teaching and learning.
- ① The Datatel Colleague system was implemented in a rather hurried manner. As a result, some functionality might not be used to its full potential. Likewise, there are training issues that need attention.
- A number of the District's business processes (e.g., registration, tuition/fee payment, purchasing) need to be analyzed, re-engineered, and optimized.
- The District wants to eliminate (or at least minimize) a number of organizational and technological silos.
- It is important for the District to have a fully secure and reliable infrastructure (e.g., network, data center) that is available 24x7x365.
- There are opportunities for improvement with respect to infrastructure services (e.g., wireless access, telephony, video conferencing, hardware/software life cycle management, e-mail).
- ② There is a need for better integration among the District's enterprise systems and applications.
- As much as possible, all applications should be available in self-service mode -- and through a portal that enables "single sign-on."
- The District might benefit from the implementation of enhanced point solutions for imaging, workflow, data mining, web content management, ID cards, etc.
- From a management perspective, there are opportunities for improvement with respect to budgeting, governance, policies/procedures, communication, planning, etc.
- From a services perspective, there are opportunities for improvement with respect to training, Help Desk operations, etc.
- From an instructional technology perspective, there are opportunities for improvement with respect to online applications (e.g., Blackboard), faculty development, classroom equipment, library automation, etc.



-
- In relative terms, the District appears to be planning some rather aggressive development projects in 2008 (e.g., ActiveCampus portal, ActiveAdmissions, Datatel Colleague Payroll, Datatel Colleague Advancement). It is not clear, though, that the District has sufficient resources (e.g., financial, human, infrastructure) to implement such systems. Going further, it is not clear that the long-term total cost of ownership has been determined.
 - In terms of organizational structure, there is occasional uncertainty about who is responsible for various information technology functions. Going forward, it is important to ensure that information technology functions are allocated among groups/individuals in a relatively holistic, unfractured manner.

allocation



b. Survey Results

Students, faculty, staff, and administrators were asked to complete surveys in order to gain additional insight into the District's existing circumstances and potential opportunities for improvement. The surveys asked respondents to provide the following:

- Numerical ratings with respect to specific areas of performance
- Responses to open-ended questions about general performance

In terms of numerical ratings, participants were asked to respond to each survey item according to the following scheme:

NA = Not Applicable or No Opinion

1 = Strongly Disagree

2 = Disagree

3 = Mildly Disagree

4 = Neutral

5 = Mildly Agree

6 = Agree

7 = Strongly Agree

The tables on the following pages present the mean ratings from the two survey groups. The first survey group includes students. The second survey group includes faculty, staff, and administrators.



Student Survey Responses (N = 480)	
Item	Mean Rating
1. I consider myself to be a skilled computer user.	5.63
2. The College/District ensures that all computers are kept in good repair and have current software.	5.72
3. The College/District provides helpful technical assistance whenever I have a computer problem.	5.51
4. The College/District offers effective computer training so that I know how to use various systems/applications.	5.38
5. The College/District does a good job of equipping labs and classrooms with supportive information technology.	5.73
6. More online courses should be offered.	5.84
7. I prefer online courses to traditional classroom instruction.	4.84
8. I communicate with my instructor(s) via e-mail.	5.91
9. Considerable assistance is available to students who need help with instructional technology.	5.24
10. The College/District web site is easy to use and provides helpful information.	6.02
11. I use the College/District web site to register for classes, view grades, etc.	6.62
12. The College/District provides robust and reliable access to the Internet.	6.06
13. The College/District provides pervasive wireless network access.	5.19
14. I am pleased with the functionality of the e-mail system that the College/District makes available to students.	6.00
15. I am confident about the security of personal information on the College/District computer systems.	5.77
16. Aside from the College/District information technology systems, it is relatively easy to complete the business processes related to admissions, registration, payment of tuition, etc.	5.98
17. The College/District is ahead of other institutions with respect to the use of information technology to support students, faculty, staff, and administrators.	5.26
18. The College/District consistently finds ways to use information technology to enhance services to students, faculty, staff, and administrators.	5.58



Faculty/Staff/Administrator Survey Responses (N = 164)

Item	Mean Rating
1. I consider myself to be a skilled computer user.	5.85
2. The College/District ensures that all computers are kept in good repair and have current software.	5.97
3. The College/District provides helpful technical assistance whenever I have a computer problem.	6.27
4. The College/District offers effective computer training so that I know how to use various systems/applications.	4.79
5. The College/District does a good job of equipping labs and classrooms with supportive information technology.	5.93
6. More online courses should be offered.	4.59
7. I prefer online courses to traditional classroom instruction.	3.76
8. I communicate with students via e-mail.	5.92
9. Considerable assistance is available to students who need help with instructional technology.	5.26
10. The College/District web site is easy to use and provides helpful information.	5.52
11. I use the College/District web site to register for classes, view grades, etc.	5.92
12. The College/District provides robust and reliable access to the Internet.	6.27
13. The College/District provides pervasive wireless network access.	4.87
14. The College/District provides robust and reliable telephone services and voice mail.	6.08
15. I am confident about the security of personal information on the College/District computer systems.	5.64
16. I am pleased with the functionality of the College/District e-mail system.	6.15
17. I am pleased with the functionality of the DataTel Student System.	4.87
18. I am pleased with the functionality of the DataTel Finance System.	4.67



Faculty/Staff/Administrator Survey Responses (continued)

Item	Mean Rating
19. I am pleased with the functionality of the Datatel Human Resource Management System.	4.45
20. I can access a variety of online management information (e.g., budgets, enrollment) with relative ease.	5.02
21. Our business processes (e.g., registration, purchasing) are aligned with the Datatel Colleague software and enable streamlined processes.	4.72
22. I always know how to contact the IT department when I have a request.	6.15
23. The IT department has a clear sense of direction, and is responsive to institutional needs.	5.80
24. There are appropriate advisory groups in place to assist with information technology issues and planning.	4.85
25. Although the College/District does not have extraordinary financial resources, it is doing a good job of budgeting funds to support information technology needs.	5.53
26. The College is ahead of other institutions with respect to the use of information technology to support students, faculty, staff, and administrators.	5.41
27. The College consistently finds ways to use information technology to enhance services to students, faculty, staff, and administrators.	5.61



Most of the survey items can be tied to major areas of interest, including the following (in no particular order):

- Administrative Information Technology Systems and Applications (e.g., Datatel Colleague)
- Information Technology Infrastructure (e.g., networks, telephony)
- Information Technology Services (e.g., training, repairs)
- Information Technology Leadership and Management (e.g., vision, strategy, organizational structure, governance, operational excellence)
- Instructional Technology (e.g., classroom systems, online courses)

Basically, one purpose of the survey is to gauge the District's performance in such major areas. That is, we want a quantitative measure of how well important responsibilities are being handled.

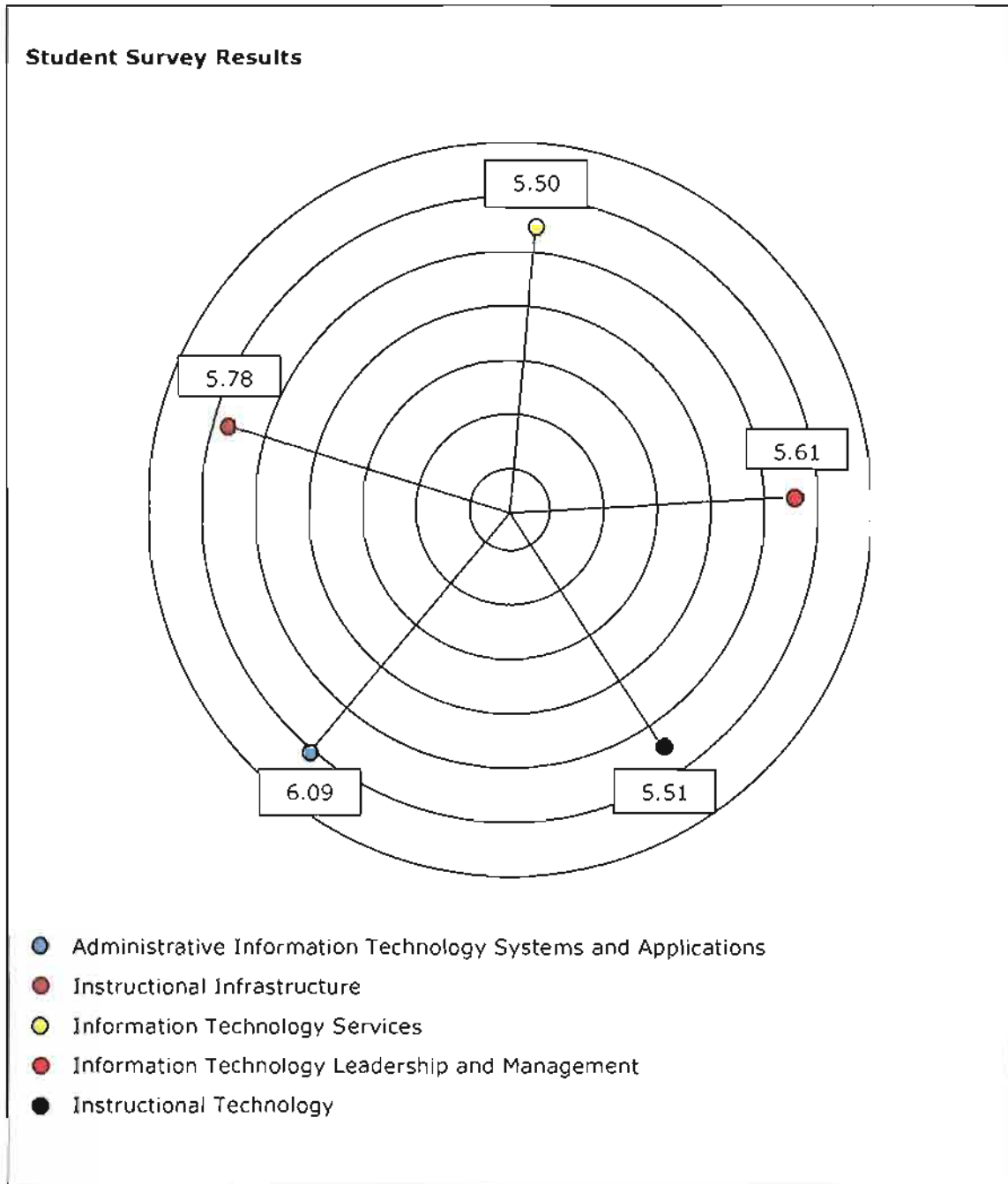
Other survey items, though, were not tied to a major area. For example, "I prefer online courses to traditional classroom instruction" is not evaluative. Instead, it reflects a desire to understand certain aspects of the District's circumstances.

The following table presents the mean ratings from the two survey groups with respect to the five major areas.

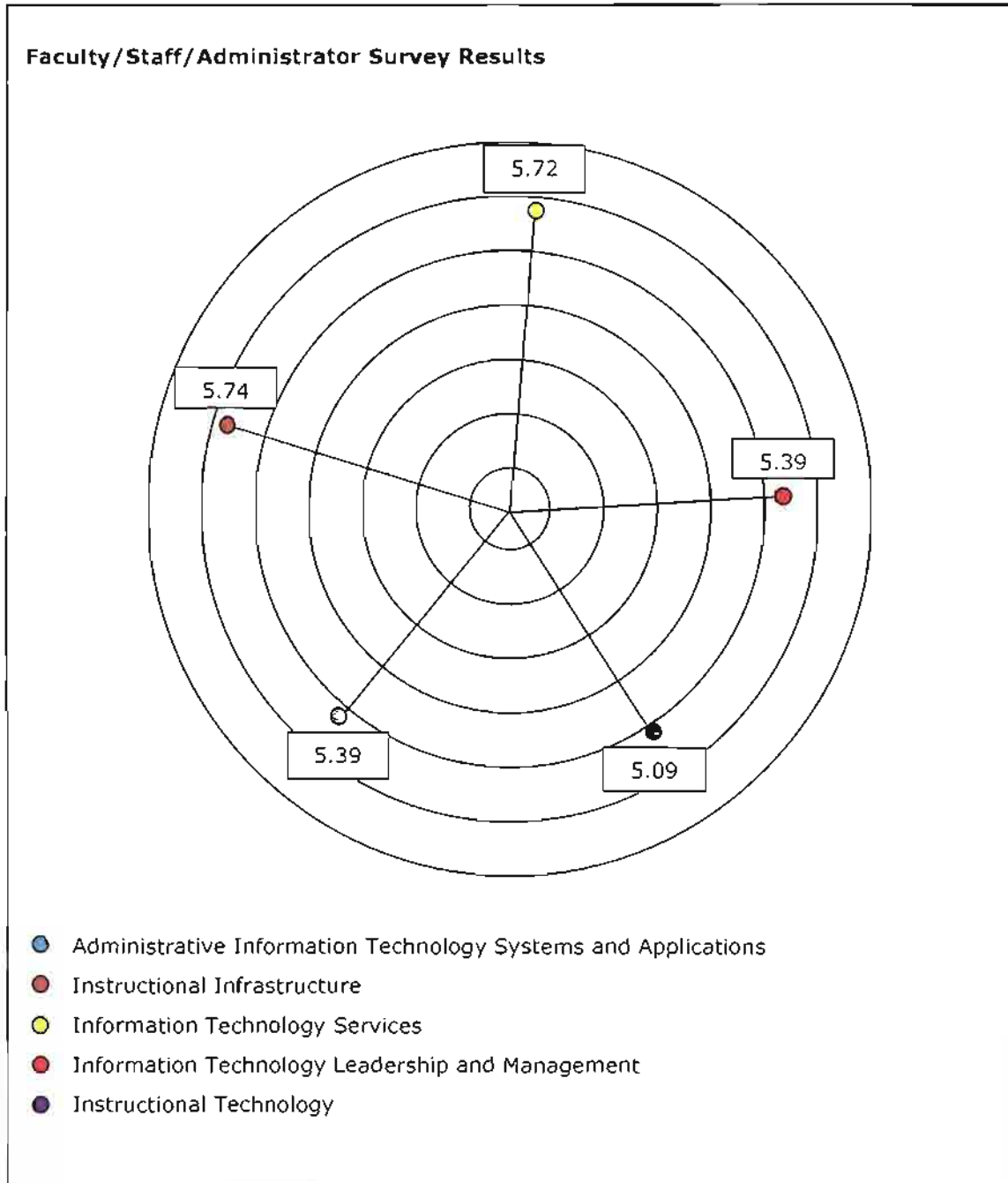
Survey Results for Major Areas		
Major Area	Student Survey Mean Rating	Faculty/Staff/Administrator Survey Mean Rating
Administrative Information Technology Systems and Applications	6.09	5.39
Information Technology Infrastructure	5.78	5.74
Information Technology Services	5.50	5.72
Information Technology Leadership and Management	5.61	5.39
Instructional Technology	5.51	5.09



Below, in graphical form, is a presentation of the mean ratings from the first survey group.



Below, in graphical form, is a presentation of the mean ratings from the second survey group.



In addition to the quantitative data that was obtained, both survey groups were asked to respond to two open-ended questions:

- With respect to information technology, what are the District's three most significant opportunities for improvement?
- What additional comments would you like to share about information technology systems and services?

Below, is a table with representative responses to the question about opportunities for improvement. It should be noted that some of the responses were given by *many* of the survey participants.

Question #1:

With respect to information technology, what are District's three most significant opportunities for improvement?

Representative Student Responses

- More online classes are needed.
- Using Blackboard is very difficult. ✖
- Wireless access should be available everywhere.
- Up-to-date software is needed on all computers.
- It is very difficult to navigate through various web sites. ✖
- The e-mail system is difficult to use. ✖
- None of the systems (e-mail, Blackboard) should have any downtime.
- More technical assistance and training is needed.
- Students need access to low-cost laptops.

Representative Faculty/Staff/Administrator Responses

- More technical assistance and training services are needed.
- I would like a greater sense of IT customer service.
- The Datatel Colleague system does not meet my needs.
- Wireless access should be available everywhere.
- It is difficult to use Blackboard.
- We need better remote access to systems.
- The e-mail system is problematic (e.g., spam, minimal storage capacity).
- We need to streamline our operations; more tasks/processes should be automated.
- Our web sites are clunky and not easy to navigate.
- More online classes are needed.
- Our computers need to be updated on an ongoing basis.
- We need to improve our management practices (e.g., clarify the nature of District responsibilities vs. campus responsibilities)



Below, is a table with representative responses to the question about additional comments. It should be noted that some of the responses were given by *many* of the survey participants.

Question #2:

What additional comments would you like to share about information technology systems and services?

Representative Student Responses

- I think you guys are doing a great job.
- I would like a student portal.
- More online classes are needed. I work 50+ hours per week, and need access to such instruction.
- I like online classes but do not want to lose any interaction with my instructors.
- Instructors need to be well-versed in how to handle online instruction.
- Some of the systems (e.g., e-mail, Blackboard) are difficult to use. In fact, Blackboard sometimes doesn't work at all when I try to take an online test.
- Some of the self-service functions (e.g., viewing my class schedule) are rather clunky. *
- I am new at this and have never used a computer.
- I am so proud to be here. Everyone is so helpful and nice.

Representative Faculty/Staff/Administrator Responses

- I believe that our IT department does an excellent job.
- The IT staff is responsive to any issues that arise, but there is always room for improvement.
- There are a number of problems with Datatel Colleague functionality (e.g., pre-requisites, purchase requisitions).
- Wireless access should be available everywhere.
- Computers are "locked" down too tightly; users should be able to manage their systems to some extent.
- Our web sites are too confusing and difficult to navigate.
- Classrooms should be equipped with computers (so that faculty do not have to bring laptops with them).
- More technical staff (e.g., programmers) are needed.
- More training is needed.
- More online classes are needed, but online classes are not for everyone.



6. Discussion of Assessment Data

There are a number of observations about the assessment data that deserve attention, including the following:

- In relative terms (compared with other colleges/universities), the mean ratings from the student survey are quite high. Many of the values are greater than 6.00.
- In relative terms (compared with other colleges/universities), the mean ratings from the faculty/staff/administrator survey are close to normal.
- Generally speaking, a mean rating below 5.00 indicates need for improvement. In the case of the faculty/staff/administrator survey, 9 out of 27 survey items had mean ratings below 5.00.
- Overall, when the mean ratings are grouped into major areas, the data shows that the District is performing reasonably well.
- In terms of specific survey items, the following mean ratings are noteworthy:

Students:

- "I prefer online courses to traditional classroom instruction." Mean rating = 4.84.
- "I use the College/District web site to register for classes, view grades, etc." Mean rating = 6.62.

Faculty/Staff/Administrators:

- "I prefer online courses to traditional classroom instruction." Mean rating = 3.76.
- "The College/District provides helpful technical assistance whenever I have a computer problem." Mean rating = 6.27.
- "I am pleased with the functionality of the Datatel Colleague Student System." Mean rating = 4.87.
- There is qualitative and quantitative data that suggests opportunities for improvement in several areas, including the following (in no particular order):
 - Providing pervasive wireless network access.
 - Enhancing the breadth and quality of online instruction.
 - Improving the delivery of Blackboard services.
 - Enhancing training programs for students, faculty, staff, and administrators, especially since some of them are new to the use of computers.
 - Resolving issues with respect to Datatel Colleague functionality.
 - Re-engineering business processes (e.g., tuition/fee payment, purchasing).
 - Resolving issues with respect to e-mail services.
 - Enhancing the integration of enterprise applications.
 - Implementing a portal, simplifying the navigation that is required on various web sites, and enabling single sign-on capabilities.
 - With respect to information technology, enhancing the District's approach to management, governance, budgeting, organizational structure, and staffing.
 - Improving the District's information technology infrastructure (e.g., telephony, networking, enterprise servers, disaster recovery, security, life cycle hardware/software replacement, 24x7x365 access).



-
- On the surface, there is a seeming contradiction in the survey data. In particular, the quantitative data suggests that the District should not expand its offering of online courses. And, in fact, students and faculty expressed a preference for traditional classroom instruction. However, the qualitative data and responses to open-ended questions indicate a significant desire for expanded online courses.

It appears that students and faculty are in favor of more online instruction -- but only if it is handled in the proper manner. In particular, no one wants to sacrifice the interpersonal connection between student and instructor.

- The District might benefit from the implementation of enhanced point solutions for imaging, workflow, data mining, web content management, ID cards, etc.
- The District's unrestricted budget for FY 2006 – 2007 was approximately \$33M. It is not clear, though, how much of that was spent on information technology (e.g., hardware, software, salaries, maintenance). It is important for the District to implement management strategies that ensure an understanding of how funding is allocated. Additionally, such strategies should include prioritization efforts, cost/benefit analyses, etc.
- The District should measure the percentage of its unrestricted budget that is spent on information technology and compare/contrast such a metric with peer institutions. On average, across the nation, the percentage ranges from 5% - 7%.
- It seems that the four-year replacement cycle for hardware/software is managed at the campus or even departmental level. As a result, there is a risk of inconsistent handling of life cycle tasks. Some items might be replaced too soon; others might not be replaced until after the life expectancy is complete.
- There is some uncertainty about the purpose and work of the District's committee structure (i.e., WHCIST, TAT).
- The District seems to have very aggressive plans for the implementation of new enterprise systems in 2008, including ActiveCampus, ActiveAdmissions, Datatel Colleague Payroll, and Datatel Colleague Advancement. It is very, very important for the District to understand the implications of such development work and ensure that all efforts are manageable (e.g., realistic scope, affordability, return on investment).
- There are questions about the costs/benefits associated with implementing in-house systems for payroll processing.



7. Opportunities for Improvement

In general, pursuing opportunities for improvement involves the alignment and optimization of several variables. *In particular, the District's strategic focus should be on Tools, People, Processes, and Organizational Context.*

"Tools" refer to information technology systems/applications. So, for example, it is important for Datatel Colleague, Blackboard, and other systems to meet the functional and operational needs of students, faculty, staff, and administrators.

Hardware
Software

The "People" component includes a consideration of leadership, organizational structure, staffing, individual talents, accountabilities, etc. Obviously, tools are not very worthwhile unless there are people who can use them.

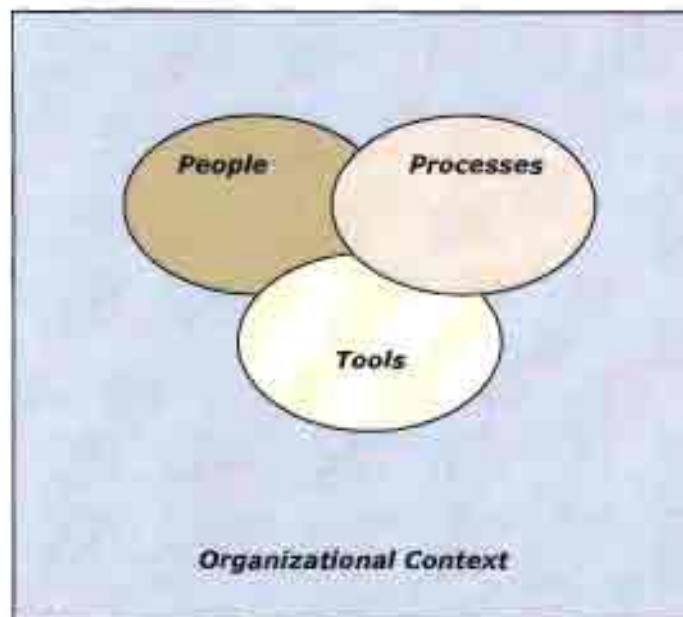
Staff to
manage, provide

"Processes" refer to the tasks that comprise certain work routines. For example, the registration process, from beginning to end, includes many steps. The challenge is to ensure that all such steps reflect a streamlined effort. It is unrealistic to think that any information technology system can overcome a deficient business process. And, it is not advisable to compensate for difficulties by allocating more human resources (e.g., people).

Like HR

"Organizational Context" is an important variable. It includes the institution's mission, culture, priorities, sense of community, style, etc. It serves as the framework for Tools, People, and Processes. Although an information technology system might work well at one institution, it might be a poor fit at another college/university because of different organizational contexts.

As depicted in the following diagram, the pursuit of opportunities for improvement is really a challenge of bringing a number of pieces together in the most complementary, synergistic fashion.



The District should consider a number of opportunities for improvement. And, ideally, each such effort will be tied to a number of principles, including the following:

- A focus on the ultimate outcomes that are desired (e.g., enhancement of teaching and learning, enrollment growth, operational excellence, substantial return on investment).
- Consistency among Tools, People, Processes, and Organizational Context.
- Specific deliverables, timelines, and accountabilities.
- Appropriate allocation of necessary resources -- financial or otherwise.
- Conspicuous executive sponsorship.
- Continuous assessment of all efforts to help ensure appropriate outcomes.



The next several pages list a number of potential opportunities for improvement for the District. Although the opportunities are grouped into five major areas, they are certainly not mutually exclusive. They should be seen as interrelated efforts.

Administrative Information Technology Systems and Applications

- Consider the implementation of advanced portal technology that enhances access to systems, improves integration among enterprise applications, simplifies navigation, etc. Additionally, such an interface should entail personalized channels and a single point of entry to all appropriate applications/services.
- Document perceived gaps in Datatel Colleague functionality. Consider alternative strategies for resolving such gaps, including the following:
 - User training.
 - Implementation of functionality that is not yet in production.
 - Functional consulting.
 - Business process analysis.
 - Implementation of best practices from other institutions.
 - System customization.
 - Implementation of ancillary software products.
- Analyze, and implement as appropriate, online education plans.
- Analyze, and implement as appropriate, Datatel Colleague functionality relating to online purchasing, fixed asset management, and budget development.
- Analyze, and implement as appropriate, human resource management tools for recruiting, applicant tracking, and time reporting.
- Determine the costs/benefits associated with the in-house use of the Datatel Colleague payroll processing module.
- Resolve concerns about e-mail services, including the following:
 - Storage capacity.
 - Spam.
 - Remote access.
- Identify a limited number of business processes that require analysis and re-engineering. Pursue transformational opportunities that enable extraordinary improvements (and not just marginal gains) in services for students, faculty, staff, and administrators.
- Identify the need to implement a number of enhanced point solutions (e.g., imaging, data mining, workflow, web content management, bookstore applications, "One Card" system)
- Determine what enhancements, if any, are needed with respect to integrated library systems and applications.
- Assess the presence of any departmental "shadow systems" and determine whether the functionality should reside in an enterprise application.

continued on the next page

↓
work-around
→ create other technology
i.e. spread sheet



Administrative Information Technology Systems and Applications (continued)

- Create a written technical support plan for each system. Such plans should communicate clear messages about how the systems are maintained and who should be contacted in the event of a problem.
- Inventory all systems and ensure that each system is tied to a technology refresh (i.e., replacement) program.
- Conduct an assessment of the District's enterprise architecture. Document authoritative systems, interfaces, integration points, security/authentication schemes, databases, etc. Map the entire enterprise, resolve issues that become apparent, and ensure that future systems/applications can be supported by the architecture.
- Assess all of the implications (e.g., costs, benefits, required technical support, long-term maintenance, infrastructure issues, business processes) associated with the District's tentative development projects for 2008 (i.e., ActiveCampus, ActiveAdmissions, Datatel Colleague Payroll, Datatel Colleague Advancement).



Information Technology Infrastructure

- Implement pervasive wireless network access.
- Conduct a security audit that enables insight into potential threats. Such an audit should entail a comprehensive assessment of risk in all forms, including the following:
 - Facilities.
 - Data writes (e.g., encryption).
 - Database (e.g., ODBC connections).
 - Application (e.g., usernames, passwords).
 - Network (e.g., SSL transport).
 - Business processes.
 - System administration and operations.
 - Data archival.
 - Client data (e.g., laptops).
 - Data custodians.
 - Administrative policies.
 - Other.
- Ensure 24/7/365 access to all enterprise applications.
- Implement and rehearse disaster recovery plans.
- Implement and rehearse business continuity plans.
- On a regular basis, ensure that all necessary filters and other defenses are in place with respect to viruses, spam, etc.
- Assess the feasibility of enabling students, faculty, staff, and administrators greater access to low-cost personal hardware/software -- perhaps through the bookstore.
- Consider the need for an emergency broadcast system (e.g., e-mail, cell phone text messages) that notifies students, faculty, staff, and administrators of any major threats. As a best practice, many colleges/universities are implementing such solutions in the wake of the violence that took place at Virginia Tech in April 2007.
- Assess the need for enhanced, scalable video conferencing services.
- To the extent possible, ensure greater continuity and stability with respect to desktop/laptop standards.
- Consider centralizing the life cycle replacement program (and associated budgets) for desktops/laptops.

Enterprise
Legal Counsel



L D R

Information Technology Services

- Survey peer institutions and determine the ratio of technical support person to client devices (e.g., printers, desktops, laptops). Establish an appropriate ratio at the West Hills Community College District.
- Implement a structured curriculum of training programs/classes. Create a "College within a College" that offers both traditional and online instruction in Datatel Colleague, e-mail, word processing, etc. Such coursework is also an opportunity to provide documentation, share information about policies/procedures, etc.
- Ensure the development (and ongoing maintenance) of system-level documentation.
- Assist users with the development of functional documentation. Ensure that new employees are able to read such documentation and quickly assimilate their duties.
- Establish business processes that enable "First Day Services." That is, when a new employee arrives for his/her first day, there should be a computer, default username and password, e-mail account, system documentation, information about training classes, telephone, Help Desk contact information, etc.
- Likewise, establish business processes for "Last Day Services." That is, ensure that services are terminated (or perhaps continued) upon an employee's departure.
- On a regular basis, synthesize data on Help Desk calls, response times, satisfaction rating, etc. Establish benchmarks for service and report the results to the District's advisory committees.
- If necessary, assess the need for Help Desk management software.
- Ensure that any technical resources (support staff) who currently reside within user departments/organizations operate in conjunction with the District's Information Technology Services Department.
- Ensure the identification and cultivation of "power users" within various departments/organizations who can help ensure the success of their systems.
- Develop a "Succession Plan" that enables the District to continue operations in the event that a key employee is not available (e.g., illness, sudden retirement) -- especially for employees who are responsible for Datatel Colleague.
- Create a written technical support plan for various systems -- especially those that are used within classrooms, labs, and other instructional areas. Such plans should communicate clear messages about how systems are maintained and who should be contacted in the event of a problem.
- Inventory all systems and ensure that each system is tied to a technology refresh (i.e., replacement) program.
- Regularly update and articulate standards for user hardware/software.
- To the extent possible, centralize the procurement of hardware/software/supplies in order to manage standards, obtain volume pricing, and maintain a supply of parts/equipment so that repairs/replacements can be handled quickly.
- Consider hiring additional work study students to provide an expanded measure of user support.

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Information Technology Services (continued)

- Within its committee structure, resolve concerns about the extent to which desktop/laptop configurations are managed by users.
- Enhance the ability of users to obtain online support services (e.g., FAQs).



Information Technology Leadership and Management

- Consider an information technology committee structure that includes the following:
 - *Executive Committee*: Overall responsibility for the success of information technology within the District. Ordinarily, such a group includes key stakeholders and other individuals as appropriate. Usually, the Executive Committee is chaired by the Chancellor. And, frequently, the membership of the group is equivalent to a District's existing executive management organization.
 - *Instructional Technology Advisory Committee*: Responsible to the Executive Committee, with a focus on the use of information technology to improve teaching, learning, and research.
 - *Administrative Technology Advisory Committee*: Responsible to the Executive Committee, with a focus on the use of information technology to improve the use of systems (e.g., Datatel Colleague) that support the institution's business functions.
 - *Technical Advisory Committee*: Responsible to the Executive Committee, with a focus on the technical aspects of the institution's information technology (e.g., networking, hardware/software standards, telephony, support services).
- Ensure the identification of executive sponsors for important initiatives in order to resolve issues that might be problematic.
- Cultivate a project management function within the Information Technology Services Department. The goal (sometimes the work of a single, current employee) is to help drive the practical aspects of various efforts (e.g., project tasks, budgeting, resource management, training).
- Consider applying project management techniques to *all* information technology operations (not just major initiatives). That is, a substantial number of ordinary efforts (e.g., day-to-day user support, routine programming, network operations) can be driven with project management practices (e.g., timelines, specification of desired outcomes, monitoring of accountabilities). *Applying such techniques in an appropriate manner can provide the District with a clear and thoughtful structure for completing its work.* There will be increased certainty about results, how they are achieved, and what must be done to correct any difficulties.

In terms of caution, an appropriate *balance* must be developed with respect to project management. That is, some institutions have been too zealous in their approach; they've invested more in the management of projects than actual work activities.

- With respect to information technology, conduct regular assessments (at least annually) of the District's progress. Develop benchmarks and measure the District's performance against such standards. For example, metrics can be developed for customer service satisfaction, network uptime, etc.
- Address seeming uncertainty about how certain functions (e.g., web services) will be handled by different organizations/individuals. Assess the District's need for relatively holistic and seamless approaches to all operations.

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Information Technology Leadership and Management

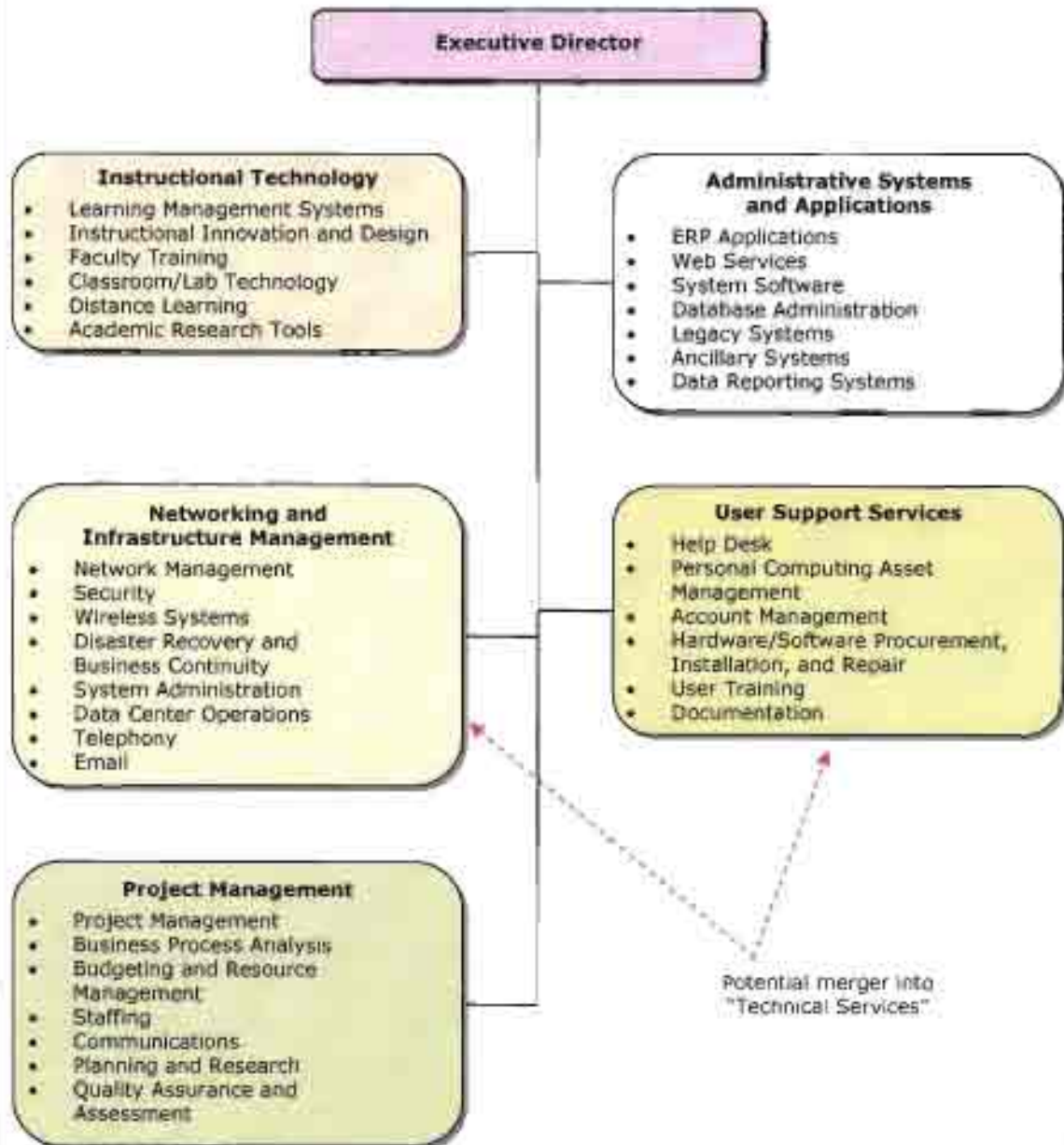
- Within its committee structure, develop relevant policies and procedures (e.g., Acceptable Use).
- Implementation a variety of communications techniques to help ensure District-wide insight into important topics and issues. Such communications can include newsletters, regular Board reports, publication of committee meeting agendas/minutes, etc.

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Information Technology Leadership and Management (continued)

- From a functional standpoint, consider an organizational structure that resembles the following diagram. As necessary, build links with campus-based programs and staff. It should be noted that the functional diagram is not indicative of staffing requirements. So, for example, some functions might be handled by the same person. And, some functions might be fulfilled by multiple people.



Instructional Technology

- Review the District's *e-Learning Strategic Plan* and ensure that all goals and objectives are met.
- Resolve concerns about the use of Blackboard; ensure that the system is reliable, properly configured, and totally functional.
- Seek opportunities to enhance the use of Blackboard. In particular, at a minimum, find ways of making all instructional materials (e.g., syllabi, reading lists, notes, assignments, reference documents) available online.
- Establish an ongoing mini-grant program that provides resources to faculty who want to pursue specific instructional technology initiatives. Such a program should focus on innovation in teaching and learning -- with specific deliverables. Additionally, the program should be available to faculty across all academic programs.
- Consider incorporating the outcomes of mini-grant programs into development programs for all faculty/staff/administrators. For example, the best practices that are learned can be shared at professional conferences. As another example, regular District-level symposia can be held to help others understand new instructional systems, techniques, and tools.
- Consider using the mini-grant program to pursue new opportunities in distance learning -- especially those efforts that ensure a strong connection between student and instructor.
- Establish an Instructional Technology Advisory Committee that helps drive the success of instructional technology.
- Create a conspicuous "Center for Instructional Technology" that helps extend the District's use of supportive information technology and innovative teaching/learning strategies.
- Seek widespread implementation of faculty web pages.
- Inventory all physical spaces (e.g., classrooms, libraries, offices, labs) to ensure appropriate access to instructional technology (e.g., wireless connectivity, printing, general access computers).
- Inventory all systems and ensure that each system is tied to a technology refresh (i.e., replacement) program.
- Define a clear technical support plan that addresses policies, procedures, documentation, training, organizational structure, etc. Above all else, ensure a District-wide understanding of what must be supported, how it will be supported, and who will support it. Consider reorganizing the technical staff around the functions that must be fulfilled.
- Determine how funding for instructional technology should be handled across various groups/departments. Ensure a measure of support for those who have had insufficient resources in the past.
- Develop a life cycle program for the replacement of hardware/software that becomes obsolete.

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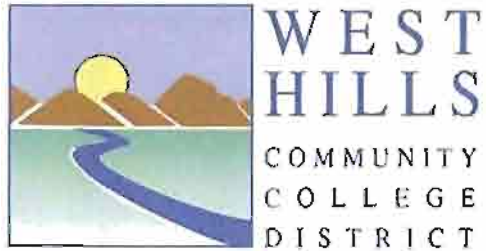


Instructional Technology (continued)

- Consider developing "Communities of Scholars" -- virtual forums for students, faculty, and others who want to discuss topics, issues, etc.
- Assess the need for a more integrated library automation solution (across the entire District).



WEST HILLS COMMUNITY COLLEGE DISTRICT



Distance Education Strategic Plan September 2009-2012

**The Eaton Cummings Group
Kathleen E. Guy, Ph.D., CFRE
William M. Craft, Ed.D., CFRE**

West Hills Community College District

Distance Education Strategic Plan

1. Introduction

The West Hills Community College District Distance Education has grown dramatically in numbers of individual students, FTEs and in the range of courses, programs and services offered. Rather than continuing to adapt to growth as it emerges, the West Hills Community College District is taking steps to analyze, anticipate, and manage the evolution of WHCCD-Distance Education to ensure the maximum benefit to students, the regional community, and the most beneficial return on investment.

In order to ensure broad-based campus involvement in shaping the future for WHCCD-Distance Education (WHCCD-DE), the District participated in accelerated strategic planning to determine a consensus position regarding the Mission, Vision and a list of strategic next steps for WHCCD-DE. The draft summary report that follows represents the work of a representative group of stakeholders including students, full-time and part-time faculty, the District Chancellor, College Presidents, staff, and administrators meeting over a day and a half. The Eaton Cummings Group served as facilitators.

This report summarizes future expectations for WHCCD-DE, a review of Distance Education's strengths, weaknesses, opportunities, and threats as well as recommendations regarding next steps. The material is presented with minimal editing in order to preserve the integrity of participant discussions and decisions. During the planning workshop no effort was made to fully confirm facts or evidence presented. As appropriate, recommendations from this planning meeting should be further vetted in light of relevant data and market research. In addition, in order to align ourselves with the language adopted by the recent passage of the Higher Education Opportunity Act in August 2008, all current and future references to Distance Learning are moving to Distance Education.

The results of the session should be further refined following a comment period involving workshop participants and others essential to the future success of the Distance Education Program. In the context of this planning workshop, Distance Education was generally considered to include web-based instruction and videoconferencing. Discussions during the workshop made clear that other delivery systems might also be developed and incorporated within WHCCD-DE.

1.1. Goals - WHCCD-DE Planning Workshop

- **Engage representatives of relevant stakeholder groups in a facilitated dialogue designed to enhance the future promise and prospects of Distance Education at WHCCD**
- **Give each participant an opportunity to benefit from the full range of experience and expertise of those present**
- **Review the implied mission and values of WHCCD-DE and establish three to five year expectations for WHCCD-DE that can be expressed in a vision statement**
- **Establish a priority list of next steps focusing on high yield strategies likely to move WHCCD-DE forward toward the realization of the WHCCD-DE vision**

1.2. Agenda - WHCCD-DE Planning Workshop

Agenda-Day 1

- **Introductory remarks – Chancellor Gornick**
- **Planning overview – Strategic and Operational Planning**
- **Opening exercise – The “Online Experience”**
- **Setting the stage - WHCCD-DE Enrollment Data (See Attachment B)**
- **WHCCD-DE Mission**
- **WHCCD-DE Values**
- **Trends likely to influence the future success of WHCCD-DE**

Agenda-Day 2

- **SWOT Analysis**
- **Vision for WHCCD-DE**
- **Vision in Action – Strategic Initiatives**
- **Next steps**
- **Closing remarks**

1.4. Planning Process

- Participants in the WHCCD-DE planning workshop:
 - Form the planning team (See Attachment A for a List of Planning Workshop Participants);
 - Are considered WHCCD-DE experts;
 - Are sensitive to the WHCCD-DE role in meeting student and community needs; and
 - Provide the content and perspective that helps to identify and shape strategies for consideration.
- Participant opinions were solicited prior to the planning session using a confidential SWOT analysis
- Consultant/facilitators manage the process
- The process encourages and benefits from different points of view
- The process is driven by a sequence of focused, interactive discussions with frequent prioritization of participant input
- Planning results are always considered a work in progress
- Next steps in refining the draft WHCCD-DE Plan will require further vetting and analysis by WHCCD-DE staff.

1.5. Frequent Reconfiguration of Working Task Groups

Working task groups were reconfigured at intervals throughout the planning session to give each participant an opportunity to benefit from the full range of participant experience and expertise. The reconfiguring relied on a variety of web-based application terms and associated phrases to familiarize participants with web jargon and social messaging/bookmarking utilities such as RSS, Twitter and Delicious.

2. Outcomes Achieved

2.1. WHCCD-DE Mission Statement - Draft

Participants, functioning in working groups, developed “raw material” for the WHCCD-DE Mission Statement. It was determined that the most appropriate starting point for the WHCCD-DE Mission Statement was the District Mission Statement. The draft statement that follows **in bold** reflects the emphasis and structure of the District Mission.

West Hills Community College District Mission

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

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

West Hills Community College District Distance Education Mission

The mission of Distance Education at West Hills Community College District is to enhance student learning and enrich the lives of the populations we serve by:

- **Delivering world-class distance education courses, programs, and student services,**
- **Providing any time, anywhere access,**
- **Connecting communities of learners locally and globally,**
- **Using the latest technology and flexible formats, and**
- **Helping students to achieve their career and personal goals.**

2.2. WHCCD-DE Values Statement

Values inherent in WHCCD-DE play an important role in guiding program and service development and prioritization. Participants developed the following list of values considered important to WHCCD-DE's emerging role and brand identification.

West Hills Community College District Distance Education Values

Our commitment to the WHCCD Distance Education Mission will be guided and informed by the following values:

- **Student success,**
- **Reducing barriers** to education (access),
- **Exceptional support services** for learners and teachers,
- **Currency** of technology and curriculum with **relevance** to student and community needs,
- **Creativity and innovation** in teaching, learning strategies, and service delivery,
- **Quality** in all that we do, initiating and demonstrating **best practices,**
- **Diversity** in populations, programming, and ideas,
- **Information literacy,**
- **Civic and social responsibility,**
- **Disciplined inquiry** and **critical thinking,**
- **Integrity** in relationships and programs, and
- **Respect** for and **responsibility** to self and others.

2.3. Trends likely to influence the future success of WHCCD-DE

Trends

Participants initially identified both "helping" and "hurting" trends likely to influence the future success of WHCCD-DE. Following working group discussions and presentation to the entire group, participants prioritized the trends considered most influential using a multi-voting process. The seven trends that emerged as most likely to be influential are as follows:

Category: Competition

Hurting Trend

- Designated distance education support staff—likelihood that competition has invested more in designated support staff. In order to counter competition's edge WHCCD may need to increase investment in these critical support positions. (14 votes)

Category: Technology

Hurting Trend

- Competitors are using more advanced technology and, at the same time, changes in technology are occurring rapidly. Need to provide ongoing training of WHCCD staff and faculty due to these changes—WHCCD challenge to find operational resources for this; failure to do so may compromise WHCCD competitiveness in the marketplace. (13 votes)

Category: Government/Legislative/Regulatory

Hurting Trend

- Uncertainty of resources, particularly operational funds, provided by the public sector. (8 votes)

Category: Technology

Helping Trend

- Increasing access to/pervasiveness of technology and the consequent increase in access to information; more people with more technology = more information and familiarity. (9 votes)
- Rapid change in both technology and software applications. Because of its successful bond measures WHCCD has the capacity to maintain currency and the market may move in the direction of internet provision of textbooks and other learning resources. (9 votes)

Category: Markets and Customers

Helping Trend

- Basic skills—there appears to be growing market potential. WHCCD might identify ways to capitalize on this market. (8 votes)

Category: Government/Legislative/Regulatory

Helping Trend

- Increasing emphasis on quality assurance in both legislative requirements and the activities of accrediting bodies. WHCCD has demonstrated the capacity to successfully navigate accreditation requirements and other statutory mandates. (4 votes)

2.4. SWOTS – Strengths, Weaknesses, Opportunities and Threats

Participants engaged in a SWOT Analysis as part of a pre-work assignment prior to the planning workshop. Confidential assessments of WHCCD-DE strengths, weaknesses, opportunities and threats were submitted to and summarized by the consultant/facilitators and presented, without attribution, during the planning session. (See Attachment C for the Summary SWOT Analysis— *numbers following individual items in the lists below refer to the numbered items in Attachment C*).

Working in teams, participants were asked to identify the most influential/significant strengths, weaknesses (interpreted as “areas for improvement”), opportunities and threats facing WHCCD-DE. The results from each working team were presented to the full group and, following discussion, reduced to those items considered most likely to have the greatest influence on the future success of the Distance Education Program at WHCCD. The strengths, weaknesses, opportunities and threats likely to be most influential in determining the future success of WHCCD-DE are:

2.4.1. Strengths

- Opportunity/own schedule/flexibility/diversity of curriculum and population (1)
- Complete degrees with transferable credit (37)
- World class support for students and faculty (8)
- Innovation encouraged (10)
- Early adopters of Distance Education (11)

2.4.2. Weaknesses – areas that could be improved

- Training for students and faculty (6, 7, 13, 19, 22, 30, 33, 36)
- Support for students and faculty (1, 2, 9, 10, 12, 17, 21, 34, 39)
- Service for students and faculty (3, 4, 8, 11, 16, 18, 24, 25, 26, 28, 32, 40, 41, 42)
- Articulation with CSU Fresno

2.4.3. Opportunities

- Training culture for all staff (14, 9, 11, 29, 28)
- Innovative library access (19, 10, 18, 30)

- Awesome student support (2, 6, 13, 24, 21, 19, 23)
- Programming
 - New degree programs on line (22)
 - Foreign language courses (23)
 - Basic English skills courses (24)

2.4.4. Threats

- Quality (5, 6, 8, 9, 13, 14, 15, 18, 20, 21, 24, 26, 28, 29)
- Competition (3, 7, 17, 23, 25, 27)
- Academic integrity (1,12,16, 22)
- Operational issues (2, 4,10,11)
- Lack of course variety (20)
- Ignoring client’s needs (29)

2.5. WHCCD-DE Vision Statement

Following discussion, the work teams presented commentary and offered recommendations regarding the WHCCD-DE Vision Statement. The vision statement is inspirational in nature—it is also heroic, motivating, distinctive, and should cause the organization to stretch to achieve it.

WHCCD Distance Education Vision 2012

WHCCD is the preferred choice for distance education. Your computer is your campus, a portal to a complete virtual college experience. Achieve your educational dreams—only a click away. Anyone. Anytime. Anywhere.

2.6. WHCCD-DE Vision in Action - “Characteristics to Aspire to”

In order to give meaning to the Vision 2012, participants discussed and prioritized the following characteristics that WHCCD-DE should aspire to achieve. It is emphasized that these characteristics are those to be aspired to – a more complete list of strategies and operational plans, resources required, metrics to evaluate progress/accomplishment, individuals responsible and time lines will need to be identified and prioritized.

Vision in Action

- 1. 24/7 Service and Support for Everything—beyond Pacific time, nights, weekends and holidays (24 votes)**
- 2. Student Success Rate (retention and graduation) Mirrors or Exceeds FTF Success Rate (23 votes)**
- 3. Students' Entire College Experience is Virtual, e.g. WHCCD eCollege (19 votes)**
- 4. Expanded Portfolio of Academic Courses and Programs and More Basic Skills—relevant courses (10 votes)**

3. Next Steps

Next Steps Identified Through Whole-Group Discussion

Process Next Steps

- Communicate results of this planning workshop broadly—what did we accomplish? What will happen next and in what time frame? Who will be involved?
- Create strategic planning team website—digital suggestion box and/or blog for next steps in developing the strategic plan
- Do next level of planning to operationalize strategic goals

Possible Strategic/Operational Goals and Strategies

- Bring focus to DE marketing efforts
- Training—develop a plan that moves WHCCD-DE closer to 24/7, the complete virtual experience with student support and best practices
- Assess student services now available and identify gaps
- Assess retention challenges and determine strategic steps that will optimize retention (i.e. finding the most effective faculty); mine existing data to help with this analysis
- Consider system impact vis-à-vis momentum desired—how will chosen actions affect students, infrastructure, budgets, etc.
- Identify what tools for success need to be imbedded in distance education window
 - Host focus group(s) with students—what do they need to have upon entry to be successful in DE?
- Identify next steps in expanding courses, programs to meet student needs:
 - Which programs are needed?
 - In what priority order?
 - With whom do we need to communicate and/or partner?

Strategic Planning Review Cycle

- The WHCCD Distance Education Strategic Planning process will be reviewed every three (3) years for
 - Relevance and Update of the **Mission Statement**
 - Relevance and Update of the **Values Statement**
 - Relevance and Update of the **Vision 2012**
 - Achievement and Update of the **Vision in Action**; and
 - **SWOT** Analysis (Strengths, Weaknesses, Opportunities, Threats)

4. Linkages

Strategic Planning:

It is important that the strategic planning process at West Hills Community College District is integrally linked so that no one process is a silo unto itself. The Distance Education Strategic Plan has clear linkages to the West Hills Community College District Strategic Plan as well as the college's Educational Master Plans.

At the District level, distance education has contributed significantly to:

- Strategic Goal 1: *West Hills Community College District will annually achieve or exceed funded growth targets.* The online program at West Hills has grown from student enrollments of 2,068 in 2002-03 district-wide to enrollments over 4,900 in 2008-09 funding one-quarter of the FTES for each of the colleges in the district.
- Strategic Goal 4.2 states, *WHCCD will maintain overall student completion (success) rates above the California Community College statewide average, placing emphasis on vocational, basic skills, ESL, online success and improvement rates.* While online courses consistently dip below face-to-face averages for success and retention, online courses at West Hills are on par with community college statewide averages for online courses.

District Strategic Goal 4.2 was specifically identified by the participants in this Distance Education Strategic Plan in a number of areas including, a *Key Value: Student Success*; a *Vision in Action: Student Success Rate (retention and graduation) Mirrors or Exceeds Face-to-Face Success Rate*; and *Next Steps: Identify what tools for success need to be imbedded in distance education window.*

Distance Education is driven by the colleges and coordinated at the district level. Both West Hills College Coalinga and West Hills College Lemoore have a relationship with the online courses and programs that is more than FTE generation. Institutional Research shows that 52% of the online students at each campus are also taking face-to-face courses in order to complete their educational goals. The locally-based online students are accessing computer labs, library services, academic counseling and advising, as well as a host of other student services needs.

The distance education strategic planning process feeds into the college's educational master plans at a number of levels. WHCL's Vision is *Learning Through Excellence and Innovation* and distance education is one aspect of that innovation. In addition, WHCL has many Guiding Principles including:

- *Access: Ensure Accessibility to all our programs and services;*
- *Innovation: Support innovation and technology to enhance learning environments, services, and communication.*

Distance Education contributes to these Guiding Principles through the implementation of asynchronous learning environments that allow students to complete their educational goals independent of time or geographical boundaries. Distance Education has continuously sought to improve help desk and faculty training services in order to meet the learning environment needs of students.

At WHCC, Distance Education supports their College Mission: *To commit college-wide staff and resources to the student learning process. To provide educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve.* Again, Distance Education clearly meets the needs of supporting global communities by providing asynchronous learning environments to students independent of time and geographical boundaries. Distance Education also supports the WHCC College Goal 3: *We will demonstrate academic quality, leadership, engagement, innovation, and creative thought.* Distance Education is one avenue that provides the colleges with "student engagement, innovation, and creative thought" through the ongoing use of new technologies, active faculty engagement in social media and learning, and the use of the online classroom as a tool for creativity and learning.

Student Learning Outcomes:

Distance Education at West Hills Community College District has clearly grown in terms of enrollment and FTEs. Student learning in online courses and programs is of the utmost importance to our college community. To that end, both the WHCCD Strategic Plan and this Distance Education Strategic Plan specifically address and report on the success rates of online students. The WHCCD Distance Education ***Vision in Action 2*** states: *Student Success Rate (retention and graduation) Mirrors or Exceeds FTF Success Rate.*

Meeting student learning needs is a priority. This is exhibited by the inclusion of the following WHCCD Distance Education values:

- Student success
- Reducing barriers to education (access), and
- Exceptional support services for learners and teachers.

WHCCD Distance Education continues to support the student learning outcomes of the district and colleges through a commitment to excellence in the online teaching/learning process.

WHCCD Distance Education is at an important juncture where the program is under review and in an organizational planning process to determine next steps for improvement and educational program process as well as support to the colleges and students it serves. Planning the future for Distance Education will center on the ability to provide parallel opportunities for online academic and student services in a comprehensive virtual college site model.

○ Attachments

Attachment A-- Names of Planning Workshop Participants

West Hills Community College District Distance Education Program

Avila, Pedro, Director of Institutional Effectiveness, District Office
Babb, David, Instructor /Biology, WHC Lemoore
Blair-Hauki, Cindy, Instructor /CIS, WHC Coalinga
Butts, Lisa, Adjunct Instructor /Music, District Online
Craft, Bill, Consultant,
Diniz, Carlos, Dean of Student Learning, WHC Coalinga
Dorsey-Robinson, Sylvia, Associate Dean/Categorical Programs, WHC Lemoore
Freeman, Charles, Director of Nursing, WHC Lemoore
Georgatos, Darlene, Registrar, District Office
Gibson, Bob, Instructor /Math, WHC Lemoore
Gornick, Frank, Chancellor, District Office
Grudgel, Garrett, Student, WHC Lemoore/Online
Guy, Kathleen, Consultant,
Hall, Marlon, Associate Dean Educational Services, WHC Lemoore
Marcel Hetu, Director, North District Center Firebaugh
Kennedy, Vera, Instructor /Sociology, WHC Lemoore/Coalinga
Kerns, Valerie, Student Services Assistant, WHC Lemoore
Kozlowski, Michelle, Director of ITS, District Office
Leonard, Anne, Adjunct Instructor /Economics, District Online
Lewallen, Willard, President, WHC Coalinga
Lopez, Jose, CSSO, WHC Lemoore
Lozano, Diana, Student, WHC Lemoore/Online
Magnuson, Matt, Librarian, WHC Coalinga
McGlothlin, Sandy, Counselor, WHC Coalinga
Oxford, Ron, Librarian, WHC Lemoore
Sanchez, Rene, Instructor /History, WHC Lemoore
Shepard, Sarah, Instructor /Business, WHC Coalinga
Sowden, Ken, Instructor /Math, WHC Coalinga
Tippins, Kira, Financial Aid Assistant, WHC Coalinga
Trezza, Kathy, Adjunct Instructor /IS, WHC Lemoore/Coalinga
Warkentin, Don, President, WHC Lemoore
Whitener, Susan, Dean of Learning Resources & Web Services, District Office
Wilds, Kevin, Instructor /Political Science, WHC Lemoore/Coalinga

Attachment B – WHCCD-DE Institutional Research Data and Related Information

(PRELIMINARY)

WHCCD Online Enrollment and Student Performance

Prepared by WHCCD Office of Institutional Effectiveness & Planning

September 1, 2009

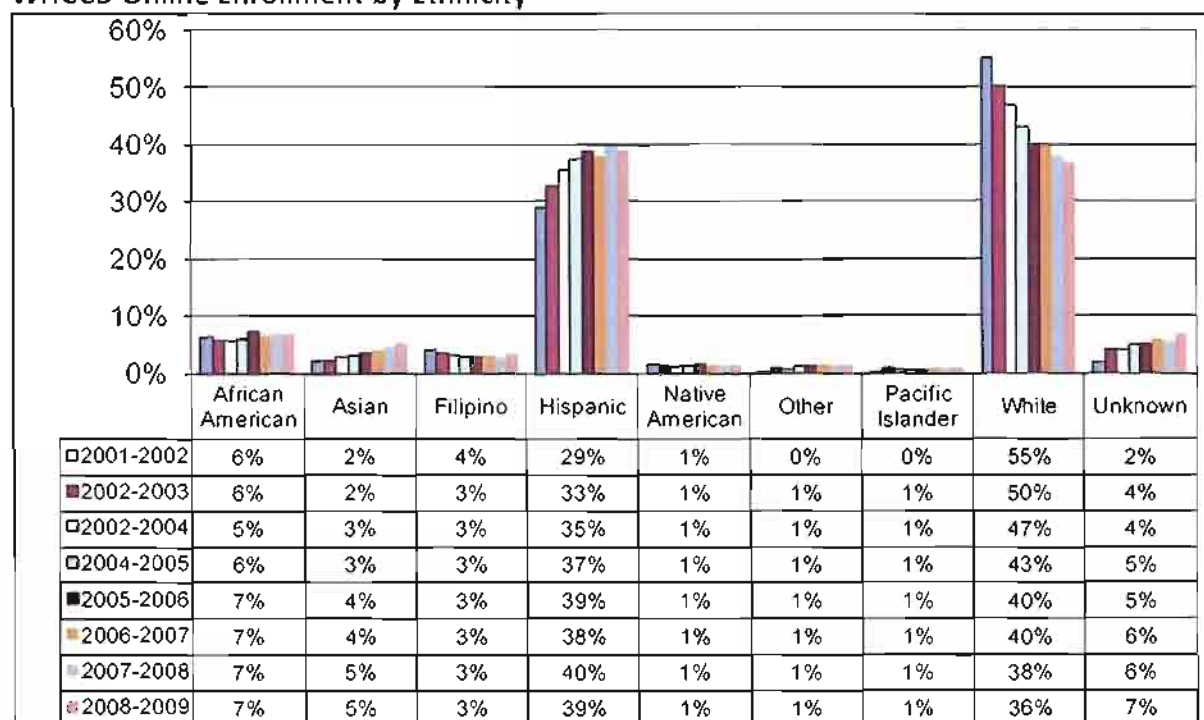
WHCCD ONLINE SECTIONS, UNDUPLICATED STUDENT HEADCOUNT, AND FTES

Year	Sections		Student Headcount		FTES	
	Sections	% Change	Headcount	% Change	FTES	% Change
02-03	118	Baseline	2,068	Baseline	461	Baseline
03-04	98	-16.9%	1,792	-13.3%	399	-13.4%
04-05	165	68.4%	2,559	42.8%	558	39.8%
05-06	248	50.3%	2,982	16.5%	886	58.7%
06-07	369	48.8%	4,032	35.2%	1,167	31.8%
07-08	404	9.5%	4,503	11.7%	1,275	9.3%
08-09	383	-5.2%	4,964	10.2%	1,391	9.1%

Source: WHCCD Data Warehouse

During the past seven years, the number of online sections, unduplicated enrollment, and FTES increased by 324%, 240%, and 301%, respectively. Enrollment and FTE decline during 2003-2004 reflect budget cuts, tuition increase, and reduction in course offerings for that year.

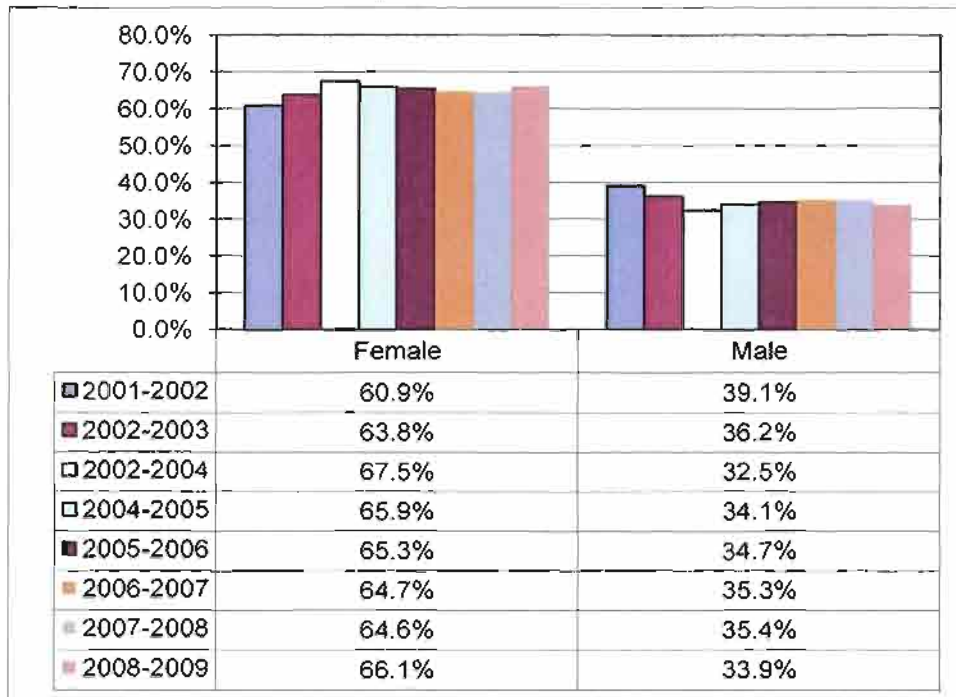
WHCCD Online Enrollment by Ethnicity



Source: WHCCD Data Warehouse

During the last eight years, the proportion of Hispanic and White students enrolled in online courses has changed. Hispanic enrollment in online courses has increased by approximately 10%. During 2008-2009, approximately 39% of online students were Hispanic and 36% White. These percentages are closer to the overall WHCCD enrollment of Hispanic (46%) and White (33%) students.

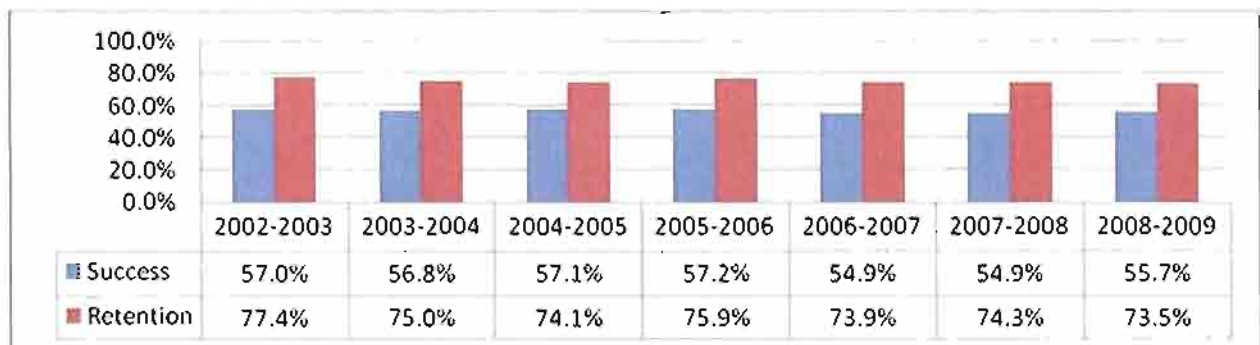
WHCCD Online Enrollment by Gender



Source: WHCCD Data Warehouse

Approximately 66% of online students are female compared to 60% of all WHCCD students. Female enrollment in online courses is slightly higher than the overall WHCCD enrollment.

WHCCD Online Success and Retention Rates



Source: WHCCD Data Warehouse; CCCC Data Mart

During the past seven years, online retention and success rates have had a slight and steady decline. WHCCD Online success rates remain similar to the CA community college overall average of "Internet Asynchronous Instruction" of approximately 56%.

WHCCD 2006 Summer through 2009 Spring Success and Retention Course Comparison

The tables below compare online and face-to-face course retention and success rates based on chi square test ($p < .05$).

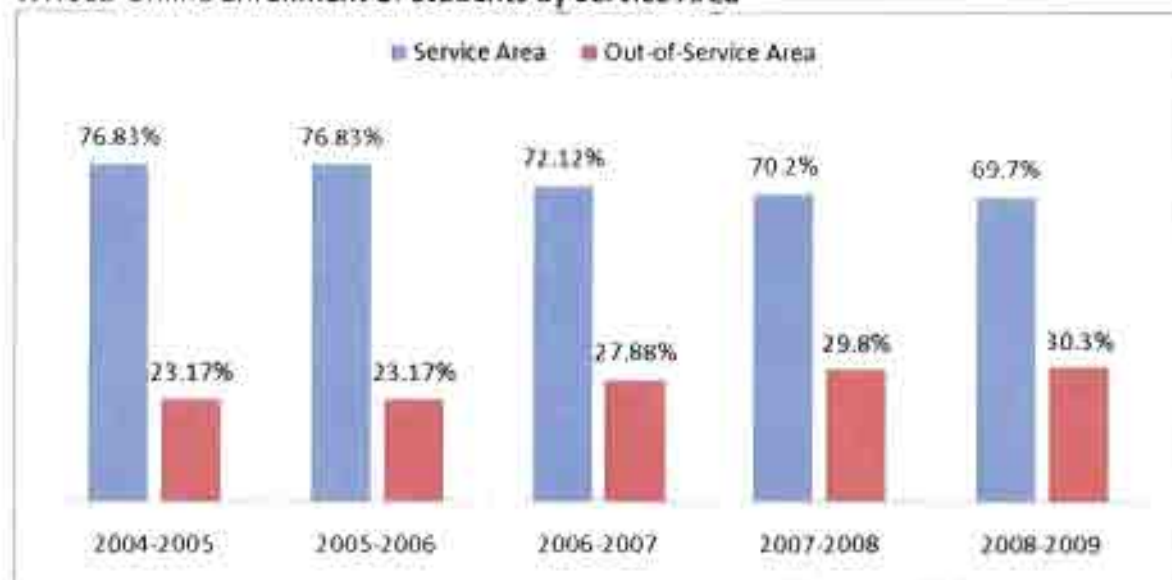
Course	Online Enrollment	Face-to-Face Enrollment	% Online Retained	% Face-to-Face Retained	Difference	% Online Success (A+B+C+CR)	% Face-to-Face Success (A+B+C+CR)	Difference
Online Retention and Success Rate is Higher than Face-to-Face								
CIS-34	292	1,347	79%	71%	9%	90%	76%	14%
BIO-32	344	2,894	85%	70%	15%	89%	76%	13%
MATH-101	1,166	2,452	81%	78%	3%	86%	76%	10%
CIS-21	140	399	77%	54%	23%	69%	65%	4%
Online Retention Rate is Higher and Success Rate is Equivalent to Face-to-Face								
BUS-24	204	445	91%	80%	11%	77%	75%	2%
HIST-4B	1,075	699	85%	78%	7%	80%	79%	1%
Online Retention Rate is Equivalent and Success Rate is Higher than Face-to-Face								
MATH-87	941	1,407	72%	73%	-1%	75%	64%	10%
Online Retention and Success Rate is Equivalent to Face-to-Face								
AOJ-29	258	258	82%	79%	2%	74%	69%	5%
PSYCH-5	231	161	77%	83%	-6%	81%	78%	4%
CD-22	128	223	74%	79%	-5%	85%	82%	3%
CIS-19B	88	243	80%	81%	-1%	89%	87%	2%
NUT-1	1,323	2,242	74%	71%	3%	74%	72%	2%
AOJ-3	256	554	83%	86%	-2%	76%	74%	2%
PHIL-1	428	851	77%	78%	-1%	78%	79%	-1%
BUS-67	83	718	77%	68%	9%	69%	70%	-1%
CD-18	103	483	79%	81%	-3%	77%	79%	-3%
MATH-15	73	1,332	66%	69%	-3%	71%	75%	-4%
PHIL-2	276	659	79%	76%	2%	75%	80%	-4%
AOJ-12	600	641	80%	83%	-4%	76%	80%	-5%
AOJ-24	258	385	83%	88%	-5%	79%	84%	-5%
CD-14A	78	151	76%	74%	1%	76%	82%	-6%
Online Retention is Equivalent and Success Rate is Lower than Face-to-Face								
MUS-42	2,263	1,516	80%	82%	-2%	81%	86%	-5%
AOJ-20	504	668	84%	86%	-2%	73%	78%	-6%
HIST-4A	1,249	791	81%	82%	-1%	76%	83%	-7%
AOJ-1	1,290	867	80%	79%	2%	70%	78%	-8%
ART-42	753	1,999	80%	80%	0%	73%	82%	-9%
BUS-13B	212	1,145	64%	64%	0%	72%	81%	-9%
AOJ-10	426	666	81%	84%	-3%	67%	79%	-12%
AOJ-32	81	342	83%	77%	6%	63%	77%	-14%
CD-21	110	264	79%	79%	0%	68%	82%	-14%
Online Retention is Lower and Success Rate is Higher than Face to Face								
AOJ-4	230	567	77%	85%	-8%	76%	68%	8%

WHCCD 2006 Summer through 2009 Spring Success and Retention Course Comparison
Continued

Course	Online Enrollment	Face-to-Face Enrollment	% Online Retained	% Face-to-Face Retained	Difference	% Online Success (A+B+C+CR)	% Face-to-Face Success (A+B+C+CR)	Difference
Online Retention is Lower and Success Rate is Equivalent to Face-to-Face								
POLSCI-1	3,399	4,864	76%	82%	-6%	75%	76%	-1%
AOJ-16	337	689	73%	81%	-8%	85%	80%	5%
GÉOL-1	809	516	80%	88%	-9%	83%	85%	-2%
BUS-80A	122	1912	66%	74%	-9%	71%	70%	1%
PSYCH-2	690	841	74%	83%	-9%	80%	76%	4%
BUS-13A	309	1,609	58%	68%	-10%	70%	75%	-6%
PSYCH-4	426	287	71%	82%	-11%	77%	79%	-2%
BUS-20	1,092	1,014	71%	82%	-11%	69%	73%	-4%
BUS-29	145	132	75%	86%	-11%	76%	75%	2%
SOC-3	814	915	74%	85%	-11%	75%	80%	-5%
MATH-10A	353	313	76%	88%	-12%	85%	89%	-4%
BUS-18	281	731	74%	86%	-12%	80%	84%	-4%
PSYCH-3	737	786	76%	89%	-13%	84%	82%	2%
AOJ-7	77	524	70%	86%	-16%	74%	67%	7%
MATH-63	334	4,767	58%	77%	-19%	69%	74%	-5%
HIST-44	145	319	51%	80%	-29%	77%	77%	0%
GEOG-3	1,041	2,070	58%	87%	-29%	71%	75%	-4%
Online Retention and Success Rates are Lower than Face-to-Face								
BIO-10	1,791	4,170	70%	79%	-9%	74%	77%	-3%
ENG-1A	2,120	7,229	71%	78%	-7%	74%	78%	-4%
HE-35	3,617	8,171	77%	82%	-5%	73%	77%	-5%
HIST-17B	1,628	2,284	73%	85%	-12%	71%	76%	-5%
SOC-2	1,497	828	71%	86%	-15%	84%	90%	-6%
HIST-17A	2,036	3,055	74%	83%	-9%	71%	78%	-6%
MATH-25	1,608	2,996	63%	71%	-8%	69%	75%	-7%
BIO-35	1,056	2,030	72%	84%	-11%	79%	87%	-7%
PHYSICI-1	725	553	53%	86%	-32%	74%	82%	-9%
CIS-7	445	3542	73%	85%	-11%	79%	87%	-9%
AOJ-22	424	449	83%	89%	-7%	73%	82%	-9%
SOC-1	1,768	1,707	76%	89%	-13%	78%	88%	-9%
HUM-1	1,730	2,725	76%	83%	-7%	70%	80%	-10%
ENG-1B	1,557	1,758	74%	82%	-7%	79%	89%	-10%
PSYCH-1	1,970	3,401	69%	87%	-18%	71%	82%	-11%
ECON-1B	1,164	1,015	77%	87%	-10%	74%	85%	-11%
ECON-1A	1,772	1,410	74%	87%	-13%	74%	86%	-12%
IS-1	784	2,358	75%	82%	-7%	65%	77%	-13%
HIST-20	371	285	61%	80%	-18%	71%	84%	-14%
IS-2	746	221	72%	83%	-11%	70%	86%	-16%
MATH-10B	116	70	78%	90%	-12%	77%	94%	-17%
PE-40	264	169	73%	83%	-10%	59%	77%	-18%
AOJ-5	220	188	75%	94%	-19%	61%	89%	-28%

Note - In order to maintain statistical power, only courses with sample size larger than 70 students were compared. There are a few online courses that do not have a face-to-face comparison.

WHCCD Online Enrollment of Students by Service Area



During the past three years, approximately 70% of students enrolled in online courses live within the WHCCD service area. The majority of out-of-service area students are from nearby cities such as Fresno, Visalia, and Clovis.

WHCCD Fall 2008 Online Participation Rates by Service Area Cities

City	WHCCD Overall Student Headcount	Number of Students Enrolled in Online Courses	Percent of Students Enrolled Online (Participation)
Tranquillity	14	9	64%
Kettleman City	31	14	45%
Hanford	1491	557	37%
Avenal	219	81	37%
Lemoore	1629	592	36%
Coalinga	908	297	33%
Mendota	177	56	32%
Riverdale	101	30	30%
Laton	57	16	28%
Huron	152	42	28%
San Joaquin	22	6	27%
Firebaugh	326	88	27%
Armona	148	38	26%
Five Points	20	5	25%
Stratford	57	10	18%
Cantua Creek	46	8	17%
Total	5398	1849	

The cities of Lemoore, Hanford, Coalinga, and Firebaugh had the highest number of students enrolled in online courses. The cities of Tranquillity and Kettleman City, based on the overall WHCCD student headcount, had the highest percentage of students who participated in online courses. It is important to note that the cities of Tranquillity and Kettleman City have the farthest proximity to any of the WHCCD campuses.

Attachment C – SWOT Analysis: Pre-work Summary Distributed at Planning Workshop

West Hills Community College District *Distance Learning Program

SWOT Analysis

STRENGTHS – What does the WHCCD Distance Learning program do well?

1. Provide opportunity to attend college to students that live far away from the college or whose jobs are not flexible to attend face-to-face classes (7)
2. Students can login at any time
3. The ability to e-mail instructors and receive feedback
4. Opportunities to attend college during tough economic times (e.g. gas prices, transportation issues)
5. Transferable credits (2)
6. To develop and expand degree offerings online and reach more students
7. Hybrid methodology allows expansion of curriculum while maintaining quality and integrity
8. The technical assistance provided to faculty by well trained staff that assist with the online curriculum development and related resources (4)
9. The student help desk (3)
10. Willingness of administration to try new alternatives
11. Diversity, quantity of online curriculum delivered to a diverse population (4)
12. Advertising and instructor support for full-time faculty

*prior to release of this document Distance Education at WHCCD was Distance Learning

13. Bringing in students from around the country and the world
14. Giving students at four year institutions the chance to take required lower division courses at WHCCD
15. Support through ITS
16. Using industry standard CMS – Blackboard – rather than others or even homegrown variety
17. Good teachers
18. Well supported administratively
19. Input from various constituencies
20. Appropriate technology
21. Market for new students
22. Ability to meet more student scheduling needs
23. Organization! Program is easy to navigate and helps tremendously when the instructors organize their classes in a way that you know what to expect each week.
24. Flexibility for students to work on their own schedule when they have free time outside of their normal workday or schedule.
25. Students can communicate with instructors and classmates without traveling to distant locations where classes are offered face to face
26. Deliver online courses and complete degree options
27. Online application
28. Online registration
29. Online payment
30. Presence in online market
31. Compensation for faculty

32. Robust DL program. We were fortunate to start early in the process and we have enjoyed great success.
33. Enrollment growth. If it were not for our DL program we would be significantly smaller than we are right now. (2)
34. Good leadership at the faculty and administrative level. We are focused on the learner and we have a good variety of courses.
35. Market for new students
36. Support services are almost equivalent to those an on-campus student can receive
37. Complete degrees/certificate programs offered on-line

WEAKNESSES – What does the WHCCD Distance Learning program need to improve upon?

1. Concerns from students when tests do not go as planned such as “timed out” issues.
2. Blackboard issues—technical issues when Blackboard does not log in, when classes that are registered for do not come up on Blackboard—it needs to be updated and improved or go to another system; glitches in the system (5)
3. Online is not for everyone. The administration needs to keep that in mind. There is a perception by some that administration wants to put everything online.
4. Retention and success rates need to be improved
5. CSU is not on board yet, fear that classes will not transfer, thus placing students at risk of having to repeat courses at the CSU.
6. Need better training opportunities for adjuncts and a better selection process for adjuncts who teach DL courses; I am not convinced that they are going through proper hiring procedures including equivalency (2)
7. More faculty need to take advantage of the technical staff’s expertise.
8. Lacks live classroom interaction and dynamics
9. Student need for instructor assistance is not instantaneous; slow reply to student e-mails from instructors (2)
10. Adjunct faculty support: sometimes support personnel are rude or just don’t answer e-mails/questions.
11. Scheduling: We have a two-year schedule set up which includes on-line and traditional classes. This is not considered and has been hurting traditional enrollment for the last several years
12. Large classes
13. Insufficient training on new methodology and technology

14. Some classes should not be taught online. Seems to be a push towards more classes online and sometimes critical evaluation of the appropriateness of the media for the particular course is skipped.
15. Course listings in the catalog are limited by the way Datatel can display data
16. Lack of use of library resources by online students and instructors
17. Many students lack basic skills to successfully complete online courses
18. DL staff and students need more and easier-to-find information on disability access (section 508)
19. Student input:
 - a. Don't learn anything from open book exams
 - b. Some subjects don't fit well online; some are too easy and boring
 - c. Teacher and class organization sometimes confusing.
 - d. No substance to learning in course compass
 - e. Instructors don't often give timely responses
20. Not enough student input
21. Help Desk overwhelmed at peak times (2)
22. Some untrained online instructors
23. Lack of student accountability when taking tests online
24. Not enough research services and resources available online
 - a. Amount of research databases and eBooks not equivalent to on-site collections
 - b. No information literacy component embedded in DL
 - c. Library resource navigation
25. Support services and personnel are usually campus based and not aligned to overall mission of District based DL
26. Tutoring in online environment is inefficient

27. Culture – while students may view DL as seamless, from some staff perspectives DL is separate entity and not truly a part of each campus culture.
28. ADA compliance – Need more clear and thorough information about ADA compliance for students and faculty to access.
29. Lack of comprehensive learning. Many students want to pass their classes and do as little work as possible. Some instructors make this very easy. I know it is the student’s responsibility to take initiative and make college count, but college shouldn’t be as easy as some instructors make it.
30. Some students who register for this type of learning plan don’t understand what is expected of them such as computer program abilities, computer access, meeting scheduled deadlines, and understanding the class operation.
31. Connection for online students
32. Online advising/counseling
33. There were a couple of classes I took online at WHC that were not very organized and used several websites on top of Blackboard. It made the class difficult to understand, let alone keep up with.
34. Online faculty community
35. We have aroused our competition, they are wondering why they are losing enrollment and they are realizing that it is to our e-learning program.
36. Some reluctance by faculty and administration to accept this new modality of instruction; sticking with tradition.
37. Lack of marketing to expand the program
38. Need the District to view this as an opportunity to develop a “ Virtual West Hills”
39. Not enough student support.
40. Slow turn around in grades from instructors

41. Not a clear idea of the correct textbook to purchase
42. Most classes follow a rigid time line within the semester. I think some classes should be very flexible as long as all work and tests are completed within the semester time frame. This gives the student the choice to choose which format will work best for them.

OPPORTUNITIES – What are the greatest opportunities available to enhance the future of Distance Learning at West Hills?

1. All distance education courses should have “ability requirements” stated up front so students can be tested before enrolling in those courses
2. Concierge or other individual to whom online student is assigned as their “go-to” resource
3. Flexibility with course scheduling will be a key competitive advantage for the future
4. Expand degrees online (4), in particular CIS and Business
5. Market online offerings to local high schools
6. Develop the student services aspect
7. Update the technology
8. WHC has great labs so that students who do not own computers can still take advantage of on-line classes
9. There are many types of training available for on-line instructors
10. Hire a systems librarian to enhance library resources, work with online instructors and students to strengthen information literacy skills; this may improve retention
11. Opportunity to bridge “digital divide” that still exists in the demographic that we serve
12. Hire instructors from larger pool than available locally
13. Online counseling and support for students
14. Ability to use cutting edge technology for student learning and to fully train and inform online faculty
15. Seek student input via surveys or focus groups
16. Incoming students are digitally savvy
17. Library Resources:

- a. Create a state-of-the-art virtual library; online collection development policy needs to mirror what is done in traditional library collection development
 - b. Participation in online curriculum development process to ensure proper library resources available.
 - c. Direct human access (this is huge for online learning and entails utilizing Library 2.0 methods of social networking). Need to install instant messaging such as MEEBO so that online students and faculty can see when librarians are available for research questions and gain instant feedback.
 - d. Pathfinders, tutorials, online workshops, etc. to instruct students and faculty on proper usage of available research databases and internet searching techniques.
 - e. Embedding links to library search boxes via iGoogle or something similar directly into Blackboard classes will give more direct library access.
 - f. Lifelong learning skills in information literacy (ability to seek, evaluate, and disseminate information) need to either be ingrained throughout the curriculum
 - g. Specialized staffing – Drawing from campus library staff and budgets will strain resources and hamper innovation due to workloads.
18. Offering live/archived classes. For students at CSU Chico some classes are completely online like those at WHC, some are recorded and available either live or from archives. You can type on the chat board and interact with the instructor while you're watching. It is easier to understand difficult concepts when the instructor talks you through them. It's not something you usually get being an online student.
19. Many publishers now provide online textbook content and course materials at a substantial discount over published textbooks. We should find a way to provide every student with a wireless capable laptop computer that can access the internet in every classroom. Students could end up with a computer and a paperless/bookless opportunity to get their education, at less cost than traditional textbooks for 60 or so units of college.
20. Simplification of maintaining course records and transferring these records to an Excel format for submission of grades and recording of SLO effectiveness

21. Students have the confidence to determine for themselves if online learning is a good fit with their needs/skill set
22. New degree programs designed with online option in place
23. Development of foreign language online courses
24. Development of basic skills English online courses
25. Development of non-transfer level courses
26. Market to U.S. Navy and their dependents
27. We have an enlightened administration and board
28. We have an innovative faculty, both full and part-time
29. Technology is available that can allow our distance learning classes and services to be better than what is available on our campuses. Those same technologies also need to be incorporated into face-to-face instruction to provide rich learning environments.
30. The computer labs should extend hours to evenings and weekends

THREATS – What are the greatest threats to the future of Distance Learning at West Hills?

1. Students allowing other people to do their work for them; plagiarism; lack of controls for this (5)
2. Always the threat of hackers
3. Other colleges getting on the train
4. Not improving the delivery system
5. Not hiring faculty who are current
6. In the competition to expand, the quality of the faculty pool will dwindle.
7. Older students may be left behind
8. Class size makes it impossible to run identical traditional/on-line class structure
9. On-line students are not getting the same instructor support/feedback (2)
10. Computer lab availability
11. Blackboard is not a stable class management system
12. Academic integrity
13. Becoming stagnant—not bringing new curriculum into DL; WHC has a lot of potential for an even better distance learning program. I think adding courses and degree programs would bring in a whole new group of students (3)
14. Growing too quickly with a limited staff.
15. Not integrating library resources into the online learning environment.
16. Articulation – how 4-year schools will accept rigor of online courses; CSU Fresno and like-minded institutions that do not value distance education (2)

17. Competition such as National, University of Phoenix, etc; everyone is jumping on the distance learning bandwagon. As somewhat early adopters, we had an advantage. Now to compete, our courses must become unique and stand out from the crowd (better content, more flexibility, more interesting/exciting/innovative presentation of content) (3)
18. Disjointed or unconnected pedagogy among online instructors
19. No feeling of "place"
20. Lack of course variety. WHC does not offer some needed courses so students search other community colleges to find one.
21. Possible outsourcing of distance learning activities is perceived by some union members as a possible threat.
22. Laboratory activities in DL is questioned by some 4-year institutions
23. ACCJC and Department of Education
24. Quality--any poorly designed or executed online course
25. Expanding internal processes limiting our ability to be responsive to emerging opportunities
26. That the traditionalists will win the day and we will become a shadow of ourselves; faculty resistance to online education or reactive to external pressure (2)
27. State budget constraints
28. Political correctness or our unwillingness to change for the benefit of student learning.
29. Ignoring our clients' needs

Dorsey-Robinson, Sylvia

From: Whitener, Susan
Sent: Thursday, October 30, 2008 12:16 PM
To: Briones, Susie P.; Smith, Dolores; Rodriguez, Martha; Hall, Lataria; Flores, Rafael; Jimenez, Eva; Quilici, Teresa; Murrieta, Jose G.; Young, Janet; Preston, James L.; Bart, Anita; Rodriguez, Raquel; Flores, Connie; Rouska, Brian; Espinoza, Pilar; Fernandez, Robin; Savopolos, Joe; Tamayo, Daniel; Dorsey-Robinson, Sylvia; Tippins, Kira; Pappas, Sheila; Stieve, Karen; Riddle, Rebecca; Cox, Jana; Cantu, Becky; Stoppenbrink, Ken; Richerson, Melissa; Clover, Nancy; Chavez, Marissa; Moore, Allen; Brasil, Pamela; Tyler, John; Atkinson-Alston, Stephanie; Avitia, Amber; Cazares, Javier; Denney, Wendy; Felix-Mata, Bertha; Georgatos, Darlene; Lourenco, Maria; Goldsmith, Carole; Rowden, Jodee; Santillan, Laura A.; Cadena, Jennifer; Crider, Kyle; Suter, Monique; Davis, Hillary; Rai, Rupinder; Gritton, Mark; Tos, Angela; McGee, Tiffani; Sedgwick, Gary; Brixey, Minerva; Hendrickson, Marta; Grijalva, Veronica; Banales, Lupe; DeOchoa, Michelle; Enriquez, Gustavo; Ruble, Joel; Green, Brian; Villarreal, Oscar; Oxford, Ron; Andrade, Frances; Droker, Stephanie; Sanchez, Rene L.; Shepard, Sarah A.; Stearns, Jill R.; Diniz, Carlos A.; Mitchell, Cherie; Magnuson, Matthew; Davis, Lorna; McGlothlin, Sandy; Williams, Sharon; Mahrt, Idelle; Alvarado, Lupe; Simonson, Lenore D.; Coreia, Erin; Winters, Tom; Dagnino, Sandra; Olson, Melinda; Clement, Robert; Brock, Keith; Bryant, America; Denberg, Rose M.; Hernandez, Tiffany G.; Jimenez, Donna; Jones, Glenda; Weatherman, Tammy; Schawe, Jean; Freitas, Aimee; Cleveland, Franki; Amaya-Guenon, Linda; Squire, Frances Anna; Torrez, Felicia; Hall, Marlon; Bolt, Dave; Jorgens, Anne; Kerns, Valarie; Lopez, Jose P.; Moreno, Reyna; Santos, Emma; Silvestre, Anna M.; Byars, Fidela; Gonzalez, Mariadelaluz; Robb, Thomas
Cc: Isaac, Donna; Sloan, Elaine
Subject: FW: Portal Training Rescheduled SAM B/ LEM 124
Attachments: W39 ACPortal Overview Handout.doc

Here are the Handouts for the My West Hills Portal Overview,

Susan

From: Brian Tydlacka [mailto:brian_tydlacka@datatel.com]
Sent: Monday, October 27, 2008 10:13 PM
To: Whitener, Susan
Subject: Re: Portal Training Rescheduled SAM B/ LEM 124

If you want to provide handouts for this afternoon session again (they should have them from last time) here is the handout I used for this session last time.

Thanks!

Brian Tydlacka
Senior Consultant
Datatel, Inc.
How higher education does business.

Voice: 703.449.6959
Fax: 703.802.3984
bmt@datatel.com
www.datatel.com

Constituencies

Constituencies are groups of users who have similar needs regarding which web parts and which page layout they see on their home page. Examples of constituencies are Student and Faculty. Each constituency has its own SharePoint site in the portal. You can define a unique set of web parts, layout, and appearance for each constituency site. Constituency is an ActiveCampus portal concept (not native SharePoint).

A user might belong to more than one constituency. For example, an employee who is also taking classes could be in both the Staff and Student constituencies. Each portal user is assigned a "primary constituency." The user's portal home page is the constituency site for their primary constituency. When a portal user accesses the portal root site, they are automatically redirected to the constituency site for their primary constituency.

You can define your own constituencies and determine which users are in each constituency.

You can target portal content to members of a specific constituency by adding the content to the constituency site. Content added to the top-level portal site is available to users in all constituencies. Note that you can also target content by using audiences.



Audiences

Audiences are groups of users to whom you want to target specific web parts or items of information in the portal. You can define your own audiences and determine which users are in each audience.

Audiences is a SharePoint concept.

SharePoint allows you to use any of several kinds of audiences: global audiences, distribution lists and security groups (for example, LDAP groups), and SharePoint groups. Audiences created from Colleague are of the LDAP group type. Colleague uses LDAP groups so that audience membership can be updated more frequently and in an automated way. When you want to target an item in the portal to the audience, you will target it to that LDAP group.

Current West Hills Audiences:

1. Coalinga
2. Lemoore
3. Online

Web Parts

Web parts are SharePoint elements that display content on a web page. Datatel provides the web parts listed below for the ActiveCampus portal. Most Datatel-provided web parts are included on constituency sites created with one of the Datatel-provided templates. You can add or remove the Datatel web parts from any site in the portal. You can also add other web parts provided with SharePoint or from a third party.

Unread Messages Web Part, My To Do Web Part, and My Week Web Part

Before you enter your credentials:

Login to email failed. Please check and re-enter your credentials for 'WHCCD@pdstate.edu'. Login Timeout: 'WHCCD@pdstate.edu'. Enter your credentials.



Announcements

After you enter your credentials:

 You have no unread messages.

Announcements Web Part, Campus News Web Part, and Campus Events Web Part

Announcements are intended to be broadcasts to the entire portal community. They can be targeted to just certain constituencies and certain audiences.



Announcements

Celebrate Hispanic Heritage Month with a trip to the San Francisco Museum of Modern Art 5/15/2008 4:15 PM

by
Squire, Frances Anna

Travel to the San Francisco Museum of Modern Art on Saturday, Sept. 27th, with West Hills College Coalinga in celebration of Hispanic Heritage Month.

The museum will feature a collection of work by Frida Kahlo, commemorating the centennial of her birth. Her work includes about 50 paintings and 70 photographs from the beginning of her career in 1926 until her death in 1954.

Cost of the trip, which includes transportation and a ticket to enter the museum, is \$25.

For details, contact Brian Rouska at 559.934.2402 or Rhea Rehark-Griffith at 559.934.2689.

Campus news articles are intended to be more “newsy” in nature. Not as urgent or important as announcements.



Campus Events **Campus News**

WHCC Accreditation News!

At its June 2008 meeting the Accrediting Commission accepted West Hills College Coalinga's Focused Midterm Report with no conditions or additional reports/visits required. Click on WHCC Accreditation News! to see more.

7/22/2008

Campus events are intended to be associated with date specific events on campus.



My Feeds **Campus News** **Campus Events**

School Spirit Pep Rally

9/15/2007 1:00:00 PM Kidd Brewer Stadium

Add event to entire portal Add event to this site only

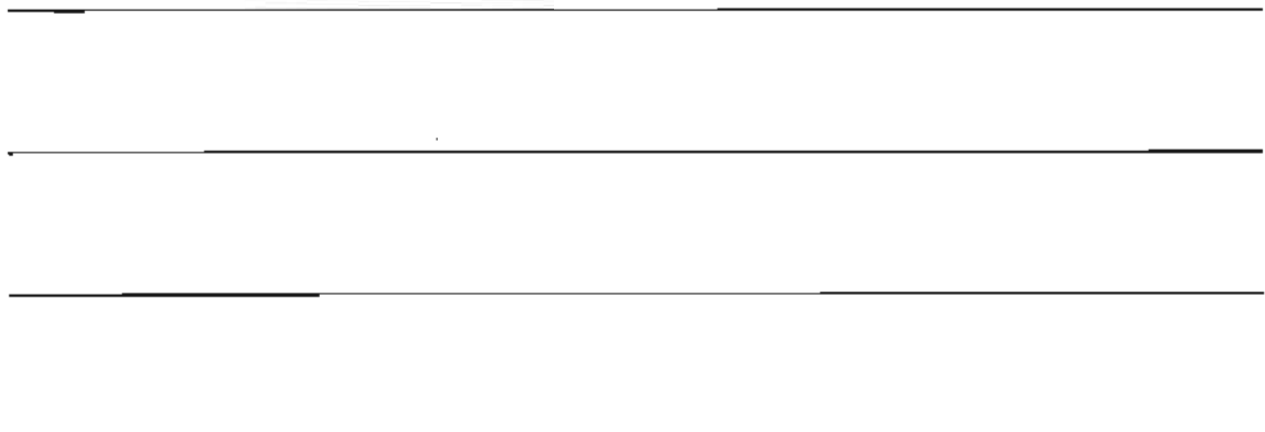
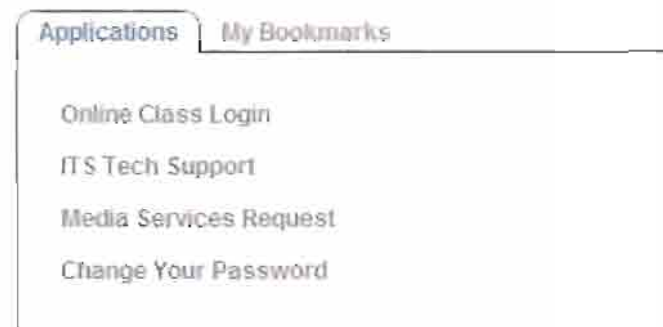
Campus News and Campus Events can be targeted to just certain constituencies and certain audiences, but also can be broadcast to the entire portal community.

My Bookmarks Web Part and Applications Web Part

The My Bookmarks web part is intended to house links to web pages within and without your web community. It can also contain individuals' personal My Links.



The Applications Web Part is intended to house links to web applications.



Issues & Concerns

Notes:

Roles & Responsibilities

What content should we be entering?

Who owns the content?

Who is going to contribute content?

Will there be any approval needed?

	A	B	C	D	E	F	G
1	ActiveCampus Portal Web Parts Worksheet						
2							
3	Web Part	Intended Use	Web Part Settings	Options	Owner	Contributors	Content Approval Needed?
4	My Week						
5	My To Do						
6	Unread Messages						
7	Weather						
8	Announcements						
9	Campus News						
10	Campus Events						
11	My Feeds						
12	My Team Sites						
13	My Documents						
14	My Bookmarks						
15	Applications						
16	Pictures of the Week						
17	Web Advisor						



WHCL Technology Meeting Minutes

Friday, October 1st 2010

Attendees Present: Ron Oxford, Keith Brock, Anna Silvestre, Susie Briones, Tiffany Hernandez, Jameson Birrell, Frieda Ganter, Michael McDowell, Brittney (Student)

Attendees Absent: Scott Young and John Jeronimo

- I. Call to Order – 12:06 P.M.
- II. Changes to the Agenda – None
- III. Introduction of Guests – Student Brittney was introduced and given a brief overview of the committee's function.
- IV. Action Items – Approval of Minutes from 9/10/10 tabled for lack of quorum (at this point members arrived later)
- V. Discussion Items
 - A. Student Printing - Dr. Oxford mentioned progress on student printing: 200 free copies, 10 cents per copy thereafter; Print Manager Plus (PMP); used in library first, possibly campus-wide thereafter.
 - B. Committee Task Tracking – Dr. Oxford demonstrated the Tech Committee team site feature that performs this task, so no need to design previously discussed spreadsheet
 - I. Document Storage on L drive can be requested from IT on an individual basis. This closes a request that came though the committee and information now needs to be shared campus-wide.

2. Session credentials for logging into the Portal from off campus.

Discussion on the effort being made to eliminate the need for multiple logins.

C. District Technology Communication Flow – Red Team at District level being developed to work on this.

D. Process Observers – Discussion resulted in a suggestion that D. Bolt, Sylvia D-R., Pedro Avila, etc. be invited to attend meetings to evaluate this committee’s effectiveness, etc...

E. TAT Report –

1. Praise was given for the waitlist and those who developed it. This was confirmed by our student visitor who said it worked well for her and others.

2. Team sites on My West Hills to be visible only if a member of a particular committee; otherwise links available on a drop-down menu.

3. Web manager to be hired in November.

4. E-Campus in process of being developed.

F. Student Town Hall – Brittney said she is planning to attend; IT is slated to have a member present.

VI. Future Agenda Items – Committee members were asked to listen for, and submit “needs” from WHCL community.

VII. Adjournment – 1:06 PM



**WEST
HILLS**
COMMUNITY
COLLEGE
DISTRICT

Educational Planning Department

West Hills College Coalinga West Hills College Lemoore North District Center, Firebaugh Naval Air Station, Lemoore

Technology Advisory Team Meeting Agenda

April 14, 2010

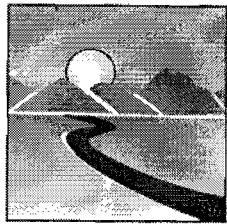
2:30PM

Library Rm 6/124

- I. Approval of Minutes
- II. Blackboard Accessibility-Tom
- III. Live Streaming/Lecture Capture Update/CISCO-- Michelle
- IV. Videoconference Update—Joe
- V. My West Hills Portal Update --Pedro or Designee
- VI. Academic & Information Services--Pedro or Designee
- VII. Bb 9 Implementation—Susan
- VIII. ITS Update—Michelle
- IX. Other

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Technology Advisory Team WHCIST

Meeting Minutes-March 03, 2010

SAM B/124

2:30pm

Members Present: Lenore Simonson, Jose Lopez, Susan Whitener, Michelle Kozlowski, Cal Tincher, Jill Stearns, Matt Magnusson, Tom Robb, Frieda Ganter, Monte Paden, Keith Stearns, Ken Stoppenbrink

Members Absent: Pedro Avila, Sylvia-Dorsey-Robinson, Carole Goldsmith, Dave Bolt, Priscilla Balcazar, Ron Oxford

Guests: Jameson Birrell, Francess Squire

Meeting called to order at 2:33pm

- I. Live Streaming/Lecture Capture: Top to vendors, Sonic Foundry and Accordent presented their software at campus location while streaming live. Sonic Foundry had technical issues while Accordent streamed smoothly. Both L. Simonson and T. Robb have provided S. Whitener with feedback; S. Whitener is waiting for feedback from Jack Ramsey. Both L. Simonson and T. Robb will look into new software offered through CISCO. F. Ganter and M. Kozlowski reported they experienced technical difficulties while trying to watch and listen to Sonic Foundry's live streaming.
- II. CISCO Executive Briefing: Several administrators attended CISCO headquarters to learn about new products the company is promoting and build a road map to future technologies used at our district. Amongst new products is a new streaming video software and telepresence.
- III. My West Hills Portal: Guest, Francess Squire representing Pedro Avila, reported Tanner Naeher is no longer the district's Web Administrator. All web requests are to be handled by Felicia Torres as she has some training and experience. Passwords for the Web server and Contribute have been reset. We will move

forward with the web redesign; a Portal committee will be formed, interested parties please contact Pedro Avila. E-Brochure's original launch date of this Friday will not occur. F. Squire will review the brochures for accurateness. F. Ganter expressed her concerns on portal issues and how they'd be resolved. K. Stoppenbrink stated it is possible an outside contract service will be hired to assist with web issues. F. Squire also mentioned the possibility of purchasing hand held devices to use for recruitments. This will enable students to fill out their info and have an e-brochure emailed. M. Paden questioned what is the down fall and what hurdles will the district have to go through. F. Squire answered this is currently in its research stages and there are not plans of implementation until it's researched further.

- IV. Blackboard 9 Implementation: S. Whitener reported she had a conference call with L. Simonson, T. Robb, Blackboard's sales rep and two engineers. The conference call was to ask about current Bb issues, tickets and response time. Some tickets were resolved others we're waiting on. Additional relief is expected by next Friday.
- V. ITS Update: M. Kozlowski reported their focus is currently on the Coalinga Wellness Center. Currently on order are the surveillance systems. IT also expects to order replacement Datatel servers. M. Paden asked if they were plans to move to Windows 7. M. Kozlowski responded there are no immediate plans, but if there is a classroom need, a request needs to be sent into IT to start the evaluation process. Student email will be moving to live@edu during the fall 2010. This is a Microsoft product with lots of enhancements for student use.
- VI. Other: Guest Jameson, Lemoore Math Instructor was present with questions. J. Birrell questioned about automatic updates on staff computers, is it possible to have these updates to delay upon start up of computers? M. Kozlowski stated there is a script set up for updates to happen during the night. Unless a staff member did not shut down their computer, then the update would happen when they arrived in the morning. If a computer is not turned on within a week, then updates happen at the first startup. Another question J. Birrell asked: Student Government Association appointed a person to maintain their portal site; can this IT person have full privileges to the site? Both K. Stearns and M. Kozlowski suggested he request this from P. Avila.

**District Technology Council
February 25, 2010
Coalinga Sam B /Lemoore Rm 124 via Video Conference
10:00 a.m.**

Minutes

Members Present: Pedro Avila, Dave Bolt, Carole Goldsmith, Susan Whitener, Keith Stearns, Jana Cox, Michelle Kozlowski, Jill Stearns, Sylvia Dorsey-Robinson, Stephanie Droker, Elaine Howard

Members Absent: Richard Post, Ken Stoppenbrink, Tammy Weatherman

Guest: Lenny Robinson Project Manager, eTranscript

1. Call to order: 10:15 a.m. by Carole Goldsmith

Lenny Robinson gave a presentation to the group via CCC Confer on CCC Apply Electronic Transcripts. Lenny explained that eTranscript California is the statewide internet-based system for requesting, transmitting, tracking, downloading and viewing academic transcripts among authorized educational institutions and their trading partners. The power point presentation is posted on the Portal.

The meeting reconvened at 11:09 a.m. via video conference after the presentation.

2. Approval of Minutes:

Susan Whitener moved to approve minutes of November 19, 2009. Motion seconded by Jill Stearns

Action on Motion: Passed unanimously

3. Discussion regarding e-Presentation

Carole asked the group for comments or thoughts on e-Transcript.

Susan commented that it sounds good. Keith stated that most of our institutions are not using it. At this time none of the community colleges receive transcripts into Datatel. Jill shared that the state needs to release a concept. Keith stated that he thinks that we would be able to push it through to Fresno State. Pedro expressed that it would be a huge savings in Maria's time. Carole asked Keith who we would talk to in regard to the process and how it's working. Keith responded that we need to talk with other Datatel schools.

Carole announced that the new project leader for this project is now Keith Stearns, registrar.

4.1. Follett Booklook

Carole asked Jill and Dave to give an update on Follett booklook system.

Jill expressed that if the responsibility falls on Follett to keep the spread sheet current every time a book price changes and doesn't fall back on us to keep it current, it would be a good thing. Jill also stated that if the solution clearly puts it in their ball park once that connection is made and Follett has that responsibility spelled out that it is theirs; I think it is the way to go.

Dave stated that he and Jill have talked with Ken and Ken supported the position. Dave expressed the need to let Greg at Follett know the deadline date of when we were going to be on board with the Follett plan. Carole asked Jill and Dave if they would remind Ken to get the deadline date information to Greg at Follett.

Susan asked Keith what his thoughts were on the Datatel Solution, has anything come out? Keith responded, Datatel has released their solution and the issue with Datatel Solution is that someone has to go in and update the information which means typing in ISBN numbers. It is difficult to do.

Susan stated her concern was that Follett their book prices may change but I think what is really going to change is the cost that the service has and I think we are just going to have to pay it.

Carole stated that right now I don't think they have talked about charging a fee have they?

Susan responded that once it is implemented and we have done our code and we have done everything to integrate it. Carole stated then it is going to cost one way or the other.

Keith explained that he has gone to a couple of places actually Lee University that has implemented the booklook solution into Datatel and they basically have had to add another column that has a link to booklook. The other issue is that Datatel has come out with a Portal class search which we are looking into so we will have to find a place there to put it into also. This is a whole different ball of wax. Keith gave the website if you want to find it; it is web.leeuniversity.edu and search for classes.

Dave asked Keith if that is the link to another page with all the book prices on it. Keith responded, the way booklook works from what I can tell is that you provide a link to their booklook software and you tell it what section it is and it pops up with the book information and the cost for that particular section.

Dave stated that it is convenient for the student but if the link went to a general page that required the student to navigate around a little bit to find it that would satisfy the requirements as well.

Dave expressed that the method that Keith just identified still requires tremendous amount of linking the link to the specific page.

Keith explained that the way their booklook solution works is that you pass it section information it shows you book information for that section. That is the advantage of their solution.

Jill stated, I think this solution helps us in terms of the number of students we have that take courses across campuses and particular online because once they click a specific section it gets them the correct textbook for that section.

6. Announcements

Carole announced that the next DTC meeting will be held on April 15, 2010 and at that meeting we will go over team updates and also Carole would like to go over how we assign our priority on projects.

7. Adjourn

Meeting was adjourned at 11:29 a.m.

District Technology Council
May 13, 2010
Coalinga Sam B /Lemoore Rm 124 via Video Conference
11:00 a.m.

Minutes

Members Present: Pedro Avila, Dave Bolt, Carole Goldsmith, Michelle Kozlowski, Keith Stearns, Jill Stearns, Susan Whitener

Members Absent: Ken Stoppenbrink, Tammy Weatherman, Jana Cox, Sylvia Dorsey-Robinson, Jose Lopez

1. Call to order: Meeting was called to order by Carole Goldsmith at 11:08 a.m.

2. DTC Priorities – Alignment to Goals - New Projects – Brief Update

Carole reported that at the Administrative retreat regarding some of the work flow projects that are occurring at the District. Carole indicated she would like to give an update on the budget change form. She would like to pilot the form and let Dave know on his side she has put Kyle down to participate kind of like a dry run. Carole let Jill know that Cherie is down for Jill's area and at the District office she has Debbie Gore, Tammy Weatherman and Cathy Barabe. The pilot will be rolled out next week with this project.

Carole asked Pedro to share some projects that are moving forward from Executive Cabinet. Pedro stated that one of the things he and Carole were talking about after the Executive Cabinet meeting is that we have our projects that we talk about and prioritize and update each other on. But then at Executive Cabinet sometimes they will make an executive decision to expedite a project or create a new project. Based on the time of that meeting and this meeting it could be that action takes place on that project. The point here is that we are not trying to undermine this committee but that is just the way it works. The Chancellor's Executive Cabinet sometimes will make an executive decision to move forward with a project. Carole and I will do our best to keep this committee in the loop with those projects so that there is not a disconnect between Executive Cabinet and this committee. Keith stated that it's important to keep up the project list so that everyone knows what's being worked on and what's at the top. If we can keep up the project list better and keep up with an idea of what is going on Carole and Pedro can more easily identify with what is a priority. Keith stated that he doesn't think that we need to meet face to face to say that there is a new project. Carole agreed and suggested that we could post it on the portal. Jill stated that we have another source of projects and I am not even sure that everyone here is aware but I was in a meeting last week that I was notified of right before it occurred and it was Ken, two representatives from AOS, the Liberians and Becky. The solution that AOS has provided is a huge amount of work on the technology side. It's never even been tried; it will not work with our existing ID

cards. It has huge ramifications should it be implemented. I tried as hard as I could to try and put the brakes on it but I have no idea what the outcome is going to be. Carole explained that she would share a little about that. She has had ongoing conversations with Ken and IT. That project has been reassigned to both the Presidents. We are trying to reduce the copying costs that are occurring in the libraries. There needs to be rules and regulations that need to be discussed. The direction is going back to the Presidents to create a task force on the campuses to discuss all the options. This will not be a District project it will be a campus lead project but the solutions need to be standardized. Carole stated that they will put together a meeting with both Presidents, the CIO's, Susan and myself and Michelle and Keith and talk about what the problem is, what the history is and where do we move next. Michelle questioned the status on the printers. Are we still doing the toner the monitoring paying them per page? Carole stated that she asked Mr. Stoppenbrink to join us today to give an update but he was not available. Carole will get an update from Ken and share with the committee.

Pedro stated that there are projects in the works; they are talking about culinary having a point of sale system. The other project they are looking into is a one year schedule. Not just a one year schedule on our system but also the ability for a student to enroll for a year, so that the student could register for a year ahead of time.

Pedro expressed a need to create a frame work on how we do planning for a new project. He stated that it would help if we formalized a process to implement projects and request that everyone goes through that process.

Carole suggested that we pick a date in July for a one day meeting with a facilitator.

Alignment to Goals

Carole stated that we would want to use the District goals in alignment with our goals. Pedro stated that customer service should be a goal at the college level and also at the district. Jill suggested that when we are not chasing FTE's it's really a good time to take a look at how we are doing business.

4. Project Updates – Review Task Log

In reviewing the task log Carole asked if everyone could make your comments and status updates and any new project you would like to add to the list, send them to Elaine then we could send out an updated version to everyone.

5. Old Business

5.2. Booklist Project

Keith stated that he talked to Follett about what their plan is. Follett's plan is for us to be up by July 1.

5.1. Cisco visit

Carole reported that they took a bus load of folks to Cisco. She will be pulling the survey results off on Friday and will send everyone a summary. Carole indicated there is another trip to Cisco coming up on June 8. The trip will include some Board members, clerical support people, classified and the architect. The architect needs to see the real specific layout of the TelePresence room.

6. Announcements

Susan stated that in reviewing the minutes from the TAT meeting the other day we now have on our agenda accessibility for the technology advisory team. It will be a constant agenda item. Susan also stated she conducted a survey with faculty on whiteboards and the use of whiteboard screens and wall talkers. She has received a lot of good responses and asked if there is any other technology they were interested in and smart boards and write paths came up.

7. Adjourn

Meeting was adjourned at 12:06 p.m.



District Technology Council
September 16, 2010
Coalinga SAM B/Lemoore Rm 124 via Video Conference
10:00 a.m.

MINUTES

Members Present: Pedro Avila, Dave Bolt, Jana Cox, Carole Goldsmith, Michelle Kozlowski, Keith Stearns, Jill Stearns, Ken Stoppenbrink, Tammy Weatherman, Susan Whitener

Members Absent: Sylvia Dorsey-Robinson, Jose Lopez

Guests: Ryan Cardoza, David Reynolds, Melissa Richerson

Call to order: Meeting was called to order by C. Goldsmith at 10:07 a.m.

Approval of Minutes, May 13, 2010: The minutes were not approved, corrections need to be made.

Discussion – ITS Update – Michelle Kozlowski

M. Kozlowski reported over the summer the main thing we did we got a new server for Datatel. The rest of the summer we worked on patches, updates and upgrades to the servers. We have moved our monthly server maintenance day to the first Saturday of every month from 8:00 a.m. to 4:00 p.m. October 2nd will be the first maintenance day with the new schedule change. I have announced it to all of the committees to make sure they know and will be sending an all subscribers message out. Tom & Lenore will notify their online faculty so that they understand to let the online students know not to expect the systems to be available. The online Blackboard students need to understand not to get into Blackboard during that window because if you are trying to do something and we take that server down you will be kicked out and in trouble until that instructor can reset whatever you are trying to do. Our next big projects are installing all the new technology in the Wellness Center that has been delayed. We had expected to be doing that during most of the month of August and they are not ready for us yet. It looks like it may be during the month of October when we will be installing the card access system and the video surveillance. We received notification that West Hills College Lemoore was a participant in a 46 million dollar ARRA grant that was done between the Scenic Network and California Central Valley Independent Network to bring internet access to schools, colleges, and libraries and also into private businesses and organizations. We had no idea that we were part of this grant. What we are getting out of it is WHC Lemoore is getting two pieces of private fiber run to it that will connect us to the internet that will give us redundancy out to the internet.

C. Goldsmith stated she would like to give a little history in terms of how this grant came about. The West Hills Colleges or the District are not receiving any specific funds and this grant proposal came out of our requests from various legislators because what happened in the first round of the ARRA funding we had put together a very comprehensive project with Fresno County Office of Education to bring broadband to the Westside, during that solicitation of ARRA proposals. The interesting thing about it is the privately held companies like Pacific Bell, Sebastian, Verizon and all the big huge corporations had the ability to make comments on any grant proposals that moved forward. Not surprisingly every one of those companies had negative comments about every proposal that moved forward unless it was their proposal. Surprisingly Sebastian is a privately held company got an ARRA contract to be able to provide services up through San Joaquin. They have a west Fresno area. C. Goldsmith stated that because many of the legislators were upset that only a small area of the Central Valley was being slated for broadband and they wanted the ARRA funds spread more throughout the Central Valley. This was a response to bring some type of equality to the whole entire region. It's the issue of how they are bringing the broadband out through the Valley and they weren't going to be able to go that far. They are going to go to San Joaquin and the next round they will bring it down further. So it's the best that we could get.

C. Goldsmith asked if there are any questions.

T. Weatherman questioned they will be paying directly for that and we won't be involved for anything?

M. Kozlowski explained that our connection from all our campuses to scenic the State Chancellor's office installs those, they pay for them. We will be involved in the design of where it goes and how it comes in, other than that we are not paying for anything, we are not getting any money, and no money passes our hands. We are just happy recipients.

Committee Membership – Dave Bolt & Jill Stearns

C. Goldsmith asked J. Stearns if she had questions about committee membership.

J. Stearns asked that we include D. Reynolds since student services are represented from the Lemoore side as well.

C. Goldsmith expressed that she didn't see any reason why we would not want to include D. Reynolds.

C. Goldsmith asked D. Bolt you wanted this to be an agenda item as well?

D. Bolt stated yes, at our Planning and Governance meeting yesterday it was brought up that there are numerous concerns about committee membership, in particular the student representative perhaps to this group, Ryan Cardoza, he is at the table here today with us in Lemoore. There has been some recent changes to the membership to the other committees like TAT for example that recently occurred and some members on the committee or those that were booted off were a little bit surprised and just wanted some follow up or explanation as to the membership changes.

C. Goldsmith stated let's take this item by item. The first issue is regarding student membership to various committees and specifically this committee.

C. Goldsmith stated that she received an email from R. Cardoza and he copied Ron Oxford. C. Goldsmith explained that she took that request to the Executive Cabinet meeting yesterday and responded to both of them early this morning.

C. Goldsmith asked in your email Ryan you had talked about that you would be representing the college one of the committees. C. Goldsmith stated at the Executive Cabinet it was decided that a student representative is something that we want and to encourage and make sure we have that representation. But that you would be coming as a student representative not necessarily representing the college but you're representing students.

R. Cardoza stated he was going to provide feedback to the Lemoore Technology Committee which he sits on. Right now I'm just providing information back as a liaison to the Technology Committee in Lemoore but I wouldn't be their faculty representative.

C. Goldsmith stated let me make a clarification perhaps to others on this committee that the committee you are talking about, is that a student committee or is that another committee, I'm not familiar with it.

R. Cardoza stated that only Lemoore has a West Hills Technology Committee and that reports to TAT and then TAT reports to DTC.

C. Goldsmith asked R. Cardoza and D. Bolt so that committee Dave appointed Ryan Cardoza to represent the college? Is that correct?

R. Cardoza replied, no. I am just being a liaison to provide information back to what happens at the meeting.

P. Avila stated that I am ok with that but it sounds like there is redundancy now, because if the system really works. S. Whitener is the representative for TAT at this level, so S. Whitener takes back information to TAT.

C. Goldsmith stated again and the discussion at Executive Cabinet and my email to Mr. Cardoza and R. Oxford. R. Cardoza can serve on this committee as a student representative district wide.

R. Cardoza stated it would be student representation and the Technology Committee at Lemoore gets the feedback from TAT.

S. Whitener stated that brings up another concern. R. Cardoza you are representing the entire student body of the district?

R. Cardoza responded that he is also the student trustee for the West Hills Community College District Board.

C. Goldsmith has a question for R. Cardoza. She asked when you report back whether its board business or any other business to the student body of the district how does that occur? How do you get the message back out to the students in Coalinga or NDC?

R. Cardoza stated we don't have a system in place yet to report back to Coalinga. Coalinga just got their student government they just had elections this year. I do have their Presidents contact information. I was in contact with him before the last board meeting to provide trustee information to the Board but I haven't provided any information back to Coalinga yet from the Board meeting. That is how the communication would work for this committee as well. I would provide information to the Presidents at each college and then they are responsible for distributing it out to their students.

C. Goldsmith asked D. Reynolds, do you work with your ASB President?

D. Reynolds replied yes, someone in student services does. I was reminding J. Stearns that NDC also has their own slate of officers.

C. Goldsmith expressed to R. Cardoza we will want to make sure that communication goes through to the NDC folks as well as the Coalinga folks.

C. Goldsmith stated we will take this offline to work out the details as to how that communication can flow.

R. Cardoza agreed. C. Goldsmith welcomed R. Cardoza to the committee.

D. Bolt questioned if R. Cardoza has been approved as a student representative or do we have to go through some formal process.

C. Goldsmith replied this is a discussion piece I want to take the second discussion piece and then we will go back to that.

C. Goldsmith stated we will discuss your issue with TAT first.

C. Goldsmith asked D. Bolt if he could share his issues with TAT.

D. Bolt explained at the Planning and Governance Council (PGC) meeting there were general questions about membership of DTC and DTC related committees. I think this is something that we should re-visit as a committee because there seems to be a lot of concern that it's the same groups of people at all the meetings when they are called just different people take the leadership role.

M. Kozlowski stated I think beyond that we need to look at our committees anyway. We need to make sure they are defined and make sure they understand what they are suppose to be doing, what their charge is. In my mind the purpose of TAT is instructional technology and focusing on that. On the other side are the administrative committees which haven't met in a long time for a lot of reasons. We need to decide how we are going to fix that because we need to have the advisory team for the administrative systems working and we need to have the advisory team for the instructional systems working and then we may even need to make a third leg for web and portal with a different team which we pretty much have the team put together already. They need to meet also because they have a whole set of issues and problems that they need to solve and projects that they want to do. It is time to have a discussion about what our committees are, what we think they should be doing who is on them and how they work.

C. Goldsmith asked the group if this is something that we need to take a look at and the group agreed that it is.

S. Whitener stated what was expressed in TAT was that I was asked to bring forward what groups are meeting and what groups are not meeting.

P. Avila stated last year before the transition I had done some leg work. What we were looking at is the original IT strategic plan, the person that came in and did an assessment of our technology committees. There is actually some good information in that plan where he recommended that we modify our structure.

C. Goldsmith expressed what she would like to do is pull together a "task team" or a "red team" to look at this specific topic. I think we need to have a specific meeting just looking at that with key people around the table. So I'm looking for people who would like to serve on that. I know D. Bolt I would definitely like to have you involved as well as J. Stearns, P. Avila and M. Kozlowski is there anyone else volunteering who would like to be on this team or have some input into it? How it is going to work is we will pull

together some key people and have a meeting within the next two weeks. We will bring the recommendations back to this full committee at the next meeting and then we will discuss it more in length.

R. Cardoza asked if he could make a suggestion. When Ron and I were sitting down to do the structure of how our Technology Committee gets information from TAT then that information is transferred to DTC it was about a three month time frame until we got that information back from TAT to the WHC Lemoore Technology Committee.

M. Kozlowski stated R. Oxford sits on TAT there should be no reason for a delay. R. Oxford should be bringing the information back to your Lemoore Committee.

C. Goldsmith stated this DTC committee is going to put together a "red team" that is going to consist of the few key people we will meet within the next two weeks and we will bring a proposal to this committee next month.

C. Goldsmith stated just to review who is serving on this "red team" will be J. Stearns, D. Bolt, M. Kozlowski, P. Avila, S. Whitener and I.

C. Goldsmith stated that in terms of D. Bolt's request to formalize R. Cardoza's membership as a student liaison. We should take a vote.

K. Stoppenbrink moved to approve R. Cardoza as a student liaison to the DTC committee motion seconded by D. Reynolds. Motion passed unanimously.

Proposed New Projects

5.2 Student Communication – Sylvia Dorsey-Robinson and Pedro Avila

C. Goldsmith indicated we have three specific requests that came in over the last thirty to forty days to have these items discussed at this meeting. I would like to show that item 5.2 under student communication. S. Dorsey-Robinson is not able to join us today and she asked that we table this item.

C. Goldsmith asked P. Avila if he would like to speak about it to get the group ready for discussion.

P. Avila expressed that he reminded them to focus on the process and modify their process we can come back and find a right tool for that. As a reminder to everyone, separate the process from the technology.

5.1 NeoGov – Ken Stoppenbrink

K. Stoppenbrink asked if everyone has the printed presentation and documents for NeoGov.

K. Stoppenbrink indicated this was a demonstration that was provided to HR back in April, 2010 for tracking our applications online as well as providing other services, such as diversity reports. The other thing is it has features in it with respect to form letters for sending out communication to applicants that were not selected or they were selected. It really is an expeditious way to speed up both to the applicant and the District with regards to where you are in the status. It does save a lot of labor intensive work in the HR department. I wasn't able to attend the demonstration but Melissa and Erin both attended the demonstration.

M. Richerson indicated this will help HR when applicants go to our website they will be redirected to go to the NeoGov website apply for the position and from there we will get

a multitude of reports. It will give us how many people are actually applying for our positions and how many people are looking at our positions. They will be able to send post card notifications to the applicants if they are not selected for one job and then maybe a couple months later we open the same position it will automatically send a post card to those people qualifying for them. It will send out our letters for us it is a very easier way and a way to push the applicant process to electronic.

K. Stoppenbrink stated it also allows a feature so you can go into this screen and attach your resume and any other electronic forms and forward it on with the application.

M. Kozlowski questioned integration or potential integration with Datatel. Have you looked into that? Or if in the future that is something you may want.

M. Richerson stated we did look at the Datatel screens.

M. Kozlowski stated I don't mean Datatel screens. I understand that this is applicant tracking and something that Datatel doesn't do. At some point and time if we wanted to integrate with Datatel or a preferred partner.

K. Stoppenbrink stated it was his understanding that they are not a preferred partner.

M. Richerson stated that this solves our needs.

K. Stearns stated just so everyone knows you can go to Datatel's website www.datatel.com and find their list of preferred partners.

C. Goldsmith stated I think the point that M. Kozlowski and K. Stearns are trying to make is that regardless of what application it is this committee looks forward whether it's this application or a reporting solution we want to make sure we can go and look and see if there is a preferred list and look at the other vendors and see if this is something we want to do. Is this compliant with the Fed's and what they require.

M. Richerson stated yes it also makes the paper screening interviewing process all of it from start to finish much easier for HR.

C. Goldsmith asked K. Stoppenbrink is there an annual cost.

K. Stoppenbrink replied yes. The initial set up for training is \$5,000 and the annual cost is \$6,500. The funding source is in the HR budget specifically in the consulting area. There are resources already budgeted for it.

C. Goldsmith questioned in terms of the resources what is it going to take to implement it from ITS. Will the vendor come in and do everything, would there need to be interface with ITS.

M. Kozlowski stated I think there is very little. I think is all is that P. Avila would need to put some kind of link on the web page. It is a standalone system.

K. Stoppenbrink stated there is a technical overview and I don't know what this all means but the point is it had to come to this committee.

J. Stearns questioned does it automate our response to candidates who are not selected.

M. Richerson stated we can actually direct the letter what goes to those applicants saying you were not selected similar to what we have now.

J. Stearns indicated that we need to have something that puts our time frame much faster.

M. Richerson stated that is exactly what this is going to do.

K. Stoppenbrink stated we need direction in as far as who is going to put the link on the website.

D. Bolt questioned, I thought that we made recommendations on items that had to go to Executive Cabinet for approval.

K. Stoppenbrink stated this is probably part of the problem that the "red team" will be discussing because that same type of question has resurrected itself over the years and it is not clear.

C. Goldsmith stated that is a good question Dave we will put that on the "To Do List" for the "red team".

M. Kozlowski stated from her recollection generally we take things to the Executive Cabinet if we are looking for a funding source. It is a very good question that we need to get an answer to.

C. Goldsmith stated she has a question for K. Stearns is there a source document that talks about the responsibilities. K. Stearns replied yes. C. Goldsmith asked if we could get a copy of that document so we can take it to the "red team" and ask if this is still valid.

D. Bolt stated I was also bringing it up because this project is going to leap frog a lot of other projects that have been on the list for a long time that we need to work on.

P. Avila stated not necessarily.

D. Bolt stated this is the first time I have heard about this project and we have had projects on the list for years.

C. Goldsmith stated but those projects also involve a couple of things, they involve IT or they involve money that we do or do not have. For example P. Avila's project that we are going to talk about has been waiting around for two years because there has been no funding. This project is a relatively small project it is not going to involve any outside resources that we need to pull additional funds. It is well funded, there is no involvement with ITS.

P. Avila stated this project with K. Stoppenbrink has brought up a good point. I think what we need to do is make it common practice that anytime anyone looks at a project that they start with Datatel products and others. So that when they come here they have already looked at the Datatel product and can say we looked at it and it meets our needs or it doesn't meet our needs. They definitely should start with Datatel and then look at other things.

C. Goldsmith stated that is a good point for process.

R. Cardoza questioned is it ITS responsibility to look into this project before we vote to approve, this is the product we want to go with.

K. Stoppenbrink explained this particular product does not require any hands on from the IT department. It is a link on our portal that directs them into NeoGov. I think that is the extent of it.

M. Kozlowski explained the role of ITS is strictly to enforce standards. Basically when a project comes forward we are looking from a point of view, is it going to meet our standards. This particular issue doesn't sit on our systems, we don't have to put it on our servers, and it doesn't interface so we are not as concerned. The only standard that we are concerned about at this point in time is the full evaluation, does Datatel have a product which we know they don't. The predominant role of IT is enforcement of standards.

R. Cardoza stated just to make sure this project is relevant to what your Strategic Technology Plan has for future plans.

M. Kozlowski stated this is a process or a tool that the HR department needs in order to conduct business. So therefore it does not really affect IT or the IT Strategic Plan.

5.3 Reporting Solution – Pedro Avila

P. Avila stated this is a line item that has been on our project list for quite some time. We are looking at a new company that is very familiar with Datatel products. They have recently submitted a quote to us to help us with our reporting services.

P. Avila asked K. Stearns to take it from here.

K. Stearns stated we have two guys from Datatel. We use SQL to do some reporting now but we have two separate servers on two separate versions part of them using the Datatel warehouse stuff that I built and part of them using the newer Datatel stuff. What we would like to do is hire this company to merge us forward to the newest version of Microsoft and get together with the Datatel stuff so that we can first set up a structure we can use. That is our first point is to have a structure we can easily use for reporting that is combined into a single environment. They have the basic knowledge which is a big help. We are looking to bring them in and get going on that as soon as possible.

P. Avila stated that this project is being revived again and it looks like we have found someone that can help us with that piece.

C. Goldsmith questioned is this the same type of project that we looked at a year or two ago with Zogotech.

P. Avila stated the same but not identical. Zogotech had a full blown system that we would have purchased. These guys are going to be working with us in pieces. I think that this is a good option because it is a Microsoft option it plays with Datatel and it will be custom to our needs. We are looking at this project in three pieces. The first would be reporting services and the next thing would be building our data que and the third piece is the actual reports and how they are delivered.

C. Goldsmith had basic questions in resources, fiscal and in terms of staff. If we are looking at three different projects are we looking at three different costs? Is there a cost for the whole project? Do we have an idea what the cost is?

P. Avila explained right now we are looking at it as three separate projects or maybe two depending on how we group them. If you are asking me where the money is coming from I'm not sure yet but I am trying to find the money for it.

D. Bolt questioned if P. Avila has a time line on this project.

P. Avila stated no not yet. We just started the initial part of the project where they are giving us a quote.

T. Weatherman asked do you have an estimate on what you think it might cost.

P. Avila stated approximately \$10,000.

M. Kozlowski stated yes but we also need to buy SQL I think is \$5,000 to \$10,000. Their pricing structure has changed again so we will have to look into that.

P. Avila stated this is an update to the project list.

Old Business

6.1 Booklist Project – Ken Stoppenbrink

C. Goldsmith asked K. Stoppenbrink if he has an update on this project.

K. Stoppenbrink replied that this project is done.

C. Goldsmith stated to update the project list to show this project is complete.

6.2 Workflows – Carole Goldsmith and Pedro Avila

P. Avila stated we have two active workflow projects with our consultants. One of the projects is Budget Change Form workflow.

C. Goldsmith explained this is for any employee when their funding stream changes because a grant is ending or they are going to be changed to an 11 or 12 account.

C. Goldsmith explained R. Cardoza just so you know an 11 or 12 account is either a general fund account or grant funds. We have to trigger this form which is an electronic email form, which is still cumbersome. This will be an automated process and our consultants are putting the final touches on it today and we've tested and beta tested and made some additional changes today. So of all the workflow projects we have had, this is probably the most complex. This form will allow us to be able to track it and be able to see where it's at in terms of the flow. It works well with payroll. It will keep a history of it and it will be logged so when auditors come we can show this is how this has transpired. It has multiple layers of approvals and a few people have certain designees.

P. Avila stated that another workflow project is the Personnel Action Notice workflow form. We have been working on how to automate this form. It seems to be one of the forms that gets used a lot when you hire a new employee or when you change the status of a new employee. We have been spending the last couple of months reviewing the process, making changes to the process, making changes to the form and we are about 95% there. The consultant that is working with us is here today and tomorrow and his goal is to finalize these projects by tomorrow.

C. Goldsmith indicated that as we move forward we want to make sure that the definitions of the things stay the same to avoid confusion. There will be more automated populated fields that will reduce the chances of error.

R. Cardoza indicated that any of the team sites for workflows, you cannot send a workflow to a .net email address which is any student. So if you wanted to send a workflow to a student it is not a possibility.

M. Kozlowski stated we are waiting patiently to move to live@edu where the student will then have a .edu email address. We have two issues one is we need to be able to upgrade our network and our servers and the other issue, we are waiting for the piece from Microsoft so that the web part in the portal for student mail it looks and works the same as the web part for employee mail in the portal. We are hoping that all that falls into place by the end of the fall semester. Then we will start seriously looking at moving over to live@edu for student email.

Announcements

C. Goldsmith asked Lemoore members if they had any announcements.

D. Bolt replied no.

S. Whitener stated it is not an announcement I was asked to bring forward some information from TAT. We had a question about the ability to store documents and if everyone has an x-drive or not.

M. Kozlowski stated they don't right now we are working on that. If someone needs an x-drive they just need to ask. We are not automatically giving them out yet. We don't want to flood the system. We are really close. Anyone who wants or needs an x-drive just needs to ask.

S. Whitener explained the other thing that she had from TAT is as representatives of our respected areas the idea is that we are expected to go back and report out. For instance West Hills College Lemoore or Coalinga says we don't know what's going on with DTC. That tells us that the representatives are not sharing and may not be a standing item on an agenda somewhere. I am bringing forward from TAT. The Lemoore Technology Advisory Committee brings forward to TAT. It was that type of thing that came up and just wanted to make sure everyone understood their roles.

C. Goldsmith stated just for clarification we need to add to the agenda, Announcements from the Teams. We need to make sure we put that on the agendas for future meetings.

K. Stoppenbrink announced that Becky Cantu is getting married and will return on October 4, 2010.

T. Weatherman announced it is sad to say but we are losing our payroll person Diane Edwards. She has put in her notice her last day will be October 1, 2010.

Also we are going to look at W-2's and 1098's on the web. We hope to have this, this year.

K. Stoppenbrink explained that the W-2's starting in 2011 the government is going to require that all employers put on, for information only at this time, how much the employer pays for your health and welfare benefits. This will be a dollar amount that will be going on your W-2 form in 2011. This is the first step for tracking that will eventually all or part of that number will become taxable income at some point in the future.

K. Stearns stated regarding the W-2 that T. Weatherman just spoke about this should be a new project on the project list. K. Stearns stated to add Style Sheet Printing (W-2, 1098, etc) to the project list. K. Stearns announced that a big one that I am working on is the Online Degree Audit; I'm hoping to roll it out next month.

J. Cox announced that Financial Aid is doing dandy. We were ahead of the game this year on all of our athletes having been awarded. We are right on track with our disbursements and our checks.

D. Reynolds announced that Student Services is all fine.

J. Stearns announced Faculty are actually starting to look at those Notices of Assignments. We are making progress in that arena. People are looking at those and that is definitely a great thing.

P. Avila announced we are hiring a Webmaster.

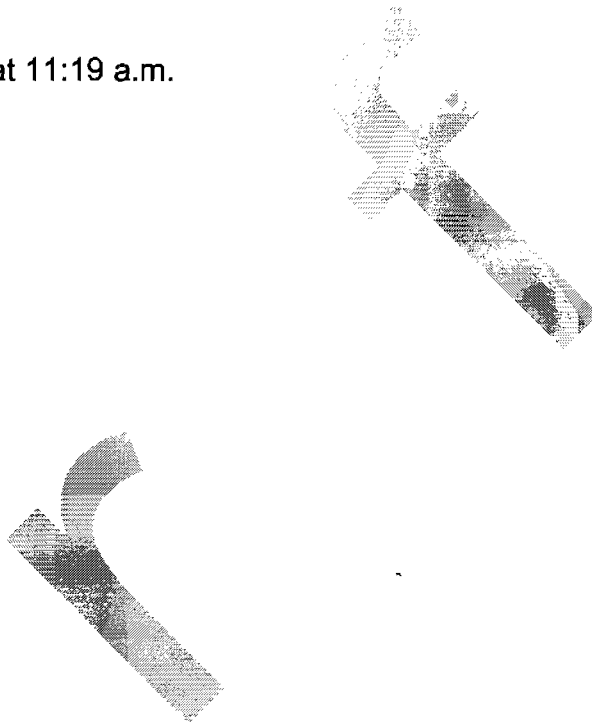
R. Cardoza announced he would encourage everyone to check out the student portal team sites. There is a lot of activity going on. You might provide some suggestions or feedback to us.

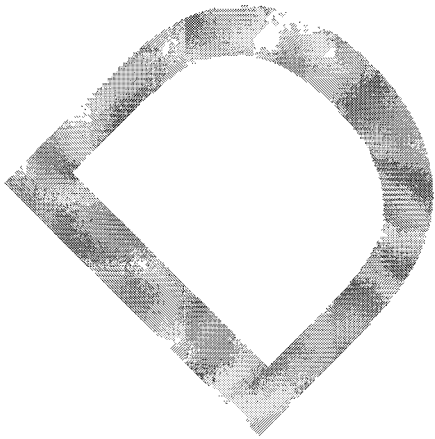
S. Whitener stated she has a question for D. Bolt. She asked D. Bolt on your side of the house is DTC an agenda item in PGC. Is that all that came out of that was the question about membership? D. Bolt replied yes.

P. Avila asked D. Bolt have we answered all your questions. D. Bolt replied that is what the "red team" is going to do.

Adjournment

The meeting was adjourned at 11:19 a.m.







- About
- Academics
- Admission & Financial Aid
- Athletics
- My West Hills
- Students
- West Hills Online
- Staff Directory

Section Links

[Home](#) [Program Review](#) [Fact Book/Statistics](#) [FAQs](#) [Presentations](#) [Research Request Form](#) [Resources](#)

Office of Institutional Effectiveness, Planning

(559) 934-2128

[pedroavila@](mailto:pedroavila@westhillscollge.com)

westhillscollge.com

Research Request Form

Before submitting a request please visit our [Fact Book](#) to see if the information you are requesting already exists. Depending on requests, please allow a minimum of 10 working days. All requests are subject to approval by the college dean or president.

Name:(required)
Email:(required)
Extension:
Department:
(Supervisor/Dean approval required) Has this request been approved by your department's supervisor or dean? <input type="radio"/> Yes, it has been approved by supervisor/dean <input type="radio"/> No, I have not received approval from supervisor/dean
Name of supervisor or dean who approved the request
Due Date:(required) (Depending on request, please allow up to 10 working days)
What is your status? <input type="radio"/> Faculty Member <input type="radio"/> Student <input type="radio"/> Staff <input type="radio"/> Administrator Other
(required) Purpose of request; explain how you intend to use the data to improve student success or support a college or district goal.

If you are requesting program review data please check the box below and skip all other questions.

Program Review Request

Semester(s) Involved in Your Request:

<input type="checkbox"/> Fall	Year(s)
<input type="checkbox"/> Spring	Year(s)
<input type="checkbox"/> Summer	Year(s)

Demographics

- Gender
- Age
- Ethnicity
- Educational Goal
- City
- High School
- First-Semester Freshmen
- Active Military
- Military Dependent
- Veteran

Student Outcomes



- Success Rates
- Retention Rates
- Persistence Rates
- Transfers
- Degrees Conferred
- Certificates Conferred
- GPA
- Unit Load
- Enrollment

Student College(s)

- District (aggregated for all locations)
- WHC Lemoore
- WHC Coalinga
- NDC, Firebaugh
- NAS, Lemoore
- District Online (aggregated for all locations)
- WHC Lemoore Online
- WHC Coalinga Online

Provide additional information or special instructions:

Note: All data or reports generated by the WHCCD Office of Institutional Effectiveness and Planning will be shared with the CIO or President.


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WHCCD ITS Tech Support

Welcome to the ITS the Tech Support website. Please choose an action from the drop down menu below. You can create a new case, view and update existing cases, view your closed cases or attempt to start a text chat session with one of the ITS technicians.

Create New Case 

Total Cases: 17784 Active Cases: 39 Closed Cases: 17651
**Since February 6, 2004*

New Case	New Case Status: Open
Select an asset (optional):	
Press the Find Asset link to assign an asset from the asset database to this case.	Search Your Assets
One Line Description:	
Select the best category choices below:	
Location: <input type="text" value="Ignore"/>	<input type="text" value=""/>
Problem Type: <input type="text" value="Ignore"/>	<input type="text" value=""/>
Describe the problem or question in detail:	
<input type="text"/>	

[Staff Home](#) | [User Options](#)

From: Whitener, Susan
Sent: Thursday, June 18, 2009 2:54 PM
To: WHCCD Employees
Subject: FW: Did You Know?
Attachments: Changing Font in Email.pdf

Importance: High

Did you know?....

While most of us might use Arial or Times New Roman for email font, the **best font choices** for **accessibility** are:

Courier New
Lucinda Sans
Lucinda Sans Unicode
Microsoft Sans Serif
MS Reference Sans Serif
Trebuchet MS
Verdana

To make one of these your default email font, do the following:

****In your Main Inbox Screen:**

Click on *Tools*; Click on *Options*: Click on *Mail Format*; Click on *Stationary and Fonts*--- then choose your font for new mail messages as well as replying or forwarding messages.

- Do not use light colored fonts or busy stationary. They are not legible for screen readers or students with difficulty distinguishing colors. High contrast is necessary.

Won't you take just a moment and change your default font to make your communication more accessible?

Susan

****Screen Shots are attached.**

Susan Whitener
Dean of Learning Resources and Web Services
West Hills Community College District
9900 Cody Street
Coalinga, CA 93210
559-925-3404

Fall 2010 Calendar

Please click on any item to see more information about that particular event!

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View: **Calendar**

◀ ▶ **October, 2010**

Expand All Collapse All | Day Week Month

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26	27	9:30 AM 09/28/2010 9:30 Daily Turnitin2 Training 12:00 PM 09/28/2010 - 12:00 noon - 1:00pm - Turnitin GradeMark & PeerMark Trial with Robert Skaggs and Tom Robb 2:30 PM 09/28/2010 02:30 PM Daily Turnitin2 Training	12:00 PM 09/29/2010 @ 12:00 noon - Can Lecture Capture Make me a Better Professor?	9:30 AM 09/30/2010 09:30 AM Daily Turnitin2 Training 2:30 PM 09/30/2010 02:30 PM Daily Turnitin2 Training	12:00 PM 10/01/2010 - 12p - 1p - Blackboard 9.1 Basics	2
3	4	9:30 AM 10/5/2010 09:30 AM Daily Turnitin2 Training 2:30 PM 10/5/2010 02:30 PM Daily Turnitin2 Training	6	9:30 AM 10/7/2010 09:30 AM Daily Turnitin2 Training 2:30 PM 10/7/2010 02:30 PM Daily Turnitin2 Training	12:00 PM 10/08/2010 - 12p - 1p - Blackboard 9.1 - Self and Peer Assessments	9
10	11	9:30 AM 10/12/2010 09:30 AM Daily Turnitin2 Training 9:30 AM 10/12/2010 09:30 AM Daily Turnitin2 Training	9:00 AM CANCELLED 10/13/2010 @ 9:00 AM - Blackboard 9.1 Basics 12:00 PM 10/13/2010 @ 12:00 noon - Recipe for Success: How to Record a High Quality Multimedia Presentation	9:30 AM 10/14/2010 09:30 AM Daily Turnitin2 Training 2:00 PM 10/14/2010 - 2:00 pm to 3:00 pm - Blackboard Basics Webinar	12:00 PM 10/15/2010 - 12p - 1p - Blackboard 9.1 Wikis	16

17	18	19	20	21	22	23
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	<p>9:00 AM 10/25/2010 - 9am-10am - Introduction to Word 2007</p>	<p>9:30 AM 10/26/2010 09:30 AM Daily Turnitin2 Training</p> <p>2:30 PM 10/26/2010 02:30 PM Daily Turnitin2 Training</p> <p>5:00 PM 10/26/2010 - 5pm to 6pm - Introduction to Word 2007</p>	<p>2:00 PM 10/27/2010 - 2pm-3pm - Introduction to Word 2007</p>	<p>9:30 AM 10/28/2010 09:30 AM Daily Turnitin2 Training</p> <p>2:00 PM 10/28/2010 @ 2pm - 3pm - Introduction to Microsoft Outlook 2007</p> <p>2:30 PM 10/28/2010 02:30 PM Daily Turnitin2 Training</p>	<p>12:00 PM 10/29/2010 - 12noon - 1pm - Introduction to Word 2007</p>	
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http://www.westhillscollge.com/online_orientation/lemoore/alternative.html

whc_presentation - Windows Internet Explorer

www.westhillscollge.com

File Edit View Favorites Tools Help

whc_presentation

West Hills College Lemoore

Angela Tos
Counselor for WHC Lemoore

Welcome to the online orientation for new students.

Done Local Intranet 125% 9:02 AM



All Sites

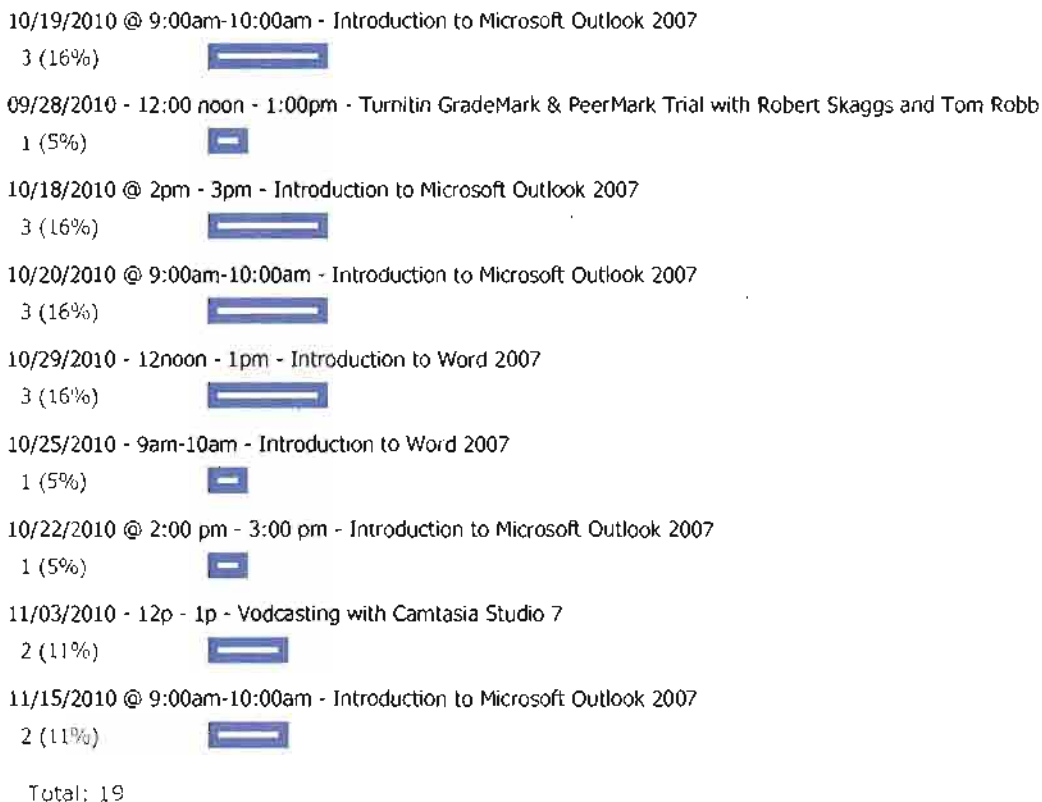
 Advanced Search

My West Hills Home > Organizations > Technology Training and Support > Fall 2010 Follow-Up Survey

Fall 2010 Follow-Up Survey

Respond to this Survey Actions ▾ Settings ▾ View: **Graphical Summary**

1. Which Training did you attend (please choose below)?



2. Rate your knowledge of the content as follows:

	Low (%)	Average	High
Prior to the training you attended	9	27 41 18	5
Since receiving the training	0	2 3 4 5	18 41 32
Total: 22			

3. Was the training a valuable/appropriate use of your time?

valuable/ not valuable/

	(%)	77	14	5	0	5
Please rate						
		1	2	3	4	5

Total: 22

4. Please rate the value/appropriateness of the medium used for this time of training (use of faculty development lab/webinar/etcetera).

		valuable/			not	
	(%)	77	14	0	5	5
Please rate						
		1	2	3	4	5

Total: 22

5. Would it be worthwhile to repeat/update this presentation/session on another day?


		valuable/			not	
	(%)	59	9	9	9	14
Please rate						
		1	2	3	4	5

Total: 22

6. What other presentations or workshops would you find of value in the future.

10 (48%) 

Excel
Power Point
Access

1 (5%) 

More Microsoft Office everything. All training is good.

1 (5%) 

Intro to Word & Excel

1 (5%) 


Excel

1 (5%) 

Advanced Word, Excel, Access for Dummies, PowerPoint (then Advanced), Publisher (and then Advanced), Outlook and how to link Outlook to my personal emails

1 (5%) 

Advanced Microsoft workshops

1 (5%) 

I think ongoing refresher courses are always beneficial.


1 (5%) 

I would like to schedule this training w/5 TRIO staff :-)



1 (5%) 

peer grading/assessing

1 (5%) 

1 (5%) 

Advanced workshops in the Microsoft Office venue

1 (5%) 

Total: 21

7. Other comments (do you have anything else to add)

10 (48%) 

I learn new ways to use the calendar and the task with email. I am grateful for that. Looking forward to the other workshops.

1 (5%) 

Presenter very user-friendly and very thorough in answering questions.

1 (5%) 

Robb is awesome.

1 (5%) 

Sometimes cannot attend due to work obligations. So, keep them coming sporatically through the semester, every semester.

It's all good even if we small things is learned.

1 (5%) 

I learned a lot form this workshop..

1 (5%) 

I appreciated the webinar version as it gave me freedom to eat my lunch, participate in the presentation, ask questions when I had them, and communicate behind the scenes with questions and comments using the typing messages formate provided. Thanks! This was enriching and very useful.

1 (5%) 

For an hour class, I learned a lot. Thanks for sharing some of the fun things Word has, like the border artwork and how to import your own bullets! Very friendly staff and laid back class. I look forward to future classes!

1 (5%) 

I really enjoyed the instructors clarity and knowledge of the subject. I felt very comfortable asking questions.

1 (5%) 


thank you. Tom and Leonore did a great job!

1 (5%) 

I CANT BELIEVE I WON THE SOFTWARE!!!!!!!!!!

1 (5%) 

I appreciate these workshops as they are filling in gaps in my current knowledge of these programs which I use on a daily basis.

1 (5%) 

Total: 21



WHC Lemoore Flex Day

Thursday, August 13, 2009

AGENDA

8:30-9:00am	Continental Breakfast		Conference Center
9:00-9:30	NISOD	Marty E./Brian A.	Conference Center
9:30-10:30	Basic Skills Group	Team BSI	Conference Center
10:30-10:45	Break		
10:45 - 11:45	Break Out Session (Please Choose One)		
	Brain-Based Learning	Joel R.	Room 274
	Turnitin.com Webinar	Lenore S.	Room 273
	Reading Across The Curriculum	Jacqui S.	Room 239
11:45 -1:00pm	WHCFA Lunch Meeting Or On Your Own	Marty E.	Room 239
1:00- 1:30	Information Competency	Ron O.	Conference Center
1:30 - 2:00	Curriculum Process	Rene S.	Conference Center
2:00 - 2:15	VA Update	Gary S.	Conference Center
2:15 - 2:30	Break		
2:30-3:30pm	Learning Area Connect		Conference Center
	<ul style="list-style-type: none">• Committee Representatives• Senate Constitution/Bylaws		
3:30-4:00pm	Office Time		



Friday, August 14, 2009 Duty Day West Hills College Lemoore

8:30 – 9:00	Continental Breakfast	<i>Conference Room 253</i>
9:00 – 9:15	Welcome & Introductions	President Don Warkentin <i>Conference Room 253</i>
9:15 – 10:45	State of the District	Chancellor Frank Gornick <i>Conference Room 253</i>
10:45 – 12:00	Classroom Technology	<i>Conference Room 253</i>
12:00 – 1:00	Lunch (provided)	<i>Conference Room 253</i>
<i>West Hills College Lemoore</i>		
1:00 – 2:00	President's/Administrative Update	President Don Warkentin <i>Library/Learning Resource Center</i>
2:00 – 2:15	Snack Break	
2:15 – 3:00	Learning Area Meetings	<i>Library/Learning Resource Center</i>
	Arts and Letters	Marlon Hall
	Counseling	Jose Lopez
	CTE and Math/Science	Stephanie Atkinson-Alston
	Health and Wellness	B. Clement/C. Freeman
	Social Sciences	Dave Bolt
3:00 – 4:00	Program Review or Office Time	Stephanie Atkinson-Alston <i>Library/Learning Resource Center</i>

West Hills College Coalinga

1:00 – 2:15	Speed Round	<i>Conference Room 253</i>
	<ul style="list-style-type: none">• Pandemic Prep• Certificate & Degree Completion• DSPS• Faculty Team Portal Site• Career Technical Education• Accreditation Self Study Kick Off	<p>Frances Squire Sandy McGlothlin Dave Reynolds Jill Stearns Carole Goldsmith S. Shepard, J. Stearns</p>
2:15 – 2:30	Snack Break	<i>Conference Room 253</i>
2:30 – 4:00	Accreditation Standards	<p>S. Shepard, J. Stearns <i>Conference Room 253</i></p>

HTCTU trainings attended in 2009 and 2010

Jan-Mar 2009	[PAST] 03/06/2009	<u>* Enhancing Reading Skills Using Kurzweil 3000</u>	Stacey Kayden	Yes	Attended
Apr-June 2009	[PAST] 05/15/2009	<u>* Enhancing Reading Skills Using Kurzweil 3000</u>	Stacey Kayden	Yes	Attended
Apr-June 2009	[PAST] 05/19/2009	<u>Scanning with Canon DR-5080C & DR- 9080C</u>	Gaeir Dietrich	Yes	Attended
Apr-June 2009	[PAST] 05/20/2009	<u>Advanced Scanning</u>	Gaeir Dietrich	Yes	Attended
Apr-June 2009	[PAST] 05/21/2009	<u>Advanced OCR</u>	Gaeir Dietrich	Yes	Attended
Apr-June 2009	[PAST] 06/17/2009 [2 days]	<u>Pulse Pen for AT and Alt Media</u>	Jayne Johnson	Yes	Attended
Apr-June 2010	[PAST] 06/23/2010	<u>Creating Accessible PDF Documents with Adobe Acrobat 9.0</u>	Jayne Johnson	Yes	Attended
Apr-June 2010	[PAST] 06/24/2010	<u>Creating Accessible Forms & Tables</u>	Jayne Johnson	Yes	Attended
Apr-June 2010	[PAST] 06/29/2010	<u>Dragon Naturally Speaking 10</u>	Gaeir Dietrich	Yes	Attended
Apr-June 2010	[PAST] 06/30/2010	<u>Advanced Dragon Naturally Speaking 10</u>	Gaeir Dietrich	Yes	Attended

WEST HILLS COLLEGE LEMOORE

PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS UNIT PLANNING GUIDE - INSTRUCTIONAL DEPARTMENTS & AREAS TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Unit/Department: Art Department

Date Prepared: November 2006

Prepared By: Michael McDowell

Staff: Michael McDowell

II. Program Overview

A. Provide a brief 4-year department/service area history.

The past few years have seen several distinct changes in the Art Department at West Hills College Lemoore.

One of the most significant changes has been the move last spring into an independent classroom (Art Lab: Room 831) for Studio Arts courses. This has had an obvious impact on how Studio Arts courses can be taught, and has directly affected student success and enjoyment in these classes. Previously all Drawing, Painting and 2-Dimensional Design classes were held in standard classrooms with desks. The layout of the classrooms was barely acceptable for studio courses, and students constantly complained of feeling cramped. The Art Lab, on the other hand, has been designed & furnished with Studio Arts courses in mind. It is equipped with moveable tables and stools that allow the classroom furniture to be arranged in different configurations and in different locations to accommodate the variety of activities related to such courses. The Art Lab is also equipped with easels that allow students to work in an upright position, which is much more suited to 2-Dimensional Art work than working on desks as was necessary in the past.

Another significant change in the Department has been the separation of "clustered" Studio Arts classes. Previously Drawing, Painting and 2-Dimensional Design classes were offered simultaneously in the same classroom. This was a necessity in the past due to low enrollment in Art courses. The previous experience of having numerous courses offered simultaneously was that students did not always have access to the instructor's attention, as he/she would have been likely to be working with students from one of the other classes. Increased enrollment over the past several years has afforded the department the opportunity to reduce the number of courses that are clustered. Classes have begun to be offered as a single section whenever possible. The result is a more satisfying and successful educational experience for students and is likely to lead to students having a greater desire to continue taking classes in the Department.

Long-term Art Instructor Ron Mitchell retired in 2005.

B. Describe how the department/service area is aligned to the advancement of the college mission, goals and objectives.

It is easy to argue that Art enriches lives. Virtually any person that has taken an Art course, whether it was Art History, Art Appreciation, or a Studio Arts course, has experienced this. One's perceptions are changed in a myriad of ways, including an enhanced ability to observe and appreciate the every-day details of life, as well as to see how issues and concepts from various other areas of study are put into practical application. Students from diverse backgrounds work in an environment that affords a common, visual language and find commonality in this experience. Art courses encourage innovative and critical thinking and provide students with a clear understanding that success is directly related to the efforts of the individual.

C. List any recommendations from the most recent college/department/service area accreditation and/or previous review.

The Art Department is currently in distinct arrears with regard to the development and implementation of Student Learning Outcomes. This appears to be one of the main concerns expressed by the Accreditation Committee for the entire College during our recent review. The process of addressing this has begun with a dialog between Art Faculty on the Lemoore and Coalinga campuses aimed at creating coherence within the District. The development of specific Student Learning Outcomes for all Department courses is in process, and it is expected that the next year or so will see obvious progress made in this regard.

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

Please See Attached

- Enrollment Trends
- Student Retention Rates/Student Success Rates
- WSCH/FTEF
- Full-time to Part-time Faculty Ratio
- Number of Students Earning Degrees (if applicable)
- Number of Students Earning Certificates (if applicable)
- Job Market Analysis (if applicable)
- Student Demographics
- Grade Distribution
- Student Survey Data (if applicable)

B. Using the data provided, describe the current state of the program.

Enrollment numbers in the Art Department over the last several years have risen steadily. Enrollment for the department in 2002-3 was 379 students. When this number is compared to an enrollment of 565 from 2005-6 one realizes there has been an increase of over 30% in this 4 year period. This is a fairly significant number and is slightly higher

than general enrollment increases District-wide and on the Lemoore Campus. This trend indicates that Art Department classes have gradually become of greater interest to students and suggests that WHCL would benefit by continued growth in this Department in terms of the number of courses offered and their variety.

Student enrollment by ethnicity has maintained a fairly steady pace with the exception of two numbers that have changed somewhat. Hispanic student numbers have risen significantly (approximately 10%) over the past 4 years; this coincides with a fairly steady enrollment district-wide and a slight increase at WHCL (3%). Caucasian student numbers have dropped a bit (14%) over this period; this coincides with a fairly steady enrollment district-wide and a similar percentage drop at WHCL (8%). The fact that this change in Department numbers coincides fairly closely to Campus numbers is somewhat inconclusive but is a trend that should be monitored. Meanwhile, Department faculty-members have been provided with a Spanish glossary (provided by the District) to possibly assist with language clarification and communication.

Enrollment numbers in terms of Gender show very slight variation over the past 4 years. Male student enrollment has increased by approximately 4% over this time period and coincides with a similar decrease in female student enrollment (6%). These numbers also vary slightly as compared with District and Campus numbers. The Art Department at the Lemoore campus may be of increasing interest to male students, whereas these numbers have changed little for the District and WHCL Campus. These numbers do not seem significant enough to make specific conclusions about but will be monitored over the next period of time.

The numbers for Age Categories emulate District and Campus trends with a significant increase in the Nineteen years-old and under age group; numbers of students in categories over 25 years old have decreased District and Campus-wide. One point worth noting is that older students choose Art Department courses less frequently. This may raise the question: is this related to pragmatism in older/returning students? One concludes that returning students are possibly less inclined to enroll in Art courses due to more clearly defined educational and career goals.

Department percentages of A grades are about 9% higher than the District and WHCL campus, B & C grades are about even with District and Campus numbers; D grades are about 1% lower for the campus and 2% lower than the district; F grades are noticeably lower than the District and Campus numbers at about 6% less. This may be attributable to a tendency for students to maintain focus on the material in both Lecture and Studio Arts courses. Informal questionnaires of students indicate that there is often a "balance" sought in choosing to enroll in Art courses, and this is supported by studies indicating that Visual Arts do indeed afford the individual an opportunity to exercise and utilize different thought processes. The opportunity to develop a variety of intellectual aspects seems to be of significance in student success.

Students do well in the Art department in the area of Retention. Student success in this area for the 4 past years runs about 10-15% above the District and Lemoore campus numbers for this same period. The implication is that students stay enrolled and interested in art courses. This reflects the concept mentioned above that students seem to stay interested when offered a variety of intellectual developments.

The Art Department is currently not able to offer an official AA (Associate Degree in Fine & Applied Arts) due to restricted course offerings. There is currently not a

facility, nor is there the equipment necessary to offer a Ceramics class on campus. This restricts the capability for expansion within the Department, particularly regarding students that wish to transfer as Art Majors and those interested in achieving an Associate's Degree in Fine or Applied Arts.

Department load ratios (WSCH/FTEF) for the past several years have been almost identical with those seen campus-wide. These numbers have come down from a ratio of 580 to the most recent ratio of 369, which compares with WHCL ratios of from 502 to 391.

C. Attach the following data maintained by your program or at the division level:

Budget information regarding costs per program on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the program as reflected by student enrollment.

Available info is not decipherable at the time of preparation of this document.

D. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.

The Department currently employs one full-time faculty member, Michael McDowell (MFA) and 3 adjunct faculty members, including Ismail Umer (MA), Brian Jetton (MA), and Poppy Scarbrough (MFA). There are a couple of other adjunct faculty-persons that occasionally teach for the Department, also. Diversity in the department has been improved over the past several years. The Department has recently hired several adjunct instructors that have afforded the Department a greater racial and gender balance than in previous years. Continuing to strive for a broad range of personnel will afford the Department greater diversity in terms of course offerings and stimulate acceptance and comfort for an ever-diversifying student body.

E. Address any significant trends in the above statistics, which relate to a specific course/program/service.

It is likely that enrollment in Department courses would be further enhanced by the ability for students to achieve a degree in the field. There is an indication over the past several years that students are interested in taking more Art courses. This leads to the conclusion that the Department should strive to increase the number and variety of courses offered. Students seem to be typically taking current Art offerings to obtain transferable credits for State requirements and to satisfy elective choices.

F. Identify and discuss the effect that trends may have on the program's organization, structure, and nature over the next two to four years.

It is fair to conclude that the Department is showing strong numbers in terms of Student Success, Retention & Grades. The numbers related to Enrollment in Department courses is significant. The implication is that expansion of the number of sections offered, as well as the variety of courses offered, would be quite feasible. Curricula for several Computer Arts classes are currently being generated, and a facilities proposal will be suggested to address a need for spatial requirements to allow that Ceramics classes be offered.

G. What resources are required to maintain program, and what additional resources are necessary to improve or expand it?

1. There are a couple of design/equipment difficulties with the new Art Lab, Room 831, that need to be rectified in order for the facility to be fully effective.
 - i. The Data Projector is currently not capable of properly projecting onto the screen provided. The image projected significantly overextends the screen and cannot be properly viewed. A specific lens is available to solve this problem and needs to be purchased and installed.
 - ii. The instructor's desk is at the back of the classroom, away from the projection screen. When a laptop is set up on this desk to be used in data projection for lecture/demonstration it is necessary to walk 30 feet to advance the projected image. This is extremely inefficient. This could be solved with a remote control device that would allow the computer's data to be advanced from image to image.
 - iii. Several instructors have complained that the acoustics in the Art Lab make it difficult to be heard when addressing the class. This is not only true for the instructor, but also true on occasions that students are speaking to the class, such as during group critiques. This implies that one, or more, portable microphones are necessary to solve this problem. It would be useful to have at least one clip-on and at least one baton-style microphone.
 - iv. There is no whiteboard available to do written or drawn demonstrations on a large scale in the Art Lab. This is a necessary tool for efficient instruction.
2. The Department is currently in the process of generating Curriculum materials for several Computer Arts courses to be offered in the near future. These courses include Photoshop, Digital Illustration, Digital Modeling for Graphic Design, Animation and Web Design. This is being done on speculation toward bringing the Department up to date with other colleges in the area. There is currently not the software necessary to offer these courses, so this urgently needs to be purchased.
3. The Department is currently not able to offer an AA degree in Fine & Applied Arts. This issue could be rectified by the addition of a single Ceramics course, for which Curriculum already exists. There is simply not the facility, equipment nor materials necessary to offer this class at this time on the Lemoore campus. Specifically needed to rectify this are an additional classroom of similar size to Room 831, two electric kilns for bisque-firing, a gas kiln for glaze-firing, studio furniture (tables, stools, shelves, etc...), 6 or more ceramic "kick wheels," & 2 electric "wheels," at the very least.
4. There is currently not anyplace on campus for students to exhibit their Artworks. It would be useful to find a solution for this, because it would

allow students enrolled in studio courses to “complete the cycle” with regards to creating works of Art. Not only could students complete assignments, but they could also have their work viewed by other persons on campus. Exhibiting Art works is a gratifying experience for all students, but is especially important for students pursuing an Arts Degree. It provides the opportunity to begin developing their Exhibitions Resume. Ultimately it would be important to have a specifically-designated facility that would serve as an Art Gallery. Meanwhile, it would be acceptable to have a place, or several, on campus that could serve this purpose. Providing this would allow a “visual dialog” to occur throughout the College and enrich the cultural atmosphere on campus.

5. The Department currently employs one full-time faculty-person and at least 4 adjunct faculty-persons. This is beginning to prove inadequate for staffing the recently expanded number of sections being offered by the Department, and this will prove to be of particular concern as recommended and continued expansion of course offerings occurs. This semester there are 10 course sections offered by the Department. Six of these sections are currently taught by adjunct faculty. This is a somewhat disproportionate ratio which will become even more so in the near future. The number of sections is certain to increase as course offerings are expanded over the next few years, and particularly when Computer and Ceramics courses are added to the Program. The implication is that there will be a need for 1 or 2 more full-time faculty-persons over the next several years.

H. Discuss staff training, academic and professional currency.

All current instructors in the Department are certified with Master’s Degrees or equivalency.

I. Excluding curriculum validation, discuss community involvement in the program.

The broad range of students enrolled in classes in this Department is one indicator of the community’s involvement in this program. The Arts provide common ground and a common language in a diverse society.

Full-time faculty-member Michael McDowell recently served as judge for the county-wide Expectations Exhibition, an annual competition featuring over 400 artworks by local high school students.

The Department was recently contacted by a new business in downtown Lemoore asking that we provide student work to be exhibited for the opening day celebration of this business. Approximately 10 West Hills College Lemoore students were able to exhibit art work at this event. This sort of dialog between local businesses and the Department provides an example of the potential to enhance and interact with the community. Further, the Department has cultivated relationships with 2 Cafes, one in Lemoore and one in Hanford that present opportunities for our students to exhibit their works.

IV. Professional Development

A. Describe how faculty teaching excellence is being maintained.

All faculty members in the Department are encouraged to utilize new technologies in the classroom. Several adjunct instructors have taken advantage of this by borrowing laptop computers from the College.

In process is the digitalization of over 1000 color slides of art works. These will be placed into a repository for all faculty members to access in creating lectures and demonstrations. Also, we have begun to build a collection of Art videos in conjunction with the Library. These resources allow instructors to maintain a high degree of excellence in classroom presentations.

Several faculty members are active as professional artists and exhibit their works regularly. This is particularly useful in affording faculty to speak with authority, both in terms of the process of creating works of art and in regard to the business end of the process.

There are faculty members that are supporting members of local museums, including the Fresno Art Museum in Fresno and the Japanese Art Center in Hanford. One of our faculty-persons is also a member of the Fig Tree Gallery in Fresno.

B. What professional development activities have faculty participated in? Describe the department/service area's plans for staff development over the next four years.

Several Department members are exhibiting artists. This is direct involvement and development in the activities that pertain to course material within the department.

Other forms of development will be explored by the Department in upcoming time periods.

C. How does this professional development affect Student Learning Outcomes for your Program?

Professional activities, such as the creation and exhibition of Art, provide an instructor with specific and distinct experience with many of the topics dealt with in course material. The ability for the instructor to address this variety of issues with a voice of experience has a direct impact on Student Learning. Topics and issues are not presented hypothetically, but from practical application.

D. Discuss the effectiveness of continuing education requirements to meet the need for advanced training and/or training in emerging technologies.

Most faculty-persons are utilizing up-to-date computer technologies in the classroom to enhance presentation of course material.

We recently added Art Appreciation to courses offered online.

V. Student Learning Outcomes

A. Review the grade reports from the last three years.

Department grade averages for the past 3 years are as follows:

A=49%, B=23%, C=10%, D=2.3%, F=2.7%.

- B. Comment on how the success rate compares to the success rate of the same program at other colleges in the region.

Student success rate for the Department has been slightly higher at WHCL than at two local community colleges (Reedley College and Fresno City College) from which these figures are available. Retention rates compare almost equally.

Please See Attached.

- C. Explain how Student Learning Outcomes are used to measure quality and success of this department/service area.

This is an area that the Department has recently begun to address. Student Learning Outcomes are currently being generated for all Department courses.

- D. State any other measures used to determine the success of this program (e.g. enrollment, demographics trends or transfer rates).

Preparing this Program Review is the first opportunity for the preparer of this document to consider these issues. Preparing the Review has provided great insight into trends within the Department and would certainly be a device used in the future. From statistical information provided with this document it is clear that the Department is achieving a very respectable success.

In speaking with students that have taken Art classes at West Hills College it is clear that the statistical trends are reflected in student enthusiasm. It is common to hear students say that they never knew they could draw before taking a Drawing class and being very pleased with their success at the end of the class. Or, students that have taken an Art Appreciation course will make comments about how impressed they are with all that goes into the creation of works of Art. Students taking Art History often say how interesting it is that the Art works created during certain periods in history are so obviously affected by the cultural context of the period. These sorts of responses are an excellent and direct measure of the success of this program.

Non-vocational programs complete Sections VI & VII

VI. Curriculum

- A. Review course outlines and prerequisites. Describe the curriculum changes anticipated in the next three years. (These changes would include major course revisions, course deletions, new courses, revised or new options within a program, or proposed new programs).

Curricula are being generated for several computer-generated Arts courses, including Photoshop, Illustrator and others.

The Department is currently working on streamlining Art 2A & Art 2B. It is believed that course materials for these two courses can be covered in a single, 3-Unit course.

The Department is currently proposing that several 2-Unit classes be inactivated. These are classes that run concurrently with 3-Unit classes and are

not in high demand, i.e. this semester there is only 1 student enrolled in one of two sections. Available seats would be added to 3-Unit courses providing higher FTES.

The curriculum for Art 15A/Painting is currently being revised to articulate transferability to Fresno State University.

Five-year reviews will be done on all Program courses over the next year or so. During this process the issue of Student Learning Outcomes will also be addressed.

- B. If applicable, comment on articulation agreements with high schools or 4-year institutions.

The curriculum for Art 15A/Painting is currently being revised to allow the class to be transferable to Fresno State University. Other courses that are currently transferable include Art 2A&2B, Art 4, Art 5A, Art 16A, Art16B, and Art 42.

VII. Summary and Recommendations

- A. Based on analysis of the information provided in I through VI, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.

- B. Program strengths

The Art Program on the Lemoore campus is flourishing and expanding. Documentation of several trends substantiates this. Specifically, the program is showing strong tendencies with regard to increased Enrollment, Student Retention and Student Success. Faculty diversity in recent years has also strengthened the Art Department.

- C. Areas that need improvement

The Program is currently experiencing a period of expansion and growth. This draws into focus the need to develop broader and more-varied curricula. As compared to other local community colleges the program is significantly restricted in terms of the variety of courses offered. Some distinct expansion needs to occur in the areas of Computer Arts courses and Ceramics &/or 3-Dimensional Arts. Without a Ceramics course students cannot currently complete an AA degree in Fine Arts at WHC Lemoore.

There are a couple of facilities issues that need to be addressed regarding the current Art Lab (see III G above), and there is a need for some solution related to expanded facilities as the number and variety of course offerings grows. The single room that is currently used for studio Arts courses will prove to be inadequate in the near future. This could potentially restrict desired expansion.

The program is sorely lacking in the development and implementation of Student Learning Outcomes. This is an area that will receive strong focus in the upcoming months.

- D. Strategies and actions for program enhancement and improvement.

Strategies for improvements and enhancements will be delineated in the attached Assessment Planning Logic Model. Specifically, there will be requests for funding to afford currently necessary improvements of equipment, and a specific effort will be

made toward the generation of Student Learning Outcomes and New Course Proposals.

H. Attach your Assessment Planning Logic Model, which describes at least three short-term and three long-term goals. You should have no more than five short term goals, of which at least three are student learning outcome goals. (The logic model may be used to answer this question.)

Please See Assessment Planning Logic Model

10/06

DTC Leaders

April 15, 2010

10:00 a.m.

District Board Room/Lemoore – Rm 124

AGENDA

1. Call to order
2. Approval of minutes
3. Project Updates
 - 3.1. Review Project List
4. DUG 2010 Annual Conference – Pedro Avila
5. Team Updates
 - 5.1. ST – Pedro Avila
 - 5.2. TAT - Susan
 - 5.3. AR/CF – Tammy
 - 5.4. FA – Jana
 - 5.5. HR - Ken
 - 5.6. Cross Team - All
6. Announcements . next ag -
7. Adjourn

DTC Projects

Revised : 11-19-09

#	Priority	Team	Open Date	Target Date	Project	Project Manager	Last Status Date	Status
1	1a	TAT	9/17/2009	Feb 2010	Datatel Server Upgrade to 64bit	Michelle Kozlowski	11/19/2009	Working on security issues.
2	1a	TAT	9/17/2009	SEP 2010	Datatel User Interface 4.1	John Wright	9/17/2009	- Everyone's log-in to datate will be updated - change on rep. basis to improve security
3	1a	ST	9/17/2009	In Progress	Textbook Compliance	Ken Stoppenbrink/Dave Bolt/Jill Stearns	11/19/2009	Implementation should have a solution by the first of the year
4	1a	ST	7/30/2009	Mar 2010	CB21 - Below College Level Basic Skills	Jill Stearns/Dave Bolt	11/19/2009	Final rubrics not released yet. When released will meet w/faculty
5	1a	ST	7/30/2009	Ongoing	P/NP Grading	Pedro Avila	11/19/2009	Update catalogs and transcripts
6	1a	TAT	7/30/2009	Jan 2010	Blackboard 9 Upgrade	Susan Whitener	11/19/2009	On target
7	1a	Cross	1/1/2005		Address Review & Update	Keith Stearns	11/19/2009	95% complete Need to form committee to assist w/project. Will send email soliciting membership. Idelle Mahrt suggested.
8	1b	TAT	9/17/2009	?	Portal 1.0 Redesign	Pedro Avila	11/19/2009	Substantial redesign of portal. Communication so everyone understands how it works: website advisory
9	1b	TAT	9/17/2009	Ongoing	Website Redesign	Pedro Avila	11/19/2009	Lylo
10	1b	TAT	9/17/2009	Ongoing	Portal 2.0	Michelle Kozlowski	11/19/2009	Needs to be evaluated
11	1b	ST	5/13/2009	Ongoing	Drop Dates Publication	Pedro Avila	11/19/2009	Working on pieces of project
12	1a		11/19/2009	In Progress	Student Demographic Acquisition (VTEA Project Import)	Carole Goldsmith	11/19/2009	New project
13	1b	ST	10/22/2009	9/1/2009	Datatel Access Profile - security	Pedro Avila	11/19/2010	In progress August, 2010
14	?	ST	10/22/2009	In Progress	Class Roster Format	Pedro Avila	11/19/2009	In progress NO longer needed
15	1b	ST	10/22/2009	In Progress	Waitlist	Pedro Avila	11/19/2009	In progress
16	1b	ST	11/19/2009	May 2010	E-SARS	Jose Lopez/Jill Stearns/Pedro Avila	11/19/2009	New Project
17	1c	ST	11/19/2009	May 2010	SARS Track for Grid	Jill Stearns/Jose Lopez	11/19/2009	New Project
18	1a	ST	11/19/2009	May 2010	SARS Import	John Wright	11/19/2009	New Project
19	1b	HR	6/1/2008	1/5/2009	Web Time Card Entry	Ken Stoppenbrink/Tammy Weatherman	11/19/2009	Still Testing TAB
20	1b	ST	1/1/2005	12/1/2007	e-Brochure for Prospective Students	Pedro Avila/Sandy McGlothlin	11/19/2009	About 80% complete
21	1b	ST	10/1/2005	Mar 2010	Online Degree Audit	Michelle Kozlowski	11/19/2009	Working on making some corrections

a - mandatory
b - urgent / in progress
c - standard

Set up
of JILL,
Pedro, and
Michelle

COMMON ACCU

#	Priority	Team	Open Date	Target	Project	Project Manager	Last Status	
				Date			Date	Status
22	1c	ST	1/1/2005	8/1/2007	Graduation Petitions Online	Angela Tos / Marlese Roton/Pedro Avila	11/19/2009	Will get an update next meeting
23	1b	TAT	7/31/2009	Ongoing	Faculty Section Change Forms	Pedro Avila	11/19/2009	Moved to Active list
24	1b	FA		Fall 2009	BOGG Waiver through CCCApply	Iana Cox	11/19/2009	Moved to Active list - more research needed
25	1c	ST	1/1/2005	2011	Faculty Drop Students Online	Dave Bolt/Susan Whitener/Carole Goldsmith	11/19/2009	Need to revisit project with faculty to identify project goals.
Waiting on Events								
26	1b	TAT	8/1/2008	Fall 2010	Live@EDU	Susan Whitener/ Michelle Kozlowski	11/19/2009	Waiting on Microsoft to release enhancements
27	1b	Cross	10/1/2006	?	Document Imaging - Hershey Transcript Importing	Michelle Kozlowski	11/19/2009	Document imaging templates needed.
28		Cross	11/17/2008	Spring 2009	Reporting Solution - Zogotech	Pedro Avila	11/19/2009	Working on contract details with Zogotech. Need Funding
29	3	ST	4/16/2008	?	CCC Apply Electronic Transcripts	Carole Goldsmith	11/19/2009	Carole would like to take a look at it again.
On Hold								
30	1c	ARCF	5/1/2006	6/30/2009	Automatic Approvals	Tammy Weatherman	11/19/2009	Waiting on resources
31	1c	ST	7/1/2005	?	eAdvising/Ed Plans	Jose Lopez	11/19/2009	On hold; current interface is not student friendly (Jill S.)

District Technology Council
February 25, 2010
Coalinga Sam B /Lemoore Rm 124 via Video Conference
10:00 a.m.

Minutes

Members Present: Pedro Avila, Dave Bolt, Carole Goldsmith, Susan Whitener, Keith Stearns, Jana Cox, Michelle Kozlowski, Jill Stearns, Sylvia Dorsey-Robinson, Stephanie Droker, Elaine Howard

Members Absent: Richard Post, Ken Stoppenbrink, Tammy Weatherman

Guest: Lenny Robinson Project Manager, eTranscript

1. Call to order: 10:15 a.m. by Carole Goldsmith

Lenny Robinson gave a presentation to the group via CCC Confer on CCC Apply Electronic Transcripts. Lenny explained that eTranscript California is the statewide internet-based system for requesting, transmitting, tracking, downloading and viewing academic transcripts among authorized educational institutions and their trading partners. The power point presentation is posted on the Portal.

The meeting reconvened at 11:09 a.m. via video conference after the presentation.

2. Approval of Minutes:

Susan Whitener moved to approve minutes of November 19, 2009. Motion seconded by Jill Stearns

Action on Motion: Passed unanimously

3. Discussion regarding e-Presentation

Carole asked the group for comments or thoughts on e-Transcript.

Susan commented that it sounds good. Keith stated that most of our institutions are not using it. At this time none of the community colleges receive transcripts into Datatel. Jill shared that the state needs to release a concept. Keith stated that he thinks that we would be able to push it through to Fresno State. Pedro expressed that it would be a huge savings in Maria's time. Carole asked Keith who we would talk to in regard to the process and how it's working. Keith responded that we need to talk with other Datatel schools.

Carole announced that the new project leader for this project is now Keith Stearns, registrar.

4.1. Follett Booklook

Carole asked Jill and Dave to give an update on Follett booklook system.

Jill expressed that if the responsibility falls on Follett to keep the spread sheet current every time a book price changes and doesn't fall back on us to keep it current, it would be a good thing. Jill also stated that if the solution clearly puts it in their ball park once that connection is made and Follett has that responsibility spelled out that it is theirs; I think it is the way to go.

Dave stated that he and Jill have talked with Ken and Ken supported the position. Dave expressed the need to let Greg at Follett know the deadline date of when we were going to be on board with the Follett plan. Carole asked Jill and Dave if they would remind Ken to get the deadline date information to Greg at Follett.

Susan asked Keith what his thoughts were on the Datatel Solution, has anything come out? Keith responded, Datatel has released their solution and the issue with Datatel Solution is that someone has to go in and update the information which means typing in ISBN numbers. It is difficult to do.

Susan stated her concern was that Follett their book prices may change but I think what is really going to change is the cost that the service has and I think we are just going to have to pay it.

Carole stated that right now I don't think they have talked about charging a fee have they?

Susan responded that once it is implemented and we have done our code and we have done everything to integrate it. Carole stated then it is going to cost one way or the other.

Keith explained that he has gone to a couple of places actually Lee University that has implemented the booklook solution into Datatel and they basically have had to add another column that has a link to booklook. The other issue is that Datatel has come out with a Portal class search which we are looking into so we will have to find a place there to put it into also. This is a whole different ball of wax. Keith gave the website if you want to find it; it is web.leeuniversity.edu and search for classes.

Dave asked Keith if that is the link to another page with all the book prices on it. Keith responded, the way booklook works from what I can tell is that you provide a link to their booklook software and you tell it what section it is and it pops up with the book information and the cost for that particular section.

Dave stated that it is convenient for the student but if the link went to a general page that required the student to navigate around a little bit to find it that would satisfy the requirements as well.

Dave expressed that the method that Keith just identified still requires tremendous amount of linking the link to the specific page.

Keith explained that the way their booklook solution works is that you pass it section information it shows you book information for that section. That is the advantage of their solution.

Jill stated, I think this solution helps us in terms of the number of students we have that take courses across campuses and particular online because once they click a specific section it gets them the correct textbook for that section.

6. Announcements

Carole announced that the next DTC meeting will be held on April 15, 2010 and at that meeting we will go over team updates and also Carole would like to go over how we assign our priority on projects.

7. Adjourn

Meeting was adjourned at 11:29 a.m.



Administrative Procedure 6225 Resource Allocation

*Reference: Education Code Section 84362;
CCR, Title V Section 51025*

Philosophy

All the communities within the district have made significant contributions to the welfare of our colleges and centers. In recognition of the contributions and confidence in the actions of the West Hills Community College District, the Board of Trustees has determined that it will maintain a district office, viable and comprehensive colleges in the cities of Coalinga and Lemoore with current educational centers in Firebaugh and the Lemoore Naval Air Station. The Board believes that because of our geographic location and distribution of our cities, the ability to maintain access to higher education opportunities is essential for our communities and citizens to grow and prosper. In keeping with this overall philosophy, the Board has implemented the following principles to maintain access to higher education:

- The district shall maintain standards of design, construction and reconstruction of new facilities which will be followed and applied at all locations.
- The district shall maintain standards in the use and application of technology at all locations.
- The district shall develop long term plans in education, construction and fiscal resources.
- The district shall develop energy efficiency and conservation goals

The purpose of the resource allocation procedure is to provide an understandable, clear methodology to the practice of allocating resources to the cost centers of the district and to realize the Board's objective in extending the educational opportunity to all citizens of the district. This procedure, along with the budget definitions (see Appendix A), provides the necessary information for the development of comprehensive budgets for the district and individual college operations.

If at any time there are circumstances beyond the control of the district, such as a major earthquake, the fiscal condition of the state, or other events that disrupt or minimize the operations of the district, these circumstances may dictate a different course of action than those outlined in this procedure.

Allocation Fundamentals (Distribution of Fiscal and Human Resources)

1. The district receives a base allocation from the State Chancellor's Office:
 - a. Based on prior year FTES (Full Time Equivalent Students)
 - b. Based on the state's ability to fund growth and COLA (Cost of Living Adjustment)
2. Each college receives a base allocation:
 - a. Based on prior year expenditures
 - b. Based on the college's ability to achieve their FTES goal
 - c. Based on the state's ability to fund growth and COLA

Administrative Procedure 6225
Resource Allocation

3. The percentage of growth achieved by each college at the end of a fiscal year will be a determining factor in the amount of resources realized by each college. Student retention and success may also be a factor in the amount of resources realized by each college.
4. Resources will be allocated to maintain the viability and comprehensiveness of both colleges and their educational centers.
5. Resources will be allocated to colleges for the purpose of prioritizing and planning the human resources, support programs and academic programs desired by the colleges which are determined by the internal planning processes at the college level.
6. The District Office receives a base allocation based on:
 - a. Prior year expenditures
 - b. Budget development
 - c. Ability to fund growth and COLA

Cost Centers

The cost centers of the district will be the colleges and the District Office.

Approval Process

1. Prior to the planning and budget cycle for each college, the district Business Office will provide each College President with the prior "base year allocation and expenditures" and the projected "base year allocations". The budget assumption used for the "projected year" shall be the same as the State Chancellor's Office. The budgets for the cost centers will be allocated using a "base year" allocation. The "base year" allocation is based upon the prior year's actual expenditures.
2. Upon approval of the tentative district budget for the upcoming fiscal year, an appendix to the budget will be provided to illustrate the estimated actual budgets of the cost centers.
3. Distribution/Reduction of Income
 - a. Prior to any distribution, the reserve must be taken into account which requires the district to set aside a minimum of 5% of revenues in order to comply with the California Community Colleges System Office Memorandum of October 25, 2005;
 - b. Mandated expenses and increases in the mandated expenses to the district and colleges such as utilities, bad debt, step increases, insurance or other costs will be funded;
 - c. After items a and b are accounted for, the remaining growth dollars will be allocated to each college based upon the percentage of growth dollars each college provided to the overall district funded growth. (Example: If the growth is 8% total for the District and 2% is from Coalinga and 6% is from Lemoore, then 25% of the new money will be allocated to Coalinga and 75% will be allocated to Lemoore.) In accordance with Education Code Section 84362, 50% of growth dollars expended at each college shall be expended for instructional purposes.

Administrative Procedure 6225
Resource Allocation

- d. In the event the state provides a deficit factor to either COLA, growth or FTES which requires a reduction in the allocation to the colleges, the allocations to the colleges and District Office will be adjusted accordingly. This would also be applicable to any mid-year cuts.
- e. In the event the state increases overall funding for the district, the allocations to the colleges and the district office will be adjusted accordingly.
- f. As a part of the distribution of resources, there must be consideration given to the resources required to support the district office functions. These considerations would include, but not be limited to, resources received for scheduled maintenance, equipment or other restricted funds that serve to increase services throughout the district. The district office reserves the right to allocate resources from restricted areas to maximize their effect on the ability to serve students. These expenditures will be tied to a district scheduled maintenance plan, as well as any facilities plans in order to obtain maximization of the limited resources.
- g. Decisions on how these resources are allocated will be finalized by the Chancellor's Executive Cabinet.

4. Distribution of Staff

- a. In the matter of full time faculty, Title V Section 51025 provides the faculty obligation target number for the district to maintain.
- b. Ideally, this process will conclude prior to the start of the spring semester to allow for immediate advertising in January to begin the process of employing faculty.
- c. The Chancellor will require that the College Presidents meet and confer on their respective lists to determine similar positions or shared positions being sought by both colleges.
- d. The reconciled list will then be forwarded to the Human Resources department for immediate distribution.
- e. This process shall also be used in the recommendation of new and replacement classified, management and administrative staff.
- f. The College President is responsible for disseminating the decisions made on distribution of staff to their respective colleges using regular and appropriate means of communicating the process and results of the decisions made.
- g. In the event the district is in a position to freeze hiring or eliminate positions, a list will be maintained that provides a starting point for hiring once the freeze is lifted. An historical list of vacant positions will be created and reviewed on a yearly basis and used in the process.

Review of Procedure

This procedure will be reviewed annually.

Board approval date: 11/15/05
Revised: 5/15/07; 1/19/10

Other Operating Expenses Categories Definitions

Definitions: Other operating expenses, budget object code number 5000, are identified by the Budget and Accounting Manual published by the Chancellors Office. The various categories are as follows:

1. **Audit:** These expenses involve the cost associated with the districts audit as identified in Education Code Section 84040(b).
2. **Contract Services:** These payments are for those firms that provide internet access, access, on-line services, and software licensing. The object code also includes services for an entity such as joint powers agency to administer a self-insurance fund.
3. **Depreciation:** These expenses are taken from that asset that is income producing.
4. **Dues and Membership:** Expenses related to associations, membership fees, for the governing board and the employees who are required to join these associations due to their positions within the district.
5. **Election:** expenditures for election services provided by the county (Elections Code Section 10002).
6. **Insurance:** Expenditures for all forms of fire, casualty or liability insurance for the district. This would include any costs for appraisals, bonds safeguarding the district against losses resulting from actions of its employees, and insurance for students participating in intercollegiate athletics. (Excluded in this category are those insurance premiums related to employee benefits).
7. **Interest:** Interest expenses related to the cost of borrowing to finance the operations of the district.
8. **Legal:** Expenditures as assessments for other than capital improvements, bond issues or other advertisements required by law, judgments, and lawyers' fees.
9. **Personal and Consultant Services:** Contracts for personal or consultant services provided by an individual or firm. This would include costs associated with surveys and appraisals.
10. **Postage:** Costs for sorting, handling, shipping and postage of mail and documents.
11. **Rents and Leases:** Payments for the rent or lease of land, athletic fields, equipment, and buildings; payments to independent vendors for transportation. (Lease purchases are excluded and are expensed in object code 6000, Capital Outlay).

12. Repairs and Maintenance: Expenditures for payments to independent vendor for repairs and maintenance to buildings or equipment, including maintenance agreements on equipment.
13. Self-Insurance Claims: Expenditures for payments and/or accrued costs for claims to a self-insured fund. Payments to an insurance joint powers agency are treated as insurance expense in the General fund or applicable special fund, such as a bookstore fund.
14. Travel and Conference: Expenditures for per diem and actual, necessary expenditures incurred by employees, board members, and other district representatives for authorized meetings, transportation, mileage allowance, meals and lodging.
15. Utilities and Housekeeping: Expenditures for water, fuel, light, power, telephone, waste disposal, laundry, dry cleaning and other similar expenses, including contracts for these services.
16. Other: expenditures for bad debt expense, loan costs, physical examinations, fingerprinting, damage to personal property, cash variances, advertisements not required by law and all other operating costs not identifiable within any other object 5000 category. This would be the area where our advertising for marketing our educational programs would be charged.

Other Outgo Definitions

Definitions: Other outgo, budget object code number 7000, is identified by the Budget and Accounting Manual published by the Chancellors Office. The various categories are as follows:

1. **7100: Debt Retirement (Long-Term Debt)**
These expenditures include costs for long-term bonds or other indebtedness for the purpose of purchasing land, constructing or purchasing buildings, equipping buildings pursuant to Ed Code 15100 or 81901.
2. **7200: Intrafund Transfers-Out**
These are transfers within a fund of the district such as transfers from the general fund unrestricted to a general fund restricted.
3. **7300: Interfund Transfers-Out**
These are transfers that are taken from one fund and added to another fund without an expectation of repayment. An example would be where there is a required match for scheduled maintenance that is transferred from the general fund to the capital outlay projects fund.
4. **7400: Other Transfers**
These are for extraordinary situations such as transfers from reorganized or lapsed district to another district, loss on investments or joint ventures, such as material, prior-year assessments to self-insurance programs, JPA's or consortiums.
5. **7500: Student Financial Aid**
Expenditures for student aid in the form of grants, fellowships, scholarships, tuition reduction, etc. Payments to students for services rendered, such as work study that are chargeable to the activity benefited by the student's work.
6. **7600: Other Student Aid**
This category is for amounts paid to/for students for non-cash assistance, such as bus tickets, auto repairs related to commuting to college classes, child care vouchers, and bookstore vouchers. These would be for participants in EOPS, DSPS or other categorical programs.
7. **7900: Reserve for Contingencies**
No expenditures are allowed in this category and are for appropriation only. This would include amounts equal to the portion of the current fiscal year's appropriation that are not designated for any specific purpose, but are held in reserve to fund other appropriation items necessary during the fiscal year.

**CALENDAR FOR BUDGET DEVELOPMENT FOR THE
WEST HILLS COMMUNITY COLLEGE DISTRICT**

DATE	ITEM	RESPONSIBILITY
Mid January – April 10	Distribute Budget Worksheet forms to College President.	Vice Chancellor
	College Presidents shall initiate college budget development process.	College Presidents
	Vice Chancellor shall distribute forms to district office Department managers.	Vice Chancellor
	Open hearings and meetings will be held at each College and District Office.	College Presidents Chancellor
	Submit college's proposed budget worksheets and priority lists to the Vice Chancellor	College Presidents
	Submit district office's proposed budget worksheets and priority lists to Vice Chancellor	Chancellor
Second week of April	Executive Cabinet to review budget submittals.	Executive Cabinet
April 15 th	Vice Chancellor will notify Superintendent of Schools of newspaper publication, date, location and time of public display of proposed budget document.	Vice Chancellor
May Board Meeting	Vice Chancellor presents latest tentative budget information to Board of Trustees.	Vice Chancellor
Ten days prior to June Board Meeting	Copies of the proposed Tentative budget shall be placed in the District Office, College Libraries, Centers, and the President's offices for public view.	Vice Chancellor
June Board Meeting	At the June Board of Trustees meeting, the Board will hold a public hearing and will review and approve the proposed Tentative budget.	Board of Trustees
Before June 30 th	Vice Chancellor will forward copy of approved Tentative budget to the Superintendent of Schools, Fresno County and the Chancellor, California Community Colleges.	Vice Chancellor
Before July 25 th	All recommendations from Colleges and District to amend Tentative budget to be submitted to Vice Chancellor.	College Presidents Chancellor
Ten days before August Board Meeting	Copies of the proposed Tentative budget shall be placed in the District Office, College Libraries, Centers, and the President's offices for public view.	Vice Chancellor
August Board Meeting	At the August Board meeting, the Board will hold a public hearing and will review and approve the proposed Adopted budget.	Board of Trustees
Immediately after August Board Meeting	Vice Chancellor will forward copy of approved Adopted budget to the Superintendent of Schools, Fresno County and the Chancellor, California Community Colleges.	Vice Chancellor

Institutional Effectiveness and Program Review Committee

West Hills College Lemoore

February 23, 2010

1pm-2pm

Rm 124

Michelle, Jose, Tiffany, Cindy, Dave, Kyle

1. Changes to the Agenda
2. Completed Program Review Update
 - *Business—At PGC, Had First Reading*
 - *Child Development—Approved by PGC*
 - *NASL—At PGC, Had First Reading*
 - *Upward Bound/Classic—Tiffany*
 - *Cal Works—Kyle*
 - *Office Technology--Dave*
 - *Student Activities—Frieda*
 - *Snack Bar—Dave*
 - *Upward Bound/Math-Science—Michelle*
3. Program Review Tracking Sheet

Dave has created a new program review tracking sheet as the request of the college president. Members of the IEPRC were asked to review and give feedback. Hard copies of all program reviews has been consolidated into a single drawer of a filing cabinet near the president's office. Dave will also post completed program reviews on the portal.
4. Review of Program Review Booklets (Instructional and Non-Instructional)

Following up on what had been discussed previously, the program review booklets need to be revised with the intentions of reducing redundancy, making them easier to complete, and to give the instructional booklet a different look than the non-instructional. Jose and Michelle are going to work on the non-instructional booklet, Frieda and Kyle will work on the instructional booklet.
5. Accreditation Update

Dave mentioned that a substantive change proposal will be submitted to allow 50% of some of our degrees to be taught in an online format.
6. Other?
7. Next Meeting—March 16 @ 1pm?

**West Hills College Lemoore
Planning and Governance Council
Wednesday – November 17, 2010 2:00 p.m.
Conference Center, Rm. 256**

AGENDA

Call to Order

Roll Call

Approval of minutes

- November 3, 2010

Action Items

- BP 4030, Academic Freedom
- AP 4045, College Library Fines (REVISED)
- BP & AP 4110, Honorary Degrees (NEW)
- Strategic Planning Committee Membership

Information/Discussion Items

- ~~1.~~ Program Review – Psychology (first reading) Dave Bolt
- ~~2.~~ Program Review Rubric Dave Bolt
- ~~3.~~ Process for Submitting Requests for New Positions Don Warkentin
 - *Have to use Program Review Process*
 - *Learning Area*
 - *Classified*
- ~~4.~~ Student Government Association Ryan Cardoza
- ~~5.~~ Curriculum Committee Report Kurt Sterling
- ~~6.~~ Academic Senate Report Kurt Sterling
- ~~7.~~ Report from Committee Representative
 - ~~a)~~ Student Learning Outcomes Committee David Babb
 - ~~b)~~ Institutional Effectiveness and Program Review Committee Dave Bolt
 - ~~c)~~ Budget Allocation Committee Dave Bolt
 - ~~d)~~ Employee Development and Success Committee - *Dec. 9th* Marlon Hall *4:00*
 - ~~e)~~ Student Success Committee Sylvia Dorsey-Robinson
 - ~~f)~~ Facilities, Safety and Auxiliary Services Committee John Bernal
 - ~~g)~~ Technology Committee Ron Oxford
- ~~8.~~ District Technology Committee (DTC) Dave Bolt
- ~~9.~~ Accreditation Update Don Warkentin/Dave Bolt
- ~~10.~~ Other
- ~~11.~~ Agenda items for next meeting
12. Adjournment

Dept. of Labor present for Meeting

**West Hills College Lemoore
Planning and Governance Council
Wednesday – November 3, 2010 2:00 p.m.
Conference Center, Rm. 256**

MINUTES

Voting Members Present:

Don Warkentin, President (votes in case of a tie)
Jose Lopez, Dean of Students
Ryan Cardoza, Student Government Association Representative
Angelica Wilson for Brittany Burkhart, Student Government Association Representative
Kurt Sterling, Academic Senate President
Marty Ennes, WHC Faculty Association Representative
Keith Brock, CSEA/Classified Representative
Lenore Simonson, CSEA/Classified Representative

Voting Members Absent:

Marlon Hall, Associate Dean of Educational Services, Evening College
Brittany Burkhart, Student Government Association Representative

Non voting Members Present:

Dave Bolt, Vice President of Educational Services
Sylvia Dorsey-Robinson, Vice President of Student Services
John Ieronimo for John Bernal, Director of Facilities, Safety & Auxiliary Services
David Babb, Student Learning Outcomes Chair
Linda Amaya-Guenon, WHC Faculty Association Representative
Ron Oxford, Librarian
Eva Jimenez, Advisor/Counselor

Non voting Members Present

Rene Sanchez, Curriculum Committee Chair
John Bernal, Director of Facilities, Safety & Auxiliary Services

Call to Order

Mr. Warkentin called the meeting to order at 2:05 p.m.

Roll Call

A silent roll call was taken and a quorum was present.

Approval of minutes

The minutes of the October 20, 2010 meeting were approved on a motion by Keith Brock; it was seconded by Ryan Cardoza, with correction as noted by Kurt Sterling, all were in favor, the motion passed.

Action Items

• **BP 4030, Academic Freedom**

Due to the constituency groups not yet prepared to vote on BP 4030, Mr. Warkentin tabled BP 4030 at this time.

• **Strategic Planning Committee Membership**

Kurt Sterling stated that James Preston will serve as the Arts and Letters representative. Mr. Warkentin reported that the holdup has been that we are trying to get an outside consultant to assist us with review of the Educational Master Plan. There may be a meeting scheduled in the spring for this purpose. A Strategic Planning Committee meeting is planned for early December with the focus on high school participation rates. The area high school principals will be invited along with the Strategic Planning

Committee. It will be held from 11:00 a.m. to 1:30 p.m. The Office of Institutional Research will supply new data. Recommended names (six each) are still needed from constituency groups except for CSEA. Ryan Cardoza asked if the Educational Master Plan could be completed on our own. Mr. Warkentin replied that perhaps we could but it is a large task and serves as a guide for the college for the next five years. Mr. Warkentin tabled the item of Strategic Planning Committee Membership at this time.

Information/Discussion Items

Board Policies and Administrative Procedures (first reading)

- **AP 4045, College Library Fines (REVISED)**

Ron Oxford stated that the main change on AP 4045 is that there has been a loop hole on reserved textbooks with the maximum fine being \$20. Students have been paying the fine and avoiding purchasing the book. This is a revised policy to tighten up the process. This will be added to the library's webpage. Keith Brock recommended that the wording regarding the fines be made clearer to include the processing fee. The processing fee is instituted for a regular book that is lost. Marty Ennes suggested eliminating the last three lines in the last paragraph.

- **BP & AP 4110, Honorary Degrees (NEW)**

Mr. Warkentin explained that both colleges (WHCC & WHCL) have awarded honorary degrees in past and BP & AP 4110 will formalize the process. He recommended these be taken to the respective constituency groups for discussion.

1. Student Government Association (SGA)

Ryan Cardoza reported that there was a Halloween event on campus Saturday night which was coordinated by a few of the student clubs. There is an ICC and SGA meeting tomorrow and Ryan will attempt to get numbers of participants at the Halloween event. The ad hoc committee of the SGA met last week to discuss the creation of a SGA/ICC guidelines document. They would like funding to purchase dinner or snacks for their meeting as they are meeting during the dinner hour. Ron Oxford questioned if the SGA budget could be figured out. Jose Lopez responded affirmatively that by now the Business Office should be completed with their audit. Ryan reported that he had created a collection of pictures to be accessible to all. Sylvia Robinson suggested these be loaded into the college's Kodak gallery. Lenore Simonson stated that her student worker is able to access the Kodak gallery and would be able to provide assistance.

2. Curriculum Committee Report

Kurt Sterling reported that he did not have a report at this time.

3. Academic Senate Report

Kurt Sterling reported that the Senate met yesterday to discuss the Academic Freedom Policy. He has sent a request to a listserv and asked for sample policies. Kurt stated that on November 11th he will attend the State Senate Plenary Session in Anaheim where they will be having a session on SB 1440. He also has sent out an e-mail announcing that there is a webinar at 4 p.m. today put on by the State Senate regarding SB 1440. It will be archived for later viewing. Also he has received an e-mail from Jane Patton and they are putting together the first transfer curriculum models and what they would look like under SB1440. They have five built and the same vain with CIDs for individual classes. The five include: COMM, GEOLOGY, MATH, PSYCH, AND SOC. They want

discipline faculty to evaluate these transfer curriculum models and provide feedback. Kurt will send a link. This is being generated by intersegmental folks and they want across the board input/involvement. The more involved we are the more say we have in how this turns out. Ryan questioned information regarding the CIDs. Kurt explained that this is what a transfer degree is going to look like under SB 1440, i.e. GE block and core classes. There is much discussion to be had. Once the models are out we need to get the community colleges talking to the CSU's. Marty Ennes stated that the dialogue has been really good between the community colleges and CSUs. She believes it is all coming together naturally. Dave Bolt stated that whatever we decide the 60 units will be; CSU Fresno will require and decide on 60 units. They will cap at 120 units. They could require lower division classes to be part of their sixty units. Kurt reported that the president of the State Academic Senate was at the CVHEC Summit and was very engaged and involved in the process.

5. Report from Committee Representative

a) Student Learning Outcomes Committee (SLOC)

David Babb reported the next SLOC meeting is on Monday at noon. He has been getting quite a few program level SLOs. Brian Kron has worked on the Business reviews and Pat Kraft-Chapman will work on Child Development. Seventy percent are now written, although assessments are still low. David is uploading documents to the portal. Ron Oxford reported that there has been no movement with the non instructional; they are still at 45%.

b) Institutional Effectiveness and Program Review Committee (IEPRC)

Mr. Bolt reported IEPRC met two weeks ago. They have received five completed program reviews: Nursing, Biology, Liberal Arts, Arts and Humanities, Psychology and Art. The five have been sent to the IEPRC members for evaluation. The deadline is December 1. Dave reported that part of the IEPRC role is responsibility with accreditation and they still struggle with how to involve themselves in the activity. They are thinking that they could be ambassadors to the accrediting team.

c) Budget Allocation Committee (BAC)

Dave Bolt reported that BAC had a meeting last week and identified the expenditures of the lottery money for last year. They have \$37,000 in lottery funds for this year. BAC is still reviewing the budget development process. They will soon involve the area budget committees.

d) Employee Development and Success Committee (EDSC)

In the absence of Marlon Hall, Lenore Simonson reported that her area has been offering introductory level Microsoft Office training and additionally vodcasting training. She stated that staff have reported that the trainings were valuable and surveys have been completed. The @One Trainer's Bureau will be coming to campus after Thanksgiving to teach more functionality for Microsoft Office applications. Linda Amaya-Guenon reported there will be a SLO training workshop on November 9th.

e) Student Success Committee (SSC)

Sylvia Robinson reported that SSC has not met. The Friday retreat has been cancelled. SSC will be working on writing the equity plan. Creating a college going culture and high school participation rates will also be topics of discussion. The next meeting is in two weeks. Lenore Simonson asked for explanation of the role of the SSC. Sylvia responded that this committee is related specifically to students. SSC considers student

access, student clubs, student training, etc. Sylvia displayed the new student handbook and briefly reviewed its contents.

f) Facilities, Safety and Auxiliary Services Committee

John Ieronimo reported on behalf of John Bernal. He reported incidents that occurred on campus last month as follows: 1) A student passed out with abdominal pain, 911 was called; 2) The girl scouts were on campus for a ceremony and a young woman had a seizure and fell on some chairs, paramedics were called; 3) A student was found on the ground who was not responding, the ambulance was called and they took her to the hospital; 4) There was a car accident on the east side of library; 5) A fire hydrant was stolen; and, 6) A license plate was stolen from a college rental car. Most of these incidents occurred during the day. There is a new security guard who is here from 4:00 p.m. to 8:00 p.m., Monday – Thursday.

Regarding construction, John reported:

- Equipment lists are being completed and prioritized.
- The masonry at the transformer yard is starting.
- The stucco on the outside of the west end has begun.
- The plan is to complete concrete pours within a couple of weeks, sidewalks, etc.
- Leaching is to begin; this is a 10-12 week process to keep the salts down.
- Two c-trains will be delivered for storage of construction materials; the locations will be determined by John Bernal and Mr. Warkentin
- They are working on getting the calculations dialed in for the scoreboard.
- They are working on the light pole issues with the City to determine a point of connection for light poles offsite, in the street there are 10 light poles and they determine voltage with the City Inspector.

g) Technology Committee (TC)

Ron Oxford reported that TC scheduled their meeting on campus so they do not have representation from IT. They will switch their meetings. They talked about the communication flow and increasing portal usage. People need to report back out to their groups. They invited Dave Bolt and process observers to attend the TC meetings to see how the committee is run. They talked about printing software. New software has been implemented and the copy usage has lessened. The software being used now is working effectively. The Chancellor's Executive Cabinet decided the number of free copies per student. Ron can see that there are still students printing 400-500 pages at other locations on campus. These loop holes have to be closed. The pay for print system was very expensive and now software is being used for less cost. Students can buy more copies. Kurt Sterling voiced that he does not understand why we are subsidizing students.

6. District Technology Committee (DTC)

Dave Bolt reported that the DTC does not have a meeting until November 18th.

7. Accreditation Update

Mr. Warkentin reported that they met with the accreditation planning group and they are preparing for the day of the visit. Conference room 256 will be the team room. IT will provide power strips and college laptops with access to the portal. All evidence documents will be in here. They will lock the student door to the Pepsi machine room.

The conference center will be partitioned off for college meetings. What we need to decide on is which college committee meetings we want to occur. Meetings have to occur on Tuesday and Wednesday. We will probably want to schedule time for the team members to ask questions at the end of the meetings. Sylvia Robinson suggested an ICC mtg. and a Student Services/Matriculation (SSM) meeting. Mr. Warkentin would also like district meetings, i.e. DECC, at least one, possibly two district-wide meetings that we can teleconference. The Board meeting is scheduled at 10:00 a.m. on March 8th. Kurt stated that he has not set the Senate schedule of meetings for spring and he will try to move the meeting for Tuesday at noon. Mr. Warkentin would like at least two learning area meetings and perhaps a BAC meeting.

Rooms have been reserved at the Tachi Palace for the visiting team. They will also have a team room at the Palace. Two dinners will be needed, one at Harris Ranch and one possibly at Fugazzi's. Culinary will provide the lunches. Debbie Christy will do continental breakfasts.

Mr. Warkentin wants all staff present during the week of March 7-10, 2011.

8. Other

Mr. Warkentin and Sylvia Dorsey-Robinson have been asked if WHCL wants to have an international student program. We currently have 10 international students. They were recruited to go to Coalinga but chose to come to Lemoore.

9. Agenda items for next meeting

- Bd. policies
- Accreditation Update

10. Adjournment

The meeting adjourned at 3:15 p.m.

Program Review Summary Sheet for Planning/Institutional Effectiveness

<input type="checkbox"/> Training/Professional Development <input type="checkbox"/> Employee Development & Success Committee	<input type="checkbox"/> Equipment Budget Allocation Committee &/or Technology Committee	<input type="checkbox"/> Facilities Facilities, Safety, Committee	<input type="checkbox"/> Personnel/Staffing Academic Senate &/or Area Budget	<input type="checkbox"/> Curriculum/Course Schedule Learning Area Faculty	<input type="checkbox"/> Budget Budget Allocation Committee
1. Paid time for adjuncts and faculty to meet and discuss PLO's and CLO's	NONE	Conference Room to meet with faculty to discuss PLO's and CLO's		NONE	Paid time to meet
2.					
3.					
4.					
5					
6.					
7.					
8.					
9.					

Program Review Summary Sheet for Planning/Institutional Effectiveness

10.					
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Strategic Planning Committee Membership
November 17, 2010

CSEA	Kyle Crider Anna Silvestre Elva Torres Teresa Quilici Susie Briones Adrienne Simas
WHCFA	James Preston <i>Mrs. Rodriguez</i> <i>Dave</i> <i>Stephanie Doolan - CTR</i> <i>Account</i> <i>Health Wellness</i>
SGA	

WEST HILLS COMMUNITY COLLEGE DISTRICT BOARD POLICY AND ADMINISTRATIVE PROCEDURE ROUTING FORM

Review and approval by the various college/district governance groups is requested: Yes No

Policy/Procedure #: *BP 4030*
 Policy/Procedure Name: *Academic Freedom*

New Revised Replaces existing policy/procedure: *313*

New policy/procedure or revisions initiated/proposed by: *Chancellor's Executive Cabinet*
 Reason for new policy/procedure or revisions: *References and numbering need to be updated based on recommendations by the CCLC*

Reviewing Group	Date	Approval/Comments
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Chancellor's Executive Cabinet	<i>9/15/10</i>	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments: *9/15/10 - Changes made to references and policy number. Policy approved.*

Routed to:

- **College Presidents** *9/16/10*
- **Academic Senate Presidents** *9/16/10*
- **Faculty Association President** *9/16/10*

College Planning Council (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Planning & Governance Council (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Faculty Association

Approved as presented
Approved with changes
Not approved

Comments:

District Leadership Council

Approved as presented
Approved with changes
Not approved

Comments:

Chancellor's Office Final Review

Comments:

Board of Trustees
(First Reading)

Approved as presented
Approved with changes
Not approved

Comments:

Board of Trustees
(Consideration)

Approved as presented
Approved with changes
Not approved

Comments:

ANTICIPATED TIMELINE

Board of Trustees first reading to occur on: 9/28/10

Board of Trustees consideration to occur on: 10/26/10

Additional comments:



Board Policy ~~313~~ 4030 Academic Freedom

Reference: ~~Education Code Section 87704;~~ **Title 5, Section 51023; Accreditation Standard 2.2**

The Board believes that academic freedom is an essential right arising from the nature and function of education. The aims and objectives of the West Hills Community College District point to the unreserved and unqualified obligation of the instructor to pursue his/her subject and the program area surrounding it in a manner consistent with standards of scholarly objectivity as defined by academic tradition and practice.

The West Hills Community College District holds that academic freedom involves inherently the following rights and responsibilities:

1. The right to explore to the limit of competence and training, the assigned teaching area and its references.
2. The responsibility within the teaching area to weigh studiously serious intellectual differences, when applicable, which rise from historical context and perspective.
3. The right to present the democratic process with its freedoms, rights, and safeguards as the sole way in which the academic community and nation can exist and establish the means for progress and the greater fulfillment of man.
4. The responsibility in solving problems to appeal only to those criteria sanctioned historically by reason as confirmed through objective discussion.
5. The right to survey, probe, and question the condition of man within the guidelines of accepted research techniques and intelligent discussion.
6. The responsibility of avoiding the intellectual error of assuming absolute answers for complex problems and presenting these answers as unquestionable truth.
7. The responsibility to introduce within the assigned teaching areas, controversial concepts, issues and systems, subjecting these ideas to the test of objective reasoning.
8. The responsibility of recognizing, respecting, and discussing fairly those areas of human activity not amenable as such to the scientific method.
9. The right to create unhampered and clear intellectual atmosphere, maintained, encouraged, and supported by staff, administration and trustees.
10. The responsibility of avoiding any teaching method, which relies on rigid authority or implied infallibility.
11. The responsibility in challenging students, notwithstanding their ability or program, to develop a spirit of inquiry regarding all academic areas and to seek logical answers.

The West Hills Community College District considers academic freedom defined by its attendant rights and responsibilities as a vital, primary force in the achievement of the aims and objectives of the institution.

Board approval date: 6/16/98
Revised policy approval date: (Not yet approved)

WEST HILLS COMMUNITY COLLEGE DISTRICT BOARD POLICY AND ADMINISTRATIVE PROCEDURE ROUTING FORM

Review and approval by the various college/district governance groups is requested: Yes No

Policy/Procedure #: *AP 4045*
 Policy/Procedure Name: *College Library Fines*

New Revised Replaces existing policy/procedure:

New policy/procedure or revisions initiated/proposed by: *College Librarians*
 Reason for new policy/procedure or revisions: *Fines needed to be updated*

Reviewing Group	Date	Approval/Comments
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Chancellor's Executive Cabinet	<i>10/25/10</i>	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Routed to:

- **College Presidents** *10/28/10*
- **Academic Senate Presidents** *10/28/10*
- **Faculty Association President** *10/28/10*

College Planning Council (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Planning & Governance Council (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Faculty Association
Approved as presented
Approved with changes
Not approved

Comments:

District Leadership Council
Approved as presented
Approved with changes
Not approved

Comments:

Chancellor's Office Final Review

Comments:

Board of Trustees *N/A*
(First Reading)

Comments:

Board of Trustees *N/A* Approved as presented
(Consideration) Approved with changes
Not approved

Comments:

ANTICIPATED TIMELINE

Board of Trustees first reading to occur on: *N/A*

Board of Trustees consideration to occur on: *N/A*

Additional comments:



Administrative Procedure 4045 College Library Fines

Fines are imposed to assure the timely return of materials needed by students. Students and citizens with unpaid fines or overdue materials in excess of \$5.00 will be denied library borrowing privileges, ~~financial aid checks, grade/ transcript release and/or registration.~~ **In addition, unpaid fines in excess of \$10.00 shall result in a hold on grades, transcripts, and/or registration.**

A fine and overdue list will be submitted to the Business Office at the end of each ~~month~~ **semester**. Simultaneously, students will be notified by the library via their West Hills College email account of ~~any fines that are due~~ **all overdue materials.**

~~In the event a student or citizen has already been charged for a lost book(s), video(s), or graphic calculator(s) and the book(s), video(s), or graphic calculator(s) is/are returned, the lost book(s), video(s), or graphic calculator(s) charge will be voided and the applicable processing fee shall be paid by the student or citizen.~~ **After 30 days, overdue library materials are marked as lost. If materials marked as lost are returned and replacements have not been purchased, the student and/or citizen shall remain responsible for the outstanding overdue fines. At the librarian's discretion, lost or damaged materials may be replaced with an exact duplicate of title and edition.**

Fines will be assessed on overdue items as follows:

Books	.25 cents per day, per item (Not to exceed \$20 per item, per incident)
Reserve Items (2 hours)	.25 cents per hour, per item \$1.00 per hour (library use only items) \$5.00 per day (all other reserve items)
Audio/Video Tapes Videos and Audiovisual Equipment	\$5 per day, per item (Not to exceed \$25 per item, per incident) \$1.00 per day
Graphic Calculator	\$5 per day, per item (Not to exceed \$20 per item, per incident) \$150 (current replacement cost) \$25 Processing Fee
Lost or damaged items	Cost of book (per vendor price) \$10 Processing Fee (non-refundable) Replacement cost + \$20.00 processing fee

Maximum fines shall not exceed \$20.00 per item, with the exception of reserve items. Reserve items maximum fine to be the cost of the book. Under extenuating circumstances, fines may be reduced or waived at the discretion of the librarian.

Board approval date: 4/22/97

Revised: 6/19/00

Revised: 6/28/05

Revised: _____

WEST HILLS COMMUNITY COLLEGE DISTRICT BOARD POLICY AND ADMINISTRATIVE PROCEDURE ROUTING FORM

Review and approval by the various college/district governance groups is requested: Yes No

Policy/Procedure #: *BP 4110*
 Policy/Procedure Name: *Honorary Degrees*

New Revised Replaces existing policy/procedure:

New policy/procedure or revisions initiated/proposed by: *Chancellor's Office*
 Reason for new policy/procedure or revisions: *No existing policy*

Reviewing Group	Date	Approval/Comments
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Chancellor's Executive Cabinet	<i>10/25/10</i>	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Routed to:

- **College Presidents** *10/28/10*
- **Academic Senate Presidents** *10/28/10*
- **Faculty Association President** *10/28/10*

College Planning Council (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Planning & Governance Council (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Faculty Association

Approved as presented

Approved with changes

Not approved

Comments:

District Leadership Council

Approved as presented

Approved with changes

Not approved

Comments:

Chancellor's Office Final Review

Comments:

Board of Trustees

(First Reading)

Comments:

Board of Trustees

(Consideration)

Approved as presented

Approved with changes

Not approved

Comments:

ANTICIPATED TIMELINE

Board of Trustees first reading to occur on: 1/18/11

Board of Trustees consideration to occur on: 2/15/11

Additional comments:



Board Policy 4110 Honorary Degrees

Reference: *Education Code Section 72122*

Honorary degrees may be awarded at commencement or some other equally appropriate time. The names of persons receiving honorary degrees must be approved by the Board.

The Chancellor shall establish procedures and criteria for the award of honorary degrees.

See Administrative Procedure 4110

Board approval date: _____

WEST HILLS COMMUNITY COLLEGE DISTRICT BOARD POLICY AND ADMINISTRATIVE PROCEDURE ROUTING FORM

Review and approval by the various college/district governance groups is requested: Yes No

Policy/Procedure #: *AP 4110*
 Policy/Procedure Name: *Honorary Degrees*

New Revised Replaces existing policy/procedure:

New policy/procedure or revisions initiated/proposed by: *Chancellor's Office*
 Reason for new policy/procedure or revisions: *No existing procedure*

Reviewing Group	Date	Approval/Comments
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Chancellor's Executive Cabinet	10/25/10	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Routed to:

- College Presidents 10/28/10
- Academic Senate Presidents 10/28/10
- Faculty Association President 10/28/10

College Planning Council (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Planning & Governance Council (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Faculty Association

Approved as presented
Approved with changes
Not approved

Comments:

District Leadership Council

Approved as presented
Approved with changes
Not approved

Comments:

Chancellor's Office Final Review

Comments:

Board of Trustees

(First Reading)

Comments:

Board of Trustees

(Consideration)

Approved as presented
Approved with changes
Not approved

Comments:

ANTICIPATED TIMELINE

Board of Trustees first reading to occur on: N/A

Board of Trustees consideration to occur on: N/A

Additional comments:



Administrative Procedure 4110 Honorary Degrees

Reference: *Education Code Section 70902*

The district may award honorary degrees at commencement or some other equally appropriate time for the following reasons:

- To recognize excellence and extraordinary achievement in significant areas of human endeavor, within which are embodied the objectives and ideals of the district.
- To honor meritorious and outstanding service to the district, collectively, or to its colleges, individually; to the State of California; to the United States; or to humanity at large.
- To recognize men and women whose lives and significant achievements should serve as examples of the district's aspirations for its diverse student body.

Criteria for the Awarding of Honorary Degrees

- Honorary degrees may be awarded to recognize achievements in all parts of the world. Honorary degrees awarded should represent an appropriate balance between local and non-local, academic and non-academic recipients, and should represent a wide diversity of fields of endeavor.
- Nominations for honorary degrees must be distinguished in the respective fields, and the eminence of persons nominated must be widely recognized. Nominees must have demonstrated intellectual and humane values that are consistent with the aims of higher education and with the highest ideals of the person's chosen fields.
- Service or benefaction to the district alone does not justify the awarding of honorary degrees; however, nothing in these criteria shall preclude nominees who are in political life or benefactors of the district.

Procedures for Nomination and Selection

- Nominations for an honorary degree shall be submitted in writing to the Chancellor by the College President.
- The nomination should be no more than one page in length and should emphasize the contributions of the candidate to the district, as well as those listed above.
- The Chancellor will review the nomination and determine whether or not it is acceptable for consideration by the Board of Trustees.
- Once accepted, the Chancellor shall forward the nomination to the Board of Trustees for consideration.

The district encourages nominations of individuals who meet the above criteria and who would bring recognition to themselves and to the district.

Board approval date: _____

INSTRUCTIONAL PROGRAM REVIEW

West Hills College Lemoore

I. General Information

- A. Instructional Program: Psychology
- B. List of Full Time Program Faculty and Staff: Allen Fortune

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. *(200 word limit)*

The Psychology program at West Hills College will empower students pursuing a major in psychology by creating a positive environment to learn fundamental psychological theories and concepts. Program coursework will give students a solid foundation to build on as they transfer schools to continue their education or pursue an occupation in a psychology related field.

- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. *(250 words or less)*
There have been no recommendations.

- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated 5 Classified Professional 0 Volunteer 0
Student Workers 0

Diversity (Race/Ethnicity)

- | | |
|---|--|
| <input type="checkbox"/> Native Am. /Alaskan Nat. | <input type="checkbox"/> African/African-American/Non-Hispanic |
| <input type="checkbox"/> Asian/Pacific Islander | <input checked="" type="checkbox"/> Caucasian/Non-Hispanic |
| <input checked="" type="checkbox"/> Hispanic | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Mixed | |

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

Enrollment Trends

Psychology Program Trends

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Sections	27	30	33	28	22
Duplicated Enrollment	775	797	785	924	822
% Change	13%	3%	-2%	18%	-11%
% of Online Enrollment	Baseline	48.6%	50%	56%	51%

Student Retention Rates/Student Success Rates

WHCL PSYCH	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Success Rate	67%	65%	64%	67%	67%
Retention Rate	80%	65%	79%	82%	83%

WSCH/FTEF

WHCL PSYCH	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
WSCH per FTEF	419	387	352	486	325
% Change	Baseline	-7%	-9%	38%	-33%

Full-time to Part-time Faculty Ratio – *I currently don't have a process to differentiate between full-time and part-time instructors. Stephanie might be able to provide you with this rate.*

Number of Students Earning Degrees (if applicable)

WHCL PSYCH	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Degrees Awarded	13	18	18	14	28
% Change	Baseline	38%	0%	-22%	100%

Number of Students Earning Certificates (if applicable):NA

Job Market Analysis (if applicable)

Due to budget cuts I've lost access to the system that was providing this type of data.

Student Demographics

WHCL PSYCH STUDENT ETHNICITY

ETHNICITY	05-06	06-07	07-08	08-09	09-10
	%	%	%	%	%
African American	7.0	6.0	6.4	7.2	7.1
Asian	2.7	2.3	3.0	1.3	3.0
Filipino	6.1	6.8	5.8	5.1	4.8
Hispanic	34.1	32.6	37.1	35.2	39.1
Native American	2.3	0.9	1.1	0.8	1.0
Other	1.8	1.6	0.9	1.5	0.0
Pacific Islander	1.1	0.3	0.6	0.8	1.1
White	40.9	43.3	39.3	42.5	36.0
Unknown/DTS	4.1	6.2	5.8	5.8	7.9

Source: WHCCD data warehouse

WHCL PSYCH STUDENT GENDER

GENDER	05-06	06-07	07-08	08-09	09-10
	%	%	%	%	%
Female	68.2	71.0	70.9	69.2	65.0
Male	31.8	29.0	29.1	30.8	35.0
Unknown/DTS	0.0	0.0	0.0	0.0	0.0

Source: WHCCD data warehouse

WHCL PSYCH STUDENT AGE CATEGORY

AGE	05-06	06-07	07-08	08-09	09-10
	%	%	%	%	%
-19	15.8	15.0	12.7	14.1	28.5
20-24	48.0	49.8	47.3	46.4	34.4
25-29	14.4	14.1	17.2	16.6	15.9
30-49	20.6	19.7	21.3	21.7	19.0
50+	1.2	1.4	1.6	1.2	2.3
Unknown/DTS	0.0	0.0	0.0	0.0	0.0

Source: WHCCD data warehouse

Grade Distribution

WHCL PSYCH

Grade Distribution %	A	B	C	D	F	CR	NC	P	N	I	W	IP
2005-2006	35%	22%	12%	5%	11%	0%	0%	0%	0%	0%	16%	0%
2006-2007	24%	23%	19%	4%	9%	0%	0%	0%	0%	1%	21%	0%
2007-2008	31%	20%	13%	5%	11%	0%	0%	0%	0%	0%	21%	0%
2008-2009	29%	26%	12%	3%	11%	0%	0%	0%	0%	0%	18%	0%
2009-2010	28%	25%	14%	5%	12%	0%	0%	0%	0%	0%	17%	0%

IV. Professional Development

What professional development activities have faculty participated in? None. However, professional development is a priority and activities will be established within the fall semester of 2010 and faculty will be encouraged to attend at least one of the professional development activities that have been identified by the end of Spring 2010. At least one of the activities will be technologically related in hopes to keep West Hills College Lemoore on the cutting edge of Psychological Education. By having our faculty attend professional development to learn about the newest ways of presenting material that has been around for over 100 years they are able to connect even better with a new generation of student by using technology and terms students can relate to thereby improving student learning.

V. Curriculum and Student Learning Outcomes

A. List your Instructional Program-Level Student Learning Outcomes (PLO).

PLO #1: Students will be able to identify various research methods used to study behavior and mental process.

PLO #2: Students will be able to identify the basic structures of the brain and nervous system.

PLO#3: Students will be able to apply psychological concepts and theories to everyday situations.

PLO#4: Students will be able to identify and apply behavior modification techniques.

PLO#4: Students will be able to identify theories of personality and the psychologist associated with each theory. Example: Psychodynamic Perspective-Freud.

PLO#5: Students will be able to identify the major components in a case study and how to use case studies as references when writing a research paper.

PLO's have been changed to reflect the Psychology faculty's vision of how to make the Psychology program more linear. This is done by using several Course-level student learning outcomes (CLO) that exemplify a program standard. For example the PLO #2 is introduced in General Psychology and Developed in Psych 2 and 3; then it is intended to be mastered by the students in Psych 5. To assess how this PLO will improve student learning, evaluations in the courses will include asking students to identify the basic structures of the brain and nervous system through questions on exams. Student scores on the questions on brain structures and nervous system should continually improve as they progress through the program. As PLOs are analyzed, if it is found that students are not successfully completing a PLO, the department would then evaluate the CLO with faculty in order to discuss how to improve success at the CLO level.

PLOs for the Psychology Program are considered by faculty to be fundamental issues that students who complete the program will use as they continue their education in psychology or as they enter into a work related psychological field.

Course outlines and prerequisites will be reviewed the Spring of 2011. One item that will be discussed is the prerequisite of Psych 1 before taking any other Psychology class since it is the hope that Psych 1 will be introducing students to concepts that will be elaborated on in Psych 2,3,4,5, and 29.

There are no anticipated curriculum changes anticipated in the next two years. One course that may be added within the next five years could be Criminal Psychology.

Technology is a component of the Psychology program. Most of the Psychology courses have some component that is online. Ebsco host is already being provided for the Psychology students to choose peer reviewed scholastic research. Web-enhanced classes will be encouraged and faculty is looking into the use of additional technology as it becomes available such as e-text and virtual labs. Faculty is continually provided with the most current edition of textbook and has been encouraged to seek out professional development workshops that provide cutting edge tools and methods to ensure curriculum is up to date.

Program Review, Planning and Evaluation

West Hills College Lemoore

Mission: *West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.*

Assessment Grid

<p>Program: Mission: The Psychology program at West Hills College will empower students pursuing a major in psychology by creating a positive environment to learn fundamental psychological theories and concepts. Program coursework will give students a solid foundation to build on as they transfer schools to continue their education or pursue an occupation in a psychology related field.</p>		<p>Contact Person/ext.: Allen Fortune ext. 3326</p>	
<p>Submission Date:</p>		<p>Midterm Report Date (2 years from submission/ 1 year CTE):</p>	
<p>Program Goals/ Objectives</p>	<p>Program Activities/Actions</p>	<p>Necessary Resources (Including Funding)</p>	<p>Outcomes</p>
<p>At least 3 short-term and up to 2 long-term goals. Instruction: At least three of your goals must be program specific student-learning outcome oriented.</p>	<p>The specific activities you will implement to accomplish the goals (e.g. implement a new course) and intended outcomes.</p>	<p>Any additional resources you will need to accomplish the activity. Please be specific and realistic.</p>	<p>Means of Assessment/Criteria for Success including timeline (Measurable)</p>

<p>1. Have at least one SLO assessed in every Psychology course by the Spring of 2011</p> <p>2. Create rubric to assess the quality research papers used to fulfill PLO #1</p> <p>3. Identify intern programs, if there are any available, for Psych majors looking to major in the field of Child Psychology or Child Development and work to create a relationship where our students are used frequently</p> <p>4. Increase the success rate of students in the Psychology program from 67%-80% in the next 5 years</p> <p>5. Students will be able to identify various research methods used to study behavior and</p>	<p>1. Work with adjunct faculty to create a more cohesive program where instructors actively share ideas and teaching techniques to improve student participation and understanding of SLO's on the course level as well as the program level.</p> <p>2. Full Time Faculty will participate in Adjunct faculty orientation to discuss SLO's and assessments that are currently being used to ensure a consistent experience throughout a students experience in the Psychology Program by developing a rubric that can be accepted and used by all psychology instructors.</p> <p>3. Psychology lead faculty will search and contact WHCL's Child Development Center on campus as well as outside child care centers to see if they would be open to a internship program and start discussion on how to make that</p>	<p>1. Paid time for adjuncts and faculty to meet</p> <p>2. Paid time to meet with adjuncts</p> <p>3. none</p> <p>4. none</p> <p>5. none</p> <p>6. none</p> <p>7. none</p>	<p>1. To assess this goal 100% of Psychology courses will have a CLO assessed by graduation 2011.</p> <p>2. A rubric will be distributed to all Psychology instructors and used to evaluate the CLO's that have research papers and results will be used in the evaluation of the PLO, that will be done by graduation 2011.</p> <p>3. To assess this goal a list of intern programs will be created, if any are identified, and distributed to Psychology instructors as well as counselors. For successful completion of the goal would be to have at least one student working as an intern by Spring of 2011.</p> <p>4. Evaluate success rates every year of the Psychology Program students to ensure success rates continue to climb to the goal of 80% by 2015.</p> <p>5. Evaluate the results of PLO #1, where students will be able to</p>
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<p>mental process.</p> <p>6. Students will be able to identify the basic structures of the brain and nervous system.</p> <p>7. Students will be able to apply psychological concepts and theories to everyday situations.</p>	<p>successful for psychology majors at WHCL looking to major in child psychology at a four year university.</p> <p>4. Analyze data from PLO's and discuss shortfalls with psychology and discuss solutions with faculty to improve student success.</p> <p>5. Analyze and evaluate the success rate of PLO #1 if results are unsuccessful reevaluate PLO and adjust teaching method to help increase student success.</p> <p>6. Analyze and evaluate the success rate of PLO #2 if results are unsuccessful reevaluate PLO and adjust teaching method to help increase student success.</p> <p>7. Analyze and evaluate the success rate of PLO #3 if results are unsuccessful reevaluate PLO and</p>		<p>identify various research methods used to study behavior and mental process, by June of 2011 and analyze success rates</p> <p>6. Evaluate the results of PLO#2, where students will be able to identify the basic structures of the brain and nervous system, by June 2012 and analyze success rates.</p> <p>7. Evaluate the results of PLO#3, where students will be able to apply psychological concepts and theories to everyday situations, by June 2013 and analyze success rates</p>
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	adjust teaching method to help increase student success.		
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Program Review Summary Sheet for Planning/Institutional Effectiveness

I. General Information

Program: Psychology

Prepared By: Allen Fortune

Date Prepared: October 15, 2010

II. Summary

What actions have been taken to address the assessment and improvements of goals and learning outcomes?
Goal #1. To assess this goal 100% of Psychology courses will have a CLO assessed by graduation 2011.
Goal #2. To assess this goal a survey will be created and the answers will
Goal #3. A rubric will be distributed to all Psychology instructors and used to evaluate the CLO's that have research papers and results will be used in the PLO that will be done by graduation 2011.
Goal #4. Evaluate success rates every year of the Psychology Program students to ensure success rates continue to climb to the goal of 80% by 2015.
Goal #5. Evaluate PLO #1's results by June of 2011 and analyze success rates
Goal #6. Evaluate PLO#2's results by June 2012 and analyze success rates.
Goal #7. Evaluate PLO#3's results by June 2013 and analyze success rates

III. Recommendations by Planning and Governance Council

Training/Professional Development <input type="checkbox"/> Employee Development & Success Committee	Equipment <input type="checkbox"/> Budget Allocation Committee &/or Technology Committee	Facilities <input type="checkbox"/> Facilities, Safety, Committee	Personnel/Staffing <input type="checkbox"/> Academic Senate &/or Area Budget	Curriculum/Course Schedule <input type="checkbox"/> Learning Area Faculty	Budget <input type="checkbox"/> Budget Allocation Committee

Approved by Planning and Governance Council (PGC) Date: _____

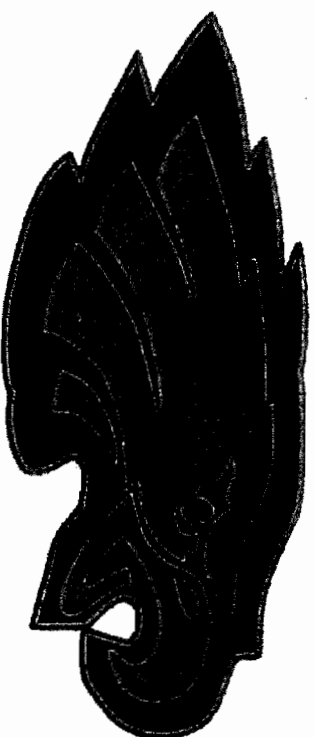
Recommended Action by PGC: Expand Program Maintain Program at Current Levels Eliminate Program

WHCL

Strategic Planning

2009-2012

November 13, 2009



Strategic Planning
2009-2012
November 13, 2009

<p>Integrity</p>	<p>Updates need to be available to all (students, community, staff, faculty) More input on the re-organization</p>	<p>More communication to all groups (campus and community)</p>		<p>Standard I: Mission and Effectiveness <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness Standard II: Student Learning Programs and Services <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning Standard III: Resources <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial Standard IV- Leadership and Governance <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration</p>	<p><i>Student Success</i></p>	<p>Need to do - Student message center - Update student Handbook - Website for new programs and/or grants</p>	<p>Student Portal - District-wide Facebook and Twitter - Robust Portal - Weekly newsletters - Screaming Eagle online</p>
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Strategic Planning
2009-2012
November 13, 2009

<p>Integrity</p>	<p>Staff/Faculty/Administration Mentoring</p>			<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration 	<p>Student Success</p> <p>EDS C</p>		
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Strategic Planning
2009-2012
November 13, 2009

<p>Access</p>	<p>Not enough off campus promotion about the college & financial programs</p>	<p>Student ambassadors to outreach.</p>		<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration 	<p>Student Success</p>	<p>-E-Team</p>
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Strategic Planning
2009-2012
November 13, 2009

<p>Access</p>	<p>Lack of counseling/advising in the evening</p>	<p>Student center (feeling of a community on-campus) More evening counseling/advising during peak times</p>		<p>Standard I: Mission and Effectiveness <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness Standard II: Student Learning Programs and Services <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning Standard III: Resources <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial Standard IV- Leadership and Governance <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration</p>	<p>Student Success</p>	<p><i>Need to do -Tie calendar and staff activities/ days to ensure services are provided</i></p>	<p><i>-Tuesday and Wednesday evening counseling available</i></p>
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Strategic Planning
2009-2012
November 13, 2009

<p>Excellence</p>	<p>Quality of Information given Outreach to areas outside of the Lemoore area Marketing of programs Problems w/ the portal</p>	<p>Electronic Message Board Collaboration w/ instructors, advisors, and counselors on outreach</p>		<p>Standard I: Mission and Effectiveness <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness Standard II: Student Learning Programs and Services <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning Standard III: Resources <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial Standard IV- Leadership and Governance <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration</p>	<p>Student Success</p>	<p>Need to Do -Ensure staff can access portal when off campus at high schools</p>	<p>Principal Initiative -Ongoing efforts</p>
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Strategic Planning
2009-2012
November 13, 2009

<p>Excellence</p>	<p>Teaching methodology, delivery flawed, teaching styles</p>	<p>Evaluations are administered too early Tighter evaluations before tenure: A) more direct feedback. B) methodology specific. C) Panel from different dept. to evaluate. D) stick to SLOs</p>		<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration 	<p>Student Success</p> <p>Student Learning</p>		
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Strategic Planning
2009-2012
November 13, 2009

<p>Excellence</p>	<p>Student support of teams and facilities</p>	<p>Student booster club. Build a big gymnasium</p>		<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration 	<p>Student Success</p>	<p>-More staff attending home games -More active SGA -Campus wide energy with athletic-including "pink Ribbon T-Shirt Day"</p>
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Strategic Planning
2009-2012
November 13, 2009

<p>Diversity/Mutual Respect</p>	<p>Lack of Promotion/Awareness for cultural biased clubs and activities</p>	<p>Clubs that promotes diversity</p>		<p>Standard I: Mission and Effectiveness <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness Standard II: Student Learning Programs and Services <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning Standard III: Resources <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial Standard IV- Leadership and Governance <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration</p>	<p>Student Success</p>		<p>-Student Activities Committee</p>
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Strategic Planning
2009-2012
November 13, 2009

<p>Diversity/Mutual Respect</p>	<p>More student involvement in clubs, government, activities Lack of dialogue to collaboration with other community colleges between our students and other students Lack of community involvement in activities</p>	<p>Campus mentoring program Campus Ambassadors</p>		<p>Standard I: Mission and Effectiveness <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness Standard II: Student Learning Programs and Services <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning Standard III: Resources <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial Standard IV- Leadership and Governance <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration</p>	<p>Student Success</p>	<p>-Student clubs more active -Now have active ICC -Have Coalinga students attending ICC as well -Hanford COS Center has link to WHCL -Active student clubs such as ASG</p>
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Strategic Planning
2009-2012
November 13, 2009

<p>Collaboration/Community</p>	<p>Lack of established athletic, club, and other student organizations</p>	<p>Hold more college and community events: sports, concerts, clubs, community/history/diversity events</p>		<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration 	<p>Student Success</p>	<p>Need to Do -Work on intramurals when Eagle Arena opens</p>	<p>-Increase in student participation -May 1, 2011- will begin to see major events in Eagle Arena</p>
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Strategic Planning
2009-2012
November 13, 2009

<p>Collaboration/Community</p>	<p>Lack of "reach" with current and potential students</p>	<p>Invite H.S. students to "Eagle Days... Come visit the West!" (Vera) Kioscs and Canopies stated by stud. & fac.</p>		<p>Standard I: Mission and Effectiveness <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness Standard II: Student Learning Programs and Services <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning Standard III: Resources <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial Standard IV- Leadership and Governance <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration</p>	<p>Student Success</p>	<p>Need to Do: -H.O.P.E. Project - Expand Outreach</p>	<p>-Have initiated different a=events- such as "Got BOGG" campaign -Coordinated Campus Visit Eagle Outreach</p>
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Strategic Planning
2009-2012
November 13, 2009

		<p>More collaboration with local high schools More contract education courses programs</p>		<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration 	<p>Student Success</p>		
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Strategic Planning
2009-2012
November 13, 2009

<p>Collaboration/Community</p>	<p>Interaction/link between high school and college</p>	<p>Bridge the gap (instructors need to visit [regularly] the high schools) First Year Experience (educating the incoming to insure the success of our students!!)</p>		<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Mission <input type="checkbox"/> B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Instructional Programs <input type="checkbox"/> B-Student Support <input type="checkbox"/> C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> A-Human <input type="checkbox"/> B-Physical <input type="checkbox"/> C-Technology <input type="checkbox"/> D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> <input type="checkbox"/> A- Decision Making <input type="checkbox"/> B-Board and Administration <input type="checkbox"/> 	<p>Student Success</p>	<p>Things to do: -First Year Experience -Summer Bridge</p>	
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CALENDAR FOR BUDGET DEVELOPMENT FOR THE
WEST HILLS COMMUNITY COLLEGE DISTRICT

DATE	ITEM	RESPONSIBILITY
Mid January – April 10	Distribute Budget Worksheet forms to College President.	Vice Chancellor
	College Presidents shall initiate college budget development process.	College Presidents
	Vice Chancellor shall distribute forms to district office Department managers.	Vice Chancellor
	Open hearings and meetings will be held at each College and District Office.	College Presidents Chancellor
	Submit college's proposed budget worksheets and priority lists to the Vice Chancellor	College Presidents
	Submit district office's proposed budget worksheets and priority lists to Vice Chancellor	Chancellor
Second week of April	Executive Cabinet to review budget submittals.	Executive Cabinet
April 15 th	Vice Chancellor will notify Superintendent of Schools of newspaper publication, date, location and time of public display of proposed budget document.	Vice Chancellor
May Board Meeting	Vice Chancellor presents latest tentative budget information to Board of Trustees.	Vice Chancellor
Ten days prior to June Board Meeting	Copies of the proposed Tentative budget shall be placed in the District Office, College Libraries, Centers, and the President's offices for public view.	Vice Chancellor
June Board Meeting	At the June Board of Trustees meeting, the Board will hold a public hearing and will review and approve the proposed Tentative budget.	Board of Trustees
Before June 30 th	Vice Chancellor will forward copy of approved Tentative budget to the Superintendent of Schools, Fresno County and the Chancellor, California Community Colleges.	Vice Chancellor
Before July 25 th	All recommendations from Colleges and District to amend Tentative budget to be submitted to Vice Chancellor.	College Presidents Chancellor
Ten days before August Board Meeting	Copies of the proposed Tentative budget shall be placed in the District Office, College Libraries, Centers, and the President's offices for public view.	Vice Chancellor
August Board Meeting	At the August Board meeting, the Board will hold a public hearing and will review and approve the proposed Adopted budget.	Board of Trustees
Immediately after August Board Meeting	Vice Chancellor will forward copy of approved Adopted budget to the Superintendent of Schools, Fresno County and the Chancellor, California Community Colleges.	Vice Chancellor



**West Hills Community College District
Non-Academic Department Program Review
Learning Resources**

Section I. Department Purpose, Target Population, Services

A. Department Purpose

The Department of Learning Resources is responsible for supporting the colleges in their teaching/learning and service process through the development and administration of an academic online and videoconference program that provides faculty training, help desk support, and videoconference technology installation and support.

The purpose of the Department of Learning Resources is to advance the technology opportunities for instruction, expand asynchronous learning opportunities for students, provide student and instructor support for the academic online environments, and provide faculty training in online technological and pedagogical best practices. In addition, the Department of Learning Resources is a resource for students, faculty, staff, and administration district-wide with regard to policies, procedures, online issues, and current academic technologies applications to enhance the decision-making process with regard to teaching/learning, curriculum, program review, budget planning, educational master planning and institutional master planning. The Department of Learning Resources works closely with college personnel in the development of the class schedule, catalog copy, faculty hires and evaluations, and committee appointments.

At the District level the Department of Learning Resources participates in technology-related decision-making processes that will impact instructional technology.

1. *Describe the mission of the department.*

Mission of the Learning Resources Department

Learning Resources supports WHCCD in providing a positive world-class learning environment by utilizing innovative technology, as well as traditional and nontraditional resources, to promote enhanced learning opportunities for the local and global campus communities we serve. (07/05)

Vision of the Learning Resources Department

Facilitate the scholarly pursuit of academic excellence by providing diverse resources and developing information competencies.

2. *What is the relationship between the department's mission and the district's mission?*

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

- Ensuring the vitality of its institutions
- Encouraging the vision of strong leaders
- Able to see and interpret the present and future needs of students and communities
- Supporting the colleges in the provision of world-class learning environments
- Providing an appropriate allocation and management of human, fiscal and capital resources
- Acting as a catalyst for collaboration with outside organizations and agencies
- Sharing the story by marketing a positive image

The Learning Resources Department has an integral relationship with the District Mission. Working collaboratively with both colleges the practical scheduling of online courses builds enrollment and FTE **ensuring the vitality of its institutions**. Using college and district online data as well as regional and national distance learning trends, the Learning Resources Department provides current information and advisement that **Encourages and supports the vision of strong leaders**. By securing distance learning and technology grants through the Title V Cooperative and two USDARUS grants totaling \$2.5 million dollars over the last four years for personnel and equipment directly related to technology and distance learning needs, the Learning Resources Department **supports the colleges in the provision of world-class learning environments**. By maintaining a streamlined operation partially supported through grant funding the Department **provides an appropriate allocation and management of human, fiscal and capital resources**. By maintaining state-of-the-art, interactive, seamless technologies that are available to any educational or business organization via internet or videoconference networks, the Department **Acts as a catalyst for collaboration with outside organizations and agencies**. Through the web pages of WHCC and NDC Firebaugh, WHCL, the District Office, and Online, as well as working with the Marketing Director, the Learning Resources Department **is sharing the story by marketing a positive image**.

3. *What is the relationship between the department's mission and the colleges' mission (both WHCC and WHCL).*

This department supports the **WHC Coalinga Mission**, "To commit college-wide staff and resources to the student learning process. To provide educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve;" and the **WHC Lemoore's Mission**, "West Hills College Lemoore enriches lives, builds community, and enhances economic growth and development through quality learning opportunities. We provide outreach and appropriate support services to high school graduates, re-entry students, the military community, developmental, underserved, and special needs populations. We provide a positive environment which is committed to student learning outcomes and success, using relevant goals, innovations, strategies, and partnerships. WHCL provides student-centered guidance and support that produces educated, diversified and involved community members. As a new college, we recognize institutional development as a catalyst to enhance student learning outcomes. We are committed to educational excellence in partnership with the people and communities we serve."

Through the online offerings available independent of time and geographical boundaries, students throughout the district have increased quality educational and learning opportunities, thereby increasing employment opportunities. This helps local rural communities with economic development and growth opportunities in their regions.

4. *Does the department fulfill a unique institutional goal? If yes, please explain. (See College Planning Manuals)*

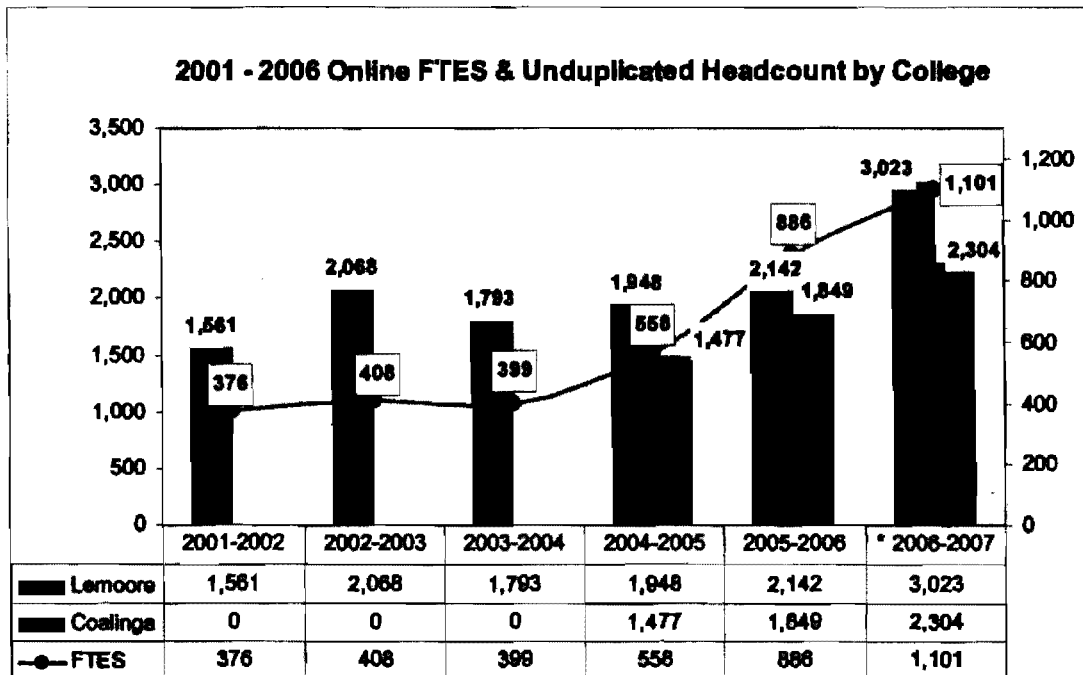
Learning Resources has been engaged in supporting the WHCC strategic goals of:

- "Goal 2: We will maintain our focus on excellence, student success, and on being learner centered." This goal is supported through the three-pronged approach of support to students, support to faculty, and administrative support of a high-profile, online program that has grown 134% in unduplicated online enrollments in three years while maintaining 70-80% student retention.
- "Goal 3: We will improve facilities, technology and learning resources to meet the educational and cultural needs of our communities." This goal has been supported by the installation and/or renovation over the last three years of five video conference classrooms, purchase of laptops for

faculty who teach online, and support staff for faculty training and administrative oversight of online courses and programs that brings FTE funding to the WHCC. Learning resources for faculty has been enhanced by the design, purchase and installation of the faculty multi-media lab in the Coalinga Library.

- "Goal 4: We will encourage academic quality innovation and creative thought." Learning Resources works to encourage faculty to use the latest in technology and teaching/learning innovation best practices. Faculty are provided extensive opportunities for training at multiple technical skill levels and encouraged to use mediated technology in a variety of instructional delivery modes.

Unduplicated Online Enrollments



Learning Resources has been engaged in supporting the WHCL Institutional Student Outcomes of:

- "Budget Allocation Committee Goal: To build and foster a strong commitment to the use and development of community, technology, education, and funding in order to effectively increase the

resources and productivity at West Hills College Lemoore." Through the funding of the Title V Cooperative and the USDA/RUS grants written by the Learning Resources Department, WHCL has realized three videoconference classrooms, laptops for faculty teaching online, laptops for student use in the library, and support staff for faculty training and administrative oversight of online courses and programs that brings FTE funding to WHCL. Learning resources for faculty has been enhanced by the design, purchase and installation of the faculty multi-media lab in the Lemoore Library.

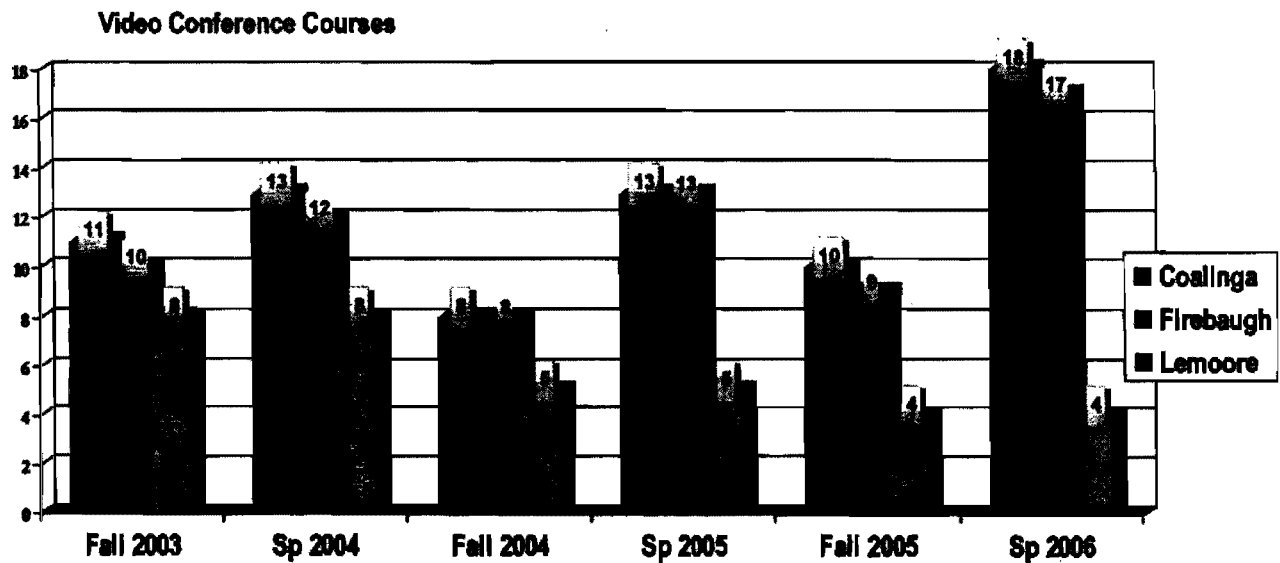
- "Student Learning Goal: To provide positive and energetic teaching and learning environments to further our commitment to student-centered, outcome based education using relevant goals, innovations, strategies, and partnerships." This goal is supported through the three-pronged approach of support to students, support to faculty, and administrative support of a high-profile, online program that has grown 134% in unduplicated online enrollments in three years while maintaining 70-80% student retention. Faculty are provided extensive opportunities for training at multiple technical skill levels and encouraged to use mediated technology in a variety of instructional delivery modes. In addition, state-of-the-art video conference classroom support a teaching and learning environment that is committed to students; courses received from Fresno City College's Radiological Technology and Nursing programs draw students to the Lemoore campus that might have gone to Fresno.

Learning Resources has been engaged in supporting the WHCCD Strategic Goals of:

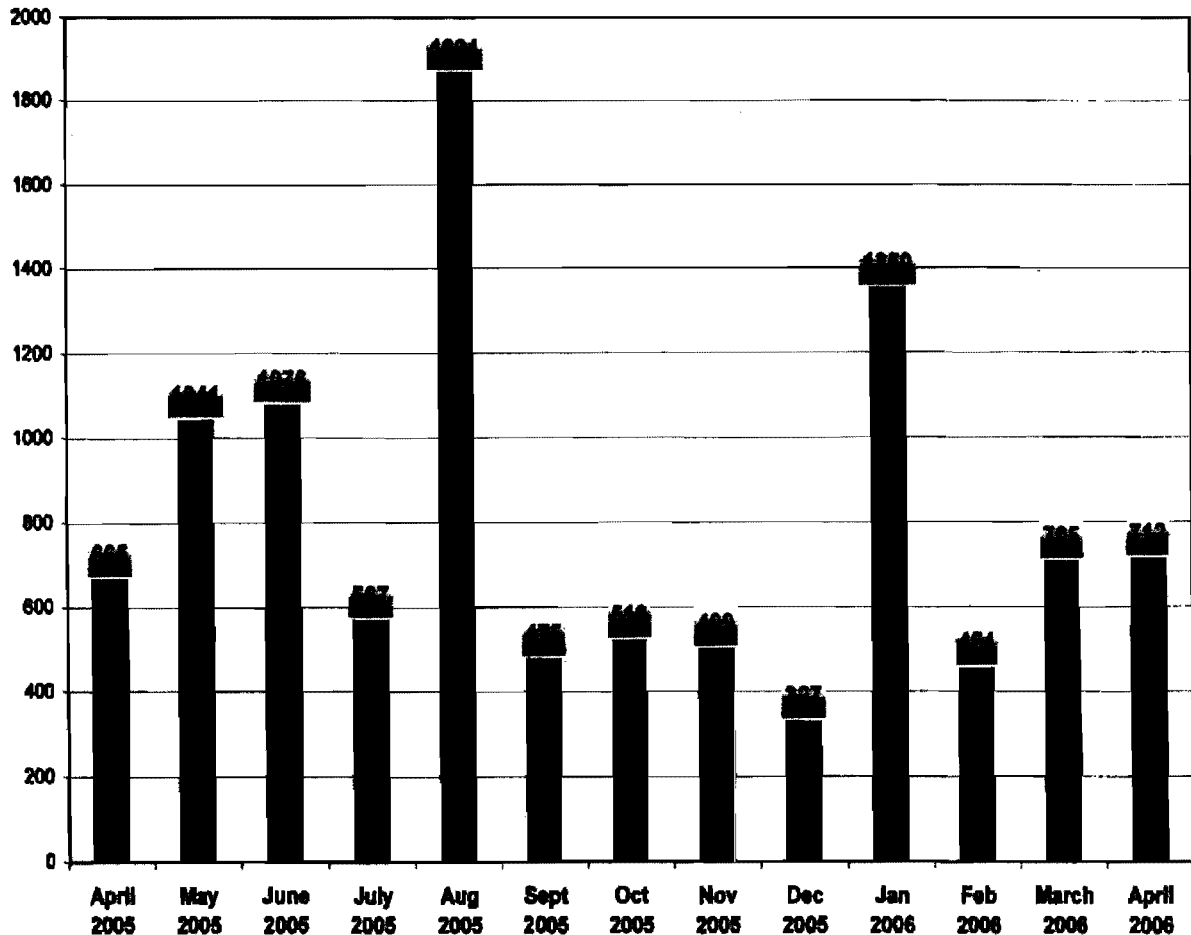
- "Goal 1: West Hills Community College District will annually achieve or exceed funded growth targets." Through the active recruitment of faculty to teach online, as well as the active increase of online courses in the class schedule, online courses have increased unduplicated enrollments of 101% 2001-02 to 2005-06 academic years.
- "Goal 3: West Hills Community College District will annually increase community participation rates." By recruiting and training faculty to teach online there are now 146 course sections in 24 disciplines, providing students multiple opportunities to take our online courses that can lead to a degree in one of five majors. The video conference network reaches students in Lemoore, Firebaugh, and Coalinga that would have otherwise been unable to take courses due to low enrollments.

Learning Resources has been engaged in supporting the e-Learning Technology Strategic Plan goals of:

- "Goal 3: Create a user-friendly call center for assistance with technical and non-technical student services." Through the funding of the Title V Cooperative 2002-2007, the WHCCD help desk was established and will be institutionalized. Monthly stats show the usage increase of the help desk district-wide.
- "Goal 4: Provide faculty development opportunities to enable faculty to work more effectively with technology in an e-learning environment." The Department of Learning Resources provides group and individual training every semester to faculty for videoconference, Blackboard, PowerPoint, and other technology training opportunities.
- "Goal 11: Provide necessary hardware, software, and infrastructure for staff, faculty, and students." Through both federal and state grant funding as well as district funding, the Department of Learning Resources has been able to provide staff, faculty, and students with laptops, software needs, Blackboard and student email servers, state-of-the-art video conference classrooms, and other technology necessities.



Help Desk Contacts September 2005-2006



B. Target Population

5. *Is the department intended to serve a special population or clientele? Please describe the end-user.*

The Learning Resources Department serves students, faculty, staff and administration at various levels or needs. First and foremost, students facing time and geographical barriers to education have their needs met through the online courses, certificates, and degrees supported by the Learning Resources Department. The Help Desk provides one-on-one student contact and support. The Educational Technology Specialist provides faculty with individual or group training for both online and web-enhanced courses. The Video Conference network provides two-way video/two-way audio connectivity for courses

between sites district-wide that ensures students access to courses that previously cancelled due to low-enrollments. In addition, students have the ability to take courses from four-year universities or receive programming not available at WHCCD.

End Users who benefit include:

Students

- A variety of online courses, certificates, programs
- Help Desk for online and telephone assistance
- Video Conference courses and programs at rural locations

Faculty

- Computers with latest technology
- Individual and group training opportunities
- Consultation on academic technology trends
- Scheduling options

Administrators

- Increase in enrollments and FTE
- Scheduling options
- Consultation on academic technology trends

Presidents

- Increase in enrollments and FTE
- Positive public opinion
- Support to areas needing expansion or an infusion of funds

Community Members

- Expanded course and program offerings
- Scheduling options

6. *Describe the mechanisms used to monitor the department's currency and fit with student and institutional needs.*

Student feedback on adjunct faculty evaluations and enrollment numbers are a typical indicator of student needs. Since the evaluation tool for online courses can be launched with ease, it will be administered every semester to maintain currency and address online technology and pedagogical issues.

Faculty training, help desk support, video conference, and administrative staff all receive or attend training at least once annually to remain current in their respective fields. Through contacts met at events or online, staff gathers vital and current information and is expected to retrieve when needed. To date, this

has worked well and a repository of information is available on a variety of topics (i.e., Podcasting, Clickers, ESL online, etc.).

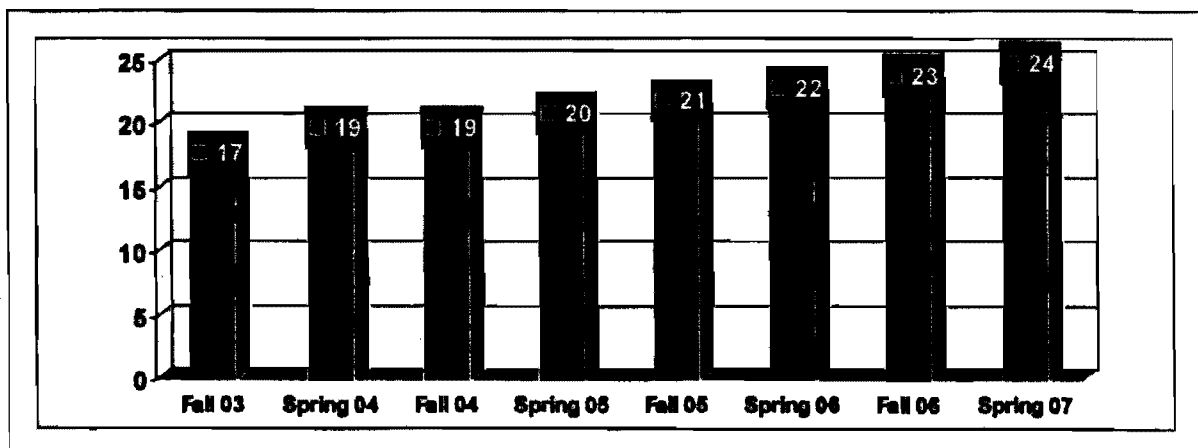
7. How are departmental offerings marketed to the college community?

Online offerings are marketed through the online and printed catalog, class schedule, promotional materials, web sites, public presentations, and news articles. Student, staff, and faculty word of mouth, while informal and anecdotal, is nevertheless a strong marketing tool as well. Help Desk services are marketed through the online and printed catalog, web sites, promotional materials, and news articles. The training service available to faculty through the Educational Technology Specialist is communicated through flyers for group training and one-on-one training offered via email and telephone. Videoconference classroom training is offered in the same way through flyers for group training and one-on-one training offered via email and telephone. The Dean of Learning Resources reminds the Deans at both colleges at the start of the scheduling process that both online and videoconferencing are alternatives to traditional classroom educational offerings.

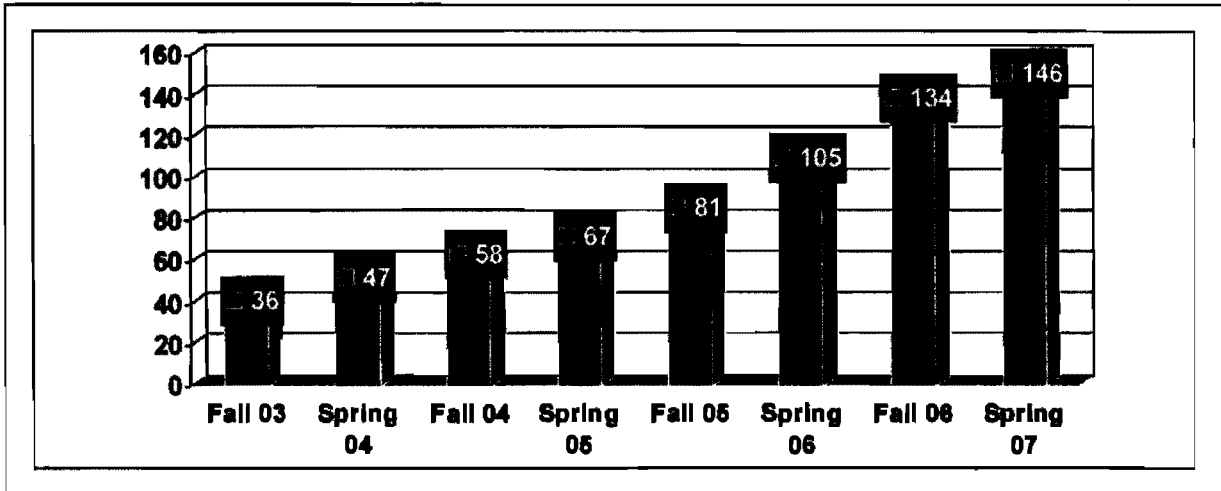
Describe attempts to increase the proportion of student, faculty or staff populations utilizing departmental services.

By aggressively recruiting faculty to teach online there are now 146 course sections in 24 disciplines, providing students multiple opportunities to take our online courses that can lead to a degree in one of five majors: Administration of Justice- Law Enforcement, History, Liberal Arts, Social Science, and Psychology. This is an increase from fall 2003 that had 36 sections in 17 disciplines.

Online Disciplines



Online Class Sections



The Help Desk sends out a weekly email entitled "Did You Know?....." These letters are designed to inform employees on how to more effectively use the CISCO phone system. They also serve as a tool to educate employees on the availability of and contact information for the Help Desk services.

C. Services

8. *List the major college functions or services performed by the department.*

Major Functions

Learning Resources-Office of the Dean

Functions:

- Supervise Learning Resources, Help Desk, Distance Learning Online and Videoconferencing, including staffing, evaluations, budget monitoring, professional development, and facilities planning
- Oversee various grants and state funding initiatives including Title V Cooperative 2002-2007; USDARUS 2004-2009; and the California Community College TTIP funding. Monitor budgets, maintain accurate documentation, and provide annual and/or final reports as requested
- Payroll for staff and over 40 adjuncts teaching online
- Process and monitor all purchase requisitions for all areas and grants
- Work with colleges for online course scheduling, processing online class changes, and do online adjunct evaluations
- Order online adjunct instructor textbooks; distribute online adjunct faculty packets; and process student Grade Change and Incomplete forms
- Schedule Technology Advisory Team, IT/LR, and Learning Resources meetings and maintain accurate meeting minutes

- Dean of Learning Resources participates in Curriculum Committees, Facilities Committees, and Presidents Cabinets at both colleges
- Coordinate and implement Flex and Duty days with college campuses and chancellor and work with colleges to implement additional faculty development opportunities
- Process travel and expense claims for all area staff

Distance Learning-Online

Functions:

- Lead adjunct faculty recruitment for all disciplines
- Manually assign instructors to over 90 online and approximately 100 web-enhanced sections
- Work directly with faculty to design, develop, and deliver web-based instruction in the Blackboard environment
- Create and maintain the flow of tasks to complete course development projects
- Develop instructional resources for faculty use and keep current with developments in both learning theory and technology trends
- Develop and deliver workshops for faculty on instructional technologies and pedagogical applications
- Oversight of Faculty Multimedia Lab including research of equipment and technology available for solutions and improvements to teaching and learning experience
- Oversight of online courses including working with Information Technology (IT) for troubleshooting, upgrades, and Blackboard issues
- Liaison with Blackboard for troubleshooting, upgrades, and new applications
- Record and provide monthly reports and statistics to area Dean
- Archiving of online syllabi, grade books, and finals by course and semester
- Communicate with online faculty by phone, email and in person

Distance Learning-Videoconference

Functions:

- Train faculty and staff in the use of videoconference classrooms and conference rooms
- Install and maintain videoconference equipment in classrooms and conference rooms
- Monitor and troubleshoot videoconference classrooms and conference rooms while in use
- Install applicable software upgrades and patches to videoconferencing equipment
- Liaison with Information Technology (IT) for setting bandwidth priorities, Internet Protocol addresses, and troubleshooting assistance as required.
- Research equipment and technology available for solutions and improvements to teaching and learning experience
- Record applicable information and provide required reports and statistics to area Dean
- Install and maintain satellite dish and equipment for CCCSAT and Dish Network services
- Communicate with faculty by phone, email, and in person

Help Desk

Functions:

- Reset passwords for all students, faculty and staff for My West Hills, Student Email, Blackboard, and phones. Answer questions and/or forward to appropriate department when needed
- Assist with computer issues including downloads, WHCCD network accessibility, security and updates
- Set up new employee accounts in My West Hills and enter WHCCD Employee email addresses in Datatel
- Program, install, troubleshoot, and inform new employees on how to set up phones, and access voicemail on and off campus
- Manage employee and student name changes in My West Hills and Student Email (in Datatel)
- Handle undeliverable email by checking for alternate email address, phone, or other addresses and change to correct email address
- Record and provide helpdesk statistics reports to Dean on monthly basis

9. *List the current service goals of the department.*

In July and August 2005, the Learning Resources Department held retreats with the express purpose of developing a department mission, vision, student learning outcomes, and an implementation matrix. The following current and new service goals are directly tied to the SLOs developed during those retreats.

- Provide ongoing training in online technological and pedagogical best practices
- Increase online instructor participation in SLO assessments that feed into program review processes at the college level
- Increased student use of Online Student Orientation through collaboration of Learning Resources online staff and online instructors
- Increased faculty use of Discussion Board, Virtual Chat, Virtual Classroom and other communication tools in Blackboard sites through enhanced training and follow-up by LR online staff
- Maintain videoconference equipment and software between campuses and external sites
- Continue scheduling of group and increase one-on-one training each semester.
- Maintain current contact and detailed operation instructions information in all videoconference classrooms district-wide
- Maintain open communication with ITS / relate systems' problems.

10. *Is there a desire to add new service goals or objectives to the department?*

- Provide online students with active, hands-on, concrete experiences through technological media through collaboration of Learning Resources online staff and online instructors
- Develop and implement Student Technology and Online Readiness Self Assessment Tools

- Increase student technology literacy and independence through enhanced online orientations, student-friendly sites, and online training in courses
- Research and work with CENIC on all aspects of captioning for video conference courses
- Research and present to faculty new classroom mediated technologies
- Provide consultation and research services to the college academic communities

11. *Describe the departmental strategies and activities intended to achieve these objectives.*

Department strategies to achieve new objectives include:

- In order to provide online students with active, hands-on, concrete experiences through technological media, Learning Resources Department staff will acquire and test new software and hardware technologies, provide them to ITS for system compatibility, and provide faculty with guest access and/or vendor presentations with the intent to purchase for system-wide use.
- In order to develop and implement Student Technology and Online Readiness Self Assessment Tools, Learning Resources Department staff will work with the Director of Institutional Effectiveness, Planning, and Research to develop, deploy, evaluate and re-deploy self assessment tools to enable students to make wise distance learning choices.
- In order to increase student technology literacy and independence through enhanced online orientations, student-friendly sites, and online training in courses, Learning Resources Department staff will research and implement online orientations known to exhibit best practices and work with ITS staff to make current Student Email, My West Hills, and Blackboard sites easier to read and password protect. In addition, Learning Resources Department staff will work with faculty to provide more online training in courses that will help to make students more technology independent.
- In order to research and work with CENIC on all aspects of captioning for video conference courses, the Distance Learning Operations Manager will maintain all contacts with CENIC partners, CENIC administrative leadership, and stay abreast of the captioning issues related to video conference courses.
- In order to research and present to faculty new classroom mediated technologies, the Distance Learning Operations Manager and the Education Technology Specialist will continue to share information, work with vendors on trials, work with ITS on any systems

compatibility issues, and work with faculty on any access, presentations and training issues.

- In order to Provide consultation and research services to the college academic communities, the Dean of Learning Resources will work on request with the Academic Senates, Curriculum Committees and other academic leaders at both campuses

12. *Describe how these goals and objectives will be assessed?*

All goals and objectives will be assessed using methodologies appropriate to the task. Evaluations will be provided for faculty in training sessions, vendor presentations, in the deployment of any software or hardware pilots, or mediated classroom technologies. Students will also be asked to evaluate self assessment tools, hardware or software technologies, and changes to their login sites. In addition, faculty implementing the SLO assessments will be asked to evaluate their SLOs based on the longitudinal data collected over several semesters.

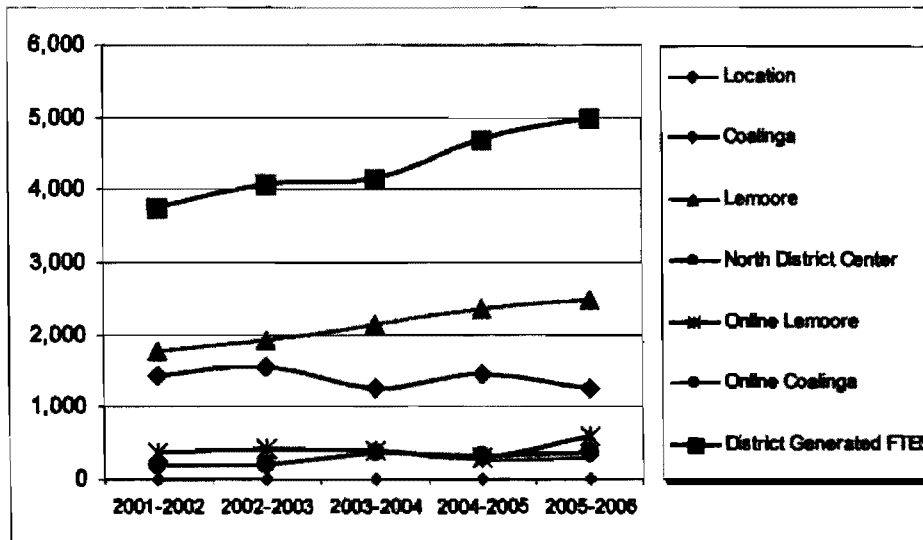
Informal evaluations will include the reduction in Help Desk contacts for student password resets, and an increase in student success due to self selection via the online and technology self assessment tools.

Section II Data

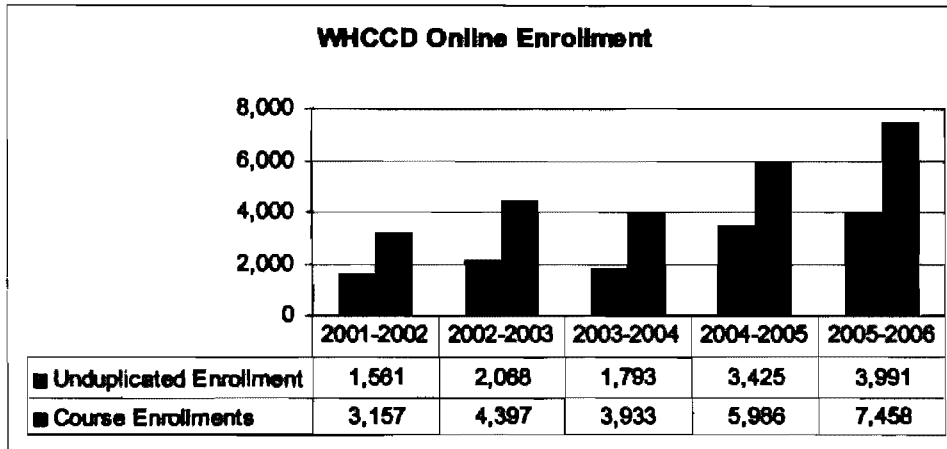
13. Define and provide appropriate department use trend data, as available (3 to 5 years). If possible, show how services are provided or used by each individual college.

FTES by Location

Coalinga	1428.8	1550.02	1261.1	1461.8	1258.49
Lemoore	1767.2	1917.13	2140.2	2372.5	2482.09
North District Center	188	203.95	365	310.9	370.24
Online Lemoore	376	407.9	399.7	307.3	597.45
Online Coalinga				250.9	288.27
District Generated FTES	3760	4079	4166	4703.4	4996.54
Adjusted to cover 04-05 FTES Goal	NA	NA	NA	NA	-179.77
High School Enrollment	NA	NA	NA	NA	-11.34
Reported FTES	3760	4079	4166	4703.4	4805.43

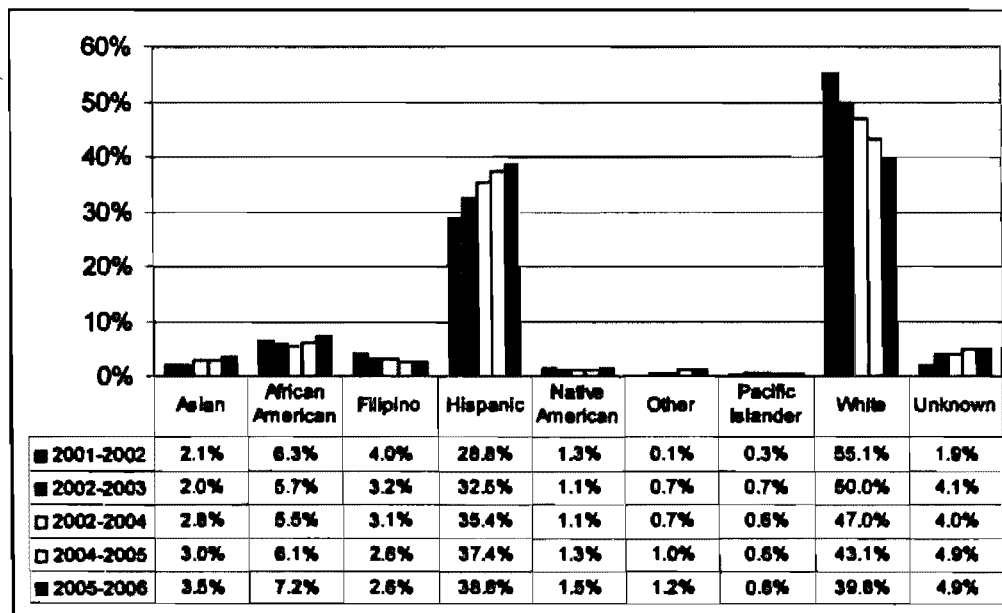


WHCCD Online Enrollment for Five Academic Years

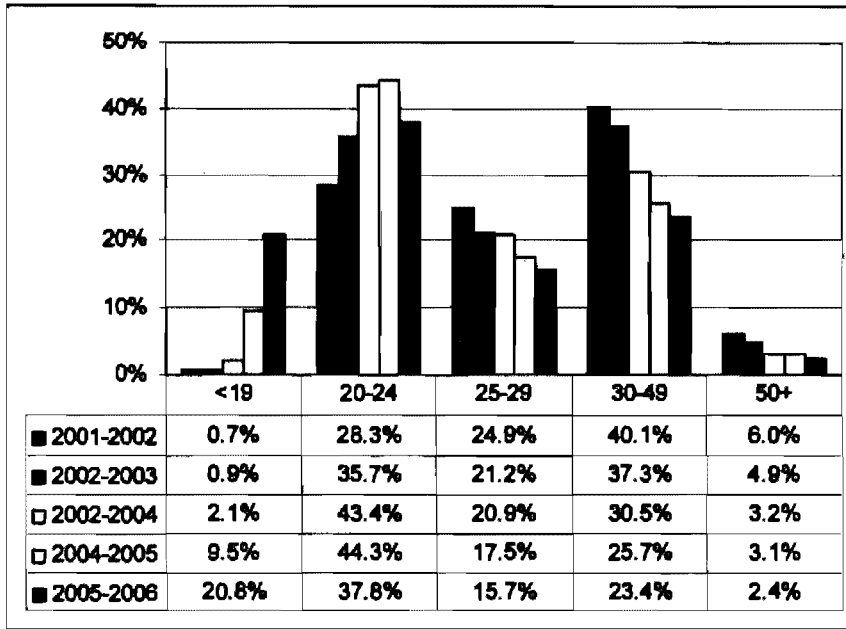


WHCCD online unduplicated enrollment has increased from 1,561 students in 2001-2002 to 3,991 in 2005-2006. This growth represents a 156% increase in unduplicated student headcount. Enrollment decline during 2003-2004 reflects budget cuts, tuition increase, and reduction in course offerings.

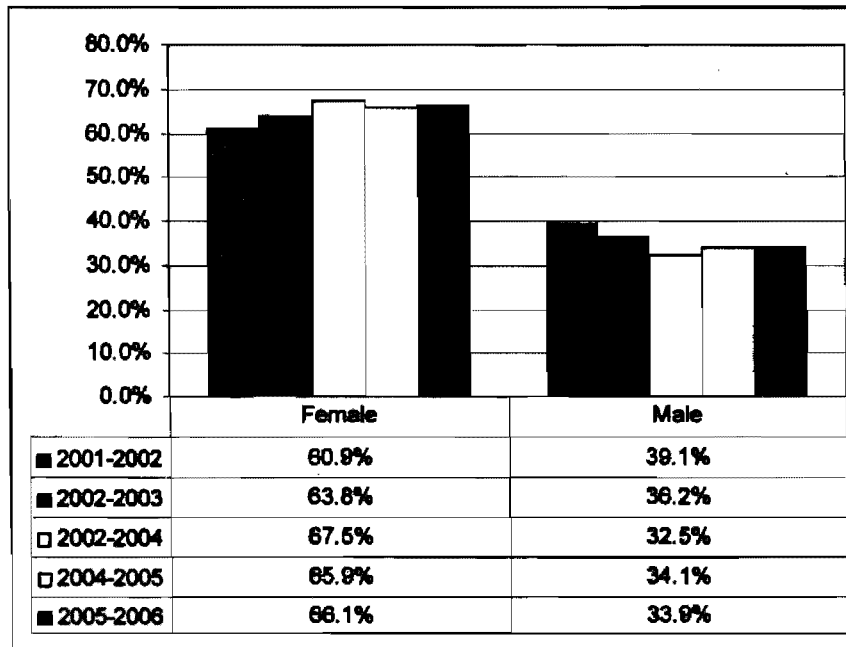
WHCCD Online Enrollment by Ethnicity



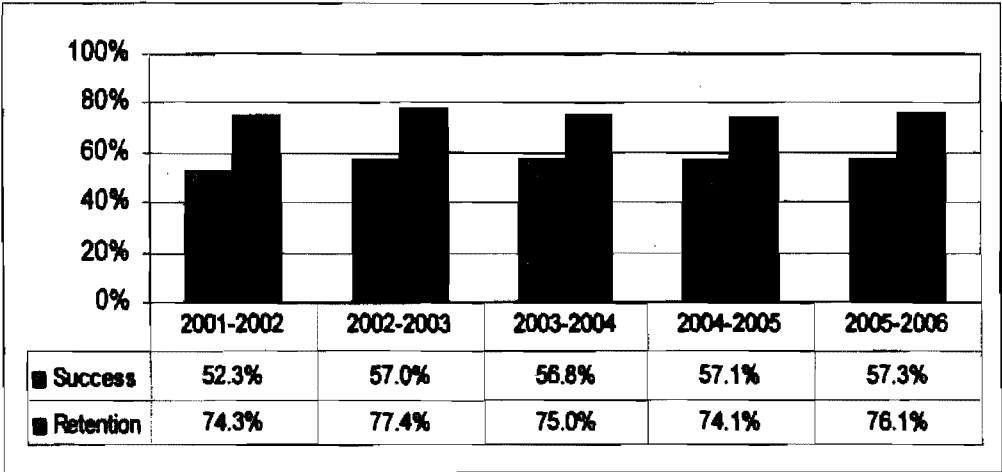
WHCCD Online Enrollment by Age



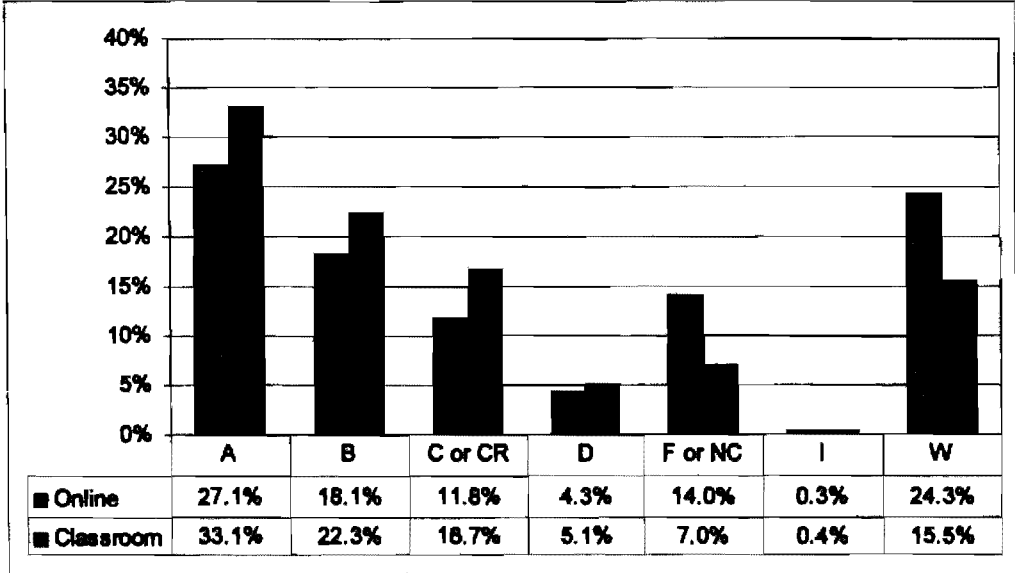
WHCCD Online Enrollment by Gender



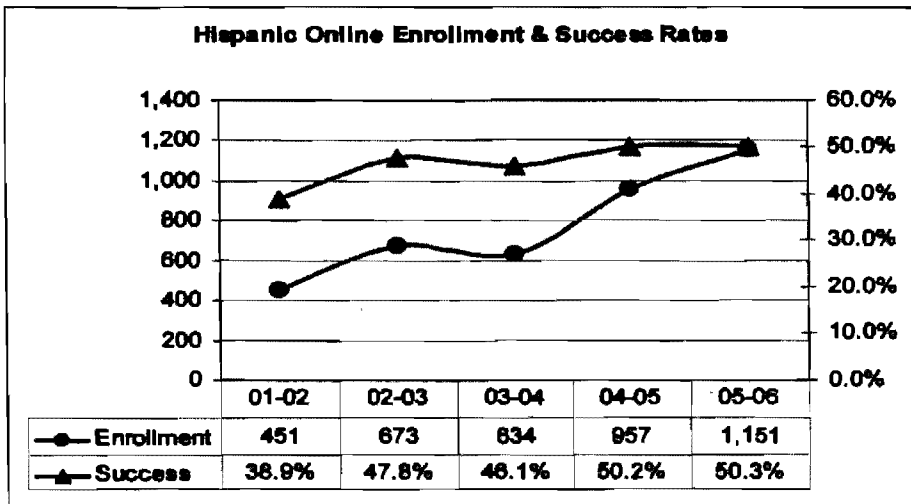
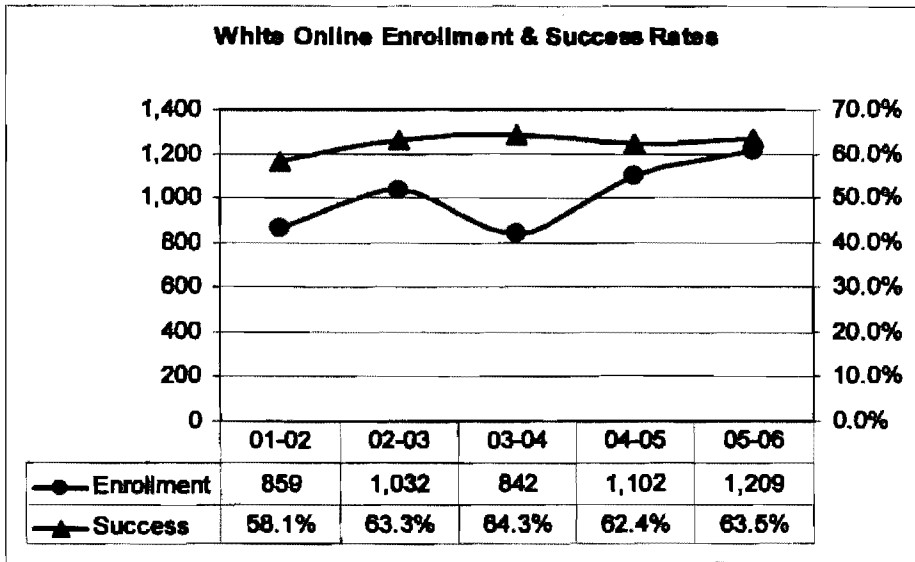
WHCCD Online Success and Retention

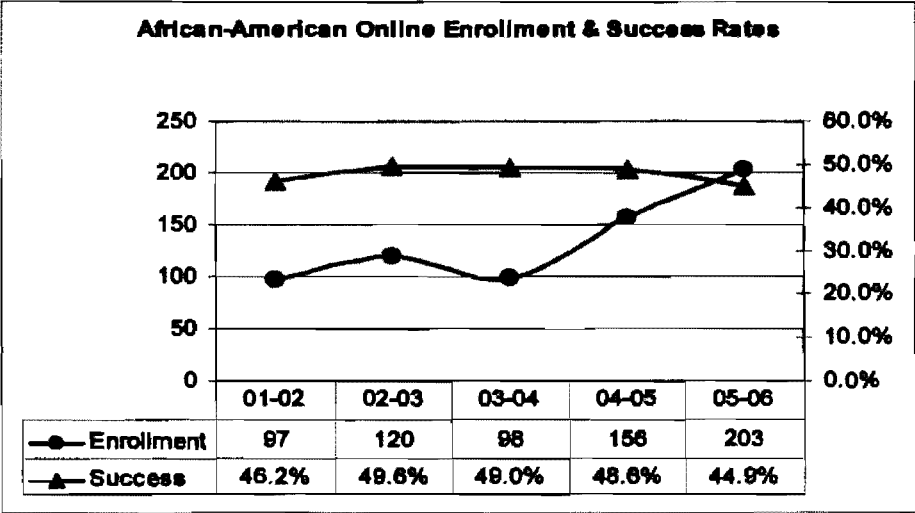


Online and Classroom Grade Comparison for Same Students (summer 02-fall 06)

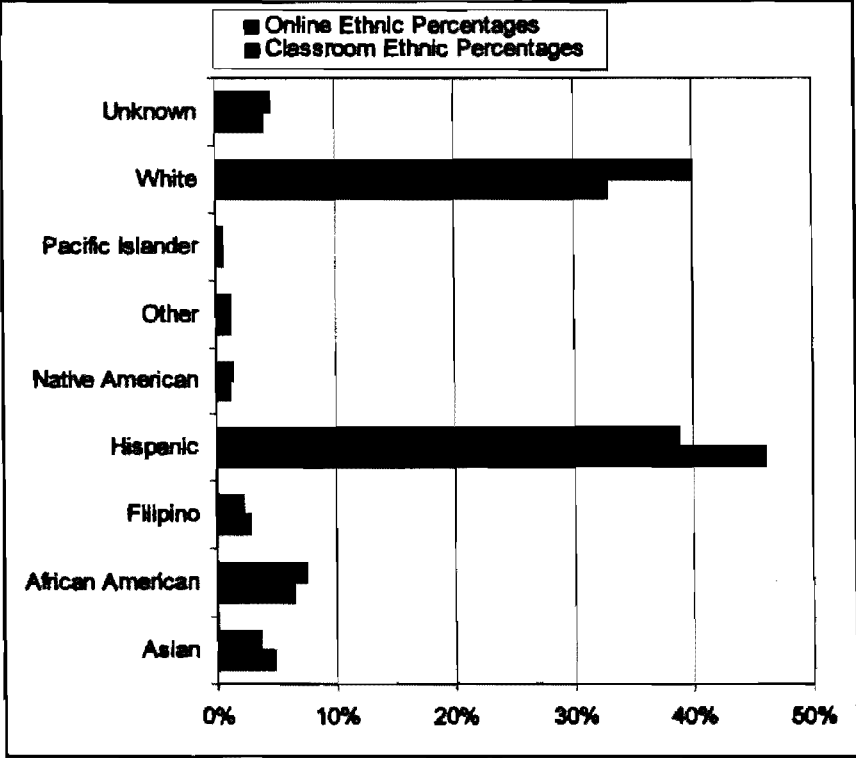


Enrollment and Success by Ethnicity



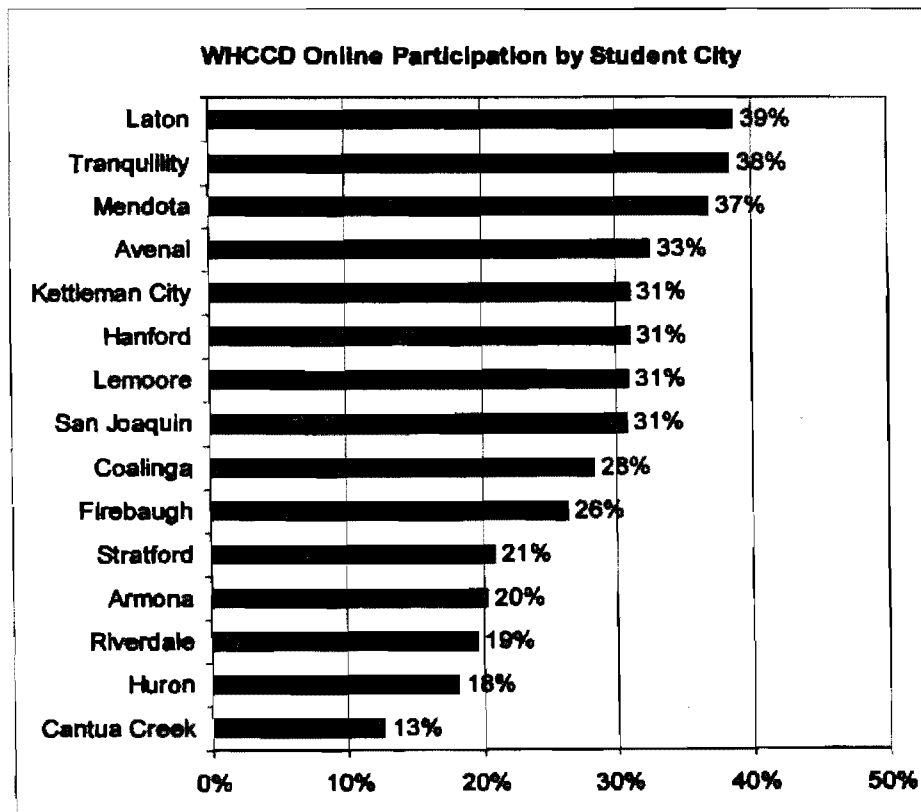


Fall 2005 Online and Classroom Ethnic Percentage Comparison



Fall 2005 Enrollment by City

City	WHCCD Enrollment	WHCCD Online Enrollment	% Enrolled Online
Cantua Creek	16	2	12.50%
Huron	100	18	18.00%
Riverdale	77	15	19.48%
Armona	84	17	20.24%
Stratford	48	10	20.83%
Firebaugh	221	58	26.24%
Coalinga	563	159	28.24%
San Joaquin	39	12	30.77%
Lemoore	1,286	397	30.87%
Hanford	1,070	332	31.03%
Kettleman City	29	9	31.03%
Avenal	175	57	32.57%
Mendota	149	55	36.91%
Tranquillity	13	5	38.46%
Laton	49	19	38.78%



Created by the Office of Institutional Effectiveness
 Revised: Thursday, February 2, 2006

14. *Provide assessment results from end-users. (Use survey or other assessment tools to gather feedback from end-users)*

In fall 2005, the students in online courses taught by WHCCD adjunct faculty were introduced to a new tool, Student Evaluation of Online Faculty. Developed with input from faculty, deans, and the Learning Resources Educational Technology Specialist, this evaluation was deployed in Blackboard in all fully online courses taught by adjuncts that semester. In addition, the President of the WHCL Academic Senate 2005-2006 agreed to have the evaluation deployed in his online courses as well. The evaluation was announced in an email to students by the Educational Technology Specialists and posted as part of the menu tabs in their classes. The anonymous results were posted in the Blackboard's Gradebook. There were 30 faculty who were evaluated by WHCCD students; of those six faculty were evaluated as part of the regular Human Resources adjunct evaluation process by the Dean of Learning Resources.

15. *Comment on significant information that emerges from the data*

The significant information from the Student Evaluation of Online Faculty came from the comments section. In particular, the students' comments repeat a theme stating the need for online courses in order to continue their education. Every class evaluation included one or more comments with this theme.

In response to the question,

Question 22 Essay

Would you take another online course? Why or Why Not?

Absolutely. Though I have found they entail more work than courses taken in the classroom, they are best suited for my schedule as a full time mother of young children. I can go at my own pace for the most part. I learned more from doing papers for my online courses, than from doing multiple choice tests. (Sociology 1 Fall 05)

I am in the Navy and am at work or gone very often. This type of class allows me to continue my education no matter where I go. (Biology 10 Fall 05)

yes, because it is the only way I can attend college. (Business 20 Fall 05)

Section III. Institutional Support

16. *Describe the adequacy of the staffing level to accomplish organizational objectives at colleges and district office.*

With the phenomenal growth of online courses and enrollment in online courses the current staffing levels have proved insufficient to meet student and faculty needs, creating a backlog, particularly at the start and end of each semester, of: requests to be filled, training needs, instructors to be put in courses, responses to students, and so on. The ability to gather important data, do outreach, in-depth training, implement innovative ideas, disseminate information, and participate on vital committees becomes a luxury not realized.

More research is needed to determine if current staffing is adequate for expected growth needs of the video conference program and network.

17. *How adequate and appropriate are departmental facilities and equipment? Please be specific about current deficiencies and projected needs at colleges and district office.*

Departmental facilities and equipment are currently adequate, but as technology in the faculty multi-media labs and in the video conference classrooms age, maintenance requiring replacement will become necessary. There are two faculty multi-media labs in the district with six high-end CPU's and accompanying software, two color printers, video data projectors, amplifiers, and dvd/vcr players.

Staffing Deficiencies

18. *Are there unmet professional development needs of department staff? If yes, please describe.*

Not at this time.

19. *Are there specific fiscal needs that have not been previously identified? If yes, please specify.*

Having relied on Title V and USDARUS funding for the last four years, Learning Resources will need to receive an influx of funds to become fully institutionalized and operate at full capacity in the future. Supplies, travel for development needs, equipment replacement, and other necessities to run a full-fledged operation will become necessary in 2007-2008 when the Title V Cooperative grant funds cease to exist.

Section IV. Summary

20. Describe the strengths of the department

The Learning Resources Department has highly qualified personnel serving students, faculty and staff of WHCCD, excellent technology and software resources for students and faculty engaging in the teaching/learning process, and facilities district-wide that include faculty labs, video conference meeting rooms and classrooms, and office space.

a. Personnel:

- The Educational Technology Specialist holds a bachelors degree in Business Administration/Information Systems from Fresno State and has a background in academic advising and career education.
- The Help Desk Coordinator has a degree in Business (AA+) and background in Business, Industrial Engineering, Insurance, Computers, Data Processing Technician/Information Systems (QSS), and training in Blackboard (Introduction to Teaching with WebCT 4.0 Workshop (30 hrs) and Introduction to Teaching with Blackboard 6.0 Workshop (30hrs) with 3 (student) 1 year (Employee/Faculty - ITS) years working at the Help Desk to telephone and email requests.
- The Distance Learning Manager holds a degree in B.A. in General Studies with a minor in Management and has a background in electronics with 3 years purchasing, installing and maintaining video conferencing classrooms and equipment.
- The Senior Secretary has an AA degree in Secretary/Word Processing and has worked with WHCCD for 5 years and with Learning Resources for over a year.
- The Dean of Learning Resources holds a Masters degree in English and has fifteen years experience in distance learning management.

b. Technology and Facilities:

- Technology and software in the faculty multimedia labs, student email upgrades, and servers for both the Blackboard and student email servers, and 48 wireless laptops with charging stations were all purchased through the Title V Cooperative grant.

- Six state-of-the-art video conference classrooms were installed with the USDA/RUS grant.
- Student wireless laptops and video conference meeting room in the Coalinga Library, video conference classroom and wireless laptop program at the Huron Community Center, and four wireless laptop programs at high schools through out the district were installed as part of the *Community Access Project* through USDA/RUS grant funding.
- Staff in Learning Resources have had the opportunity to replace aging computers/laptops through Title V funding so as to provide.

21. *Describe departmental areas for improvement*

The ability to prioritize responding to multiple requests over short periods during peak busy times, finding ways to gather and store tracking data that can be more productive and easily retrieved are areas for improvement for the Learning Resources Department.

22. *Describe plan to correct identified weaknesses and improve the program. Suggest timelines and required resources as appropriate.*

The program has grown substantially over the last three semesters, so in the next academic year staff will analyze departmental areas that will need attention and improvement. The Learning Resources Department will hold retreats in summer 2006, similar to those held in summer 2005.

Section V. Communication

23. *Communicate Results*

- a. Review with immediate supervisor
- b. Chancellor's Cabinet
- c. WHC Coalinga College Consultation Committee
- d. WHC Lemoore Planning and Governance Council
- e. Chancellor's Executive Cabinet
 - * Discuss appropriateness of assignment to district or college.
- f. Board of Trustees

WEST HILLS COMMUNITY COLLEGE

FINANCIAL AID PROGRAM REVIEW

FALL 2004

TABLE OF CONTENTS

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FINANCIAL AID PROGRAM REVIEW FOR 2004 - 2005

I. GENERAL INFORMATION

Unit/Department: Financial Aid
Date Prepared: November 2004
Prepared by: Jill Stearns
Committee Members: Jana Cox
America Planas
Dr. Larry Rathbun

II. QUALITATIVE ANALYSIS

A. General Description of the program

The financial aid department is responsible for the processing and awarding of all need-based financial aid. The financial aid staff assists students with the Free Application for Federal Student Aid (FAFSA), electronically process applications received from the Central Processing System, verify eligibility for federal, state and local programs, awards aid, coordinates payment of awards with business services, reports disbursements of aid and reconciles payments with federal, state and local agencies.

B. Assumptions/trends unique to Student Activities that are likely to influence the department or profession; you may want to describe how the nature and needs of departments in your service area are changing; etc. (Example: The cash flow requirements due to multiple funding sources and the resulting draw-down provisions will continue to increase and will require more aggressive cash management procedures.)

It is assumed that the amount of financial aid awarded and number of students serviced by the financial aid department will continue to grow. Each academic year from 2000- 2003, an increase has been recorded in the number of Board of Governor Fee Waiver recipients. This steady growth parallels the growth in enrollment experienced by the District. The phase IIB expansion of the Lemoore campus will increase the course offerings and services available to students. Enrollment growth is anticipated for the North District Center (NDC) over the next ten years. Evening hours of financial aid service are critical to meeting student needs on the Lemoore and Firebaugh campuses. In order to maintain quality service to students, staffing patterns need to be reviewed annually.

- C. Program or service goal statements which form the core of the unit plan. In prioritized order describe the near term (3-Year) and long range (10-year) direction/vision for your department(s). Evaluate program goals using criteria, measures, and methods applicable to each goal. Describe what you want to do differently or more effectively in the future. (Example: Improve the cleanliness of classrooms prior to first-hour classes.)**
- Foster student centered service environment
 - Implement electronic communication of document tracking
 - Implement web-based forms
 - Develop updated policies and procedures

- D. Supplies: Describe the supply requirements of your existing department(s), as well as the effect that any proposed changes would have on the supplies required in the next three years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.** Current paper files require the purchase of several thousand folders, labels, stickers, prongs, and countless reams of paper.

- E. Equipment: Describe the equipment requirements of your existing department, as well as the effect that any proposed changes would have on equipment required in the next three years. This statement should include a description of and rationale for new equipment or replacement of existing equipment and the estimated costs of the equipment. It should also include any on-going maintenance and installment requirements, as well as an estimate of the costs associated with these requirements.** Financial aid processing is a technology intensive operation. Employees are required to use many web based tools, Datatel, and Microsoft Office Suite applications. In addition, multiple usernames and passwords must be maintained and updated every 90 days according to federal guidelines. Staff must be proficient in computer operation in a Windows environment, Web navigation and email.
- The District IT policy calls for replacement of all computer hardware on a three year cycle. The implementation of a scanning/imaging system integrated with Datatel would eliminate the expense of paper file set up and maintenance. Scanning solutions and funding options are under review at the time of

writing. The scanning solution would eliminate the annual expense of paper files; however, it does have significant implementation and purchase costs.

F. Facilities: Please describe the need for facility modifications within your existing department or program and the effect that any proposed changes would have on the existing facilities in the next three years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs. The financial aid department has staff assigned to the Coalinga and Lemoore college campuses and at the North District Center in Firebaugh. Each staff member is provided with an adequate workspace with appropriate technology resources and connectivity. On each site there are barriers to confidential communication with students and uninterrupted processing time. The director of financial aid is working with the financial aid coordinators to establish workflows that reduce the impact of the facility limitations. Additionally, the director of financial aid, in conjunction with the college presidents, deans of students and the grants department, is striving to identify possible solutions for financial aid facilities. The NDC does not currently have storage space required for onsite storage of requisite financial aid documentation.

G. Staffing: Please describe the staffing requirements of the existing department or program, as well as the effect any program changes would have on staffing in the next three years. This statement should include the need to retrain or to add staff for new and additional responsibilities, for anticipated enrollment increases, or for replacing anticipated retirements.

District Office : Director of Financial Aid

Coalinga : Financial Aid Coordinator

2 full-time Financial Aid Assistant I

1 part-time Financial Aid Assistant I

North District Center : 2 part-time Financial Aid Assistant I

Lemoore : Financial Aid Coordinator

2 full-time Financial Aid Assistant II

2 part-time Financial Aid Assistant I

Additional support currently comes from department funded student workers.

The ongoing enrollment growth at NDC has triggered the need of a full-time Financial Aid Assistant I position at that location. This would afford more autonomy of financial aid processing for the North District Center.

The implementation of scanning technology and data capture are currently being explored. This technology centered process would add another high tech process to the already tech-heavy financial aid department. When considered in conjunction with the existing technology employed by the department it is anticipated that a technology position will be needed within the next three years. It may be possible to reassign current staff to fill this technology

support position. This issue is under review by the director of financial aid, director of information technology services and director of business services.

- H. Staff Development Requirements: Please describe the department or program, as well as the effect any proposed changes would have on staffing in the next three years. This statement should include the need to retrain or to add staff for new and additional responsibilities, for anticipated enrollment increases, or for replacing anticipated retirements.**

All financial aid staff members require ongoing annual training as there are significant changes each award year that impact processing and regulation surrounding Title IV awarding and disbursement. Staff will require specific training in any new technology, process or procedure implemented by the department. Training is available at regional workshops, train the trainer events, web based training workshops, and at annual conferences. New staff requires a significant amount of peer-to-peer training, training by supervisory staff, and hands-on workshops.

- I. Additional Information (optional): Please provide any other information to describe, explain, justify, analyze, or clarify prospective departmental or program changes or needs anticipated in the next three years.**

The implementation of technology including improved work-flows, web-based forms, email communication, and scanning and data capture allow the financial aid staff to process greater numbers of student applicants in a shorter amount of time. The improved efficiencies have allowed the financial aid department to handle a significantly increased enrollment with little increase in staff. District FTES have increased 18 % from 3761.67 in 2000 to 4434.2 in 2003. During this same time frame the total amount of grant awards increased by 30% and the Financial Aid staff was increased by 30%. The increase in staffing afforded the opportunity to address and correct issues identified in the Cal Grant Program Report ID #80100117600; however, the staff is still stretched to meet the demands of reporting, processing, and student support.

- J. What factors did you use in determining the quality and success of this department? (Example: feedback from campus "clients", audit improvements, meeting mission statement and/or goals and objectives, etc.)**

Feedback from students is a most valuable tool in determining the financial aid department's quality of service. Additionally, the processing time required to get a student from the completed application with required documents, to fully awarded status can be measured and used as a year to year comparison. Further, a department audit was fundamental in identifying areas in need of improvement and provided a framework for focusing department efforts. Student surveys are planned for Spring 2005 and Spring 2006 to measure student satisfaction, identify areas for improvement, and to establish a baseline for current operation efficiencies.

- K. Identify the best ways to Measure the quality and success of this department or program. Conduct an evaluation of the program. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by the program evaluate its adequacy or effectiveness? How do the services of this program**

compare to similar programs outside the College? By what processes does the program deal with complaints and continually up-grade services? Other methods might include matching or exceeding nationwide productivity measures, i.e. full-time staffing equivalent per square foot for M&O and per number of employees for Human Resources, feedback from campus “clients”, etc.)

Formal and informal survey methods are appropriate for measuring the quality and success of the financial aid department in terms of customer service satisfaction. Efficiency and timeliness of processing can be measured by the financial aid coordinators. Accuracy is measured by self-audit and reconciliation of all monies with the various granting entities. Recent audit results and 2003-2004 reconciliations show marked improvement over previous year end analysis. Pell reporting for 2001-2002 closed with a margin of error of 2.33 %, while 2003-2004 closed with a margin of only .10892%.

- L. Scheduling Patterns: Describe the daily or annual scheduling pattern that your department or area experiences and discuss whether these are appropriate or adequate for the goals of the program and for the population being served.**

Scheduling of the financial aid department is determined by the student services schedule of each college and center. At NDC the financial aid hours are 12PM to 10PM, Monday through Thursday. This has been determined as the best fit for the local students by the director of the center based on course scheduling.

West Hills College Coalinga has financial aid office hours from 8 AM – 5PM Monday through Friday. These hours mirror the student services building hours of operation. Additional evening hours are available during the first two weeks of each term.

West Hills College Lemoore offers financial aid services from 7:30 AM – 10 PM, Monday through Thursday and 7:30 AM – 5 PM on Friday. Staff is scheduled to meet the needs of the large number of evening students at the Lemoore college.

The staffing of the Coalinga and Lemoore colleges are appropriate for the program and the populations being served. The staffing at the North District Center is not sufficient to afford aid processing at that location.

- M. Which of the measures listed in L. above are you using or do you plan to use in the next year?**

The financial aid department will continue to schedule staff in a manner that matches the student services team at each location. This ensures consistent and reliable access to financial aid services.

III. QUANTITATIVE ANALYSIS

- A. Please provide a short, written commentary answering each of the following. Refer to information and data from the statistical report(s) for your program. (see sample)

	00/01		01/02		02/03		03/04	
	Students	Amount	Students	Amount	Students	Amount	Students	Amount
BOGW A	82	11,507	109	18,128	86	15,270	44	9,183
BOGW B	274	51,000	498	83,310	302	50,314	127	37,041
BOGW C	1,968	495,931	1,731	350,141	2,032	436,962	2,299	740,699
Cal Grant B	145	198,725	239	310,810	343	403,878	360	449,411
Cal Grant C	27	13,227	33	15,696	26	11,304	15	5,832
EOPS Grant	354	57,338	325	80,205	230	39,063	240	100,409
Pell Grant	1,544	2,824,823	1,470	3,130,243	1,560	3,332,832	1,621	3,524,862
SEOG	474	117,160	354	126,152	587	119,012	516	107,963
Total		\$ 3,769,711		\$ 4,114,685		\$ 4,408,635		\$ 4,975,400

1. How does the five-year enrollment trend for the district impact workload for your department?

The five-year enrollment trend suggests that the workload for the financial aid department will continue to increase, parallel to enrollment growth.

2. How does the increased/decreased staffing levels impact workload for your department?

At this time, there is no anticipated staffing increase. Thus individual workload will continue to expand. Implementation of technology solutions has served to maintain workloads at manageable levels. The addition of three full-time and one part-time position in the 2003-2004 academic year brought the department staffing to an acceptable level for current enrollment.

B. Productivity

It is imperative that the financial aid department operate with a high degree of productivity; while maintaining a student centered customer service environment. Over the next twenty-four months the financial aid department is focusing on projects that afford students web access to real-time financial aid information. It is anticipated that this will have a significant positive impact on productivity through the reduction of mail and phone contacts. The full impact of these changes will evident in the next 2 – 4 years.

C. General Operation

1. How well does your department provide adequate services to campus constituents? What criteria were used in this determination? (Example: surveys, e-mail responses, overall campus environment, self-assessment, etc.)

The financial aid department has failed to adequately supply services to campus constituents. This is based on student emails, phone contacts and incident reports. Additionally, these findings were evident in a self-assessment of the overall department operation. Significant changes have been implemented to address this issue. The changes include increased staffing, customer service training, and procedural efficiencies.

2. **Does your department meet or exceed expectations of state regulations and reporting requirements?**

At this time, the financial aid department meets or exceeds the expectations of state regulations and reporting requirements. The deficiencies identified in the *September 18-21, 2001, Program Compliance Office Cal Grant Program Review Report of 99/00 Award Year* have been corrected and measures implemented to remain within the awarding and reporting guidelines. Additionally, federal compliance with Return to Title IV regulations is now being met and past period processing is ongoing.

3. **What evidence exists or suggests that your department provides adequate services to campus constituents, excluding "client or customer" responses?**

Student applicants are being awarded the aid to which they are entitled, disbursements are being made according to the established schedule, compliance with federal regulations regarding all aspects of the financial aid is being upheld, reporting and reconciliation are being carried out within the established time parameters, growth in financial aid disbursement reflects district enrollment growth and increased Pell award thresholds.

4. **To what extent are the measurable goals of the program being met? (Example: what proportion of the student population that intends to transfer actually accomplish their goal?)**

Financial aid processing and awarding are being carried out with reasonable efficiency. 100% of eligible applicants are awarded aid.

D. Professional and Vocational Standards and Growth

1. **What procedures are being used to assure that current skill level of your employees is adequately meeting the needs of the district relative to your department fulfilling the district's mission, goals and objectives?**

Financial aid staff members receive training from a variety of sources. There are many conferences, workshops, and webinars each year. West Hills College sends representatives to as many of the training opportunities as the budget will allow. Information and skills obtained from these training opportunities is shared with the entire department via peer-to-peer training. This enables all staff to benefit from the training attended. It is critical that the department operate according to federal guidelines and be aware of the upcoming requirement changes for the next award year. Annual audits and self review ensure that the department fulfills district mission, goals and objectives while complying with all regulations.

2. **What procedures are being used to assure that the department uses current technology to perform its responsibilities?**

The financial aid director is responsible for ensuring that current technology is implemented in the department procedures. General letters from the Federal

Register, posted minimum computer configuration recommendations, and listserv mailings provide information necessary for determination of current technology implementation. Additionally, the director actively pursues knowledge of current technology through technical reading and participation in technology conferences and events.

3. **Individual Professional Growth: What evidence is there that both professional and vocational staff are staying current in their respective profession and trades vocations?** Professional and vocational staff attend multiple training sessions and receive peer-to-peer training on a regular and ongoing basis. The effective and efficient manner in which students are processed and awarded aid provides evidence of their current skill and professionalism.
4. **What recognitions and/or acknowledgments (awards, publications, promotions, memberships, etc.) have been given to staff within the last year?**
During 2004 the following recognitions or acknowledgements were awarded financial aid staff:
 - Two promotions from Financial Aid Assistant I to Financial Aid Assistant II
 - One Bachelor's degree earned
 - One tax professional license earned
 - One staff member recognized as CSEA employee of the year

E. Overall Changes

1. **Were there any significant changes in data or trends? Describe. (Example: increase in facilities; changes in landscaping; increase in staffing; implementations of hardware/software, increased applicant pool, increased program participants, etc.)**
Staffing was increased by two full-time coordinator positions, and one part-time financial aid assistant I position. There has also been a recent shift from paper to electronic FAFSA filings by 85% of West Hills College financial aid applicants.
2. **If changes occurred, what were the reasons for these changes? (Example: automation of financial aid; mailing of student invoices; planting of more perennials, increase outreach efforts, etc.)**
The increase in BFAP monies in the form of a BFAP supplement allocation afforded the increase in staffing for the financial aid department. The move from paper to electronic filing of FAFSAs is the result of both local and federal efforts to initiate this change. The electronic FAFSA decreases the processing time from 6 weeks to 48 hours allowing students to receive their awards in a much more timely fashion.
3. **Does analysis of the data suggest any changes are needed to improve program effectiveness: If so, what changes? (Example: too little/too much square foot**

custodial/maintenance per FTE staff; work order backlog increasing; purchase order turnaround time increasing, increased recruitment or retention efforts, etc.

The trend toward electronic filing and online forms suggests a need for all of our district financial aid forms to be made available on the West Hills College website. The website usage in the 2004 academic year exceeds by 20,000 hits per month the usage recorded in the 2003 academic year.

IV. PROGRAM ANALYSIS AND THREE-YEAR-PLAN

- **What were the major accomplishments of this department or area in the previous academic year: (Example: increased applicant pool, increased program participants.) Did these accomplishments meet your goals and objectives for the previous academic year?** Great improvements in efficiency have been made in the past year. These include the use of an auto-folder to prepare mailings, redesign of the call routing to increase the likelihood of incoming calls being answered and not forwarding to voicemail, implementation of a communication flow that eliminates mass emails to financial aid staff with open ended responses required, implementation of email and *My West Hills* as the primary means of communicating award information to students, elimination of redundancy of work by redesign of workflow processes, improved communication with financial aid accounting staff personnel in business services.

A. List other accomplishments that were not in the master plan.

The above efficiencies allowed the financial aid staff to focus greater attention on customer service and afforded the opportunity to individually review each student account for accuracy and to ensure that the student received all aid to which they are entitled.

Significant strides have been made in the overdue processing of Return to Title IV students. This ongoing effort is expected to be complete by December 31, 2005. All Return to Title IV processing is complete for the 2004 fall term.

B. Please create a three-year plan for this program using the analyses made in this review. Please use the attached "Three-Year-Plan" form. (see attached plan)

V. SUMMARY STATEMENT

What are the major conclusions on the state of your department? Summarize the plan for improving or maintaining the quality of the department. Identify strategies for the future.

Facilities continue to be a concern for the operation of the financial aid department. The current office space assignments do not afford sufficient levels of

confidentiality for students; further, the work-flow is hampered by the open layout of the student services operations on all three sites. Storage is a growing concern as Lemoore has quickly outgrown the planned storage area and Coalinga continues to struggle with ample storage for past year files.

Customer service and technology training will remain the focus for departmental development over the next three years.

WEST HILLS COMMUNITY COLLEGE
THREE-YEAR PLAN – Non-Instructional Departments
For
2004 through 2007

Unit/Department: Financial Aid

Date Plan Developed: Fall 2004

1) Operations:

- Continued implementation of new technology and communication tools
- Identify work-flow deficiencies and improve processes
- Develop comprehensive department policy and procedure manual
- Improve usability of financial aid website
- Build sense of financial aid team

2) Resources Needed:

a. Personnel

- Maintain current staffing levels until funding is secured for additional placements
- Identify opportunity to increase service hours at the North District Center
- Monitor growth of operation on all sites as means of determining staffing needs

b. Facilities

- Collaborate with campus administration to identify alternative office solutions
- Work in cooperation with grant service to identify alternative funding options for capital outlay for facilities

c. Professional Services

- Investigate EdFund as an alternative to Direct Loans

d. Travel

- Maintain focus on travel for training and professional development
- Identify travel training opportunities for all job classifications

e. Contractors/Sub-contractors

- Limit use of contractors through increased training of department staff

f. Supplies

- Supply needs will continue to grow with increased numbers of financial aid applicants

g. Other

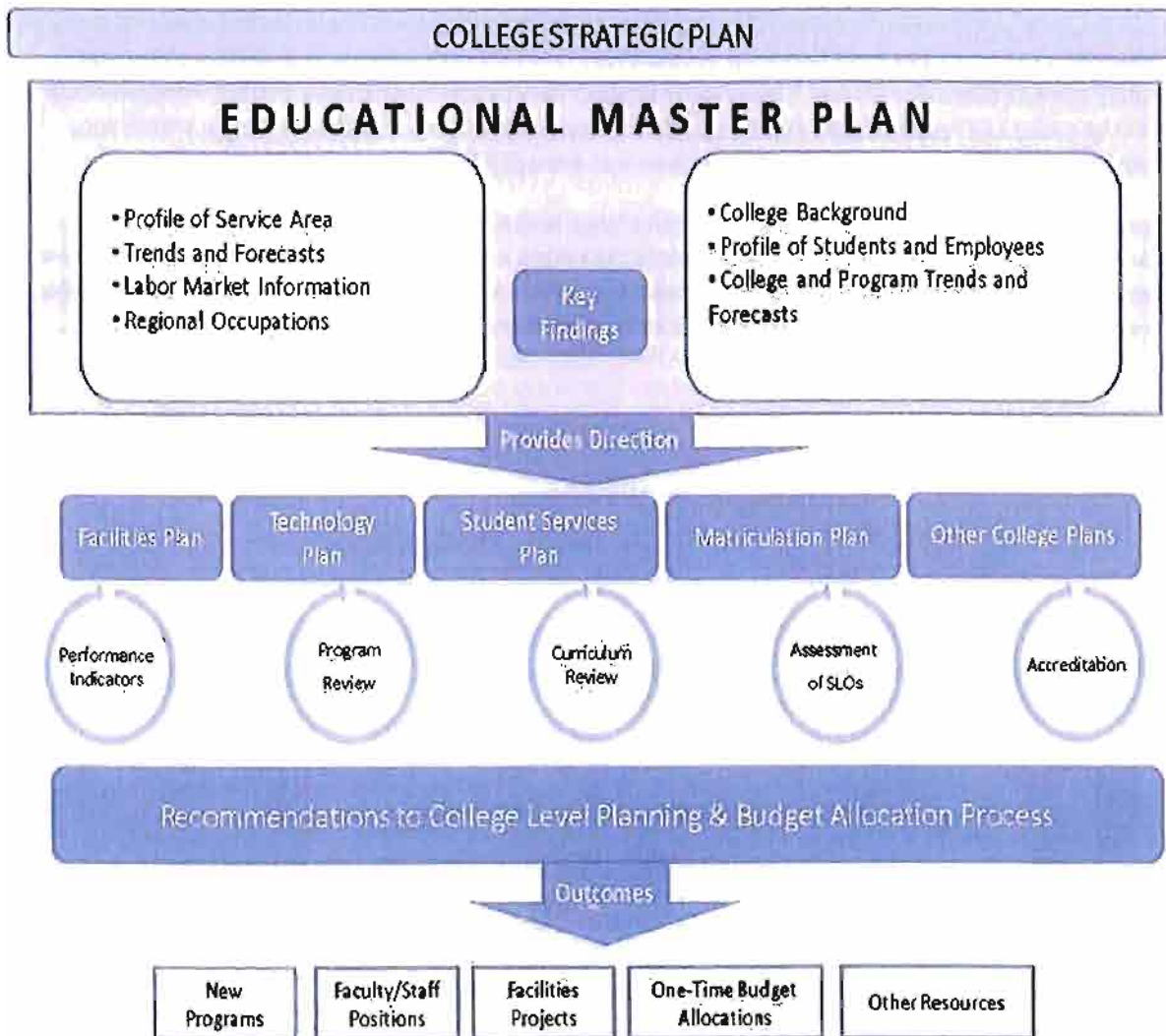
- Implement 3 year replacement plan for all department computers

Master Plan Framework

This Educational Master Plan of West Hills College Lemoore is being constructed at a particularly important juncture in our history as a college. WHC Lemoore received initial accreditation from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges in June 2006. As one of the newest colleges in the California community college system, we are poised to realize our vision as a premiere, interactive learner-centered college.

Our Educational Master Plan gives direction to the planning processes of the college by providing a clear snapshot of our educational programs. It provides a thorough examination of internal and external trends. It serves as a primary resource for the development and update of other college plans. And it helps to identify our strengths, limitations, and capabilities -- and offer possibilities for the future.

The framework of this plan provides for an Educational Master Plan that is fluid and vital so we can respond to the community we serve.



**WEST HILLS COMMUNITY
COLLEGE DISTRICT**

ANNUAL FINANCIAL REPORT

JUNE 30, 2009

WEST HILLS COMMUNITY COLLEGE DISTRICT

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JUNE 30, 2009

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FINANCIAL SECTION



INDEPENDENT AUDITORS' REPORT

Board of Trustees
West Hills Community College District
Coalinga, California

We have audited the accompanying basic financial statements of the business-type activities of West Hills Community College District (the District) as of and for the years ended June 30, 2009 and 2008, and its discretely presented component unit West Hills Community College District Foundation as listed in the Table of Contents. These basic financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of West Hills Community College District Foundation (the Foundation) were not audited in accordance with *Government Auditing Standards*. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audits provide a reasonable basis for our opinions.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities of West Hills Community College District and its discretely presented component unit as of June 30, 2009 and 2008, and the respective changes in financial position and cash flows, for the years then ended in conformity with accounting principles generally accepted in the United States of America.

As discussed in the Notes to the Financial Statements, the accompanying financial statements reflect certain changes required as a result of the implementation of Governmental Accounting Standards Board (GASB) Statement No. 45 for the year ended June 30, 2009.

In accordance with *Government Auditing Standards*, we have also issued our report dated February 9, 2010, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and is important for assessing the results of our audit.

The required supplementary information such as the Management's Discussion and Analysis and Other Postemployment Benefit Funding Progress, as listed in the Table of Contents, is not a required part of the basic financial statements, but is supplementary information required by the Governmental Accounting Standards Board. This supplementary information is the responsibility of the District's management. We have applied certain limited procedures, consisting principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information listed in the table of contents, including the Schedule of Expenditures of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Vannick, Trane, Day & Co, LLP

Fresno, California
February 9, 2010



Business Services Department
Ken Stoppenbrink, Vice Chancellor
kenstoppenbrink@westhillscollge.edu

West Hills College Coalinga West Hills College Lemoore North District Center, Firebaugh Naval Air Station, Lemoore

MANAGEMENT'S DISCUSSION AND ANALYSIS

In June 1999, the Government Accounting Standards Board (GASB) issued Statement No. 34, "*Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*," which established a new reporting format for annual financial statements of governmental entities. In November 1999, GASB issued Statement No. 35, "*Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*," which applies these new reporting standards to public colleges and universities such as the West Hills Community College District (the District). The following discussion and analysis provides an overview of the District's financial activity. This report presents this information in a comparative format. Responsibility for the completeness and fairness of this information rests with the District.

USING THIS ANNUAL REPORT

As required by accounting principles, the annual report consists of three basic financial statements that provide information on the District's activities as a whole: the Statement of Net Assets; the Statement of Revenues, Expenses, and Changes in Net Assets; and the Statement of Cash Flows.

The focus of the Statement of Net Assets is designed to be similar to bottom line results for the District. This statement combines and consolidates current financial resources (net short-term spendable resources) with capital assets and long-term obligations. The Statement of Revenues, Expenses, and Changes in Net Assets focuses on the costs of the District's operational activities, which are supported mainly by property taxes and by State and other revenues. This approach is intended to summarize and simplify the user's analysis of the cost of various District services to students and the public. The Statement of Cash Flows provides an analysis of the sources and uses of cash within the operations of the District.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2009

FINANCIAL HIGHLIGHTS

- The District's primary funding source is "State Apportionment as defined by SB 361" received from the State of California through the State System's Office. These funds are comprised of State apportionment, local property taxes, and student enrollment fees. The primary basis of this apportionment is the calculation of Full-Time Equivalent Students (FTES). During the 2008-09 fiscal year, the District's actual FTES were comprised of 4,972 credit FTES and 486 non-credit FTES for a total of 5,458 FTES, an increase of 409 FTES (8.1%) from the 2007-08 fiscal year; however the district was only funded for 5,200 FTES. These FTES are generated at the District's Coalinga and Lemoore College campuses, as well as various satellite locations.
- The District ended the year with an Unrestricted General Fund balance of approximately \$1.9 million. The State Chancellor's Office recommends reserve levels of five percent of unrestricted General Fund expenditures be set aside for economic uncertainties. The District met this requirement with approximately 5.4 % in reserves.
- The primary expenditure of the District is for the salaries and benefits of the Academic, Classified, and Administrative salaries of District employees. These costs increased over the 2007-08 fiscal year by approximately \$3.0 million. In addition to the costs for current employees' insurance coverage, the District provides insurance benefits to retirees meeting plan eligibility requirements.
- The District began several construction and modernization projects throughout the District. These projects will be funded through various financial vehicles, including various maintenance and construction projects funded through the State Chancellor's Office.
- The District provides student financial aid to qualifying students of the District in the amount of approximately \$9.6 million. This aid is provided through grants, and loans from the Federal government, State Chancellor's Office, and local funding.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2009

Condensed financial information is as follows: (in thousands)

NET ASSETS

As of June 30, 2009, 2008, and 2007

	June 30, 2009	June 30, 2008	Change	June 30, 2007	Change
ASSETS					
Cash and investments	\$ 92,827	\$ 79,535	\$ 13,292	\$ 79,805	\$ (270)
Accounts receivable	10,756	5,529	5,227	4,527	1,002
Inventory	-	422	(422)	418	4
Prepaid	860	15	845	8	7
Capital assets, net of depreciation	67,866	65,628	2,238	62,584	3,044
Total Assets	<u>\$ 172,309</u>	<u>\$ 151,129</u>	<u>\$ 21,180</u>	<u>\$ 147,342</u>	<u>\$ 3,780</u>
LIABILITIES					
Current Liabilities					
Accounts payable and accrued liabilities	6,856	4,415	2,441	2,768	1,647
Deferred revenue	2,750	2,162	588	2,241	(79)
Long-term liabilities - current portion	1,825	1,048	777	840	208
Total Current Liabilities	<u>11,431</u>	<u>7,625</u>	<u>3,806</u>	<u>5,849</u>	<u>1,776</u>
Non-Current Liabilities					
Long-term liabilities	<u>102,494</u>	<u>85,043</u>	<u>17,451</u>	<u>85,533</u>	<u>(490)</u>
Total liabilities	<u>113,925</u>	<u>92,668</u>	<u>21,257</u>	<u>91,382</u>	<u>1,286</u>
NET ASSETS					
Invested in capital assets	40,738	42,610	(1,872)	37,839	4,771
Restricted for expendable purposes	13,159	13,802	(643)	13,287	515
Unrestricted	4,487	2,049	2,438	4,834	(2,785)
Total Net Assets	<u>58,384</u>	<u>58,461</u>	<u>(77)</u>	<u>55,960</u>	<u>2,501</u>
Total Liabilities and Net Assets	<u>\$ 172,309</u>	<u>\$ 151,129</u>	<u>\$ 21,180</u>	<u>\$ 147,342</u>	<u>\$ 3,787</u>

This schedule has been prepared from the District's Statements of Net Assets (page 11), which is presented on an accrual basis of accounting whereby capital assets are capitalized and depreciated.

The changes in the cash position are explained in the Statements of Cash Flows (pages 13 and 14).

WEST HILLS COMMUNITY COLLEGE DISTRICT

**MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2009**

Operating Results for the Year Ended June 30, 2009, 2008, and 2007

	June 30, 2009	June 30, 2008	Difference	June 30, 2007	Difference
OPERATING REVENUES					
Tuition and fees	\$ 2,583	\$ 2,657	\$ (74)	\$ 2,457	\$ 200
Auxiliary sales and charges	1,111	2,473	(1,362)	2,293	180
Total Operating Revenues	<u>3,694</u>	<u>5,130</u>	<u>(1,436)</u>	<u>24,165</u>	<u>(19,035)</u>
OPERATING EXPENSES					
Salaries and benefits	38,619	35,606	3,013	30,935	4,671
Other expenses	25,440	24,466	974	22,460	2,006
Depreciation	2,670	1,990	680	2,528	(538)
Total Operating Expenses	<u>66,729</u>	<u>62,062</u>	<u>4,667</u>	<u>55,923</u>	<u>6,139</u>
NET LOSS ON OPERATIONS	<u>(63,035)</u>	<u>(56,932)</u>	<u>(6,103)</u>	<u>(31,758)</u>	<u>(25,174)</u>
NONOPERATING REVENUES AND (EXPENSES)					
State apportionments	25,192	24,915	277	23,525	1,390
Grants and contracts	25,666	22,585	3,081	19,415	3,170
Property taxes	2,265	2,904	(639)	3,160	(256)
State revenues	2,616	1,985	631	3,506	(1,521)
Interest income	3,988	1,934	2,054	2,624	(690)
Interest expense	(3,753)	(2,953)	(800)	(2,873)	(80)
Other non-operating revenues	4,602	7,354	(2,752)	7,249	105
Total Nonoperating Revenues	<u>60,576</u>	<u>58,724</u>	<u>1,852</u>	<u>37,191</u>	<u>21,533</u>
OTHER REVENUES					
State revenues, capital	2,351	708	1,643	791	(83)
Local revenues, capital	31	-	31	154	(154)
Total Other Revenues	<u>2,382</u>	<u>708</u>	<u>1,674</u>	<u>945</u>	<u>(237)</u>
NET INCREASE (DECREASE) IN NET ASSETS	<u>\$ (77)</u>	<u>\$ 2,500</u>	<u>\$ (2,577)</u>	<u>\$ 6,378</u>	<u>\$ (3,878)</u>

This schedule has been prepared from the Statement of Revenues, Expenses and Changes in Net Assets presented on page 12.

The operating revenue for the District is specifically defined as revenues from users of the colleges' facilities and programs. Excluded from the operating revenues are the components of the primary source of District funding - the State apportionment process. These components include the State apportionment and local property taxes. As these sources of revenue are from the general population of the State of California, and not from the direct users of the educational services, they are considered to be nonoperating. As a result, the operating loss of \$63 million is balanced by the other funding sources leading to a decrease in the District's net assets of \$77 thousand.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2009

Auxiliary revenue consists of Food Service revenues. The bookstore sold its inventory of books, supplies, and other items to an outside agency to operate. Those proceeds are reflected as the bookstore sales for the 2008-09 fiscal year. The Food Service operation provides meals to the students and faculty of the college.

Grant and contract revenues relate to student financial aid, as well as specific Federal and State grants received for programs serving the students of the District. These grant and program revenues are restricted as to the allowable expenses related to the programs.

The interest income is primarily the result of cash held at the Fresno County Treasurer. The interest expense relates to interest payments on the long-term debt which is described in Note 10 of the financial statements.

The District is recording the depreciation expense related to capital assets. The detail of the changes in capital assets for the year is included in the notes to the financial statements as Note 6.

Statement of Cash Flows for the Years Ended June 30, 2009, 2008, and 2007

The Statement of Cash Flows provides information about cash receipts and payments during the year. This statement also assists users in assessing the District's ability to meet its obligations as they come due and its need for external financing.

	<u>June 30, 2009</u>	<u>June 30, 2008</u>	<u>Difference</u>	<u>June 30, 2007</u>	<u>Difference</u>
CASH PROVIDED BY (USED IN)					
Operating activities	\$ (60,686)	\$ (54,385)	\$ (6,301)	\$ (26,464)	\$ (27,921)
Noncapital financing activities	57,316	59,690	(2,374)	34,607	25,083
Capital financing activities	11,844	(7,589)	19,433	(3,813)	(3,776)
Investing activities	3,954	2,015	1,939	2,540	(525)
Net Increase in Cash and Cash Equivalents	<u>\$ 12,428</u>	<u>\$ (269)</u>	<u>\$ 12,697</u>	<u>\$ 6,870</u>	<u>\$ (7,139)</u>

The primary operating receipts are student tuition and fees and Federal, State, and local grants and contracts. The primary operating expense of the District is the payment of salaries and benefits to instructional and classified support staff, as well as District administrators.

While State apportionment and property taxes are the primary source of non-capital related revenue, the new GASB accounting standards require that this source of revenue is shown as nonoperating revenue as it come from the general resources of the State and not from the primary users of the colleges' programs and services (students). The District depends upon this funding as the primary source of funds to continue the current level of operations.

**WEST HILLS COMMUNITY COLLEGE DISTRICT
BUDGET DEVELOPMENT CALENDAR**

DATE	ITEM	RESPONSIBILITY
Mid January	Distribute Budget Worksheet forms to College President. College Presidents shall distribute forms per college procedure. Vice Chancellor shall distribute forms to district office Department managers.	Vice Chancellor College Presidents Vice Chancellor
February/March	Open hearings and meetings will be held at each College and District Office.	College Presidents Chancellor College Presidents Chancellor
April 10 th	Submit college's proposed budget worksheets and priority lists to the Vice Chancellor Submit district office's proposed budget worksheets and priority lists to Vice Chancellor	College Presidents Chancellor
Second week of April	Executive Cabinet to review budget submittals.	Executive Cabinet
April 15 th	Vice Chancellor will notify Superintendent of Schools of newspaper publication, date, location and time of public display of proposed budget document.	Vice Chancellor
May Board Meeting	Vice Chancellor presents latest tentative budget information to Board of Trustees.	Vice Chancellor
Ten days prior to June Board Meeting	Copies of the proposed Tentative budget shall be placed in the District Office, College Libraries, Centers, and the President's offices for public view.	Vice Chancellor
June Board Meeting	At the June Board of Trustees meeting, the Board will hold a public hearing and will review and approve the proposed Tentative budget.	Board of Trustees
Before June 30 th	Vice Chancellor will forward copy of approved Tentative budget to the Superintendent of Schools, Fresno County and the Chancellor, California Community Colleges.	Vice Chancellor
Before July 25 th	All recommendations from Colleges and District to amend Tentative budget to be submitted to Vice Chancellor.	College Presidents Chancellor
Ten days before August Board Meeting	Copies of the proposed Tentative budget shall be placed in the District Office, College Libraries, Centers, and the President's offices for public view.	Vice Chancellor
August Board Meeting	At the August Board meeting, the Board will hold a public hearing and will review and approve the proposed Adopted budget.	Board of Trustees
Immediately after August Board Meeting	Vice Chancellor will forward copy of approved Adopted budget to the Superintendent of Schools, Fresno County and the Chancellor, California Community Colleges.	Vice Chancellor

Revised 03/10/2008
BCantu

President's Executive Cabinet
Wednesday, November 24, 2010 – 2:00 p.m.
Conference Rm. 124
AGENDA

- | | | |
|------|---------------------------------------|----------|
| 1.0 | Accreditation Update | Don/Dave |
| 2.0 | New Facilities Use Policy | Don |
| 3.0 | Purchase Orders for Foundation Accts. | Don |
| 4.0 | New Course/s Communication | Sylvia |
| 5.0 | Document Scanning | Don |
| 6.0 | Title IX Coordinator | Don |
| 7.0 | Procedure for Staffing Requests | Don |
| 8.0 | Basic Skills/English | |
| 9.0 | Event Promoter Upc | 3.79 |
| 10.0 | Pay for Print Solutio | |
| 11.0 | Other | |

Next regularly scheduled me

10

President's Executive Cabinet
October 7, 2010 – 2:00 p.m.
Conf. Rm. 124

Minutes

Members Present:

Bob Clement, Jose Lopez, Jody Ruble, Marlon Hall, Dave Bolt, Don Warkentin

1. Update on SLO progress for courses and programs

Dave reported that David has redesigned the team site. He stated that he believes WHCL is in better standing with program level SLO than many colleges. Don recommended that administrators invite David and/or Ron Oxford to the learning area meetings for direction/discussion toward progressing on SLO. By December our numbers should be 100% better.

2. SB 1440

Dave explained that this is a new bill which will be commencing with the fall term 2012. He provided explanation of SB 1440. Don questioned if colleges maintain their local requirement for PE. This is a concern for the DECC. Jose questioned what happens to the large number of students that are over 70 units. This will really only benefit an incoming freshman who knows exactly what they want to do. Bob voiced that this is a big concern. This will be important for the PE Learning Area representative to take to the Curriculum Committee.

3. Update on Program Review progress

Dave reported that there had been two to three program review parties. He distributed the program review schedule. All instructional program reviews due are being worked on. The due date is December 1st. CTE and the Administrative Office reviews have been assessed and we are waiting for Pedro's analysis.

At the next PIT meeting we will discuss the District Office program reviews schedule. The next program review party is next Friday 10/15 from 10-12.

4. Procedure for Student Lunches

Don stated that he would like staff to use their own credit cards for travel and submit for reimbursement. Only in emergency cases should the credit card be used.

5. Accreditation Update

Dave reported that the self study is being reviewed by a consultant, a retired WASC commissioner.

6. Safety Concerns

Jose reported that there was gang graffiti found in the 200 bldg. bathroom. A campus crime report will be completed and sent. A team site will be created as statistics have to be made public. This will include board policy and administrative policies.

7. New Staff Positions

There will be two full-time faculty will be hired. One is for a Physics and Engineering position to replace Rebecca Neves. It is posted on the web site and being sent to local engineering companies. It will also be sent electronically nationwide to 4 yr. colleges. The second is a nursing position which is grant funded. There have been 200 student applications for our 24 student nursing slots. Now that the new hospital is opening they would like us to help with their educational needs.

8. CBA Workshop

Dave would like to organize a workshop. He is interested to know when all are available. He is considering October 22nd at 9 – 10:30 a.m.

9. Budget Update

This item was not discussed at this time.

10. Other

The Lemoore Rotary Crab Feed is on Nov. 6

The Hanford West Athletic Boosters Crab Feed on October 16th.

Don would like website concerns sent to Glenda to compile for him to address.

Web site concerns should be submitted and then brought to Lenore Simonson's attention.

Next Meeting: October 21, 2010

F

West Hills Community College District
Quarterly Portfolio Report - COP Portfolio
October 2009 - December 2009

Portfolio Yield Overview

Total Portfolio Value For Quarter Ended September 30th, 2009	\$ 54,002,988.33
<i>Total Portfolio Income for the Quarter</i>	\$ 710,305.77
<i>Total Portfolio Additions for the Quarter</i>	\$ -
<i>Total Portfolio Withdrawals for the Quarter</i>	\$ -
Total Portfolio Value For Quarter Ended December 31st, 2009	\$ 54,253,386.97
Dollar Value Change For Quarter Ended December 31st, 2009	\$ 250,398.64
Total Portfolio Return For Quarter Ended December 31st, 2009	0.464%
Total Portfolio Return Year To Date	3.630%
Average Portfolio Yield	3.835%
LAIF Average Yield	1.000%
Projected 12-month portfolio coupon income	\$ 2,071,755.50
Total Portfolio Balance at Inception of Management (October, 2007)	\$ 20,364,190.34
<i>Total Portfolio Income Since Inception of Management</i>	\$ 3,672,766.89
<i>Total Portfolio Additions Since Inception of Management</i>	\$ 50,272,465.56
<i>Total Portfolio Withdrawals since Inception of Management</i>	\$ -
Total Portfolio Value For Quarter Ended December 31st, 2009	\$ 54,253,386.97
Dollar Value Change Since Inception of Management	\$ 3,980,921.41
Total Portfolio Income for 2009	\$ 2,220,778.09
Total Portfolio Return Since Inception of Management (October 31st, 2007)	7.919%

Portfolio Asset & Credit Sector Allocation

	<i>Market Value</i>	<i>Percentage of Total Portfolio</i>	<i>Policy Maximum Allowed</i>
Money Market Funds	\$ 178,969.25	0.33%	15.00%
U.S. Government Agency Securities - Fixed Coupon	\$ 34,721,999.10	64.00%	100.00%
U.S. Government Agency Securities - Step-up Coupon	\$ 1,484,058.00	2.74%	100.00%
FDIC - Insured Certificates of Deposit	\$ 7,598,344.78	14.01%	30.00%
U.S. Corporate Bonds - Fixed Coupon	\$ 10,047,651.50	18.52%	30.00%
U.S. Corporate Bonds - Step-up Coupon	\$ -	0.00%	30.00%
U.S. Corporate Bonds - Floating Rate Coupon	\$ -	0.00%	30.00%
Total Portfolio Accrued Interest	\$ 222,364.34	0.41%	N/A
TOTAL	\$ 54,253,386.97	100.00%	



Closing Budget Gap 2009-10

Board of Trustees
July 28, 2009

7-29-09

Previous Savings 08-09 & 09-10

- 08-09 FY Reductions: \$ 2,771,423
- 09-10 FY Reductions: \$ 3,600,118 *

- Total Reductions: \$ 6,371,541

- * Includes reduction in Cap Outlay Account

Budget Gap

- Approved Tentative Budget 09-10 Reserve: \$ 1,294,600
- Reserve required for 5% reserve: \$ 1,504,484
- Shortage: \$ (209,884)
- Cost to add steps to budget: \$ (628,567)
- Restricted Fund Impact: \$ (428,515)
- Deficient Coefficient/Other: \$ (498,658)
- Revised Shortage: \$(1,765,624)

Actions taken to Close Gap

• Target Savings:	\$ 1,765,624
• Savings from SERP @ 100%:	\$ 1,532,110
• Shortage:	\$ (233,514)
• Vacation Payouts:	\$ (113,343)
• Two-Month Salary Cost:	\$ (255,352)
• SERP Payments:	\$ (233,534)
• Total Shortage:	\$ (835,743) *
• Non-Committed SERP:	\$ (574,770)
• Grand Total Shortage:	\$ (1,410,513) *



Options to Close Gap

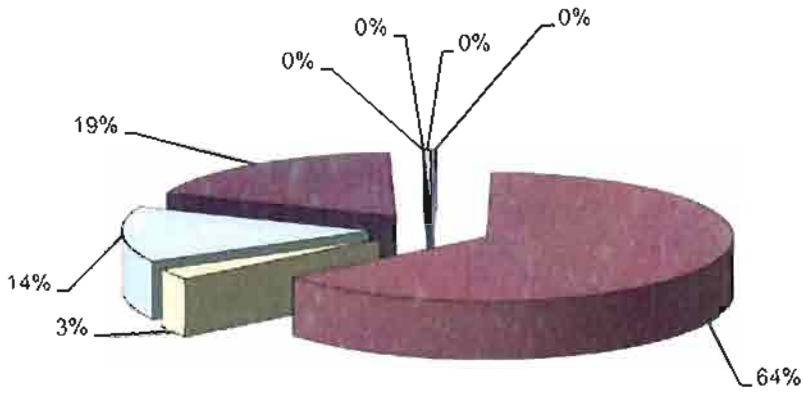
- GF 11 Furloughs 24 days /year Mgt: \$ 461,952
- GF 11 Furloughs 24 days/year CSEA: \$ 279,418
- GF 11 10% Salary reduction total CTA: \$ 697,622

- Total Savings: \$ 1,438,992

- Shortage: \$(1,410,513)

- Net: \$ 28,479

Asset Allocation

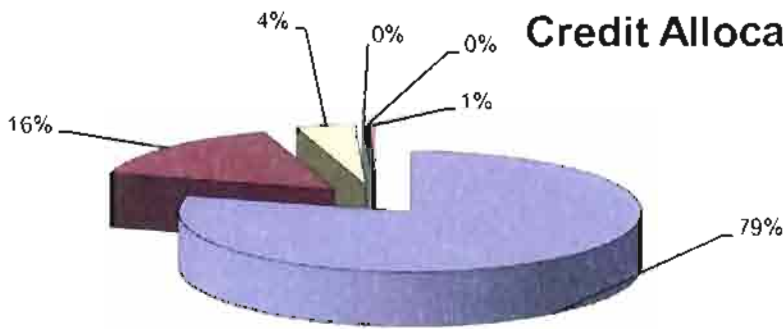


- Money Market Funds
- U.S. Government Agency Securities - Fixed Coupon
- U.S. Government Agency Securities - Step-up Coupon
- FDIC - Insured Certificates of Deposit
- U.S. Corporate Bonds - Fixed Coupon
- U.S. Corporate Bonds - Step-up Coupon
- U.S. Corporate Bonds - Floating Rate Coupon
- Total Portfolio Accrued Interest

AAA-Rated
 AA-Rated
 A-Rated
 BBB-Rated or lower
 Money Market Funds
 Total Portfolio Accrued Interest

	<i>Dollar Value of Total Portfolio</i>	<i>Percentage of Total Portfolio</i>
AAA-Rated	\$ 42,991,380.88	79.24%
AA-Rated	\$ 8,630,411.00	15.91%
A-Rated	\$ 2,230,261.50	4.11%
BBB-Rated or lower	\$ -	0.00%
Money Market Funds	\$ 178,969.25	0.33%
Total Portfolio Accrued Interest	\$ 222,364.34	0.41%
TOTAL	\$ 54,253,386.97	100.00%

Credit Allocation

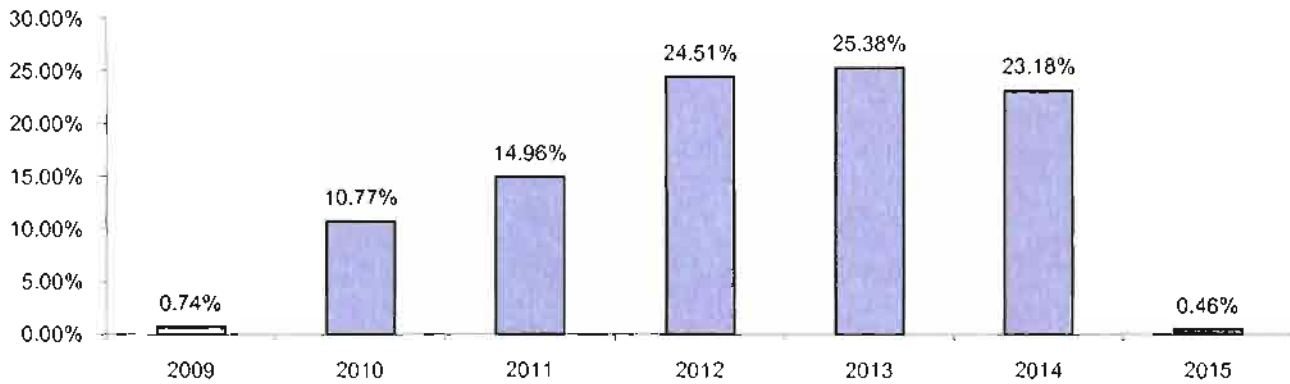


- AAA-Rated
- AA-Rated
- A-Rated
- BBB-Rated or lower
- Money Market Funds
- Total Portfolio Accrued Interest

Portfolio Maturity Distribution (Ladder)

	<i>Market Value</i>	<i>Percentage of Total Portfolio</i>
2009	\$ 401,333.59	0.74%
2010	\$ 5,844,668.69	10.77%
2011	\$ 8,113,811.19	14.96%
2012	\$ 13,298,868.09	24.51%
2013	\$ 13,769,422.58	25.38%
2014	\$ 12,577,352.83	23.18%
2015	\$ 247,930.00	0.46%
TOTAL	\$ 54,253,386.97	100.00%

Portfolio Maturity Distribution



State Code Compliance Review & Confirmation

As of the close of this quarter, the current portfolio structure complies with all California State Investment Code Regulations as well as the Internal Investment Policy of the West Hills Community College District.

***This report is for informational purposes only. Your monthly statements serve the primary reporting document for your account. All information is believed to be reliable, but its accuracy cannot be guaranteed. The information and data in this report were obtained from sources deemed reliable. Their accuracy and completeness is not guaranteed and the giving of the same is not deemed a solicitation on our part with respect to the purchase or sale of any securities or commodities.

Portfolio Risk Management Discussion

We have instituted several interest rate risk management strategies to partially offset the impact of possible higher rates. Three of these strategies are described below:

1. The integration of "Step-Up" Coupon Bonds

These bonds fall within the same maturity parameters outlined in your investment policy. However, unlike your standard coupon bond structure, these bonds gradually increase their coupons over time if not called away. The stated coupon at purchase will never go below a certain level. For instance, we have placed the following bond in the portfolio:

LaSalle Funding Corporation

Rating: AA/AA

Initial Coupon: 3.00%

Stated Final Maturity: 6/15/08

Callable: Semiannually until maturity

Coupon step-up structure: 3.00% to 6/15/05, 3.50% to 6/15/06, 4.00% to 6/15/07, 7.00% to 6/15/08

2. The integration of "Premium" Coupon Bonds

These bonds have a higher coupon rate than currently issued bonds. Thus, they are currently trading at a "premium" to their par value. We have integrated several of these types of bonds into the portfolio. The primary reason for this strategy is to achieve greater portfolio stability and higher possible rates of return, due to reinvestment.

3. The integration of "Floating-Rate" Coupon Bonds

These bonds have a variable rate coupon that trends with interest rates providing stability of principal.

The strategy is similar to the "Step-Up" bonds, however, the coupon resets on a more frequent basis, i.e. monthly or quarterly. As these bonds pay the "current" rate they are categorized as one year maturities.

**Fundable Area Budget Committee Request
2009-10**

Taschen Basic Art Series	30 titles @\$10 each=\$300	Books for Art Lab
Portable Exhibition Panels Sax Arts & Crafts Exhibition Panels	4@ \$2,287.71 each =\$8864	Panels to be used for exhibiting art at various locations on campus.
Nasco Geometric Forms	5 sets=\$77.50	To be used for drawing classes
Poser Figure Artist CD-ROM	\$100	For figure drawing classes
Large bookcase for English Lab	\$300	To store books for students to use for extra activities
Research Materials	\$ 5,000	CIS/Bus materials needed to update out dated books/videos
SirsiDynix Symphony Annual Software Maintenance – March 2010	\$7,171	This request is to replace the TTIP funding that was discontinued.
Library books and materials	\$25,000	To replace some of the \$55,000 removed from the 08-09 and 09-10 budgets for books, magazines, and other library materials

*Students
\$1,042.31*

	With LCD	Without LCD
Computer	\$825.00	\$825.00
Additional 2GB Memory	\$65.00	\$65.00
Larger HardDrive-750GB	\$35.00	\$35.00
Monitor-19" LCD	\$200.00	\$0.00
Sub total	\$1,125.00	\$925.00
Tax	\$92.81	\$76.31
Shipping	\$25.00	\$25.00
Calif Recycle Fee	\$16.00	\$16.00
Total	\$1,258.81	\$1,042.31

Computer has an Intel i5 3.20Ghz Dual Core Processor
It comes with 2GB of PC1333MHz DDR3 RAM
It comes with a 250GB HD

33 Computers (32 student & 1 instructor)	\$41,540.81	\$34,396.31
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COMMANDER, NAVY REGION SOUTHWEST
937 NORTH HARBOR DRIVE
SAN DIEGO, CA 92132-0058

WEST HILLS COLLEGE
555 COLLEGE AVENUE
LEMOORE, CA 93245

CNRSW
N00242-080531-X40-MOU
13 OCT 2008

MEMORANDUM OF UNDERSTANDING
BETWEEN
COMMANDER, NAVY REGION SOUTHWEST
AND
WEST HILLS COLLEGE

- Subj: EDUCATIONAL SERVICES PROVIDED BY WEST HILLS COLLEGE ON
SPECIFIED NAVY REGION SOUTHWEST INSTALLATIONS
- Ref: (a) DOD Directive 1322.08E of 3 Jan 05
(b) DODI 1322.25 of 5 Feb 97, CH-1 of 3 Feb 99
(c) SECNAVINST 1560.4A, of 1 Dec 05
(d) OPNAVINST 1560.9A dated 4 Mar 08
(e) U.S Code, Title 10, Sections 2005 and 2007
(f) NAVFAC Facilities Standard for Navy College Offices
(NCO) or Lifelong Learning Centers. NAVFAC P-80
(g) BUPERSINST 1780.1A
- Encl: (1) AI Accrediting ltr of 31 January 2005
(2) Copy of the type and scope of programs and courses
to be offered by AI at specified NRSW Installations
(3) Copy of AI's Procedures for Approving Faculty and
Academic Advisement for Students
(4) Copies of the AI's Tuition, Fees, and Refund
Policies
(5) AI's Policy for Acceptance of CLEP/DANTES/ECE Credit
(6) Verification of AI membership in SOCNAV and
Inclusion of the degrees offered in SOCNAV Network
(7) Navy College Office Points of Contact for CNRSW
installations

Subj: EDUCATIONAL SERVICES PROVIDED BY WEST HILLS COLLEGE
ON SPECIFIED NAVY REGION SOUTHWEST INSTALLATIONS

1. Purpose. This Memorandum of Understanding (MOU) is established between Commander, Navy Region Southwest (CNRSW) and West Hills College, hereinafter referred to as the "Academic Institution" or "AI", in accordance with references (a) through (d). The purpose of this MOU is to provide guidelines for the delivery of educational and advisement services to active duty personnel, reservists, retired military personnel and Department of Defense employees, the adult family members of these categories, and other eligible civilians having access to the following Navy Region Southwest (NRSW) installations:

- a. Naval Base Coronado (NBC);
- b. Naval Base Point Loma (NBPL);
- c. Naval Base San Diego (NBSD);
- d. Naval Base Ventura County (NBVC);
- e. Naval Air Station Fallon (NASF);
- f. Naval Air Station Lemoore (NASL);
- g. Naval Air Facility El Centro (NAF El Centro);
- h. Naval Air Weapons Station China Lake (NAWS China Lake);
- i. Naval Weapons Station Seal Beach (NWS Seal Beach).

2. Scope of Agreement

a. This MOU defines the relationship between the NRSW installation commanding officers specified herein, [hereinafter referred to as an "Installation Commanding Officer" or "ICO"], and the AI for specified educational services on board their NRSW installation. The AI in this MOU provides educational programs, on-base classes, at one or more of the following:

- (1) Naval Base Coronado (NBC)
- (2) Naval Base Point Loma (NBPL)
- (3) Naval Base San Diego (NBSD)
- (4) Naval Base Ventura County (NBVC)
- (5) Naval Air Station Fallon (NASF)
- (6) Naval Air Station Lemoore (NASL)
- (7) Naval Air Facility El Centro (NAF El Centro)
- (8) Naval Air Weapons Station China Lake (NAWS China Lake)
- (9) Naval Weapons Station Seal Beach (NWS Seal Beach).

b. This MOU shall become effective upon signature of both parties (CNRSW and AI). This MOU will remain in effect for five years, subject to the provisions in paragraph 10, "Succession of

Subj: EDUCATIONAL SERVICES PROVIDED BY WEST HILLS COLLEGE
ON SPECIFIED NAVY REGION SOUTHWEST INSTALLATIONS

Agreements, Modification, and Termination" below. In accordance with reference (d), this MOU will be reviewed every three years.

c. This MOU is not to be construed in any way as giving rise to a contractual obligation of Navy funds to the AI, which would be contrary to federal law.

3. Administration

a. This MOU shall be administered by the Director of the Navy College Office (DNCO) at each specified NRSW installation herein on behalf of the ICO. The DNCO assigned to each base is designated as the ICO's technical representative for the purpose of inspection and acceptance of services. Actions by the ICO affecting this agreement will be coordinated with the AI prior to taking such actions, except in the case of a declared emergency.

b. This MOU shall be administered for the AI by the individual so designated by the AI who shall ensure adequate supervision of the institutional quality and academic standards. Administrative actions affecting this agreement taken by the AI designated representative must be coordinated with the ICO and DNCO prior to taking such action.

4. Enclosures. This agreement shall have the following documents attached as part of this MOU prior to being signed by either party:

a. Enclosure (1): A copy of the accrediting letter from the appropriate institutional accrediting body indicating the most recent accrediting status for the AI.

b. Enclosure (2): A copy of the type and scope of programs and courses to be offered. This attachment must include course descriptions, specific provisions for quality review of courses and programs, and admission standards and transfer of credit policies.

c. Enclosure (3): A copy of the AI procedures for approving faculty and for providing academic advisement for students.

d. Enclosure (4): Copies of the AI's tuition, fees, and refund policies.

Subj: EDUCATIONAL SERVICES PROVIDED BY WEST HILLS COLLEGE
ON SPECIFIED NAVY REGION SOUTHWEST INSTALLATIONS

e. Enclosure (5): The AI's policy for acceptance of College Level Examination Program (CLEP) General and Subject exams, and Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Test (DSSTs), and Excelsior College Examination Program (ECE), to include minimum passing scores and the maximum amount of CLEP/DANTES/ECE credit accepted.

f. Enclosure (6): Verification of membership in Servicemembers Opportunity College Navy (SOCNAV) and inclusion of the degrees offered on base in the SOCNAV Network. If not already a member of SOCNAV, the AI shall submit a copy of their application for membership.

g. Enclosure (7): Identification of all Navy College Points of Contact by installation.

5. Definitions

a. The words "Academic Institution" abbreviated as AI, means that the AI is providing educational services on board one or more of the following:

- (1) Naval Base Coronado (NBC)
- (2) Naval Base Point Loma (NBPL)
- (3) Naval Base San Diego (NBSD)
- (4) Naval Base Ventura County (NBVC)
- (5) Naval Air Station Fallon (NASF)
- (6) Naval Air Station Lemoore (NASL)
- (7) Naval Air Facility El Centro (NAF El Centro)
- (8) Naval Air Weapons Station China Lake (NAWS China Lake)
- (9) Naval Weapons Station Seal Beach (NWS Seal Beach)

b. The word "Catalog" or "Bulletin" means a specific document by which the AI publicly announces the conditions for enrollment and program/course offerings.

c. The words "Installation Commanding Officer," abbreviated as ICO, means the Commanding Officer or his or her designated representative at a NRSW installation.

d. The term "Director of the Navy College Office," abbreviated as DNCO, refers to those individuals that have been

Subj: EDUCATIONAL SERVICES PROVIDED BY WEST HILLS COLLEGE
ON SPECIFIED NAVY REGION SOUTHWEST INSTALLATIONS

assigned additional duty to the ICO of a NRSW installation, as principal advisor on off-duty education matters. Points of contact associated with this MOU are included in enclosure (9).

e. The word "course" means an instructional unit, delivered through a variety of media or formats.

f. The word "fees" means those amounts payable by the student, which are directly related to enrollment in the AI or to a specific course delivered by that institution.

g. The term "Military Installation Voluntary Education Review" (MIVER) refers to a third party, which evaluates voluntary education programs as they are implemented and operated on installations.

h. The words "Site Director, VU" means the single person responsible for carrying out this agreement for the AI, employed by the AI on the installation(s).

i. The term "Resident Center Office" refers to the office(s) in which the academic institution provides educational services in a regular or part time capacity on the installation(s).

j. The word "student" means: 1) military personnel (active and reserve); 2) retired military personnel; 3) Department of the Navy and Department of Defense civilian employees; 4) family members of any of (1) through (3); or 5) other civilians on a space available basis when civilian enrollment is in the best interest of the base program.

k. The word "term" refers to the period of time into which the academic year is divided.

l. The words "term schedule" refers to a listing of courses, dates, times offered, instructors, and room assignments.

m. The word "tuition" means the amount of money charged the student by the AI for instruction per semester hour, quarter hour or unit, not including fees or texts.

6. Responsibilities of ICOs. The ICO shall be responsible for determining the local voluntary education program needs for the

Subj: EDUCATIONAL SERVICES PROVIDED BY WEST HILLS COLLEGE
ON SPECIFIED NAVY REGION SOUTHWEST INSTALLATIONS

military population to be served in accordance with Navy College Program policy and for selecting the off-duty educational programs to provide on base. The ICO, in partnership with CU, shall provide support essential to operating effective educational programs. All services provided will be commensurate with the availability of resources (personnel, funds, equipment). This support includes:

a. Office and Classroom. When available, classrooms will be provided for each class conducted and office space will be provided for the AI personnel. The adequacy of both classroom and office space will be determined by the CO.

b. Repairs and Utilities. Provide repairs as required to maintain office and classroom space in good condition. "Good condition" shall be determined by the CO. Provide utilities, e.g., electricity, water, and heat.

c. Office and Classroom Furnishings. Provide standard office and classroom furnishings within available resources. The AI will provide any specialized equipment required to operate the office or conduct classes.

d. Janitorial Services. Janitorial services will be provided in accordance with installation facility management policies. The AI, in the person of the individual instructor, shall be responsible for leaving the classroom spaces in clean condition at the end of each class.

e. Parking. Parking at NRSW installations for the AI of this MOU will be addressed separately by the ICO of each installation, as appropriate.

7. Responsibilities of the ICO that May Be Delegated to the Director, Navy College Office

a. Counseling/Advisement. An ICO shall delegate the responsibility to provide education counseling/advisement for military personnel to the DNCO. The DNCO shall provide education counseling/advisement to all eligible personnel at NRSW installations.

b. Other Responsibilities. DNCO responsibilities are implemented under authority of reference (b). DNCOs are not

Subj: EDUCATIONAL SERVICES PROVIDED BY WEST HILLS COLLEGE
ON SPECIFIED NAVY REGION SOUTHWEST INSTALLATIONS

separate signatories of this MOU, but they will receive a copy of this MOU. The ICO shall advise the DNCO, upon initial appointment, of his or her responsibilities as the ICO's representative to administer the installation's Voluntary Education Program (VEP) and to act as a principal advisor to the ICO on all matters of educational concern. The DNCO, where applicable, shall ensure liaison is maintained between all afloat commands requesting academic services. The DNCO shall also develop and maintain liaison with educational institutions that provide support to voluntary education. The initial appointment and delegation of responsibilities, and any changes, will be provided in writing to the DNCO. The ICO may adjust these assignments as needed. The ICO may rely upon the DNCO, partially or in whole, in carrying out the following responsibilities:

(1) Program Evaluation. The ICO, at his/her discretion, may evaluate the AI's overall program effectiveness, course(s), and the AI's customer service to determine if such is in conformance with this MOU. Within ten days of such evaluation, the ICO shall submit his/her findings in writing to the AI with a copy to CNRSW. The AI shall have 30 calendar days to investigate, review, and provide the ICO a written discussion of the findings.

(2) Publicity. The ICO shall assist in publicizing the AI education programs encompassed by this MOU within the geographical area of his/her installation. Assistance may include use of the Base Plan of the Day/Week, newspapers, radio/TV station, and other appropriate internal media. All publicity input shall be submitted by the AI to the ICO and DNCO before dissemination. AI staff may be invited to accompany education staff to activities such as Command Indoctrination Programs and General Military Training (GMT) sessions. AI will assume responsibility for the reproduction and distribution of publicity to the Navy College Offices, which will ensure local distribution.

(3) Reports. Each ICO shall provide the electronic format for reports and other records as required to support this MOU.

8. Responsibilities of the AI

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a. Program Offerings

(1) Membership in Servicemembers Opportunity Colleges Navy (SOCNAV). The AI hereby agrees to become a member of SOCNAV. The AI shall agree to SOCNAV principles and criteria. If not a member when this agreement is signed, the AI must be accepted for membership in SOCNAV within six months of the signatures on this agreement or this agreement becomes null and void. Application for SOCNAV membership shall include submitting the degrees offered on base for inclusion in the SOCNAV Degree network.

(2) The AI shall provide the necessary instructional and administrative personnel to deliver courses leading to the attainment of the degree(s) referenced in paragraph 8.a. (5) below.

(3) The AI shall provide academic counseling to all eligible personnel who visit their resident office, and be flexible in accommodating special military schedules.

(4) Priorities for class enrollment shall be as follows:

- (a) Military personnel (active and reserve)
- (b) Retired military personnel
- (c) DoD civilian employees
- (d) Adult family members of (a) through (c)
- (e) Other civilians on a space available basis

(5) The AI can offer approved degrees at:

- (a) Naval Base Coronado (NBC)
- (b) Naval Base Point Loma (NBPL)
- (c) Naval Base San Diego (NBSD)
- (d) Naval Base Ventura County (NBVC)
- (e) Naval Air Station Fallon (NASF)
- (f) Naval Air Station Lemoore (NASL)
- (g) Naval Air Facility El Centro (NAF El Centro)
- (h) Naval Air Weapons Station China Lake (NAWS China Lake)
- (i) Naval Weapons Station Seal Beach (NWS Seal Beach)

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When mutually acceptable to the ICO and the AI, any additional SOCNAV degrees that are approved may be added to this MOU by an addendum.

(6) The AI shall develop a long-range schedule in coordination with the DNCO and maintain an ongoing two-year schedule of course offerings in support of on-base degree programs as mutually agreed upon by the ICO and the AI.

b. Library Support. The AI shall provide and arrange for library resources and other academic references and research resources in print or on-line format, whichever is appropriate or necessary to support the courses offered. These arrangements will be in accordance with the standards of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. Neither the AI, nor the ICO guarantee a library on base. At a minimum, the AI will include electronic access to the main campus library materials, and professional services, as well as periodicals and books, especially when an on-base library is not available. Where there is an on-base library and electronic access is not available, the AI will make Inter-Library Loan (ILL) processes available through the on-base library. The installation professional librarian (IPL), where available, will have full access to these services, as well as the on-line interlibrary loan system, acting as an intermediary for military personnel in the ILL process. Acquisitions to be placed at a NRSW installation will be approved by a professional librarian, or the Director of the Navy College Office, before being accepted.

c. Course Terms. The AI shall offer and prepare a term schedule of courses to be offered each calendar year, or as mutually agreed upon by the ICO and the AI.

d. Publicity. The AI shall be responsible for preparation of publicity of a general nature concerning programs offered by this MOU. All publicity input shall be submitted by the AI to the DNCO prior to dissemination in accordance with paragraph 7.b. (2). Provision of funds for funded publicity/marketing by AI program(s) is the sole responsibility of the AI.

e. Resident Campus Credit. The AI shall guarantee that students completing courses for credit will receive resident campus credit.

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f. Credit for Previous Training.

(1) Applicants matriculated at VU Institutions will receive an official evaluation of all previous work including military experience and DANTES exams.

(2) The AI shall award credit as appropriate for degree option, for military school and experience as recommended by the American Council on Education (ACE).

g. Servicemembers Opportunity College Navy (SOCNAV).

(1) The AI shall complete an unofficial evaluation of military experiences, prior college courses, and CLEP/DSST/ECE exams upon request for all potential active duty students.

(2) Within sixty days after completing two courses with the college, the AI shall complete an official evaluation of military experiences, prior college courses and CLEP/DSST/ECE exams in accordance with SOCNAV Degree network guidelines and principles. After the student has paid the matriculation fee (if required) and arranged for submission of prior college transcripts, and has submitted a Sailor/Marine/ACE Registry Transcript (SMART), and other military documentation deemed appropriate by the institution, the college shall complete a formal evaluation of the student's prior learning on the SOCNAV Student Agreement form. Copies of the evaluation will be provided to the student, the DNCO, and SOCNAV.

h. Admission. The AI guarantees that admission standards and requirements for students admitted to courses specified in this agreement shall not exceed those of applicants seeking admission to the classes conducted on the AI's main campus.

i. Veterans Assistance. The AI shall be responsible for obtaining Veterans Administration (VA) determination governing approval of programs specified in this agreement.

j. Diploma(s)/ Degree(s)/ Graduation

(1) The AI shall issue, at no cost to the government,

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Certificates(s) of Completion, diploma(s), and/or degree(s) to each student who completes the program requirements and has met all financial obligations.

(2) The AI shall make no distinction on any credential to reflect that the course(s) or program(s) were not conducted on the home campus.

(3) When feasible and in agreement with the ICO and DNCO, the AI should conduct, at no cost to the Government, an annual graduation ceremony. If the institution is within commuting distance of the base, students may attend the on campus graduation. The AI shall be responsible for graduation degrees, publicity, programs, invitations, etc.

k. Data and Reports. The AI shall provide, when requested by the ICO and/or DNCO, and as allowed by law, electronic reports on all students as defined in paragraph 5.j. above, pertaining to courses of instruction completed under this MOU agreement, using the template provided by the ICO and acceptable software application(s). This includes, but is not limited to, tuition assistance transactions, final course grades for students using Tuition Assistance, degrees awarded, certificates earned, SOCNV Student Agreements, courses offered, class rosters and military graduation. Requests for reports may be made at any time, but shall not be later than three years after termination of this MOU. Responses to all requests for reports should be provided within 10 working days of the date of request.

1. Tuition, Fees, and Refund Policy

(1) The AI may amend the tuition and fee structure only after sixty days written notice to the ICO. In no event can tuition and fees be amended for a term already in session.

(2) The AI is solely responsible for the collection of monies owed to the AI by its students.

(3) The AI shall pay refunds in accordance with the refund policy stated in the AI catalog.

(4) Any refund of Tuition Assistance funds will be paid to the Navy. Should the refund exceed the Navy's original

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Tuition Assistance dollar share, the institution shall pay the excess to the student.

(5) In the event a course is cancelled by the AI due to no fault of the U.S. Government, the AI shall refund to the Government and/or the student (in line with paragraph 4 above), 100 percent of the tuition and fees paid for the course.

m. Office/Classroom Space

(1) The AI shall utilize only those office spaces and classrooms specifically designated by the ICO for the AI's use. No class shall be scheduled without a classroom having been previously assigned specifically for that class.

(2) The AI shall be responsible for cleaning off desks, cleaning chalkboards/white boards, placing/emptying trash in appropriate receptacles, and returning all furniture to original positions at the close of class.

n. Safety, Damages, and Claims. The AI shall exercise reasonable care to prevent accidents, injury, or damage to employees, students, and property. The AI agrees to indemnify and hold harmless the Government of the United States, its agencies, and instrumentalities, against all suits, actions, claims, costs, or demands for death, personal injury, and property damage to which Government of the United States, its agencies, and instrumentalities might be subjected and/or held liable for damage arising or resulting from the fault, negligence, wrongful act, or omission of the AI, its employees, or agents in the performance of the required services of this agreement.

o. Office Management.

(1) The AI and the DNCO will determine the Resident Center office hours. The DNCO will post and publicize the established office hours. The AI will be strictly adhered to established office hours. Change of office hours will be approved by the ICO or DNCO.

(2) The AI shall provide all necessary clerical assistance to support its program.

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(3) The AI shall require that its employees and enrolled students adhere to U.S. Government and base regulations as may be applicable to them concerning standards of conduct. All employees and enrolled students of the AI shall fulfill any local base requirements, which may be established as a condition of entry to the base.

p. Course Schedule

(1) The AI shall prepare a term schedule of all courses to be offered, four weeks prior to the start of the next term. The course schedule shall be approved by the DNCO or the ICO.

(2) The AI shall prepare and keep current a projected term schedule of courses to be offered at least for the two terms beyond the current term.

(3) When feasible, courses shall be made available in a sequential manner to ensure that students have an opportunity to take all of the required courses for graduation.

q. Qualified Instructors. The AI shall provide instructors who meet the criteria established by the AI to qualify as main campus faculty, and who have been certified as qualified to teach the specific course on the main campus. The AI shall not allow any instructor to teach for any term knowing that the instructor may not or will not meet required qualifications.

r. Course Outline. The AI shall develop a standard course outline for each course offered. If requested by the ICO or DNCO, the AI will provide a copy of the course syllabus prior to registration. A copy of the outline will be distributed to each student at the first class meeting.

s. Evaluation/Class Visits. The AI shall maintain attendance rosters and ensure make up classes are scheduled. Periodic class visits will be made by the AI's designated representative. Rosters will be provided to the ICO or DNCO upon request.

t. Counseling. The AI shall provide on-base program guidance to students.

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u. Support/Equipment

(1) Unless prohibited by the base, the AI shall provide all necessary office equipment including copy machines, facsimile (FAX) machines, and computers.

(2) The AI shall provide all classrooms and laboratory support materials to include but not limited to TVs, VCR equipment, overhead projectors, computers, printers and software.

(3) The AI shall provide its own commercial telephone and installation cost will be at the expense of the AI. Defense Systems Network (DSN) lines will not be given to the AI.

v. Regulation. The AI shall be in compliance with the Federal Education Records and Privacy Act (FERPA), (20 U.S.C. § 1232g; 34 CFR Part 99) when submitting the electronic format for reports and other records to support this MOU.

w. Program Evaluation

(1) The AI shall permit evaluation of on-base courses and programs by teams of evaluators designated by such agencies as Military Installation Voluntary Education Review (MIVER) and their appropriate accrediting association in support of the local Navy College Program.

(2) The AI shall sustain the costs of any and all base visits/evaluations of their program deemed necessary by MIVER, and the appropriate accrediting association.

x. Security. The AI will coordinate with the DNCO to ensure that all entry credentials for AI staff, Instructors, and students are in compliance with any and all security requirements.

9. Disputes. Except as otherwise provided in this agreement, any dispute concerning an interpretation of, or a question of fact arising under this MOU or its application, which is not disposed of by mutual consent, shall be decided by the ICO of the NRSW installation involved in the dispute who shall reduce

Subj: EDUCATIONAL SERVICES PROVIDED BY WEST HILLS COLLEGE
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his/her decision to writing and mail or otherwise furnish a copy to the AI and to CNRSW. The decision of the ICO over the NRSW installation involved in the disputed matter shall constitute final administrative action as to matters so arbitrated.

10. Succession of Agreements, Modification, and Termination. This MOU, from the date of execution, will remain in effect five (5) years unless earlier superseded or terminated. In accordance with reference (d), this MOU will be reviewed every three years.

a. Succession. This MOU supersedes any and all previously existing MOU's between the AI and the following NRSW installations:

- (1) Naval Base Coronado (NBC)
- (2) Naval Base Point Loma (NBPL)
- (3) Naval Base San Diego (NBSD)
- (4) Naval Base Ventura County (NBVC)
- (5) Naval Air Station Fallon (NASF)
- (6) Naval Air Station Lemoore (NASL)
- (7) Naval Air Facility El Centro (NAF El Centro)
- (8) Naval Air Weapons Station China Lake (NAWS China Lake)
- (9) Naval Weapons Station Seal Beach (NWS Seal Beach)

Subj: EDUCATIONAL SERVICES PROVIDED BY WEST HILLS COLLEGE
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b. Modification

(1) At the request of ICO's, this MOU may be amended by mutual consent of CNRSW and the AI, in writing. It may also be amended if either party is required to change the MOU by statutes, executive order, directive, or other government requirement.

(2) Changes in institution policy that are inconsistent with the provisions of this MOU or Navy College Program policy may be cause for review, renegotiation or cancellation.

(3) Changes made to this MOU by mutual written consent of both parties will be recorded and published as addenda to this MOU.

c. Termination

(1) This MOU may be terminated by either party, upon written notice given not less than 180 days prior to the requested termination date, unless both parties mutually agree to a lesser period in writing, but not to be earlier than the term in progress. In addition, the AI shall not admit new students into degree programs after a notification of termination is executed by either party. AI must have in place a degree completion plan for each student officially enrolled in a degree plan at the time of termination.

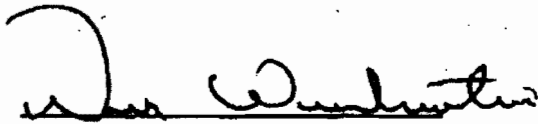
(2) The AI's loss of accreditation will result in the termination of this MOU to be effective at the end of the academic term in progress.

Subj: EDUCATIONAL SERVICES PROVIDED BY WEST HILLS COLLEGE
ON SPECIFIED NAVY REGION SOUTHWEST INSTALLATIONS

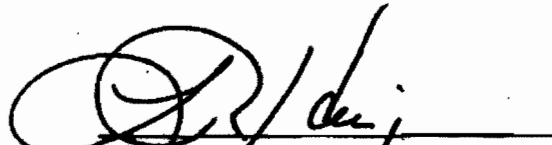
(3) Termination as provided for above shall not be the basis for any claims by the AI against the U.S. Government.

11. Reimbursement. All services described in this MOU will be provided on a non-reimbursable basis, subject to the provisions of paragraph 6.

12. Signatures. IN WITNESS WHEREOF, the parties hereunto have executed this Memorandum of Understanding as of the day and year written below.



Dr. DON WARKENTIN
President,
West Hills College



L. R. HERING
Rear Admiral, U.S. Navy
Commander,
Navy Region Southwest

Date: 7-2-08

Date: 13 OCT 08

**THIS FORM MAY BE REPLICATED
BUT UNDER NO CIRCUMSTANCES CAN THE LANGUAGE BE ALTERED**

Chancellor's Office California Community Colleges	District: <u>West Hill CCD</u> College: <u>West Hills College Lemoore</u> RFA Specification Number: <u>05-0134</u>
Grant Agreement <i>MCHS RENEWAL</i> <i>FUND FOR STUDENT SUCCESS</i>	TO BE COMPLETED BY COCCC Grant Is Renewable: Yes/No First Year Funded: <u>2005</u> Maximum Period for which funding is available: _____ Grant Agreement No.: <u>09-134-013</u> Date: _____ Amount Encumbered: \$136,769.00

This grant is made and entered into, by and between, the Chancellor's Office of the California Community Colleges, and the aforementioned district, hereafter referred to as the Grantee. The grant shall consist of the RFA Specification; this Grant Agreement face sheet, the Grantee's application, with all required forms; and the Grant Agreement Legal Terms and Conditions (Articles I, Rev. 1/04 and II, Rev. 1/04), as set forth in the RFA Instructions. All of these items are incorporated into this grant by reference.

The total amount payable for this grant shall not exceed the amount specified above as "Amount Encumbered."

The term of this grant shall be from July 1, 2009, to and including July 31, 2010. All performance under this grant shall be completed by June 30, 2010, except for the submission of any Final Report that may be required by Article I of the Grant Agreement.

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

STATE OF CALIFORNIA				GRANTEE	
Item	Chapter	Statute	Fiscal Year		Total
6870-101-0001(20)		2009	2009-10	Grant Funds Requested:	\$ <u>\$136,769.00</u>
				Total Match Funds, if Applicable:	\$ _____
Object of Expenditure (Code and Title) 0234-751-23043				Project Director	
Signature, Accounting Officer (or authorized Designee)				District (Grantee) Address	
Project Monitor				West Hills CCD	
Agency Chancellor's Office California Community Colleges 1102 Q Street Sacramento, CA 95811-6549				9900 Cody St. Coalinga, CA 93210	
Signature, Executive Vice Chancellor (or authorized Designee)			Date	Signature, Chief Executive Officer (or authorized Designee)	Date
Printed Name of Person Signing Steven Bruckman				Printed Name of Person Signing Frank Gornick	
Title Executive Vice Chancellor				Title Chancellor	

Chancellor's Office
California Community Colleges

District: West Hills CCD
College: West Hills College Lemoore
RFA Specification Number: 05-0134

CONTACT PAGE

TO BE COMPLETED BY COCCC

Grant Agreement No.: 09-134-013
Proposal ID No.: _____
Funding Status: _____
Fiscal Year: _____

Funding Source(s): _____

Project Title: Lemoore Middle College High School

Institution: West Hills College Lemoore

Address: 555 College Avenue

City: Lemoore

State: CA

Zip+4 93245

College Superintendent/President (or authorized Designee)

Name: Don Warkentin

Title: President

Phone Number: (559) 925-3217

Date: 5/28/2009

Fax: (559) 924-1539

E-Mail Address: donwarkentin@westhillscollge.com

Responsible Administrator (Appropriate Program Area)

Name: Dave Bolt

Title: Vice President of Educational Services

Phone Number: (559) 925-3222

Date: 5/28/2009

Fax: (559) 924-1539

E-Mail Address: davebolt@westhillscollge.com

Project Director

Name: Debbie Muro

Title: Assistant Superintendent

Phone Number: (559) 924-6610

Date: 5/28/2009

Fax: (559) 924-9212

E-Mail Address: dmuro@luhsd.k12.ca.us

District Chief Business Officer

Name: Ken Stoppenbrink

Title: Vice-Chancellor Business Services

Phone Number: (559) 934-2160

Date: 5/28/2009

Fax: (559) 934-2816

E-Mail Address: kenstoppenbrink@westhillscollge.com

Application/Grant Writer

Name: Cathy Barabe, WHCCD, Director of Grants & Planning

Victor Rosa, Principal, LMCHS

Phone Number: (559) 934-2147

(559) 925-3552

Fax: (559) 934-2818

(559) 924-9212

E-Mail Address: cathybarabe@westhillscollge.com

vrosa@luhsd.k12.ca.us

Date: 5/28/2009

Chancellor's Office
California Community Colleges

District: West Hills CCD
College: West Hills College Lemoore
Grant Number: 09-134-013

APPLICATION CONSORTIUM DATA SHEET

Please check here if this proposal is a consortium project

Complete the following information for each college of the consortium. Use additional sheets if required. Attach this form directly behind the Contact Page.

District/College or Organization: _____			
Address: _____			
City: _____	State: _____	Zip+4: _____	
Project Contact: _____	Phone: () _____		
Amount of dollars contributed to project by the district/college: \$ _____			
Role of district/college in the consortium design: _____			

District/College or Organization: _____			
Address: _____			
City: _____	State: _____	Zip+4: _____	
Project Contact: _____	Phone: () _____		
Amount of dollars contributed to project by the district/college: \$ _____			
Role of district/college in the consortium design: _____			

District/College or Organization: _____			
Address: _____			
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Amount of dollars contributed to project by the district/college: \$ _____			
Role of district/college in the consortium design: _____			

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Amount of dollars contributed to project by the district/college: \$ _____
Role of district/college in the consortium design: _____

District/College or Organization: _____
Address: _____
City: _____ State: _____ Zip+4: _____
Project Contact: _____ Phone: (____) _____
Amount of dollars contributed to project by the district/college: \$ _____
Role of district/college in the consortium design: _____

Chancellor's Office
California Community Colleges

District: West Hills CCD
College: West Hills College Lemoore
Grant Number: 09-134-013

TO BE COMPLETED BY COCCC

Grant Amount: \$136,769.00

APPLICATION ABSTRACT

Project Title: Lemoore Middle College High School

Project Director: Dave Boll, Vice President of Educational Services

Organization: West Hills College Lemoore

Address: 555 College Avenue

City: Lemoore

State: CA

Zip: 93245

Phone: (559) 925-3222

Lemoore Middle College High School (LMCHS) is an effort by the West Hills Community College District and Lemoore Union High School District to establish a non-traditional high school for an increasing number of students who are bright and capable, yet not succeeding to full potential in a traditional high school environment.

LMCHS successfully serves Freshman, Sophomore, Junior, and Senior students and celebrated its second graduating senior class, and first class to have matriculated through the program all four years, during the 2008-2009 school year. Graduates from LMCHS, will earn a UC eligible high school diploma, and have an opportunity to earn a minimum of 30 transferable college units with some going to the extra effort to earn an Associate Degree. In the 08-09 school year, 4 of the 31 high school graduates finished with their Associates Degrees.

Core elements LMCHS Program:

- Collaborative teaching teams of high school and college instructors
- Thematically based instruction enabling high school and college units
- Flexible school day and year allowing for creative scheduling
- Varied multimedia & technology used
- Personalized career guidance - 4 year plan development and monitoring
- Parent and community involvement
- Support services – Service Learning
- Business/Industry connections

LMCHS students successfully associate with college students who share common interests and goals. They go beyond the walls of the school building through extended learning trips, summer programs, and exploration via the internet. LMCHS students work with business mentors to formulate realistic career goals and have access to job shadowing and internships.

LMCHS provides a safe, caring, yet challenging educational setting where students gain ownership over their learning and focus on the future. LMCHS students will graduate with an understanding of who they are, where they're going, and how to get there.

APPLICATION ANNUAL WORKPLAN (ONE OBJECTIVE PER PAGE)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
1.0 Maintain collaborative processes between the high school district and community college district for LMCHS student selection, curriculum development, supportive services and common and specific administrative jurisdiction.	1.1 LUHSD and WHCCD continue to meet to plan ways to improve the operation of LMCHS.	Regular meetings to share information about incoming students and ways in which to provide them with relevant coursework and support.	March 2009-August 2010	Debbie Muro, LUHSD Victor Rosa, LMCHS Principal Dave Bolt, WHCL Jose Lopez, WHCL Rupinder Rai, WHCL Counselor
		50 9th grade students will be selected to participate. 10 th - 12th grade students will be added to fill vacated spaces this year for a total of 150 students to participate this school year.	March 2009-August 2010	Debbie Muro, LUHSD Victor Rosa, LMCHS Principal Dave Bolt, WHCL Jose Lopez, WHCL Rupinder Rai, WHCL Counselor
	1.2 Using an electronic data system, LUHSD staff will disaggregate students based upon test scores, grades, GPA, attendance, as well as ethnicity, NSLP, parent education or etc. as part of selection process for participation.	LUHSD feeder elementary districts will again provide testing and other pertinent information about potential incoming 9 th grade students who would benefit from program participation.	May 2009-August 2010	Victor Rosa, LMCHS Principal Jose Lopez, WHCL Rupinder Rai, WHCL Counselor
	1.3 LMCHS staff will make recommendations of students who meet the criteria for eligibility in the LMCHS project.	Students will have the ability to be successful in the program and able to meet the demands of college coursework.	May 2009-August 2010	Debbie Muro, LUHSD Victor Rosa, LMCHS Principal Rupinder Rai, WHCL Counselor

APPLICATION ANNUAL WORKPLAN (ONE OBJECTIVE PER PAGE)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>2.0 Actively promote both the benefits and success of the school to increase interest and ensure enrollment of 50 students in each grade level by the next school year.</p>	<p>2.1 Promotional events and open-house days will take place throughout the school year to increase visibility and understanding of the program.</p>	<p>An increased number of early enrollment interest forms should result from these efforts creating an interest list of students to target for enrollment</p>	<p>May 2009-August 2010</p>	<p>Victor Rosa, LMCHS Principal Debbie Muro, LUHSD Rupinder Rai, WHCL Counselor LMCHS Instructors</p>
	<p>2.2 Increased school visits to feeder elementary schools with specific meeting with students in AVID programs.</p>	<p>Increased understanding among students regarding the benefits and challenges of a Middle College High School.</p>	<p>May 2009-August 2010</p>	<p>Victor Rosa, LMCHS Principal Rupinder Rai, WHCL Counselor</p>
	<p>2.3 Develop a quarterly newsletter to parents and the community highlighting achievements of students and events taking place on and off campus.</p>	<p>Increased visibility and familiarity with the program among students, parents, and the community.</p>	<p>August 2009-June 2010</p>	<p>Victor Rosa, LMCHS Principal Rupinder Rai, WHCL Counselor LMCHS Instructors</p>

APPLICATION ANNUAL WORKPLAN (ONE OBJECTIVE PER PAGE)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>3. The Lemoore Middle College High School Charter Council will meet quarterly.</p>	<p>3.1 Staff, parents, and students from LUHSD, WHCL, and the community have been recruited to serve on the Charter Council, including teachers, administrators, and counselors. Community members, business leaders, parents and other public agency representatives also serve on the Council.</p>	<p>The Charter Council will meet quarterly to review program progress and help advise on necessary mid-course direction changes or modifications.</p>	<p>July 2009-July 2010</p>	<p>Charter Council Members Dave Bolt, WHCL Vice President Debbie Muro, LUHSD Assistant Supt. Lois Hubanks, LUHSD Board Member Victor Rosa, LMCHS Principal Ben Lator, LMCHS Student William McCutchen, LMCHS Teacher Allen Tong, LMCHS Teacher Andrea Rhoads, LMCHS Teacher Brooke Westlund, LMCHS Student Heiko Sweeney, Akers Principal Frank Ohnesorgen, LMCHS Parent Brittany Aguilar, LMCHS Student Rupinder Raj, WHCL Counselor Wendy Brown, LMCHS Parent Chris Camarena, UCS Principal</p>

APPLICATION ANNUAL WORKPLAN (ONE OBJECTIVE PER PAGE)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
4. Develop and enroll 170 LMCHS students in courses required for a high school diploma which also apply toward transfer or an Associates Degree.	4.1 High School core academic teachers will continue to meet with WHCC staff to plan curriculum delivery for high school students based upon high school courses and community college courses that meet high school graduation requirements and for some students an AA/AS, if appropriate.	Four year academic plan will be maintained and updated to determine core classes provided by the high school and the community college, as well as elective classes to complete diploma requirements and, as well as 30 college units or more that lead to an AA/AS or courses transferable to a four-year college program.	August 2009-June 2010	Victor Rosa, LMCHS Principal Jose Lopez, WHCL Rupinder Rai, WHCL Counselor
	4.2 High School teachers will continue to deliver thematically based core curriculum that allows for team teaching and project based learning and is aligned to state standards and CST Blueprints.	A cross-curricular program of language arts and social studies will continue to be developed and that is aligned to state standards that incorporates team teaching and project based learning at the 9 th , 10 th , 11 th and 12 th grade levels.	August 2009-June 2010	LMCHS Teachers Victor Rosa, LMCHS Principal
	4.3 LMCHS students are considered "special part time students enrolled in a community college" and will need to meet a minimum day requirement in high school courses.	Middle College High School students will be enrolled in courses taught by high school teachers that meet the minimum number of required high school minutes and graduation requirements.	August 2009-June 2010	Victor Rosa, LMCHS Principal Rupinder Rai, WHCL Counselor
		High School courses will be evaluated to see if they meet the articulation requirements of 2+2 to determine if college credit can also be granted.	August 2009-June 2010	Marta Hendrickson, WHCL Articulation Coordinator Debbie Muro, LUHSO LMCHS Instructors WHCL Instructors Rupinder Rai, WHCL Counselor

APPLICATION ANNUAL WORKPLAN (ONE OBJECTIVE PER PAGE)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
5. Develop and enroll LMCHS students in courses applicable towards an AA/AS degree, vocational certificate or transfer preparation.	5.1 Students will continue to develop and maintain a "Four Year Plan" that will help map out what they need to graduate with a high school diploma and a solid start towards an AA/AS, vocational certificate or preparation to transfer to a 4 year institution.	Students and parents will meet with an advisor to discuss and plan a four year course sequence that meets the student's unique needs and also educational preparation.	August 2009-June 2010	Victor Rosa, LMCHS Principal Rupinder Rai, WHCL Counselor
		Community College classes will be available to students throughout the day and also in the evening, if appropriate	August 2009-June 2010	Dave Bolt, WHCL Jose Lopez, WHCL
	5.2 Students will enroll in a minimum high school day and then enroll in college courses that will be applied to AA/AS, vocational certificate or transfer to a four-year institution.	It is a goal of the program that all students will have completed at least 30 college units over their four years in the LMCHS that will be applied to both a high school diploma and to a continued commitment to lifelong learning.	August 2009-June 2010	Victor Rosa, LMCHS Principal Rupinder Rai, WHCL Counselor

APPLICATION ANNUAL WORKPLAN (ONE OBJECTIVE PER PAGE)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
6. Graduate 95 percent or more of the enrolled students in the LMCHS.	6.1 Students and parents will meet with advisors to determine high school and college courses and to evaluate their four year plan to ensure progress is being made and student is remaining on track to graduate.	Student will earn a minimum of 35 high school credits each semester, including credits from college units, toward the four year 260 minimum credit requirement for a high school diploma. All students enrolled in the LMCHS program will have the opportunity to earn more than the minimum 260 credits when they graduate.	August 2009-June 2010	Victor Rosa, LMCHS Principal Rupinder Rai, WHCL Counselor LMCHS Instructors WHCL Instructors Parents Students
	6.2 Students who receive less than a "C" in a class will be notified by the teacher and an intervention plan will be drawn up by teacher, student, parent and counselor.	Students will be referred to the tutorial center at WHCL and records will be kept as to when students attend. Instructors can set up their own intervention plans with students, using their expertise to help raise student performance.	August 2009-June 2010	Victor Rosa, LMCHS Principal LMCHS Instructors WHCL Instructors Rupinder Rai, WHCL Counselor Parents Students
		Elective "Success Lab" classes will be added into the high school schedule to assist any student in need of assistance.	August 2009-June 2010	LMCHS Instructors
	6.3 Parents will have access to student's assignments and grades in high school courses via the school district web site to check throughout the school year.	Parents will register for Aries Browser Interface (ABI), an online student information program, where parents have access to their student's academic grades, attendance, assignments, discipline record, test scores and direct e-mail to teachers in real time.	August 2009-June 2010	LMCHS Instructors WHCL Instructors Parents Students Rupinder Rai, WHCL Counselor

APPLICATION ANNUAL WORKPLAN (ONE OBJECTIVE PER PAGE)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>8. Graduate 95 percent or more of the enrolled students. (continued)</p>	<p>6.4 WHCL professors will be encouraged to contact parent and/or counselor via e-mail, if available, or telephone to let them know if a student is receiving less than a "C" in a class or to brag about students who are excelling.</p> <p>6.5 LMCHS will continue to provide lab classes led by a high school instructor in which students will complete online WHCL classes.</p>	<p>College professors will be asked to maintain contact with students, especially younger students to help these students avoid failing.</p> <p>Students, especially younger students, will be allowed to take online college courses under the supervision of a high school instructor. This will ensure that their first experience with an online class is positive and a training ground for the type of work that is acceptable at the college level.</p>	<p>August 2009-June 2010</p> <p>August 2009-June 2010</p>	<p>WHCL Instructors Rupinder Rai, WHCL Counselor</p> <p>Victor Rosa, LMCHS Principal LMCHS Instructors Rupinder Rai, WHCL Counselor</p>

Chancellor's Office
California Community Colleges

District: West Hills CCD

College: West Hills College Lemoore

Grant Number: 09-134-013

APPLICATION ANNUAL WORKPLAN (ONE OBJECTIVE PER PAGE)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
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<p>7. Apply innovations in curriculum design, teaching strategies, and methods of instructional delivery to be devoted to LMCHS students.</p>	<p>7.1 English, Math, Science and Social Science instructors will collaborate to align and create thematic, project based instructional units to match standards and similarities in curricular topics, i.e. Geography and Physical Science, English and World History and Math and Science, where appropriate.</p>	<p>90 – 120 minute periods within a block schedule have been established to allow for time to implement thematic cross curricular project based units.</p>	<p>August 2009-June 2010</p>	<p>Victor Rosa, LMCHS Principal Dave Bolt, WHCL LMCHS Instructors</p>
	<p>7.2 Multimedia and computer technology is infused into the delivery of all elements of the LMCHS program.</p>	<p>Mobile computer labs allow for 30 lap top computer stations to be set up in any of the LMCHS classrooms for internet access, multimedia project development or computerized research papers. A full classroom computer lab to meet the needs of students taking online college coursework will be established</p>	<p>July 2009</p>	<p>Victor Rosa, LMCHS Principal Dave Bolt, WHCL Kevin Lemaster, Tech Coordinator</p>
		<p>LCD Projectors will be installed and used in every classroom used by LMCHS</p>	<p>July 2009</p>	<p>Victor Rosa, LMCHS Principal Dave Bolt, WHCL Kevin Lemaster, Tech Coordinator</p>
		<p>Two class sets of "Clickers" (handheld devices that allow students to lock in answers to questions and instantly view class results on the big screen) and "Interwrite Pads" will be in place and in use as an additional assessment tool.</p>	<p>August 2009-June 2010</p>	<p>Victor Rosa, LMCHS Principal Dave Bolt, WHCL Kevin Lemaster, Tech Coordinator</p>

APPLICATION ANNUAL WORKPLAN (ONE OBJECTIVE PER PAGE)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
<p>7. Apply innovations in curriculum design, teaching strategies, and methods of instructional delivery to be devoted to LMCHS students. (continued)</p>	<p>7.3 All Sophomores will participate in the "Sophomore Project" in which students will participate in career guidance and planning activities that will help them plan a realistic "next step" goal following high school graduation.</p>	<p>LMCHS students will keep an electronic portfolio of their best work over their four years in high school to show to local business leaders as part of their Senior Exit Portfolio Demonstration and Interview. Students will be encouraged to plan their demonstration using multimedia and technology available to them.</p> <p>As part of the "The Sophomore Project," students will be encouraged to participate in job shadowing, summer internships and work experience in their chosen career pathway during their junior and senior years.</p>	<p>August 2009-June 2010</p> <p>August 2009-June 2010</p>	<p>Victor Rosa, LMCHS Principal Rupinder Rai, WHCL Counselor LMCHS Instructors WHCL Instructors Students</p> <p>Victor Rosa, LMCHS Principal Rupinder Rai, WHCL Counselor LMCHS Instructors WHCL Instructors</p>
	<p>7.4 Service Learning projects will be developed for students to allow students to give back to the community.</p>	<p>9th and 12th grade students will participate in community service projects that apply their curricular knowledge and improve the quality of life in the community or provide a civic service. Freshmen will incorporate the pillars of Character Counts into their project</p>	<p>August 2009-June 2010</p>	<p>Victor Rosa, LMCHS Principal Rupinder Rai, WHCL Counselor LMCHS Instructors WHCL Instructors</p>
	<p>7.5 College awareness will be the focus of the "Junior Project" focusing on what it takes to get to college and the application process.</p>	<p>Juniors will take part in the junior project in which they will visit colleges and learn the requirements necessary for going to the school of their choice.</p> <p>Completion of the FAFSA, PSAT's, SAT's, and the college application process are embedded into the project.</p>	<p>August 2009-June 2010</p>	<p>Victor Rosa, LMCHS Principal LMCHS Instructors Rupinder Rai, WHCL Counselor</p>

APPLICATION ANNUAL WORKPLAN (ONE OBJECTIVE PER PAGE)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
7. Apply innovations in curriculum design, teaching strategies, and methods of instructional delivery to be devoted to LMCHS students. (continued)	7.6 AVID and Character Counts methodologies will be infused into the mission of the Lemoore LMCHS.	<p>Important elements of the AVID program will be infused into the curriculum delivery such as: Cornell Notes, Socratic Seminars, notebooks, college tutors and mentors.</p> <p>Character Counts will become the focus of the "Freshmen project and the culture of LMCHS in general.</p>	<p>August 2009-June 2010</p> <p>August 2009-June 2010</p>	<p>Victor Rosa, LMCHS Principal Dave Bolt, WHCL LMCHS Instructors</p> <p>Victor Rosa, LMCHS Principal Dave Bolt, WHCL LMCHS Instructors</p>

APPLICATION ANNUAL WORKPLAN (ONE OBJECTIVE PER PAGE)

Objective	Procedures/Activities	Performance Outcomes	Timelines	Responsible Person(s)
8. An evaluation system will be developed to monitor progress towards meeting the short range and long range objectives of the LMCHS project.	8.1 A formative evaluation system will continue to be developed to allow for both formal and informal formative data to be collected to provide for mid course adjustments, as needed and to provide a vehicle for ongoing staff communication.	Formative evaluation data will be monitored on an on-going basis by the school leadership to help make adjustments and changes as necessary. The formative process should be both formal in terms of written documentation and informal through conversation and meetings.	August 2009-June 2010	Victor Rosa, LMCHS Principal Rupinder Rai, WHCL Counselor LMCHS Instructors WHCL Instructors
	8.2 The LMCHS is required to participate in the STAR testing program for California and the results will be part of the summative evaluation data for the year.	STAR testing and California High School Exit Exam (CAHSEE) results will be shared with students, parents and teachers, to help evaluate student performance in core academic classes.	August 2009-May 2010	Victor Rosa, LMCHS Principal LMCHS Instructors Rupinder Rai, WHCL Counselor
	8.3 Benchmark exams in all core subject areas will continue to be developed and implemented as part of a school and district movement toward mastery of state standards.	LMCHS teachers along with fellow teachers in the LUHSD will develop benchmark assessment that will act as true indicators of achievement of state standards.	August 2009-May 2010	Victor Rosa, LMCHS Principal Debbie Muro, LUHSD LMCHS Instructors

Chancellor's Office
California Community Colleges

District: West Hills CCD
College: West Hills College Lemoore
Grant Number: 09-134-013

APPLICATION BUDGET SUMMARY

Note: * When entering dollar amounts, round off to nearest dollar.
* Submit Budget Detail Sheet for each funding source reflected here in cash or in-kind. Also explain expenditures by budget category.

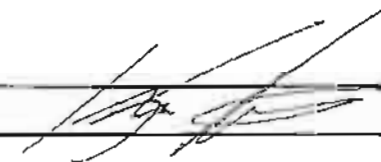
Object of Expenditure	Classification	Line	Project Funds Requested (1)	District Match Funds (2)	Other Source (3a)	Other Source (3b)	Other Source (3c)	Grand Total All Funding Sources
1000	Instructional Salaries	1	\$37,575	\$60,900	\$37,575			
2000	Noninstructional Salaries	2		\$15,100				
3000	Employee Benefits	3	\$13,405	\$15,061	\$13,405			
4000	Supplies and materials	4	\$6,246	\$ 2,500				
5000	Other Operating Expenses and Services	5	\$64,283	\$80,000	\$717,995			
6000	Capital Outlay	6	\$10,000					
7000	Other Outgo	7						
	Total Direct Costs	8	\$131,509					
	Total Indirect (4% of Line 8)	9	\$5,260					
	Total Program Costs	10	\$136,769.00	\$173,561	\$768,975			\$1,079,305

- 1 Requested Project Funds (note limitations in the total award amount permitted by the RFA specification).
- 2 General Fund District Match (see RFA specifications for match percentage requirement). Line item match not required.
- 3 Other Sources of Funds or in-kind contributions. (Provide an Application Budget Detail Sheet for each funding source.)
- 4 Indirect Costs cannot exceed four percent (4%) of total direct costs (Line 8).

I certify this total costs proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and federal regulations.

Project Director Signature: _____

Date: _____

District Chief Business Officer Signature:  _____
(or Authorized Designee)

Date: 6/4/09

Chancellor's Office
California Community Colleges

District: West Hills CCD
College: West Hills College Lemoore
Grant Number: 09-134-013

APPLICATION BUDGET DETAIL SHEET

Program Year: 2009-2010
Source of Funds: Middle College High School

Object of Expenditure ¹	Classification	Requested Funds	Gen. Fund Dist. Match	Other Sources
1100	Instructional Salaries WHC Counselor 50% WHC Instructors	\$37,575	\$60,900	\$37,575
2000	Non-Instructional Salaries VP of Educational Services 10%		\$15,100	
3000	Employee Benefits Counselor Benefit VP of Ed Services Instructors	\$13,405	\$3,075 \$11,986	\$13,405
4000	Supplies and Materials Office/Instructional Supplies Copier/Duplicating Charges	\$4,800 \$1,446	\$2,500	
5000	Other Operating Expenses and Services Contract Services - Lemoore Union High School District Dean Instructional Aide Instructional Supplies Online Courses Textbooks Travel and Conference Outside Consultants Matching LMCHS Instructors Clerical Assistant Office and Classroom Use	\$64,283	\$80,000	\$717,995
6000	Capital Outlay Classroom equipment and furniture	\$10,000		
7000	Other Outgo <i>List type and costs</i> Student financial aid Other payments to/for students			
	Total Direct Cost	\$131,509	173,561	\$768,975
	Total Indirect Cost	\$5,260	0	0
	Total Program Cost	\$136,769	173,561	\$768,975

¹The following represent frequently-used account codes. Refer to Crossover chart for further options

THIS RESOLUTION MUST BE DISCUSSED, CONSIDERED AND DELIBERATED BY THE GOVERNING BOARD AS A SEPARATE ITEM OF BUSINESS ON THE GOVERNING BOARD'S AGENDA IN ACCORDANCE WITH CALIFORNIA GOVERNMENT CODE SECTION 53635.7.

DISTRICT RESOLUTION

NAME OF DISTRICT: WEST HILLS COMMUNITY COLLEGE DISTRICT*

LOCATED IN: COUNTY OF FRESNO

MAXIMUM AMOUNT OF BORROWING: \$10,000,000.00

RESOLUTION OF THE GOVERNING BOARD AUTHORIZING THE BORROWING OF FUNDS FOR FISCAL YEAR 2010-2011 AND THE ISSUANCE AND SALE OF ONE OR MORE SERIES OF 2010-2011 TAX AND REVENUE ANTICIPATION NOTES THEREFOR AND PARTICIPATION IN THE CALIFORNIA SCHOOL CASH RESERVE PROGRAM AND REQUESTING THE BOARD OF SUPERVISORS OF THE COUNTY TO ISSUE AND SELL SAID SERIES OF NOTES

WHEREAS, school districts, community college districts and county boards of education are authorized by Sections 53850 to 53858, both inclusive, of the California Government Code (the "Act") (being Article 7.6, Chapter 4, Part 1, Division 2, Title 5 of the Government Code) to borrow money by the issuance of temporary notes; and

WHEREAS, the governing board (the "Board") has determined that, in order to satisfy certain obligations and requirements of the school district, community college district or county board of education specified above (the "District"), a public body corporate and politic located in the County designated above (the "County"), it is desirable that a sum (the "Principal Amount"), not to exceed the Maximum Amount of Borrowing designated above, be borrowed for such purpose during its fiscal year ending June 30, 2011 ("Fiscal Year 2010-2011") by the issuance of its 2010-2011 Tax and Revenue Anticipation Notes (the first series of which shall be referred to herein as the "Series A Notes" and any subsequent series of which shall be referred to herein as "Additional Notes," and collectively with the Series A Notes, the "Notes"), in one or more series (each a "Series"), therefor in anticipation of the receipt by or accrual to the District during Fiscal Year 2010-2011 of taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for such fiscal year for the

* If the Name of the District indicated on the face hereof is not the correct legal name of the District which adopted this Resolution, it shall nevertheless be deemed to refer to the District which adopted this Resolution, and the Name of the District indicated on the face hereof shall be treated as the correct legal name of said District for all purposes in connection with the Program (as hereinafter defined).

general fund and, if so indicated in a Pricing Confirmation (as defined in Section 4 hereof), capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District; and

WHEREAS, the Principal Amount may, as determined by the Authorized Officer (as hereinafter defined), be divided into two or more portions evidenced by two or more Series of Notes, which Principal Amount is to be confirmed and set forth in the Pricing Confirmation if one Series of Notes is issued, or if more than one Series of Notes are issued, such Principal Amount will be equal to the sum of the Series Principal Amounts (as defined in Section 2 hereof) as confirmed and set forth in the Pricing Confirmation applicable to each Series of Notes; and

WHEREAS, the District hereby determines to borrow, for the purposes set forth above, the Principal Amount by the issuance, in one or more Series, of the Notes; and

WHEREAS, because the District does not have fiscal accountability status pursuant to Section 42650 or Section 85266 of the California Education Code, it requests the Board of Supervisors of the County to borrow, on the District's behalf, the Principal Amount by the issuance of the Notes in one or more Series; and

WHEREAS, pursuant to Section 53853 of the Act, if the Board of Supervisors of the County fails or refuses to authorize the issuance of the Notes within the time period specified in said Section 53853, following receipt of this Resolution, and the Notes, in one or more series, are issued in conjunction with tax and revenue anticipation notes, in one or more series, of other Issuers (as hereinafter defined), the District may issue the Notes, in one or more series, in its name pursuant to the terms stated herein; and

WHEREAS, it appears, and this Board hereby finds and determines, that the Principal Amount, when added to the interest payable thereon, does not exceed eighty-five percent (85%) of the estimated amount of the uncollected taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2010-2011 which will be received by or which will accrue to the District during such fiscal year for the general fund and, if so indicated in a Pricing Confirmation, capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District and which will be available for the payment of the principal of each Series of Notes and the interest thereon; and

WHEREAS, no money has heretofore been borrowed by or on behalf of the District through the issuance of tax anticipation notes or temporary notes in anticipation of the receipt of, or payable from or secured by, taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2010-2011 which will be received by or will accrue to the District during such fiscal year for the general fund and, if so indicated in a Pricing Confirmation, capital fund and/or special

** Unless the context specifically requires otherwise, all references to "Series of Notes" herein shall be deemed to refer, to (i) the Note, if issued in one series by the County (or the District, as applicable) hereunder, or (ii) each individual Series of Notes severally, if issued in two or more series by the County (or the District, as applicable) hereunder.

revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District; and

WHEREAS, pursuant to Section 53856 of the Act, certain taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys which will be received by or accrue to the District during Fiscal Year 2010-2011 are authorized to be pledged for the payment of the principal of each Series of Notes (as applicable) and the interest thereon (as hereinafter provided); and

WHEREAS, the District has determined that it is in the best interests of the District to participate in the California School Cash Reserve Program (the "Program"), whereby participating school districts, community college districts and county boards of education (collectively, the "Issuers") will simultaneously issue tax and revenue anticipation notes; and

WHEREAS, due to uncertainties existing in the financial markets, the Program has been designed with alternative structures, each of which the District desires to approve; and

WHEREAS, under the first structure (the "Certificate Structure"), the District would issue one or more Series of Notes, each Series of Notes to be marketed with some or all of the notes issued simultaneously by other Issuers participating in the Program, and Piper Jaffray & Co., as underwriter for the Program (the "Underwriter"), would form one or more pools of notes or series of certificates (the "Certificates") of participation (the "Series of Certificates") distinguished by (i) whether and what type(s) of Credit Instrument (as hereinafter defined) secures notes comprising each Series of Certificates, and (ii) possibly other features, all of which the District hereby authorizes the Underwriter to determine; and

WHEREAS, the Certificate Structure requires the Issuers participating in any particular Series of Certificates to deposit their applicable series of tax and revenue anticipation notes with U.S. Bank National Association, as trustee (the "Trustee"), pursuant to a trust agreement between such Issuers and the Trustee (the trust agreement applicable to each Series of Certificates, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein collectively as, the "Trust Agreement"), and requires the Trustee, pursuant to the Trust Agreement, to execute and deliver the Certificates evidencing and representing proportionate undivided interests in the payments of principal of and interest on the tax and revenue anticipation notes issued by the Issuers comprising such Series of Certificates; and

WHEREAS, if the Certificate Structure is implemented, the District desires to have the Trustee execute and deliver a Series of Certificates which evidences and represents interests of the owners thereof in each Series of Notes issued by the District and the notes issued simultaneously by other Issuers participating in such Series of Certificates; and

WHEREAS, as additional security for the owners of each Series of Certificates, all or a portion of the payments by all of the Issuers of their respective series of notes comprising such Series of Certificates may or may not be secured by an irrevocable letter (or letters) of credit or policy (or policies) of insurance or other credit instrument (or instruments) (collectively, the "Credit Instrument") issued by the credit provider (or credit providers) (collectively, the "Credit

Provider”) designated in the applicable Trust Agreement, as finally executed, pursuant to a credit agreement (or agreements) or commitment letter (or letters) (such credit agreement (or agreements) or commitment letter (or letters), if any, in the forms presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein collectively as, the “Credit Agreement”) identified in the applicable Trust Agreement, as finally executed, between, in the case of an irrevocable letter (or letters) of credit or policy (or policies) of insurance or other credit instrument (or instruments), the Issuers and the corresponding Credit Provider; and

WHEREAS, pursuant to the Certificate Structure, the Underwriter will submit an offer to purchase each Series of Notes issued by the District and the notes issued by other Issuers participating in the same Series of Certificates all as evidenced and represented by such Series of Certificates (which offer will specify, as designated in the Pricing Confirmation applicable to the sale of such Series of Notes to be sold by the District, the principal amount, interest rate and Credit Instrument (if any)), and has submitted a form of certificate purchase agreement (such certificate purchase agreement, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as, the “Certificate Purchase Agreement”) to the Board; and

WHEREAS, pursuant to the Certificate Structure each participating Issuer will be responsible for its share of (i) the fees of the Trustee and the costs of issuing the applicable Series of Certificates, (ii) if applicable, the fees of the Credit Provider(s), and (iii) if applicable, the Issuer’s allocable share of all Predefault Obligations and the Issuer’s Reimbursement Obligations, if any (each as defined in the Trust Agreement); and

WHEREAS, the Certificate Structure requires that each participating Issuer approve the Trust Agreement, the alternative Credit Instruments and Credit Agreements, if any, and the Certificate Purchase Agreement in substantially the forms presented to the Board, with the final type of Credit Instrument and corresponding Credit Agreement determined in the Pricing Confirmation applicable to the sale of each Series of Notes to be sold by the District; and

WHEREAS, under the second structure (the “Bond Pool Structure”), participating Issuers would be required to sell each series of their tax and revenue anticipation notes to the California School Cash Reserve Program Authority (the “Authority”) pursuant to note purchase agreements (such note purchase agreements, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as, the “Note Purchase Agreements”), each between such individual Issuer and the Authority, and dated as of the date of the Pricing Confirmation applicable to the sale of the individual Issuer’s series of notes to be sold, a form of which has been submitted to the Board; and

WHEREAS, the Authority, pursuant to advice of the Underwriter, will form one or more pools of notes of each participating Issuer (the “Pooled Notes”) and assign each respective series of notes to a particular pool (the “Pool”) and sell a series of senior bonds (each a “Series of Senior Bonds”) and, if desirable, a corresponding series of subordinate bonds (each a “Series of Subordinate Bonds” and collectively with a Series of Senior Bonds, a “Series of Pool Bonds”) secured by each Pool pursuant to an indenture and/or a supplement thereto (the original indenture

and each supplement thereto applicable to a Series of Pool Bonds to which the Note shall be assigned is hereinafter collectively referred to as the "Indenture") between the Authority and the Trustee, each Series of Pool Bonds distinguished by (i) whether or what type(s) of Credit Instrument(s) secure(s) such Series of Pool Bonds, (ii) the principal amounts or portions of principal amounts of the notes of such respective series assigned to the Pool, or (iii) other factors, and the District hereby acknowledges and approves the discretion of the Authority, acting upon the advice of the Underwriter, to assign the District's Notes of such respective Series to such Pool and such Indenture as the Authority may determine; and

WHEREAS, at the time of execution of the Pricing Confirmation applicable to the sale of each Series of Notes to be sold by the District, the District will (in such Pricing Confirmation) request the Authority to issue a Series of Pool Bonds pursuant to an Indenture to which such Series of Notes identified in such Pricing Confirmation will be assigned by the Authority in its discretion, acting upon the advice of the Underwriter, which Series of Pool Bonds will be payable from payments of all or a portion of principal of and interest on such Series of Notes and the other respective series of notes of other participating Issuers assigned to the same Pool and assigned to the same Indenture to which the District's Series of Notes is assigned; and

WHEREAS, as additional security for the owners of each Series of Pool Bonds, all or a portion of the payments by all of the Issuers of the respective series of notes assigned to such Series of Pool Bonds may or may not be secured (by virtue or in form of the Series of Pool Bonds, as indicated in the Pricing Confirmation applicable to such Series of Pool Bonds, being secured in whole or in part) by one or more Credit Instruments issued by one or more Credit Providers designated in the applicable Indenture, as finally executed, pursuant to a Credit Agreement, if any, identified in the applicable Indenture, as finally executed, between, in the case of an irrevocable letter (or letters) of credit or policy (or policies) of insurance or other credit instrument (or instruments), the Issuers and the corresponding Credit Provider; and

WHEREAS, pursuant to the Bond Pool Structure each Issuer, whose series of notes is assigned to a Pool as security for a Series of Pool Bonds, will be responsible for its share of (i) the fees of the Trustee and the costs of issuing the applicable Series of Pool Bonds, (ii), if applicable, the fees of the Credit Provider(s), and (iii) if applicable, the Issuer's allocable share of all Predefault Obligations and the Issuer's Reimbursement Obligations, if any (each as defined in the Indenture) applicable to such Series of Pool Bonds; and

WHEREAS, the Bond Pool Structure requires that each participating Issuer approve the Indenture, the alternative Credit Instruments and Credit Agreements, if any, and the Note Purchase Agreement in substantially the forms presented to the Board, with the final type of Credit Instrument and corresponding Credit Agreement, if any, to be determined in the Pricing Confirmation applicable to the sale of each Series of Notes to be sold by the District; and

WHEREAS, pursuant to the Bond Pool Structure, the Underwriter will submit an offer to the Authority to purchase, in the case of each Pool of notes, the Series of Pool Bonds which will be secured by the Indenture to which such Pool will be assigned; and

WHEREAS, all or portions of the net proceeds of each Series of Notes issued by the District, may be invested in one or more Permitted Investments (as defined in the Trust

Agreement or the Indenture, as applicable), including under one or more investment agreements with one or more investment providers (if any), the initial investment of which is to be determined in the Pricing Confirmation related to such Series of Notes; and

WHEREAS, it is necessary to engage the services of certain professionals to assist the District in its participation in the Program;

NOW, THEREFORE, the Board hereby finds, determines, declares and resolves as follows:

Section 1. Recitals. All the above recitals are true and correct and this Board so finds and determines.

Section 2. Issuance of Notes.

(A) **Initial Issuance of Notes.** This Board hereby determines to borrow, and hereby requests the Board of Supervisors of the County to borrow for the District, in anticipation of the receipt by or accrual to the District during Fiscal Year 2010-2011 of taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for such fiscal year for the general fund and, if so indicated in the applicable Pricing Confirmation, the capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation)* of the District, and not pursuant to any common plan of financing of the District, by the issuance by the Board of Supervisors of the County, in the name of the District, of Notes under Sections 53850 *et seq.* of the Act, designated generally as the District's "2010-2011 [Subordinate]** Tax and Revenue Anticipation Notes, Series ___" in one or more of the following Series, in order of priority of payment as described herein:

(1) the Series A Notes, being the initial Series of Notes issued under this Resolution, together with one or more Series of Additional Notes issued in accordance with the provisions of Section 2(B) hereof and payable on a parity with the Series A Notes (collectively, the "Senior Notes"); and

(2) one or more Series of Additional Notes issued in accordance with the provisions of Section 2(B) hereof and payable on a subordinate basis to (i) any Senior Notes, and (ii) any previously issued Subordinate Notes if so specified in the related Pricing Confirmation (collectively, the "Subordinate Notes"), which Subordinate Notes shall be identified as such.

Each such Series of Notes shall be issued in the form of one registered note at the principal amount thereof (the "Series Principal Amount") as set forth in the applicable Pricing Confirmation and all such Series Principal Amounts aggregating to the Principal Amount set forth in such Pricing Confirmations, in each case, to bear a series designation, to be dated the date of its respective delivery to the respective initial purchaser thereof, to mature (without option of prior redemption) not more than thirteen (13) months thereafter on a date indicated on

* For purposes of this Resolution, such funds shall be referred to as the "capital fund" and "special revenue fund."

** A Series of Notes shall bear the "Subordinate" designation if it is a Series of Subordinate Notes.

the face thereof and determined in the Pricing Confirmation applicable to such Series of Notes (collectively, the "Maturity Date"), and to bear interest, payable at the applicable maturity (and, if the maturity is longer than twelve (12) months, an additional interest payment shall be payable within twelve (12) months of the issue date, as determined in the applicable Pricing Confirmation) and computed upon the basis of a 360-day year consisting of twelve 30-day months, at a rate not to exceed twelve percent (12%) per annum as determined in the Pricing Confirmation applicable to such Series of Notes and indicated on the face of such Series of Notes (collectively, the "Note Rate").

With respect to the Certificate Structure, if a Series of Notes as evidenced and represented by the corresponding Series of Certificates is secured in whole or in part by a Credit Instrument and is not paid at maturity or is paid (in whole or in part) by a draw under, payment by or claim upon a Credit Instrument which draw, payment or claim is not fully reimbursed on such date, such Series of Notes shall become a Defaulted Note (as defined in the Trust Agreement), and the unpaid portion thereof with respect to which a Credit Instrument applies for which reimbursement on a draw, payment or claim has not been fully made shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate (as defined in the Trust Agreement). If a Series of Notes as evidenced and represented by the corresponding Series of Certificates is unsecured in whole or in part and is not fully paid at the Maturity Date, the unpaid portion thereof (or the portion thereof to which no Credit Instrument applies which is unpaid) shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate.

With respect to the Bond Pool Structure, if a Series of Pool Bonds issued in connection with a Series of Notes is secured in whole or in part by a Credit Instrument or such Credit Instrument secures the Series of Notes in whole or in part and all principal of and interest on such Series of Notes is not paid in full at maturity or payment of principal of and interest on such Series of Notes is paid (in whole or in part) by a draw under, payment by or claim upon a Credit Instrument which draw, payment or claim is not fully reimbursed on such date, such Series of Notes shall become a Defaulted Note (as defined in the Indenture), and the unpaid portion thereof with respect to which a Credit Instrument applies for which reimbursement on a draw, payment or claim has not been fully made shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate (as defined in the Indenture). If a Series of Notes or the Series of Pool Bonds issued in connection therewith is not so secured in whole or in part and such Series of Notes is not fully paid at the Maturity Date, the unpaid portion thereof (or the portion thereof to which no Credit Instrument applies which is unpaid) shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate.

In each case set forth in the preceding two paragraphs, the obligation of the District with respect to such Defaulted Note or unpaid Series of Notes shall not be a debt or liability of the District prohibited by Article XVI, Section 18 of the California Constitution and the District shall not be liable thereon except to the extent of the income and revenue provided for Fiscal Year 2010-2011 within the meaning of Article XVI, Section 18 of the California Constitution, as provided in Section 8 hereof.

Both the principal of and interest on each Series of Notes shall be payable in lawful money of the United States of America, but only upon surrender thereof, at the corporate trust

office of U.S. Bank National Association in Los Angeles, California, or as otherwise indicated in the Trust Agreement or the Indenture, as applicable. The Principal Amount may, prior to the issuance of any Series of Notes, be reduced from the Maximum Amount of Borrowing specified above, in the discretion of the Underwriter upon consultation with the Authorized Officer. The Principal Amount shall, prior to the issuance of the last Series of Notes, be reduced from the Maximum Amount of Borrowing specified above if and to the extent necessary to obtain an approving legal opinion of Orrick, Herrington & Sutcliffe LLP ("Bond Counsel") as to the legality thereof or, if applicable, the exclusion from gross income for federal tax purposes of interest thereon (or on any Series of Pool Bonds related thereto). The Principal Amount shall, prior to the issuance of the last Series of Notes, also be reduced from the Maximum Amount of Borrowing specified above, and other conditions shall be met by the District prior to the issuance of each Series of Notes, if and to the extent necessary to obtain from the Credit Provider that issues the Credit Instrument securing the corresponding Series of Certificates evidencing and representing such Series of Notes or the related Series of Pool Bonds to which such Series of Notes is assigned its agreement to issue the Credit Instrument securing such Series of Certificates or Series of Pool Bonds, as the case may be. Notwithstanding anything to the contrary contained herein, if applicable, the approval of the corresponding Credit Provider of the issuance of such Series of Notes and the decision of the Credit Provider to deliver the Credit Instrument shall be in the sole discretion of the Credit Provider, and nothing herein shall be construed to require the Credit Provider to issue a Credit Instrument or to approve the issuance of such Series of Notes.

In the event the Board of Supervisors of the County fails or refuses to authorize the issuance of the Notes within the time period specified in Section 53853 of the Act, following receipt of this Resolution, this Board hereby authorizes issuance of such Notes, in the District's name, in one or more series, pursuant to the terms stated in this Section 2 and the terms stated hereafter. The Notes, in one or more series, shall be issued in conjunction with the note or notes (in each case, in one or more series) of one or more other Issuers as part of the Program and within the meaning of Section 53853 of the Act.

(B) Issuance of Additional Notes. The District (or the County on its behalf, as applicable) may at any time issue pursuant to this Resolution, one or more Series of Additional Notes consisting of Senior Notes or Subordinate Notes (including Subordinate Notes that are further subordinated to previously issued Subordinate Notes, as provided in the applicable Pricing Confirmation), subject in each case to the following specific conditions, which are hereby made conditions precedent to the issuance of any such Series of Additional Notes:

(1) The District shall not have issued any tax and revenue anticipation notes relating to the 2010-2011 fiscal year except (a) in connection with the Program under this Resolution, or (b) notes secured by a pledge of its Unrestricted Revenues (as defined in Section 8) that is subordinate in all respects to the pledge of its Unrestricted Revenues hereunder; the District shall be in compliance with all agreements and covenants contained herein; and no Event of Default shall have occurred and be continuing with respect to any such outstanding previously issued notes or Series of Notes.

(2) The aggregate Principal Amount of Notes issued and at any time outstanding hereunder shall not exceed any limit imposed by law, by this Resolution or

by any resolution of the Board amending or supplementing this Resolution (each a "Supplemental Resolution").

(3) Whenever the District shall determine to issue, execute and deliver any Additional Notes pursuant to this Section 2(B), the Series Principal Amount of which, when added to the Series Principal Amounts of all Series of Notes previously issued by the District, would exceed the Maximum Amount of Borrowing authorized by this Resolution, the District shall adopt a Supplemental Resolution amending this Resolution to increase the Maximum Amount of Borrowing as appropriate and shall submit such Supplemental Resolution to the Board of Supervisors of the County as provided in Section 53850 *et seq.* of the Act with a request that the County issue such Series of Additional Notes in the name of the District as provided in Sections 2(A) and 9 hereof. The Supplemental Resolution may contain any other provision authorized or not prohibited by this Resolution relating to such Series of Additional Notes.

(4) The District may issue a Series of Additional Notes that are Senior Notes payable on a parity with all other Series of Senior Notes of the District or that are Subordinated Notes payable on a parity with one or more Series of outstanding Subordinated Notes, only if it obtains (a) the consent of each Credit Provider relating to each previously issued Series of Notes that will be on a parity with such Series of Additional Notes, and (b) evidence that no rating then in effect with respect to any outstanding Series of Certificates or Series of Bonds, as applicable, from a Rating Agency will be withdrawn, reduced, or suspended solely as a result of the issuance of such Series of Additional Notes (a "Rating Confirmation"). Except as provided in Section 8, the District may issue one or more Series of Additional Notes that are subordinate to all previously issued Series of Notes of the District without Credit Provider consent or a Rating Confirmation. The District may issue tax and revenue anticipation notes other than in connection with the Program under this Resolution only if such notes are secured by a pledge of its Unrestricted Revenues that is subordinate in all respects to the pledge of its Unrestricted Revenues hereunder.

(5) Before such Additional Notes shall be issued, the District shall file or cause to be filed the following documents with the Trustee:

(a) An Opinion of Counsel to the District to the effect that (A) such Additional Notes constitute the valid and binding obligations of the District, (B) such Additional Notes are special obligations of the District and are payable from the moneys pledged to the payment thereof in this Resolution, and (C) the applicable Supplemental Resolution, if any, has been duly adopted by the District.

(b) A certificate of the District certifying as to the incumbency of its officers and stating that the requirements of this Section 2(B) have been met.

(c) A certified copy of this Resolution and any applicable Supplemental Resolution.

(d) If this Resolution was amended by a Supplemental Resolution to increase the Maximum Amount of Borrowing, the resolution of the County Board of Supervisors approving such increase in the Maximum Amount of Borrowing and the issuance of such Additional Notes, or evidence that the County Board of Supervisors has elected to not issue such Additional Notes.

(e) An executed counterpart or duly authenticated copy of the applicable Certificate Purchase Agreement or Note Purchase Agreement.

(f) A Pricing Confirmation relating to the Series of Additional Notes duly executed by an Authorized Officer (as defined in Section 4).

(g) The Series of Additional Notes duly executed by the applicable County representatives as provided in Section 9 hereof, or executed by the applicable Authorized Officers if the County shall have declined to issue the Series of Additional Notes in the name of the District, either in connection with the initial issuance of the Series A Notes or in connection with any Supplemental Resolution increasing the Maximum Amount of Borrowing.

(h) If the Additional Notes are to be parity Senior Notes or parity Subordinate Notes, the Credit Provider consent(s) and Rating Confirmation(s) required pursuant to paragraph (4) above.

Upon the delivery to the Trustee of the foregoing instruments and, if the Bond Pool Structure is implemented, satisfaction of the provisions of Section 2.12 of the Indenture with regard to the issuance of a corresponding Series of Additional Bonds (as defined therein), the Trustee shall authenticate and deliver said Additional Notes to, or upon the written request of, the District. Upon execution and delivery by the District and authentication by the Trustee, said Additional Notes shall be valid and binding obligations of the District notwithstanding any defects in satisfying any of the foregoing requirements.

Section 3. Form of Notes. Each Series of the Notes shall be issued in fully registered form without coupons and shall be substantially in the form and substance set forth in Exhibit A, attached hereto and by reference incorporated herein, the blanks in said form to be filled in with appropriate words and figures.

Section 4. Sale of Notes; Delegation. Any one of the President or Chairperson of the Board, the Superintendent, the Assistant Superintendent for Business, the Assistant Superintendent for Administrative Services, the business manager, director of business or fiscal services or chief financial/business officer of the District, as the case may be, or, in the absence of said officer, his or her duly appointed assistant (each an "Authorized Officer"), is hereby authorized and directed to negotiate, with the Underwriter (if the Certificate Structure is implemented) or the Authority (if the Bond Pool Structure is implemented), an interest rate or rates on each Series of the Notes to the stated maturity or maturities thereof, which shall not, in any individual case, exceed twelve percent (12%) per annum (per Series of Notes), and the purchase price to be paid by the Underwriter or the Authority, as applicable, for the respective Series of the Notes, which purchase price shall be at a discount which when added to the

District's share of the costs of issuance shall not be more than one percent (1%) of (i) the Principal Amount of the Note, if only one Series of Notes is issued or (ii) the Series Principal Amount of each individual Series of Notes, if more than one series is issued. If such interest rate and price and other terms of the sale of the Series of Notes set out in the Pricing Confirmation applicable to such Series of Notes are acceptable to said Authorized Officer, said Authorized Officer is hereby further authorized and directed to execute and deliver the pricing confirmation supplement applicable to such Series of Notes to be delivered by the Underwriter (on behalf of itself, if the Certificate Structure is implemented and on behalf of the Authority, if the Bond Pool Structure is implemented) to the District on a date within five (5) days, or such longer period of time as agreed by the Underwriter or the Authority, as applicable, of said negotiation of interest rates and purchase price during the period from May 1, 2010 through June 15, 2011 (the "Pricing Confirmation"), substantially in the form presented to this meeting as Schedule I to the Certificate Purchase Agreement or the Note Purchase Agreement, as applicable, with such changes therein as said Authorized Officer shall require or approve, and such other documents or certificates required to be executed and delivered thereunder or to consummate the transactions contemplated hereby or thereby, for and in the name and on behalf of the District, such approval by this Board and such officer to be conclusively evidenced by such execution and delivery. In the event more than one Series of Notes are issued, a separate Pricing Confirmation shall be executed and delivered corresponding to each Series of Notes. Any Authorized Officer is hereby further authorized to execute and deliver, prior to the execution and delivery of the Pricing Confirmation applicable to a Series of Notes, the Certificate Purchase Agreement or the Note Purchase Agreement applicable to such Series of Notes, substantially in the forms presented to this meeting, which forms are hereby approved, with such changes therein as said officer shall require or approve, such approval to be conclusively evidenced by such execution and delivery; provided, however, that any such Certificate Purchase Agreement or Note Purchase Agreement shall not be effective and binding on the District until the execution and delivery of the corresponding Pricing Confirmation. Delivery of a Pricing Confirmation by fax or telecopy of an executed copy shall be deemed effective execution and delivery for all purposes. If requested by said Authorized Officer at his or her option, any duly authorized deputy or assistant of such Authorized Officer may approve said interest rate or rates and price by execution of the Certificate Purchase Agreement or the Note Purchase Agreement(s), as applicable, and/or the corresponding Pricing Confirmation(s).

Section 5. Program Approval. The District hereby delegates to the Authority the authority to select which structure (*i.e.*, the Certificate Structure or the Bond Pool Structure) shall be implemented, with the Authorized Officer of the District accepting and approving such selection by execution of the applicable Pricing Confirmation.

(A) **Certificate Structure.** If the Certificate Structure is implemented, each Series of Notes of the District shall be combined with notes of other Issuers into a Series of Certificates as set forth in general terms in the Pricing Confirmation (which need not include specific information about such other notes or Issuers) applicable to such Series of Notes, and shall be marketed and sold simultaneously with such other notes of that Series with such credit support (if any) referred to in the Pricing Confirmation, and shall be evidenced and represented by the Certificates which shall evidence and represent proportionate, undivided interests in such Series of Notes in the proportion that the face amount of such Series of Notes bears to the total

aggregate face amount of such Series of Notes and the notes issued by other Issuers which the Series of Certificates represent. Such Certificates may be delivered in book-entry form.

The District hereby delegates to the Authority the authority to select the Credit Instrument(s), Credit Provider(s) and Credit Agreement(s), if any, for each Series of Certificates which evidences and represents interests of the owners thereof in the related Series of Notes of the District and the notes issued by other Issuers evidenced and represented by such Series of Certificates, all of which shall be identified in, and approved by the Authorized Officer of the District executing, the Pricing Confirmation for such Series of Notes, the Trust Agreement and the Credit Agreement(s) (if any), for and in the name and on behalf of the District, such approval of such officer to be conclusively evidenced by the execution of the Pricing Confirmation, the Trust Agreement and the Credit Agreement(s) (if any).

The form of Trust Agreement, alternative general types of Credit Instruments and forms of Credit Agreements, if any, presented to this meeting are hereby approved, and each Authorized Officer is hereby authorized and directed to execute and deliver the Trust Agreement and the Credit Agreement(s), if applicable, which shall be identified in the Pricing Confirmation for the related Series of Notes, in substantially one or more of said forms (a substantially final form of Credit Agreement to be delivered to such Authorized Officer concurrent with the Pricing Confirmation), with such changes therein as said officer shall require or approve, such approval of this Board and such officer to be conclusively evidenced by the execution of the Trust Agreement, Credit Agreement(s) and Pricing Confirmation, respectively.

The form of the Preliminary Official Statement presented to this meeting is hereby approved, and the Underwriter is hereby authorized to distribute the Preliminary Official Statement in connection with the offering and sale of each Series of Certificates. Each Authorized Officer is hereby authorized and directed to provide the Underwriter with such information relating to the District as the Underwriter shall reasonably request for inclusion in the Preliminary Official Statement for each Series of Certificates. Upon inclusion of the information relating to the District therein, the Preliminary Official Statement for the applicable Series of Certificates shall be, except for certain omissions permitted by Rule 15c2-12 of the Securities Exchange Act of 1934, as amended (the "Rule"), deemed final within the meaning of the Rule; provided that no representation is made as to the information contained in a Preliminary Official Statement relating to the other Issuers or any Credit Provider, and the Authority is hereby authorized to certify on behalf of the District that each Preliminary Official Statement is, as of its date, deemed final within the meaning of the Rule. If, at any time prior to the execution of a Pricing Confirmation, any event occurs as a result of which the information contained in the related Preliminary Official Statement relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Underwriter. The Authority is hereby authorized and directed, at or after the time of the sale of any Series of Certificates, for and in the name and on behalf of the District, to execute a final Official Statement in substantially the form of the Preliminary Official Statement presented to this meeting, with such additions thereto or changes therein as the Authority may approve, such approval to be conclusively evidenced by the execution and delivery thereof.

The Trustee is authorized and directed to execute each Series of Certificates on behalf of the District pursuant to the terms and conditions set forth in the related Trust Agreement, in the aggregate principal amount specified in the Trust Agreement, and substantially in the form and otherwise containing the provisions set forth in the form of the Certificate contained in the Trust Agreement. When so executed, each Series of Certificates shall be delivered by the Trustee to the Underwriter upon payment of the purchase price thereof, pursuant to the terms of the Trust Agreement and the applicable Certificate Purchase Agreement.

Subject to Section 8 hereof, the District hereby agrees that if a Series of Notes as evidenced and represented by a Series of Certificates shall become a Defaulted Note, the unpaid portion thereof or the portion to which a Credit Instrument applies for which full reimbursement on a draw, payment or claim has not been made by the Maturity Date shall be deemed outstanding and shall not be deemed to be paid until (i) the Credit Provider providing a Credit Instrument with respect to such Series of Certificates, and therefore, if applicable, all or a portion of such Series of Notes, if any, has been reimbursed for any drawings, payments or claims made under the Credit Instrument with respect to such Series of Notes, including interest accrued thereon, as provided therein and in the applicable Credit Agreement, and (ii) the holders of the Series of Certificates which evidence and represent such Series of Notes are paid the full principal amount represented by the unsecured portion of such Series of Notes plus interest accrued thereon (calculated at the Default Rate) to the date of deposit of such aggregate required amount with the Trustee. For purposes of clause (ii) of the preceding sentence, holders of the applicable Series of Certificates will be deemed to have received such principal amount and such accrued interest upon deposit of such moneys with the Trustee.

The District agrees to pay or cause to be paid, in addition to the amounts payable under each Series of Notes, any fees or expenses of the Trustee and, to the extent permitted by law, if such Series of Notes as evidenced and represented by the related Series of Certificates is secured in whole or in part by a Credit Instrument, any Predefault Obligations and Reimbursement Obligations (to the extent not payable under such Series of Notes), (i) arising out of an "Event of Default" hereunder or (ii) arising out of any other event (other than an event arising solely as a result of or otherwise attributable to a default by any other Issuer). In the case described in (ii) above with respect to Predefault Obligations, the District shall owe only the percentage of such fees, expenses and Predefault Obligations equal to the ratio of the Principal Amount (or Series Principal Amount as applicable) of its Series of Notes over the aggregate Principal Amounts (or Series Principal Amounts, as applicable) of all series of notes, including such Series of Notes, of the Series of Certificates of which such Series of Notes is a part, at the time of original issuance of such Series of Certificates. Such additional amounts will be paid by the District within twenty-five (25) days of receipt by the District of a bill therefor from the Trustee.

If the Certificate Structure is implemented, any Authorized Officer is hereby authorized to execute and deliver any Information Return for Tax-Exempt Governmental Obligations, Form 8038-G of the Internal Revenue Service ("Form 8038-G"), in connection with the issuance of a Tax-Exempt (as defined in Section 7) Series of Notes and the related Series of Certificates. To the extent permitted by law, the Authority, the Trustee, the Underwriter and Bond Counsel are each hereby authorized to execute and deliver any Form 8038-G for and on behalf of the District in connection with the issuance of a Tax-Exempt Series of Notes and the related Series of Certificates, as directed by an Authorized Officer of the District.

(B) Bond Pool Structure. If the Bond Pool Structure is implemented, the Pricing Confirmation for a Series of Notes may, but shall not be required to, specify the Series of Pool Bonds to which such Series of Notes will be assigned (but need not include information about other series of notes assigned to the same pool or their Issuers).

The District hereby delegates to the Authority the authority to select the Credit Instrument(s), Credit Provider(s) and Credit Agreement(s), if any, for each Series of Senior Bonds and corresponding Series of Subordinate Bonds, if any, to which each Series of Notes issued by the District will be assigned, all of which shall be identified in, and approved by the Authorized Officer of the District executing, the Pricing Confirmation for such Series of Notes and the Credit Agreement(s) (if any), for and in the name and on behalf of the District, such approval of such officer to be conclusively evidenced by the execution of the Pricing Confirmation and the Credit Agreement(s) (if any).

The alternative general types of Credit Instruments and the forms of Credit Agreements, if any, presented to this meeting are hereby approved, and each Authorized Officer is hereby authorized and directed to execute and deliver a Credit Agreement(s), if any, which shall be identified in the Pricing Confirmation for the related Series of Notes, in substantially one or more of said forms (a substantially final form of Credit Agreement to be delivered to such Authorized Officer concurrent with the Pricing Confirmation), with such changes therein as said officer shall require or approve, such approval of this Board and such officer to be conclusively evidenced by the execution of the Credit Agreement and Pricing Confirmation, respectively.

The form of Indenture presented to this meeting is hereby acknowledged and approved, and it is acknowledged that the Authority will execute and deliver the Indenture and one or more Supplemental Indentures, which shall be identified in the Pricing Confirmation applicable to the Series of Notes to be issued, in substantially one or more of said forms with such changes therein as the Authorized Officer who executes such Pricing Confirmation shall require or approve (substantially final forms of the Indenture and the Supplemental Indenture (if applicable) to be delivered to the Authorized Officer concurrently with the Pricing Confirmation applicable to the Series of Notes to be issued), such approval of such Authorized Officer and this Board to be conclusively evidenced by the execution of the Pricing Confirmation applicable to such Series of Notes. It is acknowledged that the Authority is authorized and requested to issue one or more Series of Pool Bonds (consisting of a Series of Senior Bonds and, if desirable, a corresponding Series of Subordinate Bonds) pursuant to and as provided in the Indenture as finally executed and, if applicable, each Supplemental Indenture as finally executed.

Each Authorized Officer is hereby authorized and directed to provide the Underwriter with such information relating to the District as the Underwriter shall reasonably request for inclusion in the Preliminary Official Statement(s) and Official Statement(s) of the Authority relating to a Series of Pool Bonds. If, at any time prior to the execution of a Pricing Confirmation, any event occurs as a result of which the information contained in the corresponding Preliminary Official Statement or other offering document relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Underwriter.

Subject to Section 8 hereof, the District hereby agrees that if a Series of Notes shall become a Defaulted Note, the unpaid portion thereof or the portion to which a Credit Instrument applies for which full reimbursement on a draw, payment or claim has not been made by the Maturity Date shall be deemed outstanding and shall not be deemed to be paid until (i) any Credit Provider providing a Credit Instrument with respect to such Series of Notes or the Series of Pool Bonds issued in connection with such Series of Notes, has been reimbursed for any drawings, payments or claims made under the Credit Instrument with respect to such Series of Notes, including interest accrued thereon, as provided therein and in the applicable Credit Agreement, and (ii) the holders of such Series of Notes or the Series of the Pool Bonds issued in connection with such Series of Notes are paid the full principal amount represented by the unsecured portion of such Series of Notes plus interest accrued thereon (calculated at the Default Rate) to the date of deposit of such aggregate required amount with the Trustee. For purposes of clause (ii) of the preceding sentence, holders of such Series of Pool Bonds will be deemed to have received such principal amount and such accrued interest upon deposit of such moneys with the Trustee.

The District agrees to pay or cause to be paid, in addition to the amounts payable under each Series of Notes, any fees or expenses of the Trustee and, to the extent permitted by law, if such Series of Notes is secured in whole or in part by a Credit Instrument (by virtue of the fact that the corresponding Series of Pool Bonds is secured by a Credit Instrument), any Predefault Obligations and Reimbursement Obligations (to the extent not payable under such Series of Notes), (i) arising out of an "Event of Default" hereunder or (ii) arising out of any other event (other than an event arising solely as a result of or otherwise attributable to a default by any other Issuer). In the case described in (ii) above with respect to Predefault Obligations, the District shall owe only the percentage of such fees, expenses and Predefault Obligations equal to the ratio of the Principal Amount (or Series Principal Amount as applicable) of its Series of Notes over the aggregate Principal Amounts (or Series Principal Amounts, as applicable) of all series of notes, including such Series of Notes, assigned to the Series of Pool Bonds issued in connection with such Series of Notes, at the time of original issuance of such Series of Pool Bonds. Such additional amounts will be paid by the District within twenty-five (25) days of receipt by the District of a bill therefor from the Trustee.

(C) Appointment of Professionals. Piper Jaffray & Co. (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as underwriter for the Program, the law firm of Orrick, Herrington & Sutcliffe LLP (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as bond counsel for the Program, and the law firm of Kutak Rock LLP (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as special counsel to the District in connection with the Program.

Section 6. No Joint Obligation.

(A) **Certificate Structure.** If the Certificate Structure is implemented, each Series of Notes of the District shall be marketed and sold simultaneously with the notes of other Issuers and shall be aggregated and combined with such notes of other Issuers participating in the Program into a Series of Certificates evidencing and representing an interest in several, and not joint, obligations of each Issuer. The obligation of the District to owners of a Series of Certificates is a several and not a joint obligation and is strictly limited to the District's repayment obligation under this Resolution, the resolution of the County providing for the issuance of the Note, if applicable, and the applicable Series of Notes as evidenced and represented by such Series of Certificates. Owners of Certificates, to the extent of their interest in a Series of Notes, shall be treated as owners of such Series of Notes and shall be entitled to all the rights and security thereof; including the right to enforce the obligations and covenants contained in this Resolution and such Series of Notes. The District hereby recognizes the right of the owners of a Series of Certificates acting directly or through the Trustee to enforce the obligations and covenants contained in the Series of Notes evidenced and represented thereby, this Resolution and the Trust Agreement. The District shall be directly obligated to each owner of a Series of Certificates for the principal and interest payments on the Series of Notes evidenced and represented by such Certificates without any right of counterclaim or offset arising out of any act or failure to act on the part of the Trustee.

(B) **Bond Pool Structure.** If the Bond Pool Structure is implemented, each Series of Notes will be issued in conjunction with a series of notes of one or more other Issuers and will be assigned to a Pool in order to secure a corresponding Series of Pool Bonds. In all cases, the obligation of the District to make payments on or in respect to each Series of its Notes is a several and not a joint obligation and is strictly limited to the District's repayment obligation under this Resolution, the resolution of the County providing for the issuance of the Note, if applicable, and such Series of Notes.

Section 7. Disposition of Proceeds of Notes. The moneys received from the sale of each Series of Notes evidenced and represented by a Series of Certificates or each Series of Pool Bonds issued in connection with a Series of Notes, as the case may be, allocable to the District's share of the costs of issuance (which shall include any fees and expenses in connection with the related Credit Instrument(s) applicable to such Series of Notes or Series of Pool Bonds) shall be deposited in an account in the Costs of Issuance Fund established for such Series of Notes or such Series of Pool Bonds, as applicable, and held and invested by the Trustee under the Trust Agreement or the Indenture, as applicable, and expended as directed by the Underwriter (if the Certificate Structure is implemented) or the Authority (if the Bond Pool Structure is implemented) on Costs of Issuance as provided in the Trust Agreement or the Indenture, as applicable. All or a portion of the moneys allocable to each Series of Notes from the sale of the corresponding Series of Certificates or Pool Bonds, as applicable, net of the District's share of the costs of issuance, is hereby designated the "Deposit to Proceeds Subaccount" and shall be deposited in the District's Proceeds Subaccount attributed to such Series of Notes hereby authorized to be created pursuant to, and held and invested by the Trustee under, the Trust Agreement or the Indenture, as applicable, for the District and said moneys may be used and expended by the District for any purpose for which it is authorized to use and expend moneys, upon requisition from such Proceeds Subaccount as specified in the Trust Agreement or the

Indenture, as applicable. The Pricing Confirmation applicable to each Series of Notes shall set forth such amount of the Deposit to Proceeds Subaccount. Each Authorized Officer is hereby authorized to approve the amount of such Deposit to Proceeds Subaccount. Subject to Section 8 hereof, the District hereby covenants and agrees to replenish amounts on deposit in each Proceeds Subaccount attributed to a Series of its Note to the extent practicable from any source of available funds up to an amount equal to the unreplenished withdrawals from such Proceeds Subaccount.

The Trustee shall transfer to each Payment Account (hereinafter defined) relating to a Series of Notes from amounts on deposit in the related Proceeds Subaccount attributed to such Series of Notes on the first day of each Repayment Period (as defined hereinafter) (or such other day of each Repayment Period designated in the Pricing Confirmation applicable to a Series of Notes), amounts which, taking into consideration anticipated earnings thereon to be received by the Maturity Date, are equal to the percentages of the principal and interest due with respect to such Series of Notes at maturity for the corresponding Repayment Period set forth in such Pricing Confirmation; provided, however, that on the twentieth date of the next to last Repayment Period designated in such Pricing Confirmation (or such other day designated in the Pricing Confirmation applicable to a Series of Notes), or, if only one Repayment Period is applicable to a Series of Notes, on the twentieth day of the month preceding the Repayment Period designated in such Pricing Confirmation (or such other day designated in the Pricing Confirmation applicable to a Series of Notes), the Trustee shall transfer all remaining amounts in the Proceeds Subaccount attributed to the Series of Notes to the related Payment Account all as and to the extent provided in the Trust Agreement or the Indenture, as applicable; provided, however, that with respect to the transfer in any such Repayment Period (or day preceding a single Repayment Period), if said amount in the Proceeds Subaccount attributed to a Series of Notes is less than the corresponding percentage set forth in the Pricing Confirmation applicable to the related Series of Notes of the principal and interest due with respect to such Series of Notes at maturity, the Trustee shall transfer to the related Payment Account attributed to such Series of Notes of the District all amounts on deposit in the Proceeds Subaccount attributed to such Series of Notes on the day designated for such Repayment Period.

For Notes issued in calendar 2010, in the event either (A) the Series Principal Amount of any Tax-Exempt Series of Notes, together with the aggregate amount of all tax-exempt obligations (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2010, will, at the time of the issuance of such Tax-Exempt Series of the Notes (as indicated in the certificate of the District executed as of the date of issuance of such Tax-Exempt Series of Notes (each "District Certificate")) exceed fifteen million dollars (\$15,000,000), or (B) the Series Principal Amount of any Tax-Exempt Series of Notes, together with the aggregate amount of all tax-exempt obligations not used to finance school construction (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2010, will, at the time of the issuance of such Tax-Exempt Series of Notes (as indicated in the related District Certificate), exceed five million dollars (\$5,000,000), the second following paragraph will apply. In such case, the District shall be deemed a "Safe Harbor Issuer" with respect to such Tax-Exempt Series of Notes.

For Notes issued in calendar year 2011, in the event either (A) the Series Principal Amount of any Tax-Exempt Series of Notes, together with the aggregate amount of all tax-exempt obligations (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2011, will, at the time of the issuance of such Tax-Exempt Series of the Notes (as indicated in the certificate of the District executed as of the date of issuance of such Tax-Exempt Series of Notes (each "District Certificate")) exceed fifteen million dollars (\$15,000,000), or (B) the Series Principal Amount of any Tax-Exempt Series of Notes, together with the aggregate amount of all tax-exempt obligations not used to finance school construction (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2011, will, at the time of the issuance of such Tax-Exempt Series of Notes (as indicated in the related District Certificate), exceed five million dollars (\$5,000,000), the following paragraph will apply. In such case, the District shall be deemed a "Safe Harbor Issuer" with respect to such Tax-Exempt Series of Notes.

Amounts in any Proceeds Subaccount relating to a Tax-Exempt Series of Notes of the District and attributable to cash flow borrowing shall be withdrawn and expended by the District for any purpose for which the District is authorized to expend funds from the general fund of the District, but, with respect to general fund expenditures, only to the extent that on the date of any withdrawal no other funds are available for such purposes without legislation or judicial action or without a legislative, judicial or contractual requirement that such funds be reimbursed. If on no date that is within six months from the date of issuance of each Tax-Exempt Series of Notes, the balance in the related Proceeds Subaccount attributable to cash flow borrowing and treated for federal tax purposes as proceeds of such Tax-Exempt Series of Notes is low enough so that the amounts in the Proceeds Subaccount attributable to such Tax-Exempt Series of Notes qualify for an exception from the rebate requirements (the "Rebate Requirements") of Section 148 of the Internal Revenue Code of 1986 (the "Code"), the District shall promptly notify the Trustee in writing and, to the extent of its power and authority, comply with instructions from Orrick, Herrington & Sutcliffe LLP, Bond Counsel, supplied to it by the Trustee as the means of satisfying the Rebate Requirements.

The term "Tax-Exempt" shall mean, with respect to interest on any obligations of a state or local government, that such interest is excluded from the gross income of the holders thereof for federal income tax purposes, whether or not such interest is includable as an item of tax preference or otherwise includable directly or indirectly for purposes of calculating other tax liabilities, including any alternative minimum tax or environmental tax under the Code. Each Series of Notes issued hereunder (or any Series of Pool Bonds related thereto) may be issued as a Tax-Exempt Series of Notes or such that the interest on such Series of Notes is not Tax-Exempt.

Section 8. Source of Payment

(A) **Pledge**. The term "Unrestricted Revenues" shall mean the taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2010-2011 which will be received by or will accrue to the District during such fiscal year for the general fund and, if so indicated in a Pricing Confirmation, capital fund and/or special revenue fund (or similarly named fund or funds as

indicated in such Pricing Confirmation) of the District and which are lawfully available for the payment of current expenses and other obligations of the District. As security for the payment of the principal of and interest on all Series of Notes issued hereunder, subject to the payment priority provisions of Section 17 hereof and this Section 8, the District hereby pledges the first Unrestricted Revenues to be received by the District in the periods specified in each Pricing Confirmation as Repayment Periods (each individual period a "Repayment Period" and collectively "Repayment Periods"), in an amount equal to the percentages of the principal and interest due with respect to each Series of Notes at maturity for the corresponding Repayment Period specified in such Pricing Confirmations (the "Pledged Revenues").

(B) Lien and Charge. As provided in Section 53856 of the Act, all Series of Notes issued hereunder and the interest thereon, subject to the payment priority provisions of Section 17 hereof and this Section 8, shall be a first lien and charge against, and shall be payable from the first moneys received by the District from, the Pledged Revenues.

(C) General Obligation. As provided in Section 53857 of the Act, notwithstanding the provisions of Section 53856 of the Act and of subsection (B) of this Section, all Series of Notes issued hereunder shall be general obligations of the District and, in the event that on the tenth Business Day (as defined in the Trust Agreement or the Indenture, as applicable) of each such Repayment Period (or such other day of each Repayment Period designated in the Pricing Confirmation applicable to a Series of Notes) the District has not received sufficient Unrestricted Revenues to permit the deposit into each Payment Account of the full amount of Pledged Revenues to be deposited therein from said Unrestricted Revenues in such Repayment Period, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of all Series of Notes and the interest thereon, as and when such other moneys are received or are otherwise legally available, in the following order of priority: first, to satisfy pro-rata any deficiencies attributable to any Series of Senior Notes; second, to satisfy pro-rata any deficiencies attributable to any Series of Subordinate Notes (except for any Series of Subordinate Notes described in the next clause); and thereafter, to satisfy any deficiencies attributable to any other Series of Subordinate Notes that shall have been further subordinated to previously issued Series of Subordinate Notes in the applicable Pricing Confirmation, in such order of priority.

(D) Payment Accounts. In order to effect, in part, the pledge provided for in subsection (A) of this Section, the District agrees to the establishment and maintenance as a special fund of the District of a separate Payment Account for each Series of Notes issued hereunder (each a "Payment Account") by the Trustee under the Trust Agreement or the Indenture, as applicable, and the Trustee is hereby appointed as the responsible agent to maintain such fund until the payment of the principal of the corresponding Series of Notes and the interest thereon, and the District hereby covenants and agrees to cause to be deposited directly in each Payment Account (and shall request specific amounts from the District's funds on deposit with the County Treasurer for such purpose) a pro-rata share (as provided below) of the first Unrestricted Revenues received in each Repayment Period specified in the Pricing Confirmation(s) and any Unrestricted Revenues received thereafter until the amount on deposit in each Payment Account, taking into consideration anticipated investment earnings thereon to be received by the Maturity Date applicable to the respective Series of Notes (as set forth in a certificate from the Underwriter to the Trustee), is equal in the respective Repayment Periods

identified in the Pricing Confirmation applicable to such Series of Notes to the percentages of the principal of and interest due with respect to such Series of Notes at maturity specified in the Pricing Confirmation applicable to such Series of Notes; provided that such deposits shall be made in the following order of priority: first, pro-rata to the Payment Account(s) attributable to any applicable Series of Senior Notes; second, pro-rata to the Payment Account(s) attributable to any applicable Series of Subordinate Notes (except for any Series of Subordinate Notes described in the next clause); and thereafter, to the Payment Account(s) attributable to any other applicable Series of Subordinate Notes that shall have been further subordinated to previously issued Series of Subordinate Notes in the applicable Pricing Confirmation, in such order of priority.

Subject to the payment priority provisions of Section 17 hereof and this Section 8, any moneys placed in the Payment Account attributed to a Series of Notes shall be for the benefit of (i) the owners of the applicable Series of Certificates if the Certificate Structure is implemented and the holders of the Series of Pool Bonds issued in connection with the Pool of which such Series of Notes is a part if the Bond Pool Structure is implemented, and (ii) (to the extent provided in the Trust Agreement or the Indenture, as applicable) the Credit Provider(s), if any. Subject to the payment priority provisions of Section 17 hereof and this Section 8, the moneys in the Payment Account attributed to the Series of Notes shall be applied only for the purposes for which the Payment Account is created until the principal of such Series of Notes and all interest thereon are paid or until provision has been made for the payment of the principal of such Series of Notes at maturity of such Series of Notes with interest to maturity (in accordance with the requirements for defeasance of the related Series of Certificates or Series of Bonds, as applicable, as set forth in the Trust Agreement or the Indenture, as applicable) and, if applicable (to the extent provided in the Trust Agreement or the Indenture, as applicable, and, if applicable, the corresponding Credit Agreement), the payment of all Predefault Obligations and Reimbursement Obligations owing to the corresponding Credit Provider.

(E) Determination of Repayment Periods. With respect to each Series of Notes, the length of any individual Repayment Period determined in the related Pricing Confirmation shall not exceed the greater of three (3) consecutive calendar months or ninety (90) days and the number of Repayment Periods determined in the related Pricing Confirmation shall not exceed six (6); provided, however, that (1) the first Repayment Period of any Series of Subordinate Notes shall not occur prior to the end of the last Repayment Period of any outstanding Series of Notes of a higher priority without the consent of each Credit Provider for such outstanding Notes; and (2) if the first Repayment Period of any Series of Subordinate Notes overlaps the last Repayment Period of any outstanding Series of Notes of a higher priority, no deposits shall be made in the Payment Account of such Subordinate Notes until all required amounts shall have been deposited into the Payment Account(s) of all outstanding Series of Notes of a higher priority without the consent of each Credit Provider for such outstanding Notes. Any Authorized Officer is hereby authorized to approve the determination of the Repayment Periods and percentages of the principal and interest due with respect to each Series of Notes at maturity required to be on deposit in the related Payment Account in each Repayment Period, all as specified in the Pricing Confirmation applicable to such Series of Notes, by executing and delivering the Pricing Confirmation applicable to such Series of Notes, such execution and delivery to be conclusive evidence of approval by this Board and such Authorized Officer.

(F) Application of Moneys in Payment Accounts. On any interest payment date (if different from the Maturity Date) and on the Maturity Date of a Series of Notes, the moneys in the Payment Account attributed to such Series of Notes shall be transferred by the Trustee, to the extent necessary, to pay, in the case of an interest payment date, the interest, and in the case of the Maturity Date, the principal of and interest with respect to such Series of Notes or to reimburse the Credit Provider(s) for payments made under or pursuant to the Credit Instrument(s), subject to the payment priority provisions of Section 17 hereof and this Section 8. In the event that moneys in the Payment Account attributed to any Series of Notes are insufficient to pay the principal of and/or interest with respect to such Series of Notes in full on an interest payment date and/or the Maturity Date, moneys in such Payment Account together with moneys in the Payment Accounts of all other outstanding Series of Notes issued by the District shall be applied in the following priority:

- (1) with respect to all Series of Senior Notes:**
 - a. first, to pay interest with respect to all Series of Senior Notes pro-rata;**
 - b. second, (if on the Maturity Date) to pay principal of all Series of Senior Notes pro-rata;**
 - c. third, to reimburse each Credit Provider for payment, if any, of interest with respect to all Series of Senior Notes pro-rata (or on such other basis as set for in the Trust Agreement or the Indenture, as applicable);**
 - d. fourth, to reimburse each Credit Provider for payment, if any, of principal with respect to all Series of Senior Notes pro-rata (or on such other basis as set for in the Trust Agreement or the Indenture, as applicable);**
 - e. fifth, to pay pro-rata (or on such other basis as set for in the Trust Agreement or the Indenture, as applicable) any Reimbursement Obligations of the District and any of the District's pro rata share of Predefault Obligations owing to each Credit Provider relating to all Series of Senior Notes, as applicable;**
- (2) then, with respect to all Series of Subordinate Notes (except for any Series of Subordinate Notes described in paragraph (3) below), to make the pro-rata payments corresponding to each such Series of Subordinate Notes equivalent to the payments described above in paragraphs (1)(a) through (e), in such order;**
- (3) then, with respect to all other Series of Subordinate Notes that have been further subordinated to previously issued Series of Subordinate Notes in the applicable Pricing Confirmation, to make the pro-rata payments corresponding to each such Series of Subordinate Notes equivalent to the payments described above in paragraphs (1)(a) through (e), in such order; and**
- (4) lastly, to pay any other Costs of Issuance not previously disbursed.**

Any moneys remaining in or accruing to the Payment Account attributed to each such Series of Notes after the principal of all the Series of Notes and the interest thereon and any Predefault Obligations and Reimbursement Obligations, if applicable, and obligation, if any, to pay any rebate amounts in accordance with the provisions of the Trust Agreement or the Indenture, as applicable, have been paid, or provision for such payment has been made, if any, shall be transferred by the Trustee to the District, subject to any other disposition required by the Trust Agreement, the Indenture or the related Credit Agreement(s), as applicable.

Nothing herein shall be deemed to relieve the District from its obligation to pay its Note of any Series in full on the applicable Maturity Date(s).

(G) Financial Reports and Deficiency Reports. If, as of the first Business Day (as defined in the Trust Agreement or the Indenture, as applicable) of each Repayment Period (or such other day of each Repayment Period designated in the Pricing Confirmation applicable to a Series of Notes), beginning in the Repayment Period designated in Section 3.03 of the Trust Agreement or the Indenture, as applicable, the total amount on deposit in the District's Payment Account applicable to any Series of Notes and the Proceeds Subaccount applicable to such Series of Notes, taking into consideration anticipated earnings thereon to the Maturity Date of such Series of Notes, is less than the amount required to be on deposit in the Payment Account attributed to such Series of Notes in such Repayment Period (as specified in the Pricing Confirmation applicable to the Series of Notes) and any outstanding Predefault Obligations and Reimbursement Obligations (if any), the District shall promptly file with the Trustee, the Underwriter and the corresponding Credit Provider, if any, a Financial Report, and on the tenth Business Day of such Repayment Period (or such other day of each Repayment Period designated in the Pricing Confirmation applicable to a Series of Notes), if applicable, a Deficiency Report, in substantially the forms set forth as Exhibits C and D to the Trust Agreement or the Indenture, as applicable, and shall provide such other information as the corresponding Credit Provider(s), if any, shall reasonably request. In the event of such deficiency, the District shall have no further right to requisition any moneys from any Proceeds Subaccount applicable to any Series of its Notes issued pursuant to this Resolution.

(H) Investment of Moneys in Proceeds Subaccounts and Payment Accounts. Moneys in the Proceeds Subaccount attributed to each Series of Notes and the Payment Account attributed to such Series of Notes shall be invested by the Trustee pursuant to the Trust Agreement or the Indenture, as applicable, in an investment agreement or agreements and/or other Permitted Investments as described in and under the terms of the Trust Agreement or the Indenture, as applicable, and as designated in the Pricing Confirmation applicable to such Series of Notes. The type of initial investments to be applicable to the proceeds of the Series of Notes shall be determined by the District as designated in the Pricing Confirmation applicable to such Series of Notes. In the event the District designates an investment agreement or investment agreements as the investments, the District hereby appoints the bidding agent designated in the Pricing Confirmation (the "Bidding Agent") as its designee as a party authorized to solicit bids on or negotiate the terms of the investment agreement or investment agreements and hereby authorizes and directs the Trustee to invest such funds pursuant to such investment agreement or investment agreements (which (i) shall be with a provider or providers, or with a provider or providers whose obligations are guaranteed or insured by a financial entity, the senior debt or investment contracts or obligations under its investment contracts of which are rated in one of

the two highest long-term rating categories by the rating agency or agencies then rating the applicable Series of Certificates or Series of Pool Bonds (each, a "Rating Agency"), or whose commercial paper rating is in the highest rating category (with regard to any modifiers) of each such Rating Agencies, or (ii) shall be fully collateralized by investments listed in subsection (1) of the definition of Permitted Investments set forth in the Trust Agreement or the Indenture, as applicable, as required by such Rating Agencies to be rated in one of the two highest rating categories, and shall be acceptable to the corresponding Credit Provider, and the particulars of which pertaining to interest rate or rates and investment provider or providers will be set forth in the Pricing Confirmation applicable to such Series of Notes) and authorizes the Trustee to enter into such investment agreement or agreements on behalf of the District. The Bidding Agent, on behalf of itself and any investment broker retained by it, is authorized to accept a fee from the investment provider in an amount not in excess of 0.2% of the amount reasonably expected, as of the date of acquisition of the investment contract, to be invested under the investment contract over its term. Each Authorized Officer is hereby authorized and directed to execute and deliver such side letter or letters as are reasonably required by an investment agreement provider, acknowledging such investment and making reasonable representations and covenants with respect thereto. The District's funds in the Proceeds Subaccount attributed to each Series of Notes and the Payment Account attributed to such Series of Notes shall be accounted for separately. Any such investment by the Trustee shall be for the account and risk of the District, and the District shall not be deemed to be relieved of any of its obligations with respect to any Series of Notes, the Predefault Obligations or Reimbursement Obligations, if any, by reason of such investment of the moneys in its Proceeds Subaccount applicable to such Series of Notes or the Payment Account applicable to such Series of Notes.

Notwithstanding any other investment policy of the District heretofore or hereafter adopted, the investment policy of the District pertaining to each Series of Notes and all funds and accounts established in connection therewith shall be consistent with, and the Board hereby authorizes investment in, the Permitted Investments. Any investment policy adopted by the Board hereafter in contravention of the foregoing shall be deemed to modify the authorization contained herein only if it shall specifically reference this Resolution and Section.

Section 9. Execution of Note. Any one of the Treasurer of the County, or, in the absence of said officer, his or her duly appointed assistant, the Chairperson of the Board of Supervisors of the County or the Auditor (or comparable financial officer) of the County shall be authorized to execute each Note of any Series issued hereunder by manual or facsimile signature and the Clerk of the Board of Supervisors of the County or any Deputy Clerk shall be authorized to countersign each such Note by manual or facsimile signature and to affix the seal of the County to each such Note either manually or by facsimile impression thereof. In the event the Board of Supervisors of the County fails or refuses to authorize issuance of the Series of Notes as referenced in Section 2 hereof, any one of the President or Chairperson of the governing board of the District or any other member of such board shall be authorized to execute the Note by manual or facsimile signature and the Secretary or Clerk of the governing board of the District, the Superintendent of the District, the Assistant Superintendent for Business, the Assistant Superintendent for Administrative Services, the business manager, director of business or fiscal services or chief financial/business officer of the District, as the case may be, or any duly appointed assistant thereto, shall be authorized to countersign each such Note by manual or facsimile signature. Said officers of the County or the District, as applicable, are hereby

authorized to cause the blank spaces of each such Note to be filled in as may be appropriate pursuant to the applicable Pricing Confirmation. Said officers are hereby authorized and directed to cause the Trustee, as registrar and authenticating agent, to authenticate and accept delivery of each such Note pursuant to the terms and conditions of the corresponding Certificate Purchase Agreement or Note Purchase Agreement, as applicable, this Resolution and the Trust Agreement or Indenture, as applicable. In case any officer whose signature shall appear on any Series of Notes shall cease to be such officer before the delivery of such Series of Notes, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery. Each Series of the Notes shall have thereon a certificate of authentication substantially in the form hereinafter set forth duly executed by the Trustee and showing the date of authentication. Each Series of the Notes shall not be valid or obligatory for any purpose or be entitled to any security or benefit under this Resolution unless and until such certificate of authentication shall have been duly executed by the Trustee by manual signature, and such certificate of authentication upon any such Series of Notes shall be conclusive evidence that such has been authenticated and delivered under this Resolution. The certificate of authentication on a Series of Notes shall be deemed to have been executed by the Trustee if signed by an authorized officer of the Trustee. The Notes need not bear the seal of the District, if any.

Section 10. Note Registration and Transfer. (A) As long as any Series of the Notes remains outstanding, the District shall maintain and keep, at the principal corporate trust office of the Trustee, books for the registration and transfer of each Series of the Notes. Each Series of the Notes shall initially be registered in the name of the Trustee under the Trust Agreement or Indenture, as applicable, to which such Series of the Notes is assigned. Upon surrender of a Note of a Series for transfer at the office of the Trustee with a written instrument of transfer satisfactory to the Trustee, duly executed by the registered owner or its duly authorized attorney, and upon payment of any tax, fee or other governmental charge required to be paid with respect to such transfer, the County or the District, as applicable, shall execute and the Trustee shall authenticate and deliver, in the name of the designated transferee, a fully registered Note of the same Series. For every transfer of a Note of a Series, the District, the County or the Trustee may make a charge sufficient to reimburse it for any tax, fee or other governmental charge required to be paid with respect to the transfer, which sum or sums shall be paid by the person requesting such transfer as a condition precedent to the exercise of the privilege of making such transfer.

(B) Subject to Section 6 hereof, the County, the District and the Trustee and their respective successors may deem and treat the person in whose name a Note of a Series is registered as the absolute owner thereof for all purposes, and the County, the District and the Trustee and their respective successors shall not be affected by any notice to the contrary, and payment of or on account of the principal of such Note shall be made only to or upon the order of the registered owner thereof. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Note to the extent of the sum or sums so paid.

(C) Any Note of a Series may, in accordance with its terms, be transferred upon the books required to be kept by the Trustee, pursuant to the provisions hereof by the person in whose name it is registered, in person or by his duly authorized attorney, upon surrender of such Note for cancellation, accompanied by delivery of a written instrument of transfer, duly executed in form approved by the Trustee.

(D) The Trustee or the Authorized Officer of the District, acting separately or together, are authorized to sign any letter or letters of representations which may be required in connection with the delivery of any Series of Certificates or Series of Pool Bonds (in each case, to which such Series of Notes is assigned), if such Series of Certificates and Series of Pool Bonds, are delivered in book-entry form.

(E) The Trustee will keep or cause to be kept, at its principal corporate trust office, sufficient books for the registration and transfer of each Note of a Series issued, which shall be open to inspection by the County and the District during regular business hours. Upon presentation for such purpose, the Trustee shall, under such reasonable regulations as it may prescribe, register or transfer or cause to be registered or transferred, on such books, the Notes of a Series presented as hereinbefore provided.

(F) If any Note of a Series shall become mutilated, the County or the District, as applicable, at the expense of the registered owner of such Note of a Series, shall execute, and the Trustee shall thereupon authenticate and deliver a new Note of like tenor, series and number in exchange and substitution for the Note so mutilated, but only upon surrender to the Trustee of the Note so mutilated. Every mutilated Note so surrendered to the Trustee shall be cancelled by it and delivered to, or upon the order of, the County or the District, as applicable. If any Note of a Series shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the County, the District and the Trustee and, if such evidence be satisfactory to them and indemnity satisfactory to them shall be given, the County or the District, as applicable, at the expense of the registered owner, shall execute, and the Trustee shall thereupon authenticate and deliver a new Note of like tenor, series and number in lieu of and in substitution for the Note so lost, destroyed or stolen (or if any such Note of a Series shall have matured (as of the latest maturity date indicated on the face thereof) or shall be about to mature (as of the latest maturity date indicated on the face thereof), instead of issuing a substitute Note, the Trustee may pay the same without surrender thereof). The Trustee may require payment of a sum not exceeding the actual cost of preparing each new Note issued pursuant to this paragraph and of the expenses which may be incurred by the County or the District, as applicable, and the Trustee in such preparation. Any Note of a Series issued under these provisions in lieu of any Note of a Series alleged to be lost, destroyed or stolen shall constitute an original additional contractual obligation on the part of the County (on behalf of the District) or on the part of the District, as applicable, whether or not the Note of a Series so alleged to be lost, destroyed or stolen be at any time enforceable by anyone, and shall be entitled to the benefits of this Resolution with all other Notes of the same Series secured by this Resolution.

Section 11. Covenants Regarding Transfer of Funds. It is hereby covenanted and warranted by the District that it will not request the County Treasurer to make temporary transfers of funds in the custody of the County Treasurer to meet any obligations of the District during Fiscal Year 2010-2011 pursuant to Article XVI, Section 6 of the Constitution of the State of California; provided, however, that the District may request the County Treasurer to make such temporary transfers of funds if all amounts required to be deposited into the Payment Account(s) of all outstanding Series of Notes (regardless of when due and payable) shall have been deposited into such Payment Account(s).

Section 12. Representations and Covenants.

(A) The District is a political subdivision duly organized and existing under and by virtue of the laws of the State of California and has all necessary power and authority to (i) adopt this Resolution and any supplement hereto, and enter into and perform its obligations under the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement(s), if applicable, and the Credit Agreement(s), if applicable, and (ii) authorize the County to issue one or more Series of Notes on its behalf or, if applicable, issue one or more Series of Notes.

(B) (i) Upon the issuance of each Series of Notes, the District will have taken all action required to be taken by it to authorize the issuance and delivery of such Series of Notes and the performance of its obligations thereunder, (ii) the District has full legal right, power and authority to request the County to issue and deliver such Series of Notes on behalf of the District and to perform its obligations as provided herein and therein, and (iii) if applicable, the District has full legal right, power and authority to issue and deliver each Series of Notes.

(C) The issuance of each Series of Notes, the adoption of this Resolution and the execution and delivery of the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement(s), if applicable, and the Credit Agreement(s), if applicable, and compliance with the provisions hereof and thereof will not conflict with, breach or violate any law, administrative regulation, court decree, resolution, charter, by-laws or other agreement to which the District is subject or by which it is bound.

(D) Except as may be required under blue sky or other securities law of any state or Section 3(a)(2) of the Securities Act of 1933, there is no consent, approval, authorization or other order of, or filing with, or certification by, any regulatory authority having jurisdiction over the District required for the issuance and sale of each Series of Notes or the consummation by the District of the other transactions contemplated by this Resolution except those the District shall obtain or perform prior to or upon the issuance of each Series of Notes.

(E) The District has (or will have prior to the issuance of the first Series of Notes) duly, regularly and properly adopted a budget for Fiscal Year 2010-2011 setting forth expected revenues and expenditures and has (or will have prior to the issuance of the first Series of Notes) complied with all statutory and regulatory requirements with respect to the adoption of such budget. The District hereby covenants that it will (i) duly, regularly and properly prepare and adopt its revised or final budget for Fiscal Year 2010-2011, (ii) provide to the Trustee, the Credit Provider(s), if any, and the Underwriter, promptly upon adoption, copies of such revised or final budget and of any subsequent revisions, modifications or amendments thereto and (iii) comply with all applicable law pertaining to its budget.

(F) The Principal Amount if only one Series of Notes is issued hereunder, and if more than one Series of Notes is issued hereunder, the sum of the Series Principal Amounts of all Series of Notes issued hereunder by or on behalf of the District, plus the interest payable thereon, on the date of issuance of the final Series of Notes to be issued, shall not exceed fifty percent (50%) of the estimated amounts of uncollected taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for

Fiscal Year 2010-2011 which will be received by or will accrue to the District during such fiscal year for the general fund and, if applicable, capital fund and/or special revenue fund of the District, all of which will be legally available to pay principal of and interest on such Notes, less amounts, if any, on deposit, on the date of such issuance, in the Payment Accounts attributed to any Series of Notes.

(G) The County has experienced an *ad valorem* property tax collection rate of not less than eighty-five percent (85%) of the average aggregate amount of *ad valorem* property taxes levied within the District in each of the five fiscal years from Fiscal Year 2004-2005 through Fiscal Year 2008-2009, and the District, as of the date of adoption of this Resolution and on the date of issuance of each Series of Notes, reasonably expects the County to have collected and to collect at least eighty-five percent (85%) of such amount for Fiscal Years 2009-2010 and 2010-2011, respectively.

(H) The District (i) is not currently in default on any debt obligation, (ii) to the best knowledge of the District, has never defaulted on any debt obligation, and (iii) has never filed a petition in bankruptcy.

(I) The District's most recent audited financial statements present fairly the financial condition of the District as of the date thereof and the results of operation for the period covered thereby. Except as has been disclosed to the Underwriter and the Credit Provider(s), if any, there has been no change in the financial condition of the District since the date of such audited financial statements that will in the reasonable opinion of the District materially impair its ability to perform its obligations under this Resolution and each Series of Notes. The District agrees to furnish to the Underwriter, the Trustee and the Credit Provider(s), if any, promptly, from time to time, such information regarding the operations, financial condition and property of the District as such party may reasonably request, including the Financial Report and Deficiency Report, if appropriate, appearing as Exhibits C and D to the Trust Agreement or the Indenture, as applicable.

(J) There is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, arbitrator, governmental or other board, body or official, pending or, to the best knowledge of the District, threatened against or affecting the District questioning the validity of any proceeding taken or to be taken by the District in connection with each Series of Notes, the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement or the Indenture, as applicable, the Credit Agreement(s), if any, or this Resolution, or seeking to prohibit, restrain or enjoin the execution, delivery or performance by the District of any of the foregoing, or wherein an unfavorable decision, ruling or finding would have a materially adverse effect on the District's financial condition or results of operations or on the ability of the District to conduct its activities as presently conducted or as proposed or contemplated to be conducted, or would materially adversely affect the validity or enforceability of, or the authority or ability of the District to perform its obligations under, each Series of Notes, the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement or the Indenture, as applicable, the Credit Agreement(s), if any, or this Resolution.

(K) The District will not directly or indirectly amend, supplement, repeal, or waive any portion of this Resolution (i) without the consents of the Credit Provider(s), if any, or (ii) in any way that would materially adversely affect the interests of any holder or owner of any Series of the Notes, Certificates or Pool Bonds, as applicable, issued in connection with any Series of the Notes; provided, however that, if the Program is implemented, the District may adopt one or more Supplemental Resolutions without any such consents in order to increase the Maximum Amount of Borrowing in connection with the issuance of one or more Series of Additional Notes as provided in Section 2(B)(4) hereof.

(L) Upon issuance of a Series of Notes, such Series of Notes, this Resolution and the District's acceptance of its obligations under the corresponding Credit Agreement will constitute legal, valid and binding agreements of the District, enforceable in accordance with their respective terms, except as such enforceability may be limited by bankruptcy or other laws affecting creditors' rights generally, the application of equitable principles if equitable remedies are sought, the exercise of judicial discretion in appropriate cases and the limitations on legal remedies against school districts, community college districts and county boards of education, as applicable, in the State of California.

(M) It is hereby covenanted and warranted by the District that all representations and recitals contained in this Resolution are true and correct, and that the District and its appropriate officials have duly taken, or will take, all proceedings necessary to be taken by them, if any, for the levy, receipt, collection and enforcement of the Pledged Revenues in accordance with law for carrying out the provisions of this Resolution and each Series of Notes.

(N) The District shall not incur any indebtedness that is not issued in connection with the Program under this Resolution and that is secured by a pledge of its Unrestricted Revenues unless such pledge is subordinate in all respects to the pledge of Unrestricted Revenues hereunder.

(O) So long as any Credit Provider is not in default under the corresponding Credit Instrument, the District hereby agrees to pay its pro rata share of all Predefault Obligations and all Reimbursement Obligations attributable to the District in accordance with provisions of the applicable Credit Agreement, if any, and/or the Trust Agreement or Indenture, as applicable. Prior to the Maturity Date of a Series of Notes, moneys in the District's Payment Account attributed to such Series of Notes shall not be used to make such payments. The District shall pay such amounts promptly upon receipt of notice from the Credit Provider that such amounts are due to it by instructing the Trustee to pay such amounts to the Credit Provider on the District's behalf by remitting to the Credit Provider moneys held by the Trustee for the District and then available for such purpose under the Trust Agreement or the Indenture, as applicable. If such moneys held by the Trustee are insufficient to pay the District's pro rata share of such Predefault Obligations and all Reimbursement Obligations attributable to the District (if any), the District shall pay the amount of the deficiency to the Trustee for remittance to the Credit Provider.

(P) So long as any Series of Certificates or Pool Bonds executed or issued in connection with a Series of Notes are Outstanding, or any Predefault Obligation or Reimbursement Obligation is outstanding, the District will not create or suffer to be created any

pledge of or lien on such Series of Notes other than the pledge and lien of the Trust Agreement or the Indenture, as applicable.

(Q) As of the date of adoption of this Resolution, based on the most recent report prepared by the Superintendent of Public Instruction of the State of California, the District does not have a negative certification (or except as disclosed in writing to the Credit Provider(s), if any, a qualified certification) applicable to the fiscal year ending June 30, 2010 (the "Fiscal Year 2009-2010") within the meaning of Section 42133 of the California Education Code. The District covenants that it will immediately deliver a written notice to the Authority, the Underwriter, the Credit Provider(s), if any, and Bond Counsel if it (or, in the case of County Boards of Education, the County Superintendent of Schools) files with the County Superintendent of Schools, the County Board of Education or the State Superintendent of Public Instruction or receives from the County Superintendent of Schools or the State Superintendent of Public Instruction a qualified or negative certification applicable to Fiscal Year 2009-2010 or Fiscal Year 2010-2011 prior to the respective Closing Date referenced in each Pricing Confirmation or the Maturity Date of each Series of Notes.

(R) Except as otherwise approved by the Credit Provider that issued the applicable Credit Instrument, to the extent required by law and by the State Superintendent of Public Instruction, the District fully funded its Reserve for Economic Uncertainties for Fiscal Year 2009-2010 and will fully fund its Reserve for Economic Uncertainties for Fiscal Year 2010-2011.

(S) The District will maintain a positive general fund balance in Fiscal Year 2010-2011.

(T) The District will maintain an investment policy consistent with the policy set forth in Section 8(H) hereof.

(U) The District covenants that it will immediately deliver a written notice to the Authority, the Underwriter, the Credit Provider(s), if any, and Bond Counsel upon the occurrence of any event which constitutes an Event of Default hereunder or would constitute an Event of Default but for the requirement that notice be given, or time elapse, or both.

Section 13. Tax Covenants. (A) The District will not take any action or fail to take any action if such action or failure to take such action would adversely affect the exclusion from gross income of the interest payable on each Tax-Exempt Series of Notes (or on any Tax-Exempt Series of Pool Bonds related thereto) under Section 103 of the Code. Without limiting the generality of the foregoing, the District will not make any use of the proceeds of any Tax-Exempt Series of the Notes or any other funds of the District which would cause any Tax-Exempt Series of the Notes (or on any Tax-Exempt Series of Pool Bonds related thereto) to be an "arbitrage bond" within the meaning of Section 148 of the Code, a "private activity bond" within the meaning of Section 141(a) of the Code, or an obligation the interest on which is subject to federal income taxation because it is "federally guaranteed" as provided in Section 149(b) of the Code. The District, with respect to the proceeds of each Tax-Exempt Series of the Notes, will comply with all requirements of such sections of the Code and all regulations of the United

States Department of the Treasury issued or applicable thereunder to the extent that such requirements are, at the time, applicable and in effect.

(B) In the event the District is deemed a Safe Harbor Issuer (as defined in Section 7) with respect to a Tax-Exempt Series of Notes, this subsection (B) shall apply. The District covenants that it shall make all calculations in a reasonable and prudent fashion relating to any rebate of excess investment earnings on the proceeds of each such Tax-Exempt Series of Notes due to the United States Treasury, shall segregate and set aside from lawfully available sources the amount such calculations may indicate may be required to be paid to the United States Treasury, and shall otherwise at all times do and perform all acts and things necessary and within its power and authority, including complying with the instructions of Orrick, Herrington & Sutcliffe LLP, Bond Counsel referred to in Section 7 hereof to assure compliance with the Rebate Requirements. If the balance in the Proceeds Subaccount attributed to cash flow borrowing and treated for federal tax purposes as proceeds of the Tax-Exempt Series of Notes is not low enough to qualify amounts in the Proceeds Subaccount attributed to cash flow borrowing for an exception to the Rebate Requirements on at least one date within the six-month period following the date of issuance of the Tax-Exempt Series of Notes (calculated in accordance with Section 7), the District will reasonably and prudently calculate the amount, if any, of investment profits which must be rebated to the United States and will immediately set aside, from revenues attributable to the Fiscal Year 2010-2011 or, to the extent not available from such revenues, from any other moneys lawfully available, the amount of any such rebate in the Rebate Fund referred to in this Section 13(B). In addition, in such event, the District shall establish and maintain with the Trustee a fund (with separate subaccounts therein for each such Tax-Exempt Series of Notes if more than one series is issued) separate from any other fund established and maintained hereunder and under the Indenture or Trust Agreement, as applicable, designated as the "2010-2011 Tax and Revenue Anticipation Note Rebate Fund" or such other name as the Trust Agreement or the Indenture, as applicable, may designate. There shall be deposited in such Rebate Fund such amounts as are required to be deposited therein in accordance with the written instructions from Bond Counsel pursuant to Section 7 hereof.

(C) Notwithstanding any other provision of this Resolution to the contrary, upon the District's failure to observe, or refusal to comply with, the covenants contained in this Section 13, no one other than the holders or former holders of each Tax-Exempt Series of Notes, the Certificate or the Bond owners, as applicable, the Credit Provider(s), if any, or the Trustee on their behalf shall be entitled to exercise any right or remedy under this Resolution on the basis of the District's failure to observe, or refusal to comply with, such covenants.

(D) The covenants contained in this Section 13 shall survive the payment of all Series of the Notes.

Section 14. Events of Default and Remedies.

If any of the following events occurs, it is hereby defined as and declared to be and to constitute an "Event of Default":

(A) Failure by the District to make or cause to be made the deposits to any Payment Account required to be made hereunder on or before the fifteenth (15th) day

after the date on which such deposit is due and payable, or failure by the District to make or cause to be made any other payment required to be paid hereunder on or before the date on which such payment is due and payable;

(B) Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed under this Resolution, for a period of fifteen (15) days after written notice, specifying such failure and requesting that it be remedied, is given to the District by the Trustee or any Credit Provider, unless the Trustee and such Credit Provider shall all agree in writing to an extension of such time prior to its expiration;

(C) Any warranty, representation or other statement by or on behalf of the District contained in this Resolution or the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable (including the Pricing Confirmation(s)), or the Credit Agreement(s) or in any requisition or any Financial Report or Deficiency Report delivered by the District or in any instrument furnished in compliance with or in reference to this Resolution or the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, or the Credit Agreement(s) or in connection with any Series of the Notes, is false or misleading in any material respect;

(D) Any event of default constituting a payment default occurs in connection with any other bonds, notes or other outstanding debt of the District;

(E) A petition is filed against the District under any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect and is not dismissed within 30 days after such filing, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Certificate or the Bond owners' (or Noteholders') interests;

(F) The District files a petition in voluntary bankruptcy or seeking relief under any provision of any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect, or consents to the filing of any petition against it under such law;

(G) The District admits insolvency or bankruptcy or is generally not paying its debts as such debts become due, or becomes insolvent or bankrupt or makes an assignment for the benefit of creditors, or a custodian (including without limitation a receiver, liquidator or trustee) of the District or any of its property is appointed by court order or appointed by the State Superintendent of Public Instruction or takes possession thereof and such order remains in effect or such possession continues for more than 30 days, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Certificate or the Bond owners' or Noteholders' interests; and

(H) An "Event of Default" under the terms of the resolution, if any, of the County providing for the issuance of the Notes (and any Series thereof).

Whenever any Event of Default referred to in this Section 14 shall have happened and be continuing, subject to the provisions of Section 17 hereof, the Trustee shall, in addition to any other remedies provided herein or by law or under the Trust Agreement or the Indenture, as applicable, have the right, at its option without any further demand or notice, to take one or any combination of the following remedial steps:

(1) Without declaring any Series of Notes to be immediately due and payable, require the District to pay to the Trustee, for deposit into the applicable Payment Account(s) of the District under the Trust Agreement or the Indenture, as applicable, an amount equal to all of the principal of all Series of Notes and interest thereon to the respective final maturity(ies) of such Series of Notes, plus all other amounts due hereunder, and upon notice to the District the same shall become immediately due and payable by the District without further notice or demand; and

(2) Take whatever other action at law or in equity (except for acceleration of payment on any Series of Notes) which may appear necessary or desirable to collect the amounts then due and thereafter to become due hereunder or to enforce any other of its rights hereunder.

Notwithstanding the foregoing, and subject to the provisions of Section 17 hereof and to the terms of the Trust Agreement or the Indenture, as applicable, concerning exercise of remedies which shall control if inconsistent with the following, if any Series of Notes is secured in whole or in part by a Credit Instrument or if a Credit Provider is subrogated to rights under any Series of Notes, as long as each such Credit Provider has not failed to comply with its payment obligations under the corresponding Credit Instrument, each such Credit Provider shall have the right to direct the remedies upon any Event of Default hereunder, and as applicable, prior consent shall be required to any remedial action proposed to be taken by the Trustee hereunder, except that nothing contained herein shall affect or impair the right of action of any owner of a Certificate to institute suit directly against the District to enforce payment of the obligations evidenced and represented by such owner's Certificate.

If any Credit Provider is not reimbursed on any interest payment date applicable to the corresponding Series of Notes for the drawing, payment or claim, as applicable, used to pay principal of and interest on such Series of Notes due to a default in payment on such Series of Notes by the District, as provided in the Trust Agreement or in the Indenture, as applicable, or if any principal of or interest on such Series of Notes remains unpaid after the Maturity Date of such Series of Notes, such Series of Notes shall be a Defaulted Note, the unpaid portion thereof or the portion (including the interest component, if applicable) to which a Credit Instrument applies for which reimbursement on a draw, payment or claim has not been made shall be deemed outstanding and shall bear interest at the Default Rate until the District's obligation on the Defaulted Note is paid in full or payment is duly provided for, all subject to Section 8 hereof.

Section 15. Trustee. The Trustee is hereby appointed as paying agent, registrar and authenticating agent for any and all Series of Notes. The District hereby directs and authorizes the payment by the Trustee of the interest on and principal of any and all Series of Notes when such become due and payable from the corresponding Payment Account held by the Trustee in the name of the District in the manner set forth herein. The District hereby covenants to deposit

funds in each such Payment Account at the times and in the amounts specified herein to provide sufficient moneys to pay the principal of and interest on any and all Series of Notes on the day or days on which each such Series matures. Payment of any and all Series of Notes shall be in accordance with the terms of the applicable Series of Notes and this Resolution and any applicable Supplemental Resolution.

The District hereby agrees to maintain the Trustee under the Trust Agreement or the Indenture, as applicable, as paying agent, registrar and authenticating agent of any and all Series of Notes.

The District further agrees to indemnify, to the extent permitted by law and without making any representation as to the enforceability of this covenant, and save the Trustee, its directors, officers, employees and agents harmless against any liabilities which it may incur in the exercise and performance of its powers and duties under the Trust Agreement or the Indenture, as applicable, including but not limited to costs and expenses incurred in defending against any claim or liability, which are not due to its negligence or default.

Section 16. Sale of Notes. If the Certificate Structure is implemented, each Series of Notes as evidenced and represented by the applicable Series of Certificates shall be sold to the Underwriter, in accordance with the terms of the Certificate Purchase Agreement applicable to such Series of Notes, in each case as hereinbefore approved. If the Bond Pool Structure is implemented, each Series of Notes shall be sold to the Authority in accordance with the terms of the Note Purchase Agreement applicable to such Series of Notes, in each case as hereinbefore approved.

Section 17. Subordination. (a) Anything in this Resolution to the contrary notwithstanding, the indebtedness evidenced by each Series of Subordinate Notes shall be subordinated and junior in right of payment, to the extent and in the manner hereinafter set forth, to all principal of, premium, if any, and interest on each Series of Senior Notes and any refinancings, refundings, deferrals, renewals, modifications or extensions thereof.

In the event of (1) any insolvency, bankruptcy, receivership, liquidation, reorganization, readjustment, composition or other similar proceeding relating to the District or its property, (2) any proceeding for the liquidation, dissolution or other winding-up of the District, voluntary or involuntary, and whether or not involving insolvency or bankruptcy proceedings, (3) any assignment for the benefit of creditors, or (4) any distribution, division, marshalling or application of any of the properties or assets of the District or the proceeds thereof to creditors, voluntary or involuntary, and whether or not involving legal proceedings, then and in any such event, payment shall be made to the parties and in the priority set forth in Section 8(F) hereof, and each party of a higher priority shall first be paid in full before any payment or distribution of any character, whether in cash, securities or other property shall be made in respect of any party of a lower priority.

The subordination provisions of this Section have been entered into for the benefit of the holders of the Series of Senior Notes and any Credit Provider(s) that issues a Credit Instrument with respect to such Series of Senior Notes and, notwithstanding any provision of this

Resolution, may not be supplemented, amended or otherwise modified without the written consent of all such holders and Credit Provider(s).

Notwithstanding any other provision of this Resolution, the terms of this Section shall continue to be effective or be reinstated, as the case may be, if at any time any payment of any Series of Senior Notes is rescinded, annulled or must otherwise be returned by any holder of Series of Senior Notes or such holder's representative, upon the insolvency, bankruptcy or reorganization of the District or otherwise, all as though such payment has not been made.

In no event may any holder of all or any part of the Series of Subordinate Notes, or the corresponding Credit Provider(s), exercise any right or remedy available to it on account of any Event of Default on the Series of Subordinate Notes, (1) at any time at which payments with respect thereto may not be made by the District on account of the terms of this Section, or (2) prior to the expiration of forty-five (45) days after the holders of the Series of Subordinate Notes, or the corresponding Credit Provider(s), shall have given notice to the District and to the holders of the Series of Senior Notes and the corresponding Credit Provider(s), of their intention to take such action.

The terms of this Section, the subordination effected hereby and the rights of the holders of the Series of Senior Notes shall not be affected by (a) any amendment of or addition or supplement to any Series of Senior Notes or any instrument or agreement relating thereto, including without limitation, this Resolution, (b) any exercise or non-exercise of any right, power or remedy under or in respect of any Series of Senior Notes or any instrument or agreement relating thereto, or (c) any waiver, consent, release, indulgence, extension, renewal, modification, delay or other action, inaction or omission, in respect of any Series of Senior Notes or any instrument or agreement relating thereto or any security therefor or guaranty thereof, whether or not any holder of any Series of Subordinate Notes shall have had notice or knowledge of any of the foregoing.

In the event that a Series of Additional Subordinate Notes is further subordinated in the applicable Pricing Confirmation, at the time of issuance thereof, to all previously issued Series of Subordinate Notes of the District, the provisions of this Section 17 relating to Series of Senior Notes shall be applicable to such previously issued Series of Subordinate Notes and the provisions of this Section 17 relating to Series of Subordinate Notes shall be applicable to such Series of Additional Subordinate Notes.

Section 18. Continuing Disclosure Undertaking. The provisions of this Section 18 shall be applicable only if the Certificate Structure is implemented.

(A) The District covenants, for the sole benefit of the owners of each Series of Certificates which evidence and represent the applicable Series of Notes (and, to the extent specified in this Section 18, the beneficial owners thereof), that the District shall provide in a timely manner, through the Trustee acting as dissemination agent (the "Dissemination Agent") to the Municipal Securities Rulemaking Board, notice of any of the following events with respect to an outstanding Series of Notes of the District, if material (each a "Listed Event"): (1) principal and interest payment delinquencies on such Series of Notes and the related Series of Certificates; (2) non-payment related defaults; (3) modifications to rights of owners and beneficial owners of

the Series of Certificates which evidence and represent such Series of Notes; (4) optional, contingent or unscheduled bond calls; (5) defeasances; (6) rating changes; (7) adverse tax opinions or events affecting the tax-exempt status of such Series of Notes and the related Series of Certificates; (8) unscheduled draws on debt service reserves reflecting financial difficulties; (9) unscheduled draws on the credit enhancement reflecting financial difficulties; (10) substitution of credit or liquidity providers, or their failure to perform; and (11) release, substitution or sale of property securing repayment of such Series of Notes.

Whenever the District obtains knowledge of the occurrence of a Listed Event, the District shall as soon as possible determine if such event would be material under applicable federal securities laws. The Authority and the Dissemination Agent shall have no responsibility for such determination and shall be entitled to conclusively rely upon the District's determination.

If the District determines that knowledge of the occurrence of a Listed Event would be material under applicable federal securities laws, the District shall promptly provide the Authority and the Dissemination Agent with a notice of such occurrence which the Dissemination Agent agrees to file with the Municipal Securities Rulemaking Board.

All documents provided to the Municipal Securities Rulemaking Board shall be provided in an electronic format, as prescribed by the Municipal Securities Rulemaking Board, and shall be accompanied by identifying information, as prescribed by the Municipal Securities Rulemaking Board.

(B) In the event of a failure of the District to comply with any provision of this section, any owner or beneficial owner of the related Series of Certificates may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this section. A default under this section shall not be deemed an Event of Default under Section 14 hereof, and the sole remedy under this section in the event of any failure of the District to comply with this section shall be an action to compel performance.

(C) For the purposes of this section, a "beneficial owner" shall mean any person which has the power, directly or indirectly, to make investment decisions concerning ownership of any Certificates of the Series which evidences and represents such Series of Notes (including persons holding Certificates through nominees, depositories or other intermediaries and any Credit Provider as a subrogee).

(D) The District's obligations under this section shall terminate upon the legal defeasance, prior redemption or payment in full of its Note. If such termination occurs prior to the final maturity of the related Series of Certificates, the District shall give notice of such termination in the same manner as for a Listed Event under subsection (A) of this section.

(E) The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to this section. In no event shall the Dissemination Agent be responsible for preparing any notice or report or for filing any notice or report which it has not received in a timely manner and in a format suitable for reporting. Nothing in this section shall be deemed to prevent the District from disseminating any other

information, using the means of dissemination set forth in this section or any other means of communication, or including any other notice of occurrence of a Listed Event, in addition to that which is required by this section. If the District chooses to include any information in any notice of occurrence of a Listed Event in addition to that which is specifically required by this section, the District shall have no obligation under this section to update such information or include it in any future notice of occurrence of a Listed Event.

(F) Notwithstanding any other provision of this Resolution, the District with the consent of the Dissemination Agent and notice to the Authority may amend this section, and any provision of this section may be waived, provided that the following conditions are satisfied:

(1) If the amendment or waiver relates to the provisions of subsection (A) of this section, it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the applicable Series of Notes and the related Series of Certificates, or the type of business conducted;

(2) The undertaking, as amended or taking into account such waiver, would in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the applicable Series of Notes and the related Series of Certificates, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and

(3) The amendment or waiver either (i) is approved by the owners or beneficial owners of the Certificates of the Series which evidences and represents the applicable Series of Notes in the same manner as provided in the Trust Agreement for amendments to the Trust Agreement with the consent of owners or beneficial owners, or (ii) does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the owners or beneficial owners of the related Certificates. In the event of any amendment or waiver of a provision of this section, notice of such change shall be given in the same manner as for an event listed under subsection (A) of this section, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver; provided, however, the District shall be responsible for preparing such narrative explanation.

(G) The Dissemination Agent shall have only such duties as are specifically set forth in this section. The Dissemination Agent shall not be liable for the exercise of any of its rights hereunder or for the performance of any of its obligations hereunder or for anything whatsoever hereunder, except only for its own willful misconduct or gross negligence. Absent gross negligence or willful misconduct, the Dissemination Agent shall not be liable for an error of judgment. No provision hereof shall require the Dissemination Agent to expend or risk its own funds or otherwise incur any financial or other liability or risk in the performance of any of its obligations hereunder, or in the exercise of any of its rights hereunder, if such funds or adequate indemnity against such risk or liability is not reasonably assured to it. The District hereby agrees to compensate the Dissemination Agent for its reasonable fees in connection with its services hereunder, but only from the District's share of the costs of issuance deposited in the Costs of Issuance Fund held and invested by the Trustee under the Trust Agreement.

(H) This section shall inure solely to the benefit of the District, the Dissemination Agent, the Underwriter, any Credit Provider and owners and beneficial owners from time to time of the Certificates, and shall create no rights in any other person or entity.

Section 19. Approval of Actions. The aforementioned officers of the County or the District, as applicable, are hereby authorized and directed to execute each Series of Notes and to cause the Trustee to authenticate and accept delivery of each Series of Notes pursuant to the terms and conditions of the applicable Certificate Purchase Agreement and Trust Agreement or the applicable Note Purchase Agreement and the Indenture, as applicable. All actions heretofore taken by the officers and agents of the County, the District or this Board with respect to the sale and issuance of the Notes and participation in the Program are hereby approved, confirmed and ratified and the officers and agents of the County and the officers of the District are hereby authorized and directed, for and in the name and on behalf of the District, to do any and all things and take any and all actions and execute any and all certificates, requisitions, agreements, notices, consents, and other documents, including tax certificates, letters of representations to the securities depository, investment contracts (or side letters or agreements thereto), other or additional municipal insurance policies or credit enhancements or credit agreements or insurance commitment letters, if any, and closing certificates, which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of each Series of Notes, execution or issuance and delivery of the corresponding Series of Certificates or Series of Pool Bonds, as applicable, and investment of the proceeds thereof, in accordance with, and related transactions contemplated by, this Resolution. The officers of the District referred to above in Section 4 hereof, and the officers of the County referred to above in Section 9 hereof, are hereby designated as "Authorized District Representatives" under the Trust Agreement or the Indenture, as applicable.

In the event that any Series of Notes or a portion thereof is secured by a Credit Instrument, the Authorized Officer is hereby authorized and directed to provide the applicable Credit Provider with any and all information relating to the District as such Credit Provider may reasonably request.

Section 20. Proceedings Constitute Contract. The provisions of each Series of Notes and of this Resolution shall constitute a contract between the District and the registered owner of such Series of Notes, the registered owners of the Series of Certificates or Bonds to which such Series of Notes is assigned, and the corresponding Credit Provider(s), if any, and such provisions shall be enforceable by mandamus or any other appropriate suit, action or proceeding at law or in equity in any court of competent jurisdiction, and shall be irrevocable.

Section 21. Limited Liability. Notwithstanding anything to the contrary contained herein or in any Series of Notes or in any other document mentioned herein or related to any Series of Notes or to any Series of Certificates or Series of Pool Bonds to which such Series of Notes may be assigned, the District shall not have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby except to the extent payable from moneys available therefor as set forth in Section 8 hereof, and the County is not liable for payment of any Note or any other obligation of the District hereunder.

Section 22. Severability. In the event any provision of this Resolution shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 23. Submittal of Resolution to County. The Secretary or Clerk of the Board of the District is hereby directed to submit one certified copy each of this Resolution to the Clerk of the Board of Supervisors of the County, to the Treasurer of the County and to the County Superintendent of Schools.

**EXHIBIT A
FORM OF NOTE**

R-1

\$ _____

_____ DISTRICT/_____ BOARD OF EDUCATION
COUNTY OF _____, CALIFORNIA
2010-2011 [SUBORDINATE]* TAX AND REVENUE ANTICIPATION NOTE, SERIES __

Date of
Original Issue

REGISTERED OWNER: U.S. BANK NATIONAL ASSOCIATION, AS TRUSTEE

SERIES PRINCIPAL AMOUNT: _____ DOLLARS

Interest Rate		Maturity Date		
_____ %		_____, 2011		
First Repayment Period	Second Repayment Period	Third Repayment Period	Fourth Repayment Period	Fifth Repayment Period
___% of the total of [principal] [interest] [principal and interest] due at maturity	___% of the total of [principal] [interest] [principal and interest] due at maturity	___% of the total of [principal] [interest] [principal and interest] due at maturity	___% of the total of [principal] [interest] [principal and interest] due at maturity	100% of the total of principal and interest due at maturity**

FOR VALUE RECEIVED, the District/Board of Education designated above (the "District"), located in the County designated above (the "County"), acknowledges itself indebted to and promises to pay on the maturity date specified above to the registered owner identified above, or registered assigns, the principal amount specified above, together with interest thereon from the date hereof until the principal amount shall have been paid, payable [on _____ 1, 2011 and] on the maturity date specified above in lawful money of the United States of America, at the rate of interest specified above (the "Note Rate"). Principal of and interest on this Note are payable in such coin or currency of the United States as at the time of payment is legal tender for payment of private and public debts, such principal and interest to be paid upon surrender hereof at the principal corporate trust office of U.S. Bank National Association in Los Angeles, California, or its successor in trust (the "Trustee"). Interest shall be calculated on the basis of a 360-day year, consisting of twelve 30-day months, in like lawful money from the date hereof until the maturity date specified above and, if funds are not provided for payment at the maturity, thereafter on the basis of a 360-day year for actual days elapsed until payment in full of said principal sum. Both the principal of and interest on this Note shall be payable only to the registered owner hereof upon surrender of this Note as the same shall fall due; provided, however, no interest shall be payable for any period after maturity during which the holder hereof fails to properly present this Note for payment. If the District fails to pay interest on this Note on any interest payment date or to pay the principal of or interest on this Note on the

* To bear this designation if this Note is a Series of Subordinate Notes.

** Length and number of Repayment Periods and percentages and amount of principal of Note shall be determined in Pricing Confirmation (as defined in the Resolution).

maturity date or the [Credit Provider(s)] (as defined in the Resolution hereinafter described), if any, is not reimbursed in full for the amount drawn on or paid pursuant to the [Credit Instrument(s)] (as defined in the Resolution) to pay all or a portion of the principal of and interest on this Note on the date of such payment, this Note shall become a Defaulted Note (as defined and with the consequences set forth in the Resolution).

[It is hereby certified, recited and declared that this Note (the "Note") represents an authorized issue of the Note in the aggregate principal amount authorized, executed and delivered pursuant to and by authority of a resolution of the governing board of the District duly passed and adopted heretofore, under and by authority of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5 of the California Government Code (the "Resolution"), to all of the provisions and limitations of which the owner of this Note, by acceptance hereof, assents and agrees. Pursuant to and as more particularly provided in the Resolution, additional notes may be issued by the District secured by a lien on a parity with the lien securing this Note.]^{*}

[It is hereby certified, recited and declared that this Note (the "Note") represents an authorized issue of the Note in the aggregate principal amount authorized, executed and delivered pursuant to and by authority of certain resolutions of the governing boards of the District and the County duly passed and adopted heretofore, under and by authority of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5 of the California Government Code (collectively, the "Resolution"), to all of the provisions and limitations of which the owner of this Note, by acceptance hereof, assents and agrees. Pursuant to and as more particularly provided in the Resolution, additional notes may be issued by the District secured by a lien on a parity with the lien securing this Note.]^{**}

The term "Unrestricted Revenues" means the taxes, income, revenue, cash receipts and other moneys provided for Fiscal Year 2010-2011 which will be received by or will accrue to the District during such fiscal year for the general fund [and capital fund and/or special revenue fund] of the District and which are lawfully available for the payment of current expenses and other obligations of the District. As security for the payment of the principal of and interest on the Note, subject to the payment priority provisions contained in the Resolution, the District has pledged the first Unrestricted Revenues of the District received in the Repayment Periods set forth on the face hereof in an amount equal to the corresponding percentages of principal of, and [in the final Repayment Period,] interest due on, the Note at maturity set forth on the face hereof (such pledged amounts being hereinafter called the "Pledged Revenues"). As provided in Section 53856 of the California Government Code, subject to the payment priority provisions contained in the Resolution, the Note and the interest thereon shall be a first lien and charge against, and shall be payable from the first moneys received by the District from, the Pledged Revenues. As provided in Section 53857 of the California Government Code, notwithstanding the provisions of Section 53856 of the California Government Code and the foregoing, the Note shall be a general obligation of the District and, in the event that on [the tenth business day of each such Repayment Period], the District has not received sufficient Unrestricted Revenues to permit the deposit into the payment account established for the Note of the full amount of Pledged

^{*} This paragraph is applicable only if the Note is issued by the District.

^{**} This paragraph is applicable only if the Note is issued by the County.

Revenues to be deposited therein from said Unrestricted Revenues in such Repayment Period as provided in the Resolution, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of the Note and the interest thereon, as and when such other moneys are received or are otherwise legally available, as set forth in the Resolution and subject to the payment priority provisions contained therein. The full faith and credit of the District is not pledged to the payment of the principal of or interest on this Note. The County is not liable for payment of this Note.

This Note is transferable, as provided by the Resolution, only upon the books of the District kept at the office of the Trustee, by the registered owner hereof in person or by its duly authorized attorney, upon surrender of this Note for transfer at the office of the Trustee, duly endorsed or accompanied by a written instrument of transfer in form satisfactory to the Trustee duly executed by the registered owner hereof or its duly authorized attorney, and upon payment of any tax, fee or other governmental charge required to be paid with respect to such transfer, a fully registered Note will be issued to the designated transferee or transferees.

The [County, the]^{*} District and the Trustee may deem and treat the registered owner hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes, and [the County,]^{*} the District and the Trustee shall not be affected by any notice to the contrary.

This Note shall not be valid or become obligatory for any purpose until the Certificate of Authentication and Registration hereon shall have been signed by the Trustee.

It is hereby certified that all of the conditions, things and acts required to exist, to have happened and to have been performed precedent to and in the issuance of this Note do exist, have happened and have been performed in due time, form and manner as required by the Constitution and statutes of the State of California and that the amount of this Note, together with all other indebtedness of the District, does not exceed any limit prescribed by the Constitution or statutes of the State of California.

[IN WITNESS WHEREOF, the Board of Supervisors of the County has caused this Note to be executed by the manual or facsimile signature of a duly authorized officer of the County and countersigned by the manual or facsimile signature of its duly authorized officer and caused its official seal to be affixed hereto either manually or by facsimile impression hereon as of the date of authentication set forth below.]^{*}

^{*} Applicable only if the Note is issued by the County.

[IN WITNESS WHEREOF, the governing board of the District has caused this Note to be executed by the manual or facsimile signature of a duly authorized officer of the District and countersigned by the manual or facsimile signature of its duly authorized officer as of the date of authentication set forth below.]**

[COUNTY OF _____]
[DISTRICT/_____
BOARD OF EDUCATION]**

By _____
Title:

[(SEAL)]

Countersigned

By _____
Title:

** This paragraph is applicable only if the Note is issued by the District.

CERTIFICATE OF AUTHENTICATION AND REGISTRATION

This Note is the Note mentioned in the within-mentioned Resolution authenticated on the following date:

**U.S. BANK NATIONAL ASSOCIATION,
as Trustee**

**BY _____
AUTHORIZED OFFICER**

ASSIGNMENT

For Value Received, the undersigned, _____, hereby sells, assigns and transfers unto _____ (Tax Identification or Social Security No. _____) the within Note and all rights thereunder, and hereby irrevocably constitutes and appoints _____ attorney to transfer the within Note on the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____

NOTICE: The signature to this assignment must correspond with the name as it appears upon the face of the within Note in every particular, without alteration or enlargement or any change whatever.

Signature Guaranteed:

NOTICE: Signature(s) must be guaranteed by an eligible guarantor institution.

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Governing Board of the _____ [Insert name of District] _____ District/ [Insert name of County if District is an Office of Education] _____ Board of Education, hereby certify as follows:

The foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Governing Board of the District/Board of Education duly and regularly held at the regular meeting place thereof on the ___ day of _____, 2010, of which meeting all of the members of said Governing Board had due notice and at which a majority thereof were present; and at said meeting said resolution was adopted by the following vote:

AYES:

NOES:

ABSENT:

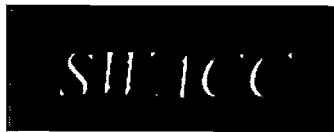
ABSTAIN:

An agenda of said meeting was posted at least 72 hours before said meeting at _____, _____, California, a location freely accessible to members of the public, and a brief general description of said resolution appeared on said agenda.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office; the foregoing resolution is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes; and said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect. The Maximum Amount of Borrowing specified in the foregoing resolution is \$ _____.

Dated: _____, 2010

Secretary of the Governing Board
of the _____ [Insert Name of District] _____ District/ [Insert
name of County if District is an Office of
Education] _____ Board of Education



STATEWIDE ASSOCIATION OF COMMUNITY COLLEGES

**BEFORE THE GOVERNING BOARD OF THE
WEST HILLS COMMUNITY COLLEGE DISTRICT**

Resolution CO-51

**In the Matter of Declaring Membership in the
Statewide Association of Community Colleges JPA (SWACC)**

WHEREAS, school districts have determined there is a need for affordable excess coverages by combining their respective efforts to establish, operate and maintain a Joint Power Agency for excess coverages; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Section 6500 et seq.) of the Government Code of the State of California authorizes joint exercise by two or more public agencies of any power common to them.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the West Hills Community College declares its membership in the Statewide Association of Community Colleges JPA and instructs Ken Stoppenbrink, its duly authorized agent, to execute on behalf of the West Hills Community College District the attached Joint Powers Agreement.

PASSED AND ADOPTED by the Board of Trustees of the West Hills Community College District this 9th day of April, 2009, by the following vote:

AYES: 7
NOES: 0
ABSENT: 0
ABSTAIN: 0

Dated: 4/9/09


Mark McKean
President of the Board of Trustees

CERTIFICATION

STATE OF CALIFORNIA)
COUNTY OF FRESNO)

I, Nina Oxborrow, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by the Governing Board at a regularly called and conducted meeting of the Board of Trustees of the West Hills Community College District, and that such resolution appears in the official minutes of the Governing Board under that date.

Dated: 4/9/09

Nina Oxborrow
Nina Oxborrow
Clerk of the Board of Trustees

**JOINT EXERCISE OF POWERS AGREEMENT
STATEWIDE ASSOCIATION OF COMMUNITY COLLEGES
(SWACC)**

JOINT POWERS AUTHORITY

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JOINT POWERS AGREEMENT

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NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL ADVANTAGES TO BE DERIVED THEREFROM, AND IN CONSIDERATION OF THE EXECUTION OF THIS AGREEMENT BY OTHER PUBLIC AGENCIES, each of the parties hereto does agree as follows:

1. CREATION OF THE JOINT POWERS ENTITY

A Joint Powers Entity, separate and apart from the public agencies signatory hereto, shall be and is hereby created and shall hereafter be designated as the Southern California Schools' Regional Liability Excess Fund (hereinafter referred to as the "Authority").

2. FUNCTIONS OF THE AUTHORITY

(a) The Authority is established for the purposes of administering this Agreement, pursuant to the Joint Powers provisions of the California Government Code, and of providing the services and other items necessary and appropriate for the establishment, operation and maintenance of a joint program for liability and property damage claims against the members of the public agencies who are members thereof, and to provide a forum for discussion, study, development and implementation of recommendations of mutual interest regarding other joint programs.

(b) The functions of the Authority are:

(1) To provide a joint program and system, as stated in the memorandum of coverage given to each member, for liability and property damage claims against the members of the Authority and as such, to perform, or contract for the performance of, the financial administration, policy formulation, claim service, legal representation, safety engineering, and other development as necessary for the payment and handling of all liability and property damage protection claims against members. Said payment and handling for any member shall be for all liability and property damage claims filed and arising out of facts occurring during the period of membership in the Authority. The Authority shall not pay or handle for a member any liability and property damage protection claims which arise out of facts occurring before membership or after termination of membership in this Authority.

(2) To pursue any member's right of subrogation against a third party when in the discretion of the Board of Directors the same is appropriate. Any and all proceeds resulting from the assertion of such subrogation rights shall accrue to the benefit of the member against which the claim is charged.

(3) To enter into contracts.

- (4) To obtain appropriate insurance coverage as determined by the Board of Directors.
- (5) To acquire, hold, and dispose of property, real and personal, all for the purpose of providing the membership with the necessary education, study, development, and implementation of a joint program, for liability and property protection including, but not limited to, the acquisition of facilities and equipment necessary, the employment of personnel, and the operation and maintenance of a system for the handling of the joint program.
- (6) To incur debts, liabilities, and obligations necessary to accomplish the purposes of this Agreement.
- (7) To receive gifts, contributions, and donations of property, funds, services, and other forms of assistance from persons, firms, corporations, associations, and any governmental entity.
- (8) To invest surplus reserve funds as deemed appropriate by the Board of Directors, and as subject to law.
- (9) To provide a forum for discussion, study, development, and implementation of recommendations of mutual interest regarding other joint programs.
- (10) To sue and be sued in the name of the Authority.
- (11) To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provision of law.

3. POWERS OF THE AUTHORITY

The Authority shall have the power and authority to exercise any power common to the public agencies which are parties to this Agreement, provided that the same are in furtherance of the functions and objectives of this Agreement as herein set forth. Pursuant to Section 6509 of the California Government Code, the exercise of the aforesaid powers of the Authority shall be subject to the restrictions upon the manner of exercising such powers by a public agency having the same status as a Member District or Joint Powers Authority except as otherwise provided in this Agreement.

4. TERM OF THE AGREEMENT

This Agreement shall become effective on June 1, 1986. This Agreement shall continue in effect until lawfully terminated as provided herein and in the Bylaws. In the event of a reorganization of one or more of the public agencies participating in this Agreement, the successor in interest or successors in interest to the obligations of any such reorganized public agency may be substituted as a party or as parties to this Agreement.

5. BYLAWS

- (a) The Authority shall be governed pursuant to those certain Bylaws, a copy of which is

attached hereto as Exhibit "A" and incorporated herein by reference, and by such amendments to the Bylaws as may from time to time be adopted. Wherever in this Agreement "Bylaws" are referred to, said Bylaws shall be those set forth in Exhibit "A", as may be amended. Each party to this Agreement agrees to comply with and be bound by the provisions of said Bylaws and further agrees that the Authority shall be operated pursuant to this Agreement and said Bylaws.

- (b) Procedures for amending the Bylaws shall be as provided in the Bylaws so long as not inconsistent with this Agreement. All amendments must be approved by two-thirds (2/3) of the weighted vote of the Board of Directors before the amendment shall become effective. Such amendments shall be binding upon all members of the Authority. The effective date of any amendment will be on the first day of the next month following adoption, unless otherwise stated.

6. MEMBERSHIP IN THE AUTHORITY

- (a) Each party to this Agreement must be eligible for membership in the Authority as defined in the Bylaws and shall become a member of the Authority on the effective date of this Agreement, except as provided herein below. Each party, which becomes a member of the Authority shall be entitled to the rights and privileges of, and shall be subject to the obligations of, membership as provided in this Agreement and in the Bylaws.
- (b) Upon the written approval and two-thirds (2/3) of the weighted vote of the Board of Directors, any community college district, or Joint Powers Authority comprised solely of community college districts that is not a party hereto but that desires to join the Authority created hereby, may become a member hereof by executing a copy of this Agreement whereby said community college district and Joint Powers Authority comprised solely of community college districts agrees to comply with the terms of this Agreement and of the Bylaws effective as of the date of such execution.
- (c) Each member shall have a minimum of \$5,000 self-insured retention per occurrence for liability coverage and a minimum of \$5,000 deductible per occurrence for property coverage provided to the member by the Authority.

7. WITHDRAWAL FROM OR TERMINATION OF MEMBERSHIP

- (a) Any party to this Agreement which has completed three complete years as a member of the Authority may voluntarily terminate this Agreement as to itself and withdraw from membership in the Authority. Such termination and withdrawal of membership shall become effective subject and according to the conditions, manner and means set forth in the Bylaws.
- (b) A member may be involuntarily terminated from the Authority upon a two-thirds (2/3) of the weighted vote of all the remaining members of the Board of Directors, as provided by the Bylaws. Such removal from membership shall operate to terminate the Agreement as to such party.

8. TERMINATION OF AGREEMENT

This Agreement may be terminated effective at the end of any fiscal year by the affirmative vote of three-fourths (3/4) of the members of the Authority, provided, however, that the Authority and this Agreement shall continue to exist for the purpose of disposing of all claims, distribution of assets, and all other functions necessary to conclude the affairs of the Authority.

9. DISPOSITION OF PROPERTY AND FUNDS

- (a) In the event of the dissolution of the Authority, the complete rescission, or other final termination of this Agreement by all public agencies then a party hereto, any property interest remaining in the Authority following a discharge of all obligations shall be disposed of as provided for by the Bylaws.
- (b) In the event a member withdraws from this Agreement, any property interest of that member remaining in the Authority following discharge of all obligations shall be disposed of as provided for by the Bylaws.
- (c) "Obligations," as referred to herein, shall include, but not be limited to, all payments required by law, together with all reserves which have been established for the purpose of paying incurred claims together with any other legal obligations incurred by the Authority pursuant to this Agreement.

10. AMENDMENTS

This Agreement may be amended at any time with a subsequent written agreement signed by three-fourths (3/4) of the members of the Authority. Any such amendment shall be effective upon the date of final execution thereof, unless otherwise provided in this amendment.

11. SEVERABILITY

Should any portion, term, condition, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions shall not be affected thereby.

12. LIABILITY

- (a) Pursuant to the provisions of Sections 895, et seq., of the California Government Code, the members are jointly and severally liable upon any liability which is otherwise imposed by law upon any one of the members or upon the Authority for injury caused by a negligent or wrongful act or omission occurring in the performance of this Agreement.

If a member or the Authority is held liable upon any judgement for damages caused by such an act or omission and makes payments in excess of its pro rata share on such judgement, such member or the Authority is entitled to contribution from each of the other members that are parties to the Agreement. A member's pro rata share shall be determined in the same manner as for the disposition of property and funds as provided in the Agreement and the Bylaws.

- (b) The Authority may insure itself, to the extent deemed necessary or appropriate by the Board of Directors, against loss, liability, and claims arising out of or connected with this Agreement.

13. ENFORCEMENT

The Authority is hereby given authority to enforce this Agreement. In the event suit is brought upon this Agreement by the Authority and judgement is recovered against a member, the member shall pay all costs incurred by the Authority, including reasonable attorney's fees as fixed by the court.

14. DEFINITIONS

Unless the context requires otherwise, the terms used herein and in the By-Laws shall have the following meanings:


- (a) "Authority" shall mean the Statewide Association of Community Colleges created by this Agreement.
- (b) "Board of Directors" shall mean the governing board of the Authority established by the Bylaws to direct and control the Authority.
- (c) "Claims Adjuster" shall mean a claim adjuster as may be engaged by the Board of Directors for the purpose of determining losses and payments with respect to the Claims Fund.
- (d) "Contribution" shall mean money paid by a member to the Authority.
- (e) "A Liability" shall mean comprehensive general liability, property damage liability, automobile liability, personal injury liability, and errors and omissions liability as further defined in the memorandum of coverage.
- (f) "Loss Reports" shall mean a report showing a member's liability and property damage claims in detail including current status.
- (g) "Member" shall mean a community college district or joint powers authority comprised solely of community college districts which belong to the Authority.
- (h) "Memorandum of Coverage" shall mean the document stating the type of program and the scope of liability and property damage protection coverage as adopted by the Board of Directors.
- (i) "Public Educational Agency" shall mean a community college district or joint powers authority comprised solely of community college district.
- (j) "Property Damage" shall mean damage to real or personal property owned or held by

a member as further defined in the memorandum of coverage.

- (k) "Reserves" shall mean those parts of member contributions held by the Authority to make future liability and property damage payments as respects to claims that have been incurred but are unpaid.
- (l) "Joint Program" shall mean the group purchasing of Insurance, or the pooled purchase of Excess Insurance with the setting aside of funds and reserves to pay for a self-insured retention or for losses not covered by insurance.
- (m) "Pro-Rata Share" shall mean each member's financial contribution in proportion to the total of all member's contributions for each fiscal year.
- (n) "Weighted Vote" shall mean the votes allocated to the members of the Authority pursuant to the Bylaws.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their authorized officers thereunto duly authorized as set forth herein below.

Name of Entity: _____
Date: _____
By: _____
Title: _____

Name of Entity: Statewide Association of Community Colleges JPA
Date: _____
By: 
Title: JPA Manager



The Protected Insurance Program
for Schools Joint Powers Authority

**BEFORE THE GOVERNING BOARD OF THE
WEST HILLS COMMUNITY COLLEGE DISTRICT**

Resolution CO-50

**In the Matter of Declaring Membership in the
Protected Insurance Program for Schools JPA (PIPS)**

WHEREAS, California school and college districts have determined there is a need for affordable workers' compensation coverage by combining their respective efforts to establish, operate and maintain a Joint Power Agency for workers' compensation coverages; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Section 6500 et seq.) of the Government Code of the State of California authorizes joint exercise by two or more public agencies of any power common to them.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the West Hills Community College District declares its membership in the Protected Insurance Program for Schools JPA and instructs Ken Stoppenbrink, as its duly authorized agent, to execute on behalf of the West Hills Community College District the attached Joint Powers Agreement.

PASSED AND ADOPTED by the Board of Trustees of West Hills Community College this 9th day of April, 2009, by the following vote:

AYES: 7
NOES: 0
ABSENT: 0
ABSTAIN: 0

Dated: 4/9/09


Mark McKean
President of the Board of Trustees

CERTIFICATION

STATE OF CALIFORNIA)
COUNTY OF FRESNO)

I, Nina Oxborrow, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the Governing Board at a regularly called and conducted meeting of the Board of Trustees of the West Hills Community College district, and that such resolution appears in the official minutes of the Governing Board under that date.

Dated: 4/9/09

Nina Oxborrow
Nina Oxborrow
Clerk of the Board of Trustees

JOINT EXERCISE OF POWERS AGREEMENT

Workers' Compensation Pool

**Protected Insurance Program for
Schools Joint Powers Authority (P.I.P.S)**

JOINT EXERCISE OF POWERS AGREEMENT

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JOINT EXERCISE OF POWERS AGREEMENT

THIS AGREEMENT is entered into pursuant to the provisions of Title 1, Division 7, Chapter 5, Article 1 (Sections 6500, et seq.) of the California Government Code, relating to the joint exercise of powers, between the public educational agencies signatory hereto, and also those which may hereafter become signatory hereto, for the purpose of operating an agency to be known and designated as The Protected Insurance Program For Schools Joint Powers Authority (hereinafter referred to as "the Authority").

WITNESSETH:

WHEREAS, it is to the mutual benefit of the parties herein subscribed and in the best public interest of said parties to join together to establish this Joint Exercise of Powers Agreement to accomplish the purposes hereinafter set forth; and

WHEREAS, public education agencies are required by Division 4 of the California Labor Code, commencing with Section 3200, to maintain Workers' Compensation coverage for their employees; and

WHEREAS, the signatories hereto have determined that there is a need, by public education agencies, for a Joint Program to provide Workers' Compensation coverage for their employees; and

WHEREAS, Title 1, Division 7, Chapter 5, Article 1, of the California Government Code, commencing with Section 6500, authorizes joint exercise by two or more public education agencies of any power common to them; and

WHEREAS, the Legislature has authorized public education agencies in Section 3700(c) of the California Labor Code to enter into pooled self-insurance joint exercise of powers agreements as one of the ways in which they may satisfy their Workers' Compensation coverage obligation and California Government Code Sections 990.8(d) and 6512.2 allow joint powers authorities to purchase insurance or reinsurance of pooled Claim Liabilities; and

WHEREAS, it is the desire of the signatories hereto to jointly provide for a Joint Program for Workers' Compensation coverage for their mutual advantage and concern.

NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL ADVANTAGES TO BE DERIVED THEREFROM, AND IN CONSIDERATION OF THE EXECUTION OF THIS AGREEMENT BY OTHER PUBLIC AGENCIES, EACH OF THE PARTIES HERETO DOES AGREE AS FOLLOWS:

1. CREATION OF THE JOINT POWERS ENTITY

A joint powers entity, separate and apart from the public agencies signatory hereto, shall be and is hereby created and shall hereafter be designated as the Protected Insurance Program for Schools Joint Powers Authority (hereinafter referred to as the "Authority").

2. FUNCTIONS OF THE AUTHORITY

A. The Authority is established for the purposes of administering this Agreement, pursuant to the provisions of the California Government Code, and of providing the services and other items necessary and appropriate for the establishment, operation and maintenance of a Joint Program for Workers' Compensation coverage for the public educational agencies who are Members thereof, and to provide a forum for discussion, study, development and implementation of recommendations of mutual interest regarding such program.

B. The functions of the Authority are:

- (1) To provide each member a Joint Program and system, for Workers' Compensation coverage for Workers' Compensation claims against the Members of the Authority in accordance with the Authority's Memorandum of Coverage and as such, to perform, or contract for the performance of, the financial administration, policy formulation, claim service, legal representation, safety engineering, and other services as necessary for the payment and handling of all Workers' Compensation claims against Members.
- (2) To pursue the Member's right of Subrogation against a third party when in the discretion of the Authority the same is appropriate. Any and all proceeds resulting from the assertion of such Subrogation rights shall accrue to the benefit of the Authority.

3. POWERS OF THE AUTHORITY

The Authority shall have the power and authority to exercise any power common to the public agencies which are parties to this Agreement, provided that the same are in furtherance of the functions and objectives of this Agreement as herein set forth, including but not limited to the following:

- (A) To enter into contracts.
- (B) To establish appropriate levels of Workers' Compensation coverage, through self-insurance pooling or through re-insurance, as determined by the Authority

and to assess premiums/contributions from Members to provide such coverage.

- (C) To acquire, hold, and dispose of property, real and personal, all for the purpose of providing the membership with the necessary education, study, development, and implementation of a Joint Program for Workers' Compensation coverage including, but not limited to, the acquisition of facilities and equipment, the employment of personnel, and the operation and maintenance of a system for the handling of the Joint Program.
- (D) To incur debts, liabilities, and Obligations necessary to accomplish the purposes of this Agreement.
- (E) To receive gifts, contributions, and donations of property, funds, services, and other forms of assistance from persons, firms, corporations, associations, and any governmental entity.
- (F) To invest funds as deemed appropriate by the Authority, and as subject to law.
- (G) To provide a forum for discussion, study, development, and implementation of recommendations of mutual interest regarding other Joint Programs.
- (H) To sue and be sued in the name of the Authority.
- (I) To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provision of law.
- (J) To join other joint powers authorities to provide services and coverages to the Authority.

Pursuant to Section 8509 of the California Government Code, the exercise of the aforesaid powers of the Authority shall be subject to the restrictions upon the manner of exercising such powers by a public agency having the same status as a member agency or joint powers authority except as otherwise provided in this Agreement.

4. GOVERNANCE

(A) Board of Directors

- (1) The signatories to this Agreement hereby create and do establish a nine (9) person Board of Directors, comprised of representatives selected by Members of the Authority, which shall serve as the Governing Board of the Authority. The Board of Directors shall be empowered to effectuate the powers of the Authority. Directors of the Authority shall be employees of

Authority Members. A nominating committee shall be established to accept nominations for Director positions and to oversee Director elections.

- (2) The process for selecting Directors for the Authority shall be specified in the Authority's Bylaws. Directors shall serve staggered two-year terms, except for the initial term, wherein four (4) initial Directors shall serve one-year terms and five (5) initial Directors shall serve two-year terms. For the purpose of electing Directors only, Authority Members shall be allowed one vote for each full Ten Million Dollars (\$10,000,000.00) in Workers' Compensation payroll (based on the latest available full fiscal year's audited actuals) rounded to the nearest whole number. Votes can be cast cumulatively or split among more than one candidate. Vacancies for the Board of Directors shall be filled using a similar selection process. Four (4) of the Board of Director positions shall be reserved for and held by representatives of Community College District members.**
- (3) Individual Directors shall have authority only when convened as a duly constituted Board. Directors shall represent the interests of the Authority as a whole, as well as the interests of the individual members. Each Director may cast a single vote on action items presented to the Board of Directors. Proxy and absentee votes shall not be permitted. A majority vote of the entire Board of Directors shall be required to take action. A quorum shall be necessary for the Authority to conduct business and shall consist of a majority of Individual Directors.**
- (4) The Board of Directors may conduct regular, adjourned regular, special, and adjourned special meetings as it deems necessary, provided, however, that it shall hold at least one regular meeting each fiscal year. The date, time, and place for each such regular meeting shall be fixed by resolution of the Board of Directors, which shall be provided to each member of the Authority. Special meetings of the Board of Directors may be held as needed, to be determined by the President of the Board. Notices of special meetings shall be sent to all members of the Authority, typically at least 72 hours and in no case less than 24 hours in advance of the beginning of such meetings. All meetings of the Board of Directors shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Section 54950 et seq., of the California Government Code, as said Act may be modified by subsequent legislation.**
- (5) Except as otherwise provided or permitted by law, all meetings of the Board of Directors shall be open and public. The Board of Directors shall cause minutes of its meetings to be kept, and shall promptly transmit to the Members of the Authority true and correct copies of the minutes of such meetings.**

- (6) The Board of Directors shall designate by resolution a specific location at which it will receive notices, correspondence, and other communications, and shall designate the Secretary of the Board as the agent for purposes of receiving service of process on behalf of the Board of Directors. The Board of Directors shall comply with the requirements of Government Code Sections 6503.5 and 53051 as such provisions pertain to the preparation and filing of statements with the Secretary of State and with the County Clerk.
- (7) The Board of Directors may form, appoint, and dissolve ad hoc and standing committees comprised of Directors and representatives of Members, as determined necessary or useful by the Board of Directors.
- (a) Notwithstanding the foregoing, there shall be irrevocably established a standing committee, referred to as the Community College District Member Committee.
- (i) The composition of the Community College District Member Committee shall include the four (4) designated Directors from community college district members and five (5) non-Director representatives selected from among the community college district members of the Authority. The Community College District Member Committee may add in its discretion additional non-Director representatives to Committee membership. The Community College designated Directors shall select the non-Director community college district member representatives to serve on the Committee.
- (ii) The Board of Directors shall delegate actual and effective decision-making authority to the Community College District Member Committee concerning all issues that affect only the community college district members of the Authority, including but not limited to review of base contribution rates, experience rating, additional assessments, and pro rata return of contributions, if any.
- (iii) All meetings of the Community College District Member Committee shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Section 54950 et seq., of the California Government Code.

- (b) Notwithstanding the foregoing, there shall be irrevocably established a standing committee, referred to as the K-12 District Member Committee.
- (i) The composition of the K-12 District Member Committee shall include the five (5) designated Directors from K-12 district members and four (4) non-Director representatives selected from among the K-12 district members of the Authority. The K-12 District Member Committee may add in its discretion additional non-Director representatives to Committee membership. The K-12 designated Directors shall select the non-Director K-12 district member representatives to serve on the Committee.
 - (ii) The Board of Directors shall delegate actual and effective decision-making authority to the K-12 District Member Committee concerning all issues that affect only the K-12 district members of the Authority, including but not limited to review of base contribution rates, experience rating, additional assessments, pro rata return of contributions, if any.
 - (iii) All meetings of the K-12 District Member Committee shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Section 54950 et seq., of the California Government Code.
- (c) All Authority governance responsibilities other than those delegated in (a) and (b) above shall be retained by the Board of Directors.
- (8) The Authority shall operate on a July 1 to June 30 fiscal year. The Board of Directors shall adopt preliminary and final budgets showing projected fiscal year expenditures and revenue for the Authority. A copy of the budget shall be promptly transmitted to each of the members of the Authority.
- (9) Directors shall not receive a salary or compensation from the Authority for service on the Board of Directors, although as approved by the Board of Directors as a whole, individual Directors may be reimbursed for expenses incurred in serving on the Board of Directors.

(B) Officers

- (1) The principal officers of the Authority and of the Board of Directors shall consist of a President, Vice President, Secretary, and Treasurer, who shall each be Directors and who shall be elected by the majority vote of the

Board of Directors to serve one-year renewable terms. Any person elected as an officer may be removed at any time, with or without cause, upon the majority vote of the Board of Directors. Vacancies shall be filled by majority vote of the Board of Directors.

- (2) Officers of the Authority shall have the responsibilities delegated to them as provided in the Bylaws and as prescribed by action of the Board of Directors.

5. BYLAWS

- A. The Authority shall be governed pursuant to certain Bylaws, a copy of which is attached hereto as Exhibit "A" and incorporated herein by reference, and by such amendments to the Bylaws as may from time to time be adopted. Wherever in this Agreement "Bylaws" are referred to, said Bylaws shall be those set forth in Exhibit "A", as may be amended. Each party to this Agreement agrees to comply with and be bound by the provisions of said Bylaws and further agrees that the Authority shall be operated pursuant to this Agreement and said Bylaws.
- B. Procedures for amending the Bylaws shall be as provided in the Bylaws so long as not inconsistent with this Agreement.

6. MEMBERSHIP IN THE AUTHORITY

- A. Each party to this Agreement must be eligible for membership in the Authority as defined in this Agreement and shall become a Member of the Authority on the effective date of this Agreement, except as provided herein below. Each party which becomes a Member of the Authority shall be entitled to the rights and privileges of, and shall be subject to the obligations of, membership as provided in this Agreement and in the Bylaws.
- B. Upon two-thirds (2/3) vote of the Board of Directors, any Public Educational Agency that is not a party hereto but that desires to join the Authority, may become a Member of the Authority by executing a copy of this Agreement whereby said Public Educational Agency agrees to comply with the terms of this Agreement and of the Bylaws effective as of the date of such execution.

7. WITHDRAWAL FROM OR TERMINATION OF MEMBERSHIP

- A. Any Member of the Authority that has maintained its membership in the Authority for at least three (3) complete fiscal years, as described in the Bylaws, may voluntarily terminate this Agreement as to itself only and withdraw from membership in the Authority. Such termination and withdrawal of membership shall become effective subject and according to the conditions, manner and means set forth in the Bylaws.
- B. A Member may be involuntarily terminated from the Authority upon two-thirds (2/3) vote of the Board of Directors, as provided in the Bylaws. Such removal from membership shall become effective subject and according to the conditions, manner and means set forth in the Bylaws.

8. TERMINATION OF AGREEMENT

This Agreement may be terminated effective at the end of any fiscal year by the affirmative vote of three-fourths (3/4) of all the Members of the Authority, provided, however, that the Authority and this Agreement shall continue to exist for the purpose of disposing of all Obligations, distribution of assets, and all other functions necessary to conclude the affairs of the Authority.

9. DISPOSITION OF PROPERTY, FUNDS AND OBLIGATIONS

- A. In the event of the dissolution of the Authority, the complete rescission, or other final termination of this Agreement by the public agencies then a party hereto, any property interest remaining in the Authority following a discharge of all Obligations shall be disposed of as provided for in the Bylaws.
- B. In the event a Member withdraws from this Agreement, any property interest of that Member remaining in the Authority following discharge of all Obligations shall be disposed of as provided for in the Bylaws.

10. AMENDMENTS

This Agreement may be amended at any time by a subsequent written agreement signed by three-fourths (3/4) of all the Members of the Authority. Any such amendment shall be effective upon the date of final execution thereof by all the parties hereto. The establishment of the K-12 District Member Committee and the Community College District Member Committee shall be considered integral to the organization and creation of the Authority which may not be changed without the unanimous consent of all members.

11. SEVERABILITY

Should any portion, term, condition, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or any other applicable law, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions shall not be affected thereby.

12. LIABILITY

- A. Pursuant to Section 6508.1 of the California Government Code, the debts, liabilities and Obligations of the Authority shall be debts, liabilities or Obligations of the parties to this Agreement.
- B. Pursuant to the provisions of Sections 895, et seq., of the California Government Code, the Members of the Authority are jointly and severally liable for any liability which is otherwise imposed by law upon any one of the Members or upon the Authority for injury caused by a negligent or wrongful act or omission occurring in the performance of this Agreement. If a Member, or the Authority, is held liable upon any judgment for damages caused by such an act or omission and makes payments in excess of its Pro Rata Share on such judgment, such Member of the Authority is entitled to contribution from each of the other Members that are parties to the Agreement. A Member's Pro Rata Share shall be determined in the same manner as for the disposition of property and funds as provided in the Agreement and the Bylaws.
- C. The Authority may insure/reinsure itself, to the extent deemed necessary or appropriate by the Board of Directors, against loss, liability, and claims arising out of or connected with this Agreement.

13. ENFORCEMENT

The Authority is hereby given authority to enforce this Agreement. In the event suit is brought upon this Agreement by the Authority and judgment is recovered against a Member, the Member shall pay all costs incurred by the Authority, including reasonable attorney's fees as fixed by the court.

14. MULTIPLE COUNTERPARTS

The Agreement may be executed in multiple counterparts, each of which shall be considered an original.

15. DEFINITIONS

The terms used herein and in the Bylaws shall have the following meanings:

- A. "Authority" shall mean the public agency created by this Agreement.
- B. "Board of Directors" shall mean the governing board of the Authority established by the Bylaws to direct and control the Authority.
- C. "Claim Liabilities" shall mean those liabilities established by the Authority which represents Worker Compensation liabilities as respects to claims that have been incurred but unpaid and incurred but not reported.
- D. "Contribution" shall mean money paid by a Member to the Authority, or monies assessed a Member of the Authority.
- E. "Joint Program" shall mean the group purchasing of insurance/reinsurance or the setting aside of funds and reserves to pay for a self-insured retention or for losses not covered by insurance/reinsurance.
- F. "Member" shall mean an individual California school public agency/district, county office of education, community college district, regional occupational center or program, county superintendent of schools, or joint powers authority comprised solely of California school public agencies/districts.
- G. "Memorandum of Coverage" shall mean the description of the scope of protection provided to the Members for Worker Compensation claims.
- H. "Obligations" shall mean to include, but not limited to, all payments required by law together with all Claim Liabilities and any other legal obligations incurred by the Authority pursuant to this Agreement and Bylaws.
- I. "Workers' Compensation" shall mean coverage for Workers' Compensation claims filed by employees of Members.
- J. "Program Year" shall mean one year of the Joint Program, separate from each and every other Program Year and shall operate on a fiscal year from July 1st through June 30th, or as otherwise determined by the Board of Directors.
- K. "Pro Rata Share" shall mean each Member's Net Contribution Available For Pool Operations in proportion to the total of all Member's Net Contributions Available For Pool Operations for each Program Year.
- L. "Public educational agencies" means any public school district, community college district, county board of education/county superintendent of schools, regional occupational programs/centers, or other public entity providing

educational programs or services to the community, or such joint powers agencies/authorities consisting of one or more of the foregoing and serving the interests of the public entities detailed in this section.

M. "Subrogation" shall mean the recovery of payments which the Authority has made on behalf of a Member. Subrogation monies received are the properties of the Authority and for the Basis of Contribution are credited to the account of the Member.

16. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the Authority and the Members, and as such, supersedes all prior agreements, understandings, negotiations and representations.

17. CONTROLLING LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

18. TERM OF THE AGREEMENT

This Agreement shall be effective and binding on any signatory thereto upon execution. This Agreement shall continue in effect until lawfully terminated as provided herein and in the Bylaws. In the event of a reorganization of one or more of the public agencies participating in this Agreement, the successor or successors in interest to the assets and/or obligations of any such reorganized public agency shall succeed as a party or as parties to this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their authorized officers thereunto duly authorized as set forth herein below.

Member: _____

Date: _____

By: _____

Title: _____

WEST HILLS COLLEGE LEMOORE
555 College Avenue
Lemoore, CA 93245

CITIZENS' BOND OVERSIGHT COMMITTEE for
Measure E – School Facilities Improvement District (SFID) No. 3, Lemoore Area
Agenda

June 23, 2010 4:00pm
West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245
200 Building, Room 274

Any writings or documents that are public records and are provided to a majority of the Citizens' Bond Oversight Committee regarding an open session item on this agenda will be made available for public inspection at the West Hills College Lemoore President's Office located at 555 College Avenue, Lemoore, CA 93245 during normal business hours.

1. Tour of new Golden Eagle Arena

2. Call to Order

- Flag Salute
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Citizens' Bond Oversight Committee, he/she should state his/her name and occupation/affiliation and proceed with comments.

3. Action Items

- Citizens' Oversight Bond Meeting Minutes of December 9, 2009

4. Information/Discussion/Presentations

- A. Review of Measure E and SFID No. 3
- B. Series B Bond Sales
- C. Measure E Facility Projects
- D. Annual Audit

Don Warkentin
Ken Stoppenbrink
Kevin Cobb, AP Architects
Ken Stoppenbrink

5. Announcements

- Next Meeting Date

6. Committee Member Comments and Requests

7. Adjournment

WEST HILLS COLLEGE LEMOORE
555 College Avenue
Lemoore, CA 93245

**CITIZENS' BOND OVERSIGHT COMMITTEE for
Measure E – School Facilities Improvement District (SFID) No. 3, Lemoore Area
MINUTES**

June 23, 2010 4:00pm
West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245
200 Building, Room 274

Members Present:	Members Absent:	WHCCD Staff:	Others Present:
Les Brown, President Tom Hernandez, Vice President Donna Elliott Buddy Brooks Linda Balcazar Lynda Lahodny	Salli Day	Ken Stoppenbrink, Vice Chancellor of Business Services Don Warkentin, WHCL President Frances Squire, Executive Director of Foundation/Marketing	Kevin Cobb, AP Architects Richard Treece, AP Architects

1. Tour of Golden Eagle Arena

A tour of the Golden Eagle Arena was provided for the committee members in attendance prior to the start of the meeting.

2. Call to Order

The meeting was called to order at 4:35 p.m. by Les Brown, committee president. A flag salute was conducted. Introductions were made by each individual in attendance. Mr. Brown welcomed all and stated that he appreciated the tour of the Arena. He asked if there were any comments from the public. None were offered.

3. Action Items

- Citizens' Oversight Bond Meeting Minutes of December 9, 2009

Buddy Brooks motioned to approve the minutes of the December 9, 2009 meeting; it was seconded by Tom Hernandez, all in favor, the motion passed.

4. Information/Discussion/Presentations

A. Review of Measure E and SFID No. 3

Don Warkentin stated that he would like to report on the progress concerning the bond dollars for the Avenal and Riverdale communities. He stated that he has met with Riverdale Unified Superintendent, Elaine Cash and her staff, regarding utilization of their one million dollar bond monies. They are currently considering the bond monies to help refurbish their fitness and wellness facilities center; however, they are still researching other possibilities.

Concerning Avenal, Dr. Gornick, Don Warkentin, Willard Lewallen and Kevin Cobb have had several meetings with Avenal City Manager, Melissa Whitten, along with Paramount Farms who is a major supporter of the Avenal community. We are discussing the construction of an educational center in Avenal and are looking for a plot of ground. Paramount Farms would like to partner with the City concerning the educational piece. Avenal will receive \$2 million from the bond monies. They want an educational center to offer classes for the adults and high school students in the community. Lynda Lahodny asked if it is up to the communities to present how they want to utilize bond monies. Mr. Warkentin responded affirmatively.

Kevin Cobb, AP Architect, reviewed the School Facilities Improvement District (SFID) #3 completion recap dated as of June 3, 2010. He explained that any changes from the original recap would be highlighted in yellow and currently there have been no changes. \$4.4 million of the \$6 million bond sales has been spent thus far. The remainder of the expenditures has been secured. The Student Services building expansion is five years down the road. Buddy Brooks questioned the scheduled maintenance listed for Phase 1. Kevin explained that it refers to general upkeep on parking lots, painting, etc.

B. Series B Bond Sales

Vice Chancellor Ken Stoppenbrink stated that in two weeks he would be traveling to San Francisco to attend a meeting concerning SFID #3. They will look at the valuation of properties (property values have gone up) to see what they might be eligible for. Of the \$30 million authorized, \$6 million has been sold thus far. They are going out for the maximum for which they are eligible.

C. Measure E Facility Projects

Kevin Cobb reported that there are a couple of district-wide information technology projects that have been completed for network switches; however, the SFID monies were not used. Mr. Brown asked if there were questions or comments. Mr. Warkentin asked when the plans for the student center are expected to be done. Kevin responded that funds will need to be solicited and if the Department of State Architects (DSA) completes their portion by the end of the year, the project could go out to bid by next summer. This is part of the Bond Sales B. The first bond sale was \$6 million and these funds were used for infrastructure on the Multi-use Sports Complex. They know that they have some large core projects. Kevin explained that projects are begun and bond sales take place before the projects are finished. Buddy Brooks questioned Kevin as to whether they'd ever got caught without sufficient funding to complete a project. Mr. Brooks recalls this happening at Lemoore High School during the course of building their event center. Kevin responded that there is a margin of error that is very small. There are solutions, i.e. bond anticipation notes. They could sale a bond series, somewhat like a Certificate of Participation (COP). He commented that the monies are not received up front, but in increments and unfortunately, we are at the mercy of the State's funding sources. The matches come from the State and our bond of \$31 million will be matched by the State in the approximate amount of \$80 million. It will at least be a four to one match. Tom Hernandez questioned the number of parking spaces to be added for the arena. Kevin replied that parking will be permissible around the campus. There are currently approximately 700 parking spots and there will be 300-400 spaces added. Kevin will confirm the amount of current parking

spaces and the anticipated spaces and report back to the committee. The student center has to be paid for by the State.

D. Annual Audit

Ken Stoppenbrink stated that the audit is a requirement for the SFID. There was nothing cited in the audit report regarding the bonds. Mr. Brooks questioned if there was something listed under material findings. Ken responded negatively and stated that the entire audit report is available to anyone via e-mail, hardcopy, or the website. He explained that on page 36 of the audit the SFID bond is broken down, and on page 37 these bonds date back to 1999 – 2000 with the Measure G bonds. These remain in the audit report until the bonds are paid off. On page 40 are the Series A Lemoore bonds showing the amount of principal, interest, and debt.

5. Announcements

Mr. Warkentin announced that he had received a call from committee member, Salli Day. She has asked to be excused as a committee member due to personal reasons. A suggestion was made for Lynda Lahodny to replace Salli Day in her role on the committee and recruit for Lynda's seat. Lynda agreed to make contact with Maureen Azevedo to question if she would be interested to serve on this committee. Maureen Azevedo is the new Lemoore Chamber of Commerce director replacing Lynda Lahodny upon her retirement.

The date of the next meeting was scheduled as follows: December 8, 2010 at 4:00 p.m.

6. Committee Member Comments and Requests

Les Brown asked if there were further comments. There were no further comments.

7. Adjournment

The meeting was adjourned at 5:14 p.m.

Report back from the architects, forwarded via e-mail to the Committee members on 6/28/2010:

After confirmation by AP Architects they reported that there are currently 585 existing parking spaces, and 273 additional to be completed along with the Multi-use Sports Complex. 335 additional spaces are planned along with future construction.

**POLICY AND PROCEDURE REVIEW SCHEDULE
2007-2008**

8-8-07

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
BP	2730	Board Member Health Benefits	7/16/07	N/A	N/A	7/24/07	8/28/07
BP & AP	2710	Conflict of Interest	7/16/07	N/A	N/A	8/28/07	9/25/07
AP	2712	Conflict of Interest Code	7/16/07	N/A	N/A	8/28/07	9/25/07
BP & AP	7135	Employee Scholars Program	7/16/07 8/21	N/A	N/A	8/28/07	9/25/07
BP	4020	Program and Curriculum Development	8/21/07	8/22/07 – 11/5/07	11/6/07	11/20/07	12/10/07
BP & AP		Equivalency	8/21/07	8/22/07 – 11/5/07	11/6/07	11/20/07	12/10/07
BP & AP	3430	Prohibition of Harassment	9/17/07	9/18/07 – 12/3/07	12/4/07	12/10/07	1/22/08
AP	3435	Discrimination and Harassment Investigations	9/17/07	9/18/07 – 12/3/07	12/4/07	12/10/07	1/22/08
BP	713	Acceptable Use of Electronic Resources	10/15/07	10/16/07 – 1/7/08	1/8/08	1/22/08	2/19/08
BP	714	Protection of Electronic Resources	10/15/07	10/16/07 – 1/7/08	1/8/08	1/22/08	2/19/08
AP		Network Logon Password	10/15/07	10/16/07 – 1/7/08	1/8/08	1/22/08	2/19/08
BP & AP	2105	Election of Student Members	11/14/07	11/15/07 – 2/4/08	2/5/08	2/19/08	3/10/08
BP & AP	5032	Student Health Fee	11/14/07	11/15/07 – 2/4/08	2/5/08	2/19/08	3/10/08
BP & AP	5200	Student Health Services	11/14/07	11/15/07 – 2/4/08	2/5/08	2/19/08	3/10/08
BP & AP		Student Field Trips	11/14/07	11/15/07 – 2/4/08	2/5/08	2/19/08	3/10/08

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
BP & AP	7212	Temporary and Substitute Faculty Screening	12/17/07	12/18/07 – 3/3/08	3/4/08	3/10/08	4/22/08
AP	7230	Hiring Procedures and Guidelines for Classified Staff	12/17/07	12/18/07 – 3/3/08	3/4/08	3/10/08	4/22/08
BP & AP	7232	Classification Review	12/17/07	12/18/07 – 3/3/08	3/4/08	3/10/08	4/22/08
BP	2435	Evaluation of Chancellor	1/14/08	1/15/08 – 3/31/08	4/1/08	4/22/08	5/20/08
BP	7105	Statement of Ethics	1/14/08	1/15/08 – 3/31/08	4/1/08	4/22/08	5/20/08
BP & AP	7150	Evaluation of Employees	1/14/08	1/15/08 – 3/31/08	4/1/08	4/22/08	5/20/08
		TO BE DETERMINED	2/11/08	2/12/08 – 5/4/08	5/6/08	5/20/08	6/24/08
		TO BE DETERMINED	2/11/08	2/12/08 – 5/4/08	5/6/08	5/20/08	6/24/08
		TO BE DETERMINED	2/11/08	2/12/08 – 5/4/08	5/6/08	5/20/08	6/24/08
		TO BE DETERMINED	2/11/08	2/12/08 – 5/4/08	5/6/08	5/20/08	6/24/08



Administrative Procedure 2410 Policy and Administrative Procedure

Reference: *Education Code Section 70902*

Board Policies and Administrative Procedures are regularly reviewed by the Chancellor's Office. The Chancellor makes recommendations to the Board of Trustees concerning revisions to existing policies and procedures or the development of new policies and procedures to ensure that they are current and comply with state and federal laws.

Any employee, student, or member of the public may initiate a review or development of any policy or procedure by submitting a request or recommendation in writing to the Chancellor's Office.

Review and Approval Process

Upon receipt of the request or recommendation, the Chancellor's Office may refer to the Community College League's Policy and Procedure Service for recommended or legally advised language. The Chancellor's Office may also use the Policy and Procedure listserv to query other districts for related Board Policies or Administrative Procedures. In some instances, the Chancellor's Office may request that legal counsel review the policy or procedure language. Other employees with expertise in specific areas governed by a Board Policy or Administrative Procedure may also be consulted during the review process.

After initial review by the Chancellor's Office, the policy and/or procedure will be routed to the supervisor, manager or Dean of the appropriate department, if applicable, for review (i.e. Student Services, Human Resources, Business Office, etc.). Following the applicable review, the policy and/or procedure will be routed as follows:

1. Policy and/or procedure to be reviewed and discussed by the Chancellor's Executive Cabinet.
2. After review by the Chancellor's Executive Cabinet, the policy and/or procedure will be sent to the College Planning Council (CPC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore (through the College Presidents) for review and approval, if applicable. Simultaneously, the policy and/or procedure will be sent to the Academic Senate Presidents and the Faculty Association President as a courtesy.
3. Review and approval by the Academic Senate Presidents will be requested only if the policy and/or procedure deal(s) with academic and professional matters. Review and approval by the Faculty Association President will only be requested if the policy and/or procedure has or will have a significant effect on faculty.
4. After review by the CPC and the PGC, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the College Presidents.

Administrative Procedure 2410
Policy and Administrative Procedure

5. In the case of review and approval by the Academic Senate Presidents or Faculty Association President, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the individuals serving in those capacities. As a courtesy, the comments, recommendations or actions taken should also be sent to the College Presidents.
6. The Chancellor's Office will take the policy and/or procedure to the District Leadership Council (DLC) for review and approval.
7. After DLC review, and upon final review by the Chancellor, policies will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting. Procedures will be presented to the Board of Trustees for review and information only, unless the procedure is to be included in Chapter 2 (Board of Trustees section) of the district's policies and procedures. If the procedure is to be included in Chapter 2, it will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.

Submission of Policies and Procedures for Review

When submitted to the CPC, PGC, the Academic Senate Presidents, the Faculty Association President, and the DLC, the policy and/or procedure shall be accompanied by a routing form which will include the following information:

- Policy/Procedure Number
- Policy/Procedure Name
- Indication of new or revised policy/procedure
- Initiator of proposed new or revised policy/procedure
- Purpose for new or revised policy/procedure
- Anticipated timeline for review and approval process

New policies and procedures will be submitted to the appropriate groups as a "clean" copy.

Revised policies and procedures will be submitted to the appropriate groups using the following editing marks:

- Deleted text to be shown in ~~striketrough print~~
- Added text to be shown in **bold print**

Nonsubstantive ("clean up" or "housekeeping") revisions to policies and procedures (i.e. names; title changes; addition or deletion of references) that do not change the intent or meaning of the policy or procedure may be recommended by the Chancellor to the Board of Trustees for review and/or consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CPC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Policies and procedures dealing strictly with the Board of Trustees (Chapter 2 of the district's policies and procedures) may be recommended by the Chancellor to the Board of Trustees for

Administrative Procedure 2410
Policy and Administrative Procedure

review and consideration without being routed through the review and approval process. However, the proposed or revised policies and procedures will be sent to the CPC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

New or revised procedures that outline an existing process may be presented by the Chancellor to the Board of Trustees for review without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CPC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Timeline

In most instances, policy and procedure review and approval will be based on a two-month cycle at the college level. Once the Chancellor's Executive Cabinet agrees to move new or revised policies and/or procedures forward to the CPC, PGC, the Academic Senate Presidents and the Faculty Association President, the review and approval process timeline officially begins. The groups will have 60 days in which to complete the review and approval process at the college level and submit final comments, recommendations or actions taken with regard to the policy and/or procedure to the Chancellor's Office.

At the completion of the 60 days (or sooner if the appropriate groups have completed their review and approval process), the policy and/or procedure will be placed on the DLC agenda for final review and approval if applicable. Following DLC final review, will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting. The Board of Trustees will be provided with the Chancellor's final recommendation, along with the completed routing form which will include the comments, recommendations and actions taken by the appropriate groups. Procedures will be presented to the Board of Trustees for review and information only, unless the procedure is to be included in Chapter 2 (Board of Trustees section) of the district's policies and procedures. If the procedure is to be included in Chapter 2, it will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.

The timeline may be shorted due to various circumstances including, but not limited to, changes in law or urgent need. However, the Chancellor's Office shall notify all applicable groups of the shortened timeline.

After review and/or approval by the Board of Trustees, policies and procedures will be posted to the District's website. The College Presidents, Academic Senate Presidents, and Faculty Association President will also be notified as to the status of the proposed or revised policies and procedures.

Board approval date: 3/7/06

Revised procedure approval date: 6/26/07

Revised procedure approval date: 10/26/10



WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT

BUSINESS SERVICES

Business Office Procedures

Revision dates: June 1, 2005
August 21, 2006
November 27, 2007
June 16, 2008
April 3, 2009
June 8, 2009
September 16, 2009

BUSINESS SERVICES MISSION STATEMENT

The mission of Business Services is to execute Board policy for the fiscal stability of the District through the administration of budgets and financial programs within the District, including providing the necessary support to the colleges to facilitate their individual mission and vision statements.

MAJOR FUNCTIONS:

Prepare and account for a variety of accounting activities that provide the necessary documentation to the State Chancellors Office and other governmental agencies and support for all District functions.

1. Process Prepare on a monthly basis the payroll for all employees.
2. Process purchase orders for colleges and other departments.
3. Process all the accounts payable warrants for all vendors and reimbursement checks for staff.
4. Provide the necessary information to the college presidents and their designated budget managers in preparation of their annual budget process and present the final budget to the Board of Trustees for approval.
5. Prepare monthly budget status reports to the Trustees for budget and financing corporation.
6. Prepare a variety of fiscal reports as requested by the colleges.
7. Monitor the GIC investments and COP obligations for fiscal stability.
8. Prepare bids for equipment, leases, and building and furniture purchases.
9. Process student financial aid disbursements.
10. Review and monitor all grants accounting for reporting to respective agencies for compliance.
11. Process all revenue from the state apportionment; local revenues; student fees; all grants; enterprise funds and other revenues.
12. Oversee collection procedures for delinquent accounts.
13. Process mandated claims for reimbursement from State Controller's office.
14. Provide contract administration and oversight for capital projects and scheduled maintenance projects with coordination from District architects.
15. Serve on the board as a board member of the VIP/JPA self insured insurance plans.
16. Facilitate and provide all the necessary documentation fro external auditors.
17. Process all claims for liability covered under the JPA insurance coverage.
18. Provide leadership to the Risk Management Committee for the District.
19. Provide a variety of training for all college and district staff on Datatel's Colleague Financial software system.
20. Process student classroom, visitor and on-campus accident claims covered under student insurance.
21. Provide input and make recommendations to the Chancellors Executive Cabinet for fiscal policy changes and/or creation.

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BUSINESS SERVICES CONTACTS

<p>Ken Stoppenbrink Vice Chancellor, Business Services kenstoppenbrink@whccd.edu (559) 934-2160 Direct report to Chancellor</p>	<p>Annual Budget Development; Supervision of all District Fiscal Services, Human Resources, , Child Development Centers; District Contract Officer; Collective Bargaining; District Insurance and Risk Management; Debt Financing; Foundation Treasurer; WHC Financing Corporation ; IPEDS Reporting</p>
<p>Becky Cantú Administrative Assistant beckycantu@whccd.edu (559)934-2159 Direct report to Vice Chancellor</p>	<p>Provide administrative support, research, reporting and special project activities. Alternate for VIP/JPA. Assist with the input of fixed assets into Datatel, assists with Mandated Costs</p>
<p>Tammy Weatherman Director, Fiscal Services tammyweatherman@whccd.edu (559) 934-2117 Direct report to Vice Chancellor</p>	<p>General Ledger Accounting, External Audit, Fiscal Reporting, Farm, Residence Hall, CDC, State and Federal Reporting; Datatel Finance Module Team Leader, Cash Mgmt</p>
<p>Anne Jorgens Budget Services Supervisor annejorgens@whccd.edu (559) 934-2116 Direct report to Vice Chancellor</p>	<p>Student Insurance, Budget Development, Fixed Assets, Capital Projects accounting, Risk Management/Safety, State Mandated Costs, District Insurance, Debt Financing</p>
<p>Thelma Trevino Interim Accounting Services Supervisor thelmatrevino@whccd.edu (559) 934-2111 Direct report to Director Fiscal Services</p>	<p>Accounts Payable, Accounts Receivable, Purchasing, Payroll, Journal Entries Purchasing, Student Payroll, Accounts Payable Processes; Assists with Financial Aid Disbursements; Vendor Set-up and Maintenance; Processes Travel and Conference Requests; Assists in New Employee Datatel Training, Financial Aid, ASB, Clubs</p>
<p>Diane Edwards Accounting Services Technician III dianeedwards@whccd.edu (559) 934-2112 Direct report to Accounting Services Supervisor</p>	<p>Lead Accountant for Payroll, Voluntary Deductions, Garnishments, and Benefits.</p>
<p>Jeanne Henslick Accounting Services Technician II jeannehenslick@whccd.edu (559) 934-2115 Direct report to Accounting Services Supervisor</p>	<p>Lead Accountant for Financial Aid Disbursements, Financial Aid accounting, Student Refund Check Processing, Scholarships</p>

<p>Vacant Accounting Services Technician II Direct report to Accounting Services Supervisor</p>	
<p>Vacant Accounting Services Technician II Direct report to Accounting Services Supervisor</p>	
<p>Deborah Gore Accounting Services Technician II deborahgore@whccd.edu (559) 934-2143 Direct report to Director Fiscal Services</p>	<p>Categorical program accounting; Federal and State local grants, assists in New Employee Datatel Training</p>
<p>Olga Keough Accounting Services Technician I olgakeough@whccd.edu (559) 934-2118 Direct report to Director of Fiscal Services</p>	<p>Assists with categorical program accounting, State grants, and purchasing (Office Depot)</p>
<p>Rachelle Richardson Accounting Services Technician I rachellerichardson@whccd.edu (559) 934-2121 Direct report to Accounting Services Supervisor</p>	<p>Purchasing, Bank Reconciliations, Student Accounts/Delinquent Accounts, County Treasury deposits, credit card accounts</p>
<p>Jean Schawe Accounting Services Technician II jeanschawe@whccd.edu (559) 934-2120 Direct report to Accounting Services Supervisor</p>	<p>District Office Cashier; Student Accounts; Deposits of Fees, Reimbursements and Misc., NSF Checks Maintenance, Sponsored Billing</p>
<p>VACANT Controller</p>	

FINANCE

1. Functions and Responsibilities of Business Services office:

Business Services provides the following accounting services:

- Process payroll
- Process all revenue from the state apportionment; local revenues; student fees; all grants and other revenues
- Process purchase orders
- Process refund checks, petty cash and revolving fund checks
- Process vendor accounts payable warrants and reimbursement checks for staff
- Oversee collection procedures for delinquent accounts
- Process mandated claims for reimbursement
- Provide district wide staff training on Datatel's Colleague Financial software system
- Provide financial information to college presidents in preparation of their annual budget process
- Present final budget to the Board of Trustees for approval
- Prepare monthly budget status reports to the Trustees
- Prepare variety of fiscal reports as requested by colleges
- Monitor GIC investments and COP obligations
- Prepare bids for equipment, leases, and building and furniture purchases
- Process student financial aid disbursements
- Review and monitor grant accounting for compliance and reporting to respective agencies
- Provide contract administration and audit oversight for capital projects and scheduled maintenance projects
- Facilitate and provide documentation for external auditors
- Process all claims for liability covered under the JPA insurance coverage
- Process student classroom, visitor, on-campus accident/incident insurance claims

All cost centers (college departments, organizations and offices) must deposit and maintain these funds with the Business Services office. NOTE: Including all auxiliary operations and student organizations.

- State apportionment
- Federal grants, categorical and contract payments
- Student fees
- Other local revenues
- Revenues from sales or fee collections by college entities
- Revenues from college self-sustaining operations and services centers
- Recoveries of expenditure

2. Establishing, Naming and Terminating District Accounts:

The district adheres to the California Community Colleges Budget and Accounting Manual that follows generally accepted governmental accounting principles and promotes consistency and validity of reported financial data. District cost centers track financial transactions by monitoring their accounts through Datatel.

Sample Account Number: 12-210-642000-52120-110

FUND	12	1 FUND GROUP (General Fund)
	1	2 FUND (General Fund - Restricted)
ACTIVITY	210	2 SOURCE (State)
	2	10 ACTIVITY (DSPS)
COST.CENTER	642000	64 AREA (Other Student Services)
	64	20 PROGRAM (DSPS)
	64	20 00 COST.CENTER (DSPS)
OBJECT	52120	5 CLASS (Expense)
	5	2 Sub-Class (Classified Salaries)
	5	2 1 Category (Non-Instructional Salaries, Regular)
	5	2 1 2 Sub-Category (Classified, Full-time, Regular)
	5	2 1 2 0 Object (Class, FT, Regular)
LOCATION	110	1 CAMPUS (Coalinga)
	1	10 LOCATION (Coalinga Campus)

Account codes are made up of several components, which permit district personnel to precisely identify each financial transaction. These components are:

Fund: An accounting entity with self-balancing set of accounts for recording assets, liabilities, a fund to insure observance of limitations and restrictions placed on the use of these resources.
(For example: Unrestricted, Restricted, Capital Outlay etc.)

Activity: An accounting authorization to incur expenditures for specific purposes, especially Categorical Funds. (For example: CalWorks, EOPS, DSPS, Cafeteria, etc.)

Cost Center: The various operating functions within the district. (For example: Instruction, Administration, Plant Operation, etc.) The various district programs within the District. (For example: Instructional disciplines - Art, History; Athletics, Admissions & Records, etc.)

Expense Code: Identifies the type of revenue or expenditure (For example: instructional supplies, equipment, etc.)

Location Code: Identifies the revenue or expense location. (For example: Coalinga, Lemoore, North District Center, etc.)

3. Establishing New Accounts:

New accounts are established to classify and track revenue and expenditures. Usually budgets are established at the beginning of the fiscal year or when new functions are authorized by the Chancellor's Office, or a new grant is approved. In these cases, the Director, Fiscal Services advises the administrator for the cost center of the account number. Business Services evaluates the proposed types of expenditures and sources of revenue, a program-budget code is assigned to reflect the appropriate classification and the new budget is entered into the accounting system.

If a new account requires an allocation of funds or a transfer of funds to the account, the dean or area administrator sends a memorandum to the Director, Fiscal Services indicating the amount and source of funds. Approval of these fund transfers must then be approved by the Vice Chancellor of Business Services, (Vice Chancellor).

4. Terminating Accounts:

When a budget or account number is no longer required or utilized, it is the responsibility of the area administrator or budget manager to notify the Business Services office that the account number will be discontinued. Those budget, accounting and project numbers, which have been previously assigned and terminated, may not be used again for a period of two years. Prior to the removal of any account the Vice Chancellor must authorize said termination.

5. Budget Statements/Reports:

The district budget statement or reports are a means of communicating financial information between district cost centers. They provide information to permit the comparison of commitments (disbursements and encumbrances) with budgeted allocations.

- Such comparison aids area administrators and budget managers in monitoring and controlling each budget or project's financial activities.
- District personnel can run and check budget reports by hardcopy or onscreen to make sure recorded commitments to the account are an accurate reflection of allocations, encumbrances and expenditures. Accurate accounting of a budget or project's financial status is critical when the budget or project is nearly out of money or when the end of the fiscal year is at hand.
- All cost centers and departments have access either via Datatel or on-line web access. The account balances reflect all transactions that have been posted by the end of the previous working day.

Monthly budget statements or reports provide the following information:-

- Account numbers and titles of revenues received and expenditures budgeted for and expended.

- Current fiscal year allocated budget dollar amounts, includes the tentative budget and any subsequent changes made, which will then become the adopted budget.
- Actual payments made to date for expenditures and any encumbrances entered.
- Percentage of the adjusted budget dollars expended or encumbered to date.
- The balance remaining (adjusted budget minus any expenditures or encumbrances).

6. External Auditors:

The district cooperates with and assists external auditors whose responsibilities involve review and confirmation of district transactions. An external auditor is defined as any non-district auditor, e.g., county, state, federal, private firm. As part of the coordination process, the Business Services office serves as a liaison between district offices, cost centers, departments and the external auditors.

District records are public documents and are available for audit purposes subject to the normal privacy safeguards and availability.

Auditors are to utilize records in the Business Services office as follows:

- Business Services office personnel assist the auditors in locating the records they need to review. The auditors are instructed where to return the records. All re-filing is done by district employees.
- Records older than two years are normally transferred to the inactive file storage area. Auditors should contact the Business Services office for information about the location of inactive files.
- If the auditor must examine accounting records in another office, he/she must make arrangements through the appropriate area administrator or budget manager.
- In most cases, the external auditor will hold an exit conference at the conclusion of the audit. Those audits, which result in a report delivered to another agency rather than to the district also include an exit conference. The exit conference informs district representative of the audit findings, clarifies possible ambiguities, and seeks agreement upon the facts at issue.
- Preliminary comments from district personnel on findings concerning a specific transaction in an audit may be required. The auditors must provide sufficient information to enable the district to adequately review the questions and provide a meaningful response.

7. Audit Resolution Policy and Procedure:

Policy:

In accordance with OMB Circular A-133 Subpart B, Section 200(a) states, in part, that non-Federal entities that expend \$300,000 or more in a year in Federal awards shall have a single or program-specific audit conducted for that year in accordance with the provision of this part and WIA Directive, WIA 01-3, states in part, that sub recipients that award WIA funds to lower tier sub recipients must have written audit resolution policies and procedures. WIA Directive WIAD 01-3 also states, in part, that all sub recipients must complete an audit control log. The log must contain the date of the audit, the period covered by the audit, the date the audit was received, the auditor, the questioned costs, the administrative findings, the date or dates of Initial and Final

Determinations, and documentation of the decisions regarding disallowed costs and administrative findings.

For sub recipients, audit resolution consists of a three-part process that includes the Initial Determination, informal resolution period, and the Final Determination. Receipt of the Initial and Final Determinations by the audited must be documented by the awarding agency.

The sub recipients must submit a copy of their annual audit no later than December 31st following the closing of the fiscal year. (For example: fiscal year ends June, 30, 2005, copy of audit report is due December 31, 2005). All audits need to be submitted to the Director of Grants at WHCCD.

Procedures:

1. WHCCD must:
 - Review audit report of their sub recipients to ensure compliance with the requirements of OMB Circular A-133
 - Establish an audit resolution file to document the disposition of the reported questioned costs and corrective actions taken for all findings.
 - Complete an Audit Control Log (See Appendix 4)
 - Issue a letter of Initial Determination based on the audit review. The Initial Determination letter is to include:
 - a) A list of questioned costs
 - b) Whether the costs are allowed or disallowed, including the reasons with appropriate citations for such actions.
 - c) Acceptance or rejection of any corrective action taken to date, including corrective action on administrative findings.
 - d) Possible sanctions.
 - e) The opportunity for informal resolution of no more than 60 days from the date of Initial Determination.
 - During information resolution, the audited may provide documentation to support the allow ability of costs and proposed corrective action of administrative findings. Informal resolution discussions may be held by telephone, if necessary, but in person preferably. When a meeting is held, provide a sign-in sheet. The sign-in sheet must be retained as part of the audit file. The meeting must be documented either with a voice recording or written notes. Negotiations of repayments can be initiated at this time.
 - Issue a written Final Determination. The Final Determination includes:
 - a) Reference to the Initial Determination
 - b) Summation of the informal resolution meeting, if held.
 - c) Decisions regarding the disallowed costs, listing each disallowed cost and noting the reasons for each disallowance.
 - d) Questioned costs that have been allowed by the awarding agency and the basis for allowance.
 - e) Demand for repayment of the disallowed costs.
 - f) Description of the debt collection process and other sanctions that may be imposed if payment is not received.
 - g) Rights to a hearing.
 - h) The status of each administrative finding.
 - The audited has 30 calendar days after the Final Determination is issued to submit a written request for a hearing. At least 10 calendar days before the hearing, written notice of the date and site of the hearing must be provided to the audited. The audited may withdraw the request for a hearing in writing.

Audit Resolution:

1. If there are no audit findings, WHCCD will notify the sub recipient that no further action will be taken.
2. If the sub recipient audit identifies an administrative finding, questioned costs, or cost recommended for disallowance, WHCCD will:
 - Establish a sub recipient audit resolution file for documentation of each finding
 - Issue a written notice of Initial Determination.
 - Provide the sub recipient an opportunity for informal resolution and submission of additional documents within 60 days from date of notice.
 - Issue a written notice of Final Determination.

8. Over Expenditures::

Cost center administrators and budget managers are responsible for ensuring total expenditures remain within the budgeted amounts. Without specific approval from the Administration, overdrafts are considered unacceptable. The cost center administrator and/or budget manager is responsible to ensure that their area as a whole is not creating a deficit spending condition.

9. Clearing Over Expenditures:

The cost center administrator and/or budget manager has two options for clearing over expenditures:

- Cease all expenditures on the budget.
- The cost center administrator and/or budget manager may reallocate funds from an appropriate account under his/her jurisdiction by initiating a budget transfer request in Datatel.

10. Budget Transfer (Budget Journal Entries):

The cost center administrator and/or budget manager may move funds from within a specific budget to cover anticipated expenditures by completing a budget transfer. Under no circumstances may resources be transferred from the wage and benefits line items to other areas or visa versa. A request to move or transfer funds is initiated using the Budget Journal Entry field in Datatel, NOTE: Some grant and categorical programs do not allow budget transfers between certain expenditure categories, or may limit the percentage of expenditures that can be transferred.

11. Expenditure Transfer:

Upon discovery of an over expenditure or negative account, the cost center administrator or budget manager can identify an appropriate alternative account to absorb the excess expenditure(s), or elect to move the expenditure in it's entirety to the alternate account. The Business Services office discourages manipulation of accounts by expenditure transfer. Personnel are to ensure that expenditures are initially assigned to the correct account. In order to keep the transfer of funds to a manageable number, the Business Office discourages transfers more than once.

12. Revolving Cash Fund:

Revolving fund payments for goods delivered and services rendered will be made on a limited basis only. The expenditure must be a legal charge against the district. The goods and services must have been delivered or rendered. Advance payments of funds for goods and services are usually not considered.

Advances of funds for travel and meeting expenses must be authorized by the President and/or Chancellor prior to the advance of funds.

Revolving fund purchases will be processed by using a Purchase Requisition for supplies, services and equipment or Travel Request for registration costs.

13. Petty Cash Purchases/Reimbursement:

Cash purchases of \$50 or less including tax, for supplies and services only (no equipment) are permitted. Credit card or charge card purchases are not considered cash purchases. Reimbursement for cash purchases is subject to audit approval by the Business Services office.

The requirements for reimbursement are as follows:

- Purchase must be for \$50 or less. Splitting a purchase amount or items for reimbursement to stay within the \$50 limit is not allowed.
- Purchase must be supported by a Petty Cash Request form, approved by the area administrator and must have a vendor's invoice marked paid attached.
- The following are NOT acceptable receipts:
 - a) Adding machine tapes
 - b) Photocopy of receipt
 - c) Credit card receipt
 - d) Statement of account
 - e) Packing or shipping slip
 - f) Canceled check
 - g) This is not an all inclusive list
- Purchase must be made from a bona fide vendor.
- The items purchased must be stated.
- The purchase must be at a fair market price.
- The items purchased must be authorized in the approved current year's budget.
- Budgeted funds must be available to reimburse the cash purchase.
- The request for reimbursement for petty cash purchases must be submitted during the same fiscal year of purchase per Board Policy 6317
- A completed Petty Cash Request form supported by an itemized invoice marked paid should be submitted to the business services office. All requests for reimbursement will be processed within 48 hours.

RECOMMENDATIONS:

It is recommended that cash purchases should not be made when there is any doubt of obtaining an acceptable vendor's invoice or receipt.

It is recommended that the vendor's invoice be treated like cash. Without it, purchase will not be reimbursed.

It is recommended that since it is often difficult, if not impossible to obtain acceptable paid vendor invoices or receipts on mail and telephone orders, use the regular purchase requisition procedure for placing such orders.

June cash purchases are due in the Business Services office on or before July 6 and all other cash purchases must be submitted within 30 days of expense.

14. Replenishing the Petty Cash Fund:

The petty cash funds will be replenished as requested by the fund custodian and approved by the Director of Fiscal Services.

15. Reconciliation:

The fund custodian is responsible for ensuring that the fund is reconciled each month. If possible, an employee other than the fund custodian should reconcile and sign the reconciliation of the account.

16. Missing Cash:

All district employees are bonded through the district insurance policy however there are reporting requirements that must be followed in order to guarantee coverage for any incident of missing/lost/stolen district cash.

Lost, missing or stolen funds of \$50.00 or more must be immediately reported to the VC, Business Services, or designee, who will determine if a police report is required. A written report is required for all lost, missing or stolen funds of \$50.00 or more.

17. Till Cash Funds:

1. Till cash funds provide the colleges and off-campus centers with cash for making change in across-the-counter financial transactions.
 - a) Such funds are used exclusively for transactions involving official district business.
 - b) Till cash funds are not to be used to purchase goods or services.
2. Maintaining the till cash fund:
 - a) Any overage or shortage must be reported daily as part of the normal balancing for till cash.
 - b) The amount of cash in the fund must always equal the original amount.
3. Borrowing from the fund for any reason is prohibited.

4. The fund may not be used to cash checks.
5. The fund is subject to audit at any time by the Accounting Services Supervisor or the district's external auditors.
6. Fund cash is not to be combined with cash used for other purposes.
7. The custodian is responsible for locking the till cash funds in an appropriate location when not being used. Large till cash funds in a vault or safe. Smaller funds must be locked in a file cabinet or desk drawer.

18. Outstanding Checks:

A review of all outstanding checks on all operating bank accounts will be done not less than every three months. Operating bank accounts include; Revolving Cash, Financial Aid, Associated Student, Bookstore, Cash Clearing, Emergency Loan, School Farm and the WHC Cafeteria accounts. Warrants or checks found to be outstanding longer than 6 months are considered out dated and will not be honored by the bank, they will be purged and the funds re-entered in the account.

19. Cashier Services:

Each College and center site shall collect student tuition and fees, payments of obligations of students, staff, and the public to the district, and shall receive for deposit all monies collected by other district departments for sales and services.

Coalinga Campus Cashier:

Payments for student tuition and fees are made to student services personnel in the Student Services Building (D-Wing). Hours: Monday through Thursday 8:00 a.m. to 5:00 p.m. and Friday 8:00 a.m. to 4:00 p.m. during the school year. All payments made at the campus are deposited intact at least weekly.

Lemoore Campus Cashier:

Payments for student tuition and fees are made to student services personnel in the Administration Building. Hours: Monday through Thursday 8:00 a.m. to 7:00 p.m. and Friday 8:00 a.m. to 4:00 p.m., during the school year. All payments made at the campus are deposited intact at least weekly.

North District Center Cashier:

The North District Center Cashier's Office collects student tuition and fees, payments of obligations of students. Hours: Monday through Thursday 8:00 a.m. to 7:00 p.m. and Friday 8:00 a.m. to 5:00 p.m., during the school year. All payments made at the campus are deposited intact at least weekly.

20. Deposits:

All deposits are collected in accordance with our Armored Truck Company procedures.

Armored Truck Company Procedures:

Machine Tape: Prepare a machine tape of receipts.

Cash Deposit Report: Complete a Bank Deposit form, enter totals for each category:

- Currency
- Cash
- Checks
- Credit Card transactions

Wrap Coins: Wrap all coins in appropriate coin wrappers. Write West Hills College and date on the wrapper.

Bundle Currency: Rubber band dollar bills in groups of 25. Wrap 5-, 10- and 20- dollar bills in 100- dollar bundles of each denomination.

Hand Delivery: All Deposits must be prepared by the department who is counting the cash and/or checks and said deposits must be entered into Datatel by those individuals prior to handing over the cash deposits to the Armored Truck personnel.

21. Revenue Sources and Sub-sources:

The Business Services office assigns source codes for district revenue sources using the California Community Colleges Budget and Accounting Manual.

A complete listing of district assigned and used revenue sources and sub-sources, is available in the West Hills College Chart of Accounts booklet.

22. Refunds:

Refunds periods are established by the California Community Colleges Chancellor's Office and are outlined in the college catalog and schedules. Students must request refunds in writing or on-line, using a Request for Refund form. The Cashier verifies the balance and processes the credit for refund if a written request has been received. The Business Services office then processes the request for payment and all refund checks are mailed, unless otherwise specified.

23. Accounts Receivable:

Each district unit administering accounts receivable is responsible for following district regulations for documenting monies owed and monies actually received.

Receivables are defined as amounts due, which are expected to be collected from private persons, businesses, agencies, funds, or other governmental units.

Whenever possible, the district unit is to collect cash at the time goods or services are provided to non-district clients. The district specifically recommends that the following transactions be cash only:

- Sales for goods or services costing less than \$5.00.
- Sales to customers with accounts more than 30 days past due.

24. Billing/Collection System:

At the time of the sale, the district unit will issue a sequentially-numbered invoice to the client. All delinquent accounts are turned over to the Districts collection agencies for follow up.

25. Recording Receivables:

The district unit must maintain a written record (subsidiary ledger) of outstanding receivables. This ledger is to be maintained and updated on an open-item basis, i.e., an entry must be included for each outstanding amount due. The district departments and service centers may process charge transactions through the district's MIS system.

The district unit record must include the following information for each receivable:

- Name of debtor
- The debtor's ID number (usually social security number)
- Description of each outstanding charge and/or credit
- Invoice number
- Date of Invoice
- Amount of each charge or credit
- The district account number to be credited

26. Student Receivables:

Business Services maintains access to student receivables information in conformance with the provisions of the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380) and the Education Code. Employees accessing student receivables are to be familiar with these provisions. To access any district administrative system (including the district's MIS system), the employee must have been assigned the required user ID and associated system passwords.

27. Past-Due and Delinquent Accounts:

The Business Services office and/or district unit is responsible for vigorous pursuit of all past-due and delinquent receivables. Past-due accounts will be deducted from the individual's account, employee paycheck (staff or student), and/or any student financial awards.

Accounts with unpaid balances greater than 30 days of invoice are considered delinquent.

- The district will issue a minimum of two reminder notices between 30 and 90 days after the bill becomes delinquent.
- These notices request immediate payment of the outstanding balance and notify the debtor of additional actions which may be taken if the debt is not paid.
- Accounts with unpaid balances of more than 90 days past the due date are subject to collection procedures:

Collection Procedures:

- A. Reporting the account to an outside collection agency, and

- B. Referring the account to the California Community College's Chancellor's Office COTOP program for action and collection.

28. Returned Checks:

1. Any district unit/department that accepts checks payable to West Hills College is responsible for minimizing the possibility of returned and/or unpaid checks.
2. Check approval and acceptance:
 - a) Require that each Check writer provide positive identification. The following identification documents are considered acceptable:
 - WHC/staff/faculty/students – A valid identification document with visible photograph and signature (e.g., Driver's license) and valid staff or student identification card.
 - Non WHC personnel – A valid identification document with visible photograph and signature (e.g., Driver's license) and one credit card or check guarantee card.
 - b) Compare document signature to check signature and the photograph with the check writer.
 - c) Enter the identifying number from each piece of identification on the back of the check.
 - d) The district employee who accepts the check enters his/her initials in the upper-right corner on the check front.
3. Endorsing Checks - Checks are to be endorsed as soon as received.
 - a) The endorsement should clearly indicate the department/service center name and specify that the check is "For Deposit Only."
 - b) The endorsement must be legible so that Business Services office personnel can determine origin of the check.
4. Processing Returned Checks:
 - a. Redeposit
 - 1) Banks send all returned checks to the Business Services office for initial handling.
 - 2) The Business Services office will record the check amount plus any returned check fee/s as an account receivable, and collection of the returned check and fees will be conducted as outlined in Accounts Receivable.

29. Commercial Bank Accounts:

The Vice Chancellor must grant approval before a district unit may establish a commercial bank account for the deposit and disbursement of district monies.

The Board of Trustees approves when necessary an updated "Signature Authorization Permit" form, which recognizes district personnel who have the authority to sign checks on behalf of the district.

30. Maintaining the Bank Accounts:

- Fund Custodian: The Director, Fiscal Services designates an employee to be responsible for maintaining and periodically reconciling the account.
- Bank Statements: Each month the designated employee is responsible for reconciling the

bank statement, verifies that the maximum balance has not been exceeded and that deposits have been properly made.

Writing Checks: Only those individuals designated by the Board of Trustees as "authorized signatures" on the bank account may sign checks.

31. District Mail:

Each District unit is responsible for the preparation of their out-going mail for delivery to the U.S. Post Office by assigned department.

Out-Going Mail:

- All district out-going mail is collected daily at 4:00 p.m. for delivery to the Post Office by the assigned departments.
- All district units should bundle their out-going mail to accommodate mail cost charge backs.

Bulk Mail:

- All district designed or planned bulk mailing items must take into consideration the district's mailing machines franking capabilities. The Business Services office should be consulted with for location and placement of bulk mailing stamp area.

FINANCIAL AID PROCEDURES

The Financial Aid Office awards the students and enters the awards on the Financial Aid Award Screen. The Business Services office will apply their award to their student account and write a check for the balance remaining.

The Pell awards are paid in three payments. First Payment is made on the first day of the semester or the time they are award if later than the start of the semester. Second Payment is due the middle of October. The Third Payment is due the 1st day of December. The third and last payment is calculated after the last day to withdraw with a "W" grade has passed.

The SEOG Grant, Cal Grant, EOPS Grant and CARE Grant are applied and paid, as awarded to student in full.

Financial Aid checks are written and disbursed to the student, who signs a release for the check after providing valid student identification or valid driver's license.

The Financial Aid bank account is reconciled monthly, by an employee other than the person responsible for writing the checks. Outstanding checks will be reviewed every three months. Warrants or checks found to be outstanding longer than six (6) months will be purged and the funds re-entered into the account.

Any over awards will be charged to the students account and the amount of the over award will be returned to the proper fund account.

PURCHASING

All purchasing shall be conducted in a manner to provide to the maximum extent practical – open and free competition.

In accordance with Board Policy 2710 – Conflict of Interest, no employee, officer, or agent of the District shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest would be involved. Such a conflict would arise when the employee, officer, or agent, any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of the parties indicated therein, has a financial or other interest in the firm selected for an award. The officers, employees, and agents of the District shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to sub agreements. The standards of conduct shall provide for disciplinary actions. (Code of Federal Regulations)[Title 29, Volume 1, Parts 0 to 99] [Cite: 29CFR]

Board members, employees, and consultants shall not be financially interested in any contract made by the Board or in any contract they make or participate in making their capacity as members of the Board or as consultants. [Government Code Section 1090 et seq.]

1. Bid Procedures:

It is the policy of the District and the Board that the interests of the taxpayers of the district are the primary consideration in procurement transactions. All purchasing transactions and bidding procedures shall provide open and free competition to each responsible vendor who shall furnish supplies, equipment, or lease or rental or equipment to the district. Contractors who develop or draft specifications, requirements, statements of work, and invitations for bids and/or requests for quotations or proposals for the district shall be excluded from competing for such procurements. The Vice Chancellor, Business Services will recommend all bid awards, after price and cost analysis, bid responsiveness and product quality and availability are reviewed. Awards shall be made to the bidder or offer or whose bid or offer is the most responsive and advantageous to the District. Any and all bids or offers may be rejected when it is in the District's best interest to do so.

2. Purchases less than \$5,000:

Supplies, lease/rental, equipment and services with a total cost of \$500 but less than \$5,000 may be purchased without solicitation of written bids. Prices may be established through verbal contacts or other informal means of obtaining quotations. It is recommended the requestor obtain a minimum of two price quotes.

3. Purchases of \$5,000 to \$20,000:

Supplies, lease/rental, equipment and services with a total cost of \$5,000 but less than \$20,000; require two (2) written quotations. The prices may be established with catalog prices, quotations from the Internet or responses to an informal request for quotation. A minimum of two written quotations must be submitted to the Business Office before a purchase order can be approved for processing.

4. Purchases of \$20,000 to \$76,700:**

Supplies, lease/rental, equipment and services with a total cost more than \$20,000 but less than \$76,700, must be purchased from the lowest and most responsive bidder after soliciting written quotations from qualified suppliers. The request for quotation (RFQ) must include a clear and accurate description of the technical requirements for the material, product or service to be procured; the description cannot contain features, which unduly restrict competition. No brand names are to be used unless it states "brand name or equal".

5. Purchases of \$76,700 or more:**

Supplies, lease/rental, equipment and services of \$76,700 or more must be purchased from the lowest most responsive bidder meeting specifications after advertising for bids, under a sealed bid procurement

process. All bids received for purchases in excess of \$76,700 shall include a bid security in an amount not less than 5% of the bid. Bid security shall be in the form of certified check, performance bond or payment bond, in an amount equal to 100% of the contract price quoted.

***This amount is subject to Annual Adjustments per Public Contract Code (PCC) Section 20651 (a)(d), as noticed by the California Community College System Office.*

Formal bids must be processed by Business Services.

The formal bid process at West Hills College District is as follows:

1. Prepare a board agenda item two weeks before the board meeting date that requests Board approval to seek bids for the item(s) to be bid.
2. After Board approval to go to bid, legal newspaper advertisements are placed by the Business Office in the Fresno, Coalinga and Lemoore newspapers.
3. The first legal ad would go in the first Wednesday after the Board "approval to bid" meeting.
4. The second legal ad is placed in the same newspapers one week from the date of the first ad (second Wednesday).
5. The bids will open two weeks from the date of the last legal ad no later than 4 PM p.m. in the Business Office or conference room.
6. The Business Office will proof all bids for various bid features such as length of time bids cannot be withdrawn, warranties and "or equal" features, bond certification, etc.
7. Bid results will be presented to the Board for acceptance and award at the next regular scheduled meeting.

6. Construction Projects

Construction project bidding shall conform to the Public Contract Code Section 22000-22045 as adopted by the Board of Trustees, Board Policy 603, 3/30/98. This matrix is updated annually based upon notification from the State Chancellor's Office. ***Please see Bid Matrix under Appendices.***

7. Encumbrance Procedures

Purchase order requests, properly authorized, are to be entered into the MIS system, currently Datatel, resulting in the encumbrance of the budget. Upon finalization of the purchase order request, which will result from the receipt of items listed on the specific purchase order, the Business Services office will pay the corresponding invoice and indicate to the system that the purchase order is final and thereby closed. The encumbrance is automatically removed regardless of the variance between the encumbrance and the actual payment.

Purchase orders which are either blanket in nature or remain open due to the non-receipt of merchandise or services will remain open and subject to encumbrance. It is the responsibility of the area administrators or budget managers to monitor open purchase orders to assure that they fairly represent the purchasing plan of the specific budget. In the event that open purchase orders are for services and merchandise no longer required or not obtainable, it is the responsibility of the area administrator or budget manager to request liquidation of the purchase order. Upon receipt of a liquidation request, the Business Services office will finalize the purchase order and the encumbrance will be released by the system.

All purchase orders including blanket purchase orders expire on June 30th each year and are not carried forward to the new fiscal year. It is the budget manager's responsibility to request a new purchase order for the new fiscal year.

No purchase order will be issued if the account budget to be charged has insufficient funds to cover the purchase. Purchase requisitions received in the Business Services office for budget accounts with insufficient funds will not be processed or encumbered unless accompanied by a Request for Budget Transfer.

8. Office Supplies:

General office supply items are to be ordered using on-line access with Office Depot (or whichever vendor the District is currently using through the bid process) or by completing the WHC Office Supply Order form, supplies are shipped direct to the ordering party. Orders placed with Office Depot are charged back quarterly to each cost center who ordered supplies. Business Services will assist district units with costing office supply items not listed on the order form but available from the vendor. This procedure is only to be used for general office supplies, any instructional or classroom supplies are to be ordered through the purchase requisition process.

9. Forms:

District staff may obtain certain Business Services Office forms electronically via the public folders. The electronic forms are located in the public folders under "Electronic Forms" – "Fiscal Services". If you are unable to access these forms, please contact the Business Office staff.

10. Summary of Purchasing Guidelines:

1. A purchase requisition must be entered into Datatel and approved before any purchase can be made. A purchase order is initiated from the approved purchase requisition.
2. If a purchase order is to be changed in any way from the original, please notify Business Services.
3. Please sign and verify receipt of the merchandise on the invoice.
4. Deliver all invoices to Business Services when received; quite often the Business Services staff will call a vendor to request an invoice, only to find that the invoice has been in a department since the merchandise was received. Payments to Vendors cannot be processed until the invoice is received in Business Services.
4. Advise Business Services if there are any changes from the original order; i.e. any canceled items that will not be shipped; any back-ordered items that will be shipped at a later date, etc.
5. All **original** invoices **must** be sent to Business Services. Make copies as needed for your files. The auditors require the college pay from original invoices only.

It takes approximately fifteen days to process checks once an invoice has been received in Business Services. After the checks are printed, they are sent to the Fresno County Treasurer's Office for signature and returned to Business Services, then sent to the vendor.

Purchasing - Things to Do

DO:

1. Plan your requirements well in advance of your actual need. A price or cost analysis shall be made and documentation forwarded to the business office for backup. This analysis may be accomplished in various ways, including the comparison of price quotes, market prices, and similar indicia, together with discounts. This is to determine reasonableness, allocability, and allowability
2. Describe your needs very specifically on the Requisition Maintenance Screen (REQM), under line item description. Any additional information should be entered in the comments section.
3. Contact the vendor or Business Services if delivery is unnecessarily delayed.]
4. Check incoming shipments against your purchase order immediately and advise Business Services, in writing, of any discrepancies such as damage. By law, failure to report damage promptly results in release of liability by the shipper. In Datatel, under Purchasing, Goods and Services Receiving, select Purchase Order Receiving. Complete the fields listed. Note any over or under-shipment by detailing on the line item and completing the fields listed on POOM – PO Item Order Maintenance.

5. Practice good storekeeping by regularly rotating stock to avoid deterioration and/or obsolescence. On-the-floor storage should be on wood slats or pallets. Heat sensitive supplies should be stored in a cool, dry place. Flammable materials should be stored in a safe, isolated area away from heat. Do not stack paper too high and periodically turn cases of paper over.
6. When ordering, try to consolidate your requirements to assure minimum orders to vendors.
7. Remember the bid minimums when preparing your purchase requisitions and ensure that required documentation is sent to Business Services:
8. Forward any documents received to Business Services if you cannot identify them with a purchase order.

Things Not to Do:

DON'T:

1. Make any purchases or commitment to a vendor without proper authorization, i.e., a properly executed purchase order. Exception: Petty cash, out-of-pocket purchase of **\$50** or less against a budget with a balance to cover the purchase with **verbal approval of the area Dean or college President**.
2. Split orders to avoid minimum bidding requirements; i.e. to get under the bid limit.
3. Authorize vendor to increase quantities on a specific quantity order; i.e. to get under the bid limit.
4. Authorize the vendor to substitute on purchase orders. Only Business Services is authorized to approve substitutions.
5. Make exchanges without clearing it through Business Services.
6. Exceed monetary limits on blanket/open and regular purchase orders.
7. Return items for credit without clearing it through Business Services.
8. Delay the payment process by being delinquent in returning the invoices to Business Services.

11. Deadlines:

Do not wait until just before annual deadlines to end all purchasing for the year to submit your purchase requisition for supplies and equipment. The annual last minute surge to order supplies and equipment creates a backlog of orders that takes months to process and results in delay in bidding and placing of orders. Early anticipation of needs assures prompt processing and delivery of your requirements.

Deadlines for submitting purchase requisitions are set annually by the Vice Chancellor. Generally, the deadlines are as follows:

Annual Deadlines:

1. Purchase requisitions for equipment, supplies and services are due in the Business Services office on or before April 15.
2. Purchase requisitions for supplies and services required during the Summer Term will be accepted in the Business Services office on or after May 1. Indicate on the purchase requisition the fiscal year to be charged.

Purchase requisitions for supplies and services required at the opening of the Fall Term are due in the Business Services office prior to summer vacation leave. Delivery date may be specified to occur after a specific date; i.e. "Deliver after August 15,.....".

12. Purchase Requisition Preparation:

Purchase Requisitions are processed through the Datatel system and are used for requesting purchase of supplies, services, and equipment.

13. Purchasing Instructions for Vendors:

The following purchasing instructions are printed on every Purchase Order the college issues (front and/or back), which are mailed, faxed or delivered to the vendors:

1. The college is not liable for any purchases from a vendor unless the vendor has a signed purchase order form from the college.
2. No college employee or associate of the college is authorized to purchase for the college without an original signed purchase order form.
3. Vendors that sell to employees or associates of the college without receiving an original signed purchase order form are selling direct to the employee or associate and not to the college.
4. The college pays invoices net/30 days that properly reference the college purchase order number(s). The college does not pay late payment or finance charges.
5. The college requires that the purchase order number appear on all vendor invoices, packing slips and cases.
6. The college requires a vendor invoice to be in duplicate and sent to West Hills College, District Office, Attention: Accounts Payable, 9800 Cody St, Coalinga, CA 93210

14. Cash Advance for Student Field Trips:

BEFORE TRIP:

1. Create a requisition in Datatel and include trip date, number of students, amount of money needed, and date the advance payment is needed. **For categorical programs - a separate requisition is required for each program; requisitions with multiple program participants will no longer be accepted.**
2. A copy of the approved Field Trip Request Form must be submitted to the Business Office. The Field Trip request must include:
 - A trip itinerary.
 - Estimated trip costs for lodging, transportation, meals, plus any expenses for extra activities.
 - Number of participants.

For categorical programs:

1. Verification is required that program funds can be used for activity, funds are available, and students are eligible program participants before the requisition will be approved.
2. Complete the Advance Check Receipt form and obtain approval of Supervisor/Budget Head, submit signed form to the Business Office. You will be required to sign the form when receiving the advance check/cash.
3. It is recommended you allow three (3) weeks for the Business Office to process a check once the requisition has been approved.

NOTE:

- All snacks purchased for a field trip should be purchased with a separate PO. **Do Not** use out of pocket cash.
- Please remember sack lunches can be purchased through the Cafeteria with a PO.
- If you are purchasing meals for the students, **do not** give students the maximum amount allowable, you are to deduct the cost of that meal from the per diem amount of cash given to each student.

- **MAXIMUM daily per diem** is \$25.00 per day for general students and \$19.00 per day for inter-collegiate athletes.

General Students

- \$6.00 for Breakfast
- \$8.00 for Lunch
- \$11.00 for Dinner

Generally, per diems will be paid as follows, less any meals provided:

Breakfast: If travel begins prior to 7:00pm.
 Lunch: If travel covers entire period between 11:00am and 2:00pm.
 Dinner: If travel is concluded after 6:00pm.

Examples:

Trip begins at 6:00am and ends at 11:00am - Breakfast
 Trip begins at 8:00am and ends at 11:00am – no meal reimbursement.
 Trip begins at 8:00am and end at 2:00pm – Lunch
 Trip begins at 8:00am and ends at 6:00pm – Lunch
 Trip begins at 8:00am and ends at 9:00pm – Lunch and Dinner

Inter-Collegiate Athletes

- \$3.50 for Breakfast
- \$4.50 for Lunch
- \$7.00 for Dinner
- \$4.00 for Post Game

The following one-way mileage scale has been developed to determine the number of meals allowed during travel:

- 1-99 miles = 1 meal
- 100-149 miles = 2 meals
- 150-199 miles = 3 meals
- 200-249 miles = 4 meals
- 250-299 miles = 5 meals
- 300-349 miles = 6 meals (maximum)

- Please choose eating establishments that do not charge 15% or higher gratuities/tips when serving large groups (McDonald's, Taco Bell, etc...) as gratuities/tips are not an allowable expense.

AFTER TRIP:

On the first (1st) business day following the trip; submit to District Cashier or Accounting Services Supervisor (for categorical programs) the following items:

1. Any remaining cash, be sure to obtain a receipt from the cashier.
2. Original trip receipts (must have vendor name, address, etc. stamped or preprinted on receipt to be accepted).

3. Original form or checklist with original student signatures acknowledging receipt of cash funds and the amount received.
4. Attach a calculator tape printout to verify all receipts and deposit equal the dollar amount of the original amount advanced to you.
5. IF the dollar amount of receipts exceeds the amount of the advance, prepare and submit an Expense Claim form for the overage to be reimbursed to you.
6. IF the dollar amount of receipts is less than the amount of the advance, you **must** pay the difference immediately.

Cash advances for staff chaperoning Student Field Trips.

Staff must submit an approved Travel Request Form prior to the trip date to the Business Office. An approved Conference and Travel Reimbursement Claim form is to be submitted to the Business Office after the trip has been completed for reimbursement of trip costs. Staff may claim the per diem amount per day instead of submitting receipts. Please refer to following section regarding Conference and Travel Expense claim procedures.

15. Conference and Travel Expense Claims:

All travel must have prior approval of the appropriate supervisor/administrator. Use the Travel Request form to obtain approval, this form is used to identify employee/s traveling, purpose of travel, travel destination, conference/meeting name and any pre-registration costs which must be paid by the Business Services office. In order to insure proper payment, all travel outside of the district requires that a Travel Request form be submitted to Business Services 2 weeks prior to the event.

The Conference and Travel Expense Claim form is used to report and claim reimbursement for actual and necessary expenses incurred in connection with attending a conference, convention, meeting or field trip. This form is used to claim reimbursement for out-of-pocket expenses only. Amounts to be claimed for each expense will be reimbursed at a rate or amount as identified in Board Policy 6317.

Expense claims, including those for mileage, are to be submitted for reimbursement within thirty (30) days of accruing the expense. Claims not submitted in a timely manner will be denied.

Guidelines for Preparing Conference and Travel Expenses form:

Top of form:

1. Insert name of person to be reimbursed
2. Insert month in which travel occurred.
3. Insert budget account number to be charged.
4. Insert date/s of travel, destination and purpose of travel, number of miles per trip.

This form is used for reimbursement of routine automobile mileage claims:

- Mileage will be approved only for the most direct route.
 - Mileage is not allowed for travel to or from home.
5. Insert total miles traveled and multiply by district's current mileage allowance.

Bottom of form:

1. Insert date of meeting or conference.
2. Insert location and purpose of meeting or conference.
3. Insert amount claimed for food (identify meals breakfast, lunch etc.)
4. Insert amount claimed for lodging.
5. Insert air transportation costs.
6. Insert registration costs (only if not already prepaid).

7. Insert any other misc. expenses i.e. taxi fare, parking costs, etc.
8. Insert total of all amounts in this line.

Provide a total expenses claimed amount.

Provide a total mileage claimed amount.

Attach original receipts for lodging, registration, air travel, parking fees, etc. to form.

Claimant must sign the form, and have the area administrator approve the claim, submit to Business Services for approval and payment processing.

16. Automobile Mileage Reimbursement:

Use the Travel Expense Claim form to report and claim reimbursement for actual and necessary expenses incurred in connection with routine travel. Routine travel is defined as travel performed by an employee of the district in the normal course of the employee's duties by using the employee's personal automobile or local public transportation. Travel is not considered routine travel when any of the following is involved: meals, lodging, airline transportation, bus transportation, rail transportation or registration fee. Mileage will be reimbursed at the IRS rate as declared annually by the IRS.

Use of employee's vehicle:

- A. Mileage will be approved only for the most direct route.
- B. Mileage is not allowed for travel to or from home. This is based on the rationale that an employee is expected to provide personal transportation to get oneself to and from work.
- C. Mileage for out-of-city driving will be approved only if the official business cannot be transacted through correspondence or by telephone. The mileage claimed cannot exceed the equivalent cost of such trip by the most efficient, direct and economical mode of transportation required by the occasion.
- D. Employees will be reimbursed at the rate as identified in Board Policy 6317.
- E. The Travel Expense Claim form must be signed and approved by the employee's area administrator.
- F. The Travel Expense Claim form is due in the Business Services within thirty (30) days of accruing the expense. Claims not submitted in a timely manner will be denied.

17. Disposal of District Property:

The Education Code Sections 81450-81454 provide for the sale of district personal property that is not required for college or district purposes with authorization of the sale by the Board. A list of obsolete or worn out property, proposed for sale, will be submitted regularly by Business Services for consideration of the Board.

Area administrators are responsible for providing Business Services with the following information in order to have any district property declared surplus by the Board:

- a) Equipment Type/Manufacturer or Description of Item
- b) WHCCD Inventory Number
- c) Model Number
- d) Serial Number
- e) Condition of item
- f) Location of item/s to be surplusd

Items of \$500 or less:

Property with a value of less than \$500 may be sold through private sale without advertising.

Items of \$500 or more:

Property with a value of \$500 or more will be sold to the highest bidder after legal advertisement. Public Notice advertisements will be prepared by Business Services. Bids will be opened in the Business Services office two weeks after the second advertisement has been published at 2:00 p.m.

18. Fixed Assets

For instructions in this area, please contact the Business Services Office staff.

PAYROLL

1. Employee or Contractor:

Area administrators and Business Services will use the following guidelines when evaluating whether an individual is an employee or contractor. If the individual is determined to be an independent contractor, those services are handled under the purchasing guidelines outlined in this manual.

The determination as to whether an individual is an employee or independent contractor is based upon the right to control the method of work:

- If the means and methods of a person's job are under his or her discretion and control, he or she is an independent contractor.
- If the means and methods of a person's job are under the discretion and control of the person for whom he or she is performing the work, the person is an employee.

Tests for Employee:

The following indicators suggest that the personal service is provided by an employee:

- The employing department sets or approves hours of work.
- The employing department furnishes the place to work and usually provides the tools.
- The employing area administrator has the right to discharge the person.

Tests for Contractor:

The following indicators suggest that an independent contractor provides the personal service:

- The person is free to accept employment from other person at the same time.
- The person employs his or her own assistants who cannot be discharged by the district.

2. W-4 - Withholding Federal Income Tax:

An employee must complete, sign, and submit to the Business Services office a W-4 form (Employee's Withholding Allowance Certificate) before Business Services makes any salary or wage payments.

The employee declares the IRS filing status and the number of withholding allowances or the percent of income to withhold on the W-4 form.

Payroll uses this information to compute the amount to withhold from the employee's taxable gross salary.

3. Social Security Card:

Any potential or new employee **must** provide the Human Resources Office a copy of the individual's **original** social security card before the payroll technician makes any salary or wage payments.

The social security number must be correct to credit the employer's and the employee's contribution and service quarters to the employee's social security account.

The social security number is the payroll/employee number.

Payroll Address:

Payroll uses the address on the employee's initial W-4 for paychecks, earnings statements, and any other payroll mail.

Employees may change their payroll address at the Business Services office by:

- Completing a new W-4 form.
- Completing a change of address form.

4. Time Cards:

Part-time Academic, Adult and Student Employees:

All district part-time academic, adult and student staff are required to complete an Employees Time Report (time card) each month. The time card is to be signed by the employee's direct supervisor and submitted to Business Services office no later than the 10th day of each month.

Time cards not received on the 10th of the month **will not** be processed until the next regular payroll period. It is the responsibility of the area administrators to ensure that **all** employee time cards are submitted to the Business Services office on or before the 10th of each month.

Regular Classified Employees:

All district classified employees are required to complete an Employees Time Report (time card) each month. The time card is to be signed by the employee's direct supervisor and submitted to the Human Resources Department by the end of the month.

5. Overtime Payment:

Payment of any overtime hours worked will be included on the employee/s regular paycheck. Any overtime worked is to be authorized by the employee's area administrator **prior** to working the overtime and a copy of the authorization to work overtime is to be on file in the Business Services office before payment can be made.

Part-time, temporary and student employees are not eligible for comp time. Any overtime earned should be reported on the employee's timecard for payment on the last day of the month. Permanent part-time employees must have an Overtime Authorization form on file in the Business Office prior to working any hours over their regularly scheduled hours.

6. Payroll Advance:

General payroll advances are not permitted or authorized.

7. Payroll Errors:

In the event that the district is responsible for a time card error resulting in payroll non-payment for that month, the employee may request a Revolving Fund check for 75% of the employee's gross salary amount due for that month. The employee must complete the Temporary Payroll Adjustment form and have the Director, Fiscal Services approval. The remaining payroll amount due will be processed as part of the next regular payroll cycle.

Payroll Deductions for Regular and Final Paychecks:

a. Income Taxes are deducted from all payments according to the employee's W-4 withholding statement and may include:

- Federal
- State
- Social Security

- Medicare

b. Retirement contributions are deducted from all payments:

- Certificated - STRS
- Classified - PERS
- All Other Non-bargaining unit employees - APPLE

c. Employee requested deductions are deducted from all payments and may include:

- TSA's
- 403(b) Plans
- Additional Life Insurance Policy Premiums
- Additional Federal or State Income Tax withholdings
- Any non-profit organization identified in writing.

d. Outstanding obligations to the district may be deducted from all payments and may include:

- All Student Fees (examples: Tuition, enrollment, dormitory, meal plan, bookstore, library fees, this is not an exclusive list).
- Child Care Service Fees
- Bookstore Charges
- Overpayments
- Cafeteria Charges

Pay Dates:

The district issues paychecks and earnings statements on the last normal working day of each month.

Paycheck Distribution:

All District employees must complete a Payroll Distribution Options form to have their payroll checks direct deposited or mailed.

Student paychecks are not available for pick-up on campus. All student paychecks are mailed to the address listed on the Payroll Distribution Options form.

SAFETY & SECURITY

1. Risk Management Responsibility and Authority:

The Vice Chancellor is responsible for the district risk management program which helps to ensure the district's overall ability to meet its objectives in the face of continual risk from fire, theft, accident and liability claims.

Risk management includes a number of alternative actions which may be taken both before and after injury, damage or other loss. These risk management actions may prevent loss occurrence or minimize a loss's interference with district teaching and service responsibilities.

State law defines risk management as the total effort and continuous step-by-step process of risk identification, measurement, minimization, assumption, transfer and loss adjust which is aimed at protecting assets and revenues.

The district is a member of the Valley Insurance Program, Joint Powers Authority for the purpose of providing the services and other items necessary and appropriate for the establishment, operation and maintenance of a joint insurance and self insurance program for property casualty and worker's compensation risks for members thereof, and to provide a forum for discussion, study, development and implementation of recommendations of mutual interest regarding risk management.

The Business Services office purchases all insurance for the district and all requests to purchase insurance are to be directed to this office. Premiums for one time insurance requests, special events coverage and/or special equipment coverage will be charged to the department which requires the insurance.

The Business Services office interacts on behalf of the district with outside parties concerning claims investigation, claims management and incident reporting.

Motor Vehicle Accidents:

Losses due to motor vehicle accidents involving district vehicles are covered by district insurance. Any accident involving an injury or property damage of \$500 or more must be reported to the local police or highway patrol. An Accident Report must be completed and submitted to Business Services immediately for any accident involving district vehicles.

Accidents involving privately owned vehicles on district business - most personal policies cover these situations. The driver should check his/her policy to make sure they are covered while using the vehicle for district business.

State law states the driver of any motor vehicle "who is in any manner involved in an accident" in this state must report the accident to the Department of Motor Vehicles (DMV) within 10 days if anyone was injured or killed, or if there was more that \$500.00 damage to any one person's property.

Equipment Damage or Loss:

Unexplained loss - loss of inventoried equipment is reported immediately to the local police. The area administrator then notifies the Business Services office by memorandum. Included in the memorandum is a complete and precise description of the equipment or property damaged or lost, the district inventory number, equipment, model and/or serial number, when the equipment was last seen, was equipment in a secured location etc. This written report is then submitted to the district's claims handling administrator.

All district equipment is insured. However claims are subject to a deductible of \$1,000, except in regard to certain types of vehicular losses or damage.

Classroom/On-Campus Injury-Incidents:

Any district employee who witnesses, or is informed of, any on-campus or classroom accident (excluding athletics) is to immediately complete a WHC Classroom/On-Campus Injury-Incident Report regardless of whether the visitor, student or guest requires medical attention or not. This form is to be submitted to the

Business Services office for processing with the district's student/visitor insurance company and or property liability insurance carrier. Any corrective measures needed to be taken to district property to ensure this type of accident or incident does not reoccur will be reported to the appropriate department for action.

Responsibility for Personal Property

The West Hills Community College District will not assume either the responsibility or the liability for personal property belonging to employees or students either on or off campus. The West Hills Community College District will not provide reimbursement for the loss, destruction or damage by arson, burglary, or vandalism of personal property. Personal property will not be stored on district property.

It shall be the policy of the Board that staff and students are not to use their own personal property for instructional or operational purposes in any program of the West Hills Community College District without proper authorization from the Chancellor.

Board Policy 804 – Responsibility for Personal Property

RECORDS

1. Records Management:

The district currently has a formal Records Retention and Destruction in accordance with Board Policy 3310. Records means all records, maps, books, papers, data processing output and documents of the district including, but not limited to, records created originally by computer, required by Title 5 to be retained.

The following materials are not required to be retained and may be disposed of at will by the various district departments:

- Catalogs, trade journals, and other printed or published materials which require no action.
- Copies of correspondence, completed forms, bulletins, etc. prepared for reference.
- Letters of transmittal which do not add any information to the transmitted material.
- Notices or memoranda which do not relate to district functional responsibility such as notices of community affairs or employee meetings.
- Drafts of letters, memoranda, reports, work sheets and notes which do not represent basic steps in the preparation of record documents.
- Reproduction material, such as stencils, masters, and offset plates.
- Routing slips, telephone messages, "While You Were Away" slips, or similar message forms.
- Shorthand notes, stenotype tapes, and mechanical recordings which have been transcribed.
- Stocks of agency publications, forms, and printed documents which are superseded, outdated, or worthless.

The Vice Chancellor's Office will coordinate and certify records destruction annually for departments at the District Office. Each college and/or center is required to arrange for the destruction and certification of the records destruction. Each department is to specify record retention periods for public records and authorize destruction or release of the out-dated files location. Each box or file that is to be stored in the in-active storage area should be clearly marked with the minimum period of time the records must be kept.

The Vice Chancellor shall authorize the classification and destruction of records. An annual report shall be made to the Board of Trustees regarding the classification and destruction of records.

Potential Archival Records:

Records having potential archival values are those which document past decision, decision making, and legal precedent, as well as those documenting the district's history, development, and general achievements. Examples include:

- External correspondence documenting basic district operation such as planning, policy, decision making, or interdepartmental relations.
- Campus correspondence documenting relationships with non-district agencies and individuals.
- Annual reports.
- Organizational information such as organization charts and delegation of responsibility.
- Documentation of departmental development.
- Committee records, minutes, agenda, reports, position papers, recommendations
- Subject files, concerning single issues or special programs.
- Grant proposals and final
- Tape recordings, films, and videotapes documenting district activities.
- Photographs of personnel and facilities.

2. Release of Public Records:

Public records shall include all records required by law or the Board of Trustees to be maintained or kept on file. All records generated to conduct district business are public records. Unless a public record is specifically exempt from disclosure, the District must make all records available to anyone on request for either inspection or copying.

Please refer to Board Policy 802 – Public Records for additional information. Questions not answered by this section, should be directed to the VC, Business Services or

3. Procedures:

- a) Hours - Public records are available only during business hours.
- b) Written request – Employees/Citizens should submit a written request in advance of such inspection specifying those records which the individual wishes to inspect.
- b) Records Protection - District employees are responsible for protecting records from damage and disorganization. Records are not removed from the designated area of storage.
- c) Copying - A department may charge a fee for copies of public records which may include personnel costs associated with the copying service.

4. Exempt Records:

The following general categories of records are exempt from public disclosure:

- a) Personal information regarding district students, including examination results, grades and curricular material.
- b) Personal information regarding district employees, to the extent that disclosure would violate their right to privacy.

- c) Test questions, scoring keys, and other examination data used to administer a license, employment, or academic examination.
- d) Applications for district employment, including the names of applicants, resumes, and other information submitted with respect to the applicant.
- e) Residential addresses or residential telephone numbers of students, employees or volunteers.
- f) Lists of students, staff or volunteers requested for commercial purposes.
- g) Interview panel materials

MONITORING & INTERNAL CONTROL PROCEDURES

Directors for each grant monitor and enforce program compliance.

Program directors are required to follow the federal laws, regulations and program compliance requirements under the contracts and grant agreements that apply to the program.

1. Circular A-21 Cost Principles
2. Uniform Administrative Requirements 2 CFR 215
3. A-133 OMB Circular

Some of the fiscal responsibilities are:

- Prepare and maintain and record a variety of accounts and transactions in accordance with established laws, regulations and administrative requirements for accounts payable, accounts receivable and general ledger accounting.
- Maintain controls to assure proper accounting of income and expenses for assigned accounts. This includes verification of account codes, encumbrance of obligations, approval and payment of invoices. Verify payroll is coded correctly.
- Periodic site visits performed to make sure procedures are being followed.
- Train, instruct and advise staff on accounting principles and procedures
- Keep track of all time cards and time allocation sheets for grant funded positions.
- Prepare Monthly Invoices for reimbursement. Prepare quarterly and annual Federal, State and District financial reports and statements.
- Drawdowns done monthly
- Meet with program directors on a monthly basis to review budget, expenditures, projections and actuals.
- Make sure all supporting documentation is in order and attached to expenditures.
- Maintain inventory of Equipment purchase through grant monies
- Maintain grant records in the Business Office

Work with Grant staff to make sure everyone is doing time allocation sheets and turning in time cards. Make sure business office policy and procedures are being followed. Run Reports and monitor budgets to make sure they are aligned with grant and track progress. Approve expenditures to make sure they are an allowable cost and that all of the proper backup documentation is submitted to Business Office. Make sure that all reporting is completed on time. Work with Director to prepare budget modification for a grant if needed. All monthly, quarterly and annual budget reporting is completed and submitted.

Accounting system reflects Federal, State and Local Grants with their separate fund. We have revenue cost centers that reflect whether they are state or federal monies. All of this information is in the Chart of Accounts.

FORMS REFERENCED

The following forms have been referred to in the foregoing text and are available on the Business Services web page.

Conference and Travel Expense Claim

Expense Claim

Travel Request

WHC FT Employee Overtime Authorization

WHC PT Classified Employee Overtime Authorization

WHC Classroom/On-Campus Injury-Incident Report

APPENDICES

1. Board Policy 6317
2. Board Policy 2710
3. Bid Matrix
4. Board Policy 3310
5. Board Policy 802
6. Travel Per Diems Fact Sheet

Dorsey-Robinson, Sylvia

From: Jorgens, Anne
Sent: Tuesday, October 06, 2009 9:10 AM
To: Avila, Pedro; Ruble, Joel
Cc: Lourenco, Maria; Dorsey-Robinson, Sylvia; Lopez, Jose P.; Stoppenbrink, Ken
Subject: RE: Datatel Training for UB Staff

Hi Pedro:

You are correct, I provide Budget Reporting, Budget Inquiry and Budget transfer training.

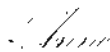
I do not know who provides Datatel Student access training, perhaps one of the Lemoore staff who uses this module can provide this training for them, this was the goal when we implemented Datatel that users would in turn train new staff, etc.

Thelma Trevino provided the Requisition training in Datatel but with her new job duties, it may be difficult.

Again, perhaps someone at Lemoore College could provide this training, if they are not already in Datatel they have to do three (3) Requisitions in the test account before going into the live account.

The Datatel Budget report training is typically done after staff are familiar with the Requisition module.

The Lemoore College October 12th training is for Administrative, Management and Supervisory staff and they should contact Glenda if they are interested in attending.



Anne Jorgens

From: Avila, Pedro
Sent: Monday, October 05, 2009 5:10 PM
To: Ruble, Joel
Cc: Jorgens, Anne; Lourenco, Maria; Dorsey-Robinson, Sylvia; Lopez, Jose P.
Subject: RE: Datatel Training for UB Staff

Jody,

I think you might be confused with the training that Anne is providing. As I understand, Anne deals with the budget and business screens and does not handle any of student type of training. I'm copying Anne to confirm my assumption.

Regarding screen access for advisors, we are currently working on setting up Datatel access "profiles" that will be based on job titles. This will provide across the board access for all advisors so that they all have the same amount of access to screens that are critical to their job function. Also, we will be working with Jose and Sylvia to identify a formal training process so that everyone received the same type of training on screens, protocols, and FERPA.

Regards,

Pedro Avila
Vice Chancellor of Institutional Effectiveness and Enrollment Management
West Hills Community College District
www.westhillscollge.com
(559) 934-2128

"Once You Go Here, You Can Go Anywhere"™

From: Ruble, Joel
Sent: Monday, October 05, 2009 2:34 PM
To: Avila, Pedro
Subject: Datatel Training for UB Staff

Hello Pedro,

I am trying to increase my staff's abilities with Datatel and would like to see about getting screens and training for Oscar Villarreal and Jose Murrieta to obtain student academic data and to produce requisitions. If you think this is appropriate, I will send a request to Anne Jorgens to invite the guys to her training next week here on campus.

Thanks for considering.

Joel C. "Jody" Ruble
Director - Upward Bound / Upward Bound Math and Science
(559) 925-3127
(559) 925-3856 fax

" The secret to happiness is freedom... And the secret to freedom is courage."
Thucydides

Budget Inquiry and Lookup

Using

Datatel

August, 2009

By


Anne Jorgens

Index

Datatel Login	Page 2
GL – General Ledger	Page 3
ACBL – Account Budget Inquiry	Page 4-10
ASHST – Account History Inquiry	Page 10-17
GLSA – Summary Account Availability Report	Page 18-35
GLBR – Annual or YTD Budget Report	Page 36-44
Favorites – Saving your Screens	Page 45-47

Datatel Login

Enter a User ID, Password and Environment



User ID:

Password:

Environment:

Log-in using your Datatel Password, then Click "OK" or press Enter key.

Alert

West Hills Community College Datatel System - LIVE

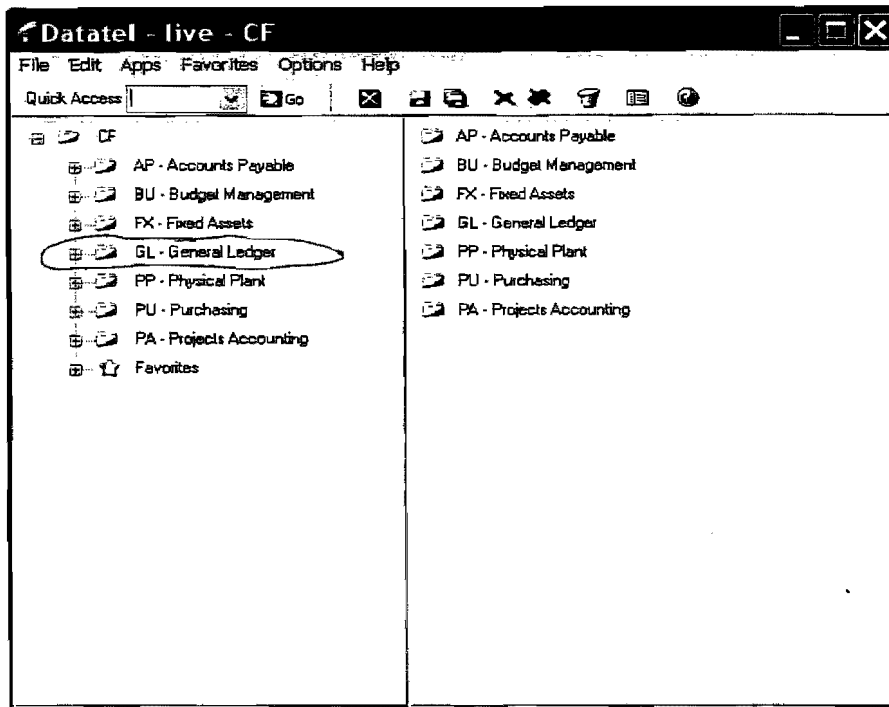
NOTICE

You are attempting to access information that is protected by a federal privacy law. Disclosure to unauthorized parties violates the Family Educational Rights and Privacy Act (FERPA). You should not attempt to proceed unless you have been specifically authorized to do so and are informed about FERPA.

When accessing Datatel, you must access only that information needed to complete your assigned or authorized task. You may communicate the information only to other parties authorized by the West Hills Community College District to have access in accordance with the provisions of FERPA.

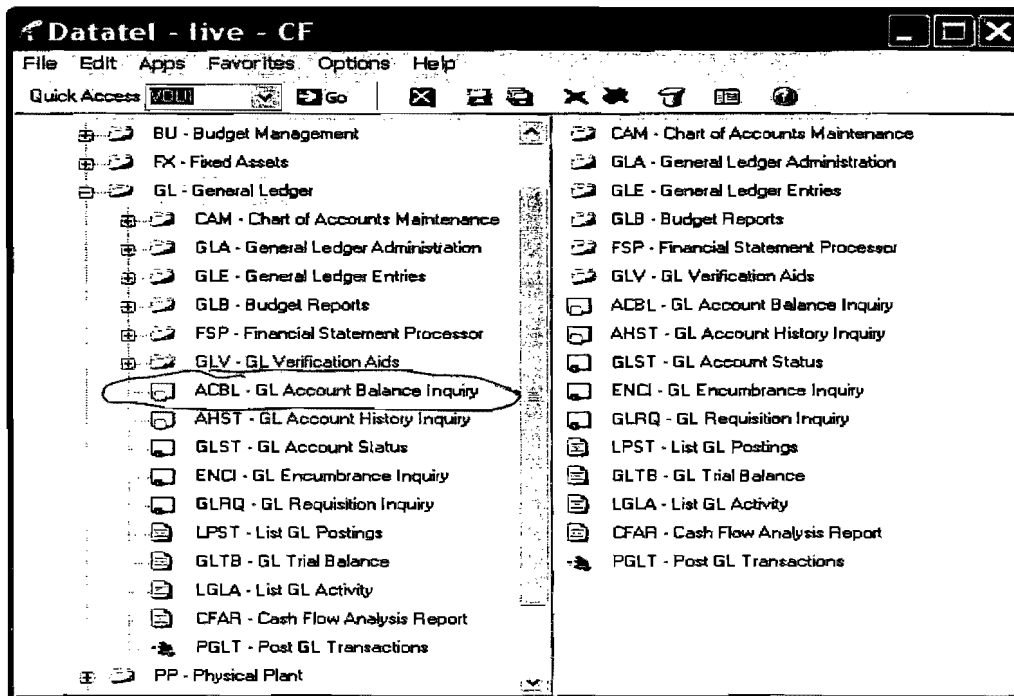
Unauthorized use or release of this information is prohibited. Any violation of this policy is subject to discipline and possible prosecution.

Click "OK" or Enter key



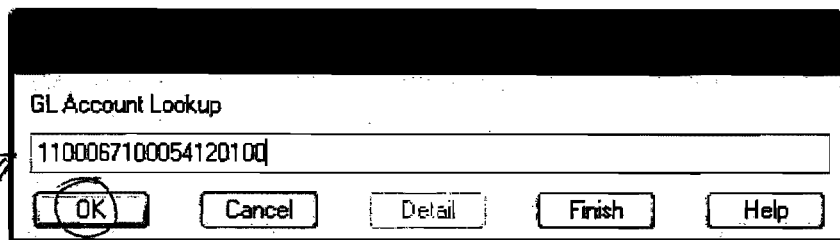
This is the screen you should see when you have logged into Datatel and are in CF – Colleague Financial. The items that you have access to may be different, they depend on the levels of access you have in Datatel.

Click on “GL – General Ledger”



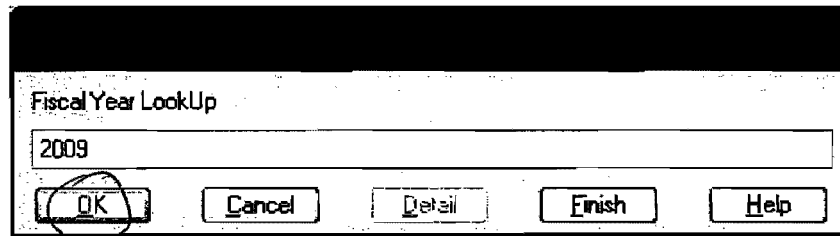
This is the screen you will see when you select GL – General Ledger, again the number of items will depend on your Datatel access level.

Click on “ACBL – GL Account Balance Inquiry”



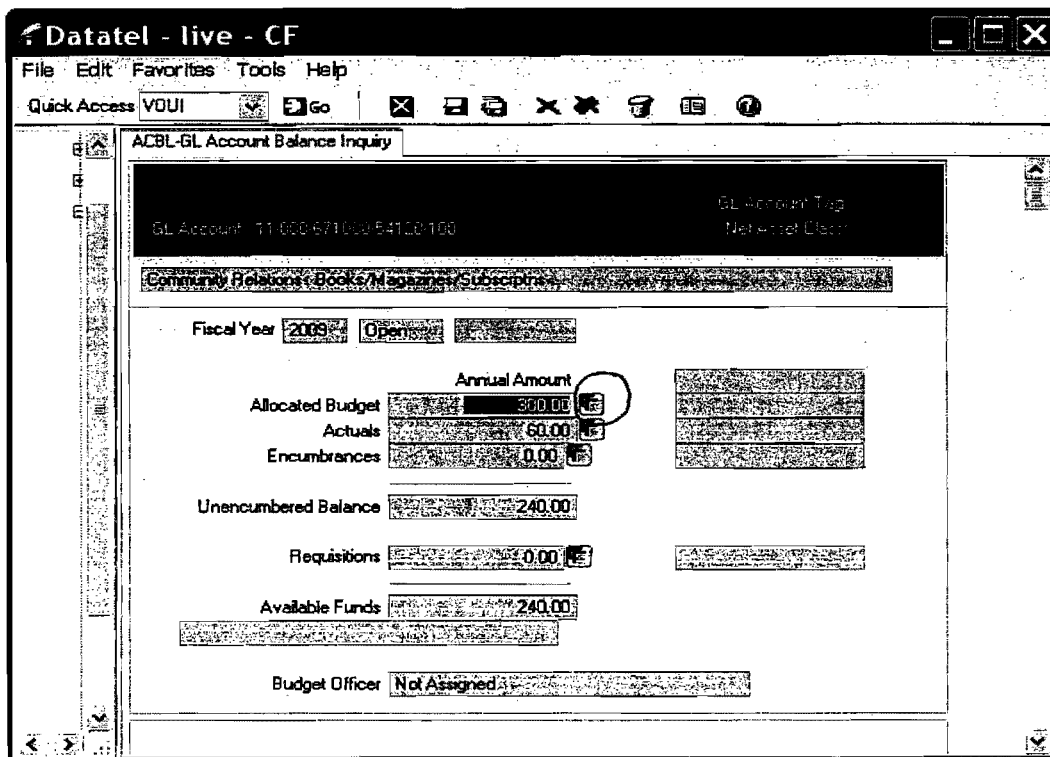
This is where you will type in the account number that you want to see "details" for.

Type in 11-000-671000-54120-100, then Click "OK" or press Enter.
(you do not have to include any dashes or spaces)



This is where you would type in the Fiscal Year that you want to see this account numbers "details" for.

Click "OK" or press Enter.



On this screen you can see the Budgeted amount, Actuals, Encumbrances, Unencumbered Balance, Requisitions, and Available Funds. Those items listed with a box beside them, mean that you can Drill into or detail into that line item.

Click on the "blue" box beside "Allocated Budget"

Datatel - live - CF

File Edit Favorites Tools Help

Quick Access: VDUI

ACBL-GL Account Balance Inquiry | GLBI-GLA Budget Trans Inquiry

General Ledger Number: 11-000-671000-54120-100 Fiscal Year: 2009
 GL Account Description: Community Relations : Books/Magazine All Budget Entries:

Reference No.	Date	Description	Amount
1	02/04/09	newspaper subscriptions	300.00
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
Total Budget			300.00
Budget pending posting			0.00
Grand Total			300.00

Controller Budget Value 1/1

On this screen you can see the Adopted Budget, and if any Transfers (BE) or Journal Entries (JE) had been made to the Adopted budget, they would be reflected here. Click on the single "X" key.

Alert

Cancel record or Return to editing

Click "Cancel" or press Enter.

You are now back at the Account Balance Inquiry screen.

Datatel - live - CF

File Edit Favorites Tools Help

Quick Access VOUI Go

ACBL-GL Account Balance Inquiry

GL Account Tag
Net Asset Class

Community Relations Books/Magazines/Subscriptions

Fiscal Year 2009 Open

Allocated Budget	300.00	
Actuals	60.00	
Encumbrances	0.00	
Unencumbered Balance	240.00	
Requisitions	0.00	
Available Funds	240.00	

Budget Officer Not Assigned

Click on the "blue" box beside "Actuals"

Datatel - live - CF

File Edit Favorites Tools Help

Quick Access VOUI Go

ACBL-GL Account Balance Inquiry GLAI-GLA Transaction Inquiry

General Ledger Number: 11-000-671000-54120-100 Fiscal Year: 2009
GL Account Description: Community Relations Books/Magazines/Su

Date Range [] [] Source Code []

Reference No.	Date	Description	Amount
1 V0223230	06/03/09	KerWest Newspapers	30.00
2 V0223233	06/03/09	KerWest Newspapers	30.00
3			
4			
5			
6			
7			
8			
9			
10			
11			

Sub-set total	
Total Actuals	60.00
Actuals pending posting	0.00
Grand Total	60.00

On this screen you see a sample of the "Actuals" detail. Remember any item that has a "blue box" can be detailed in on to get more detailed information.

Click on the "Blue box" beside V0223230 or No. 1

This is the screen you see when you click on "Voucher box". Notice there are more "blue boxes" which you can detail on, with these you can detail on the Vendor ID (to see Vendor information, address etc.), PO No. (to see when the PO was issued, for what, and by who), Comments (if there were any comments written on the PO) and lastly on the Item itself (here you can look at the item description in more detail – if it's longer than what is shown here).



Datatel - live - CF

File Edit Favorites Tools Help

Quick Access [Icons]

ACBL-GL Account Balance Inquiry | GLAI-GLA Transaction Inquiry | VGUI-Voucher Inquiry | PINQ-Purchase Order Inquiry

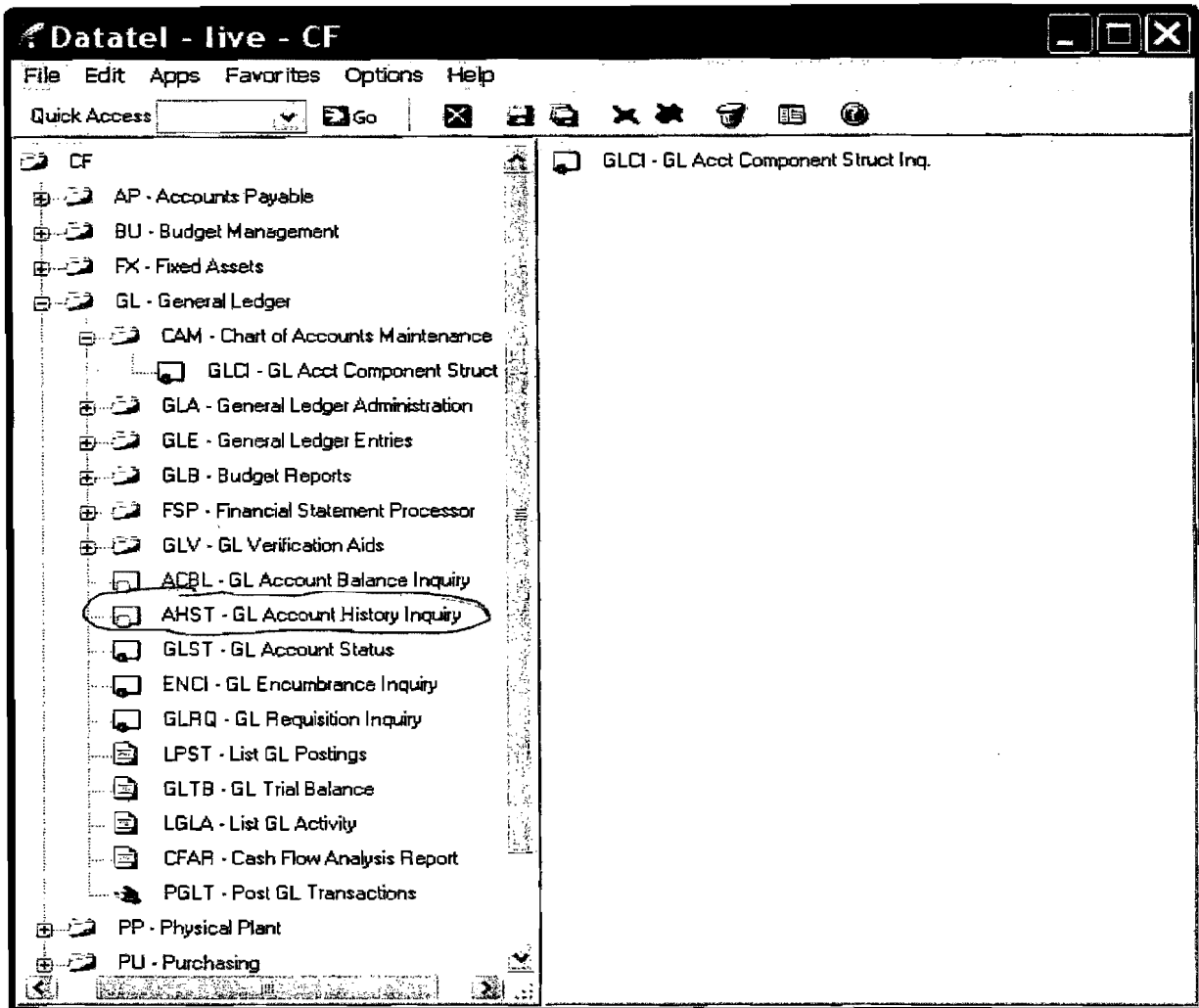
PO Number: 0039981 PO Status: Paid Status Date: 07/16/09

PO Date: 06/03/09 PO Amt: 60.00 Req NO#: 0039981
 Appr/Date: 06/08/09 Appr: Frances Anna Square Vouchers: V0223230
 Vendor ID: 0127135 Name: KerWest Newspapers Purged IDs:
 Address: P.O. Box 336 Comments:
 City/Zip: Kernan, CA 93630 Ptd Com:
 Buyer: WEB Web Transaction Initiator: Mrs. Frances A. Squ
 Ship To: 01 West Hills College/Coalinga

Description		Item Status	Expected Date	Tax/
Ordered	Accepted	Remaining	Unit Price	Remaining Price
1	West Side Advance	Paid	06/04/09	
1,000	1,000		30.0000	
2	Hiltebaugh Mendota Journal	Paid	06/04/09	
1,000	1,000		30.0000	
Remaining Taxes		Amounts	Remaining	
1			Taxes	0.00
2			Totals	0.00

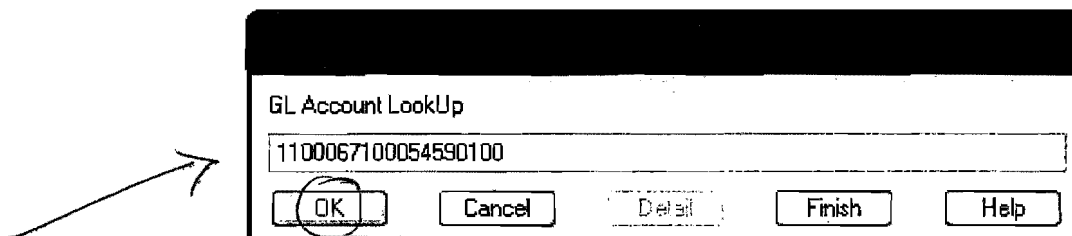
Sample of a screen you would see by Clicking on the PO Number "blue box", notice the additional "blue boxes" that you can detail into. These drill down boxes will allow you to go all the way back to the Requisition Screen where you can see who input the requisition, who approved it, the date etc.

When you have completed your Account Balance Inquiry – you can exit by Clicking on the "Triple X".



From the GL – General Ledger menu, you can select the AHST – GL Account History Inquiry. This selection will allow you to see current and prior year account history.

Click on “AHST – GL Account History Inquiry”



At this screen type in your account number – no dashes or spaces, etc., then **Click “OK”**

Datatel - live - CF

File Edit Favorites Tools Help

Quick Access [Go]

AHST-GL Account History Inquiry

GL Account 11-000-671000-54560-100 GL Account Tag

Community Relations; Other Supplies; Non-Inst

Fiscal Year	2010	2009	2008
Account Status	Open	Open	Closed
Original Budget YTD	0.00	2,762.00	2,762.00
Adjustments YTD	0.00	0.00	26,804.49
Contingencies YTD	2,762.00	0.00	0.00
Allocated Budget YTD	2,762.00	2,762.00	29,566.49
Opening Balance	0.00	0.00	0.00
Actuals	200.00	3,109.99	28,857.15
Encumbrances	3,840.43	3,840.43	0.00
Requisitions	0.00	0.00	0.00
Ending Balance	4,040.43	6,950.33	28,857.15
Uncommitted Funds	1,278.43	4,188.33	709.34
	Estimated		

Controller GL Account History Value 1/9

This screenshows 3 years of history for this account; notice the "blue" boxes – which you are able to detail in on for more information. Also here you can page back to prior years by

Clicking on the "Arrow" key at the top right.

Datatel - live - CF

File Edit Favorites Tools Help

Quick Access [Go]

AHST-GL Account History Inquiry

GL Account 11-000-671000-54560-100 GL Account Tag

Community Relations; Other Supplies; Non-Inst

Fiscal Year	2007	2006	2005
Account Status	Closed	Closed	Closed
Original Budget YTD	2,762.00	2,762.00	2,762.00
Adjustments YTD	0.00	2,000.00	5,000.00
Contingencies YTD	0.00	0.00	0.00
Allocated Budget YTD	2,762.00	4,762.00	7,762.00
Opening Balance	0.00	0.00	0.00
Actuals	2,375.05	2,430.21	6,843.21
Encumbrances	0.00	0.00	0.00
Requisitions	0.00	0.00	0.00
Ending Balance	2,375.05	2,430.21	6,843.21
Uncommitted Funds	386.95	2,331.79	918.79

Controller GL Account History Value 4/9

The next screen shows you 3 more prior years. Let's return to the first screen,

Click on the "Back Arrow" key.

Datatel - live - CF

File Edit Favorites Tools Help

Quick Access Go

AHST-GL Account History Inquiry

GL Account: 11-000-671000-54530-100 GL Account Tag:

Community Relations - Other Supplies, Non-Instr.

	2008	2009	2009
Fiscal Year	2008	2009	2009
Account Status	Open	Open	Closed
Original Budget YTD	0.00	2,762.00	2,762.00
Adjustments YTD	0.00	0.00	26,804.49
Contingencies YTD	2,762.00	0.00	0.00
Allocated Budget YTD	2,762.00	2,762.00	28,566.49
Opening Balance	-0.00	0.00	0.00
Actuals	200.00	3,109.90	28,857.15
Encumbrances	3,840.43	3,840.43	0.00
Requisitions	0.00	0.00	0.00
Ending Balance	4,040.43	6,950.33	28,857.15
Uncommitted Funds	1,278.43	4,188.33	709.34
	Estimated		

Controller GL Account History Value 1/9

now Click on the 2009 Column – Actuals “Blue” box.

Datatel - live - CF

File Edit Favorites Tools Help

Quick Access Go

AHST-GL Account History Inquiry GLAI-GLA Transaction Inquiry

General Ledger Number: 11-000-671000-54530-100 Fiscal Year 2009

GL Account Description: Community Relations - Other Supplies, No

Date Range Source Code

Reference No.	Date	Description	Amount
1 V0221996	05/13/09	Alpha Designs	101.89
2 V0221996	05/13/09	Alpha Designs	101.89CR
3 V0215054	02/12/09	Fresno Bee	90.40
4 V0209154	11/20/08	Lemoore Advance, The	36.00
5 V0205512	10/13/08	Fresno Bee	160.87
6 V0205434	10/12/08	Frances A. Squire	75.32
7 V0204644	10/06/08	FHEG-WHC Bkstr Coalinga	61.45
8 V0204166	09/29/08	FHEG-WHC Bkstr Coalinga	46.97
9 V0204167	09/29/08	FHEG-WHC Bkstr Coalinga	56.69
10 V0204168	09/29/08	FHEG-WHC Bkstr Coalinga	78.76
11 V0202436	09/06/08	Frances A. Squire	280.00
Sub-set total			
Total Actuals			3,109.90
Actuals pending posting			0.00
Grand Total			3,109.90

At this screen you can see Actual expenditures for FY 2008-09 for this account, notice there are “blue” boxes here also. Click on the “blue” box for item 1.

Datatel - live - CF

File Edit Favorites Tools Help

Quick Access [Icons]

AHST-GL Account History Inquiry | GLAI-GLA Transaction Inquiry | VDUI-Voucher Inquiry

Voucher Dt: 05/13/09 Due Date: 05/13/09 Total Amt: 101.89

Vendor ID: 0001184 Cash Disc: 0.00

Name: 1 [Blue Box] Arts Design

Address: 1 [Blue Box] 3168 East 4th St

City/State/Zip: 1 [Blue Box] Hayward, CA 94230

AP Type: 1 [Blue Box] G/L/G/6 Unrestricted

Bank Code: 1 [Blue Box] CU County Treasury

Pay Voucher: Yes

Check No/Date: [Blue Box]

Paid Amount: [Blue Box]

Financial Exports ID: [Blue Box]

PO No: [Blue Box]

Rcr Vou: [Blue Box]

Comments: 1 [Blue Box]

Approvals:

1 [Blue Box] Frances Anna Squire Dates: 05/13/09

2 [Blue Box] Ken Stoppenbank 05/13/09

Line Items					
	Description	Quantity	Extended Price	Invoice Number	Tax
1	[Blue Box] BASKET FOR COBCORAN	1.000	101.89	12053	
2	[Blue Box]				
Taxes/Amts			Item Total	101.89	
1	[Blue Box]				

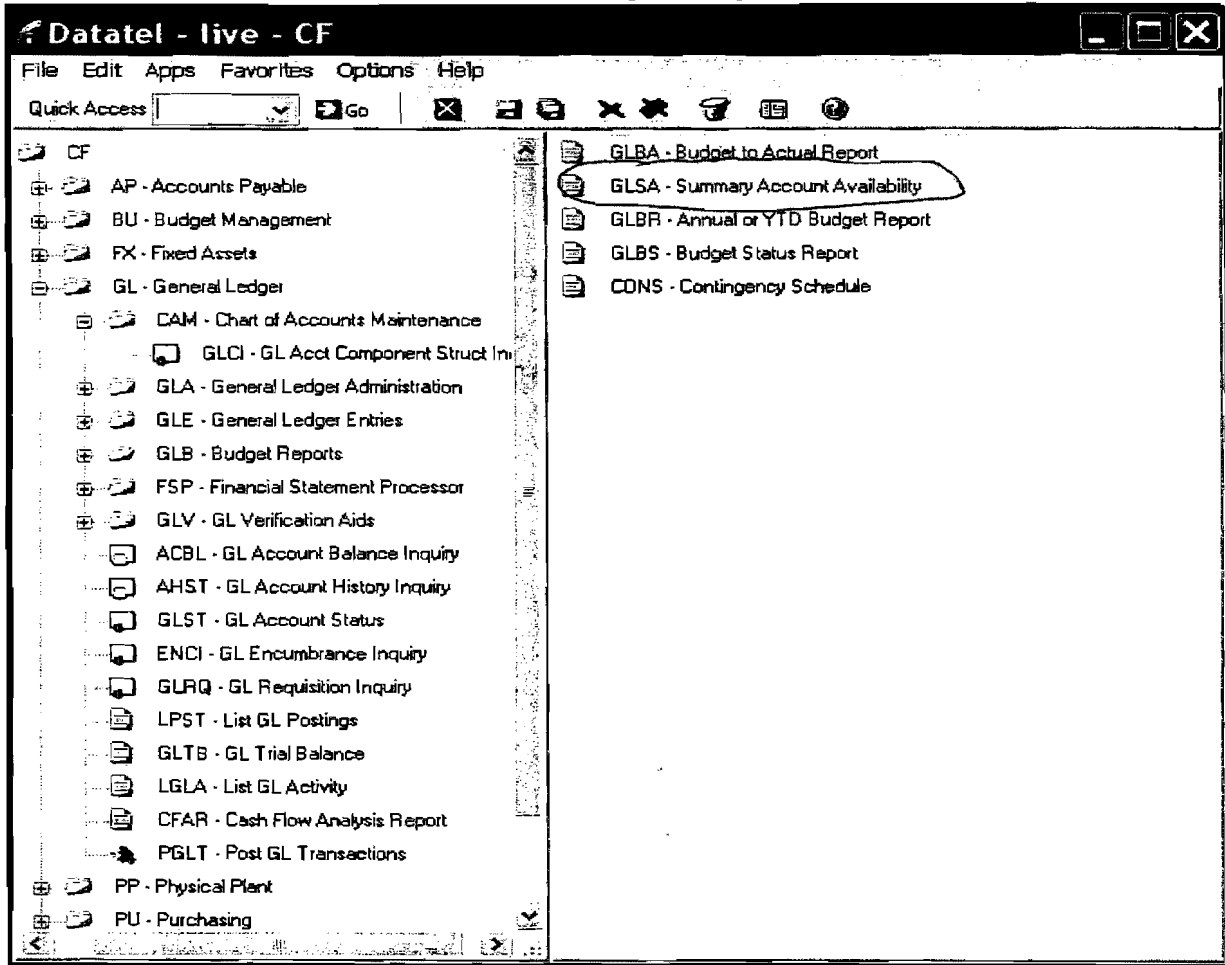
Currency: [Blue Box]

At this screen you see the Voucher (Check) information regarding the actual expenditure, notice again the "Blue" boxes detail choices to continue detailing in on for more information on the PO, Comments items, both Printed and Comments as well as the GL Account No.

Click on the "Triple X" key at the top of the page to return to the GL menu.

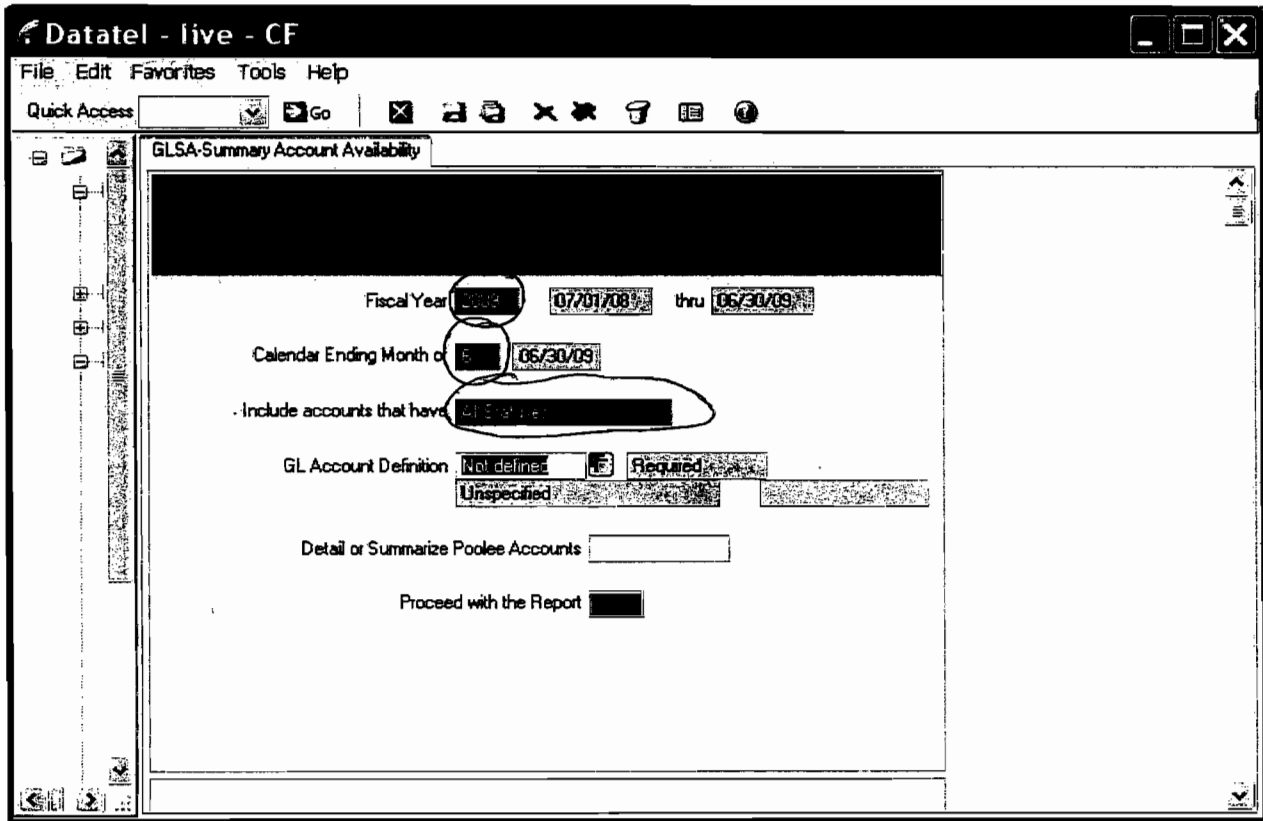
GLSA – Summary Account Availability

At the GL selection menu, select “GLB – Budget Reports”



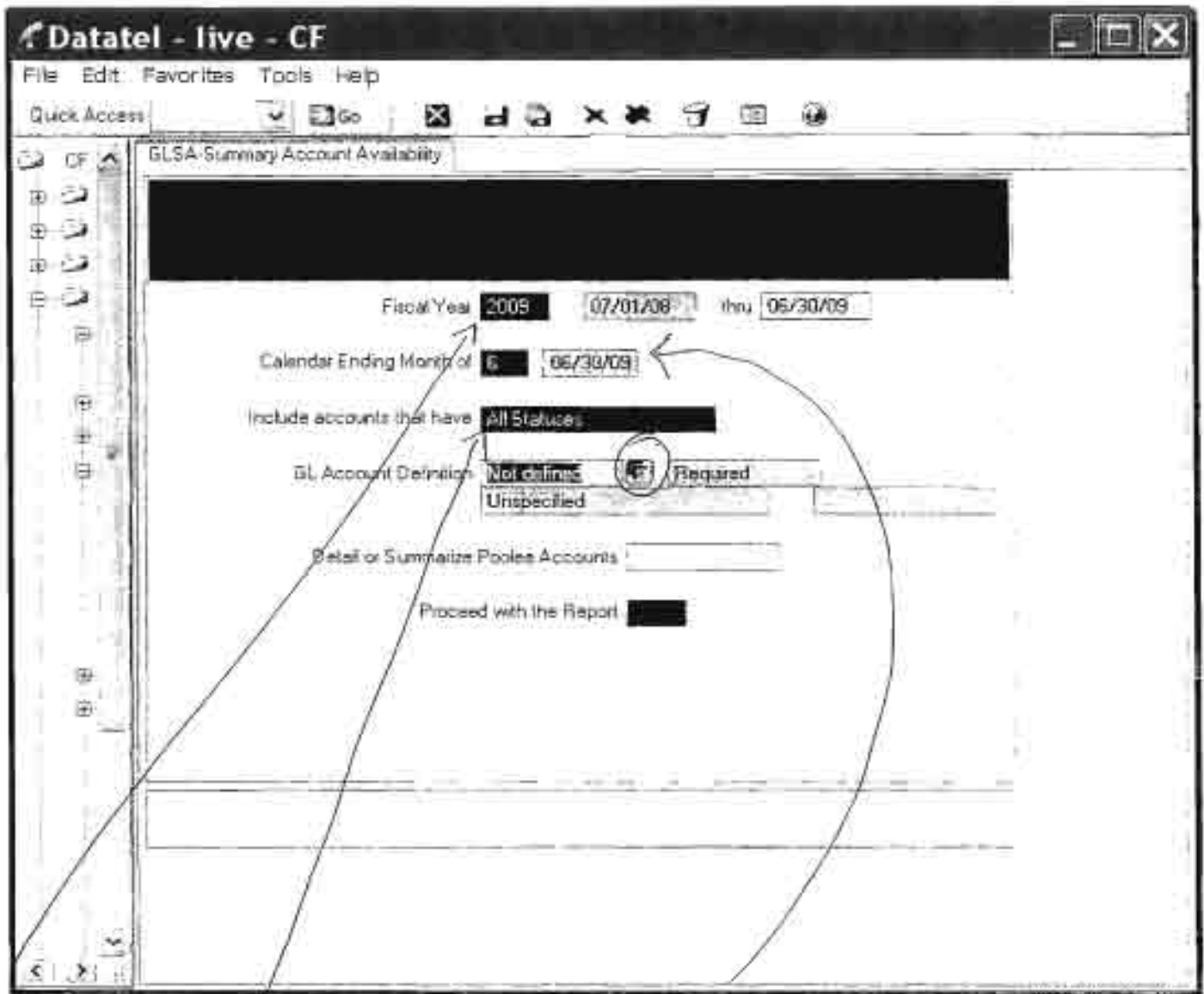
There are 4 main Datatel Budget reports; GLBA Budget to Actual, GLSA – Summary Account Availability, GLBR – Annual or YTD Budget Report and GLBA – Budget Status Report. Today we will look at 2 of the reports (the most used), the GLSA and GLBR reports.

Click on “GLSA – Summary Account Availability”

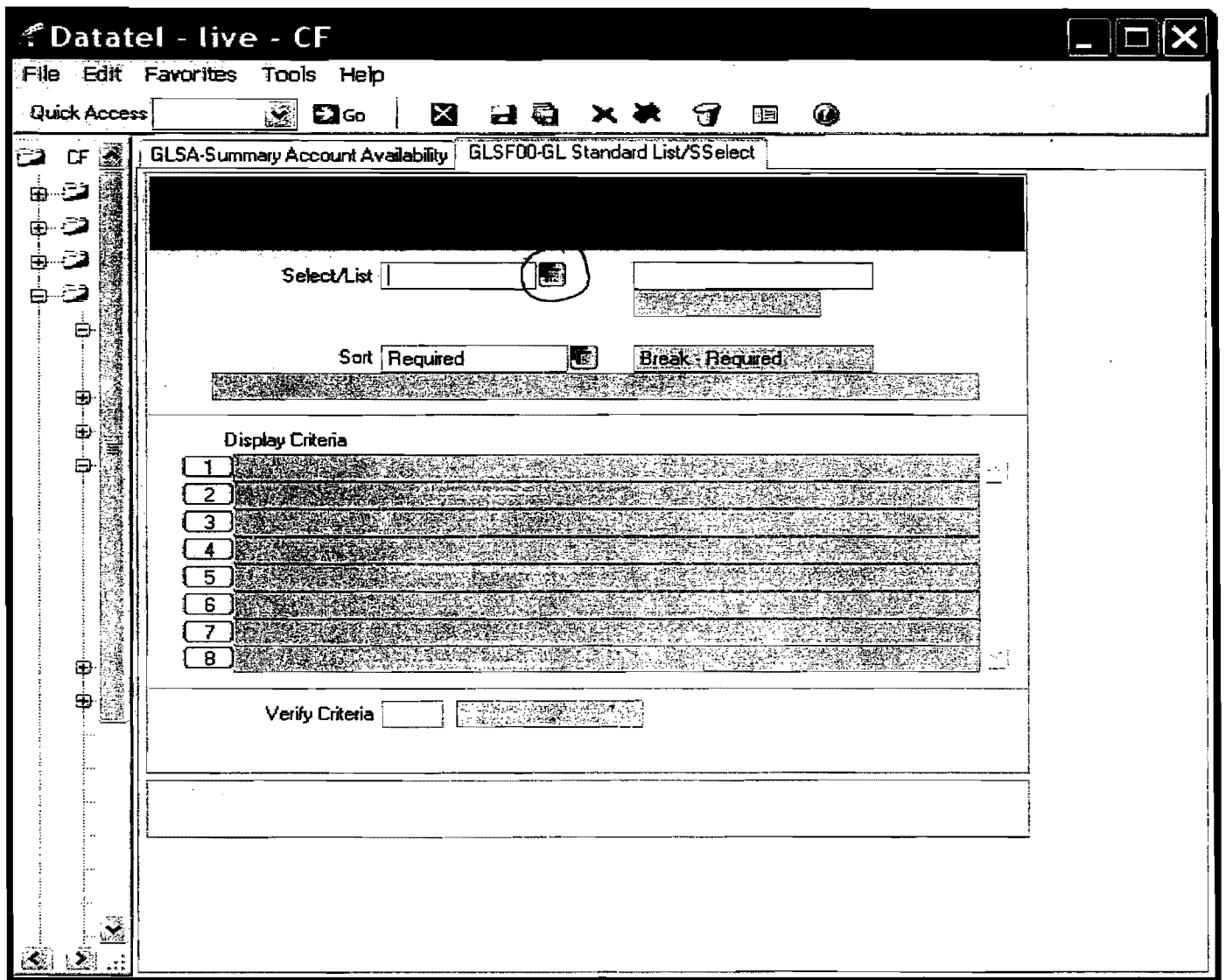


At this screen you will need to type in the following items:

- The fiscal year you want a report for in the Fiscal Year space (2009)
- The calendar ending month (6 for June 2009)
- The accounts that you want to include in the report (a = All Statuses)

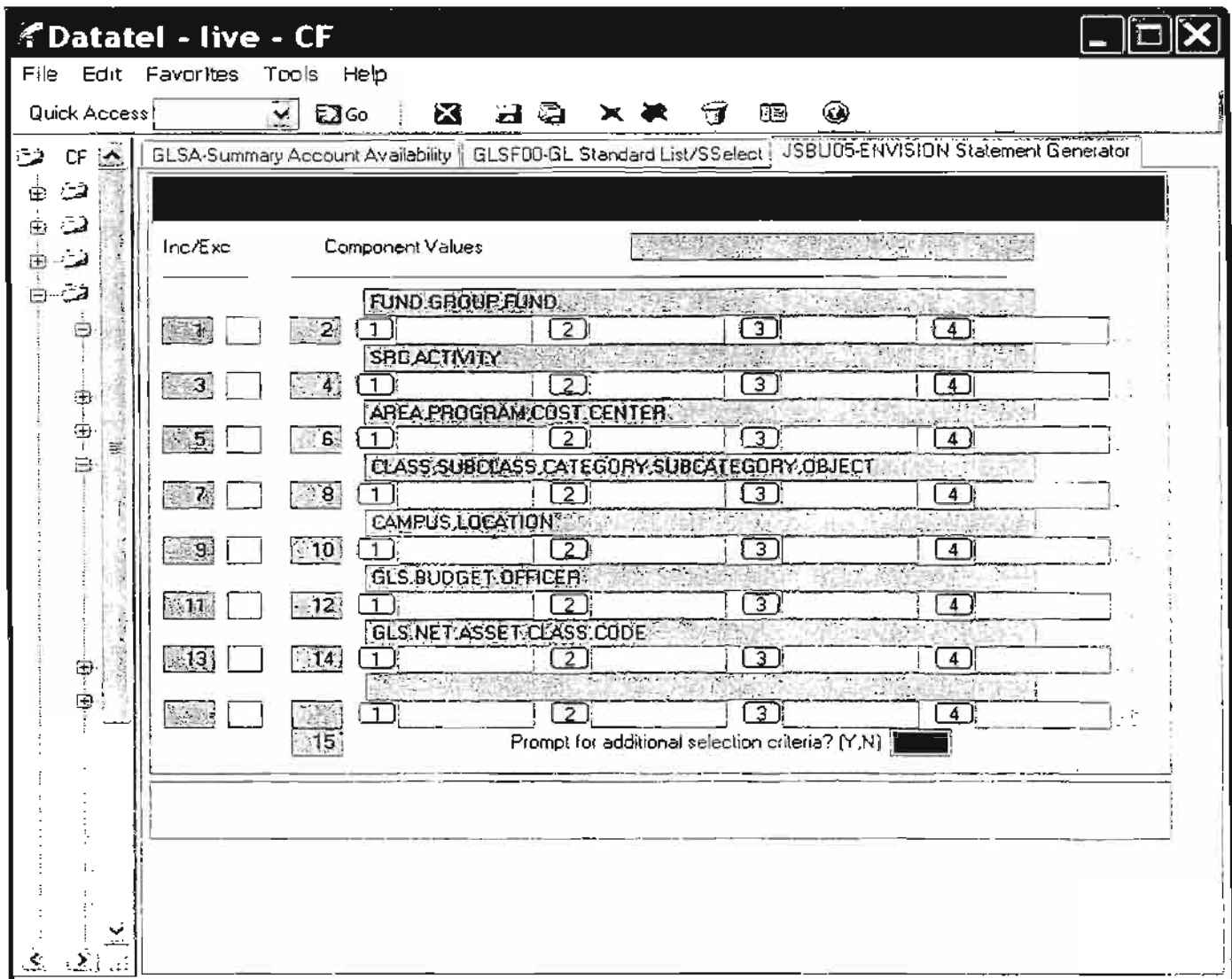


Type "2009" in the fiscal year space, Type in "6" in the calendar ending month space, Type in "a" for All Statuses (always use "a"), next you need to identify the GL Account Definition (Accounts) that you want your report on. Here you will Click on the GL Account Definition "Blue" box.



This is the screen you see next, here you must select or list all of the accounts you want to include in your report.

Click on the Select/List "blue" box.



At this screen you need to identify and list by either "I" Including or "E" Excluding the funds and accounts you want your report on.

On line 1 – type in "I" (include), tab to the Fund box, type in 11 (for GF 11 unrestricted), then

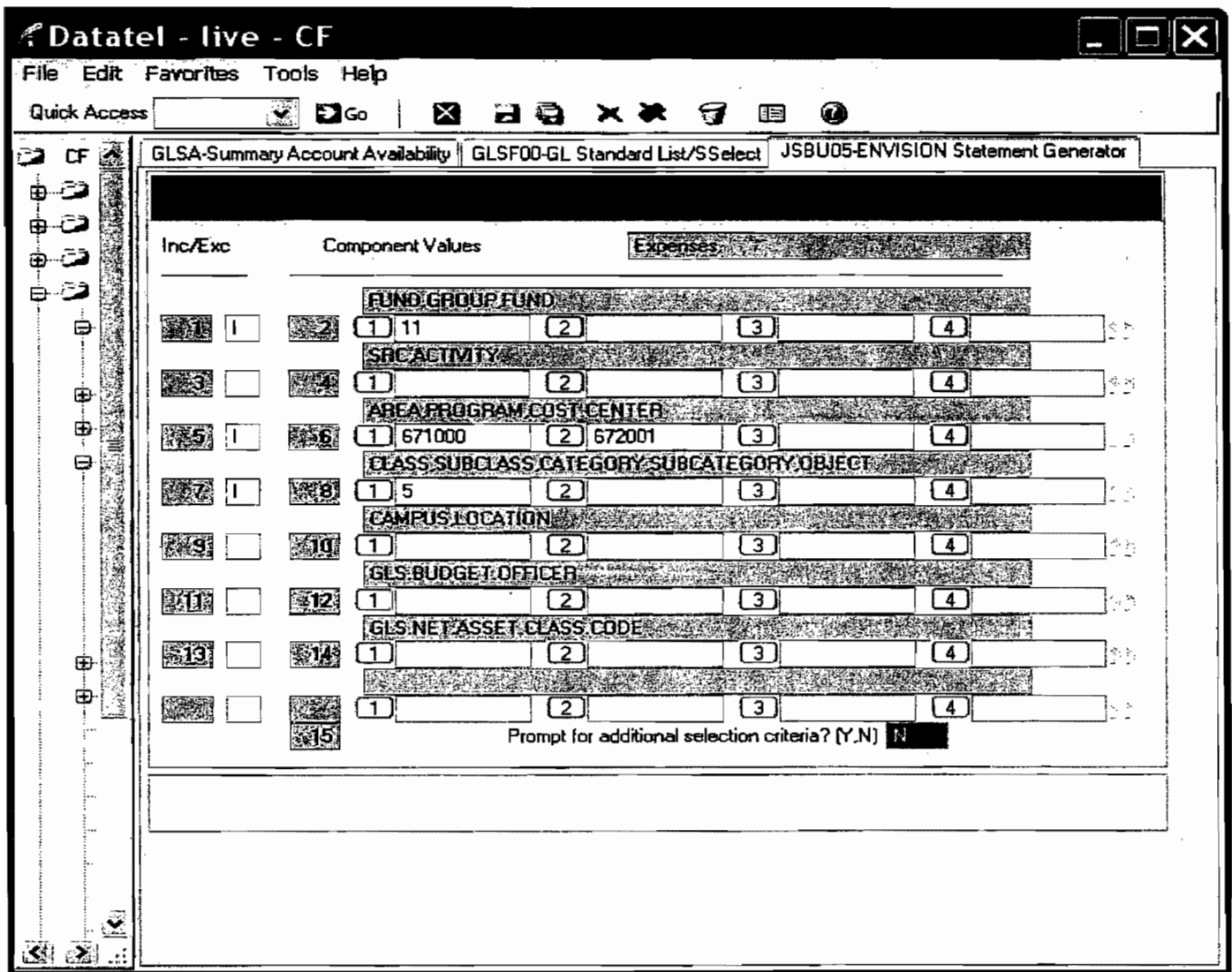
On line 5 – type in "I" (include), tab to the cost.center box, type in 671000, and 672001 in the next blank box, then

On line 7 – type in "I" (include), tab to the Object box, type in 5.

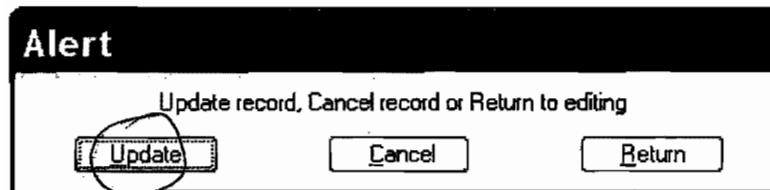
For our report today, this is all the account information required to obtain a full report for this GF 11 Account.

Click on the "Red" box at the bottom of the page, type in "N" (no)

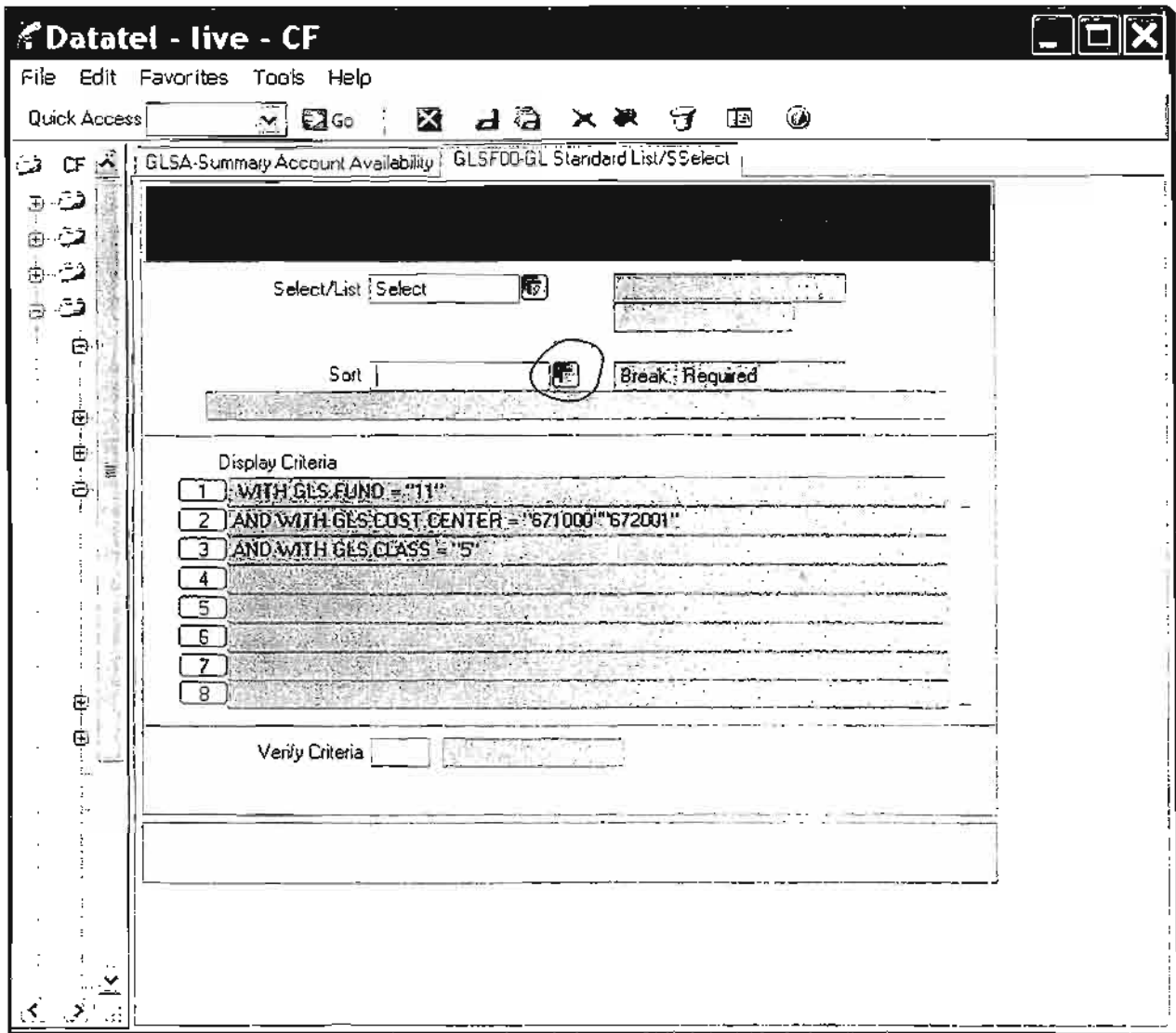
(see Next page)



This is how the completed page will look.



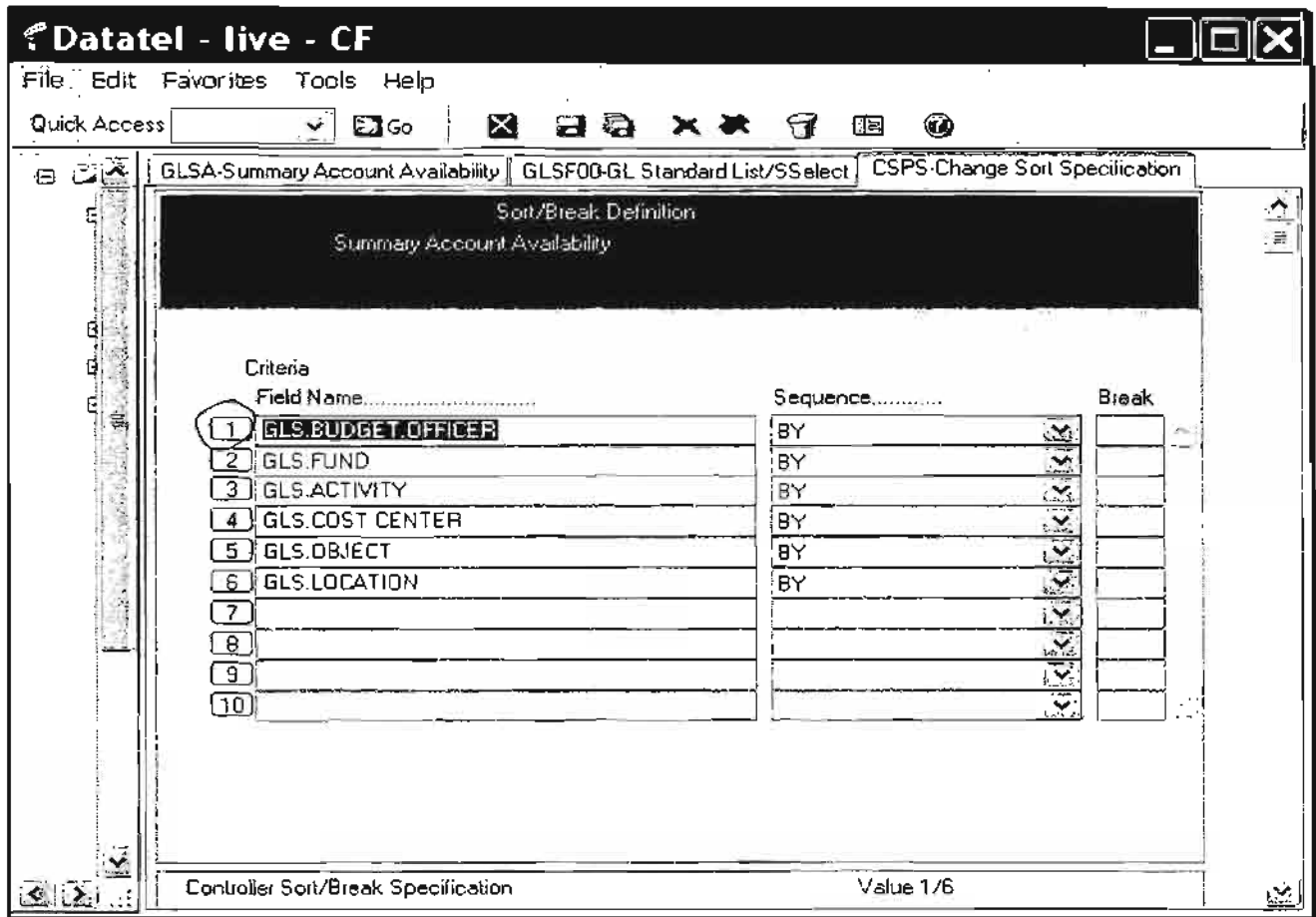
Click "Update" or press Enter.



You are back at the first selection page again, where you see your account "Criteria" selected.

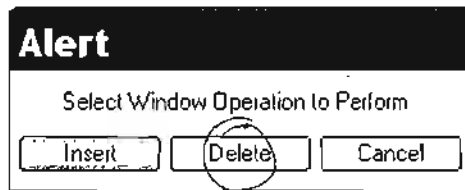
At this screen you must select how you want your report to be sorted and total by. This is a required screen and you MUST make at least one sort criteria to have any report output (without a selection here a report will not be created).

Click on the Sort "Blue" box



It is recommended you delete those items you do not want from this page and place those criteria you wish in the order you want by deleting and inputting the criteria where you need them to be.

Click on the "1" box

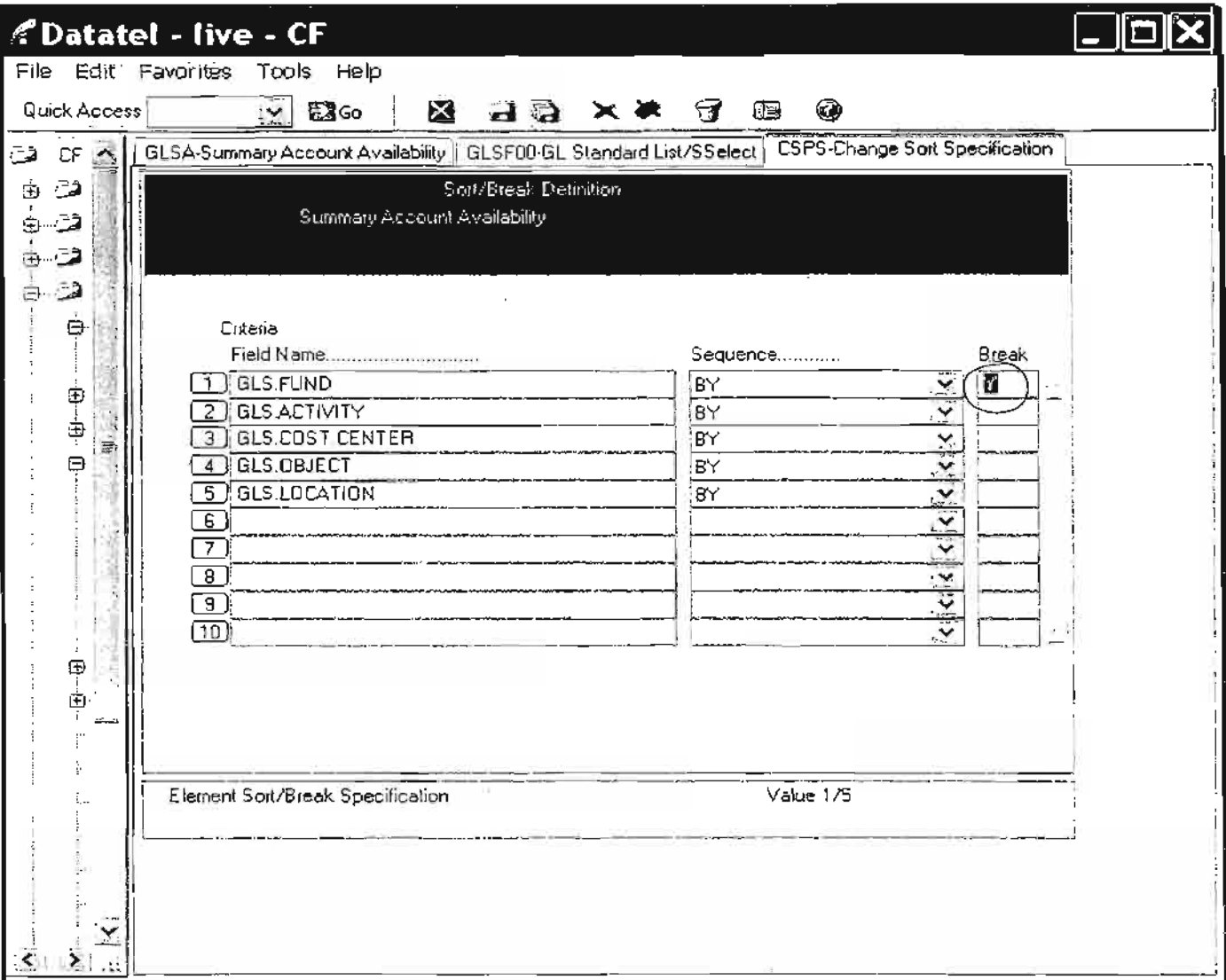


then Click "Delete"



this is what you want to do.

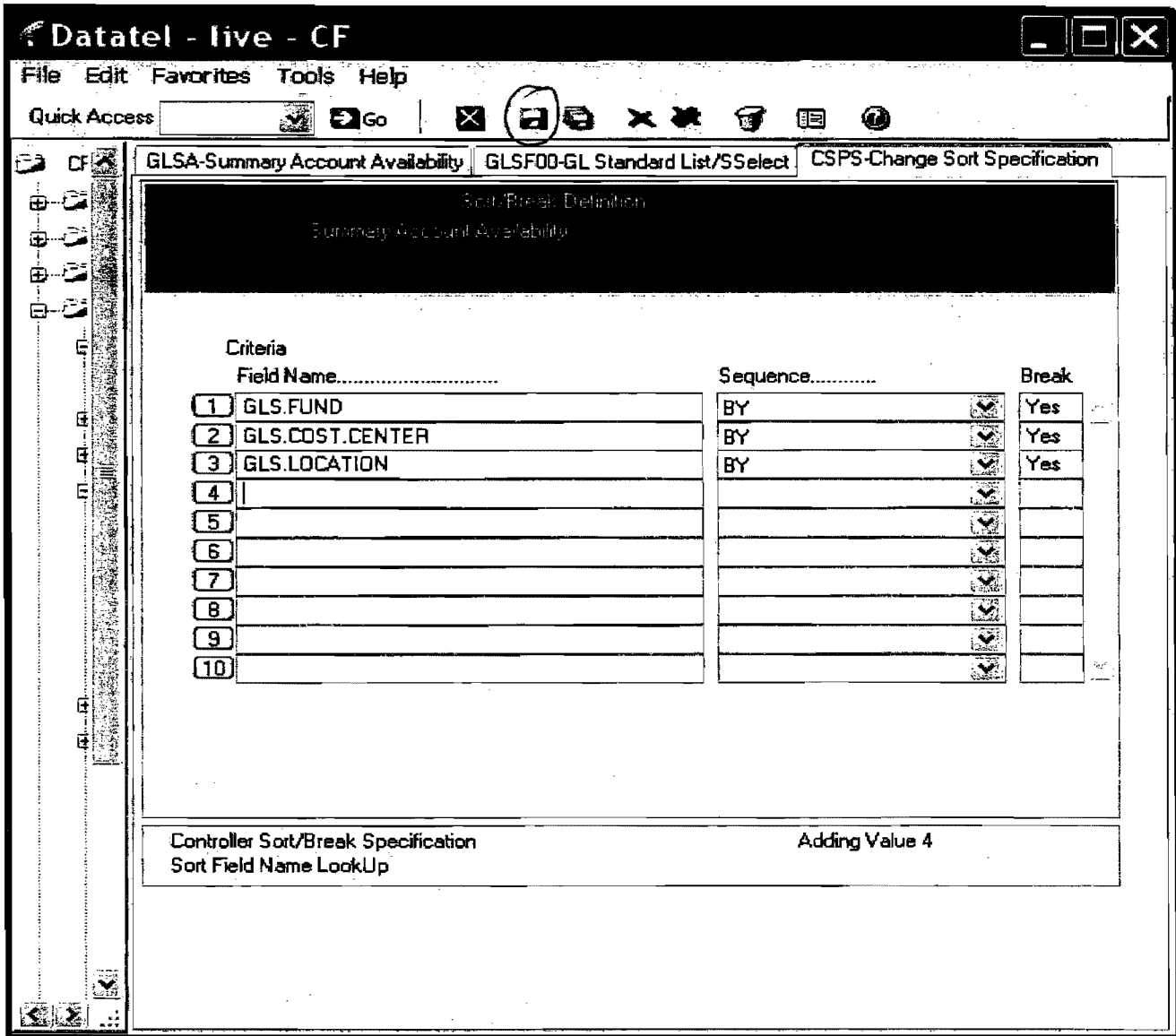
Datatel will always ask twice if you want to Delete – to insure Click "Delete"



In Datatel reports you must tell it where to put your totals and sub-totals (Breaks) and the Last total is first, sub-total is second, etc. Today we want a 1 Page report, with an overall total by Fund, sub-total by Cost.Center and another sub-total by Location.

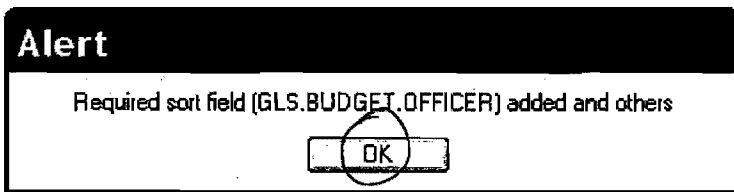
- Type in "Y" in the Fund line "Break" box. (this will give a grand total by Fund),
- Click on the "2" box, to Delete the Activity line (in GF 11 – the activity number is 000 – nothing to sort by).
- Type in "Y" in the Cost.Center line "Break" box (this will give a sub-total total by Cost.Center)
- Click on the "3" box, to Delete the Object line (we will not be sorting by expenditure object)
- Type in "Y" in the Location line "Break" box (this will give you a sub-total under the Cost.Center by Location).

(see Next Page)

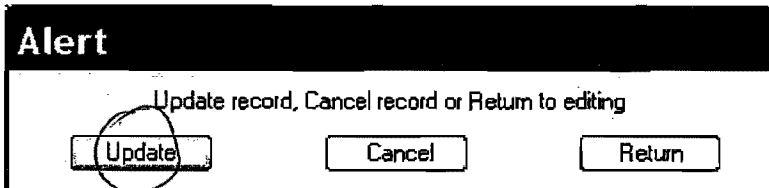


This is what your screen will look like.

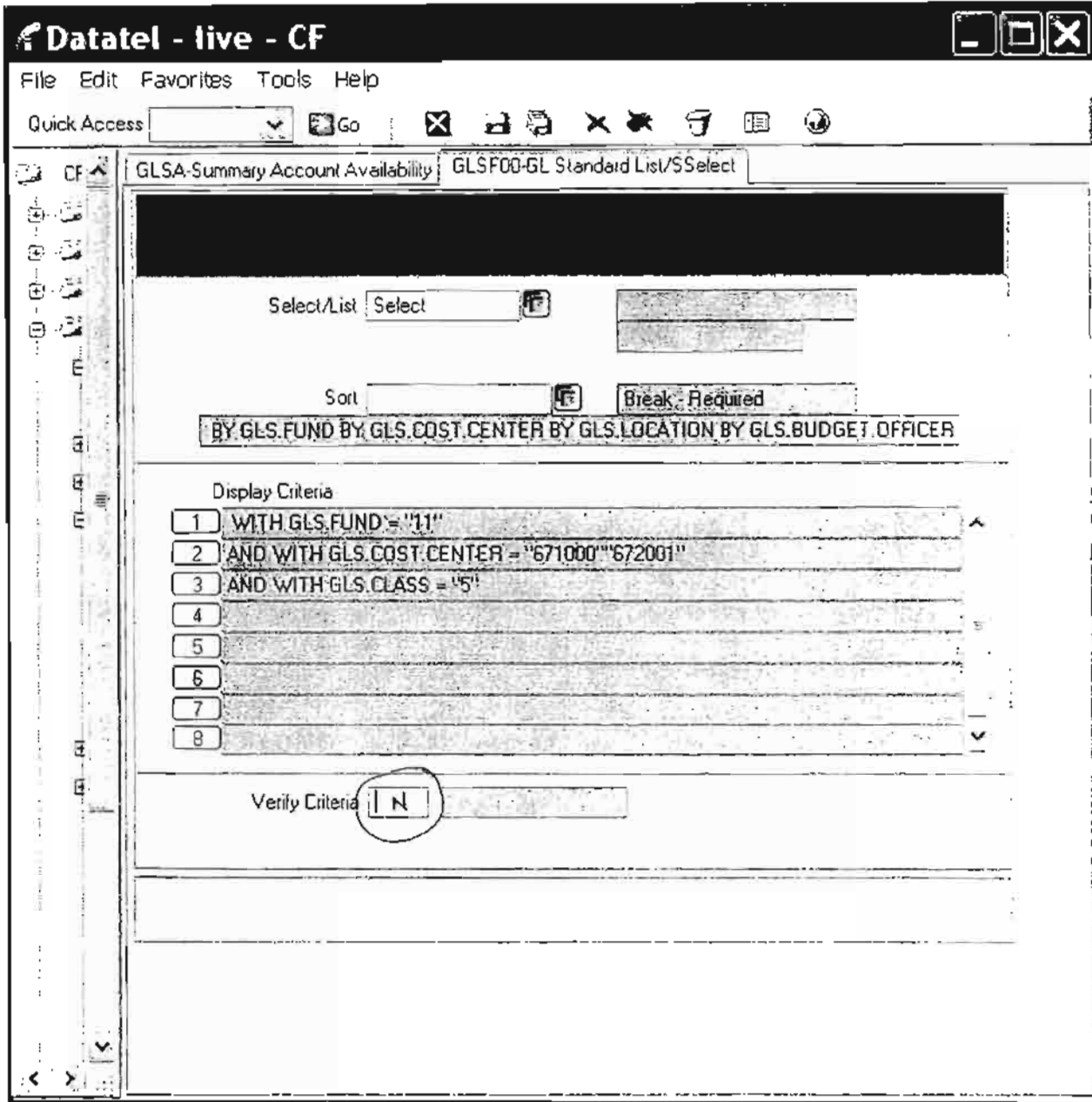
Click on the single "Save" button at the top of the page.



This screen will pop up, Always press OK (the District does not use the GLS.Budget.Officer module in Datatel).

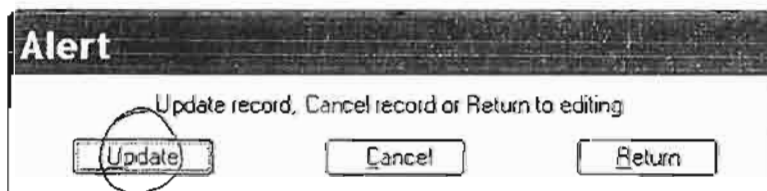


Click "Update" or press Enter.

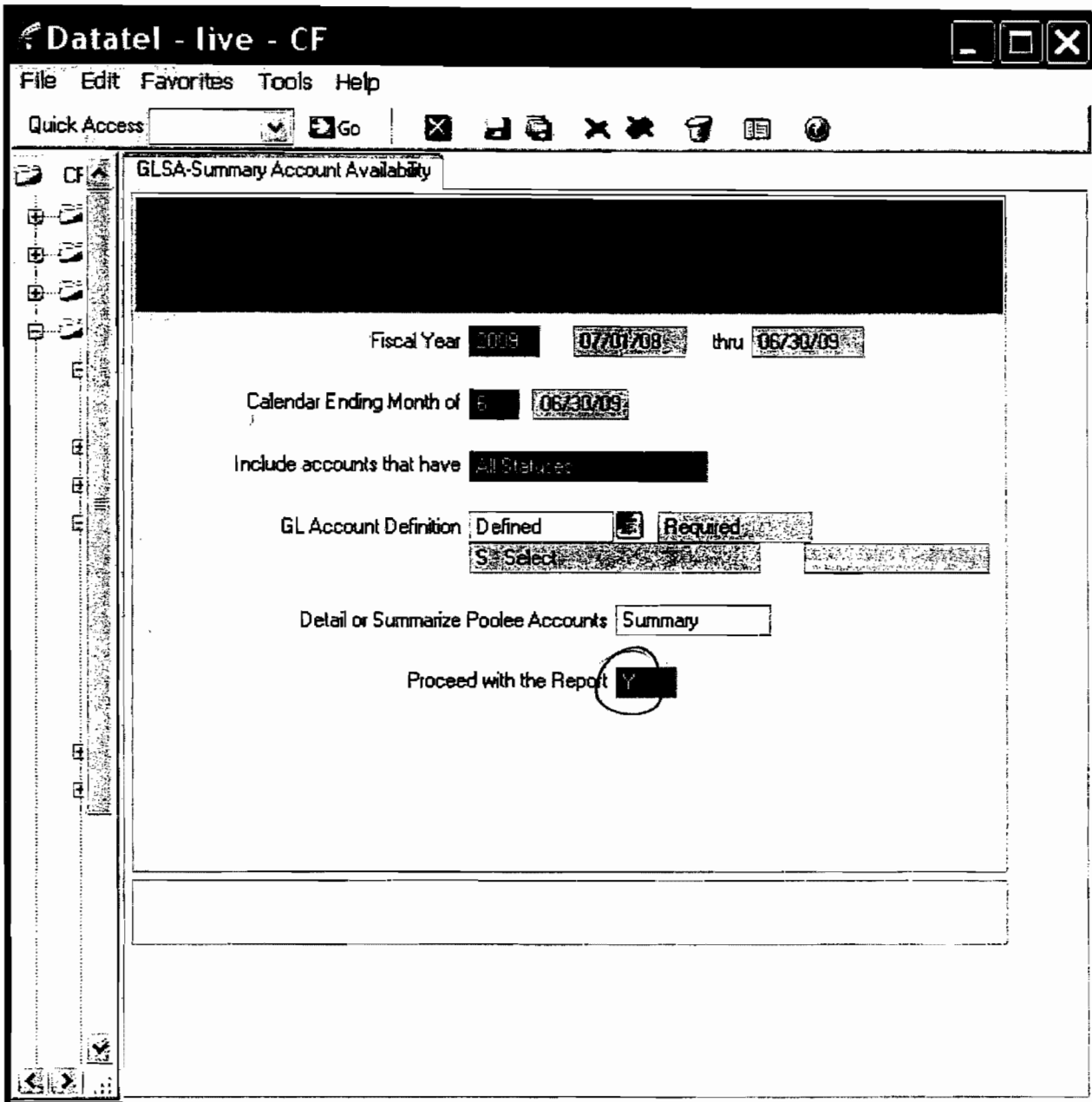


You are again back at the selection screen, but now you see the Display Criteria and Sort Criteria sections have been input.

Type in the Verify Criteria blank box "N" for no.

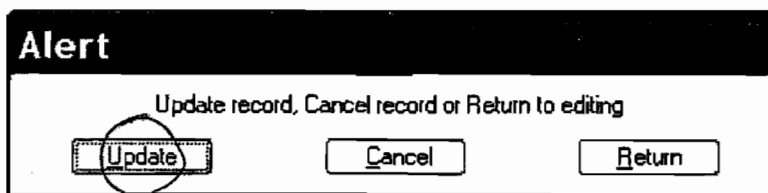


Click "Update" or press Enter.

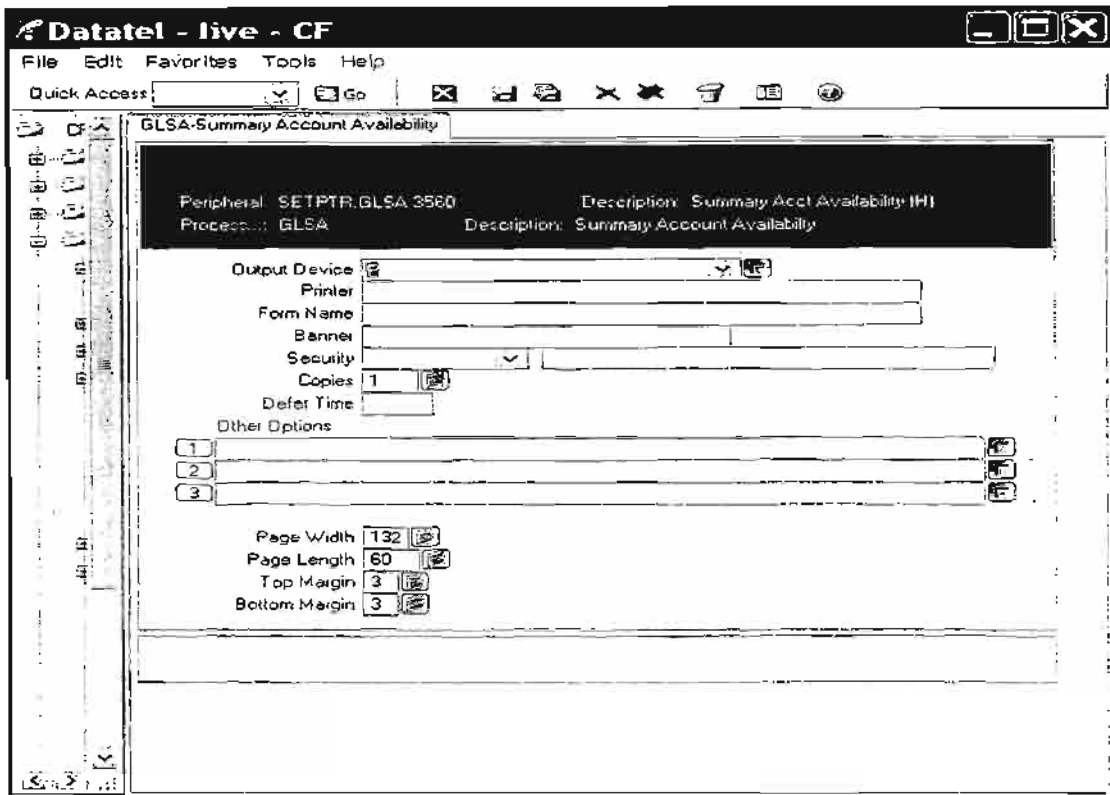


You are now back at the GLSA – Page 1. As the GLSA is a SUMMARY report – you will leave the “S” for Summary and Press enter,

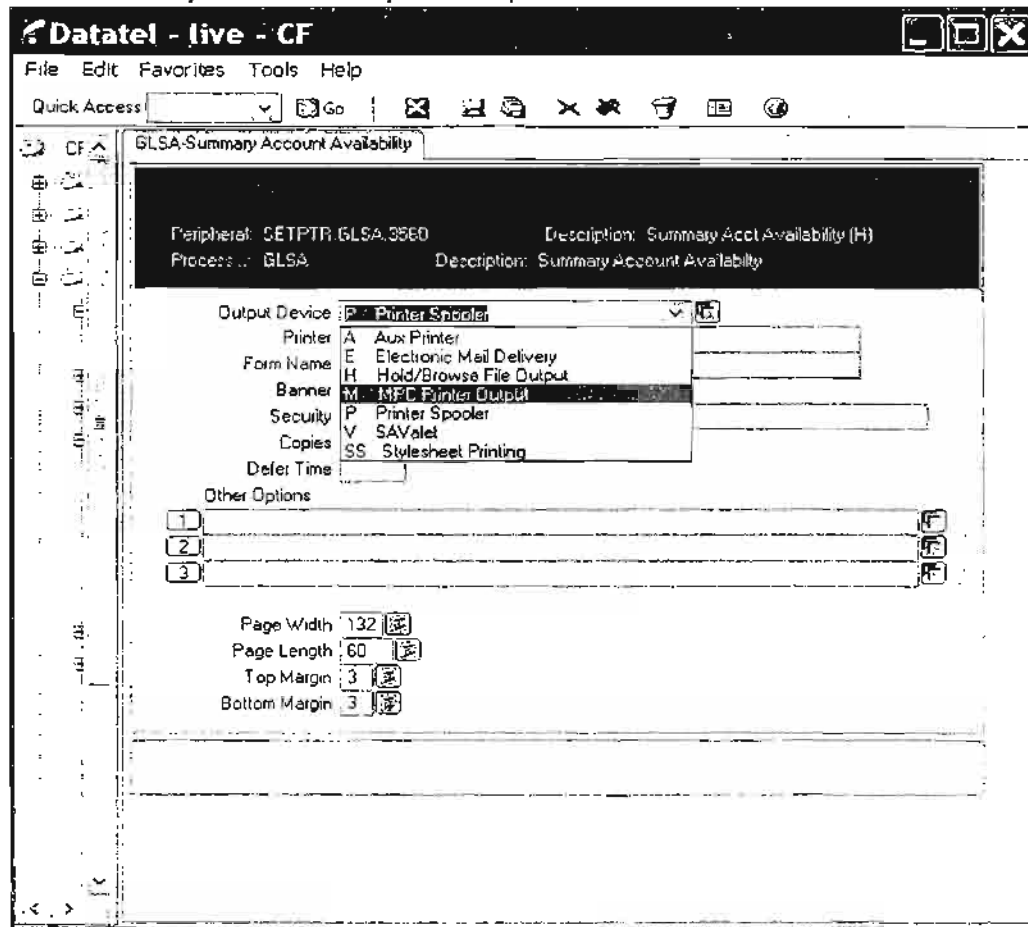
In the Proceed with the Report “Red” box, **Type in “Y” for yes.** If you accidentally type in “N” for No here you will be sent back to the GL menu selection page and will have to begin again.



Click “Update” or press Enter.

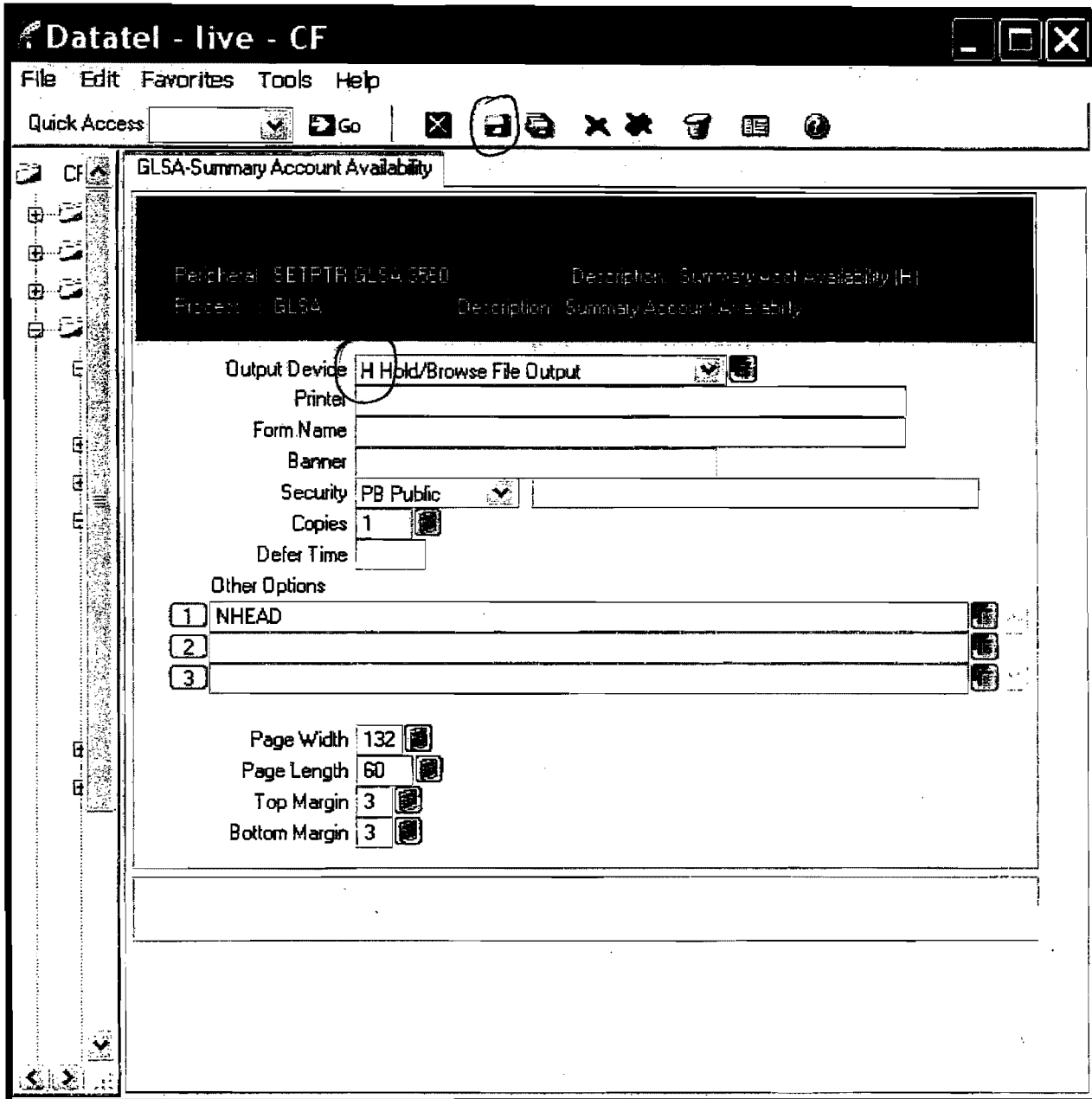


At this screen you will identify the Output Device.

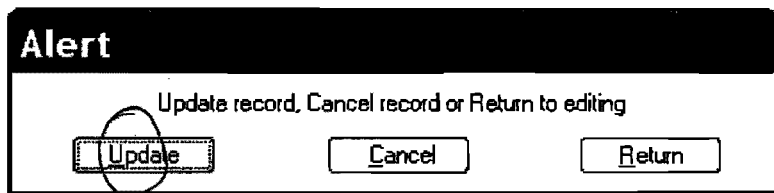


By clicking on the Output Device "blue" box – it shows the different types of devices that you can send your report to.

Here you will ALWAYS use "H" for HOLD/Browse File Output.



Click on the Single "Save" symbol at the top of the page, then



Click "Update" or press Enter



06/25/09 West Hills CCD Account Availability Report Ending 06/30/2009 Page: 1
 Fiscal Year: 2009 Options - Available/Met/Exceeded Budget FUND: 11 - C/F Unrestr

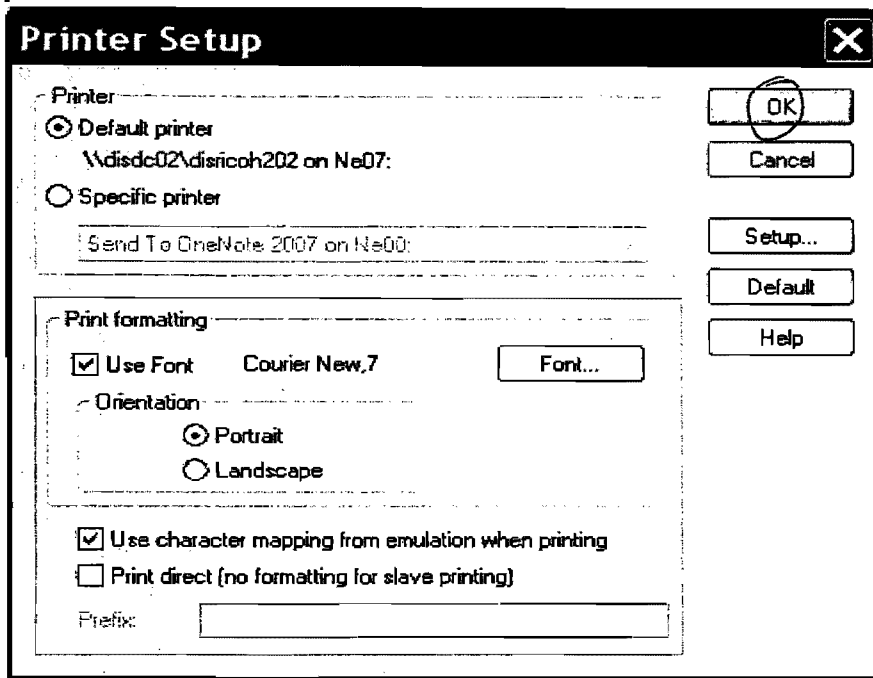
GL Account		Allocated Budget	Actual	Encumbrances	Committed	Available
11-000-671000-52110-100	Community Relations : Class,	130,209.00	195,051.94	0.00	142.01	54,743.94-
11-000-671000-52120-100	Community Relations : Class,	34,686.00	24,684.00	0.00	99.99	2.00
11-000-671000-53221-100	Community Relations : PERS,Cl	12,285.00	17,446.68	0.00	142.02	5,161.69-
11-000-671000-53222-100	Community Relations : PERS,Cl	2,270.00	3,270.04	0.00	100.00	0.04-
11-000-671000-53221-100	Community Relations : FICA&M/	9,968.00	12,603.47	0.00	126.44	2,635.47-
11-000-671000-53222-100	Community Relations : FICA&M/	2,654.00	2,576.16	0.00	97.07	77.64
11-000-671000-53421-100	Community Relations : H&W,Clc	12,896.00	19,211.86	0.00	149.87	6,425.86-
11-000-671000-53422-100	Community Relations : H&W,Clc	12,662.00	12,562.84	0.00	99.22	99.16
11-000-671000-53521-100	Community Relations : SUI,Clc	391.00	555.17	0.00	141.99	164.17-
11-000-671000-53522-100	Community Relations : SUI,Clc	104.00	104.06	0.00	100.66	0.06-
11-000-671000-53621-100	Community Relations : W/C,Clc	2,606.00	3,319.89	0.00	127.39	713.89-
11-000-671000-53622-100	Community Relations : W/C,Clc	694.00	628.16	0.00	90.51	65.84
11-000-671000-54120-100	Community Relations : Books/M	300.00	300.00	0.00	20.00	240.00
11-000-671000-54560-100	Community Relations : Dupl Sv	500.00	609.78	0.00	121.96	109.78-
11-000-671000-54570-100	Community Relations : Software	617.00	0.00	0.00	0.00	617.00
11-000-671000-54590-100	Community Relations : Other S	7,762.00	3,109.90	3,840.43	251.64	4,158.33-
11-000-671000-55110-100	Community Relations : Consult	172,831.00	69,904.79	14,256.65	59.79	69,370.16
11-000-671000-55213-100	Community Relations : Cleriff	6,624.00	5,219.00	0.00	78.79	1,405.00
11-000-671000-55223-100	Community Relations : Mileage	5,860.00	2,495.41	0.00	43.02	3,304.59
11-000-671000-55310-100	Community Relations : Dues an	1,328.00	1,169.00	0.00	86.03	159.00
11-000-671000-55614-100	Community Relations : Leases-	1,300.00	970.00	0.00	74.62	330.00
11-000-671000-55620-100	Community Relations : Contrac	6,479.00	4,478.20	0.00	69.12	2,000.80
11-000-671000-55640-100	Community Relations : Mainten	900.00	59.00	0.00	6.56	841.00
11-000-671000-55750-100	Community Relations : Postage	59,000.00	35,566.57	19,035.69	92.42	4,397.74
11-000-671000-55995-100	Community Relations : Other,	330,000.00	158,698.61	97,752.41	77.71	73,548.98
11-000-671000-56416-100	Community Relations : Compute	5,281.00	849.28	0.00	16.08	4,431.72
11-000-671000-56417-100	Community Relations : Software	300.00	0.00	0.00	0.00	300.00
11-000-671000-56419-100	Community Relations : Oth Exp	1,500.00	0.00	0.00	0.00	1,500.00



06/25/09 West Hills CCD Account Availability Report Ending 06/30/2009 Page: 2
 Fiscal Year: 2009 Options - Available/Met/Exceeded Budget FUND: 11 - C/F Unrestr

GL Account		Allocated Budget	Actual	Encumbrances	Committed	Available
Totals for LOCATION: 110 - Coolidge Campus						
		2,306.00	2,180.23	67.21	97.46	58.56
11-000-672001-54590-220	Safety : Other Supplies, Non-	410.00	380.33	0.00	92.76	29.67
11-000-672001-55310-220	Safety : Dues and Membership	251.00	251.00	0.00	100.00	0.00
11-000-672001-55640-220	Safety : Maintenance & Repair	610.00	606.68	0.00	99.48	3.32
11-000-672001-56370-220	Safety : Video/Films	190.00	185.47	0.00	97.62	4.53
Totals for LOCATION: 220 - Lemore Campus						
		1,461.00	1,423.46	0.00	97.43	37.52
11-000-672001-54590-440	Safety : Other Supplies, Non-	0.00	0.00	0.00	0.00	0.00
11-000-672001-56370-440	Safety : Video/Films	100.00	95.13	0.00	95.13	4.87
Totals for LOCATION: 440 - N. Dist Center						
		100.00	95.13	0.00	95.13	4.87
Totals for COST CENTER: 672001 - Safety						
		40,974.00	27,533.67	605.00	68.67	12,835.33
Totals for FUND: 11 - C/F Unrestr						
		857,710.00	621,837.48	134,489.58	88.18	101,382.94

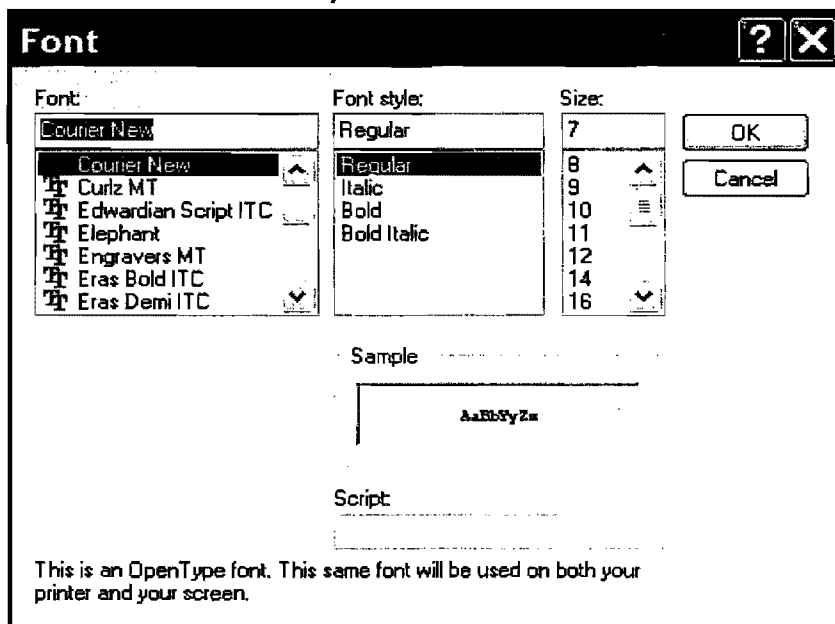
To Print your report to the local network printer identified for your PC, Click on the “inside” printer icon.



This is the screen you will see next.

Datatel reports have a set default to Print LANDSCAPE on a page. If this is OK with you Click “OK”.

* If you want your reports to Print PORTRAIT on the page, then Click on “Font” button. Select “Courier New” under Font Column, then “Regular” under Font style and TYPE “7” in the Size column, then Click “OK” button.

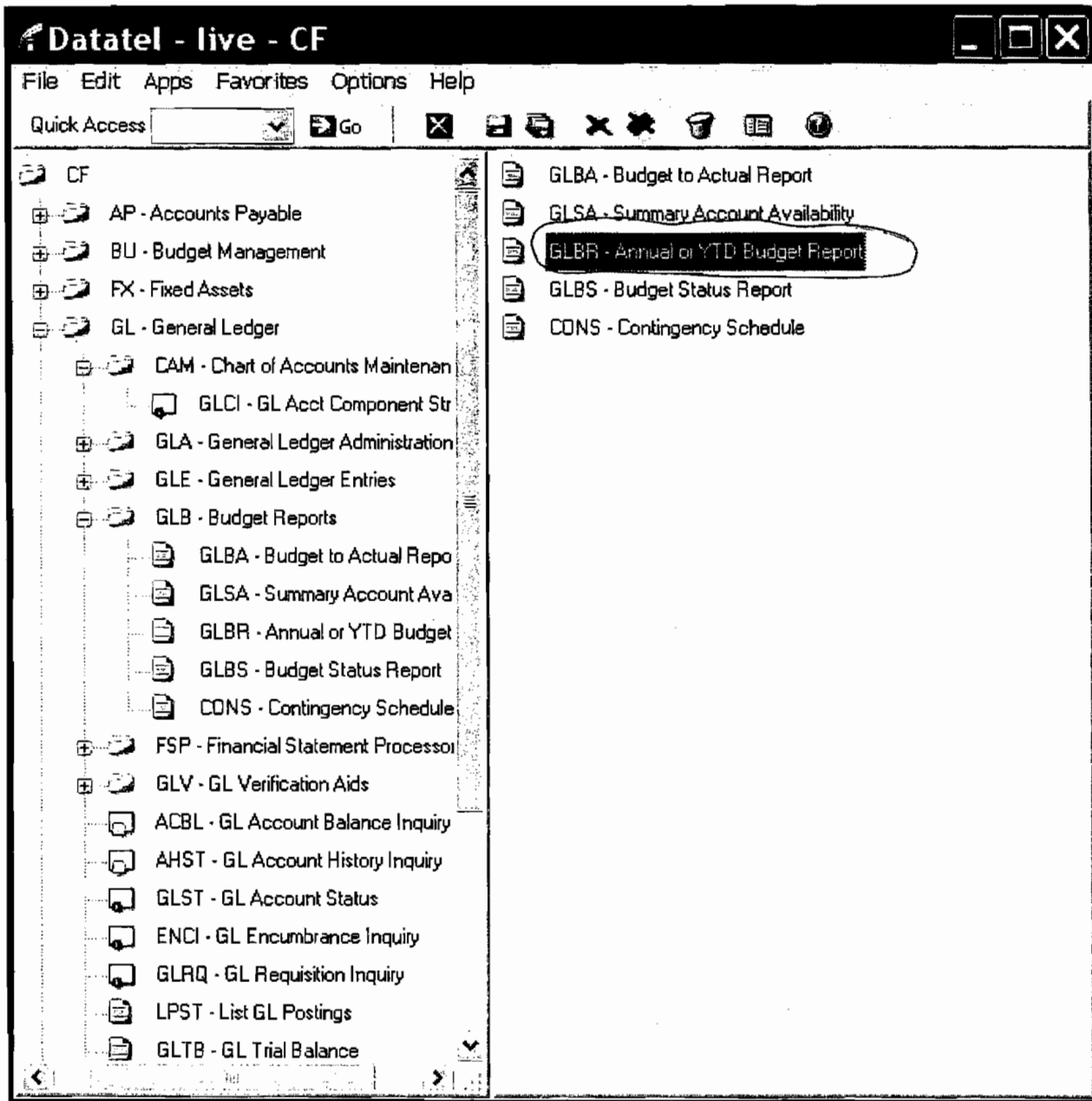


This takes you back to the

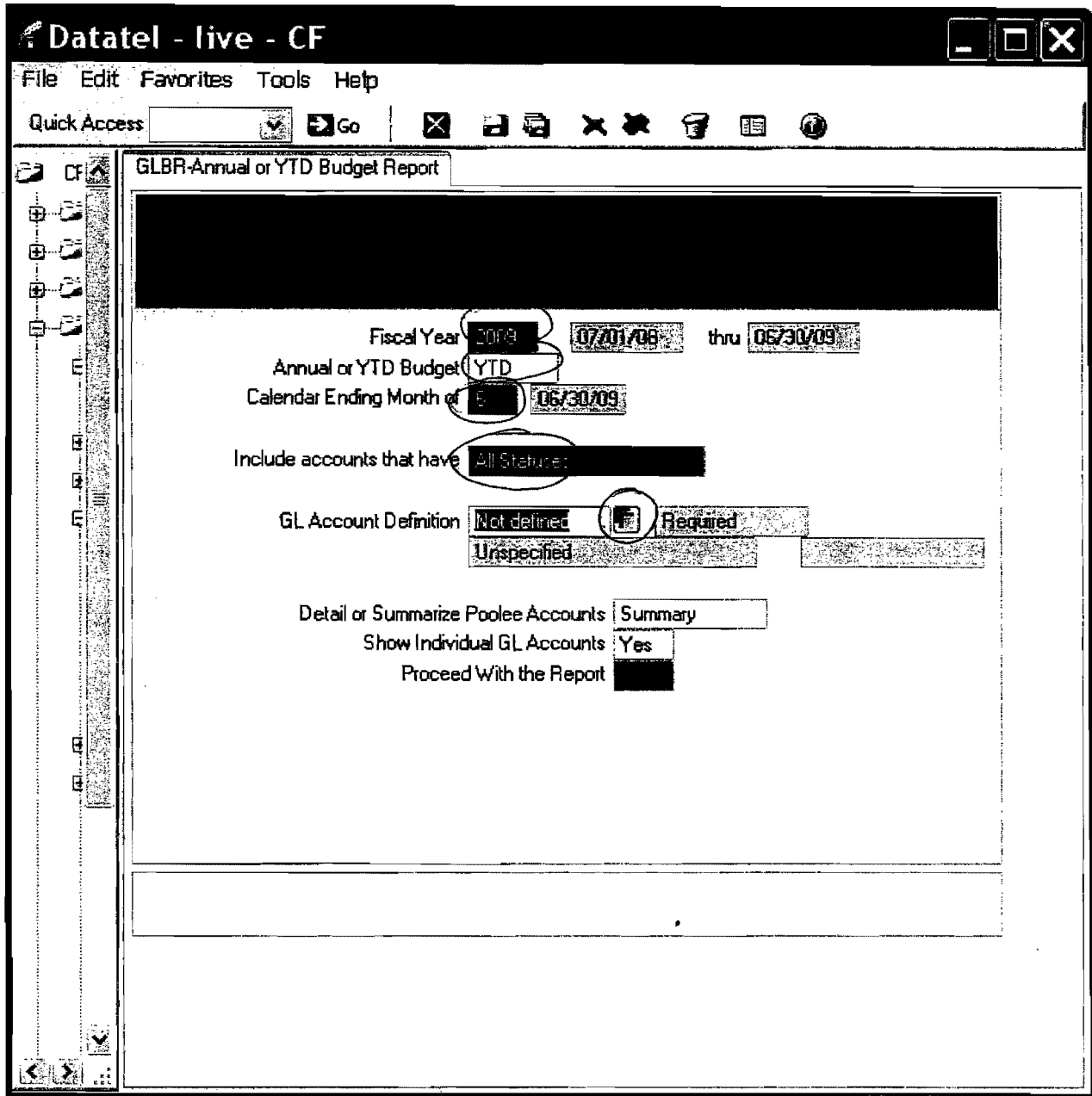
Printer Setup page, Click “OK”. Your report will print now.

Click on the small “Red X” at top left corner of screen, this takes you back to the GL menu selection page.

GLBR – Annual or YTD Budget Report.

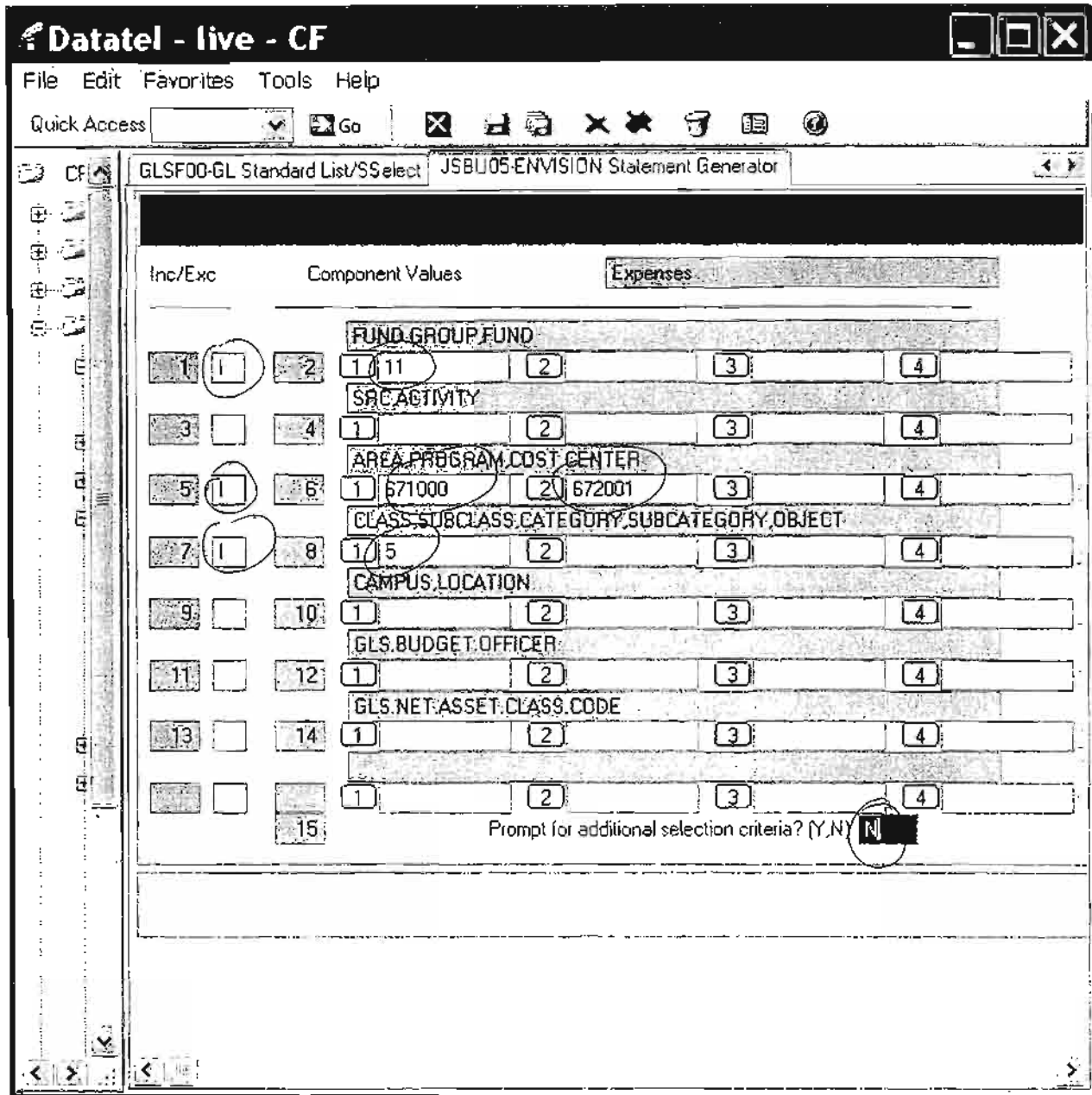


Click on the “GLBR – Annual or YTD Budget Report” selection.

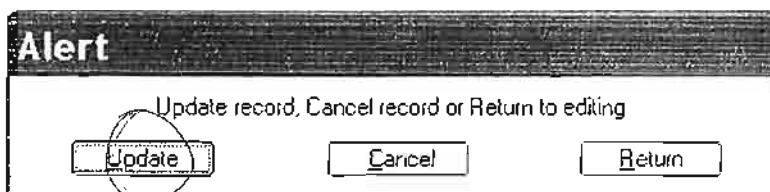


Type in the Fiscal Year you want to report on. ("2009").
In the Annual or YTD Budget box – type in "Y" for YTD,
In the Calendar Ending Month of Red box – type in "6"
In the Include accounts that have Red box – type in "a" All Statuses.
Then Click on the "Blue" box,

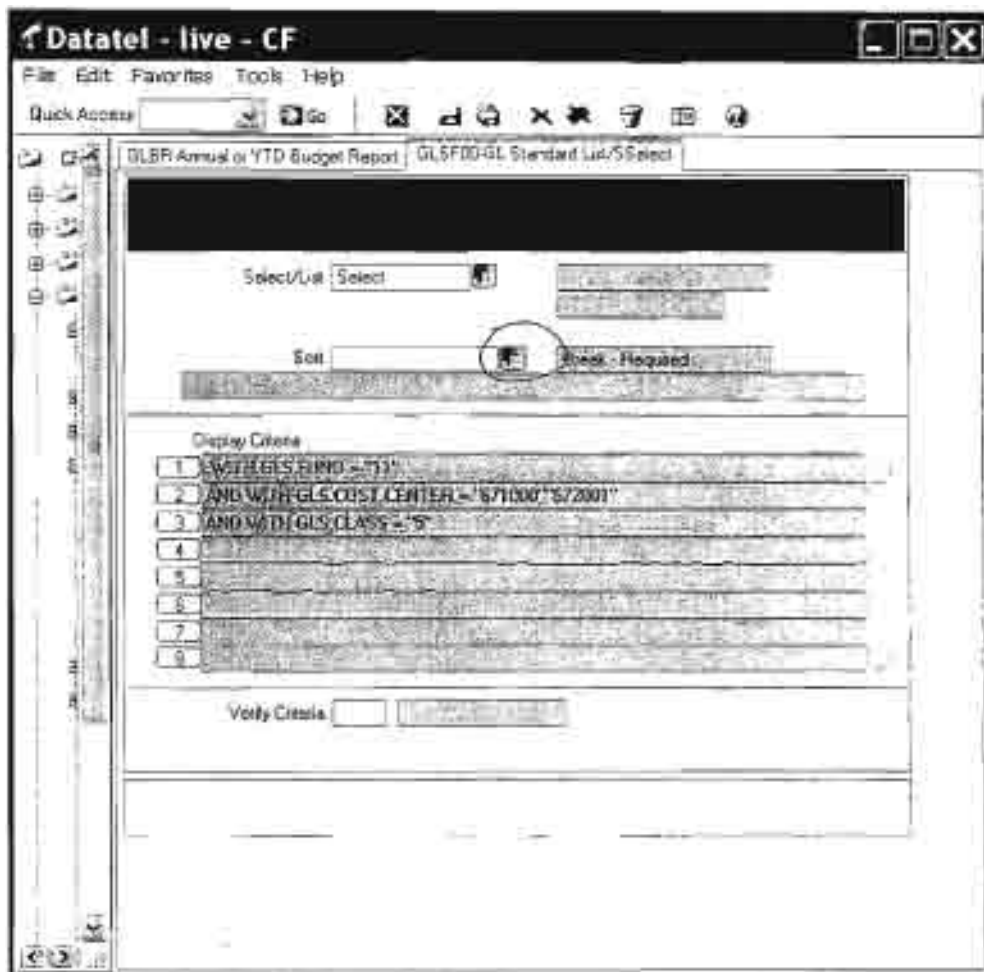
At the next screen (Select/List screen), Click on the "blue" box, to go to
your account selection screen.



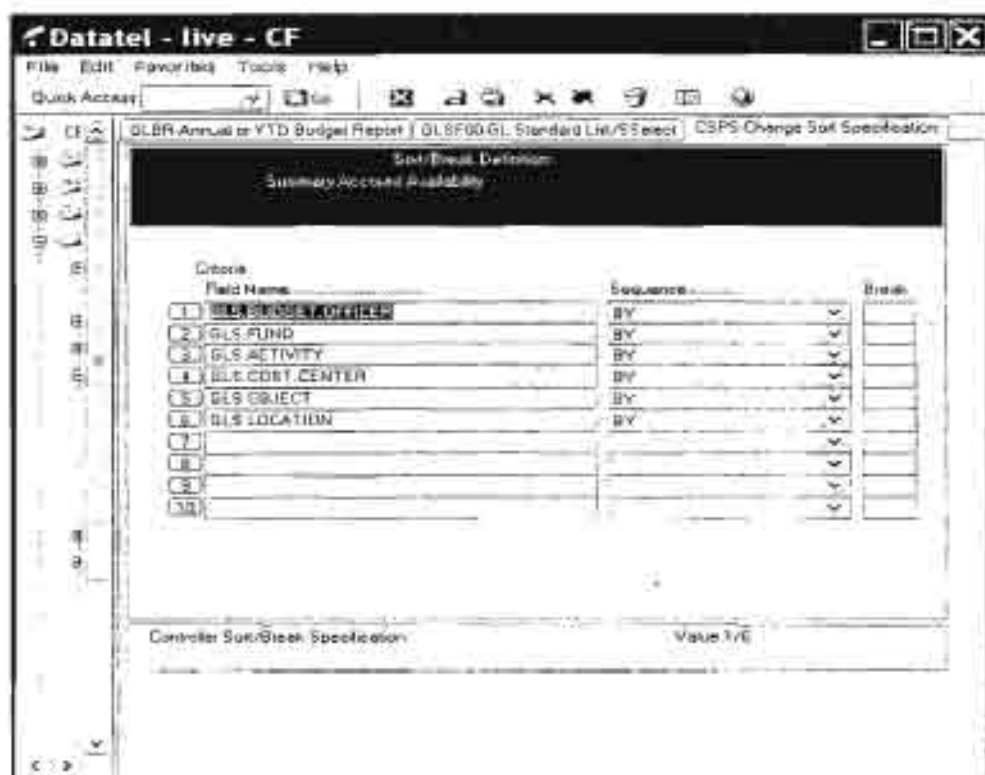
Here you will type in either "I" to include or "E" to exclude funds and accounts you want a report for. Type in "I" in box 1, tab and type in "11" for Fund 11
 Tab to line 5, type in "I", tab and type in the Cost.Center blanks boxes "671000" and "672001",
 Tab to line 7, type "I", tab to Object blank type in "5" for all expenses.
 Then Click on the Red box and type in "N" for No and press Enter.



Click "Update" or press Enter

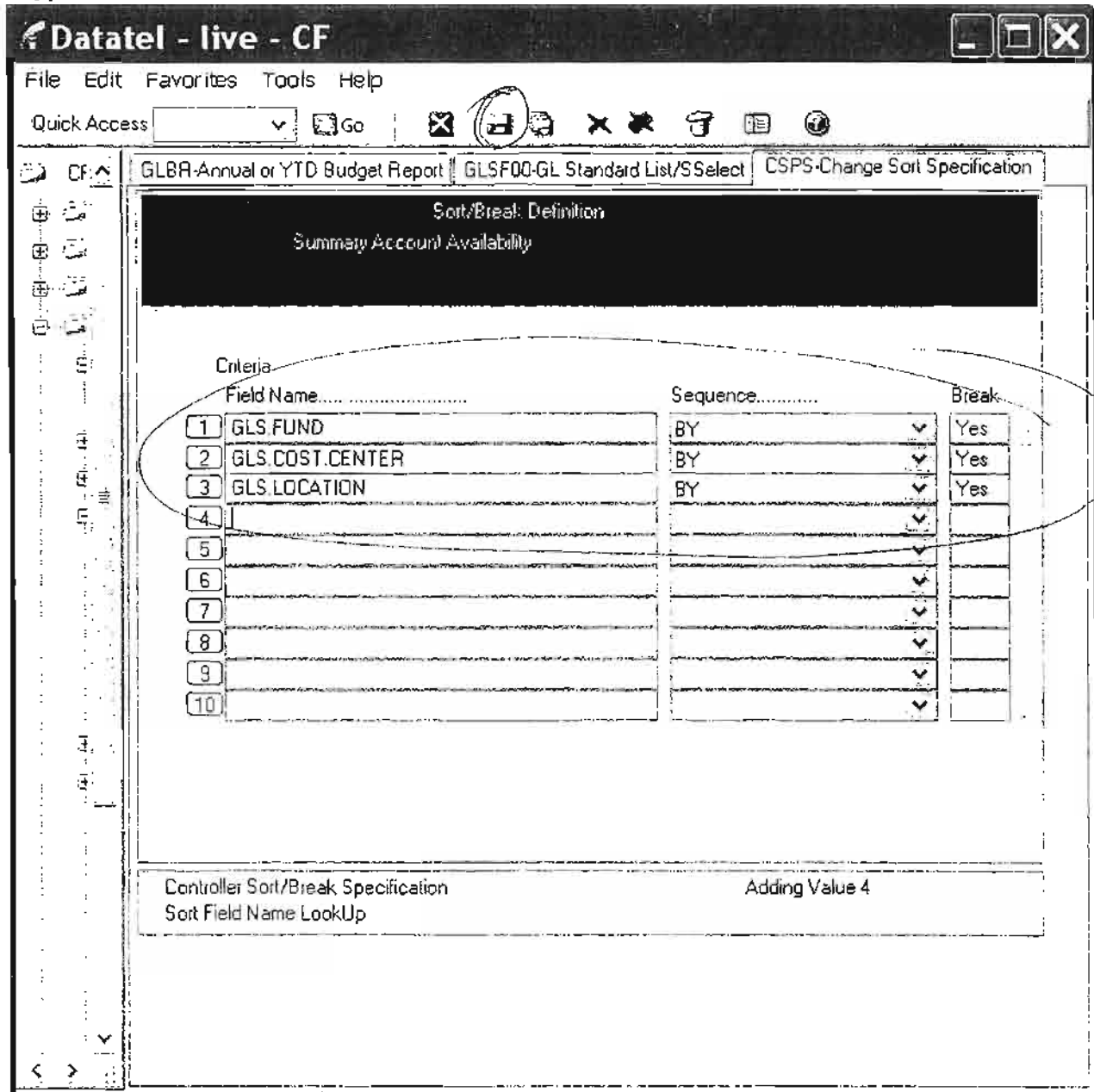


Click on the "blue" box by Sort



Here you must identify your breaks - totals.

Here, Click on 1 - and Delete this line (remember must click Delete twice),
 Type in "Y" in Break Column at Line 1,
 Click on 2 – Delete this line,
 Type in "Y" in Break Column, at Line 2,
 Click on 3 – Delete this line,
 Type in "Y" in Break Column, at Line 3.



Click on Single "Save" icon at top of page,
 Click OK on ALERT BOX SCREEN,
 Click on "Update" or Enter.
 Type "N" in Verify Criteria box at bottom of page, press Enter,
 Click "Update" or press Enter,

You should now be back at Page 1 for the GLBR screen.

Datatel - live - CF

File Edit Favorites Tools Help

Quick Access Go

GLBR-Annual or YTD Budget Report

Fiscal Year thru

Annual or YTD Budget

Calendar Ending Month of

Include accounts that have

GL Account Definition

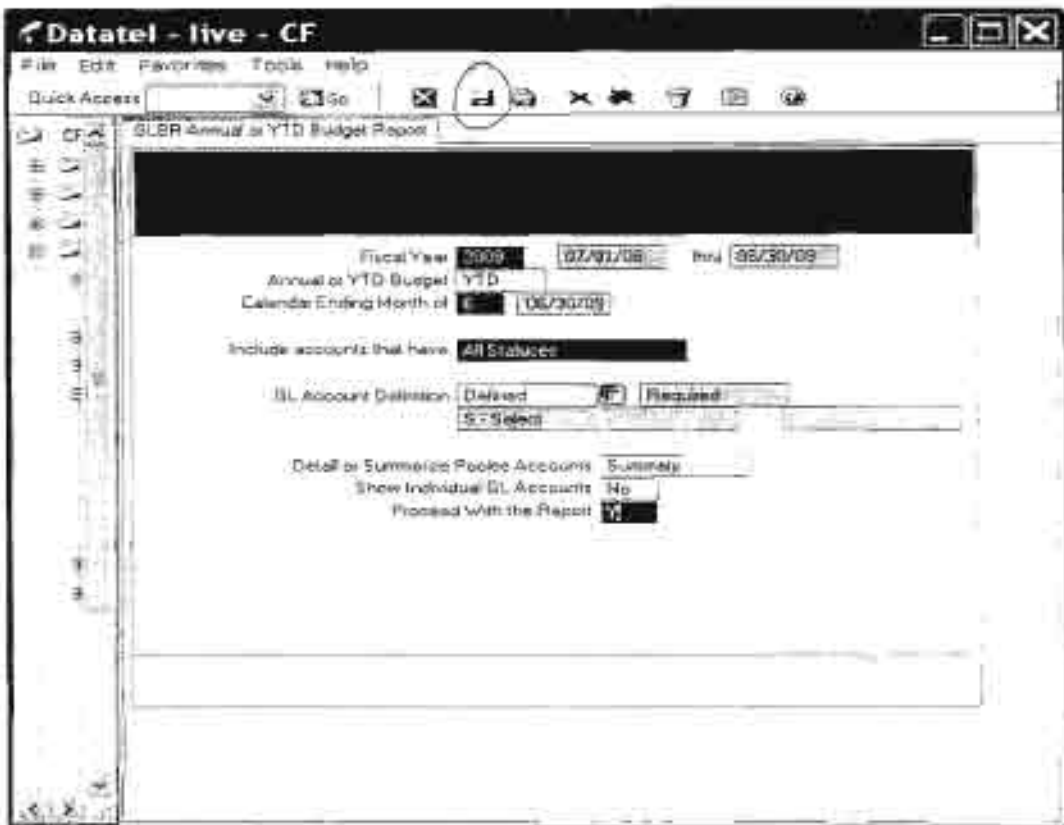
Detail or Summarize Poolee Accounts

Show Individual GL Accounts *Change to N*

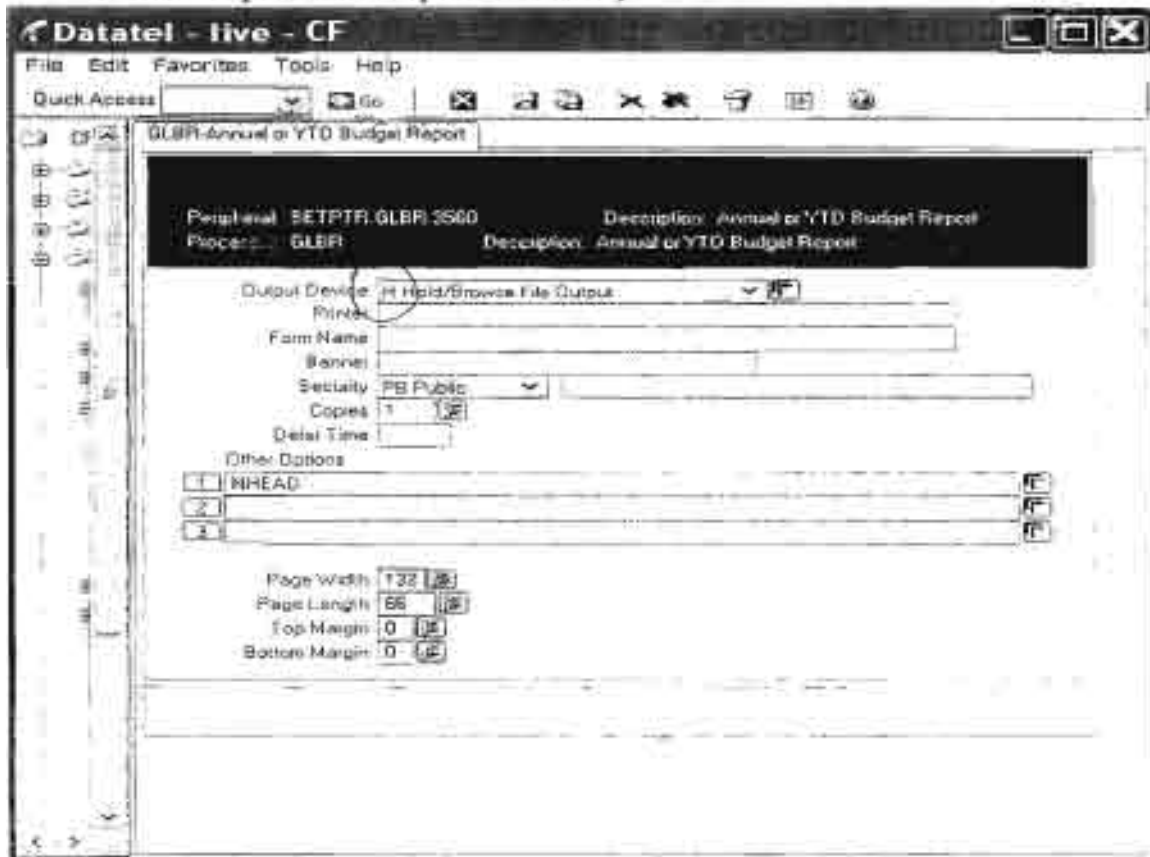
Proceed With the Report

Here you need to identify how you want the accounts to be reported; Detail or Summary, show the individual account numbers or not.

Leave the "S" and press Enter,
In the Show Individual GL accounts – type "N" for No,
Then type "Y" to proceed with the report, press Enter,



Click "Update" or press Enter
 Here you have typed in "H" in the Output Device line.
 Click on the Single "Save" icon at the top of the page,
 Click "Update" or press Enter,



Report Browser

West Hills CCD
 YTD Budget Report Ending 06/30/2009
 Options - All Statuses

DB-25-09 Page: 1
 Fiscal Year: 2009 FUND: 11 - G/F Unrestr

GL Account	YTD Encumbrances	MTD Actual	YTD Actual	YTD Budget	Available	% Avail
LOCATION: 100 - District Office	133,884.58	38,413.65	594,303.81	816,736.00	88,547.61	10.84
COST.CENTER: 671000 - Community Relati	133,884.58	38,413.65	594,303.81	816,736.00	88,547.61	10.84
LOCATION: 100 - District Office	537.79	0.00	23,834.83	37,107.00	12,734.38	34.32
LOCATION: 110 - Coalinga Campus	67.21	0.00	2,180.23	2,306.00	58.56	2.54
LOCATION: 220 - Lemoore Campus	0.00	0.00	1,423.48	1,461.00	37.52	2.57
LOCATION: 440 - N. Dist Center	0.00	0.00	95.13	100.00	4.87	4.87
COST.CENTER: 672001 - Safety	605.00	0.00	27,533.67	40,974.00	12,835.33	31.33
FUND: 11 - G/F Unrestr	134,489.58	38,413.65	621,837.48	857,710.00	101,382.94	11.82

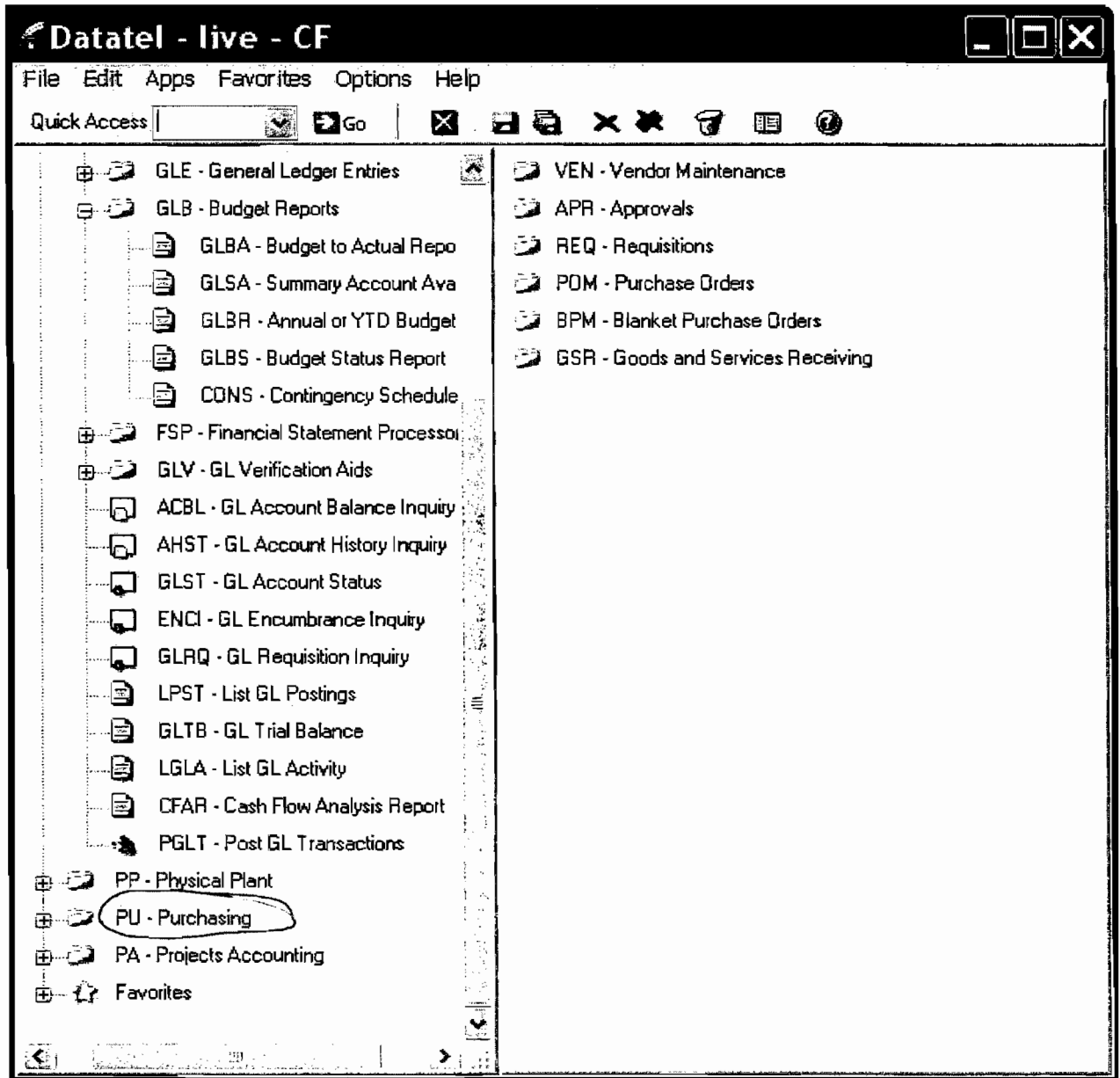
This is your report. In this report you see ALL 5- Expenditures for the 2 budget Cost.Centers selected. The YTD Budget = the Adopted budget, plus or minus any transfers in or out and any journal entries. YTD Actual = actual expenditures PAID (Vouchers/Checks issued). MTD Actual = actual expenditures PAID (Vouchers/Checks issued) for the month of June, 2009. YTD Encumbrances = Any PO's or PB's with a remaining balance or those that have no charges on them and are still considered open.

Click on the "Inside Printer" icon to run this report on your Datatel networked printer.

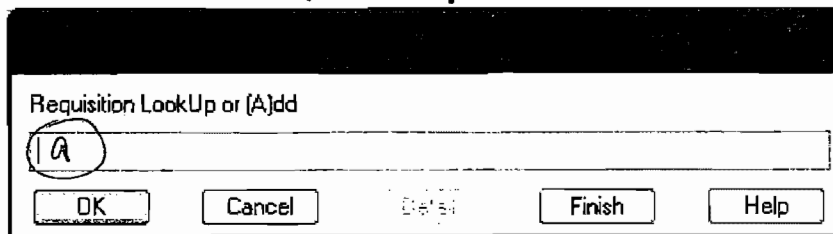
When finished, Click "Red X" top left corner of screen, to return to GL menu selection screen.

In Datatel you can save Report or Selections in your FAVORITES function. This allows you to jump right to Page 1 of your selection which can save a lot of screen selections.

To do this you must be in the First Page or Page 1 of your selection, we will use the Requisition Screen as an example:



- At the GL Selection Screen – Select “PU” – Purchasing
- Then Select “REQ” Requisitions,
- Then Select “REQM – Requisition Maintenance



- Type in “A” to add,

Enter "N" or Number or <ENTER> to assign automatically

- Click on "OK" or press Enter to automatically assign the next available Requisition number in Datatel to your requisition,

Alert

Number will be assigned automatically upon completion of Req

- Click "OK"

Datatel - live - CF

File Edit **Favorites** Tools Help

Quick Access Go

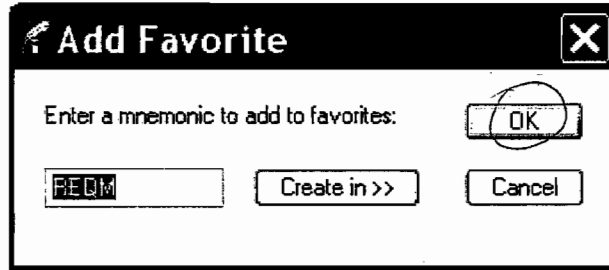
REQM-Requisition Maintenance

Requisition	Status	Status Date
Requisition Date: 08/25/09	Maintenance Date: <input type="text"/>	
Initiator: <input type="text"/>	Requisition Amt: <input type="text"/>	
Desired Date: <input type="text"/>		
Vendor ID: <input type="text"/>	Types: 1 <input type="text"/>	
Name: 1 <input type="text"/>		
Address: 1 <input type="text"/>		
City/State/Zip: <input type="text"/>		
Country: <input type="text"/>		
Currency: <input type="text"/>	Terms: <input type="text"/>	
Ship To: 01 West Hills Colleg	FDB: <input type="text"/>	
Ship Via: <input type="text"/>	Commodity: <input type="text"/>	
Approvals: 1 <input type="text"/>	Line Items: <input type="text"/>	
Buyer: <input type="text"/>	Printed Comments: 1 <input type="text"/>	
Expire Date: <input type="text"/>	Comments: 1 <input type="text"/>	
AP Type: <input type="text"/>	Priority: <input type="text"/>	
Inven Store: <input type="text"/>	Requisition Done: No	

Initiator LookUp

- Press enter on the date, you should be at the Red Initiator box.,
- Here, Click on "Favorites" at top of screen,

- Click on "Add" to add the selected screen,



- Click "OK" or press enter,
- Click on the "Triple X" icon at the top of the page, to go back to the G: menu selection screen.

Now, Click on Favorites, select and Click on REQM, it will take you immediately to the Page 1 screen (by passing all of the other screens) so that you can immediately begin your Requisition.

Budget Inquiry On the Web

April 25, 2006

By

Tammy Weatherman

www.westhillscollge.com

West Hills Community College District

Search WHCCD

Site Index Directory Español

About | Child Dev. Centers | Foundation | Human Resources | My West Hills | News & Events | West Hills Online

ONCE YOU GO HERE YOU CAN GO ANYWHERE™

QUICK LINKS

- Admission Instructions
- Board of Trustees
- Blackboard Login
- Child Development Centers
- Class Schedule
- Employment Opportunities
- Faculty & Staff Directory

SELECT A COLLEGE NEAR YOU

- West Hills College Coalinga
- West Hills College Lemoore
- West Hills Online

MY WEST HILLS - Online Services

- Class Schedule
- Student Section
- Student Email
- Employee Email
- Webmail Section

NEWS & EVENTS

Chancellor's Message

- Foundation Golf Tournament
- WHCCD Strategic Plan
- Pivotal Response Treatment Workshop

MISSION & VISION

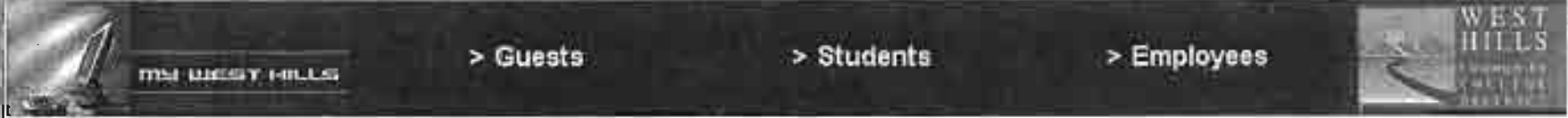
WEST HILLS COMMUNITY COLLEGE DISTRICT

Coalinga | Lemoore | Coalinga | WHCCD | Foundation | Lemoore | Coalinga
West Hills Community College District • 4000 West St. • Coalinga, CA 91101 • Tel: (761) 266-1104
80000 West Hills Community College District | Site Information | Contact Us

Compliance Statement 2008

Search powered by

Click on "Employee Section" above



[Logout](#)

[Help](#)

EMPLOYEE MENU

Click on the links below to access your account.

Click on Budget Inquiry button

Address update	Email	Reimbursement Claim Inquiry
Approved Course Outlines	Enrollment Report	Search course offerings
Archived Class Schedule	Facilities/Resources Request WHCC	Semester classes
Budget Inquiry	Facilities/Resources Request WHCL	Submit grades
Class roster	ITS Tech Support	Vacation and leave
Change password	Login help	What's my User Name?
SSS Counseling Referral	Phone configuration	West Hills Customer Information Support Team (WHCIST)
Early Alert Counseling Form	Position summary	

My West Hills - Login - Microsoft Internet Explorer provided by Comcast

File Edit View Favorites Tools Help

Address <https://my.westhillscollge.com/servlet/com.datotel.server.servlets.webadvisor.WebAdvisor?MENU=FCRMNEMONIC=WGLBSAPPLICATION=CF&> Go Links >>

Adobe Y! Search With Mail Yahoo! Photos Games News

MS WEST HILLS > Guests > Students > Employees WEST HILLS UNIVERSITY VALLEY VIEW, OHIO

Logout Help

LOGIN

Your user name is your **first and last name** in lower case.
If there are duplicates, a number is appended (for example johnsmith and johnsmith1).
If you are having problems with your user name or password see the [login assistance links](#) below.

User Name:

Password:

Show my password hint:

By clicking the submit button you agree to abide by the [WHCCD Acceptable Use of Electronic Resources and Academic Honesty Policies](#).

[View Acceptable Use of Electronic Resources Policy](#)
[View Academic Honesty Statement](#)

For [login assistance](#), please [click here](#).
If you do not know your user name try the automated [What's My User Name?](#)
If you do not remember your password try the automated [Reset My Password](#)

Done Internet

Type in your
"My West Hills"
user name and
password, then
click on Submit

This is the screen where you will select which budget accounts you want to see. If the GL Component fields are left blank, you will get a report with all the accounts that you have been given access to see. If you wanted to limit your selection criteria to cost center 671000, you would type in 671000 in the field on Line 3. You do not have to put a number in every component.

MS WEST HILLS > Guests > Students > Employees

[Logout](#) [Help](#)

GL Component Selection					
Fund					
Acct					
Cost Center					
Object					
Location					
Project					

Save GL Component Selection

Sort by	Subtotal
FUND - FUND	<input checked="" type="checkbox"/>
COST.CENTER - COST.CENTER	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

Fiscal Year: 2006
 Actuals Begin Date:
 Actuals End Date:

Submit

start | Internet E... | Microsoft Pow... | 9:17 AM

GL Component Selection					
1 Funds					
2 Activity					
3 Cost Center					
4 Object					
5 Locations					
6 Projects					

Save GL Component Selection

Sort by	Subtotal
FUND - FUND	<input checked="" type="checkbox"/>
FUND.GROUP - FUND.GROUP	<input checked="" type="checkbox"/>
FUND - FUND	<input checked="" type="checkbox"/>
SOURCE - SOURCE	
ACTIVITY - ACTIVITY	
AREA - AREA	
PROGRAM - PROGRAM	
COST.CENTER - COST.CENTER	
CLASS - CLASS	
SUBCLASS - SUBCLASS	
CATEGORY - CATEGORY	
SUBCATEGORY - SUBCATEGORY	
OBJECT - OBJECT	
CAMPUS - CAMPUS	
LOCATION - LOCATION	

In this "Sort by" column you have the ability to subtotal by each component of the general ledger.

Submit

[Return to Employees Menu](#)

GL Component Selection					
1 Funds	11	11	11		
2 Activities					
3 Cost Centers	671000	671000	671000		
4 Objects	54590	55213	55110		
5 Locations					
6 Projects					

Save GL Component Selection

	Sort by	Subtotal
1	FUND - FUND <input type="checkbox"/>	<input checked="" type="checkbox"/>
2	COST.CENTER - COST.CENTER <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3		<input type="checkbox"/>

Fiscal Year
 Actuals Begin Date
 Actuals End Date

For "Fiscal Year" you can select any fiscal year that is open. Since there is no activity for 2007 yet, you should **select 2006**.

When you are ready, click **Submit** →

[Return to Employees Menu](#)



WV WEST HILLS

> [Guests](#)

> [Students](#)

> [Employees](#)



[Logout](#)

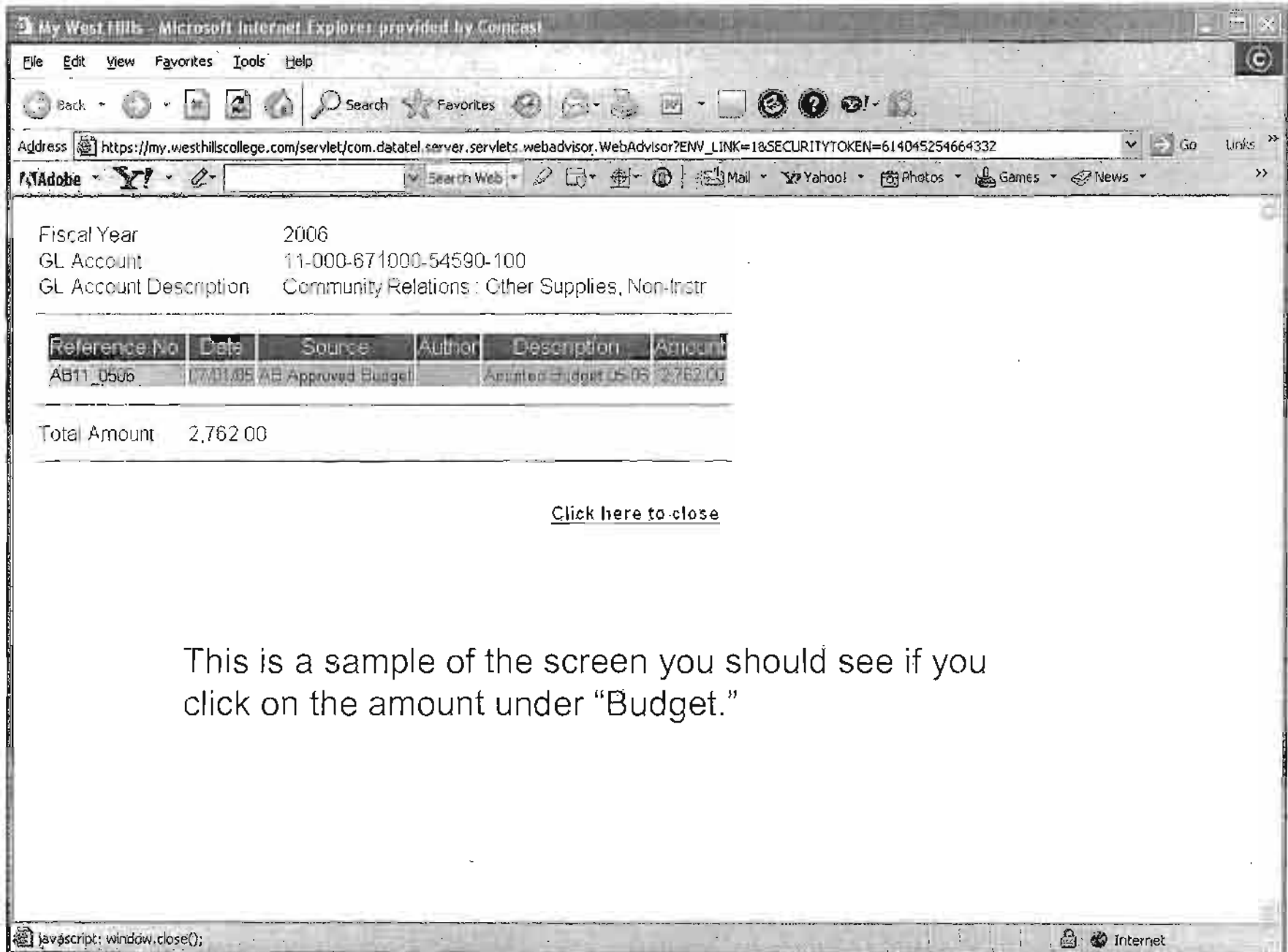
[Help](#)

Fiscal Year 2006

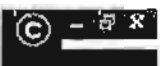
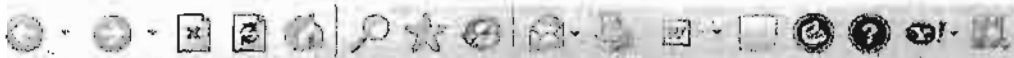
	GL Account	U/P	GL Description	Budgeted	Requisitioned	Encumbered	Actual	Funds Available
1	11-000-671000-54590-100		Community Relations - Other Supplies - Non-Inst	<u>2,762.00</u>	0.00	1,000.00	1,416.73	348.27
2	11-000-671000-55110-100		Community Relations - Consultant Services	<u>247,269.00</u>	2,502.13	79,808.59	142,742.92	22,215.36
3	11-000-671000-56213-100		Community Relations - Classified Travel	<u>79.00</u>	0.00	0.00	79.00	0.00
4			<u>Cost Center Total</u>	<u>250,110.00</u>	2,502.13	80,808.59	144,238.65	22,563.63
5								
6			<u>Fund Total</u>	<u>250,110.00</u>	2,502.13	80,808.59	144,238.65	22,563.63
7								
8								
9			<u>Grand Total</u>	<u>250,110.00</u>	2,502.13	80,808.59	144,238.65	22,563.63

[Return to Employees Menu](#)

This report is the same as the GLSA report. Where the figures are bolded and underlined, you can click on them to see the detail. The report reflects subtotals for cost center and fund as selected on the account selection screen, then totaled.



This is a sample of the screen you should see if you click on the amount under "Budget."



Fiscal Year 2006
 GL Account 11-000-671000-54590-100
 GL Account Description Community Relations - Other Supplies, Non Instr

Date Range 07/01/05
 06/30/06

Reference No.	Date	Source	Description	Amount
1 <u>V0137344</u>	04/05/05	PJ Purchase Journal	Lemable Advance, The	26.00
2 <u>V0136121</u>	03/21/05	PJ Purchase Journal	Lemable Advance, The	26.00
3 <u>V0136066</u>	03/20/05	PJ Purchase Journal	Lee Enterprises	262.00
4 <u>V0136065</u>	03/20/05	PJ Purchase Journal	KerWest Newspapers	30.00
5 <u>V0133621</u>	03/01/05	PJ Purchase Journal	WHC Bookstore	98.73
6 OFFSUP0205	02/28/05	JE General Journal	Office Depot 022805	139.13
7 <u>V0132073</u>	02/07/05	PJ Purchase Journal	Clevis Video Transfer	104.05
8 <u>V0132073</u>	02/07/05	PJ Purchase Journal	Don Clevis Video Transfer	104.05
9 <u>V0132073</u>	02/07/05	PJ Purchase Journal	Don Clevis Video Transfer	104.05
10 <u>V0131838</u>	02/01/05	PJ Purchase Journal	The Sentinel	67.50
11 OFFSUP0105	01/31/05	JE General Journal	Office Depot 013105	19.37
12 OFFSUP0106	01/31/05	JE General Journal	Office Depot 013105	24.73
13 <u>V0127407</u>	12/05/05	PJ Purchase Journal	WHC Bookstore	290.00
14 OFFSUP1005	10/31/05	JE General Journal	Office Depot 103105	86.37
15 OFFSUP1005	10/31/05	JE General Journal	Office Depot 103105	41.29
16 OFFSUP0905	09/30/05	JE General Journal	Office Depot 093005	6.93
17 OFFSUP0905	09/30/05	JE General Journal	Office Depot 093005	37.12
18 OFFSUP0905	09/30/05	JE General Journal	Office Depot 093005	174.51

This is a sample of the "actual" details that total to the actual amount from the summary page. If the reference number is bolded and underlined, you can click on it to see detail information regarding that transaction.

Total Actuals 1,413.73 Actuals pending posting 0.00 Document subtotal before 07/01/05 0.00 Document subtotal after 06/30/06 0.00 Grand Total 1,413.73





Voucher Number V0137344
Voucher Status Paid
Voucher Date 04/05/06
Voucher Maintenance Date 04/05/06
AP Type GFU G/F Unrestricted
Voucher Amount \$26.00
Check/Transaction Number CO*0102243
Paid Date 04/05/06
Due Date 04/05/06
Vendor ID and/or Name 0002621 Lemoore Advance, The

Created from Document

P0024003

Item Description	Vendor Item Number	Quantity	Unit of Issue	Price	Extended Price	GL Account Number	Project ID	Invoice Number	Tax Code
subscription		000	EA Each	26.0000	26.00	11-000-671000-54990-1100 Other Supplies, Non-Instr. District Office		YEAR	

Comments

Approvals Dates

1 Frances Anna Squire 04/05/06

2 Tammy Weatherman 04/05/06

Next Approvals

[Click here to close](#)

To get to this screen, I clicked on the Voucher number. If you want to see any information regarding the purchase order, you can click on the purchase order number that is bolded and underlined.



Purchase Order Number P0024003
 Purchase Order Status Paid
 Requestor Name
 Initiator Name Frances A. Squire

 Purchase Order Date 04/03/08
 Maintenance Date 04/03/08
 Vendor ID and/or Name 0002621 Lemoore Advance, The
 AP Type GFU G/F Unrestricted
 Purchase Order Total \$26.00
 Ship to 01 West Hills College/Coalinga
 Commodity Code

Created from Requisitions
0026344

Vouchers Created
V0137344

Item Description	Vendor Item	Quantity	Unit of Issue	Price	Extended Price	GL Account Number	Project ID	Tax Code
subscription		1.000	EA/Each	26.0000	26.00	11.0000/1000-54500100 (other supplies, non-inst.) District Office		

Printed Comments

Comments

Approval	Date
1 Frances Anna Squire	04/03/08
2 Tammy Weatherman	04/03/08

Next Approval

This is a sample of the screen you would see if you clicked on the amount in the "Encumbered" column, or if you detailed in on the PO number from the voucher screen.

[Click here to close](#)



Requisition Number 0026344
 Requisition Status PO Created
 Requestor Name
 Initiator Name Frances A. Squire

 Requisition Date 03/31/06
 Maintenance Date 03/31/06
 Desired Date 03/31/06
 Vendor ID and/or Name 0002621 Lempore Advance, The
 AP Type
 Requisition Total \$26.00
 Ship to 01 West Hills College/Coalinga

Purchase Orders Created

PO024003

Item Description	Vendor Item	Quantity	Unit of Issue	Price	Extended Price	GL Account Number	Project ID	Tax Code
subscription		1.000	EA Each	26.0000	26.00	11-000-67-1000-5490-100 Other Supplies NonInst District Office		

Printed Comments

Comments

Approval	Date
1 Frances Anna Squire	03/31/06
2 Tammy Weatherman	03/31/06

Next Approval

This is a sample of what the screen looks like you click on the requisition number – from here you can also detail back into the PO number.

[Click here to close](#)

Reimbursement Claim Inquiry on the Web

April 25, 2006

By

Tammy Weatherman

www.westhillscollge.com

The screenshot shows the homepage of the West Hills Community College District. At the top, there is a navigation bar with a search box and links for 'Site Index', 'Directory', and 'Español'. Below this is a main header with the college's name and a secondary navigation menu including 'About', 'Child Dev. Centers', 'Foundation', 'Human Resources', 'My West Hills', 'News & Events', and 'West Hills Online'. The main content area is divided into several sections: a large banner with the slogan 'ONCE YOU GO HERE YOU CAN GO ANYWHERE', a 'QUICK LINKS' sidebar, a 'SELECT A COLLEGE NEAR YOU' section, a 'NEWS & EVENTS' section featuring a 'Chancellor's Message' and a list of events, and a 'MISSION & VISION' section. A red box is drawn around the 'Employee Section' link in the 'MY WEST HILLS - Online Services' sidebar. At the bottom, there is a footer with a 'Compliance Statement' and a '508 Approved' logo. A red box at the very bottom contains the text 'Click on "Employee Section" above'.

West Hills Community College District

Search WHCCD Submit

Site Index Directory Español

About | Child Dev. Centers | Foundation | Human Resources | My West Hills | News & Events | West Hills Online

**ONCE YOU GO HERE
YOU CAN GO ANYWHERE**

QUICK LINKS

- Admission Instructions
- Board of Trustees
- Blackboard Login
- Child Development Centers
- Class Schedule
- Employment Opportunities
- Faculty & Staff Directory

SELECT A COLLEGE NEAR YOU

- West Hills College Coalinga
- West Hills College Lemoore
- West Hills Online

MY WEST HILLS - Online Services

- Class Schedule
- Student Section
- Student Email
- Employee Email

NEWS & EVENTS

Chancellor's Message

- Foundation Golf Tournament
- WHCCD Strategic Plan
- Pivotal Response Treatment Workshop

MISSION & VISION

**WEST HILLS
COMMUNITY
COLLEGE
DISTRICT**

Compliance Statement 508 Approved

Click on "Employee Section" above

EMPLOYEE MENU

Click on the links below to access your account.

Address Update	Email	Reimbursement Claim Inquiry
Approved Course Budline	Enrollment Report	Search Course Offerings
Archived Class Schedule	Facilities/Resources Request WHCC	Semester Classes
Budget Inquiry	Facilities/Resources Request WHCL	Submit Grades
Class Roster	ITS Tech Support	Vacation and Leave
Change Password	Login Help	What's my User Name?
ESS Counseling Referral	Phone Configuration	West Hills Customer Information Support Team (WHCIST)
Early Alert Counseling Form	Position Summary	

Click on the "Reimbursement Claim Inquiry" button.

[Logout](#)

[Help](#)

Type in your "My West Hills" user name and password, then click on Submit

LOGIN

Your user name is your **first and last name** in lower case.
If there are duplicates, a number is appended (for example johnsmith and johnsmith1).
If you are having problems with your user name or password see the login assistance links below.

User Name: powered by DataTel

Password:

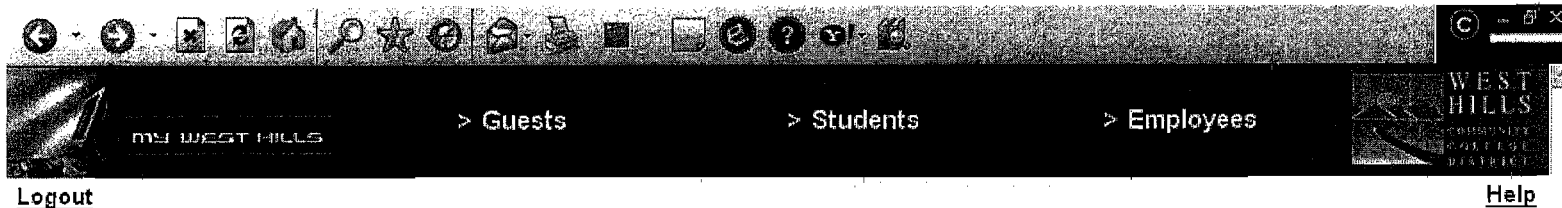
Show my password hint:

Submit

By clicking the submit button you agree to abide by the WHCCD Acceptable Use of Electronic Resources and Academic Honesty Policies.

[View Acceptable Use of Electronic Resources Policy](#)
[View Academic Honesty Statment](#)

For [login assistance, please click here.](#)
If you do not know your user name try the automated [What's My User Name?](#)
If you do not remember your password try the automated [Reset My Password](#)



WEST HILLS
COMMUNITY
COLLEGE
DISTRICT

[Logout](#) [Help](#)

Start Date End Date

Enter an Invoice Number

Submit

Suggested Usage - Leave fields blank and submit.

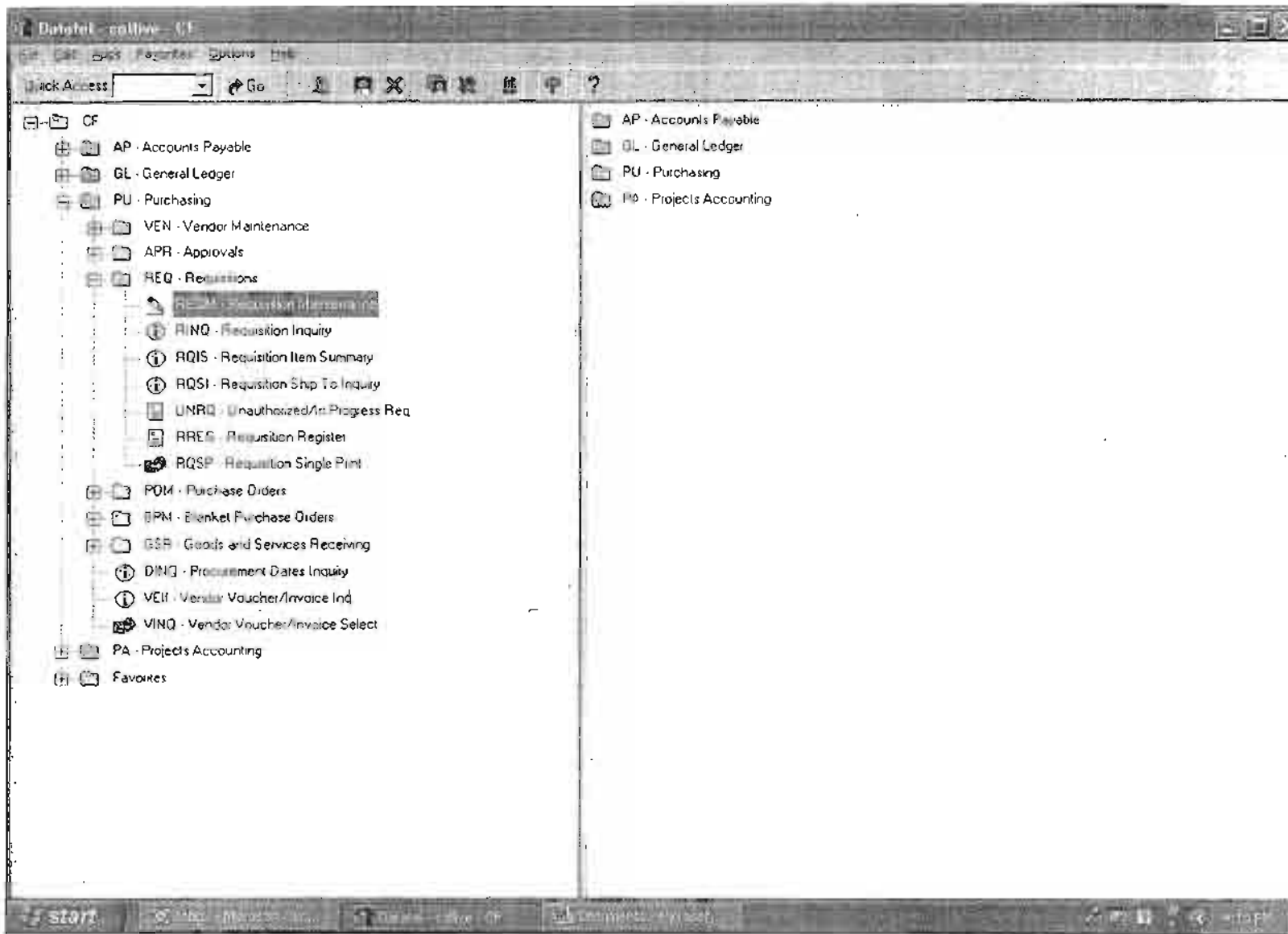
[Return to Employees Menu](#)

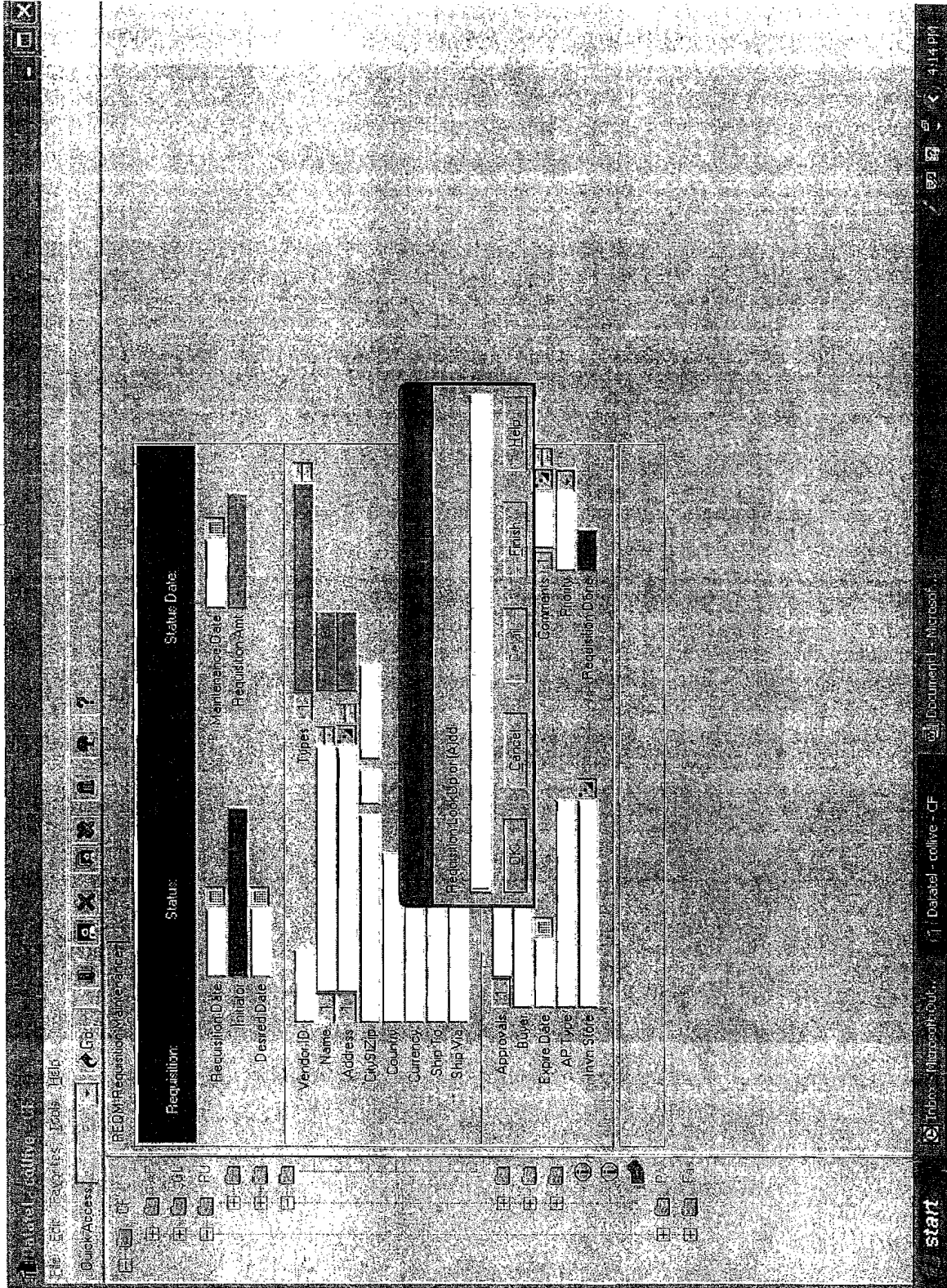
The first time you use this screen, I recommend that you leave all the fields blank and then click on Submit. You will get a list of all your reimbursements on file back to July 2000. However, if you only want to see those claims submitted for 2005, you would use a Start Date of 01/01/05 and an End Date of 12/31/05. Always leave the invoice number field blank.

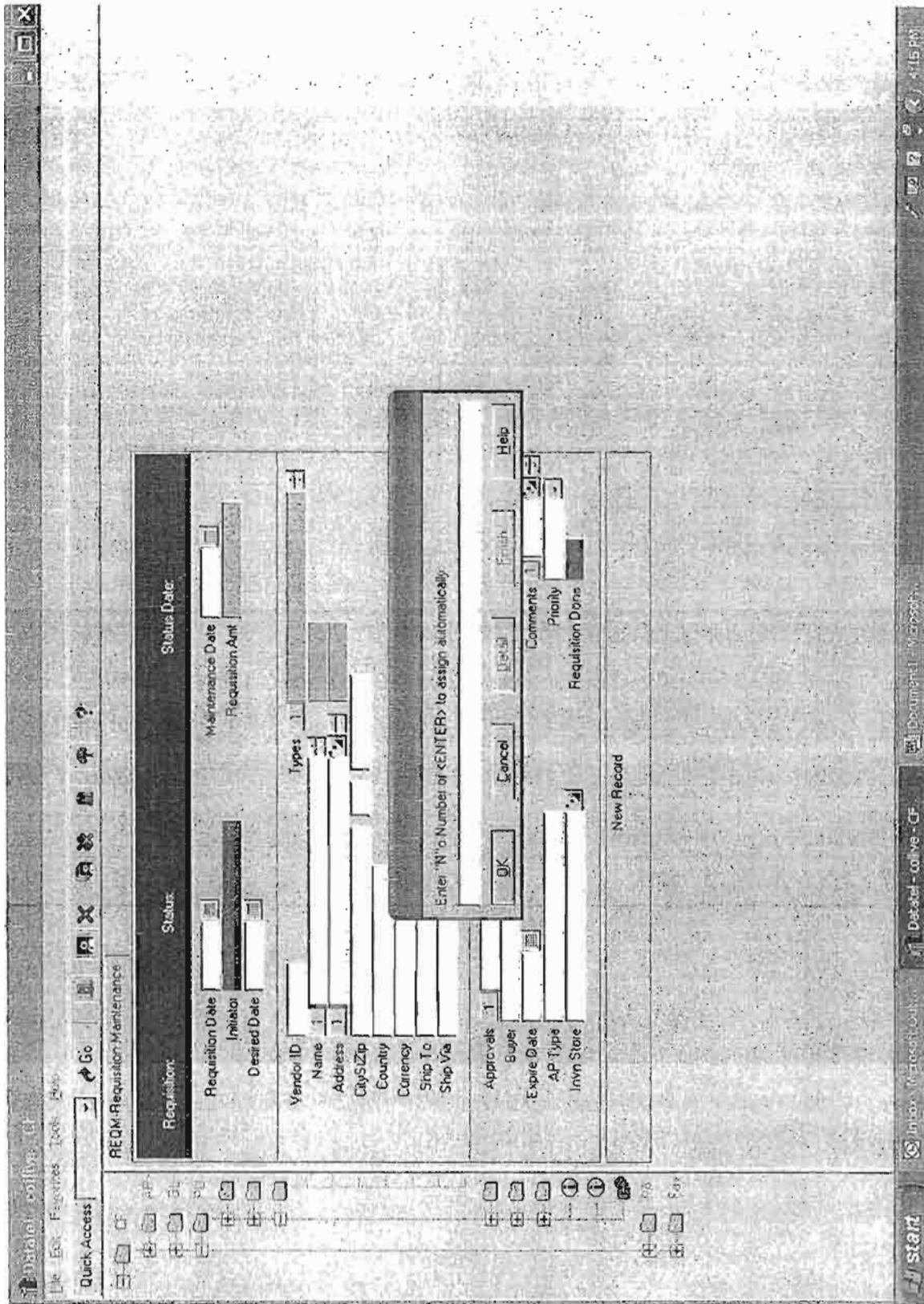


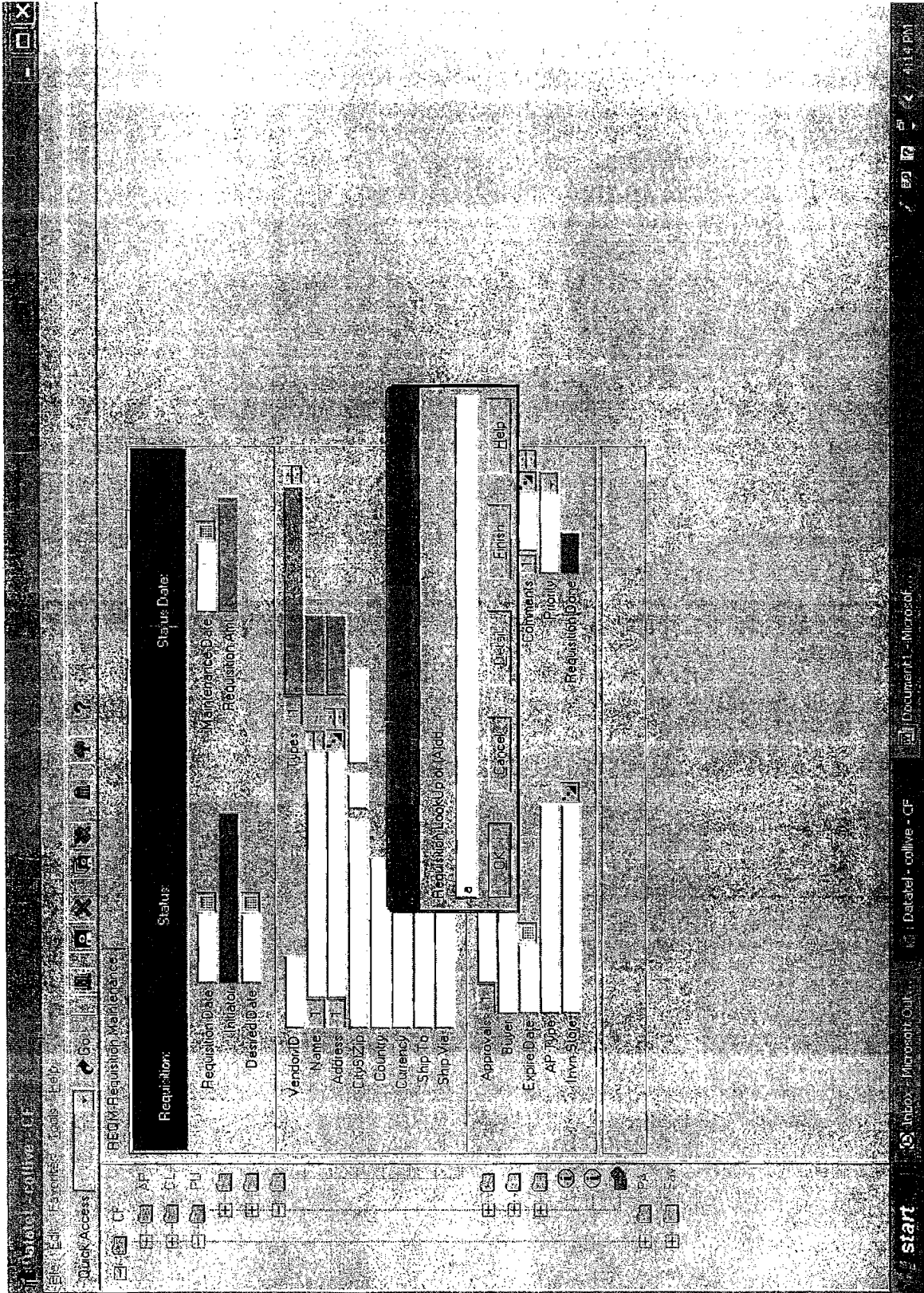
	Invoice Date	Invoice	Status	Due Date	Invoice Amount	Check Number	Check Date	Check Amount	Voucher
1	03/24/2006	MAR 17-22	Paid	03/24/2006 01/26/2006	\$2,096.06	01021270101135	03/24/2006 01/26/2006	\$1,600.65 \$495.41	V0106471 V0103177
2	02/24/2006	FEB 22-23	Paid	02/24/2006	\$454.79	0101876	03/09/2006	\$454.79	V0103271
3	10/26/2005	OCT 26-05	Paid	10/27/2005	\$300.00	0099946	11/01/2005	\$300.00	V0102456
4	09/26/2005	SEPT 26	Paid	09/26/2005	\$900.00	0099433	09/26/2005	\$900.00	V0102120
5	09/02/2005	SEPT 12	Paid	10/11/2005	\$27.16	0099639	10/11/2005	\$27.16	V0122010
6	08/16/2005	AUG 16-05	Paid	08/17/2005	\$900.00	0098954	08/25/2005	\$900.00	V0101626
7	07/19/2005	JUN 30	Paid	07/19/2005	\$900.00	0098650	07/21/2005	\$900.00	V0101964
8	06/22/2005	JUNE 15	Paid	06/22/2005	\$101.50	0097796	06/22/2005	\$101.50	V0101491
9	05/16/2005	APR/MAY	Paid	06/16/2005	\$98.25	0097249	05/16/2005	\$98.25	V0102923
10	03/31/2005	MAR 28-29	Paid	03/31/2005	\$131.25	0096535	04/06/2005	\$131.25	V0100515
11	02/14/2005	FEB 9-10	Paid	02/14/2005	\$502.50	0096036	02/16/2005	\$502.50	V0105777
12	01/29/2004	NOV 29-04	Paid	02/10/2004	\$54.00	0094904	12/10/2004	\$54.00	V0101921
13	09/28/2004	SEP 28-04	Paid	10/20/2004	\$184.50	0094102	10/22/2004	\$184.50	V0098401
14	09/07/2004	SEPT 04	Paid	09/13/2004	\$194.50	0093455	09/13/2004	\$194.50	V0094723
15	06/16/2004	JUNE 2004	Paid	06/16/2004 06/14/2004	\$322.32	0092316	06/23/2004	\$322.32	V0090112 V0089929
16	06/09/2004	MAY 2004	Paid	06/09/2004	\$28.80	0092306	06/23/2004	\$28.80	V0089517
17	04/02/2004	APR 2004	Paid	04/02/2004	\$19.07	0091939	04/20/2004	\$19.07	V0088891
18	03/22/2004	MAR 2004	Paid	03/22/2004 02/18/2004	\$1,552.05	0090761 0090265	03/25/2004 02/26/2004	\$1,091.68 \$460.37	V0085228 V0082361
19	03/17/2004	MARCH 4	Paid	03/17/2004	\$28.60	0090566	03/17/2004	\$28.60	V0082766
20	02/13/2004	FEB 2004	Paid	02/13/2004	\$603.89	0090285	02/23/2004	\$603.89	V0082208
21	01/26/2004	JAN 26	Paid	01/30/2004	\$575.00	0089990	02/09/2004	\$575.00	V0081042
22	12/16/2003	DEC 10-12	Paid	12/16/2003	\$388.88	0089411	12/17/2003	\$388.88	V0078710
23	07/21/2003	JULY 2003	Paid	07/21/2003	\$67.60	0087947	08/10/2003	\$67.60	V0069052

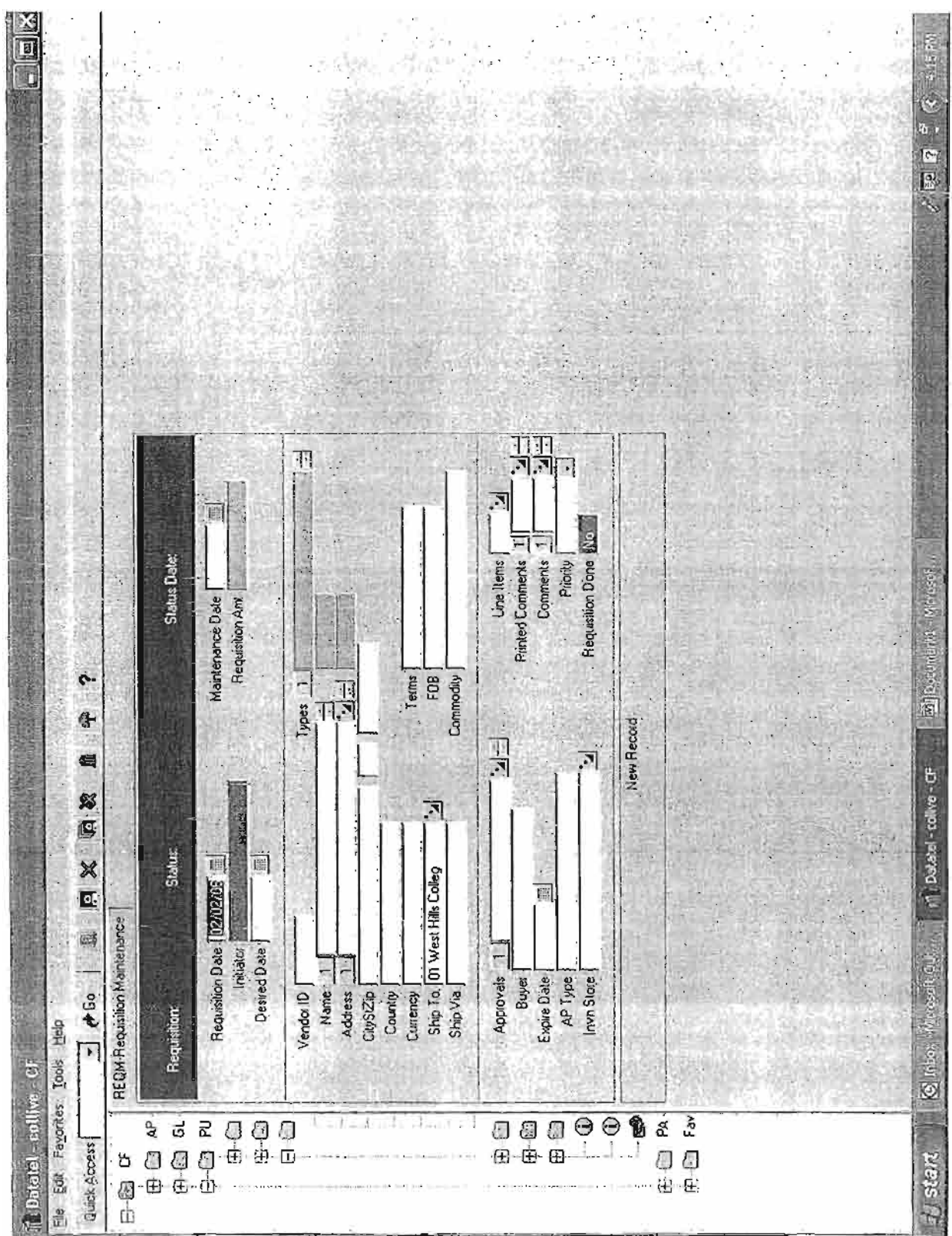
This is a sample of what the inquiry results screen should look like. You may see Status's such as Paid, Outstanding, and Reconciled. If the status is Outstanding, a check has not been issued yet.











DataTel - collive - CF

File Edit Favorites Tools Help

Quick Access

REQM Requisition Maintenance

Requisition:

Requisition Date: 10/27/2008

Maintenance Date:

Requisition Amt:

Initiator:

Desired Date:

Status:

Status Date:

Vendor ID:

Name:

Address:

City/Zip:

County:

Currency:

Ship To:

Ship Via:

Types:

Terms:

FOB:

Commodity:

Approvals:

Buyer:

Expire Date:

AP Type:

Invn Store:

Line Items:

Printed Comments:

Comments:

Priority:

Requisition Done:

New Record

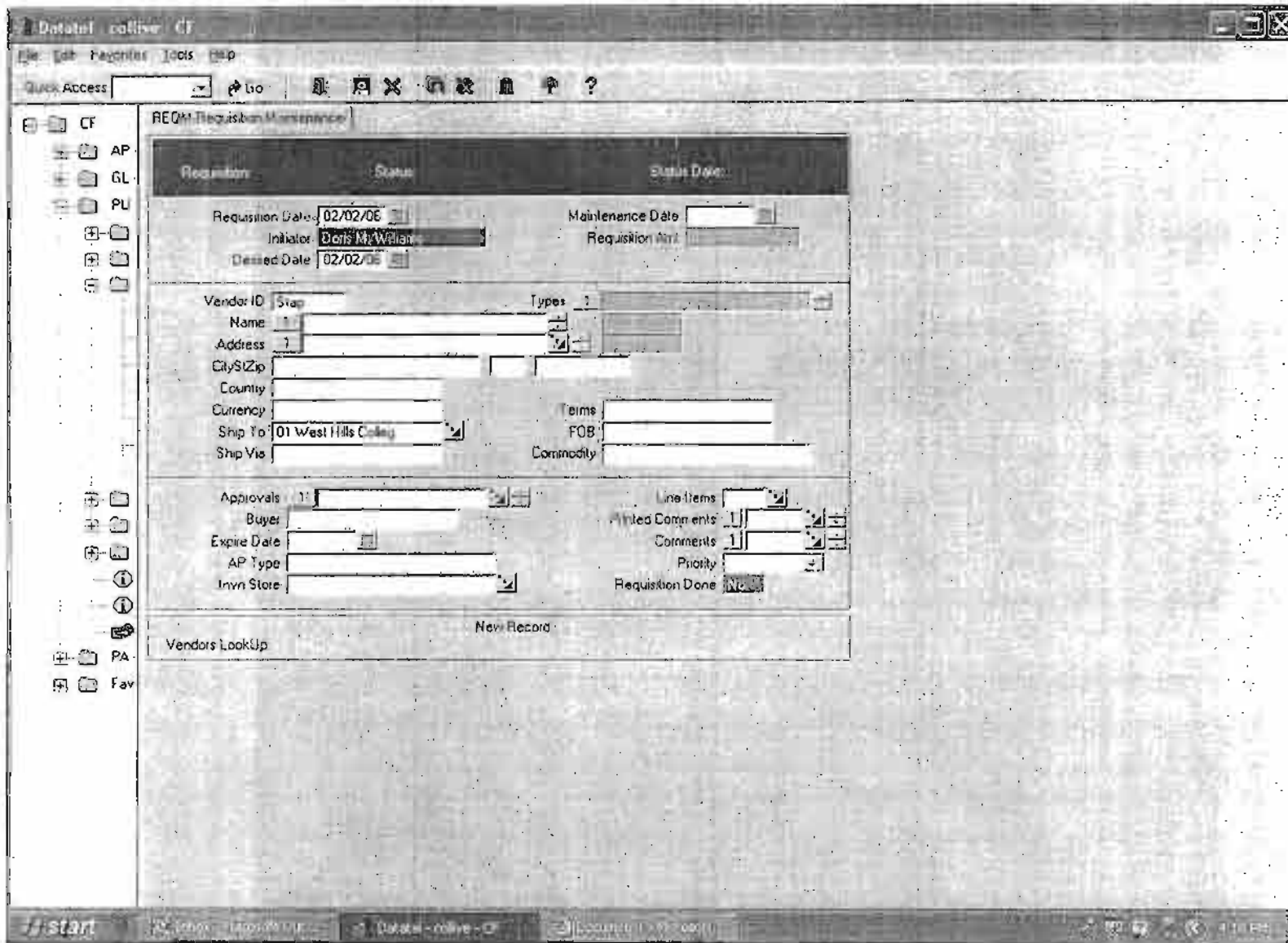
start

Inbox - Microsoft Outlook

DataTel - collive - CF

Documents - Microsoft

5:15 PM



Datatel - cpiliva - CF

File Edit Favorites Tools Help

Quick Access

Go

REQM-Requsition Maintenance

REQM-Requsition Maintenance

CORP Lookup Screen

using CORP. View: Vendors

Seq. Number	Address	SIC Code
ID, Status	Entity Date	
Source /	Where Used	
1: Staples Communications	P. O. Box 5782	
0075991	Hartford, CT 06102-5782	01/23/01
		CORP VEN
2: Staples	PO Box 30298	
0002961	Salt Lake City, UT 84130	05/10/00
		CORP VEN

Controller: Lookup Resolution

Seq Number, (F) Lag, (S)ort/Select:

Page 1/1

Start

Datatel - cpiliva - CF

Microsoft Office

Document - Microsoft

Internet Explorer - D:\inetpub\wwwroot\collive - CF

Quick Access: [Dropdown] Go [Home] [Back] [Forward] [Stop] [Refresh] [Print] [Help]

CF

REQM-Requsition Maintenance

REQM-Requsition Maintenance

REQM LOOKUP SCREEN

REQM LOOKUP VIEW VENDOR

Req. Name	Address	ATC Code
10. STATUS		REQM DATA
Source		Vendor Name
1. Show Req. Information	PO Box 8702	
000231	Marble, CT 06455-1721	REXSON
		REQ VIEW
2. Update	PO Box 00230	
000231	241-294X City, UT 84230	REXSON
		REQ VIEW

Controller LookUp Resolution Page 1/1

Seq Number, Flag, (S)ort/Select: [2]

start | Microsoft Office 2003 | D:\inetpub\wwwroot\collive - CF | D:\inetpub\wwwroot\collive - CF

Details - mtlm - CF

File Edit Favorites Tools Help

Quick Access Go

CF

REQM-Reqquisition Maintenance

Requestion: **STATUS:** Status Date:

Requestion Date 02/02/06 Maintenance Date

Initiator **Doris M. Williams** Requestion Amt

Desired Date 02/02/06

Vendor ID 0002361 Types 1

Name 1 Staples

Address 1 7210 K 00938

City/State/Zip Salt Lake City UT 84130

Country

Currency

Ship To 01 West Hills Colleg F08

Ship Via Commodity

Approvals 1

Buyer

Expire Date

AP Type

Inven Store

Lines/Items

Printed Comments 1

Comments 1

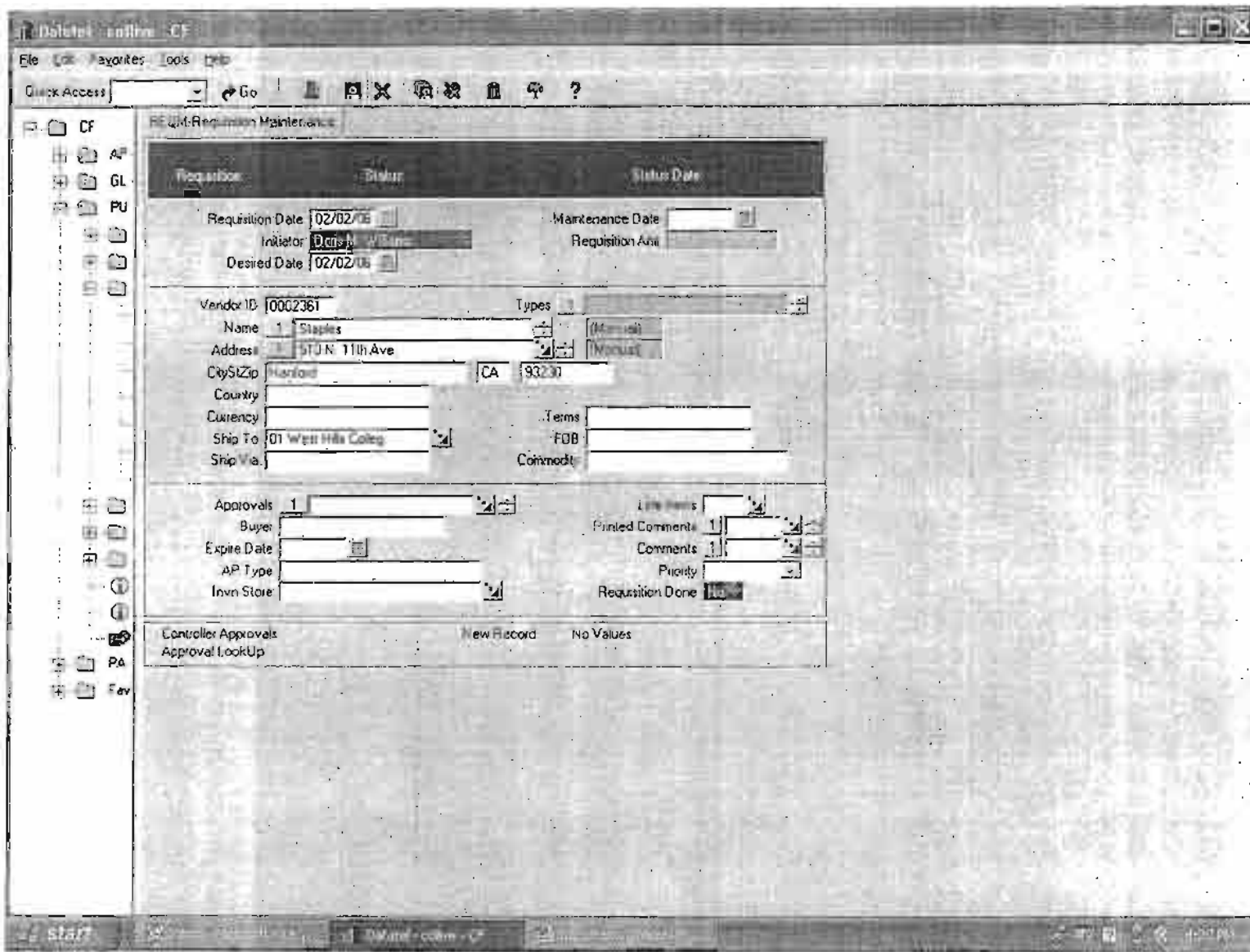
Priority

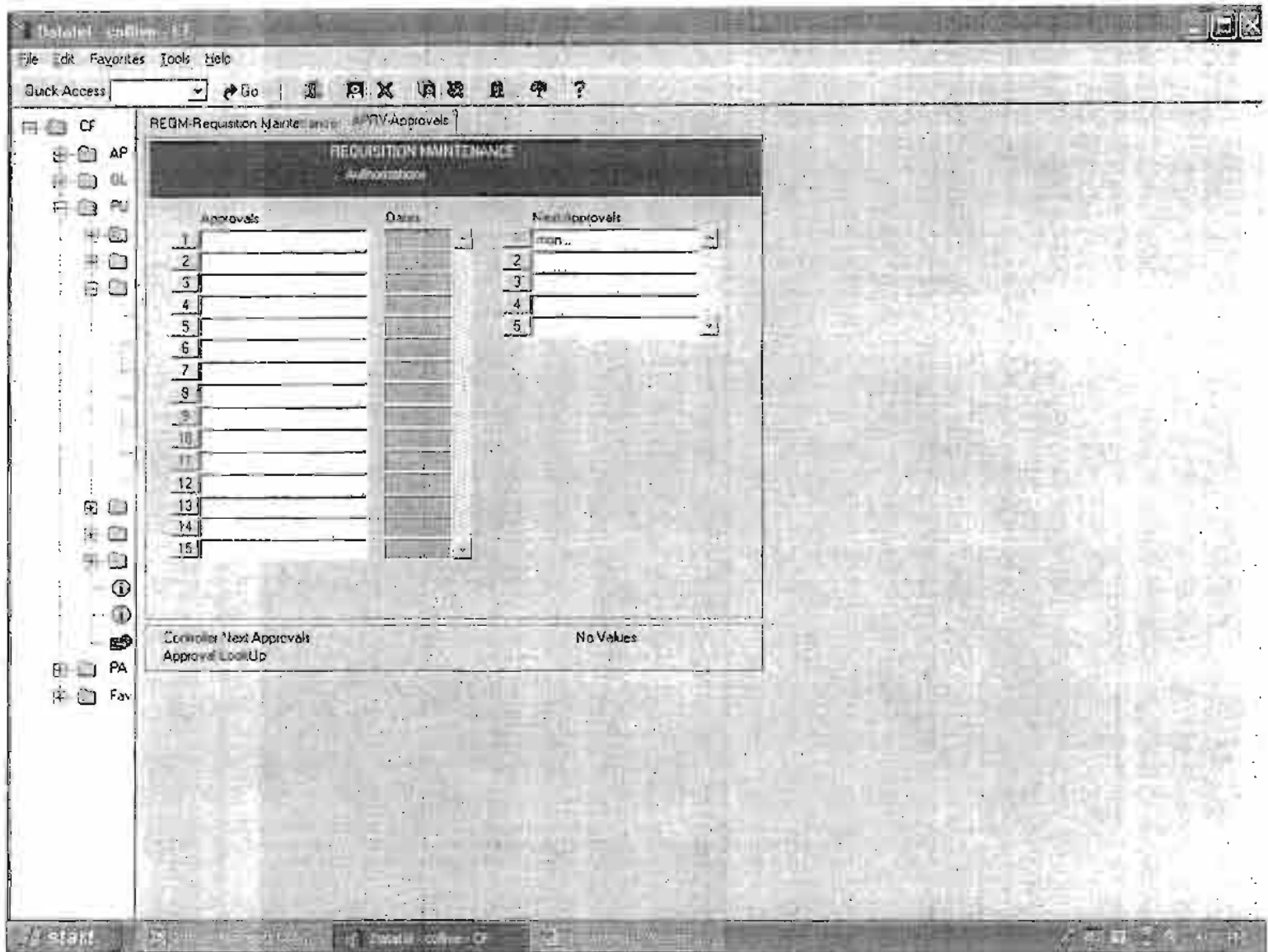
Requestion Done

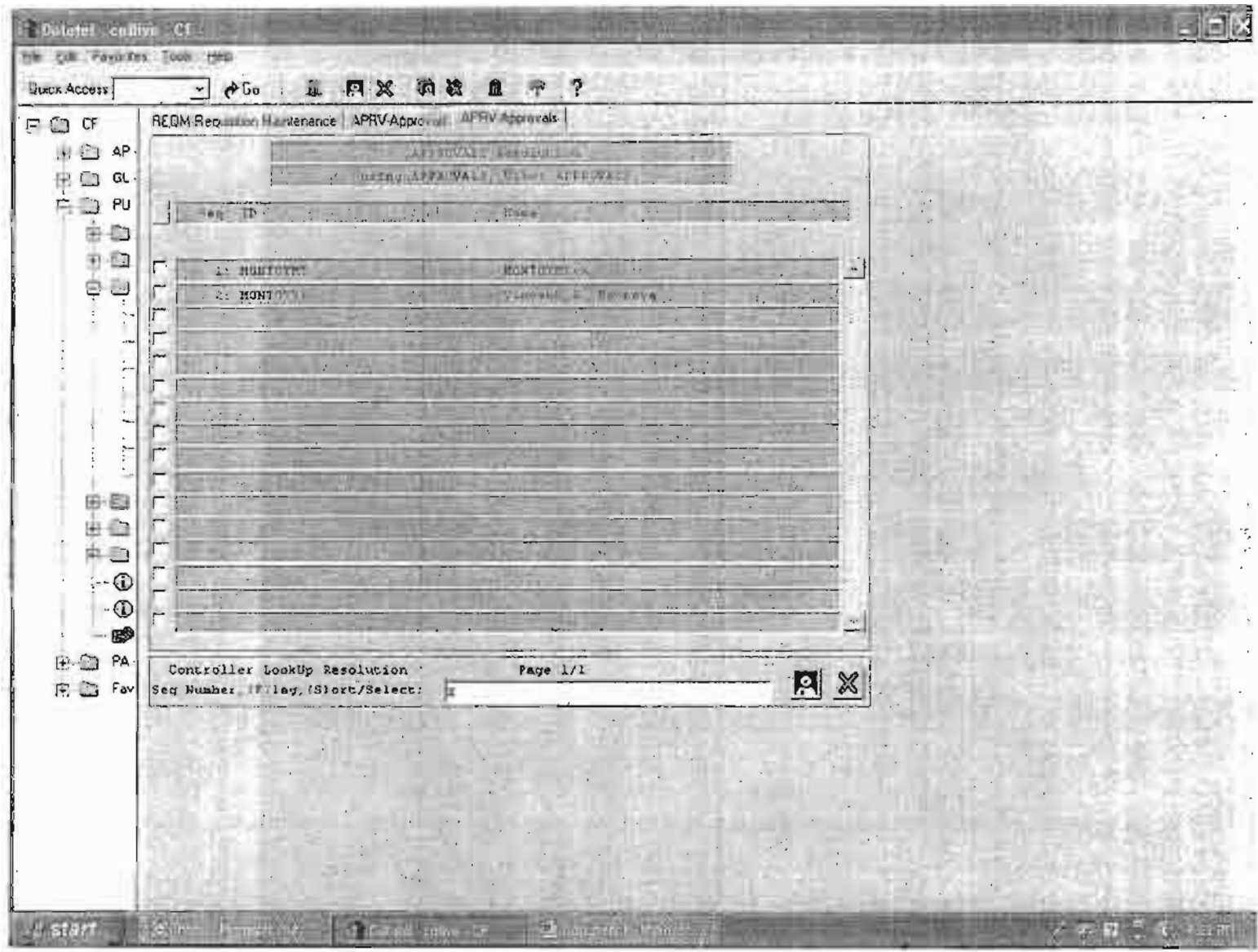
Controller Address New Record Value 1/1

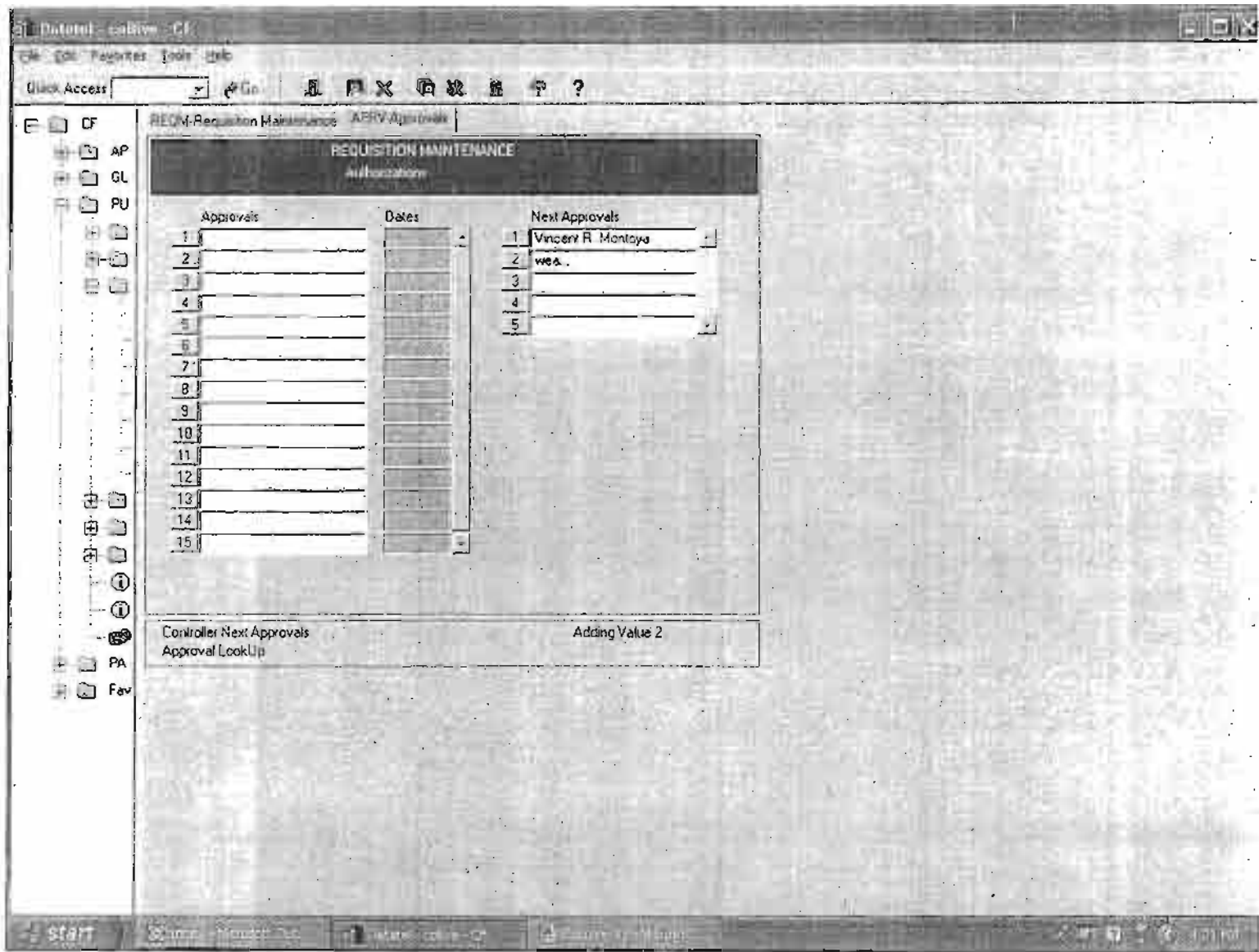
START

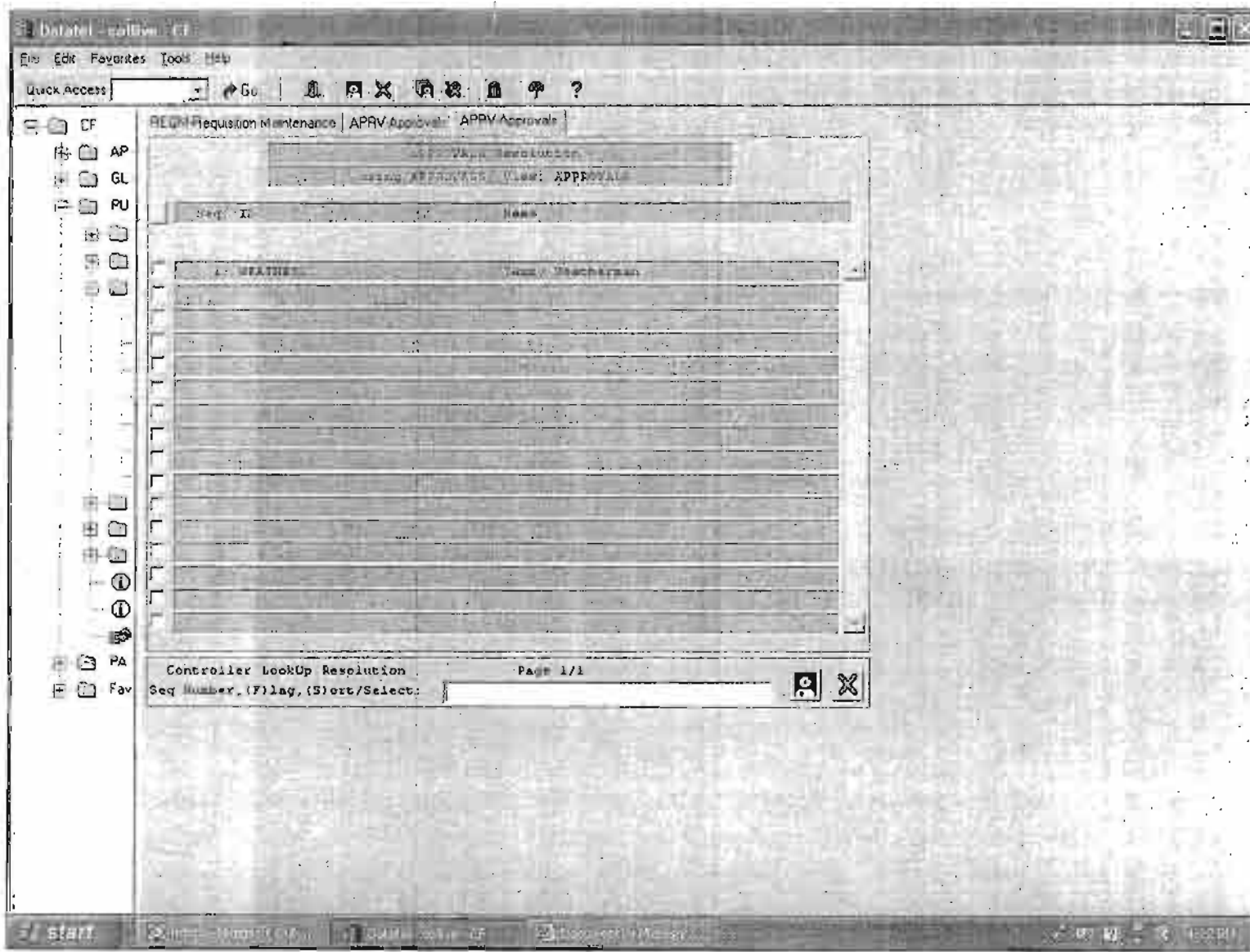
Details - mtlm - CF

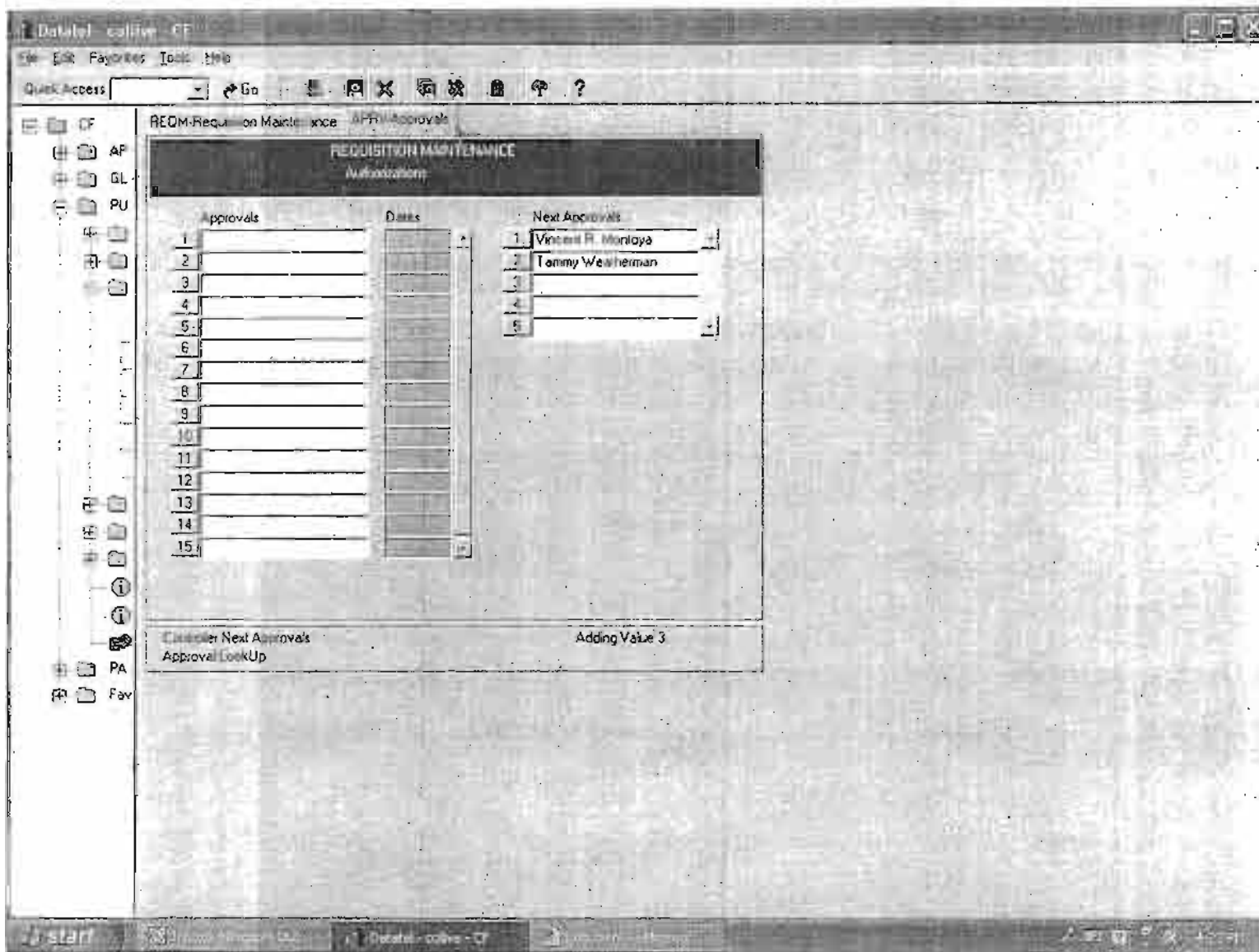












Internet Explorer - CF

File Edit Favorites Tools Help

Quick Access

Go

REQM-Reqution Maintenance - APFY-Approvals

REQUISITION MAINTENANCE

Authorizations

Approvals	Dates	Next Approvals
1		1 Vincent R. Morloya
2		2 Tammy Wealtherman
3		3
4		4
5		5
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

Alert

Update record, Cancel record or Return to editing

Update Cancel Return

start

Inbox - Microsoft Outlook

Desktop - colliver - CF

Document - Microsoft

4:22 PM

Internet Explorer - Databat - online - CF

File Edit Favorites Tools Help

Quick Access: Go

RECM Requisition Maintenance

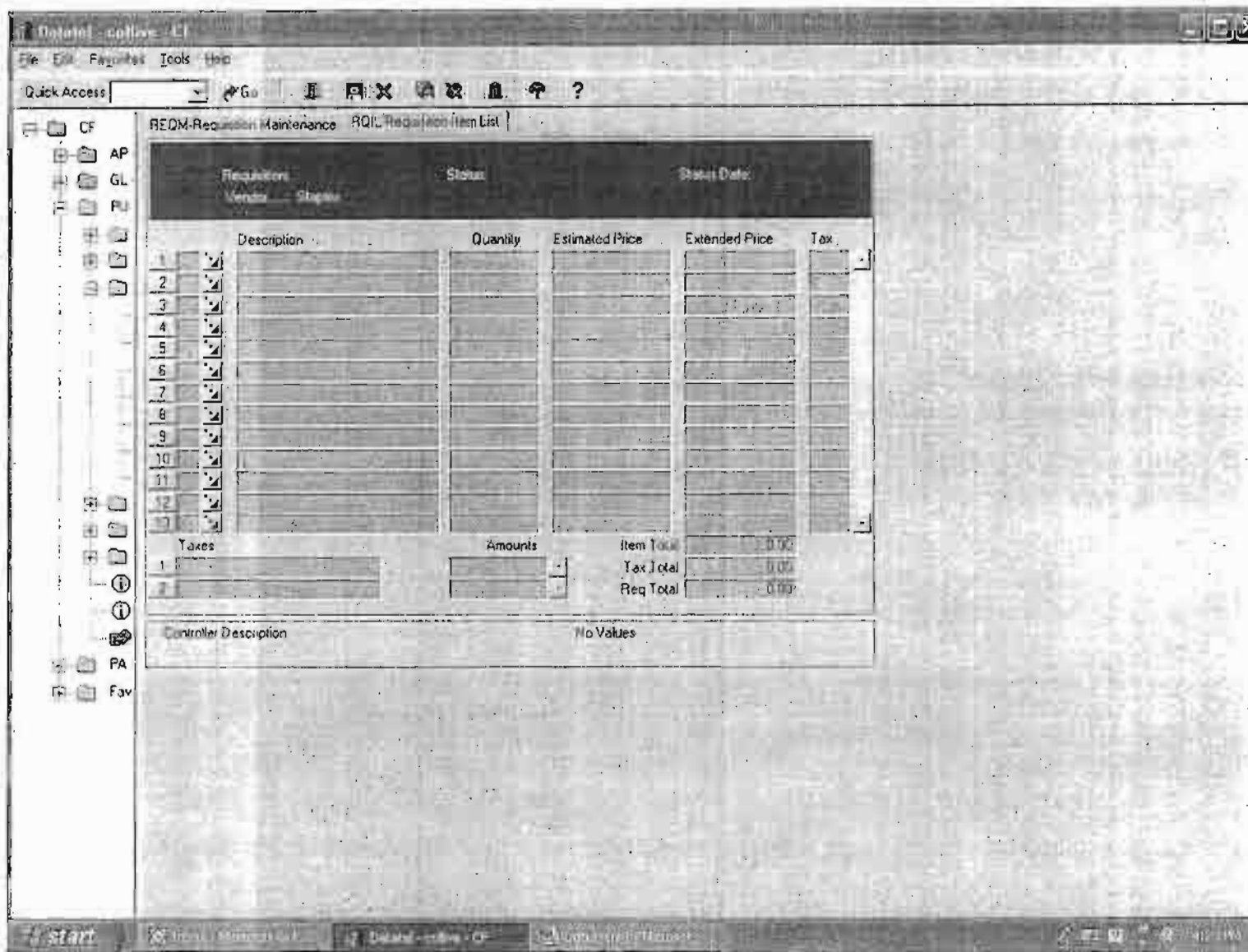
Requisition	Status	Status Date
Requestion Date: 02/02/06	Maintenance Date: <input type="text"/>	
Initiator: <input type="text"/>	Requisition Am: <input type="text"/>	
Desired Date: 02/02/06		

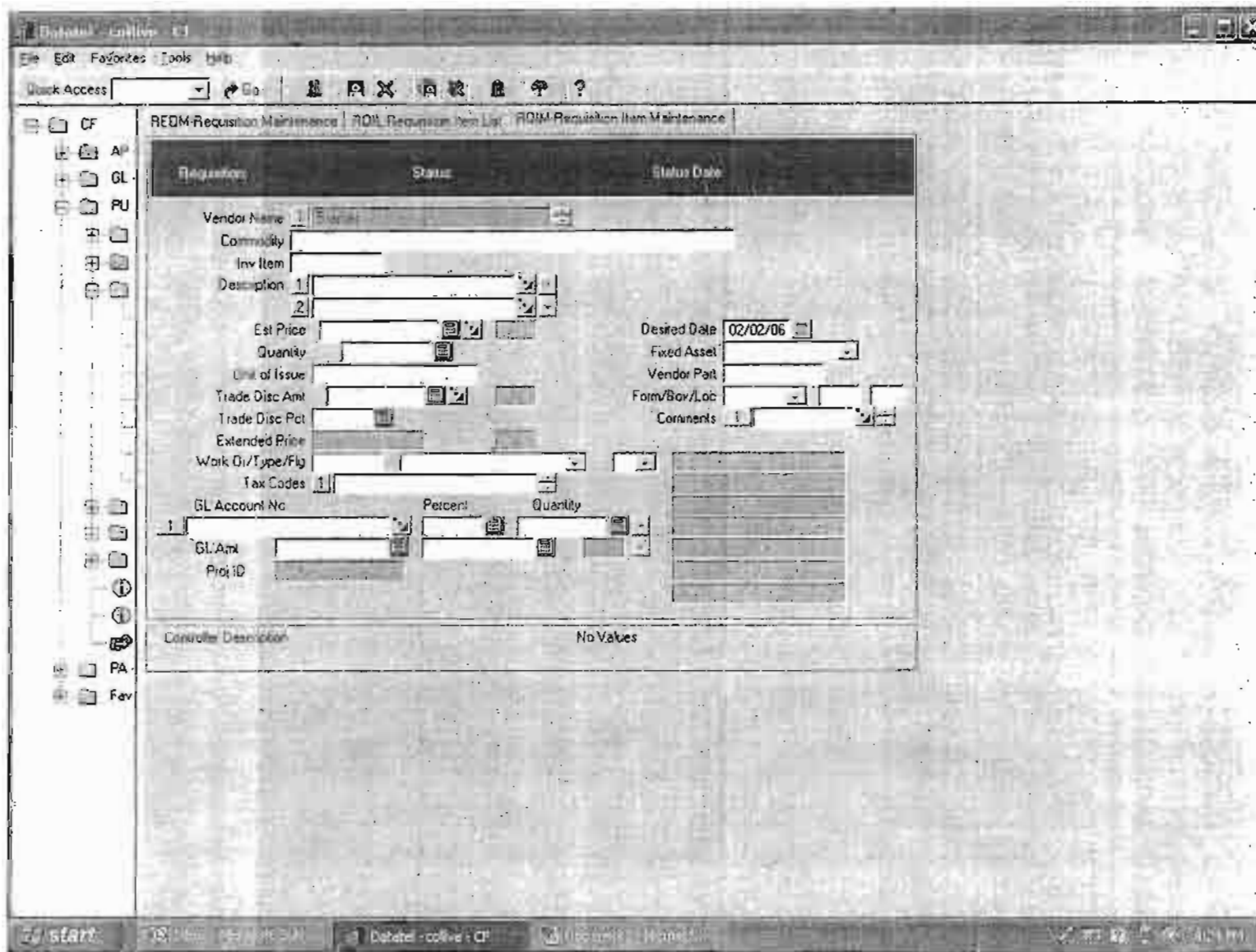
Vendor ID: 0000361	Types: 1
Name: 1 Staples	<input type="text"/>
Address: 1 510 N. 11th Ave.	<input type="text"/>
CityStZip: Hanford CA 93230	<input type="text"/>
Country: <input type="text"/>	Terms: <input type="text"/>
Currency: <input type="text"/>	FOB: <input type="text"/>
Ship To: 01 West Hills Colleg	Commodity: <input type="text"/>
Ship Via: <input type="text"/>	

Approvals: <input type="text"/>	Line Items: <input type="text"/>
Buyer: <input type="text"/>	Printed Comments: 1 <input type="text"/>
Expire Date: <input type="text"/>	Comments: 1 <input type="text"/>
AP Type: <input type="text"/>	Priority: <input type="text"/>
Invn Store: <input type="text"/>	Requisition Done: <input type="text"/>

New Record

Taskbar: start | Databat - online - CF | Internet Explorer - CF | 11:00 AM 2/2/2006





Database - CF

File Edit Favorites Tools Help

Quick Access | Go | [Icons]

CF

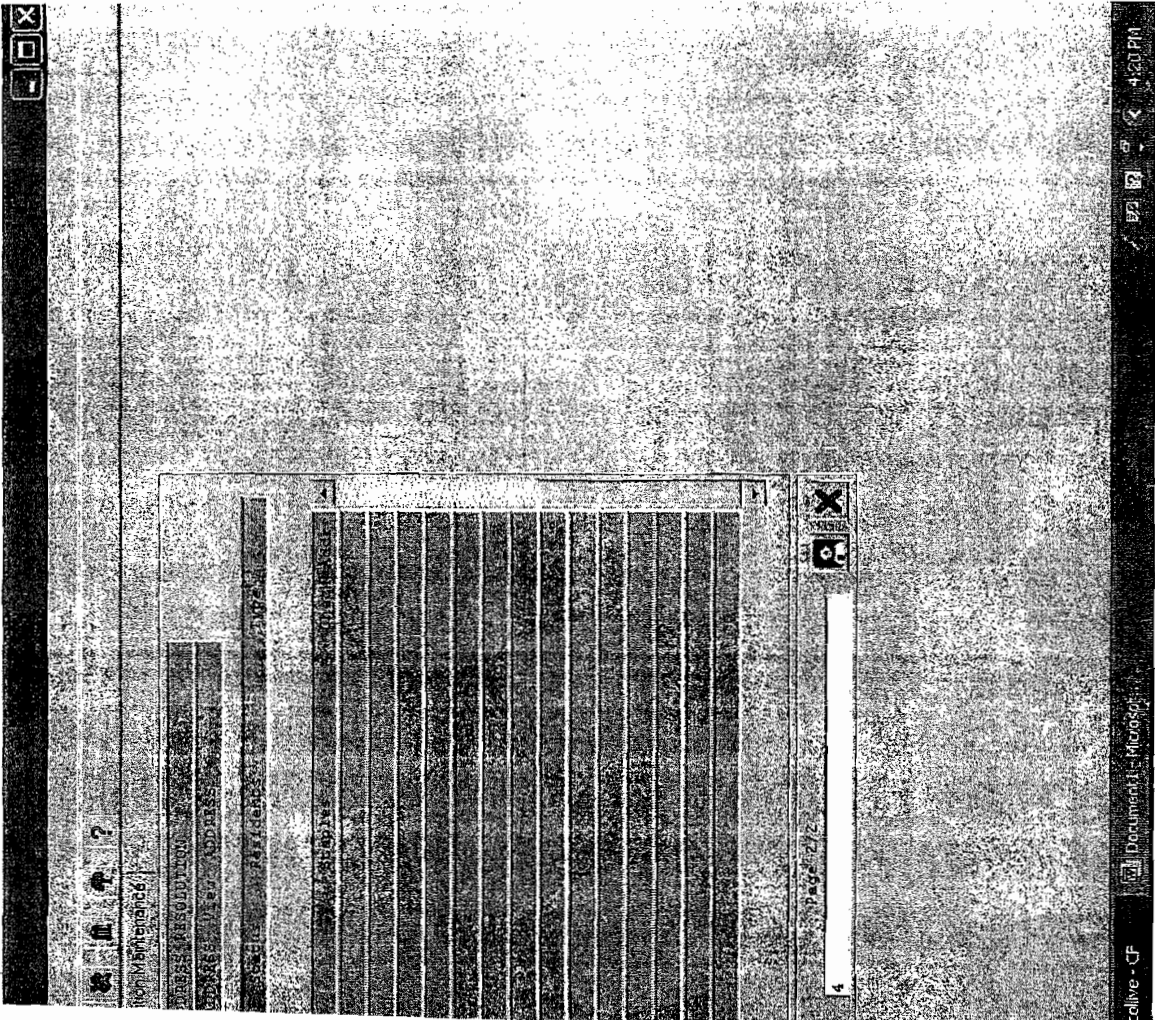
REQM: Requisition Maintenance

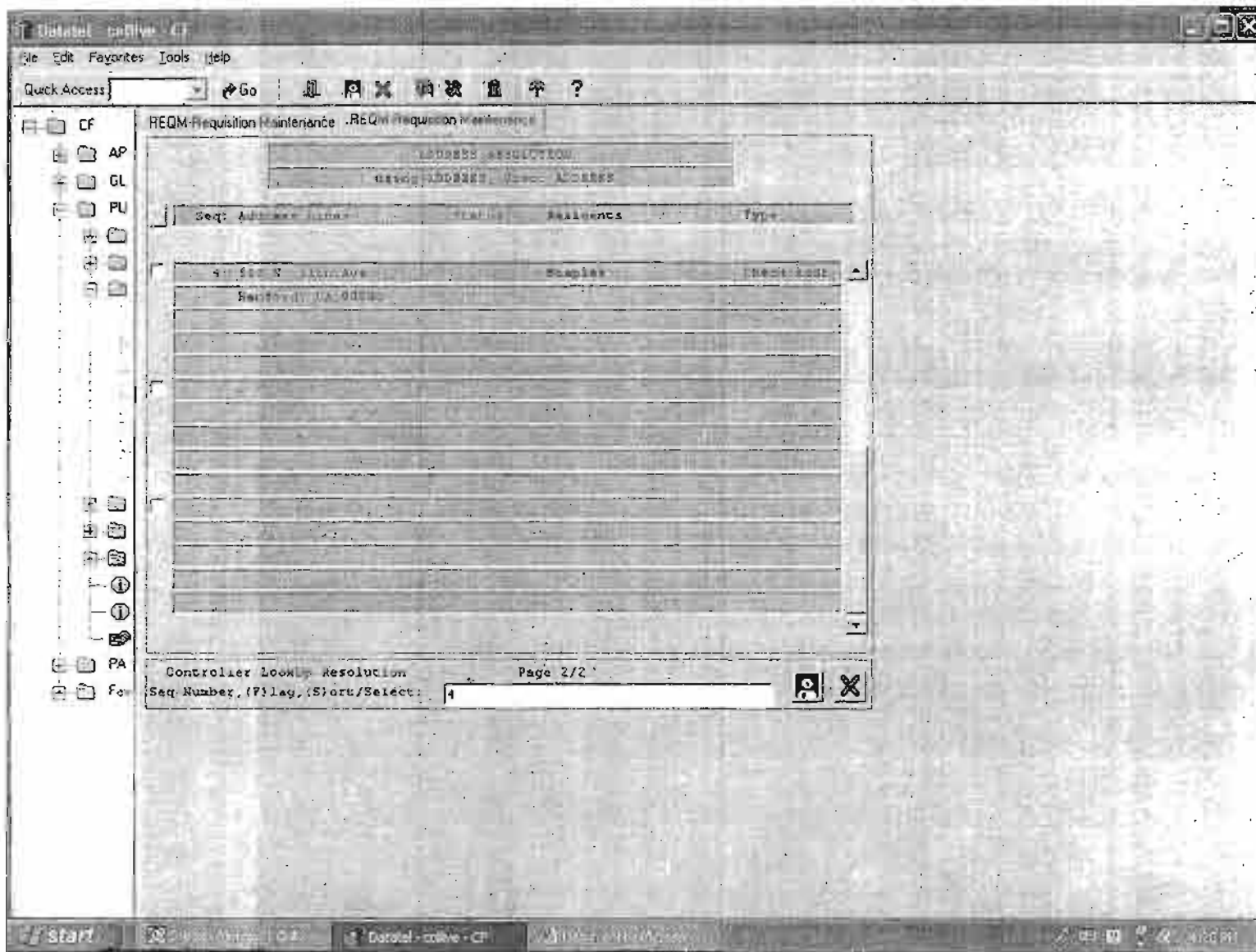
Requisition	Status	Issue Date
Requisition Date: 02/02/06		Maintenance Date: []
Initiator: []		Requisition Amt: 0.00
Desired Date: 02/02/06		
Vendor ID: 0002361	Types: 1	
Name: Staples	[Manual]	[Manual]
Address: 510 N. 11th Ave.		
CityStZip: Hanford CA 93230		
County: []		
Currency: []	Terms: []	
Ship To: 01 West Hills Colleg	FOB: []	
Ship Via: []	Commodity: []	
Approvals: 1	Line Items: []	
Buyer: []	Printed Comments: 1	
Expire Date: []	Comments: 1	
AP Type: []	Priority: []	
Inven Store: []	Requisition Done: 1	
Controller Printed Comments New Record No Values		

PA

Fav

start | [Icons] | Database - CF | [Icons] | 42481





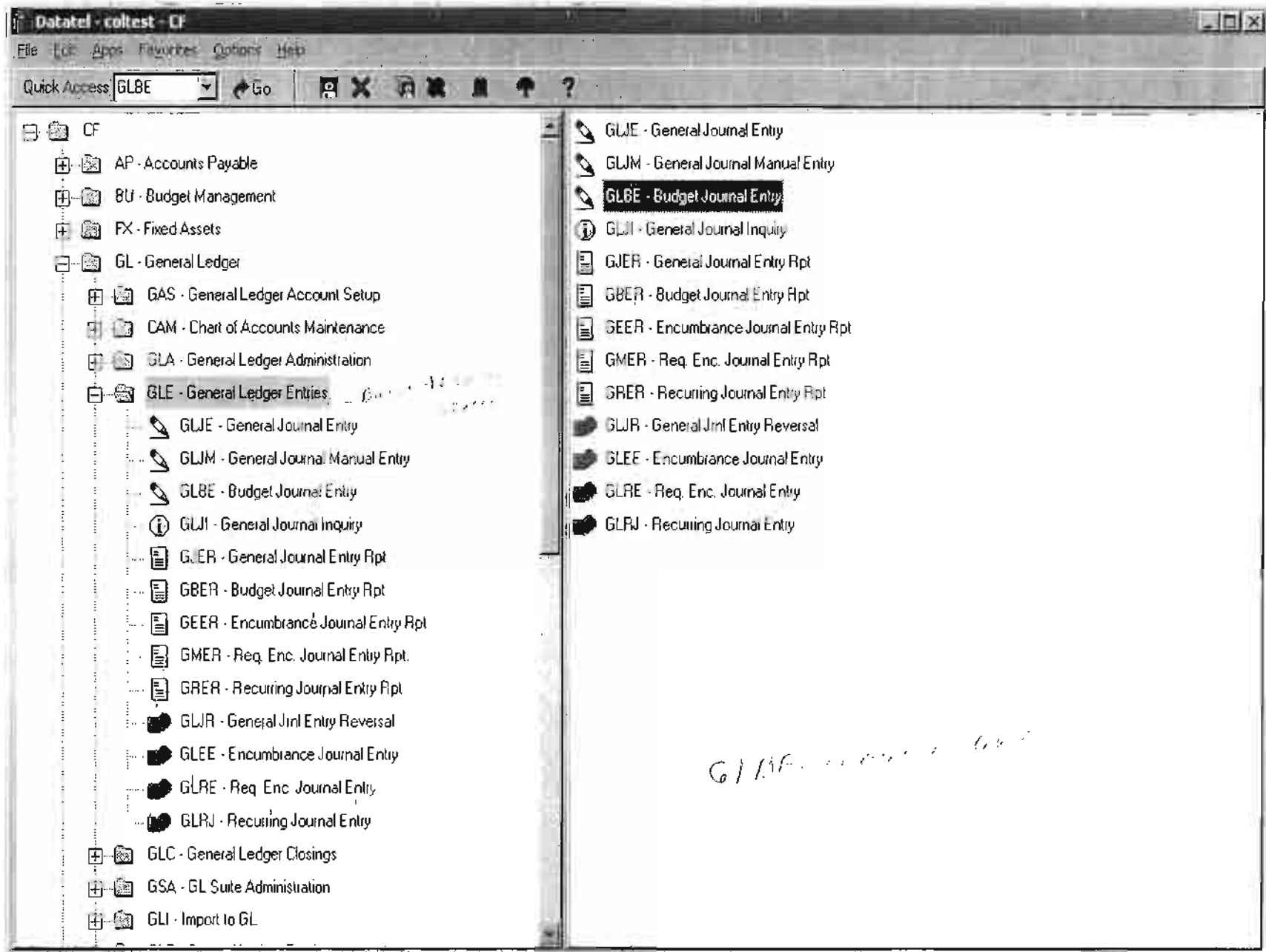
Budget Transfer
1/1/05
J.R.

NEW Procedure

Budget Transfers
(Budget Journal Entries)

8/18/2005

8/18/05
J.R.





Type in A – do not use C or O, then click on ok.



If you are creating a new Budget transfer, do not enter anything, just click on "OK". If you are making an adjustment to a Budget transfer that has not been approved yet, you can either type in the journal number or type in ... and select from the list.



Type in the current date, then click on 'OK'

Enter Transaction Date

08/18/05

OK Cancel Detail Finish Help

This is a screenshot of a standard Windows-style dialog box. The title bar at the top reads "Enter Transaction Date". Below the title bar is a text input field containing the date "08/18/05". At the bottom of the dialog, there are five buttons arranged horizontally: "OK", "Cancel", "Detail", "Finish", and "Help". The "OK" button is highlighted with a mouse cursor. The dialog box has a standard Windows XP-style appearance with a grey border and a white background.

Datatel - coltest - CF

File Edit Favorites Tools Help

Quick Access: GLBE Go [Icons]

GLBE-Budget Journal Entry

Budget Adjustment Entry

Journal Number: NEW Entered By: _____

Journal Date: 08/18/2005

Status: _____

Debit: 0.00 Credits: 0.00

Author: Weatherman

Comments:

- 1 Transfer to cover expense
- 2 for advisory council meeting
- 3 to be held Sept 1st.
- 4

Line Item Detail [Detail Button]

Approvals: 1 [Approvals Field]

Console Comments: New Record Adding Value 4

Type in your last name – this will help you find your budget transfers later if you need to.

Type in the reason for the budget transfer – you can either press enter twice to move the cursor to the Line Item Detail and click on the detail button, or after you have typed in the last description word, click on enter, you will go to the line item detail entry screen.

1344
3/1/05

Handwritten notes on the right side of the page, including a vertical list of numbers and other illegible markings.



If you happen to get this message when you are first entering the line items, click on return.

Budget Adjustment Entry
Journal Number: NEW Journal Date: 08/18/2005

The header indicates that this is a new budget adjustment, and the posting date.

Item GL Account/Item Description	Debit Amount	Credit Amount
1		
2		
3		
4		

Controller Item: GL Account LookUp: No Values

0.00 0.00

Datatel - collect - CF

File Edit Favorites Tools Help

Quick Access: GLBE Go

GLBE Budget Journal Entry | GLBU73 Budget Jnl Line Item Entry

Budget Adjustment Entry

Journal Number: NEW Journal Date: 10/18/2005

Item	GL Account / Item Description	Debit Amount	Credit Amount
1	1100067200054590100		
2			
3			
4			

Control Item: No Class

GL Account Lock: []

Type in the account number where the money is going to be moved **FROM** – do not include any dashes

Datatel - coltest - CF

File Edit Favorites Tools Help

Quick Access: GLBE Go

GLBE-Budget Journal Entry | GUSU13-Budget Jnl Line Item Entry

Budget Adjustment Entry

Journal Number: NEW Journal Date: 08/19/2005

Item	GL Account/Item Description	Debit Amount	Credit Amount
1	11-000-672000-54590-100 Business Svcs: Travel/Supplies/HQ Budget Transfer		500.00
2	11-000-672000-54560-100 Business Svcs: Dupl Svcs/NonInst Budget Transfer	500.00	
3			
4			

Controller Item: SI, Account Lookup Aiding Value 3

When you have completed this screen, save and update.

Next, type in the description - this will be the description that shows on your budget detail reports

Type in the dollar amount - since you are moving money from this account, it is entered in the "Credit Amount" column on line 1.

On line 2, type in the account number where the money is to be moved TO. Because you already have a description on line 1, you can press enter and that field will be populated with the same description. Then type in the dollar amount that is being transferred to this account.

Debit = the "to" account
Credit = the "from" account

to of which number
- USE TABS
to indicate

Datatel - collect - CF

File Edit Favorites Tools Help

Quick Access: GLBE Go

GLBC Budget Journal Entry

Budget Adjustment Entry

Journal Number: NEW Entered By

Journal Date: 08/18/2005

Status: _____

Debit: 1000.00 Credit: 1000.00

Author: Weatherman

Comments

1	Transfer to cover expense
2	for advisory council meeting
3	to be held Sept 1st.
4	

Line Item Detail

Approvals: 1 [] 2 []

Control: Approvals: New Record No Values

Approvals: ok

Next, detail into the Approvals screen to add the Next Approver IDs.

Datatel - collect - CF

File Edit Favorites Tools Help

Quick Access GLBE

Budget Journal Entry APPROV Approvals

BUDGET JOURNAL ENTRY
Approvals

Approvals	Date	Next Approvals
1		1 Tommy Weatherman
2		2 Anne Jorgens
3		3
4		4
5		5
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

Control: Next Approvals Approval Lookup

Adding Value 3

Type in the approver ids – use the same approvers that are required for purchasing.

Anne Jorgens always needs to be listed on the Next Approvals for Business Services. Her approval ID is jorgensa.

ITF mov
L-4899.78
SDR
A.000

ITF > 5000
V.000 R.00
J.000
A.000

When completed, save and update.


These are the messages that you will get. Click on OK, Update, and OK.



Make sure to note the Budget Journal Number for your records.

To approve Budget Journal Entries, the approver needs to access APRN, Approvals Needed.

The approver enters his/her approval ID.



A screenshot of a software dialog box titled "Authorization LookUp". It features a single-line text input field that is currently empty. Below the input field, there are five buttons: "OK", "Cancel", "Detail", "Finish", and "Help".

In the Fiscal Year LookUp, Enter "2006" for the 05-06 fiscal year.



A screenshot of a software dialog box titled "Fiscal Year LookUp". It features a single-line text input field containing the number "2006". Below the input field, there are five buttons: "OK", "Cancel", "Detail", "Finish", and "Help".

NOTE: Budget journal entries cannot be approved on this screen, although they are listed there. The approval documents are listed alphabetically, so all budget journals should be listed before requisitions.

Detail into the budget journal screen

Approvals Needed From: Tammy Weatherman Fiscal Year: 2006

Type	Document ID	Name	Date	Net	Approve
1	EE	Weatherman	06/18/05	0.00	No
2	REQ	Karl Tut Study	07/01/05	2,484.00	No
3	REQ	Kaplan	07/01/05	1,943.92	No
4	REQ	REP Kyles	07/02/05	1,600.00	No
5	REQ	Arwa Stachera	07/11/05	3,000.00	No
6	REQ	Sen. Computer Photo	07/12/05	1,250.00	No
7	REQ	El Michoacano Plaza	07/12/05	52.60	No
8	REQ	Presnet Cole Grant	07/13/05	5,000.00	No
9	REQ	Cy Handlen	07/14/05	40.00	No
10	REQ	Daniel Tamayo	07/18/05	3,000.00	No
11	REQ	Presnet Cole Grant	07/18/05	1,760.00	No
12	REQ	College Directo	07/19/05	95.40	No
13	REQ	Sen. Computer Photo	07/19/05	2,184.79	No
14	REQ	John Deere Tractor	07/19/05	500.00	No
15	REQ	Tasha Houserson	07/19/05	275.40	No

Approval Password:

Controller Approves: Value 1/59

Datatel - coltest - CF

File Edit Favorites Tools Help

Quick Access: APRN [Go] [Print] [Close] [Refresh] [Home] [Back] [Forward] [Stop] [Help]

APRN-Approvals Needed: GLBP-Budget Journal Entry

Budget Adjustment Entry
Budget Adjustment Inquiry

Journal Number: B001866 Entered: 08/18/05
Journal Date: 08/18/2005 By: WEATHETL
Status: Not Approved

Debits: 500.00 Credits: 500.00

Author: Wweatherman

Comments

1	Transfer to cover expense
2	for advisory council meeting
3	to be held Sept 1st
4	

Line Item Detail [Print]

Approvals: 1 [Print]

Type in your approval ID, then your password.

Datatel - coltest - CF

File Edit Favorites Tools Help

Quick Access: APRN Go

APRN-Approvals Needed | GLBE-Budget Journal Entry

Budget Adjustment Entry
Budget Adjustment Inquiry

Journal Number: B001866 Entered: 08/18/05
 Journal Date: 08/18/2005 By: WEATHETL
 Status: Not Approved

Debits: 500.00 Credits: 500.00

Author: Weatherman

Comments

1	Transfer to cover expense
2	for advisory council meeting
3	to be held Sept 1st.
4	

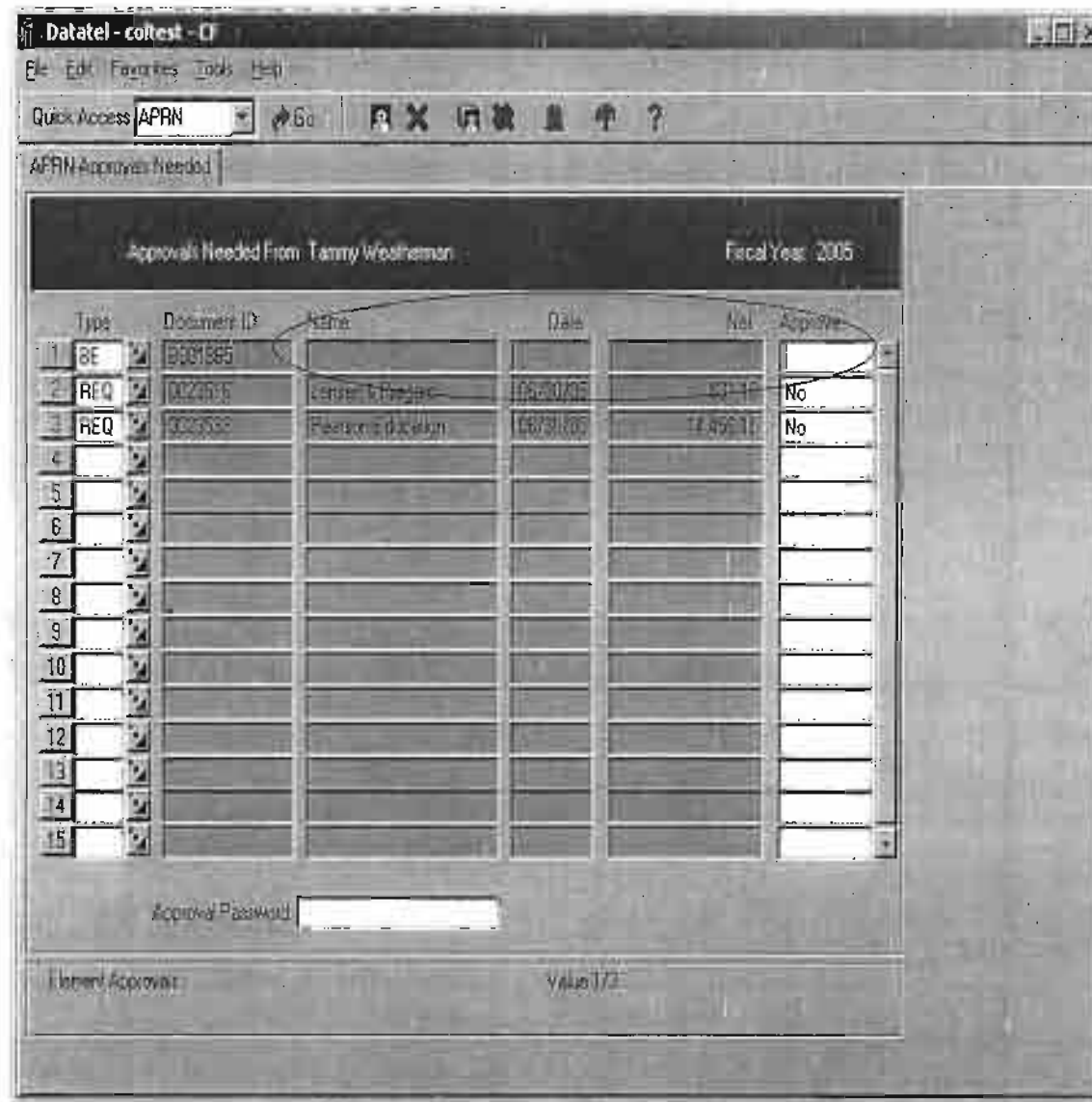
Line Item Detail

Approvals: 1 Tammy Weatherman

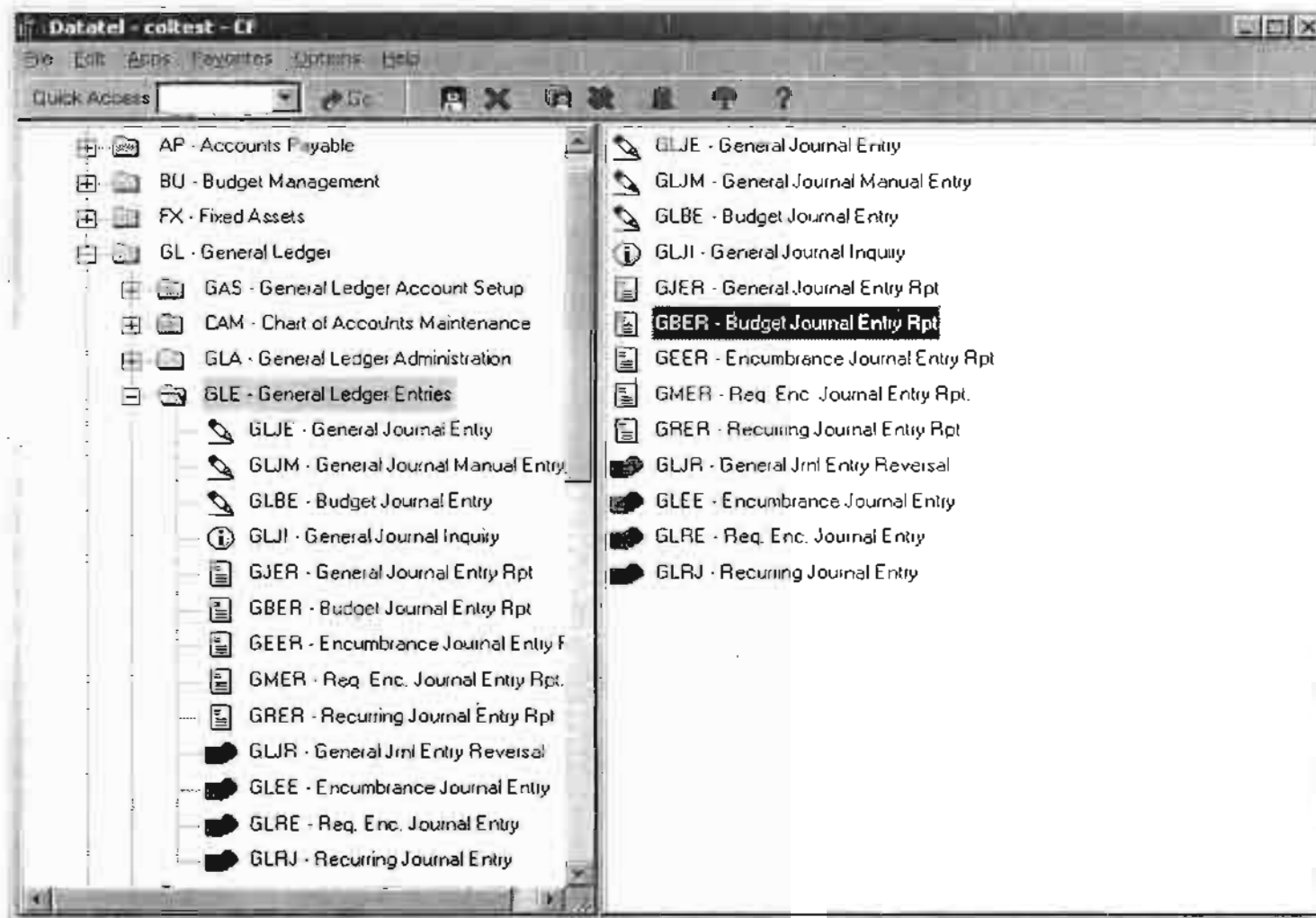
Controller Comments: Virus 2/3

This is how the screen will look after you enter your approval.
Save, Update.

Once you have approved the budget journal and saved, you will be taken back to this screen, APRN, and the document details will disappear. Save and Update to exit this screen.



Budget Journal Entry Report



Datatel - coltest - CF

File Edit Favorites Tools Help

Quick Access [] Go [] [] [] [] [] [] [] []

GBER Budget Journal Entry Rpt

[]

Type of Journal Entries [] (R) 1 []

HELP information for the field JS.VAR:
 Enter: (D) Opening Entry, (B) Budget Adjustment, (C) Contingent, (A) or (S) Select.
 More Enough

Print Author/Comment(s) Yes

Process Entries N (N) or prxyed, (P) invrd, or (A)

Arrange Summary Report Not defined Not Required

BY FUND BY ACTIVITY BY COST CENTER BY OBJECT BY LOCATION

Define output (print tape purge) specifications No

Type in B
for Budget
Adjustment

Type in the date range for your transfers. E.g. If you only want journal entries for a specific day, put the same date in both fields.

Type in your last name as entered on the budget journal entry.

Type in your selection – I would use A for all.

You can select how the sort it or use the default.

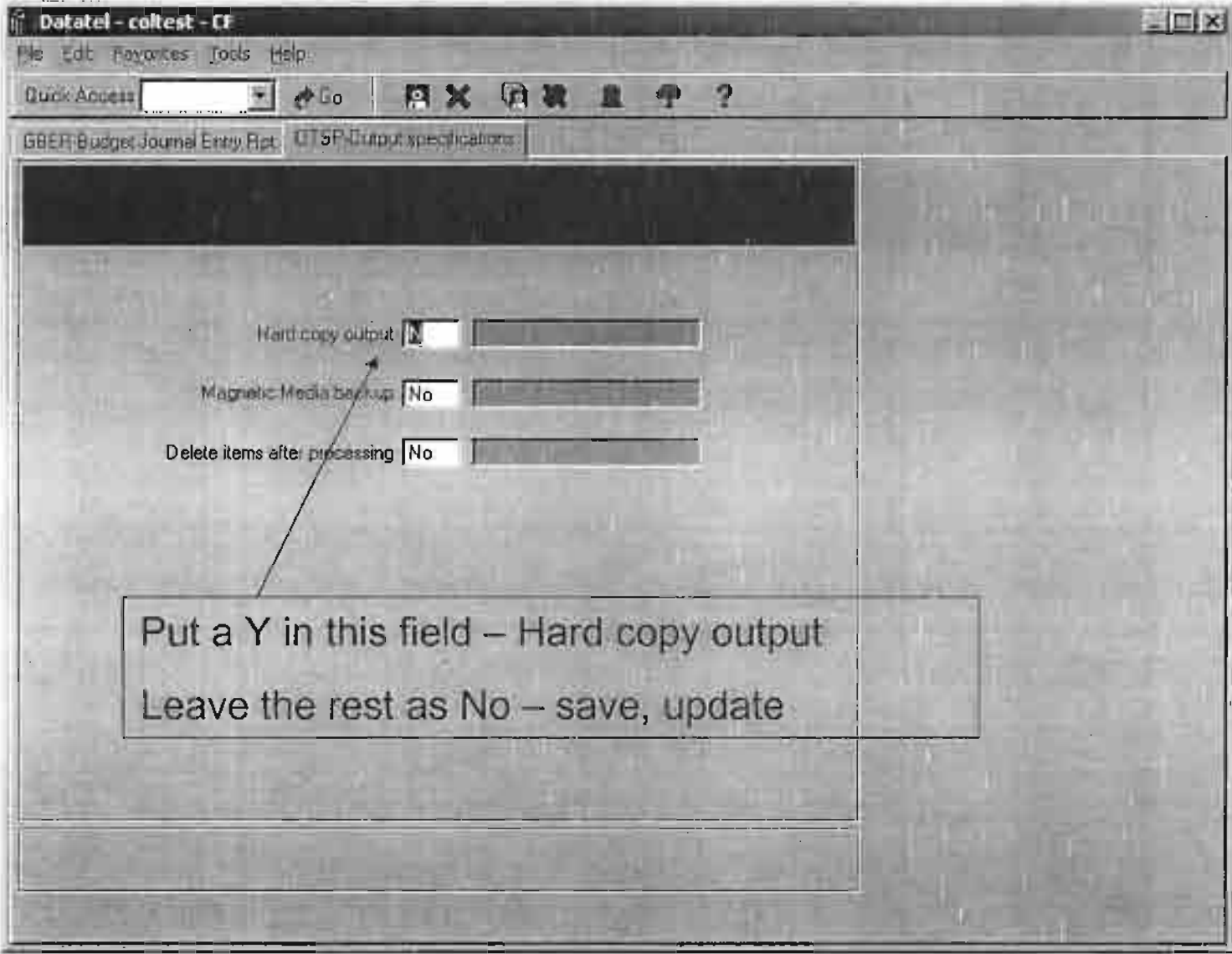
The screenshot shows a software window titled "Datatel - coltest - 0" with a menu bar (File, Edit, Favorites, Tools, Help) and a toolbar. The main area is titled "GBER-Budget Journal Entry R/jx".

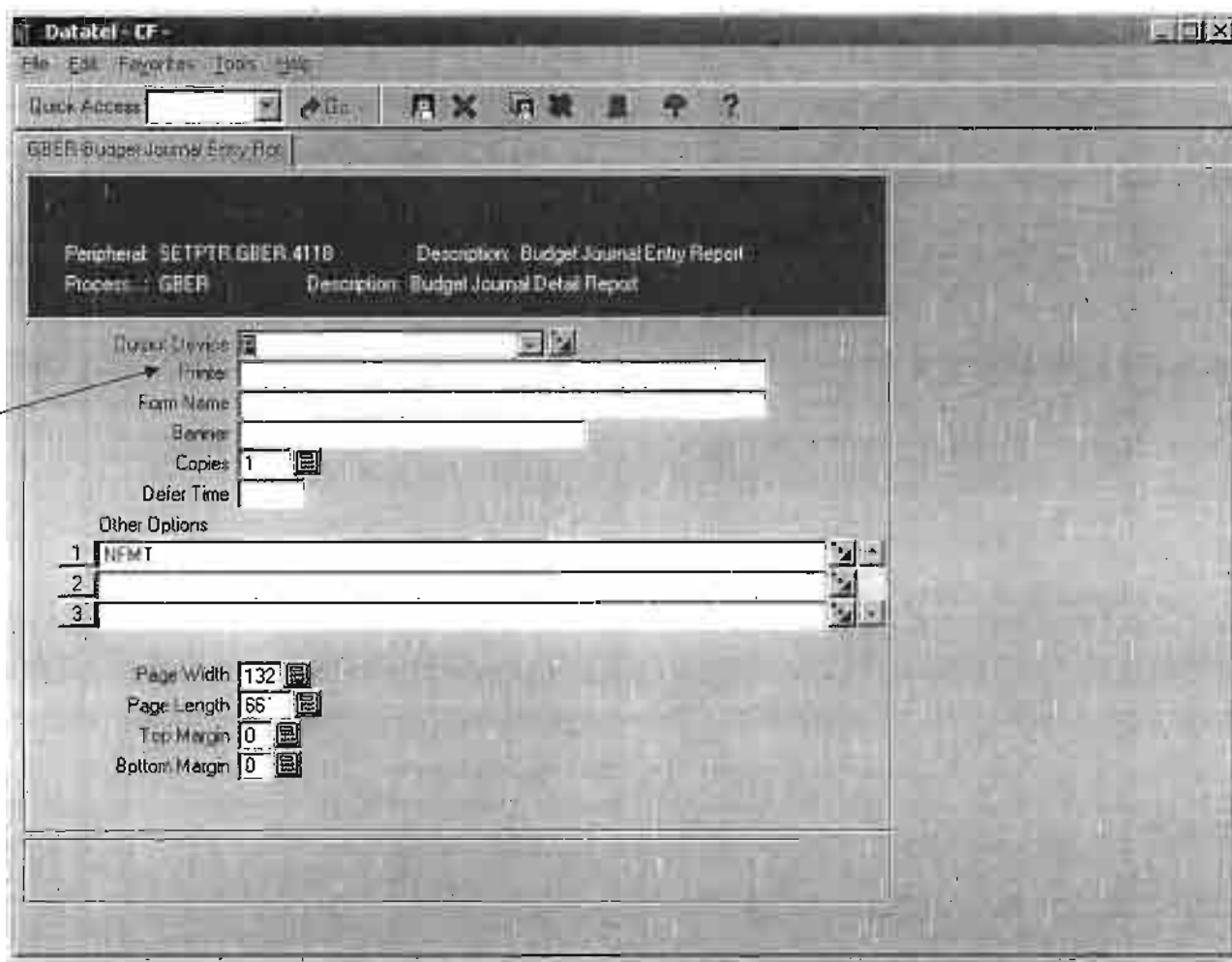
Fields and options visible in the interface:

- Types of Journal Entries: Budget Adj
- Transaction Date: 06/01/05 thru 06/01/05
- Author(s): 1 Williams, 2 [blank]
- Print Author/Comment(s): Yes
- Process Entries: A (N)ot p/ri/ed; (P)rinted; or (A)ll
- Arrange Summary Report: Not defined, Not Required
- Sort options: BY FUND BY ACCT BY COST CENTER BY OBJECT BY CODATION
- Define output/print/tape/page specifications: [checkbox checked]

Callout boxes provide instructions:

- Top-left: "Type in the date range for your transfers. E.g. If you only want journal entries for a specific day, put the same date in both fields." (points to Transaction Date)
- Middle-left: "Type in your last name as entered on the budget journal entry." (points to Author(s) field 1)
- Bottom-left: "Type in your selection – I would use A for all." (points to Process Entries)
- Bottom-left: "You can select how the sort it or use the default." (points to Arrange Summary Report)
- Bottom-right: "To be able to print, you need to put a Y in this field." (points to Define output/print/tape/page specifications)





You can either print to your printer, or put in H to display the report on your screen.

Sample Report

Report Browser

08/18/05 BUDGET JOURNAL ENTRY DETAIL REPORT Page 1

Types of Journal Entries: Budget Adj. Transaction Date: 06/01/05 thru 09/01/05 Process Entries: All

BE Number	Trans Date	Entry Date	GL Account	Description	Debit Amount	Credit Amount	User ID
001867	08/18/05	08/18/05	11-000-672000-54590-100	Budget Transfer		500.00	WILSOND
			11-000-672000-54560-100	Budget Transfer	500.00		
			Author: Williams Testing				
			TOTAL BU	001867	500.00	500.00	In Balance
			GRAND TOTALS		500.00	500.00	In Balance

18 Aug 2005

BUDGET ADJUSTMENT ENTRY SUMMARY

Page 1

Types of Journal Entries: Budget Adj.

Transaction Date: 06/01/05 thru 09/01/05

Process Entries: All

FUND ACTIVITY COST CENTER OBJECT LOCATION

		BB.NO.	Description	Debits	Credits	Trans Date	Entry Date
11 000 672000 54560 100			C/P Unrestr General Business Svs Dupl Svs, Non-Instr District Office				
		001867	Budget Transfer	500.00		08/18/05	08/18/05
	100		TOTAL District Office	500.00	0.00	*	
	54560		TOTAL Dupl Svs, Non-Instr	500.00	0.00	**	
54590 100			C/P Unrestr General Business Svs Other Supplies, Non-Instr District Office				
		001867	Budget Transfer		500.00	08/18/05	08/18/05
	100		TOTAL District Office	0.00	500.00	*	
	54590		TOTAL Other Supplies, Non-Instr	0.00	500.00	**	
	672000		TOTAL Business Svs	500.00	500.00	***	
	000		TOTAL General	500.00	500.00	****	
	11		TOTAL C/P Unrestr	500.00	500.00	*****	

STAFF & MANAGEMENT TIME & EFFORT REPORT

DISTRIBUTION OF TIME & EFFORT

Name: Rafael Flores

Period Covered: July 1 - September 30, 2009

College/Dept: West Hills Community College Lemoore

Check One Box:

If Part Time Indicate % Below

Check One

Staff full-time:

Staff part-time: %

Management full-time:

List Other: %

% of Effort:

COLLEGE EMPLOYEE TIME & EFFORT

1 All College Assignments or Appointments (Includes Instruction)

2 A. Grant Projects- Released Reimbursed Time (By Project number) and Title

2A.1 # _____
 2A.2 # _____
 2A.3 # _____
 2A.4 # _____
 2A.5 # _____

SUBTOTAL

B. Cost Sharing (By Project Account number) and Title

2B.1 # _____
 2B.2 # _____
 2B.3 # _____
 2B.4 # _____
 2B.5 # _____

SUBTOTAL

TOTAL COLLEGE EFFORT

ADDITIONAL EMPLOYMENT EFFORT:

3 Grant Funded Projects (By Project Account number) and Title

3.1 EOPS 12 200 643000 52120 220 15.00%
 3.2 CARE 12 202 643000 52120 220 15.00%
 3.3 CaWorks - ARRA 12 220 647000 52120 220 70.00%
 3.4 _____
 3.5 _____
 3.6 _____
 3.7 _____

4 Other

General Fund

TOTAL ADDITIONAL EMPLOYMENT EFFORT

GRAND TOTAL

CERTIFICATION BY EMPLOYEE:

I Certify that, to the best of my knowledge, the above distribution of effort represents a reasonable estimate of all work performed by me during the period covered by this report.

Employee no longer with West Hills Community College District
 Signature

AND

CERTIFICATION BY RESPONSIBLE OFFICAL:

I certify that I have first-hand knowledge of all work performed by this employee and that the attribution of effort represents a reasonable estimate of work performed during the period covered by this report.

Signature

Notes: All reports must total 100%, be completed monthly and submitted to the Business office within 10 days after end of semester being reported or within 20 days after the grant end, whichever ends first.

STAFF MANAGEMENT
 TIME AND EFFORT

STAFF & MANAGEMENT TIME & EFFORT REPORT

DISTRIBUTION OF TIME & EFFORT

Name: Mariadelaluz Gonzalez

Period Covered: July 1 - October 31, 2009

College/Dept: West Hills Community College Lemoore

Check One Box:

If Part Time Indicate % Below

Check One

Staff full-time:

Staff part-time: %

Management full-time:

List Other: %

% of Effort:

COLLEGE EMPLOYEE TIME & EFFORT

1	All College Assignments or Appointments (Includes Instruction)		
2 A.	Grant Projects- Released Reimbursed Time (By Project number) and Title		
2A.1	# _____		
2A.2	# _____		
2A.3	# _____		
2A.4	# _____		
2A.5	# _____		
	SUBTOTAL		0%
B.	Cost Sharing (By Project Account number) and Title		
2B.1	# _____		
2B.2	# _____		
2B.3	# _____		
2B.4	# _____		
2B.5	# _____		
	SUBTOTAL		0%
	TOTAL COLLEGE EFFORT		0%

ADDITIONAL EMPLOYMENT EFFORT:

3	Grant Funded Projects (By Project Account number) and Title		
3.1	DSPS	12 210 642000 51250 220	60.00%
3.2	CalWorks - ARRA	12 220 647000 51250 220	10.00%
3.3	_____		
3.4	_____		
3.5	_____		
3.6	_____		
3.7	_____		
4	Other	General Fund	30%
	TOTAL ADDITIONAL EMPLOYMENT EFFORT		100%
	GRAND TOTAL		100%

CERTIFICATION BY EMPLOYEE:

I Certify that, to the best of my knowledge, the above distribution of effort represents a reasonable estimate of all work performed by me during the period covered by this report.

Employee not available at this time.

 Signature

AND

CERTIFICATION BY RESPONSIBLE OFFICIAL:

I certify that I have first-hand knowledge of all work performed by this employee and that the attribution of effort represents a reasonable estimate of work performed during the period covered by this report.

 Signature

Notes:

All reports must total 100%, be completed monthly and submitted to the Business office within 10 days after end of semester being reported or within 20 days after the grant end, whichever ends first.

STAFF & MANAGEMENT TIME & EFFORT REPORT

DISTRIBUTION OF TIME & EFFORT

Name: Angela Tos

Period Covered: September 1 - October 31, 2009

College/Dept: West Hills Community College Lemoore

Check One Box:

If Part Time Indicate % Below

Check One

Staff full-time:

X

Staff part-time:

%

Management full-time:

%

List Other:

%

% of Effort:

COLLEGE EMPLOYEE TIME & EFFORT

1	All College Assignments or Appointments (Includes Instruction)		
2 A.	Grant Projects- Released Reimbursed Time (By Project number) and Title		
2A.1	#		
2A.2	#		
2A.3	#		
2A.4	#		
2A.5	#		
	SUBTOTAL		0%
B.	Cost Sharing (By Project Account number) and Title		
2B.1	#		
2B.2	#		
2B.3	#		
2B.4	#		
2B.5	#		
	SUBTOTAL		0%
	TOTAL COLLEGE EFFORT		0%

ADDITIONAL EMPLOYMENT EFFORT:

3	Grant Funded Projects (By Project Account number) and Title		
3.1	Matriculation - ARRA	12 208 632000 51250 220	62.63%
3.2	Matriculation	12 208 632000 51250 220	2.37%
3.3			
3.4			
3.5			
3.6			
3.7			
4	Other	General Fund	35%
	TOTAL ADDITIONAL EMPLOYMENT EFFORT		100%
	GRAND TOTAL		100%

CERTIFICATION BY EMPLOYEE:

I Certify that, to the best of my knowledge, the above distribution of effort represents a reasonable estimate of all work performed by me during the period covered by this report.

Employee not available at this time.
Signature

AND

CERTIFICATION BY RESPONSIBLE OFFICIAL:

I certify that I have first-hand knowledge of all work performed by this employee and that the attribution of effort represents a reasonable estimate of work performed during the period covered by this report.

[Signature]
Signature

Notes:

All reports must total 100%, be completed monthly and submitted to the Business office within 10 days after end of semester being reported or within 20 days after the grant end, whichever ends first.

STAFF & MANAGEMENT TIME & EFFORT REPORT

DISTRIBUTION OF TIME & EFFORT

Name: Eva Jimenez

Period Covered: July 1 - October 31, 2009

College/Dept: West Hills Community College Lemoore

Check One Box:

If Part Time Indicate % Below

Check One

Staff full-time:

Staff part-time: %

Management full-time:

List Other: %

% of Effort:

COLLEGE EMPLOYEE

TIME & EFFORT

1 All College Assignments or Appointments (Includes Instruction)

2 A. Grant Projects- Released Reimbursed Time (By Project number) and Title

2A.1 # _____

2A.2 # _____

2A.3 # _____

2A.4 # _____

2A.5 # _____

SUBTOTAL

B. Cost Sharing (By Project Account number) and Title

2B.1 # _____

2B.2 # _____

2B.3 # _____

2B.4 # _____

2B.5 # _____

SUBTOTAL

TOTAL COLLEGE EFFORT

ADDITIONAL EMPLOYMENT EFFORT:

3 Grant Funded Projects (By Project Account number) and Title

3.1 EOPS 12 200 643000 52120 220 43.00%

3.2 CARE - ARRA 12 202 643000 52120 220 22.54%

3.3 CARE 12 202 643000 52120 220 0.45%

3.4 _____

3.5 _____

3.6 _____

3.7 _____

4 Other General Fund

TOTAL ADDITIONAL EMPLOYMENT EFFORT

GRAND TOTAL

CERTIFICATION BY EMPLOYEE:

I Certify that, to the best of my knowledge, the above distribution of effort represents a reasonable estimate of all work performed by me during the period covered by this report.

Eva Jimenez

Signature

AND

CERTIFICATION BY RESPONSIBLE OFFICAL:

I certify that I have first-hand knowledge of all work performed by this employee and that the attribution of effort represents a reasonable estimate of work performed during the period covered by this report.

[Signature]

Signature

Notes:

All reports must total 100%, be completed monthly and submitted to the Business office within 10 days after end of semester being reported or within 20 days after the grant end, whichever ends first.

STAFF & MANAGEMENT TIME & EFFORT REPORT

DISTRIBUTION OF TIME & EFFORT

Name: Marta Hendrickson

Period Covered: July 1 - August 31, 2009

College/Dept: West Hills Community College Lemoore

Check One Box:

If Part Time Indicate % Below

Check One

Staff full-time:

Staff part-time:

Management full-time:

List Other:

% of Effort:

COLLEGE EMPLOYEE TIME & EFFORT

1	All College Assignments or Appointments (Includes Instruction)		
2 A.	Grant Projects- Released Reimbursed Time (By Project number) and Title		
2A.1	# _____		
2A.2	# _____		
2A.3	# _____		
2A.4	# _____		
2A.5	# _____		
		SUBTOTAL	0%
B.	Cost Sharing (By Project Account number) and Title		
2B.1	# _____		
2B.2	# _____		
2B.3	# _____		
2B.4	# _____		
2B.5	# _____		
		SUBTOTAL	0%
		TOTAL COLLEGE EFFORT	0%

ADDITIONAL EMPLOYMENT EFFORT:

3	Grant Funded Projects (By Project Account number) and Title		
3.1	T5-LMC : T5-Stndt Svs	12 125 645050 51250 220	50.0%
3.2	TANF : TANF - WorkStudy	12 159 631000 51250 220	5.0%
3.3	DSPS - ARRA	12 210 642000 51250 220	19.4%
3.4	DSPS	12 210 642000 51250 220	0.6%
3.5	Nursing Ed/CCCCO: CTE Nursing Ed Program	12 246 642000 51250 220	10.0%
3.6			
3.7			
4	Other	General Fund	15%
		TOTAL ADDITIONAL EMPLOYMENT EFFORT	100%
		GRAND TOTAL	100%

CERTIFICATION BY EMPLOYEE:

I Certify that, to the best of my knowledge, the above distribution of effort represents a reasonable estimate of all work performed by me during the period covered by this report.

Employee not available at this time.
Signature

AND

CERTIFICATION BY RESPONSIBLE OFFICIAL:

I certify that I have first-hand knowledge of all work performed by this employee and that the attribution of effort represents a reasonable estimate of work performed during the period covered by this report.

[Signature]
Signature

Notes:

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STAFF & MANAGEMENT TIME & EFFORT REPORT

DISTRIBUTION OF TIME & EFFORT

Name: Anna Silvestre

Period Covered: October 1 - October 31, 2009

College/Dept: West Hills Community College Lemoore

Check One Box:

If Part Time Indicate % Below

Check One

Staff full-time: X
 Staff part-time: %
 Management full-time:
 List Other: %

% of Effort:

COLLEGE EMPLOYEE TIME & EFFORT

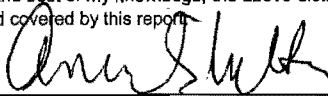
1	All College Assignments or Appointments (Includes Instruction)		
2 A.	Grant Projects- Released Reimbursed Time (By Project number) and Title		
2A.1	# _____		
2A.2	# _____		
2A.3	# _____		
2A.4	# _____		
2A.5	# _____		
	SUBTOTAL		0%
B.	Cost Sharing (By Project Account number) and Title		
2B.1	# _____		
2B.2	# _____		
2B.3	# _____		
2B.4	# _____		
2B.5	# _____		
	SUBTOTAL		0%
	TOTAL COLLEGE EFFORT		0%

ADDITIONAL EMPLOYMENT EFFORT:

3	Grant Funded Projects (By Project Account number) and Title		
3.1	UB Math/Sci 03-07 : UBMS 08-012	12 133 645023 52120 220	30.00%
3.2	UB 07-11 : Upward Bnd 07-11	12 134 645029 52120 220	25.00%
3.3	Matriculation - ARRA	12 208 632000 52120 220	14.45%
3.4	Matriculation	12 208 632000 52120 220	0.55%
3.5	_____		
3.6	_____		
3.7	_____		
4	Other	General Fund	30%
	TOTAL ADDITIONAL EMPLOYMENT EFFORT		100%
	GRAND TOTAL		100%

CERTIFICATION BY EMPLOYEE:

I certify that, to the best of my knowledge, the above distribution of effort represents a reasonable estimate of all work performed by me during the period covered by this report.

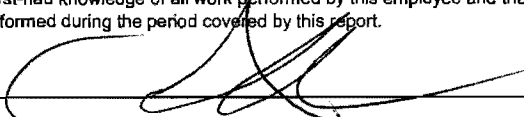


 Signature

AND

CERTIFICATION BY RESPONSIBLE OFFICAL:

I certify that I have first-hand knowledge of all work performed by this employee and that the attribution of effort represents a reasonable estimate of work performed during the period covered by this report.



 Signature

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STAFF & MANAGEMENT TIME & EFFORT REPORT

DISTRIBUTION OF TIME & EFFORT

Name: Leo Orange

Period Covered: July 1 - October 31, 2009

College/Dept: West Hills Community College Lemoore

Check One Box:	
If Part Time Indicate % Below	Check One
Staff full-time:	X
Staff part-time:	<input type="text"/> %
Management full-time:	<input type="text"/>
List Other:	<input type="text"/> %

% of Effort:

COLLEGE EMPLOYEE TIME & EFFORT

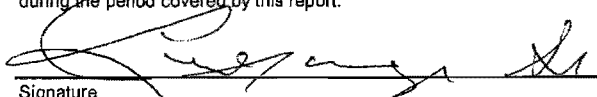
1	All College Assignments or Appointments (Includes Instruction)		
2 A.	Grant Projects- Released Reimbursed Time (By Project number) and Title		
2A.1	#		
2A.2	#		
2A.3	#		
2A.4	#		
2A.5	#		
	SUBTOTAL		0%
B.	Cost Sharing (By Project Account number) and Title		
2B.1	#		
2B.2	#		
2B.3	#		
2B.4	#		
2B.5	#		
	SUBTOTAL		0%
	TOTAL COLLEGE EFFORT		0%

ADDITIONAL EMPLOYMENT EFFORT:

3	Grant Funded Projects (By Project Account number) and Title		
3.1	DSPS - ARRA	12 210 642000 52210 220	97.07%
3.2	DSPS	12 210 642000 52210 220	2.93%
3.3			
3.4			
3.5			
3.6			
3.7			
4	Other	General Fund	0%
	TOTAL ADDITIONAL EMPLOYMENT EFFORT		100%
	GRAND TOTAL		100%

CERTIFICATION BY EMPLOYEE:

I Certify that, to the best of my knowledge, the above distribution of effort represents a reasonable estimate of all work performed by me during the period covered by this report.

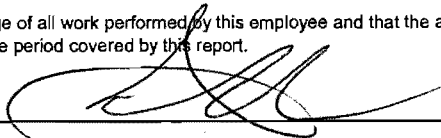


 Signature

AND

CERTIFICATION BY RESPONSIBLE OFFICAL:

I certify that I have first-hand knowledge of all work performed by this employee and that the attribution of effort represents a reasonable estimate of work performed during the period covered by this report.



 Signature

Notes:

All reports must total 100%, be completed monthly and submitted to the Business office within 10 days after end of semester being reported or within 20 days after the grant end, whichever ends first.

STAFF & MANAGEMENT TIME & EFFORT REPORT

DISTRIBUTION OF TIME & EFFORT

Name: Marta Hendrickson

Period Covered: September 1 - October 31, 2009

College/Dept: West Hills Community College Lemoore

Check One Box:

If Part Time Indicate % Below

Check One

Staff full-time:

Staff part-time: %

Management full-time:

List Other: %

% of Effort:

COLLEGE EMPLOYEE

TIME & EFFORT

1	All College Assignments or Appointments (Includes Instruction)		
2 A.	Grant Projects- Released Reimbursed Time (By Project number) and Title		
2A.1	# _____		
2A.2	# _____		
2A.3	# _____		
2A.4	# _____		
2A.5	# _____		
	SUBTOTAL		0%
B.	Cost Sharing (By Project Account number) and Title		
2B.1	# _____		
2B.2	# _____		
2B.3	# _____		
2B.4	# _____		
2B.5	# _____		
	SUBTOTAL		0%
	TOTAL COLLEGE EFFORT		0%

ADDITIONAL EMPLOYMENT EFFORT:

3	Grant Funded Projects (By Project Account number) and Title		
3.1	T5-LMC : T5-Stndt Svs	12 125 645050 51250 220	50.0%
3.2	DSPS - ARRA	12 210 642000 51250 220	24.3%
3.3	DSPS	12 210 642000 51250 220	0.7%
3.4	Nursing Ed/CCCCO: CTE Nursing Ed Program	12 246 642000 51250 220	10.0%
3.5	_____		
3.6	_____		
3.7	_____		
4	Other	General Fund	15%
	TOTAL ADDITIONAL EMPLOYMENT EFFORT		100%
	GRAND TOTAL		100%

CERTIFICATION BY EMPLOYEE:

I Certify that, to the best of my knowledge, the above distribution of effort represents a reasonable estimate of all work performed by me during the period covered by this report.

Employee not available at this time
Signature

AND

CERTIFICATION BY RESPONSIBLE OFFICAL:

I certify that I have first-hand knowledge of all work performed by this employee and that the attribution of effort represents a reasonable estimate of work performed during the period covered by this report.

Signature

Notes: All reports must total 100%, be completed monthly and submitted to the Business office within 10 days after end of semester being reported or within 20 days after the grant end, whichever ends first.

STAFF & MANAGEMENT TIME & EFFORT REPORT

DISTRIBUTION OF TIME & EFFORT

Name: Veronica Grijalva

Period Covered: July 1 - October 31, 2009

College/Dept: West Hills Community College Lemoore

Check One Box:

If Part Time Indicate % Below

Check One

Staff full-time

X

Staff part-time

%

Management full-time

%

List Other:

%

% of Effort:

COLLEGE EMPLOYEE

TIME & EFFORT

1 All College Assignments or Appointments (Includes Instruction)

2 A. Grant Projects- Released/Reimbursed Time (By Project number) and Title

2A.1 # _____

2A.2 # _____

2A.3 # _____

2A.4 # _____

2A.5 # _____

SUBTOTAL

B. Cost Sharing (By Project Account number) and Title

2B.1 # _____

2B.2 # _____

2B.3 # _____

2B.4 # _____

2B.5 # _____

SUBTOTAL

TOTAL COLLEGE EFFORT

ADDITIONAL EMPLOYMENT EFFORT:

3 Grant Funded Projects (By Project Account number) and Title

3.1 EOPS - ARRA 12 200 643000 51250 220 72.99%

3.2 EOPS 12 200 643000 51250 220 10.01%

3.3 CARE 12 202 643000 51250 220 8.00%

3.4 DSPS - ARRA 12 210 642000 51250 220 4.83%

3.5 DSPS 12 210 642000 51250 220 0.15%

3.6 CalWorks - ARRA 12 220 647000 51250 220 7.00%

3.7 _____

4 Other General Fund

TOTAL ADDITIONAL EMPLOYMENT EFFORT

GRAND TOTAL

CERTIFICATION BY EMPLOYEE:

I certify that, to the best of my knowledge, the above distribution of effort represents a reasonable estimate of all work performed by me during the period covered by this report.

Employee not available at this time
Signature _____

AND

CERTIFICATION BY RESPONSIBLE OFFICIAL:

I certify that I have first-hand knowledge of all work performed by this employee and that the attribution of effort represents a reasonable estimate of work performed during the period covered by this report.

[Signature]
Signature _____

Notes: All reports must total 100%, be completed monthly and submitted to the Business office within 10 days after end of semester being reported or within 20 days after the grant end, whichever is first.

DISABLED STUDENTS PROGRAMS AND SERVICES

2009-10

END OF YEAR REPORT



Report Due:

November 1, 2010

**California Community Colleges
Student Services & Special Programs
1102 Q Street
Sacramento, CA 95811-6539**

**DUE: Must be postmarked by
November 1, 2010**

College: West Hills Lemoore

FY 2009-10

PART I. OTHER PROGRAM INCOME

<u>DESCRIPTION</u>	<u>OTHER PROGRAM INCOME</u>
WorkAbility III Grant	-
Other Federal Grants	-
Other State Grants	-
College Work Study	-
Equipment	-
Local Contributions	-
Other 0	-
<u>TOTAL</u>	-
 VATEA	 -

PART II. SPECIAL CLASS FTES

Enter the amount of special class FTES, not the student count.

SPECIAL CLASS			
CREDIT FTES	37.38	NON-CREDIT FTES	222.86
CAREER DEVELOPMENT AND COLLEGE PREP FTES		-	

DUE: Must be postmarked by
November 1, 2010

College: West Hills Lemoore FY 2009-10

PART III. DSPS EXPENDITURES

Paid With FY 2009-10 Funds

	7/1/09 - 6/30/10 Expenditures	7/1/10 - 9/30/10 Expenditures	7/1/09 - 9/30/10 Total Expenditures
1000 Certificated Salaries			
A. Full-time	294,912		294,912
B. Part-time	16,369		16,369
C. Hourly	-		-
SUBTOTAL OB CODE 1000	311,281	-	311,281
2000 Classified Salaries			
A. Full-time	49,796		49,796
B. Part-time	-		-
C. Hourly	17,073		17,073
SUBTOTAL OB CODE 2000	66,869	-	66,869
3000 Total Benefits	102,838		102,838
4000 Supplies, Books & Materials	5,780		5,780
5000 Other Expenses			
A. Consultants	402,925		402,925
B. Other	1,096		1,096
SUBTOTAL OB CODE 5000	404,021	-	404,021
6000 Capital Outlay			
A. Equipment	244,010		244,010
B. Building Modification			-
C. Other			-
SUBTOTAL OB CODE 6000	244,010	-	244,010
7000 Other Outgo	-		-
Grand Total	1,134,799	-	1,134,799

**DUE: Must be postmarked by
November 1, 2010**

College: West Hills Lemoore

FY 2009-10

PART V. DISTRICT AND COLLEGE CERTIFICATION

For any questions regarding this report please contact:

Name	Sylvia Dorsey-Robinson	Phone Ext.
Phone		
Email	sylvia.dorseyrobinson@whccd.edu	

We hereby certify the foregoing pages to be accurate, in accordance with Education Code Section 84850, the California Administrative Code, Title 5, and the instructions accompanying this form. We understand that the above information may result in an adjustment to our DSPS allocation.

Superintendent/President

TYPED Don Warkentin

SIGNATURE _____ DATE _____

District Business Manager

TYPED Ken Stoppenbrink

SIGNATURE _____ DATE _____

DSPS Supervising Administrator

TYPED Sylvia Dorse-Robinson

SIGNATURE _____ DATE _____

DSPS Coordinator

TYPED _____

SIGNATURE _____ DATE _____

WEST HILLS COLLEGE LEMOORE

**PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS
UNIT PLANNING GUIDE - NON-INSTRUCTIONAL
DEPARTMENTS & AREAS
TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE**

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Department/Service: Disabled Student Services and Programs (DSP&S)
Date Prepared: August 16, 2006
September 8, 2006
September 29, 2006
October 23, 2006
March 6, 2007
March 12, 2007
Prepared By: Sylvia Dorsey-Robinson
Staff: Sylvia Dorsey-Robinson
Lataria Hall
Elva Torres
Suzanne Heskett

II. Program Overview

A. Provide a brief 4-year department/service area history.

The mission of West Hills Community College Disabled Student Programs and Services (DSP&S) is to provide equal access to education for disabled students in order that each student has the opportunity to realize his/her full potential. This is accomplished, in part, by providing academic accommodations and support services to students with physical, learning and psychological disabilities.

Over the last four years, DSPS Services have been offered at three campus-sites, Lemoore, Coalinga, and the North District Center at Firebaugh. The geographical area consists of two counties with the drive between the service areas one to two hours. Due to the geographic distance program services have been difficult to maintain. Nonetheless, DSP&S students at all sites have enjoyed the benefits of a multitude of services. Specifically, those services have been:

Individual, academic and vocational counseling
Priority registration
Notetakers/readers
Diagnostic Learning/ Disability testing
Alternative testing services
Mobility assistance
Liaison with the State Department of Rehabilitation and other agencies
Texts on tape
Electronic Text
Alternate Media
Instruction and use of assistive technology
Disability advocacy

Personal and academic counseling
 Adaptive classes
 Hearing equipment

These supports have enable students to not only fulfill their lifelong dreams of having a college degree, but to be recognized in a leaderships capacity on the campus. More specifically, last year, the president of the Student Club was a student who has been and continues to be served in the DSP&S program. This student not only gained the respect and admiration of the other students but went on to become on of the founding students of the Special People's Club.

The most notable and recent achievement of the college has been to gain recognition as a accredited higher education institution, making West Hills Lemoore the 110th Community College in the State of California. While this accolade comes with a resounding sense of pride and accomplishment, it also brings with it future challenges and growth opportunities for the college over the next several years.

B. Describe how the department/service area is aligned to the advancement of the college mission, goals and objectives.

The DSP&S program is designed to support the advancement of all students in fulfilling their college dream. As our motto says, "Once you go here, you can go anywhere" this is particularly true of the DSP&S population. To that end, the DSP&S department offers students priority registration, testing and accommodations, technology support, and lab assistance with assignments.

C. List any recommendations from the most recent college/department/service area accreditation and/or previous review.

The June, 2006 Accreditation committee, recommended that six items be addressed. Of those six items, recommendation number three "Improving Institutional Effectiveness" specifically focuses on all programs, instructional and non-instructional, identify measurable goals and objectives that support student learning.

III. Qualitative and Quantitative Data Review

A. Attach the following Non-Instructional Program Review data (as provided):

▪ **Enrollment Trends**

The enrollment trends as reflected in the DSP&S program are as follows:

YEAR	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06
District					12,000	11,157	12,156	12,834
Lemoore					8,289	7,942	8,725	9,034
DSPS	187	277	327	378	420	296	369	356

▪ **Student Retention Rates/Student Success Rates (if applicable)**

The student success rate is as follows:

YEAR	02/03	03/04	04/05	05/06
District	66%	65%	64.9%	64.9%
Lemoore	64.2%	64.5%	65.5%	65.3%
DSPS	61.4%	62.1%	63.2%	61.7%

The student retention rate is as follows:

YEAR	02/03	03/04	04/05	05/06
District	81.4%	81.0%	80.9%	80.5%
Lemoore	79.68%	79.83%	80.50%	79.88%
DSPS	78.1%	77.9%	80.4%	77.8%

▪ **WSCH/FTEF (if applicable)**

▪ **Full-time to Part-time Faculty Ratio**

▪ **Number of Students Earning Degrees (if applicable)**

The number of students in the DSP&S program that have earned a degree or certificate between Summer 2004 to Fall 2006 is 64 compared to 543 in the District in 2004-05.

▪ **Job Market Analysis (if applicable)**

▪ **Student Demographics**

The student demographics for 2005-06 was as follows:

Ethnicity	Asian	African American	Filipino	Hispanic	Native American	Other	Pacific Islander	White	DTS
District	4.43	6.65	2.81	42.58	1.17	1.22	.56	36.19	4.32
Lemoore	4.87	6.49	3.73	37.05	1.31	1.53	.58	39.71	4.69
DSPS	0.00	14.85	1.66	33.44	5.23	1.49	0.00	37.26	6.06

▪ **Grade Distribution (if applicable)**

The grade distribution for DSP&S students in 2005-06 was as follows:

Grade	A%	B%	C%	D%	F%	CR%	NC%	I%	W%
District	28	21	14	5	10	2	.06	.50	19
Lemoore	29	21	14	5	9	1	.04	.47	20
DSPS	29	17	15	6	8	.04	.33	.25	22

▪ Student Survey Data (if applicable)

B. Using the data provided, describe how the department/service area is affected.

Based on the information presented above, it appears that the students served by the DSPS program are performing comparable to their non-DSPS peers. With regard to enrollment trends, an analysis of the data shows that there is fluctuation in the enrollment numbers of students served in the DSPS program. While the District as a whole and Lemoore were able to recuperate student enrollment following the 2003-04 school year, the DSPS program was not. In fact the numbers for both the District and Lemoore exceed the numbers prior to 2003-04. This suggests that there is a tremendous need for recruitment and outreach for the DSPS program.

With regard to the student success and retention rate, the success rate suggests that DSPS students are performing consistent with their non-disabled peers. However, the retention rate yields a very different picture. While students who stay in a class are achieving grades of A, B, C or CR, far more students are receiving a grade of "W". This suggests that DSPS students are unaware of the impact of class withdrawals and/or they are enrolling in classes that they are not academically ready for. This suggests a greater need for more student counseling and workshops.

An analysis of the graduation/ certificate rates shows that 17% of DSPS students are completing their matriculation, while 29.6% of students district wide are completing their course design. This suggests that not only are DSPS students having difficulty completing classes, they are also not earning a terminal degree.

A review of the ethnic breakdown of DSPS students shows a disproportionate number of African-American and Native American students receiving DSPS services, with a significantly less percentage of Filipino. The percent of African American students District wide is 6.65% and Lemoore is 6.49, while DSPS students are 14.85%. Likewise, the disproportionate number of Native American students in the district, Lemoore and DSPS are disparate. The percentage of DSPS students are 5.23, District wide is 1.17 and Lemoore is 5.23. On the contrary, there are significantly less Filipino students served in the DSPS program compared to the number of Filipino students district wide and in Lemoore. This data suggest.

C. Attach the following data maintained by your department/service area:

- Budget information regarding costs per department/service area on personnel, equipment, supplies, delivery of services (where applicable), and any other direct or indirect costs connected with the service as reflected by student enrollment.**

YEAR	00/01	01/02	02/03	03/04	04/05	05/06
State Allocation	250,592	365,244	361,590	344,684	338,746	\$350,484
Credit FTE	25,348	39,085	49,218.40	60,063	27.07	31.84
Non-Credit FTE	313,172	318,394	334,378.43	670,362	342	332.44
FTE (\$ Credit)	9.27(2756.04)	13.66(2861.28)	17.05(2886.71)	20.97(2864) =	79,045	\$ 92,942.87
(Non-Credit FTE	210.80(1485.64)	206.33(1543.13)	212.44(1573.99)	860,063	551,276	552,488.68
x				425.9 (1573.99) =		
				670,362.34		
TOTAL INCOME	589,312	692,723	745,186.83	0	\$969,067	\$995,915.55
Expenditures	727,067.56	1,061,039.10	754,713.91	\$1,123,972.54	1,030,894	1,138,774
College Effort	-0-	-0-	9,527.08	\$53,117	61,826	
Unspent Program				0	0	0
\$						
Primary Student Count	327	378	430	296	369	
Secondary Student Count	39	46	8	4	2	
Total Weighted Student Count	652.17	395.45	708.55	466.36	581.73	

2. Identify all personnel, including the number of certificated, classified professionals and volunteers. Discuss the diversity of faculty and staff.

Currently there are seven staff supporting the DSPS students and one volunteer. The certificated staff is composed of the Interim Associate Dean, a DSPS Counselor and two full-time faculty. One faculty member currently spends 100% of her time supporting in the general studies class, while the other faculty supports students through an adaptive physical education class. The classified staff consists of one high technology specialists, one Learning Skills Program Assistant, and one secretary.

The DSPS staff is comprised of not only individuals with a variety of education and experiences levels, but ethnic levels as well. Of the seven staff, there are two Black, four White and one Hispanic.

3. Describe the certificated and classified staffing requirements of the existing department/service area, as well as the effect any proposed curricular or instructional changes would have in the next three years. This statement should include the need to retrain, or to add staffing for new specialties. Finally, this statement should include the need to retrain or to add staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.

Currently we are able to fulfill the program and student needs with existing staff. However, over the next five years, we will need the following :

Staff	Existing	Next Two Years	Next Five Years
Counselor/LD Spec.	1 FTE	2 FTE	3 FTE
High Technology	.5 FTE	.5 FTE	1 FTE
Access Specialists	0 FTE	1 FTE	1 FTE
Learning Assistant	1 FTE	1.5 FTE	2 FTE
Transportation Assistant	2 hrs	4.5 hrs	6 hrs
General Studies Instructor	1 FTE	2.5 FTE	3 FTE
Secretary	1 FTE	1.5 FTE	1.5 FTE
Director	0 FTE	0 FTE	1 FTE
Interim Assoc. Dean	.25 FTE	.25 FTE	.25 FTE
Dean	0 FTE	0 FTE	1 FTE

The additional staff will be the result of increased enrollment in both the college and the DSPS program. As the student population grows, staff will need to be available for counseling and other direct and indirect services to students. Concurrent with the student and staff growth will be the need to expand the course offerings, DSPS lab location, times, and computer stations. This will require additional equipment purchases.

The most immediate need; however, is to make available technology training to staff to ensure that staff have the necessary tools to articulate and provide assistive technology to students. This can most efficiently be accomplished through trainings and conferences offered through the High Tech Center, CAPED, and CSUN. Staff are also encouraged to seek out and identify professional development activities that will advance the college mission.

In addition to the regular staff development activities provided by the college, the DSPS staff will continue to attend trainings at the state High Tech College Training Unit (HTCTU) and job-related conferences provided by CAPED and other organizations as funding permits. Staff will also need to

receive ongoing updates in regards to Learning Disability (LD) assessments and the state Learning Disability eligibility model .

One option to reduce this expense would be to contribute to an ITS staff member to maintain the software/hardware technology in the DSPS labs, and consider changing the High Technology/Alternate Media position to an Alternate Media Specialist resulting in a cost reduction.

Staffing will also need to be increased accordingly to keep pace with the growing number of disabled students and number of students participating in the adaptive classes.

F. Address any significant trends in the above statistics, which relate to a specific course/program/service.

The significant trends reflected in the above data shows that there is an urgent need to improve the communication regarding DSPS eligibility and services. The DSPS team will be involved in ongoing outreach and communication efforts over the next two years. These efforts are designed to restore the student participation rate to levels seen prior to 2003-04.

Additionally, there is a strong need to work with DSPS students in recognizing when there are at risk of failing a class long before they are required to "withdraw". In conjunction with that, there is a need to provided more support to students in course selection, planning and organizing, strengthening study skills and making greater used of the technology available in the DSPS lab. While the "early warning" system for all students is continuing to develop, ensuring communication with the DSPS office will be essential to student success, retention and persistence.

G. Identify and discuss the effect that trends may have on the department/services area's organization, structure, and nature over the next two to four years.

The above described services to students will entail more staff to be available for counseling, course offerings, lab usages and assistance with mobility.

H. What resources are required to maintain department/service area, and what additional resources are necessary to improve or expand it?

The resources needed to improve or expand the department rests with staff, office space, technology, and equipment and supplies to support the expansion of the campus and services.

I. Discuss staff training, academic and professional currency.

The most urgent need is for staff to become better educated on the technology resources available to students.

J. Excluding curriculum validation, discuss community involvement in the operation of the department/service area.

The community has been involved in the DSPS program through counselor outreach activities. The DSPS team intends to continued the outreach efforts of "College Day" in the Spring, which will expose high school students to the services available in the DSPS program.

IN-SERVICE TRAINING

Goal

The District Director shall be responsible for a program of staff development for both the campus faculty and staff. The in-service will provide an increased awareness of the needs of students with disabilities and appropriate accommodations. Continuing efforts will be made to keep the College faculty and staff aware of:

- Support services and programs for the disabled
- Applicable regulations
- Student accommodation requirements
- Student referral procedures
- Assistive Technology

Objective

Develop a staff development training program for all support personnel who directly provide assistance to students with disabilities as well as for campus faculty and staff.

IV. Professional Development

A. What professional development activities have staff participated in?

In-service training should continue to be provided to assist instructors with classroom needs relative to disabled population.

Staff have attended conferences, workshops, etc. as staff development and program funds have allowed. Over the last three years (2003 to 2006), a limited number of staff have participated in the professional development activities such as: regional meetings, DeAnza High Technology Center, and mandatory conferences sponsored by the California Community College Chancellor's Office.

B. How does this professional development affect Student Learning Outcomes for your department/service area?

The effects of the professional development activities and student learning outcomes for the department have been isolated to a few individuals receiving training and gaining knowledge relative to Student Learning Outcomes.

C. Describe the department/service area's plans for staff development over the next four years.

Over the next four years, staff will need professional development in not only Student Learning outcomes, but technology advances that will enable West Hills to be fully accessible to a diverse present and future DSPS population. These trainings will better prepare staff to fully participate in the development of Student Learning Outcomes and strategies and interventions to regarding student success, retention and persistence.

D. Discuss the effectiveness of continuing education requirement to meet the need for advanced training and/or training in emerging technologies.

The effectiveness of continuing education requirements to meet the needs of advanced training and/or training in emerging technologies will be to largely available through staff participating in trainings provided through the High Technology Center and other technology conferences and trainings.

V. Student Learning Outcomes

A. Explain how Student Learning Outcomes are used to measure quality and success of this department/service area.

While we have just begun to use student learning outcomes as a measures of program success and student achievement, the effects of measuring the quality and success of the department will be evidenced by and increase in the number of students enrolled in the DSPS program, the availability of a variety of adaptive classes and fewer DSPS students receiving a grade of 'W'.

B. State any other measures used to determine the success of the department/service area (e.g. enrollment and demographics trends).

In addition to using student learning outcomes to measure the quality and success of the DSPS program, the college will look at data provided by the Office of Institutional Effectiveness.

VI. General Operations

A. How does the department/service area ensure that current curriculum/delivery of service is adequately meeting the needs of students?

The department diligently works to ensure that the curriculum/delivery of services is adequately meeting the needs of students by utilizing Curriculum committee updates, course review, and individual instructor assessment.

B. Do special accreditations, external regulations, or advisory committees regulate the department/service area? Yes No (If yes, elaborate.)

Yes, the Title 5 Implementation Guidelines serves as an external regulatory for the DSPS program. While there is not direct oversight, the college is expected to ensure proper implementation and the associate dean is responsible for ensuring that the guidelines are followed.

C. Does the department/service area have any special regulations, space requirements, staff training, etc.? Yes No (If yes, elaborate.)

Yes, the Title 5 Implementation Guidelines serves as an external regulatory for the DSPS program.

D. Is there evidence of unmet student needs caused by your department/service area? Yes No (If yes, elaborate.)

Yes, there is evidence of unmet student need. Based on data collected regarding DSPS students' use of the lab during the summer of 2006, it appears that DSPS students are want and will use the lab during the summer session. However, the summer of 2006 was the first summer that the lab was open and students were able to partially benefit from this opportunity, as the lab was closed or patricianly open due to lack of planning in the prior year.

E. How does the department/service area address cultural diversity?

The department addresses cultural diversity through the diverse staff employed. Specifically, the staff is a mixture of different ethnic and language backgrounds.

F. Describe the initiatives the department/service area has implemented to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical mental disabilities, re-entry, gender, etc.)

The nature and design of the Title 5 regulations is to support individuals with special needs.

Therefore, all funding received for the program is intended to remove barriers, educational hurdles and empower students to meet academic challenges like any other student.

With respect to supporting the needs of individuals who are socially and economically diverse, the staff seek to recognize individuals who may need financial assistance and refer them to other student programs that can offer additional fiscal resources, such as the Extended Opportunities Programs and Services.

G. Discuss the department/service area's use of external funding, including grants and collaborative partnerships, if applicable.

The department relies heavily upon the state allocation of funds, and funds generated from both credit and non-credit classes.

H. To what extent is technology being used in the department/service area?

The use of technology is widespread in the department and student services. Students have access to a lab that supports voice activation, vision enlargement, and other technological supports. Additionally, staff all have access to computers at their work stations and the available technology for data management, ongoing communications and work management.

Prior to December, 2000, there had not been a plan for updating and/or maintaining hardware of software and there was no assistive technology on the campus. The college has made considerable progress in meeting the needs of the disabled through technology but there should be an ongoing plan to continue to upgrade technology taking into consideration the variability of the state economic situations, available funding, and civil rights requirements.

Ongoing supply needs will consist of routine office supplies, DSPS lab supplies, and assistive technology being available to individuals with low incidence disabilities. The major issue facing software needs will be the division of assistive technology site licenses. Current software programs offered within the lab are:

- For blind students, JAWS, Kurzweil 1000, a Braille embosser, a Braille translation program, and a tactile graphics enhancer called the PIAF.
- For low vision students: ZoomText Level TWO, CCTV, Optelec ClearView SVGA base units
- For Learning Disabled students, the Kurzweil 3000 with a flatbed scanner.
- For students with physical disabilities, Dragon Dictate Naturally Speaking
- Read and Write to assist students with writing better papers

The Technology Advisory Committee was established to make appropriate recommendations with upgrades and new technology being added based upon funding capability. In addition, Human Ware, Inc. and the state High Tech Center make site visits periodically to complete assessments and make technology recommendations for the labs in order to best meet DSPS students' needs.

I. Describe the supply requirements for your existing department/service area, as well as the effect that any proposed changes would have on the supplies in the next four years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software/technology.

The supply requirements at this time are adequate to meet the needs of existing students. However as students with varying disabilities continue to enroll on the campus, there will be a need to identify and procure more sophisticated technological supports for those students. Additionally, staff training in the area of the technological supports will be essential. While at the same time making students aware that those supports exist and ensuring close articulation between the high schools and the colleges so that when a student enrolls he/she is aware of what they have

- J. Describe the need for facility modifications within your existing department/service area or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next four years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.**

While the Lemoore campus is fortunate enough to be in the forefront with disability sensitivity and accessibility, it continues to be a major consideration in the design, development and acquisition of products and services for the DSPS students. The associate dean sits on the Facilities committee which helps to ensure that articulation continues to exist between the needs of the students, the mission of the colleges and the development of those structures. The district has allocated \$125,000.00 to ensure that the issues of accessibility continues to be a fundamental principle in the design and development of the campus. Additional space is needed for the DSPS lab in Lemoore.

VII. Additional Information (optional)

Please provide any other information to describe, explain, justify, analyze, or clarify prospective department/service area changes or needs anticipated in the next four years.

- A. What factors did you use in determining the quality and success of this department/service area?**
- B. Identify the best ways to measure the quality and success of this department/service area. Conduct an evaluation of the department/service area. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by this department/service area evaluate its adequacy or effectiveness? How do services compare to similar departments/service areas outside the College? By what processes does the department/service area deal with complaints and continually up-grade services? Other methods might include matching or exceeding nation-wide productivity measures, i.e., full-time staffing equivalent per square foot for M & O and per number of employees for Human resources, feedback from campus "clients", etc.)**
- C. Describe the annual scheduling patterns for courses impact your department/service areas. Consider interaction with other departments/service areas, use of facilities and flexibility for students.**

VIII. Summary and Recommendations

- A. Based on analysis of the information provided in I through VII, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.**

Based on analysis of items I to IV, it is felt that the program strengths are : From spring, 1999 to fall, 2002, there was an increase in district enrollment of 14.5%. During that same time period, there was an increase of 37% in the DSPS program. However, only 17% of DSPS students receive a terminal degree or certificate compared to non-DSPS students where 29.6% receive a terminal degree or certificate.

This suggest that while DSPS students are enrolling in classes, there needs to be greater emphasis on successful completion of a degree. More work needs to be done in the area of available of a variety of adaptive classes wherein DSPS students can complete a programs, use the existing and future technology options to meet their course requirements and continued and greater emphasis on expanding trainings to not only which staff person will receive trainings but what trainings staff will participate in. The focus should be on researching a greater variety of technology options to a more divers DSPS population.

B. Program strengths

Program strengths are:

- Semi-automatic doors have been installed at the Lemoore Campus along with automatic paper towel dispensers. The next major purchase will be automatic soap dispensers, and transportation drop-off and pick-up points. We will also need to hire a driver to ensure that this service continues to be available to students with mobility and or medical needs. .
- Program student e-mail created.
- Overall, increased program participants.
- Assistive technology upgrades were made in JAWS, Kurzweil, Dragon Dictate Naturally Speaking, and Text-Write Gold.
- The High Technology/Alternate Media Specialist received updated training as needed at the DeAnza High Technology center.
- A DSPS Faculty Handbook was developed with training provided to instructors.
- Involvement in flex-day training activities promoting disability and technology awareness.

C. Areas that need improvement

The data suggests that the increased outreach efforts have helped significantly with the increased program growth since 1998. Plans are to not only continue outreach efforts with high school students but also to provide training in assistive technology with local RSP teachers in the secondary school system in order to help promote transition. There is a need to ensure that the website is accessible to individuals with disabilities. Also to make the lab available beyond the current 8:00- 5:00 time period, during the fall and spring semesters.

Additionally, there is a need to provide courses that are compatible to the divers needs of the DSPS student, making the possibility of a terminal degree or certificate more likely.

D. Strategies and actions for program enhancement and improvement.

Strategies that are necessary to ensure continued program enhancement and improvements are :

- Academic counseling/program planning
- Registration assistance, academic counseling, and general assistance provided by learning disability specialists and counselors
- Referral to career planning guidance, testing and counseling service
- Have available for students who need the following:
 - Sign language interpreters
 - Mobility assistance
 - Braille transcription
 - Availability of adaptive equipment
- DSPS Orientation and ongoing workshope
- Individualized testing for DSPS eligibility
- Continue to participate in the Faculties Planning Committee
- Access to High Tech Center including adapted hardware and specialized software
- Liaison with community agencies
- Access to advisory committees, clubs, and organizations

- Establish and maintain an Advisory Committee as an integral part of the District's program for the disabled. The committee will be established in conformance with District policy. Committee membership will include but not be limited to:
 - Consumer group representatives
 - Public and private agencies
 - Referring agencies
 - DSPS Staff

E. Attach your Assessment Grid, which describes at least three short-term and three long-term goals. You should have not more than five short term goals, of which at least three are student learning outcome goals. (The logic model may be used to answer this question.)

Program Review, Planning and Evaluation

**West Hills College Lemoore
Program Planning and Evaluation
Assessment Planning Logic Model**

Program: DSPS		Contact Person/ext.: Sylvia Dorsey-Robinson ext. 3331		
Submission Date: 3-07		Midterm Report Date (2 years from submission): 12-08		
Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
At least 3 short-term and up to 3 long-term goals. Instruction: At least three of your goals must be student-learning outcome oriented.	The specific activities you will implement to accomplish the goals (e.g. implement a new course).	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)	Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)
1. By December 2008, there will be a 5% increase in the number of students using the DSPS Lab	1. (a) The DSPS program will exercise multiple ways of communicating the hours of operation of the DSPS lab, including, but not limited to internet and throughout the campus. 1. (b) DSPS student orientations will be held in partially in the lab which will allow students an opportunity to better understand how to make use of the services	<ul style="list-style-type: none"> • Technology • Days for DSPS student orientation 	1.(a) By December 2007, there will be a 2% increase in the number of students using the DSPS lab 1. (b) By December 2008, there will be a 5% increase in the number of students using the DSPS lab. 1.(c) Data collected over time from student sign-in sheets 1.(d) Work with-in the existing college structure to identify more sophisticated tracking system to monitor the students entering the lab and frequency of use.	There will be an increase in the number of students who use the DSPS lab.

Program Review, Planning and Evaluation

Program Review, Planning and Evaluation

**West Hills College Lemoore
Program Planning and Evaluation
Assessment Planning Logic Model**

Program: DSPTS		Contact Person/ext.: Sylvia Dorsey-Robinson ext. 3331		
Submission Date: 3-07		Midterm Report Date (2 years from submission): 12-08		
Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
At least 3 short-term and up to 3 long-term goals. Instruction: At least three of your goals must be student-learning outcome oriented.	The specific activities you will implement to accomplish the goals (e.g. implement a new course).	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)	Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)
2. By December 2008, there will be a 5% decrease in the number of DSPTS students receiving a grade of "W".	2. (a) The DSPTS staff will review student education plans and courses taken to analyze the correlations between courses taken, student success, retention and persistence 2. (b) The DSPTS counselor(s) will meet with all DSPTS students to update and/or review student education plans	<ul style="list-style-type: none"> • 1 Additional Counselor • Workshops targeted for DSPTS students 	2.(a) By December 2007, there will be a 2 % decrease in the number of students who withdraw from classes. 2. (b) By December 2008, there will be a 5% decrease in the number of students who withdraw form classes	There will be decrease in the number of DSPTS students who withdraw from classes.

Program Review, Planning and Evaluation

West Hills College Lemoore Program Planning and Evaluation Assessment Planning Logic Model				
Program: DSPS			Contact Person/ext.: Sylvia Dorsey-Robinson ext. 3331	
Submission Date: 3-07			Midterm Report Date (2 years from submission): 12-08	
Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
At least 3 short-term and up to 3 long-term goals. Instruction: At least three of your goals must be student-learning outcome oriented.	The specific activities you will implement to accomplish the goals (e.g. implement a new course).	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)	Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)
3. By December 2008, there will be a 5% increase in the number DSPS students enrolled at West Hills	3. (a) The DSPS staff will increase outreach efforts at local high schools. 3. (b) DSPS staff will increase recruitment efforts of existing West Hills students.	<ul style="list-style-type: none"> • Outreach supplies • On-line DSPS application • Updated DSPS information on the West Hills website 	3.(a) By December 2007, there will be a 2% increase in the number of DSPS students served. 3. (b) By December 2008, there will be a 5% increase in the number of DSPS students served.	There will be an increase in the number of DSPS students served.
West Hills College Lemoore Program Planning and Evaluation Assessment Planning Logic Model				

Program: DSPS		Contact Person/ext.: Sylvia Dorsey-Robinson ext. 3331		
Submission Date: 3-07		Midterm Report Date (2 years from submission): 12-08		
Program/Administrative Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
At least 3 short-term and up to 3 long-term goals. Instruction: At least three of your goals must be student-learning outcome oriented.	The specific activities you will implement to accomplish the goals (e.g. implement a new course).	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)	Longer-Term Outcomes (Program Goals, WHCL Strategic Plan Goals, PFE & WHCL Master Plan relating to short-term outcomes)
4. By December 2008, there will be a 2% increase in the number of adaptive classes offered	4. (a) The DSPS staff will identify potential classes to offer. 4. (b) The DSPS will collaborate with faculty and other colleges to identify potential adaptive classes to offer. 4. (c) The DSPS staff will work with faculty and other staff to implement new DSPS course offerings.	<ul style="list-style-type: none"> Time allocated for staff to identify, collaborate and implement new course offerings. 	4. (a) By December 2007, there will be a 1 % increase in the number of adaptive classes offered. 4. (b) By December 2008, there will be a 2% increase in the number of adaptive classes offered.	There will an increase in the number of adaptive classes offered at West Hills College.

**West Hills College Lemoore
 Program Planning and Evaluation
 Assessment Planning Logic Model
 Midterm Report**

Program:		Date:
Findings	Analysis	Actions
What are the actual quantifiable outcomes compared to those listed in column four of the assessment planning logic model?	Your interpretation of the results (why the activities were not successful in achieving the goal)	Based on the Findings and Analysis, what is the next step?
1.	1.	1.

A.B.C.
PRIORITY LIST
SUPPORT SERVICES

GROUP 3.

FY07-08

RANK	ITEM	AMOUNT	DESCRIPTION
1	Advising Specialist/DSPS	49,164	<i>Provide advising & assessment for DSPS</i>
2	L. S. Program Assistant	8,515	Increase A. Simas to 12 mo.
3	Van Driver	9,000	Increase for DSPS students to 4 hrs
4	Advance Technology	75,000	Upgrade and add technology supports for DSPS students
5	Program Assistant – PT	9,088	Hire 19 hr, program Assistant to keep lab open beyond 5 pm
6	Marketing	5,000	Funds for Student Services communication
		TOTAL	\$ 155,767

Dorsey-Robinson, Sylvia

From: Cox, Jana
Sent: Monday, August 17, 2009 2:47 PM
To: Classified Staff; Abela, Brian; Amaya-Guenon, Linda; Arce, Mark J.; Babb, David; Barner, Etsel; Barragan, Sherry; Bart, Anita; Beloof, Lawrence; Birrell, Jameson; Blair-Hauki, Cindy; Burke, Michael; Castagna, Kim; Christenson, Eric; Corea, Erin; Cowden, Clint; Dam-Mikkelsen, Hector; Daniels, Neomi; Davis, Terry; Delaney, Melissa; Discont, Maggie V.; Downing, Brenda; Droker, Stephanie; Ennes, Marty L.; Ganter, Frieda; Gibson, Bob; Goodale, Peggy; Grant, Jim; Grijalva, Veronica; Hall, Lataria; Hall, Robert; Hanjiev, Arkady; Harris, Clifton; Hayden, Maurice; Hendrickson, Marta; Heskett, Susanne; Hodsdon, Paul T.; Holsonbake, Troy; Howard, Libra M.; Hunt, Bruce; Jackson, Shawn; Jacobus, Linda; Jaurena, Tracey; Jeffery, Richard; Kennedy, Vera; Kraft-Chapman, Pat; Kron, Brian W.; Larson, Tammy; Little, Anna Lisa; Magnuson, Matthew; Mativo, Kyalo; Mayer, Rhonda; McDowell, Michael; McGlothlin, Sandy; Mendenhall, Faye; Mosher, Staci; Neer, Dave; Neves, Rebecca; Olson, Kent S.; Oxford, Ron; Paden, Monte; Pratt, Genie; Preston, James L.; Ragsdale, Rodney; Raia, Christian; Rehark-Griffith, Rhea; Rengh, David-Michael; Reynolds, David J.; Rodriguez, Martha; Rodriguez, Mike; Rogers, Joel; Rolfsema, Tina; Sanchez, Rene L.; Shehorn, Jacqueline; Shepard, Sarah A.; Skaggs, Robert; Smart, Marleen; Sowden, Kenneth; Sterling, Kurt; Sutherland, Scott; Sutton, Mel; Tincher, Cal; Todd, Donna; Tos, Angela; Wanderer, Jeffrey; Welch, Merlin; Wiest, Harold; Wilds, Brandy; Wilds, Kevin M.; Wilson, Scott G.; Winters, Tom; Alvarado, Juanita; Atkinson-Alston, Stephanie; Avila, Pedro; Bailey, Shaun; Barabe, Cathy; Benedict, Tom; Bolt, Dave; Boyd, Gary; Brixey, Minerva; Burciaga, Rosemary; Caganich, Barbara; Cantu, Becky; Castillo, David; Cavins, Sandy; Cazares, Javier; Clement, Robert; Cleveland, Conne; Clover, Nancy; Cox, Jana; Cruz, Virginia; Danner, Ron; Davis, Lorna; Diniz, Carlos A.; Dorsey-Robinson, Sylvia; Felix-Mata, Bertha; Gamino, Eliseo; Georgatos, Darlene; Goldsmith, Carole; Gornick, Frank; Hall, Marlon; Hetu, Marcel; Ibanez, Olivia; Isaac, Donna; Jeffcoach, Nancy; Jorgens, Anne; Kozlowski, Michelle D.; Leon, Ana; Lewallen, Willard; Lopez, Jose P.; Lourenco, Maria; OliverSmith, Glenda; Olson, Melinda; Padilla, Delia Z.; Parker, Mike; Robert Pimentel (robert.pimental@workforce-connection.com); Ruble, Joel; Santino, Monica; Savopolos, Joe; Smith, Dolores; Squire, Frances Anna; Stearns, Jill R.; Stoppenbrink, Ken; Talford, Riley; Tamayo, Daniel; Thompson, Tammy; Tyler, John; Valdeabella, Mina; Warkentin, Don; Watts, Kathy; Weatherman, Tammy; Whitener, Susan
Subject: Furloughs

Good afternoon,

As you all have heard by now Administration, Classified Managers, Confidential, Classified, and Faculty will be taking furlough days throughout the 09-10 year. All the days will be coordinated by your department/supervisors and kept on a master calendar by the President's office on the campuses and by the Vice Chancellor of Business services at the district. Below is the number of furlough days you will need to take. These days need to be requested by you on the Request for Time-off form (which is attached) in advance and for classified must also be documented on your timecard at the end of the month.

Administration/Managers/Confidential	24 Furlough days
Classified	12 Furlough Days
Faculty-177 day contract	10 Furlough Days
Faculty-197/199 day contract	11 Furlough Days
Faculty-221 day contract	12 Furlough Days

Admin/Mgrs/Conf/Class have 3 predetermined furlough days, those days are December 21, 22, & 23, 2009. Please take those 3 days and minus them from the numbers above. There is a possibility, pending an agreement with CSEA that March 29-April 1 will become furlough days if this is approved please minus 4 more days from your days above.

Faculty have 2 predetermined furlough days, those days are January 14 & 15, 2010 during the 2010 spring semester. Faculty members may take 1 furlough day per month on a regularly scheduled class day, exceptions to this are made on an individual basis.

All furlough days must be taken by June 30, 2010.

If you have any questions or concerns please feel free to contact me.

Jana Cox

Director of Human Resources

West Hills Community College District

559-934-2157 Office

559-934-2822 Fax

Dorsey-Robinson, Sylvia

From: Cox, Jana
Sent: Tuesday, August 18, 2009 11:27 AM
To: Alvarado, Juanita; Atkinson-Alston, Stephanie; Avila, Pedro; Bailey, Shaun; Barabe, Cathy; Benedict, Tom; Bolt, Dave; Boyd, Gary; Brixey, Minerva; Burciaga, Rosemary; Caganich, Barbara; Cantu, Becky; Castillo, David; Cavins, Sandy; Cazares, Javier; Clement, Robert; Cleveland, Conne; Clover, Nancy; Cox, Jana; Cruz, Virginia; Danner, Ron; Davis, Lorna; Diniz, Carlos A.; Dorsey-Robinson, Sylvia; Felix-Mata, Bertha; Gamino, Eliseo; Georgatos, Darlene; Goldsmith, Carole; Gornick, Frank; Hall, Marlon; Hetu, Marcel; Ibanez, Olivia; Isaac, Donna; Jeffcoach, Nancy; Jorgens, Anne; Kozlowski, Michelle D.; Leon, Ana; Lewallen, Willard; Lopez, Jose P.; Lourenco, Maria; OliverSmith, Glenda; Olson, Melinda; Padilla, Delia Z.; Parker, Mike; Robert Pimentel (robert.pimentel@workforce-connection.com); Ruble, Joel; Santino, Monica; Savopolos, Joe; Smith, Dolores; Squire, Frances Anna; Stearns, Jill R.; Stoppenbrink, Ken; Talford, Riley; Tamayo, Daniel; Thompson, Tammy; Tyler, John; Valdeabella, Mina; Warkentin, Don; Watts, Kathy; Weatherman, Tammy; Whitener, Susan
Subject: August Furloughs

To: Administrative/Management/Confidential staff members:

As you know, each person in these groups will have 24 furlough days for the 09-10 fiscal year. The 24 furlough days are scheduled to be deducted as two days per month. After discussing the STRS/PERS procedures for calculating retirement and retirement service credit, we have discovered that we are required to go back to July and revise the amounts reported. To calculate service credit, STRS and PERS require the retirement base and the amount paid to be the same in order for each employee to receive the full amount of service credit. If the retirement base is reported without the furlough deductions, and the salary is reduced, the service credit would be reduced. For STRS and PERS we will have to back out the salaries reported for July and replace them with the July salary less the two furlough days, and include the retroactive salary steps for those eligible.

In order to correct the employee and employer retirement contributions, these changes will be included on the August 31st payroll check. Specific information for each employee is being estimated and will be sent out via email as soon as possible.

If you have any questions after receiving your estimate, please contact Tammy Weatherman at ext. 2117 or Diane Edwards at ext. 2112.

Jana Cox

Director of Human Resources
West Hills Community College District
559-934-2157 Office
559-934-2822 Fax



Closing the Budget Gap 2009-2010

Board of Trustees Meeting

July 28, 2009

District Commitment to Quality



- Maintain services and offerings to students and communities
- Maintain programs
- Protect full time positions
- Avoid layoffs
- Reduce current budget expenditures
- Freeze positions, travel and supplies
- Explore all methods of financing available to the District
- “2009 Great College to Work For”



Doing More with Less



FTES

- 2007-2008: 5,049 (Budgeted) 5,315 (Actual)
- 2008-2009: 5,200 (Budgeted) 5,458 (Actual)
- 2009-2010: 5,200 (Budgeted) Enrollment up 10%

Cash Flow Crisis for 2008-2009



• 6/15/09: COP	\$ 1,725,795
• 6/29/09: June Apportionment	\$ 1,542,885
• 7/6/09: TRANS	\$ 3,946,264
• 7/13/09: State delay in apportionment	\$ 4,163,389
• 7/14/09: State Construction Payment	\$ 1,776,143
• 7/14/09: BAN	\$ 4,755,763
• 7/31/09: July Apportionment	\$ 798,109
Total	\$18,708,348

Cash balance of General Fund dropped down to \$25,000 in June.

Previous Savings 2008-2009 & 2009-2010



- 2008-2009 Fiscal Year Reductions: \$ 2,771,423
 - 2009-2010 Fiscal Year Reductions: \$ 3,600,118 *
- Total Reductions: \$ 6,371,541**

* Includes reduction in Capital Outlay Account

Budget Gap 2009-2010



Approved Tentative Budget 2009-2010 Reserve:	\$ 1,294,600
Reserve required for 5% reserve:	\$ 1,504,484
	Shortage: \$ (209,884)
• Cost to add steps to budget:	\$ (628,567)
• Restricted Fund Impact:	\$ (428,515)
• Deficient Coefficient/Other:	\$ (498,658)
	Revised Shortage: \$(1,765,624)

Actions Taken to Close the Budget Gap 2009-2010



Target Savings:		\$ 1,765,624
Savings from SERP @ 100%:		\$ 1,532,110
	Shortage:	\$ (233,514)
• Vacation Payouts:		\$ (113,343)
• Two-Month Salary Cost:		\$ (255,352)
• SERP Payments:		\$ (233,534)
	Total Shortage:	\$ (835,743) *
• Non-Committed SERP:		\$ (574,770)
	Grand Total Shortage:	\$(1,410,513) *

Options to Close the Budget Gap 2009-2010



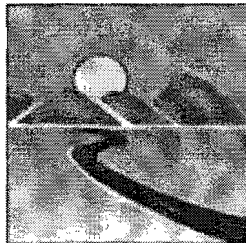
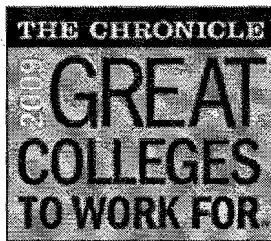
• GF 11 Furloughs – 24 days/year (10%) (Administrative/Management/Confidential)	\$ 461,952
• GF 11 Furloughs – 24 days/year (10%) (CSEA)	\$ 279,418
• GF 11 Salary Reduction (10%) (CTA)	\$ 697,622
Total Savings:	\$ 1,438,992
Shortage:	\$(1,410,513)
Net:	\$ 28,479

Dorsey-Robinson, Sylvia

From: Stoppenbrink, Ken
Sent: Thursday, April 29, 2010 8:35 AM
To: Alvarado, Juanita; Avila, Pedro; Bailey, Shaun; Barabe, Cathy; Bernal, Johnathan; Bolt, Dave; Boyd, Gary; Brewer, Erin; Burciaga, Rosemary; Cantu, Becky; Castillo, David; Cazares, Javier; Clement, Robert; Cleveland, Conne; Cox, Jana; Cruz, Virginia; Danner, Ron; Davis, Lorna; Dorsey-Robinson, Sylvia; Felix-Mata, Bertha; Freeman, Charles; Gamino, Eliseo; Goldsmith, Carole; Gornick, Frank; Gritton, Mark; Hall, Marlon; Hernandez, Verna; Hetu, Marcel; Howard, Elaine; Isaac, Donna; Jeffcoach, Nancy; Jorgens, Anne; Kozlowski, Michelle D.; Larson, Richard; Leon, Ana; Lewallen, Willard; Lopez, Jose P.; Lourenco, Maria; Millett, Mark; OliverSmith, Glenda; Padilla, Delia Z.; Reynolds, David J.; Richerson, Melissa; Robert Pimentel (robert.pimentel@workforce-connection.com); Rodriguez, Raquel; Ruble, Joel; Savopolos, Joe; Squire, Frances Anna; Stearns, Jill R.; Stearns, Keith A.; Stoppenbrink, Ken; Talford, Riley; Tamayo, Daniel; Thompson, Tammy; Trevino, Thelma; Valdeabella, Mina; Warkentin, Don; Watts, Kathy; Weatherman, Tammy; Whitener, Susan
Subject: furloughs

All,
Please make sure that your staff have been scheduled off for their respective furlough days prior to the end of the fiscal year.
Also I have heard that some have been approving furloughs on an hourly basis. The MOU we have with the Union states that furlough days shall be coordinated through the supervisor of each department. The MOU does not state that furlough hours shall be coordinated. Furlough days shall be awarded in full scheduled work days.
For those employees on a 40 hour work week that will be an 8 hour day for those 19 hour a week employees that will be dependent upon how their 19 hours are scheduled.

Ken Stoppenbrink
Vice Chancellor of Business/Human Resources
9800 Cody St.
Coalinga, CA. 93210
(559) 934-2160
(559) 934-2816 (FAX)
Email: kenstoppenbrink@whccd.edu
Web Site: www.westhillscollge.com
"Once You Go Here, You Can Go Anywhere"™



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Dorsey-Robinson, Sylvia

From: Isaac, Donna
Sent: Monday, October 27, 2008 9:26 AM
To: WHCCD Employees
Cc: Bill Henry (billhenry@lemoorenet.com); Edna Ivans (ednaivans@hotmail.com); Ivans, Edna; levinson@griswoldlasalle.com; mckean@psnw.com; Minnite, Jack; Nina Oxborrow (nina@oxborrow-ents.com)
Subject: Budget Update #2

The following message is being sent on behalf of Dr. Frank Gornick, Chancellor:

Hello again everyone,

I recently met with Mark Millett of CSEA and Marty Ennes of CTA to discuss the current budget situation as we understand it. We are all presented with basically the same information from the State, however what is important to all of us is how this information will affect us at West Hills. We know we will have reductions to our current budget and possibly next year's budget. **The three of us agree that our goal is to meet the reductions without having to layoff or reduce full time classified staff, faculty or administrators.**

What can we expect? The information we have from the State is pretty straight forward. Currently, we have been paid our apportionment claims, dollar for dollar. That is the good news. The bad news is that beginning with the January payments to the district, our payments will be reduced by 25 cents on the dollar for the months of January, February and March. The State uses this technique to reduce their cash flow requirements in the current year.

What can we do to offset this reduction? We basically have three options: The first is do nothing, which would not be acceptable to the Board of Trustees. The second is to make the reductions in current budgets across the board effective November 1. While this will get us to our goal of reducing our budget by approximately \$1 million, it is a very intrusive and disconcerting process for the colleges to go through right now. The third option – the one preferred by CSEA, CTA and myself – is to implement a "freeze" effective November 1 on Fund 11 dollars. (Fund 11 dollars are unrestricted and come from the State).

The reason we favor this approach is that we have used it before with great success. At the October Board meeting we will have a discussion concerning the options presented above. We are in a good financial position for a district our size and our enrollment for the summer and fall semester have been higher than anticipated. That means that we can plan on a normal spring semester enrollment which will help us in the next budget.

I will keep you informed as I receive more information. Please call or e-mail with any questions you might have or suggestions on other options we might consider.

Regards,



Frank Gornick, Chancellor
West Hills Community College District
9900 Cody St.
Coalinga, CA 93210
Tel. 559-934-2107

"Once you go here, You can go anywhere"
www.westhillscollge.com

**WEST HILLS COMMUNITY
COLLEGE DISTRICT**

ANNUAL FINANCIAL REPORT

JUNE 30, 2008

WEST HILLS COMMUNITY COLLEGE DISTRICT

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FINANCIAL SECTION



INDEPENDENT AUDITORS' REPORT

Board of Trustees
West Hills Community College District
Coalinga, California

We have audited the accompanying basic financial statements of the business-type activities of the West Hills Community College District (the District) as of and for the years ended June 30, 2008 and 2007, and its discretely presented component unit West Hills Community College Foundation as of and for the years ended December 31, 2007 and 2006, as listed in the Table of Contents. These basic financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities of the West Hills Community College District as of June 30, 2008 and 2007, and its discretely presented component unit as of December 31, 2007 and 2006, and the respective changes in financial position and cash flows, for the years then ended in conformity with accounting principles generally accepted in the United States of America.

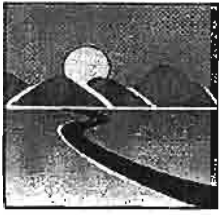
In accordance with *Government Auditing Standards*, we have also issued our report dated January 5, 2009, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and is important for assessing the results of our audit.

The Management's Discussion and Analysis, as listed in the Table of Contents, is not a required part of the basic financial statements, but is supplementary information required by the Governmental Accounting Standards Board. This supplementary information is the responsibility of the District's management. We have applied certain limited procedures, consisting principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information listed in the table of contents, including the Schedule of Expenditures of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, are fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Vankinck, Urine, Day & Co., LLP

Fresno, California
January 5, 2009



WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT

West Hills College Coalinga

North District Center, Firebaugh

West Hills College Lemoore

Naval Air Station Lemoore

Business Services

In June 1999, the Government Accounting Standards Board (GASB) issued Statement No. 34, "*Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*," which established a new reporting format for annual financial statements of governmental entities. In November 1999, GASB issued Statement No. 35, "*Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*," which applies these new reporting standards to public colleges and universities such as the West Hills Community College District (the District). The following discussion and analysis provides an overview of the District's financial activity. This report presents this information in a comparative format. Responsibility for the completeness and fairness of this information rests with the District.

USING THIS ANNUAL REPORT

As required by accounting principles, the annual report consists of three basic financial statements that provide information on the District's activities as a whole: the Statement of Net Assets; the Statement of Revenues, Expenses, and Changes in Net Assets; and the Statement of Cash Flows.

The focus of the Statement of Net Assets is designed to be similar to bottom line results for the District. This statement combines and consolidates current financial resources (net short-term spendable resources) with capital assets and long-term obligations. The Statement of Revenues, Expenses, and Changes in Net Assets focuses on the costs of the District's operational activities, which are supported mainly by property taxes and by State and other revenues. This approach is intended to summarize and simplify the user's analysis of the cost of various District services to students and the public. The Statement of Cash Flows provides an analysis of the sources and uses of cash within the operations of the District.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2008

FINANCIAL HIGHLIGHTS

- The District's primary funding source is "State Apportionment as defined by SB 361" received from the State of California through the State Chancellor's Office. These funds are comprised of State apportionment, local property taxes, and student enrollment fees. The primary basis of this apportionment is the calculation of Full-Time Equivalent Students (FTES). During the 2007-08 fiscal year, the District's actual FTES were comprised of 4,595 credit FTES and 454 non-credit FTES for a total of 5,049 FTES, an increase of 99 FTES (2%) from the 2006-07 fiscal year. These FTES are generated at the District's Coalinga and Lemoore College campuses, as well as various satellite locations.
- The District ended the year with an Unrestricted General Fund balance of \$3.9 million. The State Chancellor's Office recommends reserve levels of five percent of unrestricted General Fund expenditures be set aside for economic uncertainties. The District met this requirement with 12.51% reserves.
- The primary expenditure of the District is for the salaries and benefits of the Academic, Classified, and Administrative salaries of District employees. These costs increased over the 2006-07 fiscal year by approximately \$4.6 million. In addition to the costs for current employees' insurance coverage, the District provides insurance benefits to retirees meeting plan eligibility requirements.
- The District began several construction and modernization projects throughout the District. These projects will be funded through various financial vehicles, including various maintenance and construction projects funded through the State Chancellor's Office.
- The District provides student financial aid to qualifying students of the District in the amount of approximately \$8,167,000. This aid is provided through grants, and loans from the Federal government, State Chancellor's Office, and local funding.

WEST HILLS COMMUNITY COLLEGE DISTRICT

**MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2008**

Condensed financial information is as follows: (in thousands)

NET ASSETS

As of June 30, 2008, 2007 and 2006

	June 30, 2008	June 30, 2007	Change	June 30, 2006	Change
ASSETS					
Current Assets					
Cash and investments	\$ 79,535	\$ 79,805	\$ (270)	\$ 72,935	\$ 6,870
Accounts receivable	5,529	4,527	1,002	5,747	(1,220)
Inventory	422	418	4	422	(4)
Prepaid	14	8	6	9	(1)
Total Current Assets	<u>85,500</u>	<u>84,758</u>	<u>742</u>	<u>79,112</u>	<u>5,646</u>
Non-Current Assets					
Capital assets, net of depreciation	65,628	62,584	3,044	62,688	(104)
Total Assets	<u>\$ 151,128</u>	<u>\$ 147,342</u>	<u>\$ 3,786</u>	<u>\$ 141,800</u>	<u>\$ 5,542</u>
LIABILITIES					
Current Liabilities					
Accounts payable and accrued liabilities	4,415	2,768	1,647	4,395	(1,627)
Deferred revenue	2,162	2,241	(79)	1,707	534
Long-term liabilities - current portion	1,048	840	208	108	732
Total Current Liabilities	<u>7,625</u>	<u>5,849</u>	<u>1,776</u>	<u>6,210</u>	<u>(361)</u>
Non-Current Liabilities					
Long-term liabilities	85,043	85,533	(490)	86,008	(475)
Total liabilities	<u>92,668</u>	<u>91,382</u>	<u>1,286</u>	<u>92,218</u>	<u>(836)</u>
NET ASSETS					
Invested in capital assets	42,610	37,839	4,771	27,176	10,663
Restricted for expendable purposes	13,802	13,287	515	15,150	(1,863)
Unrestricted	2,048	4,834	(2,786)	7,256	(2,422)
Total Net Assets	<u>58,460</u>	<u>55,960</u>	<u>2,500</u>	<u>49,582</u>	<u>6,378</u>
Total Liabilities and Net Assets	<u>\$ 151,128</u>	<u>\$ 147,342</u>	<u>\$ 3,786</u>	<u>\$ 141,800</u>	<u>\$ 5,542</u>

This schedule has been prepared from the District's Statements of Net Assets (page 11), which is presented on an accrual basis of accounting whereby capital assets are capitalized and depreciated.

The changes in the cash position are explained in the Statements of Cash Flows (pages 13 and 14).

WEST HILLS COMMUNITY COLLEGE DISTRICT

**MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2008**

Operating Results for the Year Ended June 30, 2008, 2007 and 2006

	June 30, 2008	June 30, 2007	Difference	June 30, 2006	Difference
OPERATING REVENUES					
Tuition and fees	\$ 2,657	\$ 2,457	\$ 200	\$ 1,809	\$ 648
Grants and contracts	22,585	19,415	3,170	15,749	3,666
Auxiliary sales and charges	2,473	2,293	180	2,001	292
Total Operating Revenues	27,715	24,165	3,550	19,559	4,606
OPERATING EXPENSES					
Salaries and benefits	35,606	30,935	4,671	25,065	5,870
Other expenses	24,466	22,460	2,006	16,337	6,123
Depreciation	1,990	2,528	(538)	2,471	57
Total Operating Expenses	62,062	55,923	6,139	43,873	12,050
NET LOSS ON OPERATIONS	(34,347)	(31,758)	(2,589)	(24,314)	(7,444)
NONOPERATING REVENUES AND (EXPENSES)					
State apportionments	24,915	23,525	1,390	19,660	3,865
Property taxes	2,904	3,160	(256)	2,820	340
State revenues	1,985	3,506	(1,521)	1,915	1,591
Interest income	1,934	2,624	(690)	2,234	390
Interest expense	(2,953)	(2,873)	(80)	(1,778)	(1,095)
Other non-operating revenues	7,354	7,249	105	244	7,005
Total Nonoperating Revenues	36,139	37,191	(1,052)	25,095	12,096
OTHER REVENUES					
State revenues, capital	708	791	(83)	5,726	(4,935)
Local revenues, capital	-	154	(154)	295	(141)
Total Other Revenues	708	945	(237)	6,021	(5,076)
NET INCREASE (DECREASE) IN NET ASSETS	\$ 2,500	\$ 6,378	\$ (3,878)	\$ 6,802	\$ (424)

This schedule has been prepared from the Statement of Revenues, Expenses and Changes in Net Assets presented on page 12.

The operating revenue for the District is specifically defined as revenues from users of the colleges' facilities and programs. Excluded from the operating revenues are the components of the primary source of District funding - the State apportionment process. These components include the State apportionment and local property taxes. As these sources of revenue are from the general population of the State of California, and not from the direct users of the educational services, they are considered to be nonoperating. As a result, the operating loss of \$34 million is balanced by the other funding sources leading to an overall increase in the District's net assets of \$2.5 million.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2008

Auxiliary revenue consists of bookstore and Food Service revenues. The bookstore is maintained to provide books, supplies, and other items to the students and faculty of the District. The operations are self-supporting through product sales. The Food Service operation provides meals to the students and faculty of the college.

Grant and contract revenues relate to student financial aid, as well as specific Federal and State grants received for programs serving the students of the District. These grant and program revenues are restricted as to the allowable expenses related to the programs.

The interest income is primarily the result of cash held at the Fresno County Treasurer. The interest expense relates to interest payments on the long-term debt which is described in Note 9 of the financial statements.

The District is recording the depreciation expense related to capital assets. The detail of the changes in capital assets for the year is included in the notes to the financial statements as Note 5.

Statement of Cash Flows for the Years Ended June 30, 2008, 2007 and 2006

The Statement of Cash Flows provides information about cash receipts and payments during the year. This statement also assists users in assessing the District's ability to meet its obligations as they come due and its need for external financing.

	<u>June 30, 2008</u>	<u>June 30, 2007</u>	<u>Difference</u>	<u>June 30, 2006</u>	<u>Difference</u>
CASH PROVIDED BY (USED IN)					
Operating activities	\$ (31,800)	\$ (26,464)	\$ (5,336)	\$ (17,721)	\$ (8,743)
Noncapital financing activities	37,105	34,607	2,498	23,771	10,836
Capital financing activities	(7,589)	(3,813)	(3,776)	(9,514)	5,701
Investing activities	2,015	2,540	(525)	1,995	545
Net Increase in Cash and Cash Equivalents	<u>\$ (269)</u>	<u>\$ 6,870</u>	<u>\$ (7,139)</u>	<u>\$ (1,469)</u>	<u>\$ 8,339</u>

The primary operating receipts are student tuition and fees and Federal, State, and local grants and contracts. The primary operating expense of the District is the payment of salaries and benefits to instructional and classified support staff, as well as District administrators.

While State apportionment and property taxes are the primary source of non-capital related revenue, the new GASB accounting standards require that this source of revenue is shown as nonoperating revenue as it come from the general resources of the State and not from the primary users of the colleges' programs and services (students). The District depends upon this funding as the primary source of funds to continue the current level of operations.

California Community Colleges

ANNUAL FINANCIAL AND BUDGET REPORT

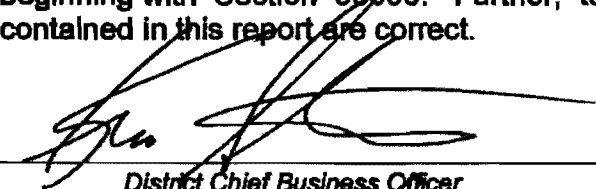
(Financial Report for Fiscal Year 2007-08)

(Budget Report for Fiscal Year 2008-09)

District: West Hills Community College District

District Code: 580

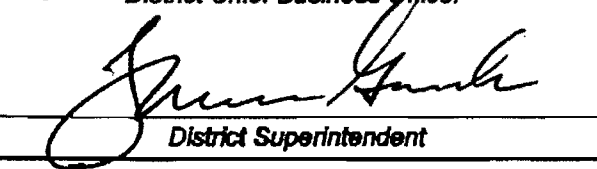
This is to certify that the Annual Financial and Budget Report has been prepared and the budget adopted in accordance with the *California Code of Regulations*, beginning with Section 58300. Further, to the best of my knowledge, the data contained in this report are correct.



District Chief Business Officer

10-10-08

Date



District Superintendent

10-10-08

Date

Contact: Tammy Weatherman

Name

Director of Fiscal Services

Title

(559) 934-2117 _____
Phone Number Extension E-Mail

tammyweatherman@whccd.edu
E-Mail

In accordance with the *California Code of Regulations*, Section 58305(d) a copy of this report is due to the Chancellor's Office on or before **October 10, 2008**. Please submit the report to:

Chancellor's Office
California Community Colleges
Fiscal Services Unit
1102 Q Street, Suite 300
Sacramento, CA 95814 - 6511

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group
10 General Fund:

REVENUES, EXPENDITURES, AND FUND BALANCE DATA
For Actual Year: 2007-08 Budget Year: 2008-09

GENERAL FUND

Description	State Use Only (EDP)	Fund: <u>11</u> UNRESTRICTED SUBFUND		Fund: <u>12</u> RESTRICTED SUBFUND		Fund: <u>10</u> TOTAL	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100	3,106	2,150	4,634,768	5,892,680	4,637,874	5,894,830
State Revenues	8800	25,862,670	26,422,364	6,280,083	5,766,570	32,142,753	32,188,934
Local Revenues	8800	5,618,116	5,042,976	81,292	194,640	5,699,408	5,237,616
TOTAL REVENUES	801	31,483,892	31,467,490	10,996,143	11,853,890	42,480,035	43,321,380
EXPENDITURES:							
Academic Salaries	1000	12,749,661	12,176,232	1,730,356	2,167,964	14,480,017	14,344,196
Classified Salaries	2000	5,242,907	5,721,399	3,215,229	3,569,609	8,458,136	9,291,008
Employee Benefits	3000	4,918,826	5,644,314	1,356,568	1,891,474	6,275,394	7,535,788
Supplies and Materials	4000	635,023	679,556	576,438	947,778	1,211,461	1,627,334
Other Operating Expenses and Services	5000	3,921,821	5,295,688	2,385,809	1,553,516	6,307,630	8,849,204
Capital Outlay	6000	407,878	337,837	1,045,188	1,085,720	1,453,066	1,423,557
TOTAL EXPENDITURES	501	27,876,118	29,855,026	10,309,588	11,216,061	38,185,704	41,071,087
EXCESS / (DEFICIENCY) OF REVENUES OVER EXPENDITURES	201	3,607,776	1,612,464	686,555	637,829	4,294,331	2,250,293
OTHER FINANCING SOURCES	8900	156		700,635	200,000	700,791	200,000
OTHER OUTGO	7000	4,791,999	3,184,180	1,387,190	837,829	6,179,189	4,022,009
NET INCREASE/(DECREASE) IN FUND BALANCE	901	(1,184,067)	(1,571,716)			(1,184,067)	(1,571,716)
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	5,570,474	4,193,706			5,570,474	4,193,706
Prior Years Adjustments	903	(192,701)				(192,701)	
Adjusted Beginning Balance	904	5,377,773				5,377,773	
ENDING FUND BALANCE, JUNE 30	905	4,193,706	2,621,990			4,193,706	2,621,990

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group
20 Debt service Funds:

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

For Actual Year: 2007-08 Budget Year: 2008-09

DEBT SERVICE FUNDS

Description	State Use Only (EDP)	Fund: <u>21</u>		Fund: <u>22</u>		Fund: <u>29</u>	
		BOND INTEREST AND REDEMPTION FUND		REVENUE BOND INTEREST AND REDEMPTION FUND		OTHER DEBT SERVICE FUND	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100						
State Revenues	8600	5,628					
Local Revenues	8800	3,431,798					
TOTAL REVENUES	801	3,437,426					
Other Financing Sources (CA 8900):							
Interfund Transfers - In	802						
Other Incoming Transfers	803						
TOTAL - OTHER FINANCING SOURCES	808						
Other Outgo (CA 7000):							
Debt Retirement (Long Term Debt) (CA 7100):							
Debt Reduction	711	1,265,077					
Debt Interest and Other Service Charges	712						
Transfers (Outgoing) (CA 7300 and 7400)	730						
Reserve for Contingencies	7900						
TOTAL - OTHER OUTGO	708	1,265,077					
NET OTHER FINANCING SOURCES (OTHER OUTGO) (CA 8900/7000)	202	(1,265,077)					
NET INCREASE/(DECREASE) IN FUND BALANCE	901	2,172,349					
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	2,332,201	4,504,550			9,646,634	9,646,634
Prior Years Adjustments	903						
Adjusted Beginning Balance	904	2,332,201				9,646,634	
ENDING FUND BALANCE, JUNE 30	905	4,504,550	4,504,550			9,646,634	9,646,634

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group
30 Special Revenue Funds

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

For Actual Year: 2007-08

Budget Year: 2008-09

Special Revenue Funds

Description	State Use Only (EDP)	FUND: 31 BOOKSTORE FUND		FUND: 32 CAFETERIA FUND		FUND: 33 CHILD DEVELOPMENT FUND	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100					382,072	573,766
State Revenues	8600			697,188	680,600	4,305,483	4,669,191
Local Revenues	8800	1,758,860		314,966	76,075	284,771	315,600
TOTAL REVENUES	801	1,758,860		1,012,154	756,675	4,972,326	5,558,557
EXPENDITURES:							
Academic Salaries	1000						
Classified Salaries	2000	209,213		305,378	310,228	3,101,083	3,280,137
Employee Benefits	3000	84,919		119,455	121,189	1,077,730	1,200,037
Supplies and Materials	4000	1,396,150		380,187	314,908	314,195	420,013
Other Operating Expenses and Services	5000	350,303		196,880	7,350	718,416	493,574
Capital Outlay	6000	942		10,254	3,000	26,398	29,430
TOTAL EXPENDITURES	501	2,041,527		1,012,154	756,675	5,237,802	5,423,191
EXCESS/ (DEFICIENCY) OF REVENUES OVER EXPENDITURES	201	(282,667)				(265,476)	135,366
OTHER FINANCING SOURCES	8800	105,887				444,323	
OTHER OUTGO	7000					178,847	135,366
NET INCREASE/(DECREASE) IN FUND BALANCE	901	(176,780)					
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	534,766	357,986				
Prior Years Adjustments	903						
Adjusted Beginning Balance	904	534,766	357,986				
ENDING FUND BALANCE, JUNE 30	905	357,986	357,986				

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group
30 Special Revenue Funds

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

For Actual Year: 2007-08

Budget Year: 2008-09

Special Revenue Funds

Description	State Use Only (EDP)	FUND: 34 FARM OPERATIONS FUND		FUND: 39 OTHER SPECIAL REVENUE FUND		FUND:	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800	16,561	16,600	340,358	345,200		
TOTAL REVENUES	801	16,561	16,600	340,358	345,200		
EXPENDITURES:							
Academic Salaries	1000	89,977	126,165				
Classified Salaries	2000	46,190	94,629	174,986	179,624		
Employee Benefits	3000	37,991	56,129	98,939	101,251		
Supplies and Materials	4000	23,563	21,900	4,090	2,000		
Other Operating Expenses and Services	5000	144,540	72,655	264,593	114,981		
Capital Outlay	6000	1,183					
TOTAL EXPENDITURES	501	343,444	371,478	542,608	397,856		
EXCESS/ (DEFICIENCY) OF REVENUES OVER EXPENDITURES	201	(326,883)	(354,878)	(202,250)	(52,656)		
OTHER FINANCING SOURCES	8900	384,831	274,052	314,194	164,600		
OTHER OUTGO	7000			111,944	111,944		
NET INCREASE/(DECREASE) IN FUND BALANCE	901	57,948	(80,826)				
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	138,236	196,184				
Prior Years Adjustments	903						
Adjusted Beginning Balance	904	138,236	196,184				
ENDING FUND BALANCE, JUNE 30	905	196,184	115,358				

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group
40 Capital Projects Funds

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

For Actual Year: 2007-08

Budget Year: 2008-09

Capital Projects Funds

Description	State Use Only (EDP)	FUND: 41 CAPITAL OUTLAY PROJECTS FUND		FUND:		FUND:	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100		23,365				
State Revenues	8600	708,421	22,190,000				
Local Revenues	8800	255,771	110,000				
TOTAL REVENUES	801	964,192	22,323,365				
EXPENDITURES:							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000	21,963					
Other Operating Expenses and Services	5000	1,490	5,500				
Capital Outlay	6000	3,323,473	29,583,550				
TOTAL EXPENDITURES	501	3,346,926	29,589,050				
EXCESS/ (DEFICIENCY) OF REVENUES OVER EXPENDITURES	201	(2,382,734)	(7,265,685)				
OTHER FINANCING SOURCES	8900	2,434,201	1,750,000				
OTHER OUTGO	7000	13,088	50,000				
NET INCREASE/(DECREASE) IN FUND BALANCE	901	38,379	(5,565,685)				
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	5,855,013	5,893,392				
Prior Years Adjustments	903						
Adjusted Beginning Balance	904	5,855,013					
ENDING FUND BALANCE, JUNE 30	905	5,893,392	327,707				

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Fiduciary Funds Group
70 Fiduciary Funds Group

REVENUES, EXPENDITURES, AND FUND BALANCE DATA
For Actual Year: 2007-08 Budget Year: 2008-09

Fiduciary Funds Group

Description	State Use Only (EDP)	FUND: 71 ASSOCIATED STUDENTS TRUST FUND		FUND: 74 STUDENT FINANCIAL AID TRUST FUND		FUND: 75 SCHOLARSHIP AND LOAN TRUST FUND	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100			5,594,950	5,744,740		
State Revenues	8600			694,285	638,300		
Local Revenues	8800	5,774	5,721	1,527,998	1,525,050	140,781	130,600
TOTAL REVENUES	801	5,774	5,721	7,817,233	7,908,090	140,781	130,600
EXPENDITURES:							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000	597	600				
Other Operating Expenses and Services	5000	2,421	2,750	12,965	9,702		
Capital Outlay	6000						
TOTAL EXPENDITURES	501	3,018	3,350	12,965	9,702		
EXCESS/ (DEFICIENCY) OF REVENUES OVER EXPENDITURES	201	2,756	2,371	7,804,268	7,898,388	140,781	130,600
OTHER FINANCING SOURCES	8900			369,022	298,000		
OTHER OUTGO	7000	1,500		8,167,000	8,206,090	136,616	134,900
NET INCREASE/(DECREASE) IN FUND BALANCE	901	1,256	2,371	6,290	(9,702)	4,165	(4,300)
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	20,988	22,244	9,217	15,991	52,766	56,931
Prior Years Adjustments	903			484			
Adjusted Beginning Balance	904	20,988		9,701		52,766	
ENDING FUND BALANCE, JUNE 30	905	22,244	24,615	15,991	6,289	56,931	52,631

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Fiduciary Funds Group
70 Fiduciary Funds Group

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

For Actual Year: 2007-08

Budget Year: 2008-09

Fiduciary Funds Group

Description	State Use Only (EDP)	FUND: 79 OTHER TRUST FUNDS		FUND: 77 DEFERRED COMPENSATION TRUST FUND		FUND: 76 INVESTMENT TRUST FUND	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800	8,392	6,602				
TOTAL REVENUES	801	8,392	6,602				
EXPENDITURES:							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000	139					
Other Operating Expenses and Services	5000	6,666	4,867				
Capital Outlay	6000						
TOTAL EXPENDITURES	501	6,805	4,867				
EXCESS/ (DEFICIENCY) OF REVENUES OVER EXPENDITURES	201	1,587	1,735				
OTHER FINANCING SOURCES	8900			27,164		300,000	
OTHER OUTGO	7000					65,017	
NET INCREASE/(DECREASE) IN FUND BALANCE	901	1,587	1,735	27,164		234,983	
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	30,656	32,243	75,001	102,165	700,000	934,983
Prior Years Adjustments	903						
Adjusted Beginning Balance	904	30,656		75,001		700,000	
ENDING FUND BALANCE, JUNE 30	905	32,243	33,978	102,165	102,165	934,983	934,983

**CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report**

Gann Appropriation Limit

SUPPLEMENTAL DATA

Proposition 4: Gann Appropriation Limit

Proposition 4 (November 1979, Special Election) added Article XIII B to the State Constitution to place limitations of the expenditures of State and local governments.

SB 1352, Chapter 1205/80, provided the implementation of Article XIII B. Subsequently, that legislation was amended by SB 98 (Chapter 82/89), AB 198 (Chapter 83/89), and AB 751 (Chapter 1395/89).

Using the method prescribed by the Chancellor's Office and approved by the Department of Finance; please provide district information for the budget year, pursuant to Government Code Sections 7908(c) and 7910, as follows:

Budget Year: 2008-09

Description	State Use Only (EDP)	S11 Amount
Appropriations Limit.	11	\$37,817,045
Appropriations subject to limit.	12	\$28,019,452
Amount of State aid apportionments and subventions included within the proceeds of taxes of the district.	13	\$24,917,717
Amounts excluded from the appropriations subject to limit, such as unreimbursed federal, State, or court mandates.	14	\$0

SUPPLEMENTAL DATA
For Actual Year: 2007-08

Description	State Use Only (EDP)	General Fund Total No. S10
A. NET ENDING BALANCE	905	4,214,908
Identify the following legally restricted or Board designated amounts within the net ending balance:		
B. Noncash Assets (items of noncash nature not readily available to meet fund expenditures)		
Investments (at cost)	611	
Student Loans Receivable	612	
Stores, Inventories, and Prepaid Items	613	3,195
Subtotal B	619	3,195
C. Amounts restricted by law (legal requirement) includes specific tax revenues, grants, and appropriations for special purposes.)		
Federal and State	621	
Local	622	
Subtotal C	629	
D. Subtotal, Reserved (B + C)	675	3,195
E. Amounts committed by contract/other legal obligations:		
Capital Outlay and Equipment Replacement	631	
Collective Bargaining Contracts, Personal Services, and/or Consulting Contracts	632	
Other	633	
Subtotal E	639	
F. Amounts for district's self-insurance program	649	
G. Amounts for court order payments	659	
H. Amounts designated by Board action for specific future purposes excluding amounts above:		
Capital Outlay and Equipment Replacement	661	1,750,000
Personal Services and/or Consulting Contracts	662	
General Reserve	663	1,645,317
Other	664	
Subtotal H	669	3,395,317
I. TOTAL, DESIGNATED AMOUNTS (D through H)	679	3,398,512
J. UNCOMMITTED BALANCE (A less I)	690	816,396

**WEST HILLS COMMUNITY
COLLEGE DISTRICT**

ANNUAL FINANCIAL REPORT

JUNE 30, 2009

WEST HILLS COMMUNITY COLLEGE DISTRICT

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FINANCIAL SECTION



INDEPENDENT AUDITORS' REPORT

Board of Trustees
West Hills Community College District
Coalinga, California

We have audited the accompanying basic financial statements of the business-type activities of West Hills Community College District (the District) as of and for the years ended June 30, 2009 and 2008, and its discretely presented component unit West Hills Community College District Foundation as listed in the Table of Contents. These basic financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of West Hills Community College District Foundation (the Foundation) were not audited in accordance with *Government Auditing Standards*. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audits provide a reasonable basis for our opinions.

In our opinion, the basic financial statements referred to above present fairly, in all-material respects, the financial position of the business-type activities of West Hills Community College District and its discretely presented component unit as of June 30, 2009 and 2008, and the respective changes in financial position and cash flows, for the years then ended in conformity with accounting principles generally accepted in the United States of America.

As discussed in the Notes to the Financial Statements, the accompanying financial statements reflect certain changes required as a result of the implementation of Governmental Accounting Standards Board (GASB) Statement No. 45 for the year ended June 30, 2009.

In accordance with *Government Auditing Standards*, we have also issued our report dated February 9, 2010, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and is important for assessing the results of our audit.

The required supplementary information such as the Management's Discussion and Analysis and Other Postemployment Benefit Funding Progress, as listed in the Table of Contents, is not a required part of the basic financial statements, but is supplementary information required by the Governmental Accounting Standards Board. This supplementary information is the responsibility of the District's management. We have applied certain limited procedures, consisting principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information listed in the table of contents, including the Schedule of Expenditures of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Vannick, Trine, Day & Co, LLP

Fresno, California
February 9, 2010



WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT

Business Services Department
Ken Stoppenbrink, Vice Chancellor
kenstoppenbrink@westhillscollge.edu

West Hills College Coalinga West Hills College Lemoore North District Center Firebaugh Naval Air Station, Lemoore

MANAGEMENT'S DISCUSSION AND ANALYSIS

In June 1999, the Government Accounting Standards Board (GASB) issued Statement No. 34, "*Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*," which established a new reporting format for annual financial statements of governmental entities. In November 1999, GASB issued Statement No. 35, "*Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*," which applies these new reporting standards to public colleges and universities such as the West Hills Community College District (the District). The following discussion and analysis provides an overview of the District's financial activity. This report presents this information in a comparative format. Responsibility for the completeness and fairness of this information rests with the District.

USING THIS ANNUAL REPORT

As required by accounting principles, the annual report consists of three basic financial statements that provide information on the District's activities as a whole: the Statement of Net Assets; the Statement of Revenues, Expenses, and Changes in Net Assets; and the Statement of Cash Flows.

The focus of the Statement of Net Assets is designed to be similar to bottom line results for the District. This statement combines and consolidates current financial resources (net short-term spendable resources) with capital assets and long-term obligations. The Statement of Revenues, Expenses, and Changes in Net Assets focuses on the costs of the District's operational activities, which are supported mainly by property taxes and by State and other revenues. This approach is intended to summarize and simplify the user's analysis of the cost of various District services to students and the public. The Statement of Cash Flows provides an analysis of the sources and uses of cash within the operations of the District.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2009

FINANCIAL HIGHLIGHTS

- The District's primary funding source is "State Apportionment as defined by SB 361" received from the State of California through the State System's Office. These funds are comprised of State apportionment, local property taxes, and student enrollment fees. The primary basis of this apportionment is the calculation of Full-Time Equivalent Students (FTES). During the 2008-09 fiscal year, the District's actual FTES were comprised of 4,972 credit FTES and 486 non-credit FTES for a total of 5,458 FTES, an increase of 409 FTES (8.1%) from the 2007-08 fiscal year; however the district was only funded for 5,200 FTES. These FTES are generated at the District's Coalinga and Lemoore College campuses, as well as various satellite locations.
- The District ended the year with an Unrestricted General Fund balance of approximately \$1.9 million. The State Chancellor's Office recommends reserve levels of five percent of unrestricted General Fund expenditures be set aside for economic uncertainties. The District met this requirement with approximately 5.4 % in reserves.
- The primary expenditure of the District is for the salaries and benefits of the Academic, Classified, and Administrative salaries of District employees. These costs increased over the 2007-08 fiscal year by approximately \$3.0 million. In addition to the costs for current employees' insurance coverage, the District provides insurance benefits to retirees meeting plan eligibility requirements.
- The District began several construction and modernization projects throughout the District. These projects will be funded through various financial vehicles, including various maintenance and construction projects funded through the State Chancellor's Office.
- The District provides student financial aid to qualifying students of the District in the amount of approximately \$9.6 million. This aid is provided through grants, and loans from the Federal government, State Chancellor's Office, and local funding.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2009

Condensed financial information is as follows: (in thousands)

NET ASSETS

As of June 30, 2009, 2008, and 2007

	June 30, 2009	June 30, 2008	Change	June 30, 2007	Change
ASSETS					
Cash and investments	\$ 92,827	\$ 79,535	\$ 13,292	\$ 79,805	\$ (270)
Accounts receivable	10,756	5,529	5,227	4,527	1,002
Inventory	-	422	(422)	418	4
Prepaid	860	15	845	8	7
Capital assets, net of depreciation	67,866	65,628	2,238	62,584	3,044
Total Assets	\$ 172,309	\$ 151,129	\$ 21,180	\$ 147,342	\$ 3,780
LIABILITIES					
Current Liabilities					
Accounts payable and accrued liabilities	6,856	4,415	2,441	2,768	1,647
Deferred revenue	2,750	2,162	588	2,241	(79)
Long-term liabilities - current portion	1,825	1,048	777	840	208
Total Current Liabilities	11,431	7,625	3,806	5,849	1,776
Non-Current Liabilities					
Long-term liabilities	102,494	85,043	17,451	85,533	(490)
Total liabilities	113,925	92,668	21,257	91,382	1,286
NET ASSETS					
Invested in capital assets	40,738	42,610	(1,872)	37,839	4,771
Restricted for expendable purposes	13,159	13,802	(643)	13,287	515
Unrestricted	4,487	2,049	2,438	4,834	(2,785)
Total Net Assets	58,384	58,461	(77)	55,960	2,501
Total Liabilities and Net Assets	\$ 172,309	\$ 151,129	\$ 21,180	\$ 147,342	\$ 3,787

This schedule has been prepared from the District's Statements of Net Assets (page 11), which is presented on an accrual basis of accounting whereby capital assets are capitalized and depreciated.

The changes in the cash position are explained in the Statements of Cash Flows (pages 13 and 14).

WEST HILLS COMMUNITY COLLEGE DISTRICT

**MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2009**

Operating Results for the Year Ended June 30, 2009, 2008, and 2007

	June 30, 2009	June 30, 2008	Difference	June 30, 2007	Difference
OPERATING REVENUES					
Tuition and fees	\$ 2,583	\$ 2,657	\$ (74)	\$ 2,457	\$ 200
Auxiliary sales and charges	1,111	2,473	(1,362)	2,293	180
Total Operating Revenues	<u>3,694</u>	<u>5,130</u>	<u>(1,436)</u>	<u>24,165</u>	<u>(19,035)</u>
OPERATING EXPENSES					
Salaries and benefits	38,619	35,606	3,013	30,935	4,671
Other expenses	25,440	24,466	974	22,460	2,006
Depreciation	2,670	1,990	680	2,528	(538)
Total Operating Expenses	<u>66,729</u>	<u>62,062</u>	<u>4,667</u>	<u>55,923</u>	<u>6,139</u>
NET LOSS ON OPERATIONS	<u>(63,035)</u>	<u>(56,932)</u>	<u>(6,103)</u>	<u>(31,758)</u>	<u>(25,174)</u>
NONOPERATING REVENUES AND (EXPENSES)					
State apportionments	25,192	24,915	277	23,525	1,390
Grants and contracts	25,666	22,585	3,081	19,415	3,170
Property taxes	2,265	2,904	(639)	3,160	(256)
State revenues	2,616	1,985	631	3,506	(1,521)
Interest income	3,988	1,934	2,054	2,624	(690)
Interest expense	(3,753)	(2,953)	(800)	(2,873)	(80)
Other non-operating revenues	4,602	7,354	(2,752)	7,249	105
Total Nonoperating Revenues	<u>60,576</u>	<u>58,724</u>	<u>1,852</u>	<u>37,191</u>	<u>21,533</u>
OTHER REVENUES					
State revenues, capital	2,351	708	1,643	791	(83)
Local revenues, capital	31	-	31	154	(154)
Total Other Revenues	<u>2,382</u>	<u>708</u>	<u>1,674</u>	<u>945</u>	<u>(237)</u>
NET INCREASE (DECREASE) IN NET ASSETS	<u>\$ (77)</u>	<u>\$ 2,500</u>	<u>\$ (2,577)</u>	<u>\$ 6,378</u>	<u>\$ (3,878)</u>

This schedule has been prepared from the Statement of Revenues, Expenses and Changes in Net Assets presented on page 12.

The operating revenue for the District is specifically defined as revenues from users of the colleges' facilities and programs. Excluded from the operating revenues are the components of the primary source of District funding - the State apportionment process. These components include the State apportionment and local property taxes. As these sources of revenue are from the general population of the State of California, and not from the direct users of the educational services, they are considered to be nonoperating. As a result, the operating loss of \$63 million is balanced by the other funding sources leading to a decrease in the District's net assets of \$77 thousand.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2009

Auxiliary revenue consists of Food Service revenues. The bookstore sold its inventory of books, supplies, and other items to an outside agency to operate. Those proceeds are reflected as the bookstore sales for the 2008-09 fiscal year. The Food Service operation provides meals to the students and faculty of the college.

Grant and contract revenues relate to student financial aid, as well as specific Federal and State grants received for programs serving the students of the District. These grant and program revenues are restricted as to the allowable expenses related to the programs.

The interest income is primarily the result of cash held at the Fresno County Treasurer. The interest expense relates to interest payments on the long-term debt which is described in Note 10 of the financial statements.

The District is recording the depreciation expense related to capital assets. The detail of the changes in capital assets for the year is included in the notes to the financial statements as Note 6.

Statement of Cash Flows for the Years Ended June 30, 2009, 2008, and 2007

The Statement of Cash Flows provides information about cash receipts and payments during the year. This statement also assists users in assessing the District's ability to meet its obligations as they come due and its need for external financing.

	<u>June 30, 2009</u>	<u>June 30, 2008</u>	<u>Difference</u>	<u>June 30, 2007</u>	<u>Difference</u>
CASH PROVIDED BY (USED IN)					
Operating activities	\$ (60,686)	\$ (54,385)	\$ (6,301)	\$ (26,464)	\$ (27,921)
Noncapital financing activities	57,316	59,690	(2,374)	34,607	25,083
Capital financing activities	11,844	(7,589)	19,433	(3,813)	(3,776)
Investing activities	3,954	2,015	1,939	2,540	(525)
Net Increase in Cash and Cash Equivalents	<u>\$ 12,428</u>	<u>\$ (269)</u>	<u>\$ 12,697</u>	<u>\$ 6,870</u>	<u>\$ (7,139)</u>

The primary operating receipts are student tuition and fees and Federal, State, and local grants and contracts. The primary operating expense of the District is the payment of salaries and benefits to instructional and classified support staff, as well as District administrators.


While State apportionment and property taxes are the primary source of non-capital related revenue, the new GASB accounting standards require that this source of revenue is shown as nonoperating revenue as it come from the general resources of the State and not from the primary users of the colleges' programs and services (students). The District depends upon this funding as the primary source of funds to continue the current level of operations.

California Community Colleges
ANNUAL FINANCIAL AND BUDGET REPORT
(Financial Report for Fiscal Year 2008-09)
(Budget Report for Fiscal Year 2009-10)

District: **West Hills Community College District**

District Code: **580**

This is to certify that the Annual Financial and Budget Report has been prepared and the budget adopted in accordance with the *California Code of Regulations*, beginning with Section 58300. Further, to the best of my knowledge, the data contained in this report are correct.



District Chief Business Officer

10/12/09

Date



District Superintendent

10/12/09

Date

Contact: Tammy Weatherman
Name
Director of Fiscal Services
Title
(559) 934-2117 tammyweatherman@whccd.edu
Phone Number Extension E-Mail

In accordance with the *California Code of Regulations*, Section 58305(d) a copy of this report is due to the Chancellor's Office on or before **October 10, 2009**. Please submit the report to:

Chancellor's Office
California Community Colleges
Fiscal Services Unit
1102 Q Street, Suite 300
Sacramento, CA 95814 - 6511

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group
10 General Fund:

REVENUES, EXPENDITURES, AND FUND BALANCE DATA
 For Actual Year: 2008-09 Budget Year: 2009-10

GENERAL FUND

Description	State Use Only (EDP)	Fund: <u>11</u> UNRESTRICTED SUBFUND		Fund: <u>12</u> RESTRICTED SUBFUND		Fund: <u>10</u> TOTAL	
		Actual	Budget	Actual	Budget	Actual	Budget
		(1)	(2)	(1)	(2)	(1)	(2)
REVENUES:							
Federal Revenues	8100	2,195	2,400	6,653,279	8,279,335	6,655,474	8,281,735
State Revenues	8600	26,476,095	24,965,893	5,707,998	6,233,973	32,183,093	31,199,866
Local Revenues	8800	5,063,612	4,703,284	305,443	104,500	5,369,055	4,807,784
TOTAL REVENUES	801	31,540,902	29,671,577	12,666,720	14,617,808	44,207,622	44,289,385
EXPENDITURES:							
Academic Salaries	1000	13,094,342	11,146,152	2,291,047	2,628,869	15,385,389	13,775,021
Classified Salaries	2000	5,680,931	4,923,146	4,111,258	5,032,537	9,792,189	9,955,683
Employee Benefits	3000	5,017,878	5,029,055	1,788,440	2,173,011	6,806,318	7,202,066
Supplies and Materials	4000	482,743	564,863	531,781	1,057,941	1,014,504	1,622,804
Other Operating Expenses and Services	5000	3,640,788	5,586,956	2,111,808	2,570,013	5,752,596	8,156,969
Capital Outlay	6000	103,853	298,369	1,145,525	749,031	1,249,378	1,047,400
TOTAL EXPENDITURES	501	28,020,535	27,548,541	11,979,839	14,211,402	40,000,374	41,759,943
EXCESS / (DEFICIENCY) OF REVENUES OVER EXPENDITURES	201	3,520,367	2,123,036	686,881	406,406	4,207,248	2,529,442
OTHER FINANCING SOURCES	8900	192,488		179,497	578,515	371,985	578,515
OTHER OUTGO	7000	5,373,658	2,590,509	866,378	984,921	6,240,036	3,575,430
NET INCREASE/(DECREASE) IN FUND BALANCE	901	(1,660,803)	(467,473)			(1,660,803)	(467,473)
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	4,193,706	1,960,560			4,193,706	1,960,560
Prior Years Adjustments	903	(572,343)				(572,343)	
Adjusted Beginning Balance	904	3,621,363				3,621,363	
ENDING FUND BALANCE, JUNE 30	905	1,960,560	1,493,087			1,960,560	1,493,087

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group
20 Debt service Funds:

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

For Actual Year: **2008-09**

Budget Year: **2009-10**

DEBT SERVICE FUNDS

Description	State Use Only (EDP)	Fund: <u>21</u>		Fund: <u>22</u>		Fund: <u>29</u>	
		BOND INTEREST AND REDEMPTION FUND		REVENUE BOND INTEREST AND REDEMPTION FUND		OTHER DEBT SERVICE FUND	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800					267,770	
TOTAL REVENUES	801					267,770	
Other Financing Sources (CA 8900):							
Interfund Transfers - In	802						
Other Incoming Transfers	803						
TOTAL - OTHER FINANCING SOURCES	808						
Other Outgo (CA 7000):							
Debt Retirement (Long Term Debt) (CA 7100):							
Debt Reduction	711						
Debt Interest and Other Service Charges	712						
Transfers (Outgoing) (CA 7300 and 7400)	730						
Reserve for Contingencies	7900						
TOTAL - OTHER OUTGO	708						
NET OTHER FINANCING SOURCES (OTHER OUTGO) (CA 8900/7000)	202						
NET INCREASE/(DECREASE) IN FUND BALANCE	901					267,770	
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	4,504,550	4,504,550			9,646,634	8,075,318
Prior Years Adjustments	903					(1,839,086)	
Adjusted Beginning Balance	904	4,504,550				7,807,548	
ENDING FUND BALANCE, JUNE 30	905	4,504,550	4,504,550			8,075,318	8,075,318

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group
30 Special Revenue Funds

REVENUES, EXPENDITURES, AND FUND BALANCE DATA
 For Actual Year: 2008-09 Budget Year: 2009-10

Special Revenue Funds

Description	State Use Only (EDP)	FUND: 31 BOOKSTORE FUND		FUND: 32 CAFETERIA FUND		FUND: 33 CHILD DEVELOPMENT FUND	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100					382,670	496,027
State Revenues	8600					4,312,806	4,350,856
Local Revenues	8800	427,454		665,369	680,600	340,836	284,700
TOTAL REVENUES	801	427,454		665,369	680,600	5,036,312	5,131,583
EXPENDITURES:							
Academic Salaries	1000						
Classified Salaries	2000			321,964	304,577	3,226,638	3,139,641
Employee Benefits	3000	23		122,590	116,714	1,133,168	1,141,476
Supplies and Materials	4000	421,989		435,399	346,652	288,490	395,099
Other Operating Expenses and Services	5000	59,931		141,208	7,350	1,148,802	393,667
Capital Outlay	6000			5,999	3,000	6,296	38,949
TOTAL EXPENDITURES	501	481,943		1,027,160	778,293	5,803,394	5,108,832
EXCESS/ (DEFICIENCY) OF REVENUES OVER EXPENDITURES	201	(54,489)		(361,791)	(97,693)	(767,082)	22,751
OTHER FINANCING SOURCES	8900			361,791	97,693	879,639	81,801
OTHER OUTGO	7000					111,630	104,552
NET INCREASE/(DECREASE) IN FUND BALANCE	901	(54,489)				927	
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	357,986	299,617				927
Prior Years Adjustments	903	(3,880)					
Adjusted Beginning Balance	904	354,106					
ENDING FUND BALANCE, JUNE 30	905	299,617	299,617			927	927

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group
30 Special Revenue Funds

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

For Actual Year: 2008-09

Budget Year: 2009-10

Special Revenue Funds

Description	State Use Only (EDP)	FUND: 34 FARM OPERATIONS FUND		FUND: 39 OTHER SPECIAL REVENUE FUND		FUND:	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800	18,128	16,600	359,615	345,200		
TOTAL REVENUES	801	18,128	16,600	359,615	345,200		
EXPENDITURES:							
Academic Salaries	1000	86,220	126,164				
Classified Salaries	2000	72,907	95,113	177,282	179,896		
Employee Benefits	3000	38,893	55,990	97,628	101,653		
Supplies and Materials	4000	46,614	21,900	2,148	2,000		
Other Operating Expenses and Services	5000	109,777	55,655	178,866	114,307		
Capital Outlay	6000						
TOTAL EXPENDITURES	501	354,411	354,822	455,924	397,856		
EXCESS/ (DEFICIENCY) OF REVENUES OVER EXPENDITURES	201	(336,283)	(338,222)	(96,309)	(52,656)		
OTHER FINANCING SOURCES	8900	319,597	257,052	208,359	164,600		
OTHER OUTGO	7000		98,328	112,050	111,944		
NET INCREASE/(DECREASE) IN FUND BALANCE	901	(16,686)	(179,498)				
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	196,184	179,498				
Prior Years Adjustments	903						
Adjusted Beginning Balance	904	196,184					
ENDING FUND BALANCE, JUNE 30	905	179,498					

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group
40 Capital Projects Funds

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

For Actual Year: 2008-09

Budget Year: 2009-10

Capital Projects Funds

Description	State Use Only (EDP)	FUND: 41 CAPITAL OUTLAY PROJECTS FUND		FUND: 42 REVENUE BOND CONSTRUCTION FUND		FUND:	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100						
State Revenues	8600	2,350,527	19,893,836				
Local Revenues	8800	226,140	107,035	120,651			
TOTAL REVENUES	801	2,576,667	20,000,871	120,651			
EXPENDITURES:							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000	(14)					
Other Operating Expenses and Services	5000	79,390		858,014			
Capital Outlay	6000	4,806,150	35,777,244				
TOTAL EXPENDITURES	501	4,885,526	35,777,244	858,014			
EXCESS/ (DEFICIENCY) OF REVENUES OVER EXPENDITURES	201	(2,308,859)	(15,776,373)	(737,363)			
OTHER FINANCING SOURCES	8900	4,898,602	11,378,646	13,964,113			
OTHER OUTGO	7000	193,154		1,495,904			
NET INCREASE/(DECREASE) IN FUND BALANCE	901	2,396,589	(4,397,727)	11,730,846			
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	5,893,392	8,289,981		11,730,846		
Prior Years Adjustments	903						
Adjusted Beginning Balance	904	5,893,392					
ENDING FUND BALANCE, JUNE 30	905	8,289,981	3,892,254	11,730,846	11,730,846		

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Fiduciary Funds Group
70 Fiduciary Funds Group

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

For Actual Year: 2008-09

Budget Year: 2009-10

Fiduciary Funds Group

Description	State Use Only (EDP)	FUND: 71 ASSOCIATED STUDENTS TRUST FUND		FUND: 74 STUDENT FINANCIAL AID TRUST FUND		FUND: 75 SCHOLARSHIP AND LOAN TRUST FUND	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100			6,881,853	5,543,799		
State Revenues	8600			630,152	693,000		
Local Revenues	8800	7,466	5,721	1,868,452	1,526,000	110,327	140,782
TOTAL REVENUES	801	7,466	5,721	9,380,257	7,762,799	110,327	140,782
EXPENDITURES:							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000	476	600				
Other Operating Expenses and Services	5000	5,947	2,750	19,692	34,365		
Capital Outlay	6000						
TOTAL EXPENDITURES	501	6,423	3,350	19,692	34,365		
EXCESS/ (DEFICIENCY) OF REVENUES OVER EXPENDITURES	201	1,043	2,371	9,360,565	7,728,434	110,327	140,782
OTHER FINANCING SOURCES	8900			286,654	367,000		
OTHER OUTGO	7000			9,649,278	8,107,905	110,524	137,000
NET INCREASE/(DECREASE) IN FUND BALANCE	901	1,043	2,371	(2,059)	(12,471)	(197)	3,782
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	22,244	23,287	130,749	12,471	56,931	56,734
Prior Years Adjustments	903			(116,219)			
Adjusted Beginning Balance	904	22,244		14,530		56,931	
ENDING FUND BALANCE, JUNE 30	905	23,287	25,658	12,471		56,734	60,516

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Fiduciary Funds Group
70 Fiduciary Funds Group

REVENUES, EXPENDITURES, AND FUND BALANCE DATA
For Actual Year: 2008-09 Budget Year: 2009-10

Fiduciary Funds Group

Description	State Use Only (EDP)	FUND: 77 DEFERRED COMPENSATION TRUST FUND		FUND: 76 INVESTMENT TRUST FUND		FUND: 79 OTHER TRUST FUNDS	
		Actual (1)	Budget (2)	Actual (1)	Budget (2)	Actual (1)	Budget (2)
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800					5,657	6,602
TOTAL REVENUES	801					5,657	6,602
EXPENDITURES:							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000				100,000		
Supplies and Materials	4000						
Other Operating Expenses and Services	5000					6,422	4,867
Capital Outlay	6000						
TOTAL EXPENDITURES	501				100,000	6,422	4,867
EXCESS/ (DEFICIENCY) OF REVENUES OVER EXPENDITURES	201				(100,000)	(765)	1,735
OTHER FINANCING SOURCES	8900	9,991		400,000	100,000		
OTHER OUTGO	7000						
NET INCREASE/(DECREASE) IN FUND BALANCE	901	9,991		400,000		(765)	1,735
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	902	102,165	112,156	934,983	1,334,983	32,243	31,478
Prior Years Adjustments	903						
Adjusted Beginning Balance	904	102,165		934,983		32,243	
ENDING FUND BALANCE, JUNE 30	905	112,156	112,156	1,334,983	1,334,983	31,478	33,213

**CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report**

Gann Appropriation Limit

SUPPLEMENTAL DATA

Proposition 4: Gann Appropriation Limit

Proposition 4 (November 1979, Special Election) added Article XIII B to the State Constitution to place limitations of the expenditures of State and local governments.

SB 1352, Chapter 1205/80, provided the implementation of Article XIII B. Subsequently, that legislation was amended by SB 98 (Chapter 82/89), AB 198 (Chapter 83/89), and AB 751 (Chapter 1395/89).

Using the method prescribed by the Chancellor's Office and approved by the Department of Finance; please provide district information for the budget year, pursuant to Government Code Sections 7908(c) and 7910, as follows:

Budget Year: 2009-10

Description	State Use Only (EDP)	S11 Amount
Appropriations Limit.	11	\$40,228,184
Appropriations subject to limit.	12	\$28,382,664
Amount of State aid apportionments and subventions included within the proceeds of taxes of the district.	13	\$26,002,924
Amounts excluded from the appropriations subject to limit, such as unreimbursed federal, State, or court mandates.	14	\$0

SUPPLEMENTAL DATA

For Actual Year: 2008-09

Description	State Use Only (EDP)	General Fund Total No. S10
A. NET ENDING BALANCE	905	1,972,393
Identify the following legally restricted or Board designated amounts within the net ending balance:		
B. Noncash Assets (items of noncash nature not readily available to meet fund expenditures)		
Investments (at cost)	611	
Student Loans Receivable	612	
Stores, Inventories, and Prepaid Items	613	
Subtotal B	619	
C. Amounts restricted by law (legal requirement) includes specific tax revenues, grants, and appropriations for special purposes.)		
Federal and State	621	
Local	622	
Subtotal C	629	
D. Subtotal Reserved (B + C)	675	
E. Amounts committed by contract/other legal obligations:		
Capital Outlay and Equipment Replacement	631	
Collective Bargaining Contracts, Personal Services, and/or Consulting Contracts	632	
Other	633	
Subtotal E	639	
F. Amounts for district's self-insurance program	649	
G. Amounts for court order payments	659	
H. Amounts designated by Board action for specific future purposes excluding amounts above:		
Capital Outlay and Equipment Replacement	661	
Personal Services and/or Consulting Contracts	662	
General Reserve	663	1,266,259
Other	664	
Subtotal H	669	1,266,259
I. TOTAL, DESIGNATED AMOUNTS (D through H)	679	1,266,259
J. UNCOMMITTED BALANCE (A less I)	690	706,134

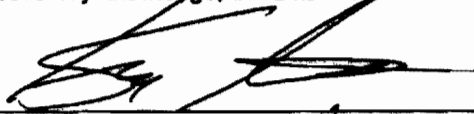
California Community Colleges

ANNUAL FINANCIAL AND BUDGET REPORT
(Financial Report for Fiscal Year 2009-2010)
(Budget Report for Fiscal Year 2010-2011)

District: WEST HILLS

District Code: 580

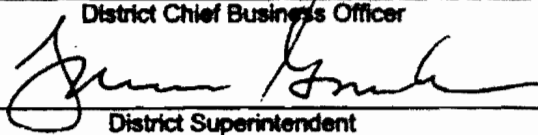
This is to certify that the Annual Financial and Budget Report has been prepared and the budget adopted in accordance with the *California Code of Regulations*, beginning with Section 58300. Further, to the best of my knowledge, the data contained in this report are correct.



District Chief Business Officer

10-8-10

Date



District Superintendent

10-8-10

Date

Contact: Ken Stoppenbrink

(559) 934-2160

In accordance with the *California Code of Regulations*, Section 58305(d) a copy of this report is due to the Chancellor's Office on or before October 15, 2010. Please submit the report to :

Chancellor's Office
California Community Colleges
Fiscal Services Unit
1102 Q Street, Suite 300
Sacramento, CA 95814-6511

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

		Activity (ECSA) ECS 84362 A Instructional Salary Cost AC 0100-5900 & AC 6110	Activity (ECSB) ECS 84362 B Total CEE AC 0100 - 8799	Activity (ECSX) Excluded Activities AC 6800 - 7390	Total
	Object Code				
Academic Salaries					
Instructional Salaries					
Contract or Regular	1100	5,451,048	5,451,048		5,451,048
Other	1300	2,191,072	2,191,072		2,191,072
Total Instructional Salaries		7,642,120	7,642,120	0	7,642,120
Non-Instructional Salaries					
Contract or Regular	1200		2,027,529	639,721	2,667,250
Other	1400		128,435	52,946	181,381
Total Non-Instructional Salaries		0	2,155,964	692,667	2,848,631
Total Academic Salaries		7,642,120	9,798,084	692,667	10,490,751
Classified Salaries					
Non-Instructional Salaries					
Regular Status	2100		3,907,836	411,141	4,318,977
Other	2300		221,441	37,296	258,737
Total Non-Instructional Salaries		0	4,129,277	448,437	4,577,714
Instructional Aides					
Regular Status	2200	83,014	83,014		83,014
Other	2400	224,404	237,278	18,310	255,588
Total Instructional Aides		307,418	320,292	18,310	338,602
Total Classified Salaries		307,418	4,449,569	466,747	4,916,316
Employee Benefits	3000	1,824,053	4,211,436	295,593	4,507,029
Supplies and Materials	4000		344,458	109,113	453,571
Other Operating Expenses	5000	374,534	2,302,740	533,282	2,836,022
Equipment Replacement	6420				0
Total Expenditures Prior to Exclusions		10,148,125	21,106,287	2,097,402	23,203,689

SUPPLEMENTAL DATA

S11 GENERAL FUND - UNRESTRICTED SUBFUND

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

		Activity (ECSA)	Activity (ECSB)	Activity (ECSX)	
		ECS 84362 A	ECS 84362 B	Excluded	
	Object	Instructional Salary Cost	Total CEE	Activities	
Exclusions	Code	AC 0100-5900 & AC 8110	AC 0100 - 6799	AC 6800 - 7390	Total
Activities to Exclude					
Instructional Staff-Retirees' Benefits and Retirement Incentives	5900	88,252	88,252		88,252
Student Health Services Above Amount Collected	6441				0
Student Transportation	6491		73,648		73,648
Noninstructional Staff-Retirees' Benefits and Retirement Incentives	6740		107,355		107,355
Objects to Exclude					
Rents and Leases	5060		216,806	24,191	240,997
Lottery Expenditures					
Academic Salaries	1000				0
Classified Salaries	2000				0
Employee Benefits	3000				0
Supplies and Materials					
Software	4100		288		288
Books, Magazines, & Periodicals	4200		4,717		4,717
Instructional Supplies & Materials	4300		5,149		5,149
Noninstructional, Supplies & Materials	4400		273,992		273,992
Total Supplies and Materials		0	284,146	0	284,146
Other Operating Expenses and Services	5000		313,151		313,151

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Analysis of compliance with the 50 Percent Law (ECS 84362)
The Current Expense of Education

SUPPLEMENTAL DATA

S11 GENERAL FUND - UNRESTRICTED SUBFUND

For Actual Year: 2009-2010 Budget Year: 2010-2011

District ID: 560

Name: WEST HILLS

Object	Activity (ECSA) ECS 84362 A Instructional Salary Cost	Activity (ECSB) ECS 84362 B Total CEE	Activity (ECSX) Excluded Activities	Total
Capital Outlay	AC 6100-5900 & AC 6110	AC 0100 - 6799	AC 6600 - 7390	
6000				
Library Books				0
6300				
Equipment				0
6400				
Equipment - Additional				0
6410				
Equipment - Replacement				0
6420				
Total Equipment	0	0	0	0
Total Capital Outlay	0	0	0	0
Other Outgo				0
7000				
Total Exclusions	86,262	1,083,358	24,191	1,107,549
Total for ECS 84362, 50% Law	10,059,873	20,022,929	2,073,211	22,086,140
Percent of CEE (Instructional Salary Cost / Total CEE)	50.24%	100.00%		
50% of Current Expense of Education		10,011,464		
Nonexempted (Remaining) Deficiency from second preceding Fiscal Year				
Amount Required to be Expended for Salaries of Classroom Instructors	10,059,873	20,022,929	2,073,211	22,086,140
Reconciliation to Unrestricted General Fund Expenditures				
Total Expenditures Prior to Exclusions	10,146,125	21,106,267	2,087,402	23,203,689
Capital Expenditures	2,687	76,547	3,527	82,074
Equipment Replacement (Back out)		0	0	0
Total Unrestricted General Fund Expenditures	10,150,812	21,184,834	2,100,929	23,285,763

CALIFORNIA COMMUNITY COLLEGES
COMBINED BALANCE SHEET

Governmental Funds Group

10 General Fund — Combined

(Total Unrestricted and Restricted)

For Year Ended June 30, 2010

District ID: 500 Name: WEST HILLS

Description	CA (Object)	11			10	
		General Fund Unrestricted	General Fund Restricted	General Fund COMBINED	General Fund COMBINED	General Fund COMBINED
ASSETS						
Cash, Investments, and Receivables	9100					
Cash:						
Awaiting Deposit and in Banks	9111	874,342	92,769	967,111		
In County Treasury	9112	3,048,714		3,048,714		
Cash With Fiscal Agents	9113			0		
Revolving Cash Accounts	9114	1,114		1,114		
Investments (at cost)	9120			0		
Accounts Receivable	9130	5,585,977	2,931,445	8,517,422		
Due from Other Funds	9140	1,952,735	32,892	1,985,427		
Inventories, Stores, and Prepaid Items	9200					
Inventories and Stores	9210			0		
Prepaid Items	9220		12,254	12,254		
TOTAL ASSETS		11,462,882	3,069,160	14,532,042		
LIABILITIES						
Current Liabilities and Deferred Revenue	9500					
Accounts Payable	9510	1,037,540	275,941	1,313,481		
Accrued Salaries and Wages Payable	9520	511,462		511,462		
Compensated Absences Payable Current	9530	291,545		291,545		
Due to Other Funds	9540	3,815,582	1,369,339	5,204,921		
Temporary Loans	9550			0		
Current Portion of Long-Term Debt	9560			0		
Deferred Revenues	9570	1,581,622	1,403,890	2,985,502		
TOTAL LIABILITIES		7,237,751	3,069,160	10,306,911		

CALIFORNIA COMMUNITY COLLEGES
COMBINED BALANCE SHEET

Governmental Funds Group
10 General Fund — Combined
(Total Unrestricted and Restricted)

For Year Ended June 30, 2010

District ID: 580 Name: WEST HILLS

Description	CA (Object)	10		
		11 General Fund Unrestricted	12 General Fund Restricted	10 General Fund COMBINED
FUND EQUITY				
Fund Balance Reserved	9710			0
Non-Cash Assets	9711			0
Amounts Restricted by Law for Specific Purposes	9712			0
Reserve for Encumbrances Credit	9713			0
Reserve for Encumbrances Debit	9714			0
Reserve for Debt Services	9715			0
Total Reserved Fund Balance		0	0	0
Designated Fund Balance	9750			
Commitments by Contract or Other Legal Obligation	9751			0
Self Insurance Programs	9752			0
Payments Resulting from Court Orders	9753			0
Specific Future Purposes	9754			0
Total Designated Fund Balance		0	0	0
Uncommitted(Unrestricted) Fund Balance	9790	4,225,131		4,225,131
TOTAL FUND EQUITY		4,225,131	0	4,225,131
TOTAL LIABILITIES AND FUND EQUITY		11,462,882	3,089,160	14,552,042

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group

- 20 Debt Service Funds:
- 21 Bond Interest and Redemption Fund
- 22 Revenue Bond Interest and Redemption Fund
- 29 Other Debt Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 560 Name: WEST HILLS

Description	CA (Object)	21 Bond Interest and Redemption Fund	22 Revenue Bond Interest and Redemption Fund	29 Other Debt Service Fund
ASSETS				
Cash, Investments, and Receivables	9100			
Cash:				
Awaiting Deposit and in Banks	9111			
In County Treasury	9112	3,210,616		1,519,040
Cash With Fiscal Agents	9113			
Investments (at cost)	9120			8,143,166
Accounts Receivable	9130			
Due from Other Funds	9140			
TOTAL ASSETS		3,210,616	0	9,662,226
LIABILITIES				
Current Liabilities and Deferred Revenue	9600			
Accounts Payable	9610			
Accrued Salaries and Wages Payable	9620			
Compensated Absences Payable Current	9630			
Due to Other Funds	9640			
Temporary Loans	9650			
Current Portion of Long-Term Debt	9660			
Deferred Revenues	9670			
TOTAL LIABILITIES		0	0	0

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group

- 20 Debt Service Funds:
- 21 Bond Interest and Redemption Fund
- 22 Revenue Bond Interest and Redemption Fund
- 29 Other Debt Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580 Name: WEST HILLS

Description	CA (Object)	21 Bond Interest and Redemption Fund	22 Revenue Bond Interest and Redemption Fund	29 Other Debt Service Fund
FUND EQUITY				
Fund Balance Reserved	9710			
NonCash Assets	9711			
Amounts Restricted by Law for Specific Purposes	9712	3,210,816		9,662,226
Reserve for Encumbrances Credit	9713			
Reserve for Encumbrances Debit	9714			
Reserve for Debt Services	9715			
Total Reserved Fund Balance		3,210,816	0	9,662,226
Designated Fund Balance				
Commitments by Contract or Other Legal Obligation	9750			
Self Insurance Programs	9751			
Payments Resulting from Court Orders	9752			
Specific Future Purposes	9753			
Total Designated Fund Balance	9754	0	0	0
Uncommitted(Unrestricted) Fund Balance	9790			
TOTAL FUND EQUITY		3,210,816	0	9,662,226
TOTAL LIABILITIES AND FUND EQUITY		3,210,816	0	9,662,226

CALIFORNIA COMMUNITY COLLEGES

Governmental Funds Group

Annual Financial and Budget Report

30 Special Revenue Funds:

- 31 Bookstore Fund
- 32 Cafeteria Fund
- 33 Child Development Fund
- 34 Farm Operation Fund
- 35 Revenue Bond Project Fund
- 39 Other Special Revenue Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	31 Bookstore Fund	32 Cafeteria Fund	33 Child Development Fund	34 Farm Operation Fund	35 Revenue Bond Project Fund	39 Other Special Revenue Fund
ASSETS							
Cash, Investments, and Receivables	9100						
Cash							
Awaiting Deposit and in Banks	9111	280,608	4,780	6,017	8,232		446
In County Treasury	9112			8,287			
Cash With Fiscal Agents	9113						
Revolving Cash Accounts	9114						
Investments (at cost)	9120						
Accounts Receivable	9130	32,286	11,380	441,713	8,583		(507)
Due from Other Funds	9140		133,778		75,064		117,752
Inventories, Stores, and Prepaid Items	9200						
Inventories and Stores	9210						
Prepaid Items	9220			500			
TOTAL ASSETS		312,894	149,938	456,517	91,879	0	117,691
LIABILITIES							
Current Liabilities and Deferred Revenue	9500						
Accounts Payable	9510	3	32,983	56,184	28,927		15,302
Accrued Salaries and Wages Payable	9520			(177)			
Compensated Absences Payable Current	9530		7,317	45,378	5,727		6,046
Due to Other Funds	9540	12,713	109,375	347,142			94,765
Temporary Loans	9550						
Current Portion of Long-Term Debt	9560						
Deferred Revenues	9570		263				1,578
TOTAL LIABILITIES		12,716	149,938	448,527	34,654	0	117,691

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group

30 Special Revenue Funds:

- 31 Bookstore Fund
- 32 Cafeteria Fund
- 33 Child Development Fund
- 34 Farm Operation Fund
- 35 Revenue Bond Project Fund
- 36 Other Special Revenue Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580 Name: WEST HILLS

Description	GA (Object)	31 Bookstore Fund	32 Cafeteria Fund	33 Child Development Fund	34 Farm Operation Fund	35 Revenue Bond Project Fund	36 Other Special Revenue Fund
FUND EQUITY							
Fund Balance Reserved	9710						
NonCash Assets	9711						
Amounts Restricted by Law for Specific Purposes	9712						
Reserve for Encumbrances Credit	9713						
Reserve for Encumbrances Debit	9714						
Reserve for Debt Services	9715						
Total Reserved Fund Balance		0	0	0	0	0	0
Designated Fund Balance	9750						
Commitments by Contract or Other Legal Obligation	9751						
Self Insurance Programs	9752						
Payments Resulting from Court Orders	9753						
Specific Future Purposes	9754						
Total Designated Fund Balance		0	0	0	0	0	0
Uncommitted(Unrestricted) Fund Balance	9790	300,178		7,980	57,225		
TOTAL FUND EQUITY		300,178	0	7,980	57,225	0	0
TOTAL LIABILITIES AND FUND EQUITY		312,894	149,838	456,517	91,879	0	117,691

West Hills College
Three-Year Plan - Non-Instructional Departments
for
1999 through 2001

Unit/Department: Business Office

Date Plan Developed: December 1998

1. Operations:

a. Changes:

Present:

Increased accounting related to Residential Halls, Cafeteria, Bond Initiative.
Increase in Revolving Fund transactions due to increase in Rev. Fund balance.
Outgoing mail responsibility re-assumed by the Business Office.

Future:

Anticipated implementation of new computer/software system.
Restructuring of assigned duties to provide maximum efficiency.
(i.e. combine responsibility for the scholarship/loan fund)
Reduce the number of local bank accounts.
Automate the signature processing of local checks with a check signing machine.
(with the increase in financial aid checks it would be more time efficient than the current process of stamping each check separately by hand.)
Possible relocation of Cashier to Business Office with student cashiering functions to remain with student services staff.

b. Special Projects:

Kings County Center Construction, Additional Construction Projects for Coalings and North District Center.

2. Resources Needed:

a. Personnel:

Possible addition of a part-time accounting tech, or increase to full-time to assist with added capital projects.
Once the planning/implementation process begins for the new computer system, it will be necessary to back-fill with at least one full-time temporary employee, and additional money will need to be budgeted for overtime.

b. Equipment:

Check signing machine.
If the student cashiering duties are assumed by student services staff, these staff members will be required to have a direct connection to CEI, cash drawers, and slip printers. Estimated cost of cash drawers is \$500 each. Estimated cost of slip printers is \$800 each.

c. Facilities:

Storage facilities for records.

- d. **Professional Services:**
None.

- e. **Staff Development**
Staff development for MS Office 97, new computer system.
Refresher/Changes training for office staff in each area as available .
Send staff to annual CASBO Conference.

- f. **Utilities:**
No additional utilities.

West Hills College

Program Review Planning Process
Unit Planning Guide - Non-Instructional Departments & Areas

I. General Information

Unit/Department: Business Office

Date Plan Developed: December 1, 1998

Prepared by: Bob Carey, Tammy Weatherman, Sandy Cavins, Anne Jorgens

Staff:

Director: Tammy Weatherman

Accounting Technicians: Russell Devine, Payroll
DeAnna Estrada, Farm
Jean Schawe, Cashiering/AR
Thelma Trevino, Purchase Orders/General

Senior Accounting Technicians: Sandy Cavins, A/P, Student Payroll, Revolving Fund
Jeanne Henslick, Bookstore/ASB/Clubs/Trusts/Prching
Linda Oman, Financial Aide

II. Qualitative Analysis:

- A. The Business Office provides the financial services operation to the district and its employees. The primary functions within the Business Office include: General Ledger Accounting, Budgeting, Payroll/Benefits, Accounts Payable, Accounts Receivable, Cashiering, Purchasing, Financial Aid, and Outgoing mail.
- B. There are no trends that are unique to the Business Office. Changes are driven by trends affecting Instruction, Student Services, and student body composition.

In addition to the substantial enrollment growth within the West Hills College District during the last three years, the Residential Living Halls were re-opened and the district assumed the Cafeteria operations from an outside contractor. A direct result of these actions was an increase in accounts receivable, cashiering, purchasing, accounts payable, financial aid, and general ledger accounting.

While most increases in State funding have come from growth and COLA's, a greater amount of funding is categorical restricted money with additional reporting and tracking requirements. An example of this is the new CalWorks program. This program and the Federal Work Study Program include job placement inside and outside of the College. Student labor costs have increased from \$143,436 in 1993-94 to \$355,344 in 1997/98. The increase in enrollment has also caused the certificated staff to increase 48% and the classified staff to increase 43% from 1993-94 to November 1998. Currently the student payroll is prepared by the Accounts Payable clerk in addition to her regular duties. The classified and certificated payroll is prepared by one full-time classified employee.

The general fund expenditures of WHC has increased from \$9,007,834 in 1993/94 to \$15,776,000 for 1997/98, which the anticipated expenditures of \$15,825,324 for 1998/99. This is an increase of 76% in general fund expenditures. This increase directly impacts purchasing, accounts payable and general ledger accounting in additional overtime costs.

With the increase in students, allocations for the Federal PELL and SEOG programs have risen from \$856,270 in 1993/94 to \$2,234,852 as of 11/30/98 for 1998/99. This is an increase of 161%.

In November 1998 WHCCD was successful in getting a Bond Issue approved by the voters. It is anticipated that the greatest impact will be in general ledger accounting and accounts payable, in addition to the tracking/reimbursement component.

Another factor that will greatly impact the Business Office, both near and long-term, is the selection and implementation of a new computer/software system. It is estimated that the Director of Accounting will be required to contribute from 50% to 75% of her time to the implementation process, and other office staff contributing the same at various points during the implementation. Development of the Financial Module will result in greater efficiency district-wide, e.g. paperless purchasing.

D. SUPPLIES:

Increased budget needs for computer paper and ribbons, copy paper and toner, warrants, purchase requisition and purchase order forms, and postage.

E. EQUIPMENT

The purchase of an automated check signing machine will add efficiency to the signing process. Currently checks are signed/stamped individually.

A data storage/retrieval system for district-wide applicability. (Need exists, but would require some staffing.)

F. FACILITIES:

Identified area for records to be stored prior to transfer/disposal, and after transfer. The data storage system identified in "E" would reduce storage space.

G. STAFFING:

Temporary/seasonal adult help will be required during the first two weeks of registration for Fall and Spring semesters.

As construction begins and Bond proceeds are used, we may need the addition of a part-time accounting technician, or an increase in the current part-time to fulltime.

Once the process of planning/implementation begins to change computer systems, at least one full-time temporary staff will be required, in addition to an increase in the overtime budget.

H. STAFF DEVELOPMENT REQUIREMENTS:

As part of the new computer/software system, all staff will need training to gain the required level of technical knowledge. In addition, some training may be required for upgraded

software programs including MS Office 97. All staff are encouraged to attending training workshops that would enhance their work performance and stay current with new regulations and procedures. The staff have been encouraged to sign up for open entry/exit classes at each campus site.

I. ADDITIONAL INFORMATION (optional):

- J. What factors did you use in determining the quality and success of this department?
(Example: feedback from campus "clients", audit improvements, meeting mission statement and/or goals and objectives, etc.)

At the Board meeting of January 19, 1999, the District audit report for FY 1997-98 was presented to the Board. The auditor advised the Board that all of the findings were classified as immaterial and he believes we have maintained adequate reserves and are in good financial condition. He stated it was a pleasure to work with the district and that the district has knowledgeable people who are well trained. He also stated that the district is in the top five percent of the districts that they serve.

Audit exceptions have declined from eight in 1993-94 to two exceptions for 1997/98, none of which were directly related to the Business Office.

- K. Identify the best ways to measure the quality and success of this department or program. Conduct an evaluation of the program. Use a survey or questionnaire when appropriate to address questions. (Examples: How do the persons served by the program evaluate its adequacy or effectiveness? How do the services of this program compare to similar programs outside the College? By what processes does the program deal with complaints and continually up-grade services? Other methods might include matching or exceeding nationwide productivity measures, i.e., full-time staffing equivalent per square foot for M&O and per number of employees for Human Resources, feedback from campus "clients", etc.)

See "J" above.

- L. Scheduling Patterns: Describe the daily or annual scheduling pattern that your department or area experiences and discuss whether these are appropriate or adequate for the goals of the program and for the population being served.

The Business Office is staffed from 8:00 a.m. until 5:00 p.m., Monday through Friday. The cashiering office at the Coalinga Campus is open from 8:30 a.m. until 3:30 p.m. Closing at this time allows the Cashier time to balance and prepare deposits. During the week before, and the week classes begin, additional staff are used to cover the period from 3:30 p.m. until 6:00 p.m. If the cashiering duties are delegated to student services staff, it is anticipated that they will also need additional time for balancing their registers.

- M. Which of the measures listed in L above are you using or do you plan to use in the next year?

We are planning on keeping the same schedule.

III. Quantitative Analysis

- a. Student Enrollments and Staffing Levels

1. How does the five-year enrollment trend for the district impact workload for your department?

Impacts are felt in all areas – cashiering, accounts receivable, financial aid; additional supplies ordered for classes, additional payroll for added faculty, additional payroll for more students, additional accounts receivable, etc.

2. How does the increased/decreased staffing levels impact workload for your department?

Lack of increased staffing has and will result in continued increases in overtime costs.

b. Productivity

1. Have there been any significant fluctuations in facility ASF, FTES, FTE Staff, computers, instructional laboratories, general ledger transactions, staff vacancies, purchase orders issued, etc. (select whichever workload measures match your department) over the last five years? If so, explain.

The student enrollment has grown substantially over the last five years. The impact has been felt in the addition of faculty and staff. While there is not a big fluctuation in permanent certificated staff, there is a high turnover rate for student help, classified staff and adjunct faculty. In the Business Office, the full-time accounting position for payroll has been filled by three different employees in three years; the office assistant/accounting tech position has had three different employees in three years. This results in the continuing impact of training new employees just when the former employee has reached a level that does not require day-to-day oversight.

One of the contributing factors to classified staff turnover is the perception that classified wages are below the current job market, especially in the area of accounting. The last job announcement was advertised at the same time as an equivalent position with the City of Fresno, State Center Community College, and the City of Coalinga. The current salary for WHC was \$400-\$500 per month below the nearest equivalent. However, when District-paid benefits are taken into consideration, including contributions to PERS, the gap is noticeably narrowed.

The re-opening of the Residence Halls and the Cafeteria and the increase in scheduled maintenance projects along with classroom requirements, additional funding for instruction equipment, etc. has impacted productivity by increasing the number of purchase orders processed, accounts payable warrants processed, and the increase in student accounts receivable, financial aid warrants, etc.

2. How does the above five-year workload measures trend of your department compare with the State average of similar operations?

Similar.

3. Describe the population served by this program using objective measures if possible. How are the characteristics of the population served significant factors in the evaluation of this program? Considering the goals of this program, should other populations be served?

The entire campus community is served by the Business Office.

c. General Operation

1. How well does your department provide adequate services to campus constituents? What criteria was used in this determination? (Example: surveys, e-mail responses, overall campus environment, self-assessment, etc.)

Payroll processing is free of errors (less than .005%); Purchase orders are processed in a timely manner; Accounts payable are processed so as to take advantage of any discounts and avoid finance charges. Financial Aid award disbursements are processed in a timely manner, as demonstrated by the audit report.

2. Does your department meet or exceed expectations of state regulations and reporting requirements?

The Business Office meets the expectations of state regulations and reporting requirements as demonstrated by the audit report.

3. What evidence exists or suggests that your department provides adequate services to campus constituents, excluding "client or customer" responses?

See "1" above.

4. To what extent are the measurable goals of the program being met? (Example: what proportion of the student population that intends to transfer actually accomplish their goal?)

Audit exceptions have decreased. Warrants are processed in a timely manner for all areas. (see "1" above.)

d. Professional and Vocational Standards and Growth

1. What procedures are being used to assure the current skill level of your employees is adequately meeting the needs of the district relative to your department fulfilling the district's mission, goals, and objectives?

Staff development training; access to open entry/exit labs for computer training.

2. What procedures are being used to assure that the department uses current technology to perform its responsibilities?

Periodic review by the Business Office staff identifies equipment/software needs along with alternatives/changes to business practices. One result is the selection of the new financial system to address the needs of the District, including the automation of purchase requests/orders.

3. Individual Professional Growth: What evidence is there that both professional and vocational staff are staying current in their respective profession and trades vocations?

Evidenced by the level of expertise maintained in each position, the reduction in audit exceptions.

4. What recognition and/or acknowledgments (awards, publications, promotions, memberships, etc.) have been given to staff within the last year?

The District's external auditor expressed to the Board of Trustees the opinion that the Business Office staff were both knowledgeable and well-trained.

e. Overall Changes

1. Were there any significant changes in data and trends? Describe. (Example: Increase in facilities; changes in landscaping; increase in purchase; increase in staffing; implementations of hardware/software, increased applicant pool, increased program participants, etc.)

See above.

2. If changes occurred, what were the reasons for these changes? (Example: automation of financial aid; mailing of student invoices; planting of more perennials, increase outreach efforts, etc.)

See above.

3. Does analysis of the data suggest any changes are needed to improve program effectiveness: If so, what changes? (Example: too little/too much square foot custodial/maintenance per FTE Staff; work order backlog increasing; purchase order turnaround time increasing; increased recruitment or retention efforts, etc.)

Changes needed to improve program effectiveness include the automation of purchase requisitions/orders, the automation of payroll timekeeping and integration with Human Resources. Increased effort to retain classified staff, thereby reducing the training-curve of new employees.

IV. Program Analysis and Three-Year Plan

- a. What were the major accomplishments of this department or area in the previous academic year? (Example: increased applicant pool, increased program participants.) Did these accomplishments meet your goals and objectives for the previous academic year?

1. In the Fall of 1997, we began mailing Financial Aid checks to students after the first disbursements of the semester. This service helped to reduce the student traffic and helped to maintain/correct student addresses.

2. The Cashier's office was relocated into the Student Services wing to facilitate payment of student fees, lessening the frustration of students trying to figure out where to pay
 3. The student statement function of CEI was implemented to send statements on a monthly basis.
 4. The Shipping/receiving responsibility was moved to Maintenance Dept.
 5. In conjunction with Piper Jaffray, the TRANS was increased to \$3,000,000 for 1998/99 to facilitate cash flow and increase interest revenue.
 6. Development of Business Office procedures manual.
- b. List other accomplishments that were not in the master plan. (Example: increased services offered.)
- c. Please create a three-year plan for this program using the analyses made in this review. Please use the attached "Three-Year Plan" form.

See attached.

V. Summary Statement

What are the major conclusions on the state of your department? Summarize the plan for improving or maintaining the quality of the department. Identify strategies for the future.

The Business Office staff are well trained. Several manual processes are in need of automation to decrease processing time. The plan for improving the quality of the Business Office revolves around the implementation of the new Financial system. The new Financial system will automate purchase request processing, link Payroll and Human Resources, and alleviate the need for alternative software for bookkeeping purposes.

**WEST HILLS COMMUNITY
COLLEGE FOUNDATION**

FINANCIAL REPORT

JUNE 30, 2009 AND DECEMBER 31, 2008

WEST HILLS COMMUNITY COLLEGE FOUNDATION

COALINGA, CALIFORNIA

JUNE 30, 2009 and DECEMBER 31, 2008

BOARD OF DIRECTORS

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Ernest Drewry	Community Director	2010
Leonard Falter	Community Director	2011
Bertha Felix-Mata	Staff Director	2009
Don Forth, Ph.D.	Community Director	2010
Brad Gleason	Community Director	2011
Frank Gornick	Staff Director	2009
William Gundacker	Community Director	2009
Edna Ivans, R.Ph.	Trustee Director	2011
Sheilah Kreyenhagen	Community Director	2010
Willard Lewallen, Ph.D.	Staff Director	2010
Nancy Oliveira	Community Director	2010
Nina Oxborrow	Trustee Director	2009
Bill Pucheu	Community Director	2010
Oscar Sablan, M.D.	Community Director	2011
Stacy Sablan	Community Director	2011
Marc Scott, CPA	Community Director	2011
Ann Stone	Community Director	2010
Ken Stoppenbrink	Staff Director	2010
Don Warkentin	Staff Director	2010
Ted Frame	Community Director	2008
Valerie Keller	Community Director	2009
Marcia Sablan	Community Director	2009

ADMINISTRATION

Dr. Richard Post

Interim Executive Director

WEST HILLS COMMUNITY COLLEGE FOUNDATION

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FINANCIAL SECTION

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INDEPENDENT AUDITORS' REPORT

Board of Directors
West Hills Community College Foundation
Coalinga, California

We have audited the accompanying statements of financial position of the West Hills Community College Foundation (the Foundation), a California non-profit corporation, as of June 30, 2009 and December 31, 2008, and the related statement of activities, functional expenses and cash flows for the six months and year then ended, respectively. These financial statements are the responsibilities of the Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the West Hills Community College Foundation as of June 30, 2009 and December 31, 2008, and the changes in its net assets and its cash flows for the six months and year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated January 12, 2010, on our consideration of the West Hills Community College Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements of the West Hills Community College Foundation taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Vannick, Trini, Day & Co, LLP

Fresno, California
January 12, 2010

WEST HILLS COMMUNITY COLLEGE FOUNDATION

STATEMENTS OF FINANCIAL POSITION
 JUNE 30, 2009 and DECEMBER 31, 2008

	June 30, 2009	December 31, 2008
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 1,264,631	\$ 1,294,409
Investments	967,471	778,515
Accounts receivable	214,903	-
Total Current Assets	<u>2,447,005</u>	<u>2,072,924</u>
Rodco stock	22,450	22,450
Property and leasehold improvements - net of accumulated depreciation	173,551	188,287
Other assets	500	500
Total Assets	<u>\$ 2,643,506</u>	<u>\$ 2,284,161</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable	\$ 14,432	\$ -
Funds held for others	13,982	12,795
Total Current Liabilities	<u>28,414</u>	<u>12,795</u>
NET ASSETS		
Unrestricted	2,085,003	1,790,138
Temporarily restricted	388,434	343,277
Permanently restricted	141,655	137,951
Total Net Assets	<u>2,615,092</u>	<u>2,271,366</u>
Total Liabilities and Net Assets	<u>\$ 2,643,506</u>	<u>\$ 2,284,161</u>

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE FOUNDATION

STATEMENTS OF ACTIVITIES
FOR THE SIX MONTHS ENDED JUNE 30, 2009 and
YEAR ENDED DECEMBER 31, 2008

	June 30, 2009			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
CHANGES IN UNRESTRICTED NET ASSETS				
REVENUES				
Donations and special events	\$ 203,343	\$ 21,449	\$ 35,000	\$ 259,792
Federal revenue	532,860	-	-	532,860
Membership fees	28,647	-	-	28,647
Program fees	26,636	-	-	26,636
Program contracts	180,577	-	-	180,577
Fundraisers	98,429	4,250	-	102,679
Investment income	9,310	3,140	2,131	14,581
Other	163,186	-	-	163,186
Total Revenue	1,242,988	28,839	37,131	1,308,958
EXPENSES				
Program services:				
Scholarship	42,180	37,315	-	79,495
College Enhancement	265,123	-	-	265,123
Athletic Programs	85,655	-	-	85,655
Educational Programs	308,325	-	-	308,325
Support services:				
General Administrative	186,122	-	-	186,122
Fundraisers	58,648	-	-	58,648
Membership	3,572	-	-	3,572
Total Expenses	949,625	37,315	-	986,940
Increase/(Decrease) in Net Assets	293,363	(8,476)	37,131	322,018
UNREALIZED GAIN/(LOSS) ON INVESTMENTS				
	13,861	4,674	3,173	21,708
TRANSFERS				
	(12,359)	48,959	(36,600)	-
INCREASE/(DECREASE) IN NET ASSETS	294,865	45,157	3,704	343,726
NET ASSETS, BEGINNING OF YEAR	1,790,138	343,277	137,951	2,271,366
NET ASSETS, END OF YEAR	\$2,085,003	\$ 388,434	\$ 141,655	\$2,615,092

The accompanying notes are an integral part of these financial statements.

December 31,
2008

\$	474,069
	667,832
	29,964
	23,777
	442,960
	164,336
	60,511
	1,047
	<u>1,864,496</u>
	132,564
	441,263
	104,180
	340,453
	268,538
	112,715
	3,626
	<u>1,403,339</u>
	<u>461,157</u>
	(172,180)
	-
	288,977
	1,982,389
\$	<u><u>2,271,366</u></u>

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WEST HILLS COMMUNITY COLLEGE FOUNDATION

STATEMENTS OF CASH FLOWS
 FOR THE SIX MONTHS ENDED JUNE 30, 2009 and
 YEAR ENDED DECEMBER 31, 2008

	June 30, 2009	December 31, 2008
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 343,726	\$ 288,977
Adjustments to Reconcile Change in Net Assets to Net Cash Used By Operating Activities		
Depreciation and amortization	10,403	22,104
(Increase)/Decrease in accounts receivable	(214,903)	19,211
Increase/(Decrease) in accounts payable	14,432	-
Increase/(Decrease) in due to other groups	1,187	(3,495)
Net Cash Flows Provided By Operating Activities	<u>154,845</u>	<u>326,797</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
(Increase)/Decrease in investments	(188,956)	(778,515)
(Purchase)/Disposal of fixed assets	4,333	-
Net Cash Flows Provided/(Used) By Investing Activities	<u>(184,623)</u>	<u>(778,515)</u>
NET DECREASE IN CASH AND CASH EQUIVALENTS	(29,778)	(451,718)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	1,294,409	1,746,127
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 1,264,631</u>	<u>\$ 1,294,409</u>

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE FOUNDATION

STATEMENTS OF FUNCTIONAL EXPENSES
 FOR THE SIX MONTHS ENDED JUNE 30, 2009 and
 YEAR ENDED DECEMBER 31, 2008

	Programs				Total Program Services
	Scholarships	College Enhancement	Athletic Programs	Educational Programs	
EXPENSES					
Salary	\$ 33,748	\$ 31,300	\$ 15,002	\$ 18,472	\$ 98,522
Benefits	8,432	7,361	3,662	5,016	24,471
Total Salary and Benefits	42,180	38,661	18,664	23,488	122,993
Depreciation	-	4,817	-	5,586	10,403
Donation	-	4,791	2,415	92	7,298
Educational	4,368	121,632	16,975	137,619	280,594
Equipment	-	1,590	15,416	6,413	23,419
Fundraiser	-	598	458	914	1,970
Insurance	-	-	350	130	480
Maintenance and repair	-	896	-	1,773	2,669
Other expenses	3,298	53,746	13,006	13,315	83,365
Printing and promotion	-	5,395	-	-	5,395
Professional services	-	6,216	317	15,804	22,337
Rental	-	-	-	-	-
Scholarship	29,649	-	-	250	29,899
Supplies	-	18,007	6,588	14,021	38,616
Travel and training	-	8,774	11,466	88,920	109,160
Total Expenses	\$ 79,495	\$ 265,123	\$ 85,655	\$ 308,325	\$ 738,598

The accompanying notes are an integral part of these financial statements.

Support			Total Support Services	Total Expenses	
General Administrative	Fundraisers	Membership		June 30, 2009	December 31, 2008
\$ 42,440	\$ 20,622	\$ 2,680	\$ 65,742	\$ 164,264	\$ 159,016
10,456	5,581	892	16,929	41,400	53,639
52,896	26,203	3,572	82,671	205,664	212,655
-	-	-	-	10,403	22,104
50	2,500	-	2,550	9,848	1,127
75,563	1,948	-	77,511	358,105	249,871
-	1,497	-	1,497	24,916	71,425
2,640	23,059	-	25,699	27,669	62,931
11,490	-	-	11,490	11,970	31,426
-	-	-	-	2,669	15,507
21,782	1,919	-	23,701	107,066	250,800
-	-	-	-	5,395	31,228
9,375	-	-	9,375	31,712	163,685
-	-	-	-	-	2,896
1,500	1,500	-	3,000	32,899	58,813
3,251	22	-	3,273	41,889	173,370
7,575	-	-	7,575	116,735	55,501
<u>\$ 186,122</u>	<u>\$ 58,648</u>	<u>\$ 3,572</u>	<u>\$ 248,342</u>	<u>\$ 986,940</u>	<u>\$ 1,403,339</u>

WEST HILLS COMMUNITY COLLEGE FOUNDATION

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009 and DECEMBER 31, 2008

NOTE 1 - ORGANIZATION AND DESCRIPTION OF ACTIVITIES

The West Hills Community College Foundation is a California not-for-profit organization for the benefit of West Hills Community College District (the District) and is considered a Component Unit of the District. The Foundation was organized for the purpose of providing Financial Aid to students in need. The Foundation provides opportunities for members of the community to donate property and money for the express purpose, through grants and scholarships, of helping deserving students receive a quality education.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements as well as the timing of the measurement made, regardless of the measurement focus applied. The Foundation uses the accrual basis of accounting. Revenues are recognized when they are earned and expenses are recognized in the beginning of the accounting period in which the liability is incurred.

Property and Equipment

Property and equipment of the Foundation are stated at cost where known or estimated cost in other instances. If donated they are stated at fair market value as of the date received. For donors planning to take a charitable tax deduction for a gift in kind valued at \$5,000 or more, the IRS requires the donor to obtain an independent appraisal and to complete an IRS Form 8283. Property, equipment, and improvements are depreciated or amortized over the estimated useful life of the asset, ranging from 2 to 30 years, using the straight-line method.

Income Taxes

The Foundation is exempt from federal income and California franchise taxes under Section 501(c)(3) of the Internal Revenue Code and corresponding California provisions. Accordingly, no provision for income taxes has been recorded in the financial statements. The Foundation has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the Internal Revenue Code. The Foundation annually files Forms 990, 199 and RRF-1 with the appropriate agencies.

Financial Statement Presentation

The Foundation in 1997 implemented Statement of Financial Accounting Standards (SFAS) No. 117. In "Financial Statements of Not-For-Profit Organizations" under SFAS No. 117, the Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

WEST HILLS COMMUNITY COLLEGE FOUNDATION

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009 and DECEMBER 31, 2008

Contributions

The Foundation also adopted in 1997, SFAS No. 116 "Accounting for Contributions Received and Contributions Made," whereby contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions.

Investments

The Foundation elected to adopt SFAS No. 124, "Accounting for Certain Investments Held by Not-for-Profit Organizations," in 1997. Under SFAS No. 124, investments in marketable securities with readily determinable fair values and all investments in debt securities are valued at their fair values in the statement of financial position. Unrealized gains and losses are included in the change in net assets.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures/expenses during the reported period. Actual results could differ from those estimates.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

New Accounting Pronouncement

In September 2006, the Financial Accounting Standards Board (FASB) issued SFAS No. 157, "Fair Value Measurements". This Statement defines fair value, establishes a framework for measuring fair value, and expands disclosures about fair value measurements. This Statement establishes a fair value hierarchy that distinguishes between valuations obtained from sources independent of the entity and those from the entity's own observable inputs that are not corroborated by observable market data. SFAS No. 157 expands disclosures about the use of fair value to measure assets and liabilities in interim and annual periods subsequent to initial recognition. This disclosure focuses on the inputs used to measure fair value and for recurring fair value measurements using significant unobservable inputs, the effect of the measurements on earnings, or changes in net assets for the period. SFAS No. 157 is effective for financial statements issued for fiscal years beginning after November 15, 2007.

The Foundation adopted SFAS No. 157 on January 1, 2008, and the adoption did not have a material impact on the Foundation's financial statements.

WEST HILLS COMMUNITY COLLEGE FOUNDATION

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009 and DECEMBER 31, 2008

NOTE 3 - CASH

The Foundation maintains cash balances in excess of \$100,000 in bank, which is insured by the Federal Deposit Insurance Corporation up to \$100,000. Cash at June 30, 2009 and December 31, 2008, are presented below and categorized separately to give an indication of the level of risk assessment.

June 30, 2009	Bank Balance - Category *			Total	Carrying Amount
	1	2	3		
Categorized Deposits					
Cash on hand and in banks	<u>\$ 200,000</u>	<u>\$ -</u>	<u>\$ 1,251,776</u>	<u>\$ 1,451,776</u>	<u>\$ 1,264,631</u>
December 31, 2008					
	Bank Balance - Category *			Total	Carrying Amount
	1	2	3		
Categorized Deposits					
Cash on hand and in banks	<u>\$ 200,000</u>	<u>\$ -</u>	<u>\$ 1,575,247</u>	<u>\$ 1,775,247</u>	<u>\$ 1,294,409</u>

*These categories are as follows:

- Category 1: Insured or collateralized with securities held by the Foundation or by its agent in the Foundation's name.
- Category 2: Collateralized with securities held by the pledging financial institution's trust department or agent in the Foundation's name.
- Category 3: Uncollateralized. This includes any bank balance that is collateralized with securities held by the pledging financial institution, or by its trust department or agent but not in the Foundation's name.

WEST HILLS COMMUNITY COLLEGE FOUNDATION

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009 and DECEMBER 31, 2008

NOTE 4 - INVESTMENTS

Investments at June 30, 2009 and December 31, 2008, held on behalf of the West Hills Community College Foundation are presented below.

	June 30, 2009	December 31, 2008
Mutual Funds		
Cost	\$ 1,035,028	\$ 1,017,558
Carrying amount	967,471	778,515
Unrealized gain/(loss)	<u>\$ (67,557)</u>	<u>\$ (239,043)</u>

Investment returns are summarized as follows:

	June 30, 2009	December 31, 2008
Interest and dividend income	\$ 14,581	\$ 60,511
Net realized and unrealized gains (losses)	21,708	(239,043)
Total	<u>\$ 36,289</u>	<u>\$ (178,532)</u>

Authorized Investments

The Foundation is authorized to make direct investments in U.S. Treasury Bills; money market funds; State Treasurer's Investment Pool; commercial paper; banker's acceptances; repurchase agreements; certificates of deposit; securities of the U.S. Government, or its agencies; corporate notes and bonds; mortgage backed bonds; preferred stock; fixed income securities of foreign governments and corporations; collateralized mortgage obligations; common stock; convertible notes and bonds; convertible preferred stock; American Depository Receipts (ARDs) of non-U.S. companies; stocks of non-U.S. Companies (ordinary shares); mutual funds which invest in securities; guaranteed investment contracts; and real estate.

NOTE 5 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2009 and December 31, 2008, are as follows:

	June 30, 2009	December 31, 2008
Program fees	<u>\$ 214,903</u>	<u>\$ -</u>

WEST HILLS COMMUNITY COLLEGE FOUNDATION

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009 and DECEMBER 31, 2008

NOTE 6 - PROPERTY AND LEASEHOLD IMPROVEMENTS

The following is a summary of property and leasehold improvements as of June 30, 2009 and December 31, 2008:

	June 30, 2009	December 31, 2008
Building	\$ 250,000	\$ 250,000
Land and leasehold improvements	117,979	117,979
Equipment	57,516	64,016
Subtotal	425,495	431,995
Accumulated depreciation	(251,944)	(243,708)
Total	<u>\$ 173,551</u>	<u>\$ 188,287</u>

NOTE 7 - DONATED SERVICES

The Foundation receives donated services from the College for the general administration of the Foundation. For the six months ended June 30, 2009 and the year ended December 31, 2008, the value of the services received from the College was as follows:

	June 30, 2009	December 31, 2008
Scholarship	42,180	\$ 47,589
College Enhancement	38,661	39,115
Athletic Programs	18,664	16,789
Educational Programs	23,488	22,832
General Administrative	52,896	55,664
Fundraisers	26,203	27,040
Membership	3,572	3,626
Total	<u>\$ 205,664</u>	<u>\$ 212,655</u>

NOTE 8 - SUBSEQUENT EVENT

In September 2009, the Foundation sold property with a net book value on the June 30, 2009 financial statements of \$129,166 to the West Hills Community College District (WHCCD) for the sum of one dollar (\$1.00) with all fees involved in the sale to be paid for by WHCCD.

SUPPLEMENTARY INFORMATION

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WEST HILLS COMMUNITY COLLEGE FOUNDATION

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE SIX MONTHS ENDED JUNE 30, 2009

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Federal Expenditures
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES Passed through California Department of Health Care Services: Medi-Cal Billing Option ¹	93.778	<u>\$ 532,860</u>

¹ Tested as a major program.

See accompanying note to supplementary information.

WEST HILLS COMMUNITY COLLEGE FOUNDATION

NOTE TO SUPPLEMENTARY INFORMATION JUNE 30, 2009

NOTE 1 - PURPOSE OF SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the Foundation and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the United States Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

INDEPENDENT AUDITORS' REPORTS

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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*.**

Governing Board
West Hills Community College Foundation
Coalinga, California

We have audited the financial statements of the West Hills Community College Foundation, a California non-profit corporation, as of and for the six months ended June 30, 2009 and the year ended December 31, 2008, which collectively comprise West Hills Community College Foundation's basic financial statements and have issued our report thereon dated January 12, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered West Hills Community College Foundation's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the West Hills Community College Foundation's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the West Hills Community College Foundation's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the District's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the District's financial statements that is more than inconsequential will not be prevented or detected by the District's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the District's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether West Hills Community College Foundation's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the governing board, management, and Federal awarding agencies, and is not intended to be and should not be used by anyone other than these specified parties.

Vannink, Truitt, Day & Co, LLP

Fresno, California
January 12, 2010



INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH
REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND ON INTERNAL
CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Governing Board
West Hills Community College Foundation
Coalinga, California

Compliance

We have audited the compliance of West Hills Community College Foundation with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that are applicable to each of its major Federal programs for the six months ended June 30, 2009 and the year ended December 31, 2008. West Hills Community College Foundation's major Federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major Federal programs is the responsibility of West Hills Community College Foundation's management. Our responsibility is to express an opinion on West Hills Community College Foundation's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about West Hills Community College Foundation's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of West Hills Community College Foundation's compliance with those requirements.

In our opinion, West Hills Community College Foundation complied, in all material respects, with the requirements referred to above that are applicable to each of its major Federal programs for the six months ended June 30, 2009 and the year ended December 31, 2008.

Internal Control Over Compliance

The management of West Hills Community College Foundation is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to Federal programs. In planning and performing our audit, we considered West Hills Community College Foundation's internal control over compliance with the requirements that could have a direct and material effect on a major Federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the West Hills Community College Foundation's internal control over compliance.

A control deficiency in a district's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A significant deficiency* is a control deficiency, or combination of control deficiencies, that adversely affects the District's ability to administer a Federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a Federal program that is more than inconsequential will not be prevented or detected by the District's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material noncompliance with a type of compliance requirement of a Federal program will not be prevented or detected by the District's internal control.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the governing board, management, and Federal awarding agencies, and is not intended to be and should not be used by anyone other than these specified parties.

Vannink, Truini, Day & Co., LLP

Fresno, California
January 12, 2010

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

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WEST HILLS COMMUNITY COLLEGE FOUNDATION

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE SIX MONTHS ENDED JUNE 30, 2009

SUMMARY OF AUDITORS' RESULTS

FINANCIAL STATEMENTS

Type of auditors' report issued:	<u>Unqualified</u>
Internal control over financial reporting:	
Material weaknesses identified?	<u>No</u>
Reporting conditions identified not considered to be material weaknesses?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major programs:	
Material weaknesses identified?	<u>No</u>
Reporting conditions identified not considered to be material weaknesses?	<u>None reported</u>
Type of auditors' report issued on compliance for major programs:	<u>Unqualified</u>
Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)	<u>No</u>
Identification of major programs:	

<u>CFDA Number</u>	<u>Name of Federal Program or Cluster</u>
<u>93.778</u>	<u>Medi-Cal Billing Option</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 300,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

WEST HILLS COMMUNITY COLLEGE FOUNDATION

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE SIX MONTHS ENDED JUNE 30, 2009

FINANCIAL STATEMENT FINDINGS

There were no findings representing reportable conditions, material weaknesses, and/or instances of noncompliance related to the financial statements that were required to be reported in accordance with *Government Auditing Standards*.

FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None noted.

SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS

None noted

Dorsey-Robinson, Sylvia

From: Barabe, Cathy
Sent: Wednesday, January 12, 2011 8:49 AM
To: Dorsey-Robinson, Sylvia
Subject: CalWORKs

Per your request

Cathy Barabé
Director of Grants
West Hills Community College District
9900 Cody Street
Coalinga CA 93210
559 934-2147
Fax: 559 934-2818
cathybarabe@whccd.edu

From: Larry Zander [mailto:lzander@vtdcpa.com]
Sent: Friday, November 19, 2010 4:26 PM
To: Barabe, Cathy
Subject: RE: CW Master List

Cathy,

The CalWORKS Compliance Audit for the West Hill Community College District was completed on October 26, 2010. The audit considered the operation of the program at both the Coalinga and the Lemoore Campuses. There were no findings of non-compliance for the 2009-2010 fiscal year.

Larry Zander, CPA
Vavrinek, Trine, Day & Co.
6051 N. Fresno Street, Suite 101
Fresno, CA 93710
Phone: 559.248.0871
Fax: 559.248.0875
Email: lzander@vtdcpa.com

From: CathyBarabe@whccd.edu [mailto:CathyBarabe@whccd.edu]
Sent: Thursday, November 18, 2010 10:32 AM
To: Larry Zander
Subject: RE: CW Master List

Good morning Larry,

Would you be able to email me that your CalWORKS audit with West Hills College Lemoore and Coalinga reported no findings as we discussed on the phone.

Our WHC Lemoore Director is requesting to have just a small blurb to include in his accreditation.

Thank you, kind regards,
Cathy

From: Larry Zander [mailto:lzander@vtdcpa.com]
Sent: Monday, October 25, 2010 3:42 PM
To: Barabe, Cathy
Subject: RE: CW Master List

Hi Cathy,

Here is the Lemoore sample. I'll see you tomorrow at 1:30 in the district office.

Larry Zander, CPA
Vavrinek, Trine, Day & Co.
6051 N. Fresno Street, Suite 101
Fresno, CA 93710
Phone: 559.248.0871
Fax: 559.248.0875
Email: lzander@vtdcpa.com

From: CathyBarabe@whccd.edu [mailto:CathyBarabe@whccd.edu]
Sent: Monday, October 25, 2010 9:13 AM
To: Larry Zander
Subject: FW: CW Master List
Importance: High


Here is Lemoore CalWORKs students

Cathy Barabé
Director of Grants
West Hills Community College District
9900 Cody Street
Coalinga CA 93210
559 934-2147
Fax: 559 934-2818
cathybarabe@whccd.edu

From: Barginear, Angela
Sent: Monday, October 25, 2010 9:10 AM
To: Cavazos, Maria E.; Barabe, Cathy
Subject: CW Master List
Importance: High

Angela N. Barginear

Career Technician
West Hills College Lemoore
555 College Avenue
Lemoore, CA 93245
Phone: (559) 925-3388/3373
Fax: (559) 925-3827

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**WEST HILLS COMMUNITY
COLLEGE DISTRICT**

ANNUAL FINANCIAL REPORT

JUNE 30, 2009

WEST HILLS COMMUNITY COLLEGE DISTRICT

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JUNE 30, 2009

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FINANCIAL SECTION



INDEPENDENT AUDITORS' REPORT

Board of Trustees
West Hills Community College District
Coalinga, California

We have audited the accompanying basic financial statements of the business-type activities of West Hills Community College District (the District) as of and for the years ended June 30, 2009 and 2008, and its discretely presented component unit West Hills Community College District Foundation as listed in the Table of Contents. These basic financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of West Hills Community College District Foundation (the Foundation) were not audited in accordance with *Government Auditing Standards*. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audits provide a reasonable basis for our opinions.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities of West Hills Community College District and its discretely presented component unit as of June 30, 2009 and 2008, and the respective changes in financial position and cash flows, for the years then ended in conformity with accounting principles generally accepted in the United States of America.

As discussed in the Notes to the Financial Statements, the accompanying financial statements reflect certain changes required as a result of the implementation of Governmental Accounting Standards Board (GASB) Statement No. 45 for the year ended June 30, 2009.

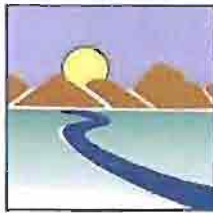
In accordance with *Government Auditing Standards*, we have also issued our report dated February 9, 2010, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and is important for assessing the results of our audit.

The required supplementary information such as the Management's Discussion and Analysis and Other Postemployment Benefit Funding Progress, as listed in the Table of Contents, is not a required part of the basic financial statements, but is supplementary information required by the Governmental Accounting Standards Board. This supplementary information is the responsibility of the District's management. We have applied certain limited procedures, consisting principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information listed in the table of contents, including the Schedule of Expenditures of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Vannink, Trine, Day & Co, LLP

Fresno, California
February 9, 2010



WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT

Business Services Department
Ken Stoppenbrink, Vice Chancellor
kenstoppenbrink@westhillscollge.edu

[West Hills College Coalinga](#) [West Hills College Lemoore](#) [North District Center, Firebaugh](#) [Naval Air Station, Lemoore](#)

MANAGEMENT'S DISCUSSION AND ANALYSIS

In June 1999, the Government Accounting Standards Board (GASB) issued Statement No. 34, "*Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*," which established a new reporting format for annual financial statements of governmental entities. In November 1999, GASB issued Statement No. 35, "*Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*," which applies these new reporting standards to public colleges and universities such as the West Hills Community College District (the District). The following discussion and analysis provides an overview of the District's financial activity. This report presents this information in a comparative format. Responsibility for the completeness and fairness of this information rests with the District.

USING THIS ANNUAL REPORT

As required by accounting principles, the annual report consists of three basic financial statements that provide information on the District's activities as a whole: the Statement of Net Assets; the Statement of Revenues, Expenses, and Changes in Net Assets; and the Statement of Cash Flows.

The focus of the Statement of Net Assets is designed to be similar to bottom line results for the District. This statement combines and consolidates current financial resources (net short-term spendable resources) with capital assets and long-term obligations. The Statement of Revenues, Expenses, and Changes in Net Assets focuses on the costs of the District's operational activities, which are supported mainly by property taxes and by State and other revenues. This approach is intended to summarize and simplify the user's analysis of the cost of various District services to students and the public. The Statement of Cash Flows provides an analysis of the sources and uses of cash within the operations of the District.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2009

FINANCIAL HIGHLIGHTS

- The District's primary funding source is "State Apportionment as defined by SB 361" received from the State of California through the State System's Office. These funds are comprised of State apportionment, local property taxes, and student enrollment fees. The primary basis of this apportionment is the calculation of Full-Time Equivalent Students (FTES). During the 2008-09 fiscal year, the District's actual FTES were comprised of 4,972 credit FTES and 486 non-credit FTES for a total of 5,458 FTES, an increase of 409 FTES (8.1%) from the 2007-08 fiscal year; however the district was only funded for 5,200 FTES. These FTES are generated at the District's Coalinga and Lemoore College campuses, as well as various satellite locations.
- The District ended the year with an Unrestricted General Fund balance of approximately \$1.9 million. The State Chancellor's Office recommends reserve levels of five percent of unrestricted General Fund expenditures be set aside for economic uncertainties. The District met this requirement with approximately 5.4 % in reserves.
- The primary expenditure of the District is for the salaries and benefits of the Academic, Classified, and Administrative salaries of District employees. These costs increased over the 2007-08 fiscal year by approximately \$3.0 million. In addition to the costs for current employees' insurance coverage, the District provides insurance benefits to retirees meeting plan eligibility requirements.
- The District began several construction and modernization projects throughout the District. These projects will be funded through various financial vehicles, including various maintenance and construction projects funded through the State Chancellor's Office.
- The District provides student financial aid to qualifying students of the District in the amount of approximately \$9.6 million. This aid is provided through grants, and loans from the Federal government, State Chancellor's Office, and local funding.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2009

Condensed financial information is as follows: (in thousands)

NET ASSETS

As of June 30, 2009, 2008, and 2007

	June 30, 2009	June 30, 2008	Change	June 30, 2007	Change
ASSETS					
Cash and investments	\$ 92,827	\$ 79,535	\$ 13,292	\$ 79,805	\$ (270)
Accounts receivable	10,756	5,529	5,227	4,527	1,002
Inventory	-	422	(422)	418	4
Prepaid	860	15	845	8	7
Capital assets, net of depreciation	67,866	65,628	2,238	62,584	3,044
Total Assets	<u>\$ 172,309</u>	<u>\$ 151,129</u>	<u>\$ 21,180</u>	<u>\$ 147,342</u>	<u>\$ 3,780</u>
LIABILITIES					
Current Liabilities					
Accounts payable and accrued liabilities	6,856	4,415	2,441	2,768	1,647
Deferred revenue	2,750	2,162	588	2,241	(79)
Long-term liabilities - current portion	1,825	1,048	777	840	208
Total Current Liabilities	<u>11,431</u>	<u>7,625</u>	<u>3,806</u>	<u>5,849</u>	<u>1,776</u>
Non-Current Liabilities					
Long-term liabilities	102,494	85,043	17,451	85,533	(490)
Total liabilities	<u>113,925</u>	<u>92,668</u>	<u>21,257</u>	<u>91,382</u>	<u>1,286</u>
NET ASSETS					
Invested in capital assets	40,738	42,610	(1,872)	37,839	4,771
Restricted for expendable purposes	13,159	13,802	(643)	13,287	515
Unrestricted	4,487	2,049	2,438	4,834	(2,785)
Total Net Assets	<u>58,384</u>	<u>58,461</u>	<u>(77)</u>	<u>55,960</u>	<u>2,501</u>
Total Liabilities and Net Assets	<u>\$ 172,309</u>	<u>\$ 151,129</u>	<u>\$ 21,180</u>	<u>\$ 147,342</u>	<u>\$ 3,787</u>

This schedule has been prepared from the District's Statements of Net Assets (page 11), which is presented on an accrual basis of accounting whereby capital assets are capitalized and depreciated.

The changes in the cash position are explained in the Statements of Cash Flows (pages 13 and 14).

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2009

Operating Results for the Year Ended June 30, 2009, 2008, and 2007

	June 30, 2009	June 30, 2008	Difference	June 30, 2007	Difference
OPERATING REVENUES					
Tuition and fees	\$ 2,583	\$ 2,657	\$ (74)	\$ 2,457	\$ 200
Auxiliary sales and charges	1,111	2,473	(1,362)	2,293	180
Total Operating Revenues	<u>3,694</u>	<u>5,130</u>	<u>(1,436)</u>	<u>24,165</u>	<u>(19,035)</u>
OPERATING EXPENSES					
Salaries and benefits	38,619	35,606	3,013	30,935	4,671
Other expenses	25,440	24,466	974	22,460	2,006
Depreciation	2,670	1,990	680	2,528	(538)
Total Operating Expenses	<u>66,729</u>	<u>62,062</u>	<u>4,667</u>	<u>55,923</u>	<u>6,139</u>
NET LOSS ON OPERATIONS	<u>(63,035)</u>	<u>(56,932)</u>	<u>(6,103)</u>	<u>(31,758)</u>	<u>(25,174)</u>
NONOPERATING REVENUES AND (EXPENSES)					
State apportionments	25,192	24,915	277	23,525	1,390
Grants and contracts	25,666	22,585	3,081	19,415	3,170
Property taxes	2,265	2,904	(639)	3,160	(256)
State revenues	2,616	1,985	631	3,506	(1,521)
Interest income	3,988	1,934	2,054	2,624	(690)
Interest expense	(3,753)	(2,953)	(800)	(2,873)	(80)
Other non-operating revenues	4,602	7,354	(2,752)	7,249	105
Total Nonoperating Revenues	<u>60,576</u>	<u>58,724</u>	<u>1,852</u>	<u>37,191</u>	<u>23,533</u>
OTHER REVENUES					
State revenues, capital	2,351	708	1,643	791	(83)
Local revenues, capital	31	-	31	154	(154)
Total Other Revenues	<u>2,382</u>	<u>708</u>	<u>1,674</u>	<u>945</u>	<u>(237)</u>
NET INCREASE (DECREASE) IN NET ASSETS	<u>\$ (77)</u>	<u>\$ 2,500</u>	<u>\$ (2,577)</u>	<u>\$ 6,378</u>	<u>\$ (3,878)</u>

This schedule has been prepared from the Statement of Revenues, Expenses and Changes in Net Assets presented on page 12.

The operating revenue for the District is specifically defined as revenues from users of the colleges' facilities and programs. Excluded from the operating revenues are the components of the primary source of District funding - the State apportionment process. These components include the State apportionment and local property taxes. As these sources of revenue are from the general population of the State of California, and not from the direct users of the educational services, they are considered to be nonoperating. As a result, the operating loss of \$63 million is balanced by the other funding sources leading to a decrease in the District's net assets of \$77 thousand.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2009

Auxiliary revenue consists of Food Service revenues. The bookstore sold its inventory of books, supplies, and other items to an outside agency to operate. Those proceeds are reflected as the bookstore sales for the 2008-09 fiscal year. The Food Service operation provides meals to the students and faculty of the college.

Grant and contract revenues relate to student financial aid, as well as specific Federal and State grants received for programs serving the students of the District. These grant and program revenues are restricted as to the allowable expenses related to the programs.

The interest income is primarily the result of cash held at the Fresno County Treasurer. The interest expense relates to interest payments on the long-term debt which is described in Note 10 of the financial statements.

The District is recording the depreciation expense related to capital assets. The detail of the changes in capital assets for the year is included in the notes to the financial statements as Note 6.

Statement of Cash Flows for the Years Ended June 30, 2009, 2008, and 2007

The Statement of Cash Flows provides information about cash receipts and payments during the year. This statement also assists users in assessing the District's ability to meet its obligations as they come due and its need for external financing.

	<u>June 30, 2009</u>	<u>June 30, 2008</u>	<u>Difference</u>	<u>June 30, 2007</u>	<u>Difference</u>
CASH PROVIDED BY (USED IN)					
Operating activities	\$ (60,686)	\$ (54,385)	\$ (6,301)	\$ (26,464)	\$ (27,921)
Noncapital financing activities	57,316	59,690	(2,374)	34,607	25,083
Capital financing activities	11,844	(7,589)	19,433	(3,813)	(3,776)
Investing activities	3,954	2,015	1,939	2,540	(525)
Net Increase in Cash and Cash Equivalents	<u>\$ 12,428</u>	<u>\$ (269)</u>	<u>\$ 12,697</u>	<u>\$ 6,870</u>	<u>\$ (7,139)</u>

The primary operating receipts are student tuition and fees and Federal, State, and local grants and contracts. The primary operating expense of the District is the payment of salaries and benefits to instructional and classified support staff, as well as District administrators.

While State apportionment and property taxes are the primary source of non-capital related revenue, the new GASB accounting standards require that this source of revenue is shown as nonoperating revenue as it come from the general resources of the State and not from the primary users of the colleges' programs and services (students). The District depends upon this funding as the primary source of funds to continue the current level of operations.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2009

Functional Expenditures

In accordance with requirements set forth by the California State System's Office, the District reports operating expenses by object code. Operating expenses by functional classification are as follows:

Year ended June 30, 2009:

	Salaries	Employee Benefits	Supplies Material and Other Expenses and Services	Other Outgo	Depreciation	Total
Instructional activities	\$11,031,872	\$3,153,996	\$ 970,292	\$ 78,344	\$ -	\$15,234,504
Academic support	2,614,395	711,402	836,847	-	-	4,162,644
Student services	5,715,252	1,913,037	2,124,390	10,198,313	-	19,950,992
Plant operations and maintenance	830,595	343,857	513,791	293,154	-	1,981,397
Instructional support services	3,151,324	1,144,407	1,378,424	5,143,757	-	10,817,912
Community services and economic development	992,686	250,144	1,028,243	8,303	-	2,279,376
Ancillary services and auxiliary operations	4,671,317	1,545,081	3,383,509	334,203	-	9,934,110
Trust and agency activities	438,973	109,539	1,232,601	1,669,554	-	3,450,667
Depreciation expense-unallocated	-	-	-	-	2,670,173	2,670,173
Total	<u>\$29,446,414</u>	<u>\$9,171,463</u>	<u>\$ 11,468,097</u>	<u>\$17,725,628</u>	<u>\$ 2,670,173</u>	<u>\$70,481,775</u>

Year ended June 30, 2008:

	Salaries	Employee Benefits	Supplies Material and Other Expenses and Services	Other Outgo	Depreciation	Total
Instructional activities	\$10,585,327	\$2,719,724	\$ 502,815	\$ 58,465	\$ -	\$13,866,331
Academic support	2,409,461	672,097	872,232	-	-	3,953,790
Student services	4,685,381	1,541,224	1,475,534	8,353,468	-	16,055,607
Plant operations and maintenance	743,170	307,497	1,233,367	11,250	-	2,295,284
Instructional support services	2,873,097	1,104,717	1,981,487	4,877,500	-	10,836,801
Community services and economic development	875,109	243,079	498,666	27,674	-	1,644,527
Ancillary services and auxiliary operations	4,643,354	1,573,644	3,927,517	292,291	-	10,436,805
Trust and agency activities	501,441	127,722	44,453	310,263	-	983,878
Depreciation expense-unallocated	-	-	-	-	1,989,662	1,989,662
Total	<u>\$27,316,341</u>	<u>\$8,289,703</u>	<u>\$ 10,536,070</u>	<u>\$13,930,910</u>	<u>\$ 1,989,662</u>	<u>\$62,062,686</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2009

Year ended June 30, 2007:

	Salaries	Employee Benefits	Supplies Material and Other Expenses and Services	Other Outgo	Depreciation	Total
Instructional activities	\$ 9,456,673	\$ 2,835,515	\$ 397,588	\$ 59,042	\$ -	\$ 12,748,817
Academic support	2,787,488	531,080	559,494	122,505	-	4,000,566
Student services	3,239,503	1,349,618	1,485,115	7,527,977	-	13,602,213
Plant operations and maintenance	696,620	272,716	1,244,015	10,750	-	2,224,101
Instructional support services	2,559,492	1,337,994	1,952,661	4,189,796	-	10,039,943
Community services and economic development	486,235	133,833	380,364	43,275	-	1,043,708
Ancillary services and auxiliary operations	3,679,425	1,262,031	3,550,244	678,805	-	9,170,505
Trust and agency activities	234,724	72,077	54,459	204,401	-	565,661
Depreciation expense-unallocated	-	-	-	-	2,527,291	2,527,291
Total	\$ 23,140,161	\$ 7,794,864	\$ 9,623,941	\$ 12,836,550	\$ 2,527,291	\$ 55,922,806

ECONOMIC FACTORS AFFECTING THE FUTURE OF WEST HILLS COMMUNITY COLLEGE DISTRICT

The 2009-10 State Budget represents no increase in funding and in fact a reduction of FTES from the previous fiscal year of 215 down to 4,985, which is about \$ 1.2 million. There was zero increase in COLA and growth. There will likely be no COLA or growth for the 2010-11 fiscal year due to the economic conditions in California.

The State continues to face a structural deficit of billions of dollars and it appears that the community college system will continue to be challenged to reduce expenditures while the demand for services continues to increase. The WHCCD is well positioned to handle any negative impact that may be required.

There are currently no other known facts, decisions, or conditions that will have a significant effect on the financial position (net assets) or results of operations (revenues, expenses, and changes in net assets) of the District. There is currently a concern that the economy continues to slow which the District is monitoring and will take the appropriate action necessary to remain fiscally sound.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact Ken Stoppenbrink, Vice Chancellor Business Services, at West Hills Community College District, 9800 Cody Street, Coalinga, California 93210, or e-mail at kenstoppenbrink@whccd.edu.

WEST HILLS COMMUNITY COLLEGE DISTRICT

STATEMENTS OF NET ASSETS
JUNE 30, 2009 AND 2008

	<u>2009</u>	<u>2008</u>
ASSETS		
Current Assets		
Cash and investments	\$ 3,030,024	\$ 5,098,384
Accounts receivable	10,207,916	5,223,749
Student loans receivable	548,363	305,227
Prepaid expenses - current portion	860,390	14,212
Stores inventories	-	421,557
Total Current Assets	<u>14,646,693</u>	<u>11,063,129</u>
Noncurrent Assets		
Restricted cash and cash equivalents	88,934,269	74,437,367
Net plan asset-GASB 45	863,351	-
Nondepreciable capital assets	15,046,472	10,859,176
Depreciable capital assets	79,170,900	78,450,703
Less: Accumulated depreciation	(26,352,441)	(23,682,268)
Total Noncurrent Assets	<u>157,662,551</u>	<u>140,064,978</u>
TOTAL ASSETS	<u>172,309,244</u>	<u>151,128,107</u>
LIABILITIES		
Current Liabilities		
Accounts payable	5,448,049	3,249,506
Deferred revenue	2,749,753	2,161,698
Amounts held in custody on behalf of others	1,407,903	1,164,557
Long-term liabilities - current portion	1,825,650	1,048,299
Total Current Liabilities	<u>11,431,355</u>	<u>7,624,060</u>
Noncurrent Liabilities		
Compensated absences payable - noncurrent portion	1,053,273	948,629
Long-term liabilities - noncurrent portion	101,441,051	84,094,731
Total Noncurrent Liabilities	<u>102,494,324</u>	<u>85,043,360</u>
TOTAL LIABILITIES	<u>113,925,679</u>	<u>92,667,420</u>
NET ASSETS		
Invested in capital assets, net of related debt	40,738,230	42,609,851
Restricted for:		
Debt service	12,678,179	12,312,097
Postemployment obligations	-	934,983
Other activities	480,039	554,170
Unrestricted	4,487,117	2,049,586
TOTAL NET ASSETS	<u>\$ 58,383,565</u>	<u>\$ 58,460,687</u>

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE DISTRICT

STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS
FOR THE YEARS ENDED JUNE 30, 2009 AND 2008

	2009	2008
OPERATING REVENUES		
Tuition and Fees	\$ 2,693,039	\$ 2,798,143
Less: Scholarship discount and allowance	(110,327)	(140,782)
Net tuition and fees	<u>2,582,712</u>	<u>2,657,361</u>
Auxiliary Sales and Charges		
Bookstore	427,452	1,758,848
Cafeteria	665,370	697,189
Farm	18,128	16,561
TOTAL OPERATING REVENUES	<u>3,693,662</u>	<u>5,129,959</u>
OPERATING EXPENSES		
Salaries	29,446,414	27,316,341
Employee benefits	9,171,463	8,289,703
Supplies, materials, and other operating expenses and services	25,440,427	24,466,981
Depreciation	2,670,173	1,989,662
TOTAL OPERATING EXPENSES	<u>66,728,477</u>	<u>62,062,687</u>
OPERATING LOSS	<u>(63,034,815)</u>	<u>(56,932,728)</u>
NON-OPERATING REVENUES (EXPENSES)		
Grants and Contracts, noncapital:		
Federal	14,106,507	10,614,897
State	11,253,764	11,889,211
Local	305,442	81,292
State apportionments, noncapital	25,192,273	24,914,670
Local property taxes, levied for general purposes	2,265,160	2,904,132
State taxes and other revenues	2,616,165	1,984,546
Investment income, net	3,987,879	1,934,204
Interest and other expenses on debt	(3,753,298)	(2,953,151)
Other non-operating revenues	4,602,284	7,355,014
TOTAL NON-OPERATING REVENUES (EXPENSES)	<u>60,576,176</u>	<u>58,724,815</u>
INCOME (LOSS) BEFORE OTHER REVENUES AND EXPENSES	<u>(2,458,639)</u>	<u>1,792,087</u>
OTHER REVENUES AND EXPENSES		
State revenues, capital	2,350,528	708,421
Local revenues, capital	30,989	-
TOTAL OTHER REVENUES AND EXPENSES	<u>2,381,517</u>	<u>708,421</u>
CHANGE IN NET ASSETS	(77,122)	2,500,508
NET ASSETS, BEGINNING OF YEAR	<u>58,460,687</u>	<u>55,960,179</u>
NET ASSETS, END OF YEAR	<u>\$ 58,383,565</u>	<u>\$ 58,460,687</u>

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE DISTRICT

**STATEMENTS OF CASH FLOWS – DIRECT METHOD
FOR THE YEARS ENDED JUNE 30, 2009 AND 2008**

	<u>2009</u>	<u>2008</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and fees	\$ 2,837,246	\$ 2,616,013
Payments to vendors for supplies and services	(25,847,265)	(23,129,300)
Auxiliary sales	1,110,950	2,472,598
Payments to or on behalf of employees	(38,787,109)	(36,344,384)
Net Cash Flows From Operating Activities	<u>(60,686,178)</u>	<u>(54,385,073)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State apportionments	22,279,456	24,965,102
Non-capital grants and contracts	24,725,293	22,912,449
Property taxes - nondebt related	2,911,409	2,700,952
State taxes and other apportionments	2,616,165	1,984,546
Other nonoperating	4,783,997	7,127,585
Net Cash Flows From Noncapital Financing Activities	<u>57,316,320</u>	<u>59,690,634</u>
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES		
Purchase of capital assets	(4,907,493)	(4,838,719)
Proceeds from capital debt	84,321,970	500,000
State revenue, capital projects	2,350,528	708,421
Local revenue, capital projects	30,989	-
Principal paid on capital debt	(66,198,299)	(1,005,948)
Interest and expenses paid on capital debt	(3,753,298)	(2,953,151)
Net Cash Flows From Capital Financing Activities	<u>11,844,397</u>	<u>(7,589,397)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Interest received from investments	<u>3,954,003</u>	<u>2,014,599</u>
Net Cash Flows From Investing Activities	<u>3,954,003</u>	<u>2,014,599</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	12,428,542	(269,237)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>79,535,751</u>	<u>79,804,988</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 91,964,293</u>	<u>\$ 79,535,751</u>

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE DISTRICT

STATEMENTS OF CASH FLOWS – DIRECT METHOD, CONTINUED
FOR THE YEARS ENDED JUNE 30, 2009 AND 2008

	<u>2009</u>	<u>2008</u>
RECONCILIATION OF NET OPERATING LOSS TO NET CASH FLOWS FROM OPERATING ACTIVITIES		
Operating Loss	\$ (63,034,815)	\$ (56,932,728)
Adjustments to Reconcile Operating Loss to Net Cash Flows from Operating Activities:		
Depreciation expense	2,670,173	1,989,662
Changes in Assets and Liabilities:		
Receivables, net	(2,926,859)	(997,850)
Stores inventories	421,557	(3,647)
Prepaid expenses	(846,178)	(6,681)
Accounts payable and accrued liabilities	2,198,543	1,285,137
Deferred revenue	588,055	(79,112)
Funds held for others	243,346	360,146
Total Adjustments	<u>2,348,637</u>	<u>2,547,655</u>
Net Cash Flows From Operating Activities	<u>\$ (60,686,178)</u>	<u>\$ (54,385,073)</u>
NON CASH TRANSACTIONS	<u>2009</u>	<u>2008</u>
On behalf payments for benefits	<u>\$ 593,687</u>	<u>\$ 560,454</u>

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE DISTRICT

DISCRETELY PRESENTED COMPONENT UNIT - WEST HILLS
 COMMUNITY COLLEGE DISTRICT FOUNDATION
 STATEMENT OF FINANCIAL POSITION
 JUNE 30, 2009 AND DECEMBER 31, 2008

	June 30, 2009	December 31, 2008
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 1,264,631	\$ 1,294,409
Investments	967,471	778,515
Accounts receivable	214,903	-
Total Current Assets	<u>2,447,005</u>	<u>2,072,924</u>
Rodeo stock	22,450	22,450
Property and leasehold improvements - net of accumulated depreciation	173,551	188,287
Other assets	500	500
Total Assets	<u>\$ 2,643,506</u>	<u>\$ 2,284,161</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable	\$ 14,432	\$ -
Funds held for others	13,982	12,795
Total Liabilities	<u>28,414</u>	<u>12,795</u>
NET ASSETS		
Unrestricted	2,085,003	1,790,138
Temporarily restricted	388,434	343,277
Permanently restricted	141,655	137,951
Total Net Assets	<u>2,615,092</u>	<u>2,271,366</u>
Total Liabilities and Net Assets	<u>\$ 2,643,506</u>	<u>\$ 2,284,161</u>

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE DISTRICT

DISCRETELY PRESENTED COMPONENT UNIT - WEST HILLS
 COMMUNITY COLLEGE DISTRICT FOUNDATION
 STATEMENT OF ACTIVITIES
 FOR THE YEAR ENDED JUNE 30, 2009 WITH COMPARATIVE TOTALS
 FOR THE YEAR ENDED DECEMBER 31, 2008

	June 30, 2009			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
CHANGES IN UNRESTRICTED NET ASSETS				
REVENUES				
Donations and special events	\$ 203,343	\$ 21,449	\$ 35,000	\$ 259,792
Federal revenue	532,860	-	-	532,860
Membership fees	28,647	-	-	28,647
Program fees	26,636	-	-	26,636
Program contracts	180,577	-	-	180,577
Fundraisers	98,429	4,250	-	102,679
Investment income	9,310	3,140	2,131	14,581
Other	163,186	-	-	163,186
Total Revenue	1,242,988	28,839	37,131	1,308,958
EXPENSES				
Program services:				
Scholarship	42,180	37,315	-	79,495
College Enhancement	265,123	-	-	265,123
Athletic Programs	85,655	-	-	85,655
Educational Programs	308,325	-	-	308,325
Support services:				
General Administrative	186,122	-	-	186,122
Fundraisers	58,648	-	-	58,648
Membership	3,572	-	-	3,572
Total Expenses	949,625	37,315	-	986,940
Increase/(Decrease) in Net Assets	293,363	(8,476)	37,131	322,018
UNREALIZED GAIN/(LOSS) ON				
INVESTMENTS	13,861	4,674	3,173	21,708
TRANSFERS	(12,359)	48,959	(36,600)	-
INCREASE/(DECREASE) IN NET ASSETS	294,865	45,157	3,704	343,726
NET ASSETS, BEGINNING OF YEAR	1,790,138	343,277	137,951	2,271,366
NET ASSETS, END OF YEAR	\$2,085,003	\$ 388,434	\$ 141,655	\$2,615,092

The accompanying notes are an integral part of these financial statements.

December 31.
2008

\$ 474,069
667,832
29,964
23,777
442,960
164,336
60,511
1,047
1,864,496

132,564
441,263
104,180
340,453

268,538
112,715
3,626

1,403,339
461,157

(172,180)

-
288,977

1,982,389
\$ 2,271,366

WEST HILLS COMMUNITY COLLEGE DISTRICT

DISCRETELY PRESENTED COMPONENT UNIT - WEST HILLS
 COMMUNITY COLLEGE DISTRICT FOUNDATION
 STATEMENT OF CASH FLOWS
 FOR THE YEARS ENDED JUNE 30, 2009 AND DECEMBER 31, 2008

	June 30, 2009	December 31, 2008
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 343,726	\$ 288,977
Adjustments to Reconcile Change in Net Assets to Net Cash Used By Operating Activities		
Depreciation and amortization	10,403	22,104
(Increase)/Decrease in accounts receivable	(214,903)	19,211
Increase/(Decrease) in accounts payable	14,432	-
Increase/(Decrease) in due to other groups	1,187	(3,495)
Net Cash Flows Provided By Operating Activities	<u>154,845</u>	<u>326,797</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
(Increase)/Decrease in investments	(188,956)	(778,515)
(Purchase)/Disposal of fixed assets	4,333	-
Net Cash Flows Provided/(Used) By Investing Activities	<u>(184,623)</u>	<u>(778,515)</u>
NET DECREASE IN CASH AND CASH EQUIVALENTS	<u>(29,778)</u>	<u>(451,718)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>1,294,409</u>	<u>1,746,127</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 1,264,631</u>	<u>\$ 1,294,409</u>

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

NOTE 1 - ORGANIZATION

The West Hills Community College District (District) is a political subdivision of the State of California and provides postsecondary education to the students of Coalinga-Huron Unified School District, Lemoore Union High School District, Riverdale Joint Unified School District, Golden Plains Unified School District, Firebaugh-Las Deltas Unified School District, Reef-Sunset Unified School District, and Mendota Unified School District. The District maintains a Coalinga Campus, a Lemoore Campus, and the North District Center in Firebaugh. While the District is a political subdivision of the State, it is not a component unit of the State in accordance with the provisions of Governmental Accounting Standards Board (GASB) Statement No. 14. The District operates under a locally elected seven-member Board of Trustees form of government and provides higher education in the County of Fresno. While the District is a political subdivision of the State of California, it is legally separate and is independent of other State and local governments, and it is not a component unit of the State in accordance with the provisions of Governmental Accounting Standards Board (GASB) Statement No. 39.

A reporting entity is comprised of the primary government, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, boards, and agencies that are not legally separate from the District. For West Hills Community College District, this includes general operations, food services, bookstores, and student related activities of the District.

Financial Reporting Entity

The District has adopted GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units*. This statement amends GASB Statement No. 14, *The Financial Reporting Entity*, to provide additional guidance to determine whether certain organizations, for which the District is not financially accountable, should be reported as component units based on the nature and significance of their relationship with the District. The three components used to determine the presentation are: providing a "direct benefit"; the "environment and ability to access/influence reporting," and the "significance" criterion. As defined by accounting principles generally accepted in the United States of America and established by the Governmental Accounting Standards Board, the financial reporting entity consists of the primary government, the District, and the following component unit:

As defined by generally accepted accounting principles established by the GASB, the financial reporting entity consist of the primary government (the District), as well as the following component units.

- **West Hills Community College District Foundation**

The West Hills Community College District Foundation (the Foundation) is a legally separate, tax-exempt component unit of the District. The Foundation acts primarily as a fundraising organization to provide grants and scholarships to students and support to employees, programs, and departments of the District. The ten-member board of the Foundation consists of community members, alumni, and other supporters of the Foundation. Although the District does not control the timing or amount of receipts from the Foundation, the majority of resources, or income thereon, that the Foundation holds and invests are restricted to the activities of the District by the donors. Because these restricted resources held by the Foundation can only be used by, or for the benefit of, the District, the Foundation is considered a component unit of the District. The Foundation is reported in separate financial statements because of the difference in its reporting model, as further described below.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2009

The Foundation is a not-for-profit organization under Internal Revenue Code (IRS) Section 501(c)(3) that reports its financial results under Financial Accounting Standards Board (FASB) Statements. Most significant to the Foundation's operations and reporting model are FASB Statement No. 116, *Accounting for Contributions Received and Contributions Made*, and FASB Statement No. 117, *Financial Reporting for Not-For-Profit Organizations*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the District's financial reporting entity for these differences; however, significant note disclosures to the Foundation's financial statements have been incorporated into the District's notes to the financial statements.

Financial statements for the Foundation can be obtained from the Foundation's Business Office at 9900 Coily Street, Coalinga, CA 93210.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

For financial reporting purposes, the District is considered a special-purpose government engaged only in business-type activities as defined by GASB Statements No. 34 and No. 35 as amended by GASB Statements No. 37, No. 38, and No. 39. This presentation provides a comprehensive entity-wide perspective of the District's assets, liabilities, activities, and cash flows and replaces the fund group perspective previously required. Accordingly, the District's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All material intra-agency and intra-fund transactions have been eliminated.

Revenues resulting from exchange transactions, in which each party gives and receives essentially equal value, are classified as operating revenues. These transactions are recorded on the accrual basis when the exchange takes place. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year.

Nonexchange transactions, in which the District receives value without directly giving equal value in return, include State apportionments, property taxes, certain grants, entitlements, and donations are classified as nonoperating revenue. Federal and State grants received to provide direct grants to students are classified as nonoperating revenues because the District does not generally receive any direct benefit from the grants and are recognized in the fiscal year in which all eligibility requirements are satisfied. Eligibility requirements may include time and/or purpose requirements. Property tax revenue is recognized in the fiscal year received. State apportionment revenue is earned based upon criteria set forth from the Community Colleges System's Office and includes reporting of full-time equivalent student (FTES) attendance. The corresponding apportionment revenue is recognized in the period the FTES are generated.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2009

Operating expenses are costs incurred to provide instructional services including support costs, auxiliary services, and depreciation of capital assets. All other expenses not meeting this definition are reported as nonoperating. Expenses are recorded on the accrual basis as they are incurred, when goods are received, or services are rendered.

The accounting policies of the District conform to accounting principles generally accepted in the United States of America (US GAAP) as applicable to colleges and universities, as well as those prescribed by the Community Colleges System's Office. The District reports are based on all applicable GASB pronouncements, as well as applicable FASB pronouncements issued on or before November 30, 1989, unless those pronouncements conflict or contradict GASB pronouncements. The District has not elected apply FASB pronouncements after that date. When applicable, certain prior year amounts have been reclassified to conform to current year presentation. The budgetary and financial accounts of the District are maintained in accordance with the Community Colleges System's Office's *Budget and Accounting Manual*.

The financial statements are presented in accordance with the reporting model as prescribed in GASB Statement No. 34, *Basic Financial Statements and Management's Discussions and Analysis for State and Local Governments*, and GASB Statement No. 35, *Basic Financial Statements and Management's Discussions and Analysis for Public Colleges and Universities*, as amended by GASB Statements No. 37 and No. 38. The business-type activities model followed by the District requires the following components of the District's financial statements:

- Management's Discussion and Analysis
- Basic Financial Statements for the District as a whole including:
 - Statement of Net Assets
 - Statement of Revenues, Expenses, and Changes in Net Assets
 - Statement of Cash Flows
- Notes to the Financial Statements

Cash and Cash Equivalents

The District's cash and cash equivalents are considered to be unrestricted cash on hand, demand deposits, and short-term unrestricted investments with original maturities of three months or less from the date of acquisition. Cash equivalents also include unrestricted cash with county treasury balances for purposes of the statement of cash flows. Restricted cash and cash equivalents represented balances restricted by external sources such as grants and contracts or specifically restricted for the repayment of capital debt.

Investments

Investments held at June 30, 2009 and 2008, with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county and State investment pools are determined by the program sponsor.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2009

Accounts Receivable

Accounts receivable include amounts due from the Federal, State and/or local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the District's grants and contracts. Accounts receivable also consist of tuition and fee charges to students and auxiliary enterprise services provided to students, faculty, and staff, the majority of each residing in the State of California. The District provides for an allowance for uncollectible accounts as an estimation of amounts that may not be received. This allowance is based upon management's estimates and analysis.

Prepaid Expenses

Prepaid expenditures (expenses) represent amounts paid in advance of receiving goods or services. The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditures when incurred.

Capital Assets and Depreciation

Capital assets are long-lived assets of the District as a whole and include land, construction-in-progress, buildings, leasehold improvements, and equipment. The District maintains an initial unit cost capitalization threshold of \$5,000. Assets are recorded at historical cost, or estimated historical cost, when purchased or constructed. The District does not possess any infrastructure. Donated capital assets are recorded at estimated fair market value at the date of donation. Improvements to buildings and land that significantly increase the value or extend the useful life of the asset are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Major outlays for capital improvements are capitalized as construction-in-progress as the projects are constructed.

Depreciation of capital assets is computed and recorded by the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 25 to 50 years; improvements, 25 to 50 years; equipment, 5 to 10 years; vehicles, 5 to 10 years.

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the entity-wide financial statements.

Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the entity-wide financial statements. The amounts have been recorded in the fund from which the employees, who have accumulated the leave, are paid. The District also participates in "load-banking" with eligible academic employees whereby the employee may teach extra courses in one period in exchange for time off in another period.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2009

Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. Credit for unused sick leave is applicable to all certificated employees and is determined by dividing the number of unused sick days by the number of base service days required to complete the last school year, if employed full time. Sick leave is accumulated as follows:

Administrative/Classified Management/Confidential Staff

- Entitled to twenty-one (21) days of sick leave per year to be posted at the rate of 1.75 days per month.

Certificated

- Members shall accrue twenty (20) days of sick leave with pay for each school year, such leave to be made available on the first day of each school year.

Classified

- Members shall accrue, on a monthly basis, twenty-one (21) days of sick leave with pay for each school year. The amount of days posted will be 1.75 days, or fourteen (14) hours per month for full-time employees and shall be prorated for part-time employees.

Deferred Revenue

Deferred revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for deferred revenue is removed from the combined balance sheet and revenue is recognized. Deferred revenues include (1) amounts received for tuition and fees prior to the end of the fiscal year that are related to the subsequent fiscal year and (2) amounts received from Federal and State grants received before the eligibility requirements are met are recorded as deferred revenue.

Net Assets

GASB Statements No. 34 and No. 35 report equity as "Net Assets." Net assets are classified according to imposed restrictions or availability of assets for satisfaction of District obligations according to the following net asset categories:

Invested in Capital Assets, Net of Related Debt: Capital Assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets.

Restricted - Expendable: Net assets whose use by the District is subject to externally imposed constraints that can be fulfilled by actions of the District pursuant to those constraints or by the passage of time. Net assets may be restricted for capital projects, debt repayment, and/or educational programs.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2009

Unrestricted: Net assets that are not subject to externally imposed constraints. Unrestricted net assets may be designated for specific purposes by action of the Board of Trustees or may otherwise be limited by contractual agreements with outside parties. Substantially all unrestricted net assets are designated for economic uncertainties.

When both restricted and unrestricted resources are available for use, it is the District's practice to use restricted resources first and the unrestricted resources when they are needed.

State Apportionments

Certain current year apportionments from the State are based on financial and statistical information of the previous year. Any corrections due to the recalculation of the apportionment are made in February of the subsequent year. When known and measurable, these recalculations and corrections are accrued in the year in which the FTES are generated.

On-Behalf Payments

GASB Statement No. 24 requires direct on-behalf payments for fringe benefits and salaries made by one entity to a third party recipient for the employees for another legally separate entity be recognized as revenues and expenditures by the employer entity. The State of California makes direct on-behalf payments to the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) on behalf of all community colleges in California. The amounts of on-behalf payments were \$593,687 for CalSTRS. No on behalf contributions were made to CalPERS.

Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. The County Assessor is responsible for assessment of all taxable real property. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. Various counties bill and collect taxes on behalf of the District. Local property tax revenues are recorded when received.

The voters of the District passed various General Obligation Bonds for the acquisition, construction, and remodeling of District capital assets. As a result of the passage of the Bond, property taxes are assessed on the property within the District specifically for the repayment of the debt incurred. The taxes are billed and collected as noted above and remitted to the District when collected.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

Scholarship Discounts and Allowances

Student tuition and fee revenue is reported net of scholarship discounts and allowances in the Statement of Revenues, Expenditures, and Changes in Net Assets. Scholarship discounts and allowances represent the difference between stated charges for enrollment fees and the amount that is paid by students or third parties making payments on the students' behalf. To the extent that fee waivers and discounts have been used to satisfy tuition and fee charges, the District has recorded a scholarship discount and allowance.

Federal Financial Assistance Programs

The District participates in federally funded Pell Grants, SEOG Grants, Federal Work-Study, and Stafford Loan programs, as well as other programs funded by the Federal government. Financial aid to students is either reported as operating expenses or scholarship allowances, which reduce revenues. The amount reported as operating expense represents the portion of aid that was provided to the student in the form of cash. These programs are audited in accordance with the Single Audit Act Amendments of 1996, and the U.S. Office of Management and Budget's revised Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*, and the related *Compliance Supplement*.

Interfund Activity

Interfund transfers and interfund receivables and payables are eliminated during the consolidation process in the entity-wide financial statements.

Reclassification

Certain reclassifications were made to prior years' presentations to conform to current year presentation.

Foundation Presentation

The West Hills Community College District Foundation presents its financial statements in accordance with Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Organizations*. Under SFAS No. 117, the Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. As permitted by the statement, the Foundation does not use fund accounting.

Permanently Restricted Net Assets - Net assets subject to donor-imposed stipulations that they be maintained permanently by the Foundation. Generally, the donors of these assets permit the Foundation to use all or part of the income earned on related investments for general or specific purposes.

Temporarily Restricted Net Assets - Net assets subject to donor-imposed stipulations that will be met by actions of the Foundation and/or the passage of time.

Unrestricted Net Assets - Net assets not subject to donor-imposed restrictions.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

Revenues and expenses are recorded when incurred in accordance with the accrual basis of accounting. Revenues are reported as increases in the unrestricted net assets classification unless use of the related assets is limited by donor-imposed restrictions. Contributions, including unconditional promises to give, are recognized as revenue in the period received. Conditional promises to give are not recognized as revenue until the conditions on which they depend are substantially met. Contributions for in-kind gifts from outside sources are recorded at their fair market value on the date of the donation.

Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law.

Investments are reported at fair value in accordance with SFAS No. 157.

The Foundation is a not-for-profit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and related California Franchise Tax Codes.

Changes in Accounting Principles

In July 2004, the GASB issued Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions*. This Statement requires local governmental employers who provide other postemployment benefits (OPEB) as part of the total compensation offered to employees to recognize the expense and related liabilities (assets) in the entity-wide financial statements of net assets and activities. This Statement established standards for the measurement, recognition, and display of OPEB expense/expenditures and related liabilities (assets), note disclosures, and, if applicable, required supplementary information (RSI) in the financial reports of State and local government employers.

This Statement provided for prospective implementation – that is that employers set the beginning OPEB obligation at zero as of the beginning of the initial year. The District has implemented the provision of the Statement for the fiscal year ended June 30, 2009. The District had an annual required contribution of \$417,554 for the year June 30, 2009. The District contributed 100 percent of the required "pay as you go" portion of \$109,133 and has also contributed funds with a value as of June 30, 2009, totaling \$400,000 towards the future obligations of the District. The net amount of the Trust's investment returns/losses and the cumulative balance of the ARC has left a Net Plan Asset totaling \$863,351 as of June 30, 2009.

In July 2004, GASB issued Statement No. 43, *Financial Reporting for Postemployment Benefit Plans Other than Pension Plans*. The standards in the Statement apply for OPEB trust funds included in the financial reports of plan sponsors or employers, as well as the stand-alone financial reports of OPEB plans or the public employee retirement systems, or other third parties, that administer them. This Statement also provides requirements for reporting of OPEB funds by administrators of multiple-employer OPEB plans when the fund used to accumulate assets and pay benefits or premiums when due is not a trust fund. The District has implemented the provisions of this Statement for the fiscal year ended June 30, 2009.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2009

New Accounting Pronouncements

In March 2009, the GASB issued Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Classifications*. The objectives of this Statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund type definitions. This Statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed upon the use of the resources reported in governmental funds. The requirements of this Statement are effective for the financial statements for periods beginning after June 15, 2010. The District does not anticipate a significant impact in reporting as a result of this Statement as fund financial information is not reported.

In April 2009, the GASB issued GASB Statement No. 55, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*. The objective of this Statement is to incorporate the hierarchy of generally accepted accounting principles (GAAP) for State and local governments into the GASB authoritative literature. The "GAAP hierarchy" consists of the sources of accounting principles used in the preparation of financial statements for State and local governmental entities that are presented in conformity with GAAP and the framework for selecting those principles. GASB Statement No. 55 is effective immediately.

In April 2009, the GASB issued GASB Statement No. 56, *Codification of Accounting and Financial Reporting Guidance Contained in the AICPA Statement on Auditing Standards*. The objective of this Statement is to incorporate into the GASB's authoritative literature certain accounting and financial reporting guidance presented in the AICPA's Statements on Auditing Standards. This Statement addresses three issues not included in the authoritative literature that establishes accounting principles: related party transactions, going concern considerations, and subsequent events. The presentation of principles used in the preparation of financial statements is more appropriately included in accounting and financial reporting standards rather than auditing literature. GASB Statement No. 56 is effective immediately.

Comparative Financial Information

Comparative financial information for the prior year has been presented for additional analysis; certain amounts presented in the prior year data may have been reclassified in order to be consistent with the current year's presentation.

NOTE 3 - DEPOSITS AND INVESTMENTS

Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies; certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

Investment in County Treasury - The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Summary of Deposits and Investments

Deposits and investments as of June 30, 2009 and 2008, are classified in the accompanying financial statements as follows:

	2009	2008
Governmental activities	\$ 91,743,080	\$ 78,258,020
Fiduciary funds	1,392,985	1,277,731
Total Deposits and Investments	\$ 93,136,065	\$ 79,535,751

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

Deposits and investments as of June 30, 2009 and 2008, consist of the following:

	2009	2008
Cash on hand and in banks	\$ 874,861	\$ 2,023,970
Cash in revolving	393	393
Investments	92,260,811	77,511,388
Total Deposits and Investments	<u>\$ 93,136,065</u>	<u>\$ 79,535,751</u>

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Pool and having the Pool purchase a combination of shorter term and longer term investments and by timing cash flows from maturities so that a portion of the portfolio is maturing or coming close to maturity evenly over time as necessary to provide the cash flow and liquidity needed for operations.

Segmented Time Distribution

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuations as of June 30, 2009 and 2008, are provided by the following schedules that show the distribution of the District's investments by maturity:

June 30, 2009

Investment Type	Fair Value	12 Months or Less	13 - 24 Months	25 - 60 Months	More Than 60 Months
Certificates of Deposits	\$15,911,544	\$15,911,544	\$ -	\$ -	\$ -
Money Market	586,283	586,283	-	-	-
Corporate-Fixed Rate	7,437,182	7,437,182	-	-	-
County Pool	21,543,940	21,543,940	-	-	-
Mutual Funds	7,829,515	7,829,515	-	-	-
Treasury Obligations	38,952,347	38,952,347	-	-	-
Total	<u>\$92,260,811</u>	<u>\$92,260,811</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

June 30, 2008

Investment Type	Fair Value	12 Months or Less	13 - 24 Months	25 - 60 Months	More Than 60 Months
Certificates of Deposits	\$11,085,309	\$11,085,309	\$ -	\$ -	\$ -
Money Market	701,758	701,758	-	-	-
Corporate-Fixed Rate	2,906,244	2,906,244	-	-	-
County Pool	10,349,875	10,349,875	-	-	-
Mutual Funds	934,983	934,983	-	-	-
Treasury Obligations	19,084,970	19,084,970	-	-	-
Held by Trustee-Investment Contracts	32,448,249	-	-	-	32,448,249
Total	<u>\$77,511,388</u>	<u>\$45,063,139</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$32,448,249</u>

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. Presented below is the minimum rating required by the California Government Code, the District's investment policy, or debt agreements, and the actual rating as of the year-end for each investment type.

June 30, 2009

Investment Type	Fair Value	Minimum Legal Rating	Rating as of Year End		
			AAA	Aa	Unrated
Certificates of Deposits	\$ 15,911,544	N/A	\$ -	\$ -	\$ 15,911,544
Money Market	586,283	N/A	-	-	586,283
Corporate-Fixed Rate	7,437,182	N/A	-	-	7,437,182
County Pool	21,543,940	N/A	-	-	21,543,940
Mutual Funds	7,829,515	N/A	-	-	7,829,515
Treasury Obligations	38,952,347	N/A	-	-	38,952,347
Total	<u>\$ 92,260,811</u>		<u>\$ -</u>	<u>\$ -</u>	<u>\$ 92,260,811</u>

June 30, 2008

Investment Type	Fair Value	Minimum Legal Rating	Rating as of Year End		
			AAA	Aa	Unrated
Certificates of Deposits	\$ 11,085,309	N/A	\$ -	\$ -	\$ 11,085,309
Money Market	701,758	N/A	-	-	701,758
Corporate-Fixed Rate	2,906,244	N/A	-	-	2,906,244
County Pool	10,349,875	N/A	-	-	10,349,875
Mutual Funds	934,983	N/A	-	-	934,983
Treasury Obligations	19,084,970	N/A	-	-	19,084,970
Held by Trustee-Investment Contracts	32,448,249	N/A	-	-	32,448,249
Total	<u>\$ 77,511,388</u>		<u>\$ -</u>	<u>\$ -</u>	<u>\$ 77,511,388</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009**

N/A - Not applicable

Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the stipulated by the California Government code. Investments in any one issuer that represent five percent or more of the total investments are as follows:

June 30, 2009

Issuer	Investment Type	Reported Amount
Morgan Stanley	Certificates of Deposit and Corporate Fixed Rate Notes	\$ 12,039,218
Educational Employees Credit Union	Certificates of Deposit	8,299,981
Deutsche Bank	Mutual Funds	7,807,054
Total		<u>\$ 20,339,199</u>

June 30, 2008

Issuer	Investment Type	Reported Amount
MBIA Inc.	Investment contract	\$ 32,448,249
Morgan Stanley	Treasury Obligations, and Certificates of Deposit	10,256,147
Merrill Lynch	Treasury Obligations, and Certificates of Deposit	10,443,578
Total		<u>\$ 53,147,974</u>

Custodial Credit Risk - Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk. As of June 30, 2009 and 2008, the District's bank balance of \$1,712,781 and \$2,519,970, respectively, was exposed to custodial credit risk because it was uninsured and collateralized with securities held by the pledging financial institution's trust department or agent, but not in the name of the District.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2009

Custodial Credit Risk - Investments

This is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of its investments or collateral securities that are in possession of an outside party. For June 30, 2009, of the investment in mutual funds, corporate notes, and certificates of deposit of \$31,764,524, the District has a custodial credit risk because the related securities are uninsured, unregistered, and held by the brokerage firm which is also the counterparty for these securities. For June 30, 2008, of the investment in mutual funds, corporate notes, and Investment Contracts of \$48,076,543, the District has a custodial credit risk exposure because the related securities are uninsured, unregistered, and held by the brokerage firm which is also the counterparty for these securities. The District does not have a policy limiting the amount of securities that can be held by counterparties.

NOTE 4 - ACCOUNTS RECEIVABLES

Receivables at June 30, 2009 and 2008, consisted of intergovernmental grants, entitlements, interest, and other local sources.

	<u>June 30, 2009</u>	<u>June 30, 2008</u>
Federal Government		
Categorical aid	\$ 1,976,523	\$ 820,556
State Government		
Apportionment	4,163,389	1,250,572
Categorical aid	896,606	1,521,821
Other state sources	2,724,726	571,755
Local Sources		
Categorical aid	-	9,051
Interest	99,465	65,589
Taxes	150,106	330,328
Other local sources	197,101	654,077
Total	<u>\$ 10,207,916</u>	<u>\$ 5,223,749</u>
Student receivables	<u>\$ 548,363</u>	<u>\$ 305,227</u>

Discretely Presented Component Unit

The Foundation's accounts receivable consist primarily of short-term donations. In the opinion of management, all amounts have been deemed to be fully collectable.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

NOTE 5 - PREPAID EXPENDITURES

Prepaid expenditures at June 30, 2009, consisted of the following:

	June 30, 2009	June 30, 2008
Travel and conferences	\$ 2,376	\$ 14,212
Debt issuance costs (25 year amortization)	858,014	-
Total	<u>\$ 860,390</u>	<u>\$ 14,212</u>

NOTE 6 - CAPITAL ASSETS

Capital asset activity for the fiscal year ended June 30, 2009, was as follows:

June 30, 2009	Balance Beginning of Year	Additions	Deductions	Balance End of Year
Capital Assets Not Being Depreciated				
Land	\$ 5,052,940	\$ 124,952	\$ -	\$ 5,177,892
Construction in progress	5,806,236	4,195,562	133,218	9,868,580
Total Capital Assets Not Being Depreciated	<u>10,859,176</u>	<u>4,320,514</u>	<u>133,218</u>	<u>15,046,472</u>
Capital Assets Being Depreciated				
Land improvements	13,254,080	79,765	-	13,333,845
Buildings and improvements	62,322,871	274,381	-	62,597,252
Furniture and equipment	2,873,752	366,051	-	3,239,803
Total Capital Assets Being Depreciated	<u>78,450,703</u>	<u>720,197</u>	<u>-</u>	<u>79,170,900</u>
Total Capital Assets	<u>89,309,879</u>	<u>5,040,711</u>	<u>133,218</u>	<u>94,217,372</u>
Less Accumulated Depreciation				
Land improvements	3,150,118	562,046	-	3,712,164
Buildings and improvements	18,408,692	1,921,761	-	20,330,453
Furniture and equipment	2,123,458	186,366	-	2,309,824
Total Accumulated Depreciation	<u>23,682,268</u>	<u>2,670,173</u>	<u>-</u>	<u>26,352,441</u>
Net Capital Assets	<u>\$ 65,627,611</u>	<u>\$ 2,370,538</u>	<u>\$ 133,218</u>	<u>\$ 67,864,931</u>

Depreciation expense for the year was \$2,670,173.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Capital asset activity for the fiscal year ended June 30, 2008, was as follows:

June 30, 2008	Balance Beginning of Year	Valuation Adjustments/ Additions	Valuation Adjustments/ Deductions	Balance End of Year
Capital Assets Not Being Depreciated				
Land	\$ 1,701,707	\$ 3,351,233	\$ -	\$ 5,052,940
Construction in progress	3,657,741	2,148,495	-	5,806,236
Total Capital Assets Not Being Depreciated	5,359,448	5,499,728	-	10,859,176
Capital Assets Being Depreciated				
Land improvements	11,857,403	1,396,677	-	13,254,080
Buildings and improvements	58,040,583	4,282,288	-	62,322,871
Furniture and equipment	9,018,961	172,227	6,317,436	2,873,752
Total Capital Assets Being Depreciated	78,916,947	5,851,192	6,317,436	78,450,703
Total Capital Assets	84,276,395	11,350,920	6,317,436	89,309,879
Less Accumulated Depreciation				
Land improvements	3,246,127	-	96,009	3,150,118
Buildings and improvements	10,526,789	7,881,903	-	18,408,692
Furniture and equipment	7,919,690	-	5,796,232	2,123,458
Total Accumulated Depreciation	21,692,606	7,881,903	5,892,241	23,682,268
Net Capital Assets	\$ 62,583,789	\$ 3,469,017	\$ 425,195	\$ 65,627,611

Depreciation expense for the year was \$1,989,662.

NOTE 7 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2009 and 2008, consisted of the following:

	June 30, 2009	June 30, 2008
Vendor invoices	\$ 4,001,918	\$ 1,529,499
Salaries and wages payable	1,446,131	1,720,007
Total	\$ 5,448,049	\$ 3,249,506

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 8 - DEFERRED REVENUE

Deferred revenue at June 30, 2009 and 2008, consisted of the following:

	<u>June 30, 2009</u>	<u>June 30, 2008</u>
Federal financial assistance	\$ 47,371	\$ 19,159
State categorical aid	1,187,012	804,211
Other state	61,647	13,977
Enrollment fees	1,304,033	1,049,499
Other local	149,690	274,852
Total	<u>\$ 2,749,753</u>	<u>\$ 2,161,698</u>

NOTE 9 - INTERFUND TRANSACTIONS

Interfund Receivables and Payable (Due To/Due From)

Balances owing between funds at year-end were for \$3,125,881. Interfund balances at June 30, 2009 and 2008, have been eliminated in the consolidation process.

Interfund Operating Transfers

Operating transfers between funds of the District are used to (1) move revenues from the fund that statute or budget requires to collect them to the fund that statute or budget requires to expend them, (2) move receipts restricted to debt service from the funds collecting the receipts to the debt service fund as debt service payments become due, and (3) use restricted revenues collected in the General Fund to finance various programs accounted for in other funds in accordance with budgetary authorizations. Operating transfers between funds of the District have been eliminated in the consolidation process.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

NOTE 10 - LONG-TERM OBLIGATIONS

Summary for June 30, 2009

The changes in the District's long-term obligations during the year consisted of the following:

	Balance Beginning of Year	Additions	Deductions	Balance End of Year	Current Portion
Bonds and Notes Payable					
General obligation bonds- Series A and B	\$ 36,650,000	\$ -	\$ 385,000	\$ 36,265,000	\$ 400,000
General obligation bonds 2008 (Northern)					
Current interest	-	2,745,000	-	2,745,000	-
Capital appreciation	-	1,161,364	-	1,161,364	185,000
Bond premium (25 year amortization)	-	365,354	-	365,354	14,614
General obligation bonds 2009 (Central)					
Current interest	-	2,380,000	-	2,380,000	-
Capital appreciation	-	642,874	-	642,874	125,000
Bond premium (25 year amortization)	-	317,771	-	317,771	12,711
General obligation bonds 2009 (Lemoore)					
Current interest	-	4,955,000	-	4,955,000	-
Capital appreciation	-	1,090,184	-	1,090,184	170,000
Bond premium (25 year amortization)	-	442,659	-	442,659	17,706
Certificates of participation	65,150,000	70,200,000	65,150,000	70,200,000	-
Capital leases	2,457,260	21,764	600,019	1,879,005	636,763
Day care center loan	631,770	-	11,280	640,490	11,856
CCDF-Child Care Revolving Loan	234,000	-	52,000	182,000	52,000
Total Long-Term Obligations	\$ 85,143,030	\$ 84,521,970	\$ 66,198,299	\$ 103,266,701	\$ 1,825,650

Description of Debt

Payments on the Certificates of Participation are paid by the COP Debt Service Fund. Payments on the general obligation bonds are made by the Bond Interest and Redemption Fund with local property tax revenues. The accrued vacation will be paid by the fund for which the employee worked. The Day Care Center loans are paid by the Child Development Fund and the capital leases are paid by the General and Special Revenue Fund.

The District has utilized capital leases purchase agreements to purchase land, buildings, and equipment. The current lease purchase agreements in the amount of \$1,879,005 will be paid through the General and the Other Special Revenue Funds.

Bonded Debt

On March 3, 1999, the District issued \$4,000,000 in general obligation bonds, Series A. Interest on the \$4,000,000 bonds issued March 3, 1999, accrues from March 3, 1999, and is payable semi-annually on February 1 and August 1 of each year commencing February 1, 2000. The bonds have maturities beginning February 1, 2000 through August 1, 2029, and have yields ranging from 3.0 percent to 5.048 percent.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

On January 26, 2000, the District issued \$15,000,000 in general obligation bonds, Series B. Interest on the \$15,000,000 bonds is payable semi-annually, on February 1 and August 1 of each year, commencing February 1, 2001. The bonds have maturities beginning February 1, 2001 through August 1, 2030, and have yields ranging from 4.2 percent to 6.0 percent.

The bonds, Series A and B, were issued to finance the construction of a new campus and for the alterations and additions to existing classrooms and other school facilities.

On October 28, 2008, the District issued \$3,839,677 in general obligation bonds. Interest on the \$3,839,677 bonds is payable semi-annually on February 1 and August 1 of each year commencing February 1, 2009. The bonds have maturities beginning February 1, 2009 through August 1, 2033, and have yields ranging from 3.41 percent to 4.95 percent.

On February 24, 2009, the District issued \$2,998,815 in general obligation bonds. Interest on the \$2,998,815 bonds is payable semi-annually, on February 1 and August 1 of each year, commencing August 1, 2009. The bonds have maturities beginning August 1, 2009 through August 1, 2033 and have yields ranging from 2.62 percent to 5.08 percent.

On March 3, 2009, the District issued \$5,999,837 in general obligation bonds. Interest on the \$5,999,837 bonds is payable annually, on August 1 of each year, commencing August 1, 2010. The bonds have maturities beginning August 1, 2010 through August 1, 2033 and have yields ranging from 2.62 percent to 5.42 percent.

The bonds were issued for the school facilities improvement.

The District is empowered and obligated to cause to be levied ad valorem taxes, for the payment of interest on, and principal and accreted value of the Series A and B bonds, upon all property subject to taxation by the District (except certain personal property which is taxable at limited rates) without limitation of rate or amount.

The outstanding general obligation bonded debt is as follows:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds Outstanding July 1, 2008	Accreted/ Issued	Redeemed	Bonds Outstanding June 30, 2009
03/03/99	08/01/29	3.0-5.048%	\$ 4,000,000	\$ 3,375,000	\$ -	\$ 90,000	\$ 3,285,000
01/26/00	08/01/30	4.2-6.000%	15,000,000	13,275,000	-	295,000	12,980,000
10/28/08	08/01/33	3.41-4.950%	3,839,677	-	3,906,364	-	3,906,364
02/24/09	08/01/33	2.62-5.08%	2,998,815	-	3,022,874	-	3,022,874
03/03/09	08/01/33	2.62-5.42%	5,999,837	-	6,045,184	-	6,045,184
Total				<u>\$ 16,650,000</u>	<u>\$ 12,974,422</u>	<u>\$ 385,000</u>	<u>\$ 29,239,422</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Debt Service Requirements to Maturity

1999 Issue - General Obligation Bonds - Series A

Fiscal Year	Principal	Interest to Maturity	Total
2010	\$ 90,000	\$ 155,465	\$ 245,465
2011	95,000	151,718	246,718
2012	100,000	147,670	247,670
2013	105,000	143,313	248,313
2014	110,000	138,635	248,635
2015-2019	655,000	608,013	1,263,013
2020-2024	830,000	430,350	1,260,350
2025-2029	1,055,000	198,625	1,253,625
2030	245,000	6,125	251,125
Total	\$ 3,285,000	\$ 1,979,914	\$ 5,264,914

2000 Issue - General Obligation Bonds - Series B

Fiscal Year	Principal	Interest to Maturity	Total
2010	\$ 310,000	\$ 749,650	\$ 1,059,650
2011	325,000	733,694	1,058,694
2012	345,000	716,604	1,061,604
2013	360,000	698,270	1,058,270
2014	375,000	678,789	1,053,789
2015-2019	2,250,000	3,042,215	5,292,215
2020-2024	3,010,000	2,273,733	5,283,733
2025-2029	4,025,000	1,226,250	5,251,250
2030-2031	1,980,000	120,601	2,100,601
Total	\$ 12,980,000	\$ 10,239,806	\$ 23,219,806

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2009

2008 Northern Series A, Current Interest General Obligation Bonds

<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2010	\$ -	\$ 115,066	\$ 115,066
2011	-	159,938	159,938
2012	-	159,938	159,938
2013	-	159,938	159,938
2014	-	159,938	159,938
2015-2019	130,000	799,686	929,686
2020-2024	955,000	675,525	1,630,525
2025-2028	1,660,000	319,800	1,979,800
Subtotal	<u>\$ 2,745,000</u>	<u>\$ 2,549,829</u>	<u>\$ 5,294,829</u>

2008 Northern Series A, Capital Appreciation General Obligation Bonds

<u>Year Ending June 30,</u>	<u>Value at Maturity</u>	<u>Accreted Obligation</u>	<u>Interest to Accrete</u>
2010	\$ 185,000	\$ 166,204	\$ 18,796
2011	75,000	60,540	14,460
2012	70,000	50,764	19,236
2013	80,000	52,128	27,872
2014	85,000	49,759	35,241
2015	100,000	52,600	47,400
2016	105,000	49,623	55,377
2017	120,000	50,952	69,048
2029	442,734	130,854	311,880
2030	462,237	128,538	333,699
2031	482,439	126,222	356,217
2032	498,651	122,748	375,903
2033	520,000	120,432	399,568
Total	<u>\$ 3,226,061</u>	<u>\$ 1,161,364</u>	<u>\$ 2,064,697</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2009

2009 Coalinga Series A, Current Interest General Obligation Bonds

Fiscal Year	Principal	Interest to Maturity	Total
2010	\$ -	\$ 115,593	\$ 115,593
2011	-	132,950	132,950
2012	-	132,950	132,950
2013	-	132,950	132,950
2014	-	132,950	132,950
2015-2019	-	664,750	664,750
2020-2024	420,000	623,856	1,043,856
2025-2029	760,000	456,631	1,216,631
2030-2033	1,200,000	176,500	1,376,500
Subtotal	<u>\$ 2,380,000</u>	<u>\$ 2,569,130</u>	<u>\$ 4,949,130</u>

2009 Coalinga Series A, Capital Appreciation General Obligation Bonds

Year Ending June 30,	Value at Maturity	Accreted Obligation	Interest to Accrete
2010	\$ 125,000	\$ 112,725	\$ 12,275
2011	135,000	109,809	25,191
2012	100,000	73,360	26,640
2013	100,000	66,160	33,840
2014	100,000	59,660	40,340
2015	100,000	53,800	46,200
2016	100,000	48,520	51,480
2017	100,000	43,760	56,240
2018	100,000	39,480	60,520
2019	100,000	35,600	64,400
Total	<u>\$ 1,060,000</u>	<u>\$ 642,874</u>	<u>\$ 417,126</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2009

2009 Lemoore Series A, Current Interest General Obligation Bonds

Fiscal Year	Principal	Interest to Maturity	Total
2010	\$ -	\$ 98,100	\$ 98,100
2011	-	267,546	267,546
2012	-	267,546	267,546
2013	-	267,546	267,546
2014	-	267,546	267,546
2015-2019	-	1,337,730	1,337,730
2020-2024	705,000	1,307,807	2,012,807
2025-2029	1,675,000	1,014,630	2,689,630
2030-2033	2,575,000	453,881	3,028,881
Subtotal	<u>\$ 4,955,000</u>	<u>\$ 5,282,332</u>	<u>\$ 10,237,332</u>

2009 Lemoore Series A, Capital Appreciation General Obligation Bonds

Year Ending June 30,	Value at Maturity	Accreted Obligation	Interest to Accrete
2010	\$ 370,000	\$ 329,448	\$ 40,552
2011	130,000	103,090	26,910
2012	125,000	88,275	36,725
2013	135,000	84,888	50,112
2014	145,000	81,200	63,800
2015	155,000	77,283	77,717
2016	165,000	73,260	91,740
2017	175,000	69,195	105,805
2018	185,000	65,157	119,843
2019	195,000	61,152	133,848
2020	205,000	57,236	147,764
Total	<u>\$ 1,985,000</u>	<u>\$ 1,090,184</u>	<u>\$ 894,816</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

Certificates of Participation

In July 2008, the West Hills Community College District Financing Corporation issued certificates of participation in the amount of \$70,200,000 with varying interest rates. At June 30, 2009, the principal balance outstanding was \$70,200,000. The interest rate as of June 30, 2009, was 0.26 percent and is based on the auction rate at the time of sale.

Year Ending June 30,	Principal	Interest	Total
2010	\$ -	\$ 1,053,000	\$ 1,053,000
2011	-	1,053,000	1,053,000
2012	-	1,053,000	1,053,000
2013	-	1,053,000	1,053,000
2014	-	1,053,000	1,053,000
2015-2019	7,000,000	5,112,000	12,112,000
2020-2024	15,300,000	4,194,750	19,494,750
2025-2029	20,700,000	2,850,750	23,550,750
2030-2034	27,200,000	1,060,500	28,260,500
Total	<u>\$ 70,200,000</u>	<u>\$ 18,483,000</u>	<u>\$ 88,683,000</u>

Capital Leases

The District's liability on lease agreements with options to purchase are summarized below:

Balance, July 1, 2008	\$ 2,457,260
Additions	21,764
Payments	600,019
Balance, June 30, 2009	<u>\$ 1,879,005</u>

The capital leases have minimum lease payments as follows:

Year Ending June 30,	Lease Payment
2010	\$ 760,712
2011	441,447
2012	283,844
2013	287,317
2014	285,248
2015	287,636
Total	<u>2,346,204</u>
Less: Amount Representing Interest	467,199
Present Value of Minimum Lease Payments	<u>\$ 1,879,005</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

Day Care Center Loan

On December 17, 2004, the District entered into a loan agreement with the Low Income Housing Fund, a California non-profit corporation for a total loan amount of \$677,000. The loan was used to expand and rehabilitate the Child Development Center operated by the District. The current loan agreement is for a five-year period with required debt payments calculated on a 30-year amortization schedule. After the five-year term has expired, an estimated principal balance of \$625,576 will remain for the District to pay-off or refinance. The required annual payments are reflected below with the outstanding loan balance at June 30, 2009, totaling \$14,915.

Required Annual Payments:

Year Ending June 30,	Principal	Interest	Total
2010	\$ 11,856	\$ 31,755	\$ 43,611
2011	3,059	7,845	10,904
Total	<u>\$ 14,915</u>	<u>\$ 39,600</u>	<u>\$ 54,515</u>

Estimated Principal Balance Outstanding:

Year Ending June 30,	Principal
2010	\$ 628,634
2011	625,576

CDE Revolving Loan

The District entered into four separate interest-free facilities loans with the California Department of Education for child care facilities; two facilities at the Firebaugh campus and two at the Lemoore campus. The loans were each for \$130,000 and are to be repaid over a ten year period interest free.

The remaining lease payments are as follows:

Year Ending June 30,	Lease Payment
2010	\$ 52,000
2011	52,000
2012	52,000
2013	26,000
Total	<u>\$ 182,000</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

Other Postemployment Benefit Obligation

The District implemented GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions*, during the year ended June 30, 2009. The District contributed 100 percent of the required "pay as you go" portion of \$109,133 and has also contributed funds with a value as of June 30, 2009, totaling \$400,000 towards the future obligations of the District. The net amount of the Trust's investment returns, losses and the cumulative balance of the ARC has left a Net Plan Asset totaling \$863,351 as of June 30, 2009. See Note 11 for additional information regarding the OPEB obligation and the postemployment benefit plan.

Summary for June 30, 2008

The changes in the District's long-term obligations during the year consisted of the following:

	Balance Beginning of Year	Additions	Deductions	Balance End of Year	Current Portion
Bonds and Notes Payable					
General obligation bonds	\$ 17,010,000	\$ -	\$ 360,000	\$ 16,650,000	\$ 385,000
Certificates of participation	65,150,000	-	-	65,150,000	-
Capital leases	2,540,478	500,000	583,218	2,457,260	600,020
Day care center loan	662,500	-	10,730	651,770	11,279
CDE-Child Care Revolving Loan	286,000	-	52,000	234,000	52,000
Total Long-Term Obligations	<u>\$ 85,648,978</u>	<u>\$ 500,000</u>	<u>\$ 1,005,948</u>	<u>\$ 85,143,030</u>	<u>\$ 1,048,299</u>
Compensated absences-net	<u>\$ 722,843</u>	<u>\$ 948,629</u>	<u>\$ 722,843</u>	<u>\$ 948,629</u>	

Description of Debt

Payments on the Certificates of Participation are paid by the COP Debt Service Fund. Payments on the general obligation bonds are made by the bond interest and redemption fund with local property tax revenues. The accrued vacation will be paid by the fund for which the employee worked. The Day Care Center loans are paid by the Child Development Fund and the capital leases are paid by the General and Special Revenue Fund.

Bonded Debt

On March 3, 1999, the District issued \$4,000,000 in general obligation bonds, Series A. Interest on the \$4,000,000 bonds issued March 3, 1999, accrues from March 3, 1999, and is payable semi-annually on February 1 and August 1 of each year commencing February 1, 2000. The bonds have maturities beginning February 1, 2000 through August 1, 2029, and have yields ranging from 3.0 percent to 5.048 percent.

On January 26, 2000, the District issued \$15,000,000 in general obligation bonds, Series B. Interest on the \$15,000,000 bonds is payable semi-annually, on February 1 and August 1 of each year, commencing February 1, 2001. The bonds have maturities beginning February 1, 2001 through August 1, 2030, and have yields ranging from 4.2 percent to 6.0 percent.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

The bonds, Series A and B, were issued to finance the construction of a new campus and for the alterations and additions to existing classrooms and other school facilities.

The District is empowered and obligated to cause to be levied ad valorem taxes, for the payment of interest on, and principal and accreted value of the Series A and B bonds, upon all property subject to taxation by the District (except certain personal property which is taxable at limited rates) without limitation of rate or amount.

The outstanding general obligation bonded debt is as follows:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds		Bonds
				Outstanding July 1, 2008	Redeemed	Outstanding June 30, 2009
03/03/99	08/01/29	3.0-5.048%	\$ 4,000,000	\$ 3,460,000	\$ 85,000	\$ 3,375,000
01/26/00	08/01/30	4.2-6.000%	15,000,000	13,550,000	275,000	13,275,000
Total				<u>\$ 17,010,000</u>	<u>\$ 360,000</u>	<u>\$ 16,650,000</u>

Debt Service Requirements to Maturity

General Obligation Bonds - Series A

Fiscal Year	Principal	Interest to Maturity	Total
2009	\$ 90,000	\$ 159,065	\$ 249,065
2010	90,000	155,465	245,465
2011	95,000	151,718	246,718
2012	100,000	147,670	247,670
2013	105,000	143,313	248,313
2014-2018	620,000	637,570	1,257,570
2019-2023	795,000	470,018	1,265,018
2024-2028	1,000,000	249,910	1,249,910
2029-2030	480,000	24,250	504,250
Total	<u>\$ 3,375,000</u>	<u>\$ 2,138,979</u>	<u>\$ 5,513,979</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

General Obligation Bonds - Series B

Fiscal Year	Principal	Interest to Maturity	Total
2009	\$ 295,000	\$ 765,513	\$ 1,060,513
2010	310,000	749,650	1,059,650
2011	325,000	733,694	1,058,694
2012	345,000	716,604	1,061,604
2013	360,000	698,270	1,058,270
2014-2018	2,120,000	3,165,869	5,285,869
2019-2023	2,840,000	2,448,319	5,288,319
2024-2028	3,795,000	1,460,850	5,255,850
2029-2031	2,885,000	266,551	3,151,551
Total	<u>\$ 13,275,000</u>	<u>\$ 11,005,320</u>	<u>\$ 24,280,320</u>

Certificates of Participation, No. 1

In August 2002, the West Hills Community College District Financing Corporation issued certificates of participation in the amount of \$27,950,000 with varying interest rates. At June 30, 2009, the principal balance outstanding was \$27,950,000. The interest rate as of June 30, 2008, was 4.79 percent.

Year Ending June 30,	Principal	Interest	Total
2009	\$ -	\$ 489,125	\$ 489,125
2010	-	489,125	489,125
2011	400,000	485,625	885,625
2012	500,000	477,750	977,750
2013	650,000	467,687	1,117,687
2014-2018	5,125,000	2,101,094	7,226,094
2019-2023	6,250,000	1,592,500	7,842,500
2024-2028	6,875,000	1,018,282	7,893,282
2029-2033	8,150,000	371,874	8,521,874
Total	<u>\$ 27,950,000</u>	<u>\$ 7,493,062</u>	<u>\$ 35,443,062</u>

Certificate of Participation, No. 2

In July 2003, the West Hills Community College District Financing Corporation issued certificates of participation in the amount of \$37,200,000 with varying interest rates. At June 30, 2009, the principal balance outstanding was \$37,200,000. The interest rate as of June 30, 2008, was 4.34 percent and is based on the auction rate at the time of sale.

WEST HILLS COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009**

Year Ending June 30,	Principal Amount of Certificates
2012	\$ 1,280,000
2013	1,300,000
2014	1,330,000
2015	1,350,000
2016	1,380,000
2017-2021	7,330,000
2022-2026	8,090,000
2027-2031	8,940,000
2032-2034	6,200,000
Total	<u>\$ 37,200,000</u>

Capital Leases

The District's liability on lease agreements with options to purchase are summarized below:

Balance, July 1, 2007	\$ 2,540,478
Additions	500,000
Payments	<u>583,218</u>
Balance, June 30, 2008	<u>\$ 2,457,260</u>

The capital leases have minimum lease payments as follows:

Year Ending June 30,	Lease Payment
2009	\$ 748,504
2010	748,248
2011	428,983
2012	283,845
2013	287,317
2014-2015	<u>572,883</u>
Total	3,069,780
Less: Amount Representing Interest	<u>612,520</u>
Present Value of Minimum Lease Payments	<u>\$ 2,457,260</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Day Care Center Loan

On December 17, 2004, the District entered into a loan agreement with the Low Income Housing Fund, a California non-profit corporation for a total loan amount of \$677,000. The loan was used to expand and rehabilitate the Child Development Center operated by the District. The current loan agreement is for a five-year period with required debt payments calculated on a 30-year amortization schedule. After the five-year term has expired, an estimated principal balance of \$625,576 will remain for the District to pay-off or refinance. The required annual payments are reflected below with the outstanding loan balance at June 30, 2008, totaling \$26,194.

Required Annual Payments:

Year Ending June 30,	Principal	Interest	Total
2009	\$ 11,279	\$ 32,332	\$ 43,611
2010	11,856	31,755	43,611
2011	3,059	7,845	10,904
Total	<u>\$ 26,194</u>	<u>\$ 71,932</u>	<u>\$ 98,126</u>

Estimated Principal Balance Outstanding:

Year Ending June 30,	Principal
2009	\$ 640,490
2010	628,634
2011	625,576

CDE Revolving Loan

The District entered into four separate facilities loans with the California Department of Education for child care facilities; two facilities at the Firebaugh campus and two at the Lemoore campus. The loans were each for \$130,000 and are to be repaid over a 10 year period interest free.

The remaining lease payments are as follows:

Year Ending June 30,	Lease Payment
2009	\$ 52,000
2010	52,000
2011	52,000
2012	52,000
2013	26,000
Total	<u>\$ 234,000</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2009

NOTE 1) - POSTEMPLOYMENT HEALTH CARE PLAN AND OTHER POSTEMPLOYMENT BENEFIT (OPEB) OBLIGATION

The District provides postemployment health care benefits for retired employees in accordance with negotiated contracts with the various bargaining units of the District.

Plan Description

The Plan (the Plan) is a single-employer defined benefit healthcare plan administered by West Hills Community College District. The Plan provides medical and dental insurance benefits to eligible retirees and their spouses. Membership of the Plan consists of 31 retirees and beneficiaries currently receiving benefits and 309 active plan members.

Funding Policy

The contribution requirements of plan members and the District are established and may be amended by the District and the District's bargaining units. The required contribution is based on projected pay-as-you-go financing requirements with an additional amount to prefund benefits as determined annually through agreements between the District and the bargaining units. For fiscal year 2008-2009, the District contributed 100 percent of the required "pay as you go" portion of \$109,133 and has also contributed funds with a value as of June 30, 2009, totaling \$400,000 towards the future obligations of the District. The annual required contribution (ARC) for the District as of July 1, 2008, was \$417,554. The net amount of the Trust's investment returns/losses and the cumulative balance of the ARC has left a Net Plan Asset totaling \$863,351 as of June 30, 2009.

Annual OPEB Cost and Net OPEB Obligation

The District's annual OPEB cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the payments of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding costs) over a period not to exceed 30 years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the Plan, and changes in the District's net OPEB obligation to the Plan:

Funding Status and Funding Progress

Actuarial valuation of an ongoing plan involves estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the Plan and the annual required contribution of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplementary information, follows the notes to the financial statements and presents multi-year trend information about whether the actuarial value of Plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits. Since this is the first year of implementation, only the current year information is presented.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive Plan (the Plan as understood by the employer and the Plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and the Plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial values of assets, consistent with the long-term perspective of the calculations.

In the January 13, 2009, actuarial valuation, the entry age normal method was used. The actuarial assumptions included a 7.1 percent investment rate of return (net of administrative expenses), based on the Plan being funded in an irrevocable employee benefit trust fund invested in a long-term fixed income portfolio. Healthcare cost trend rates was 4.0 percent. The cost trend rate used for the Dental and Vision Programs was 4.0 percent. The UAAL is being amortized at a level dollar method. The remaining amortization period at January 13, 2009, was 30 years. The actuarial value of assets was not determined in this actuarial valuation.

NOTE 12 - RISK MANAGEMENT

Joint Powers Authority Risk Pools

During fiscal year ending June 30, 2009, the District contracted with the Valley Insurance Program Joint Powers Authority for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Workers' Compensation

For fiscal year 2009, the District participated in the Valley Insurance Program Joint Powers Authority (JPA), an insurance purchasing pool. The intent of the JPA is to achieve the benefit of a reduced premium for the District by virtue of its grouping and representation with other participants in the JPA. The workers' compensation experience of the participating districts is calculated as one experience, and a common premium rate is applied to all districts in the JPA. Each participant pays its workers' compensation premium based on its individual rate. Total savings are then calculated and each participant's individual performance is compared to the overall saving. A participant will then either receive money from or be required to contribute to the "equity-pooling fund." This "equity pooling" arrangement insures that each participant shares equally in the overall performance of the JPA. Participation in the JPA is limited to community college districts that can meet the JPA's selection criteria.

NOTE 13 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

CalSTRS

Plan Description

The District contributes to CalSTRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7919 Folsom Blvd., Sacramento, CA 95826.

Funding Policy

Active members are required to contribute 8.0 percent of their salary while the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2008-2009 was 8.25 percent of annual payroll. The contribution requirements of the plan members are established by State statute. The District's total contributions to CalSTRS for the fiscal years ended June 30, 2009, 2008, and 2007, were \$1,084,330, \$1,023,632, and \$897,305, respectively, and equal 100 percent of the required contributions for each year.

CalPERS

Plan Description

The District contributes to the School Employer Pool under CalPERS a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and survivor benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95811.

Funding Policy

Active plan members are required to contribute seven percent of their salary and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The District's contribution rate to CalPERS for fiscal year 2008-2009 was 9.428 percent of covered payroll. The District's contributions to CalPERS for fiscal years ending June 30, 2009, 2008, and 2007, were \$1,132,472, \$978,464, and \$794,268, respectively, and equaled 100 percent of the required contributions for each year.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

On-Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS which amounted to \$593,687, \$560,454, and \$491,288 for the years ending June 30, 2009, 2008, and 2007, respectively, (4.517 percent) of salaries subject to CalSTRS. These amounts have been reflected in the basic financial statements as a component of nonoperating revenue and employee benefit expense.

APPLE

Plan Description

The District contributes to the APPLE plan for employees not covered under CalPERS or CalSTRS plans. The plan provides benefits in a lump sum distribution of the employees' vested balance as of their retirement date.

Funding Policy

Active plan members and the District are each required to contribute 3.75 percent of an individual's salary to the plan, for a total of 7.5 percent of an individual's salary. Individuals enrolled in the plan are 100 percent vested in the contributions made to it. The District's contribution to the plan for the fiscal year ending June 30, 2009, was \$94,990.

NOTE 14 - COMMITMENTS AND CONTINGENCIES

Grants

The District receives financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the District. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2009.

Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2009.

Operating Leases

The District has entered into a ten-year operating lease for a building in the City of Firebaugh for education and related purposes. The District is obligated to pay \$41,174 per year for a ten-year period or a total of \$411,740. After the ten-year period, the lease would then be renewable on a yearly basis. If the agreement is terminated prior to the ten-year term, then the rent is prorated to the date of termination.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

Construction Commitments

As of June 30, 2009, the District had the following commitments with respect to the unfinished capital projects:

Capital Projects	Remaining Construction Commitment	Expected Date of Completion
WHC Residence Hall, Phase I	\$ 192,996	December 1, 2009
WHC CDC Relocatables	500,000	December 1, 2009
WHC Switch Replacement Project	222,673	January 1, 2010
NDC Interior Remodel, Phase I	25,000	January 1, 2010
NDC Site Electrical	2,000	January 1, 2010
NDC Restroom Remodel	249,813	January 1, 2010
NDC HVAC, Phase I	44,661	January 1, 2010
NDC Switch Replacement Project	111,718	January 1, 2010
WHL Switch Replacement Project	188,099	January 1, 2010
WHL Multi-Use Sports Facility	23,636,000	August 1, 2010
Tamarack CDC Site Improvements	10,675	January 1, 2010
WHC Wellness Center	6,610,625	June 30, 2010
WHC Ag Science Facilities/Allen Farm	2,362,370	December 1, 2010
Total	<u>\$ 34,156,630</u>	

The projects are funded through a combination of general obligation bonds, certificates of participation, and capital project apportionments from the California State System's Office.

NOTE 15 - PARTICIPATION IN PUBLIC ENTITY RISK POOLS AND JOINT POWERS AUTHORITIES

The District is a member of the Central Valley Schools Health and Welfare Trusts (CVSHWT), the Self Insured Schools of California (SISC), and the Valley Insurance Program (VIP) Joint Powers Authorities (JPAs). The District pays annual premiums for its property liability, health, and worker's compensation coverage. The relationship between the District and the JPAs is such that it is not a component unit of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, transactions between the JPAs and the District are included in these statements. Audited financial statements are available from the respective entities.

The District's share of year-end assets, liabilities, or fund equity has not been calculated.

During the year ended June 30, 2009, the District made payments of \$1,232,212, \$2,923,159, and \$719,612 to CVSHWT, SISC, and VIP, respectively for health, worker's compensation, and property liability coverage.

WEST HILLS COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009**

NOTE 16 - TAX AND REVENUE ANTICIPATION NOTES

At July 1, 2008, the District had outstanding Tax and Revenue Anticipation Notes in the amount of \$2,275,000, which matured on July 6, 2008. On July 6, 2008, the District issued \$1,100,000 Tax and Revenue Anticipation Notes bearing interest at 1.65 percent. The notes were issued to supplement cash flows. Interest and principal were due and payable on July 6, 2009. By June 30, 2009, the District had placed 100 percent of principal and interest in an irrevocable trust for the sole purpose of satisfying the notes. The District was not required to make any additional payments on the notes. As the District has in substance defeased the debt, the tax anticipation notes of \$1,100,000 and related accrued interest and cash held in trust are not included in these financial statements.

	Outstanding Beginning of Year	Additions	Deletions	Outstanding End of Year
2008 5.39% TRANS	\$ 2,275,000	\$ -	\$ 2,275,000	\$ -
2009 1.65% TRANS	-	1,100,000	-	1,100,000
Total	<u>\$ 2,275,000</u>	<u>\$ 1,100,000</u>	<u>\$ 2,275,000</u>	<u>\$ 1,100,000</u>

NOTE 17 - SUBSEQUENT EVENTS

The District issued \$4,498,812 of General Obligation Bond Anticipation Notes dated July 9, 2009. The notes mature on August 1, 2012, and yield 3.87 - 4.60 percent interest. The notes were sold to supplement cash flow. Repayment requirements are that the principal and interest be deposited with the Fiscal Agent by July 9, 2010.

The District issued \$3,895,000 of Tax and Revenue Anticipation Notes dated July 6, 2009. The notes mature on July 1, 2010, and yield 0.6 percent interest. The notes were sold to supplement cash flow. Repayment requirements are that a percentage of principal and interest be deposited with the County Treasurer each month beginning July 6, 2009, until 100 percent of principal and interest due in on account by July 1, 2010.

REQUIRED SUPPLEMENTARY INFORMATION

WEST HILLS COMMUNITY COLLEGE DISTRICT

SCHEDULE OF OTHER POSTEMPLOYMENT BENEFITS (OPEB)
 FUNDING PROGRESS
 FOR THE YEAR ENDED JUNE 30, 2009

Schedule of Funding Progress						
Actuarial Valuation Date	Value of Assets (a)	Actuarial Accrued Liability (AAL) - Entry Age Normal Method (b)	Unfunded AAL (UAAL) (b - a)	Funded Ratio (a / b)	Covered Payroll (c)	UAAL as a Percentage of Covered Payroll (|b - a| / c)
11/1/08	\$ 1,171,772	\$ 2,624,302	\$ 1,452,530	45%	\$ 29,446,414	4.93%

SUPPLEMENTARY INFORMATION

WEST HILLS COMMUNITY COLLEGE DISTRICT

DISTRICT ORGANIZATION JUNE 30, 2009

The West Hills Community College District was established in September 1932. The West Hills Community College District provides postsecondary education to the students of Coalinga-Huron Unified School District, Lemoore Union High School District, Riverdale Joint Unified School District, Golden Plains Unified School District, Firebaugh-Las Deltas Unified School District, Reef-Sunset Unified School District, and Mendota Unified School District. The West Hills Community College District maintains a District Office, a Coalinga College, a Lemoore College, the North District Center in Firebaugh, and a center at NAS Lemoore. There were no changes in the boundaries of the District during the fiscal year.

TRUSTEES

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Mark McKean	President	November 2011
Bill Henry	Vice President	November 2011
Nina Oxborrow	Clerk	November 2009
Jack Minnie	Member	November 2009
J.L. Levinson	Member	November 2009
Edna Ivans	Member	November 2011
Steve Cantu	Member	November 2011

ADMINISTRATION

Dr. Frank P. Gornick	Chancellor
Mr. Ken Stoppenbrink	Vice Chancellor, Business Services
Mr. Don Warkentin	President, West Hills College Lemoore
Dr. Willard Lewallen	President, West Hills College Coalinga
Ms. Susan Whitener	Dean of Learning Resources/Web Services
Mr. Dave Bolt	Vice President of Educational Services, West Hills College Lemoore
Ms. Jill Stearns	Dean of Student Learning, West Hills College Coalinga
Ms. Stephanie Atkinson-Alston	Dean of Educational Services, West Hills College Lemoore
Mr. Carlos Diniz	Dean of Student Learning, West Hills College Coalinga
Dr. Marlon Hall	Associate Dean of Educational Services, West Hills College Lemoore
Ms. Raquel Rodriguez	Associate Dean of Student Learning, West Hills College Coalinga

See accompanying note to supplementary information.

WEST HILLS COMMUNITY COLLEGE DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2009

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Program Entitlements Current Year
U.S. DEPARTMENT OF EDUCATION		
Camp	84.149A	\$ 417,018
Student Financial Assistance Cluster:		
Academic Competitive Grant	84.375A	57,273
Supplemental Educational Opportunity Grants	84.007	107,459
Federal Workstudy	84.033	265,408
TANF 50% Federal/Calworks	84.033	235,250
Federal Family Education Loans	84.032	1,855,924
Pell Grant	84.063	6,787,459
Subtotal - Student Financial Assistance Cluster		<u>9,288,773</u>
TRIO Cluster:		
Upward Bound	84.047A	774,734
Upward Bound - Math / Science	84.047M	750,000
Student Support Services/One Step Beyond	84.042A	339,871
Subtotal - TRIO Cluster		<u>1,864,605</u>
Vocational Education Act:		
VATEA - Leadership	84.048	138,000
VATEA Tech. Prep.	84.048	162,810
VATEA IB	84.048	327,003
Subtotal - VATEA Programs		<u>627,813</u>
Title IV - 21st Century Learning Centers	84.287	157,898
Title V		
Act I	84.031S	585,334
Act II	84.031S	394,065
Program Administration	84.031S	383,748
Subtotal - Title V Programs		<u>1,363,147</u>
Subtotal - U.S. Department of Education		<u>13,719,254</u>
U.S. DEPARTMENT OF AGRICULTURE		
Summer Food Service Program	10.559	1,268
Rural Development	10.769	85,000
Child Care Food Services	10.558	367,379
Subtotal - U.S. Department of Agriculture		<u>453,647</u>
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES		
Passed through California Department of Health Care Services:		
Medi-Cal Billing Option	93.778	150,000
Subtotal - U.S. Department of Health and Human Services		<u>150,000</u>
U.S. DEPARTMENT OF JUSTICE		
ARRA: Edward Byrne Memorial Justice Assistance	16.804	2,880
Subtotal U.S. Department of Justice		<u>2,880</u>

See accompanying note to supplementary information.

Program Entitlements		Program Revenues				Total
Prior Year	Total Entitlement	Cash Received	Accounts Receivable	Deferred Revenue	Total Revenue	Program Expenditures
\$ 415,916	\$ 832,934	\$ 439,613	\$ 7,148	\$ -	\$ 446,761	\$ 446,761
-	37,273	29,473	7,800	13,824	23,449	23,449
-	107,459	84,255	23,204	-	107,459	107,459
127,323	392,731	265,408	-	-	265,408	265,408
153,029	388,279	235,250	-	-	235,250	235,250
-	1,855,924	1,855,924	-	-	1,855,924	1,855,924
5,322,525	12,109,984	6,551,008	236,451	-	6,787,459	6,787,459
5,602,877	14,891,650	9,021,318	267,455	13,824	9,274,949	9,274,949
512,367	1,287,101	451,152	41,510	-	492,662	492,662
543,119	1,293,119	458,241	70,263	-	528,504	528,504
-	339,871	333,320	6,551	-	339,871	339,871
1,341,315	3,205,920	1,242,713	118,324	-	1,361,037	1,361,037
100,000	238,000	93,915	44,085	-	138,000	138,000
153,296	316,106	-	162,810	-	162,810	162,810
266,191	593,194	-	327,003	-	327,003	327,003
519,487	1,147,300	93,915	533,898	-	627,813	627,813
-	157,898	110,796	47,102	-	157,898	157,898
316,811	902,145	525,678	59,656	-	585,334	585,334
250,504	644,569	245,745	148,320	-	394,065	394,065
170,641	554,389	338,921	44,827	-	383,748	383,748
737,956	2,101,103	1,110,344	252,803	-	1,363,147	1,363,147
9,137,038	23,484,105	12,018,699	1,226,730	13,824	13,231,605	13,231,605
310,505	311,773	1,268	-	-	1,268	1,268
-	85,000	-	85,000	-	85,000	85,000
-	367,379	312,811	54,568	-	367,379	367,379
310,505	764,152	314,079	139,568	-	453,647	453,647
-	150,000	150,000	-	-	150,000	150,000
-	150,000	150,000	-	-	150,000	150,000
-	2,880	-	1,649	-	1,649	1,649
-	2,880	-	1,649	-	1,649	1,649

WEST HILLS COMMUNITY COLLEGE DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2009

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Program Entitlements Current Year
U.S. DEPARTMENT OF LABOR		
Community Based JTG	17.269	\$ 294,371
Workforce Investment Act - LVN/RN Bridge	17.261	8,158
WIA Cluster:		
Workforce Investment Act - Caregiver Training	17.259	308,530
Workforce Investment Act	17.260	903,972
ARRA: Workforce Investment Act - Adult Program	17.260	480
ARRA: Workforce Investment Act - Dislocated Worker	17.260	130
Workforce Investment Act - Veterans Employment Asst.	17.258	155,847
Year Round Youth Program	17.259	437,655
ARRA: Summer Youth Program	17.259	91,740
Subtotal - TRIO Cluster		1,898,354
Subtotal U.S. Department of Labor		2,200,883
U.S. DEPARTMENT OF TRANSPORTATION		
Safe, Accountable, and Efficient Transportation Equity Act: A Legacy for Users	20.235	80,640
Subtotal U.S. Department of Transportation		80,640
U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT		
Hispanic Serving Institution Excessing Community	14.514	15,291
Community Development Block Grant	14.239	30,060
Subtotal U.S. Department of Housing and Urban Development		45,351
Total Federal Programs		\$ 16,652,655

See accompanying note to supplementary information.

Program Entitlements		Program Revenues				Total
Prior Year	Total Entitlement	Cash Received	Accounts Receivable	Deferred Revenue	Total Revenue	Program Expenditures
\$ 358,587	\$ 652,958	\$ 218,357	\$ 76,014	\$ 8,802	\$ 285,569	\$ 285,569
-	8,158	8,158	-	-	8,158	8,158
-	308,530	308,530	-	-	308,530	308,530
868,640	1,772,612	811,942	101,540	9,255	904,227	904,227
-	480	-	480	-	480	480
-	130	-	130	-	130	130
-	155,847	125,634	30,213	120	155,727	155,727
-	437,655	375,656	61,999	-	437,655	437,655
-	91,740	5,670	86,070	-	91,740	91,740
<u>1,048,640</u>	<u>2,946,994</u>	<u>1,627,432</u>	<u>280,432</u>	<u>9,375</u>	<u>1,898,489</u>	<u>1,898,489</u>
<u>1,407,227</u>	<u>3,608,110</u>	<u>1,853,947</u>	<u>356,446</u>	<u>18,177</u>	<u>2,192,216</u>	<u>2,192,216</u>
-	80,640	80,640	-	-	80,640	80,640
-	80,640	80,640	-	-	80,640	80,640
73,073	88,364	15,291	-	-	15,291	15,291
-	30,060	30,060	-	15,370	14,690	14,690
<u>73,073</u>	<u>118,424</u>	<u>45,351</u>	<u>-</u>	<u>15,370</u>	<u>29,981</u>	<u>29,981</u>
<u>\$ 10,927,843</u>	<u>\$ 28,208,311</u>	<u>\$ 14,462,716</u>	<u>\$ 1,724,393</u>	<u>\$ 47,371</u>	<u>\$ 16,139,738</u>	<u>\$ 16,139,738</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

SCHEDULE OF EXPENDITURES OF STATE AWARDS
FOR THE YEAR ENDED JUNE 30, 2009

Program	Program Entitlements		
	Current Year	Prior Year	Total Entitlement
STATE			
After School-Avenal	\$ 263,925	\$ 263,925	\$ 527,850
After School-Lemoore	347,760	461,504	809,264
BFAP - Financial Aid Administration	290,197	288,698	578,895
Basic Skills/ Immigrant Edu. Supplement	536,254	426,493	962,747
Cal Works	281,820	865,691	1,147,511
CARE Grant	222,523	225,842	448,365
Career Development	10,963	137,548	148,511
Career Technical Education Initiative	50,000	-	50,000
Career Technology-Educational Equipment	150,000	43,827	193,827
Child Care-State Preschool	2,105,706	5,335,897	7,441,603
Child Care-Food	-	20,629	20,629
Child Care-Material and Supplies	5,543	5,464	11,007
Disability Support Programs and Services	702,164	737,884	1,440,048
Pre-Kindergarten & Family Literacy	268,821	163,642	432,463
ECE Consortium Grant	12,500	10,000	22,500
Extended Opportunity Program and Service	806,843	734,267	1,541,110
First Five			
Children Services Network	27,955	-	27,955
Prop 10 - Fresno County	98,408	-	98,408
Prop 10 - Avenal	135,000	-	135,000
Prop 10 - San Joaquin	270,875	-	270,875
K-Camp	18,880	-	18,880
Instructional Materials	100,000	-	100,000
I.R.D.C. Agribusiness	433,932	-	433,932
Lottery			
Unrestricted	602,809	-	602,809
Restricted	14,244	-	14,244
Matriculation	455,497	468,945	924,442
Staff Diversity	10,636	10,701	21,337
Scheduled Maintenance and Repair	100,000	175,000	275,000
Teacher Prep Pipeline	450,000	630,082	1,080,082
Telecommunications Infrastructure	72,072	73,394	145,466
Responsive Incumbent Workers	-	306,898	306,898
CCCCO/Nursing Education	233,424	158,691	392,115
CCCCO/CAHSEE		66,000	66,000
Strengthening Career Tech Ed. Programs	250,000	250,000	500,000
Career Academy Grant: Coalinga	166,750	200,000	366,750
Career Academy Grant: Lemoore	180,514	200,000	380,514
Transfer Articulation Grant	5,000	10,000	15,000
Cal Grants	630,152	44,242	674,394
SPACE/CCCCO: FCWE	50,000	50,000	100,000
Middle College High	121,846	136,769	258,615
Total State Programs	<u>\$ 10,483,013</u>	<u>\$ 12,532,033</u>	<u>\$ 23,015,046</u>

See accompanying note to supplementary information.

Cash Received	Program Revenues		Total Revenue	Total Program Expenditures
	Accounts Receivable	Deferred Revenue		
\$ 197,945	\$ 65,981	\$ 12,250	\$ 251,676	\$ 251,676
344,990	2,770	-	347,760	347,760
290,196	-	21,848	268,348	268,348
432,785	103,469	246,846	289,408	289,408
323,369	-	60,765	262,604	262,604
231,640	-	66,207	165,433	165,433
10,963	-	-	10,963	10,963
50,000	-	31,188	18,812	18,812
193,827	-	150,851	42,976	42,976
3,330,718	225,192	65,379	3,490,531	3,490,531
28,361	-	3,677	24,684	24,684
4,015	1,528	-	5,543	5,543
702,802	400	2,358	700,844	700,844
265,288	3,533	807	268,014	268,014
12,500	-	1,544	10,956	10,956
811,400	-	65,518	936,503	745,882
27,955	-	-	27,955	27,955
88,953	9,455	-	98,408	98,408
114,298	1,701	-	115,999	115,999
201,494	19,748	-	221,242	221,242
18,880	-	-	18,880	18,880
100,000	-	-	100,000	100,000
433,932	-	-	433,932	433,932
602,809	-	-	602,809	602,809
3,171	72,720	61,647	14,244	14,244
500,651	1,200	95,888	405,963	405,963
10,636	-	-	10,636	10,636
100,000	-	-	100,000	100,000
337,797	45,173	-	382,970	382,970
134,169	-	36,295	97,874	97,874
270,764	-	215,795	54,969	54,969
392,115	-	-	392,115	392,115
26,400	-	18,590	7,810	7,810
143,601	-	-	143,601	143,601
61,687	93,488	-	155,175	155,175
103,566	88,298	-	191,864	191,864
5,000	-	-	5,000	5,000
630,152	-	-	630,152	630,152
-	15,885	-	15,885	15,885
7,708	114,138	-	121,846	121,846
<u>\$ 11,546,537</u>	<u>\$ 864,680</u>	<u>\$ 1,157,453</u>	<u>\$ 11,444,385</u>	<u>\$ 11,253,764</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

SCHEDULE OF WORKLOAD MEASURES FOR STATE
 GENERAL APPORTIONMENT - ANNUAL (ACTUAL) ATTENDANCE
 AS OF JUNE 30, 2009

CATEGORIES	Reported Data	Audit Adjustments	Audited Data
A. Summer Intersession - 2008 Only			
1. Noncredit	54.07	-	54.07
2. Credit	394.76	-	394.76
B. Summer Intersession - 2009			
1. Noncredit	8.58	-	8.58
C. Primary Terms			
1. Census Procedure Courses			
(a) Weekly Census Contact Hours	3,384.15	-	3,384.15
(b) Daily Census Contact Hours	1,308.30	-	1,308.30
2. Actual Hours of Attendance Procedure Courses			
(a) Noncredit	438.06	-	438.06
(b) Credit	62.84	-	62.84
3. Independent Study/Work Experience			
(a) Weekly Census Contact Hours	80.50	-	80.50
(b) Daily Census Contact Hours	3.87	-	3.87
(c) Noncredit Independent Study/Distance Education Courses	-	-	-
D. Total FTES	<u>5,735.13</u>	<u>-</u>	<u>5,735.13</u>
E. Basic Skills courses and Immigrant Education (FTES)			
1. Noncredit	359.58	-	359.58
2. Credit	278.27	-	278.27
	<u>637.85</u>	<u>-</u>	<u>637.85</u>
F. FTES Generated in Leased Space	<u>824.14</u>	<u>-</u>	<u>824.14</u>

See accompanying note to supplementary information.

WEST HILLS COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (CCFS-311)
WITH FUND FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2009**

Summarized below are the fund balance reconciliations between the Annual Financial and Budget Report (CCFS-311) and the fund financial statements.

	<u>GASB 45 Trust Fund</u>	<u>Bond Interest and Redemption Fund</u>	<u>COP Debt Service Fund</u>	<u>COP Capital Outlay Fund</u>
FUND BALANCE				
Balance, June 30, 2009, (CCFS-311)	\$ 1,334,983	\$ 4,504,550	\$ 8,075,318	\$ -
Adjustment in:				
Investment	<u>(163,211)</u>	<u>(76,344)</u>	<u>21,967</u>	<u>59,312,623</u>
Balance, July 1, 2009				
Audited Financial Statement	<u>\$ 1,171,772</u>	<u>\$ 4,428,206</u>	<u>\$ 8,097,285</u>	<u>\$ 59,312,623</u>

See accompanying note to supplementary information.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO SUPPLEMENTARY INFORMATION JUNE 30, 2009

NOTE 1 - PURPOSE OF SCHEDULES

District Organization

This schedule provides information about the District's governing board members and administration members.

Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of Federal awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the United States Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Schedule of Expenditures of State Awards

The accompanying schedule of expenditures of State awards includes the State grant activity of the District and is presented on the modified accrual basis of accounting. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The information in this schedule is presented to comply with reporting requirements of the California State System's Office.

Schedule of Workload Measures for State General Apportionment - Annual (Actual) Attendance

Full-Time Equivalent Students (FTES) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds, including restricted categorical funding, are made to community college districts. This schedule provides information regarding the annual attendance measurements of students throughout the District.

Reconciliation of Annual Financial and Budget Report (CCFS-311) with Fund Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Form CCFS-311 to the District's internal fund financial statements.

INDEPENDENT AUDITORS' REPORTS



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees
West Hills Community College District
Coalinga, California

We have audited the financial statements of the business-type activities of West Hills Community College District (the District) for the years ended June 30, 2009 and 2008, and have issued our report thereon dated February 9, 2010. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audits, we considered West Hills Community College District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of West Hills Community College District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of West Hills Community College District's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the District's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the District's financial statements that is more than inconsequential will not be prevented or detected by the District's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the District's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether West Hills Community College District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audits and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of West Hills Community College District in a separate letter dated February 9, 2010.

This report is intended solely for the information and use of the Board of Trustees, District Management, the California Community Colleges System's Office, and the District's Federal and State awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

Vannick, Trine, Day & Co, LLP

Fresno, California
February 9, 2010



**REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

Board of Trustees
West Hills Community College District
Coalinga, California

Compliance

We have audited the compliance of West Hills Community College District (the District) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that are applicable to each of its major Federal programs for the year ended June 30, 2009. West Hills Community College District's major Federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major Federal programs is the responsibility of West Hills Community College District's management. Our responsibility is to express an opinion on West Hills Community College District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about West Hills Community College District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of West Hills Community College District's compliance with those requirements.

In our opinion, West Hills Community College District complied, in all material respects, with the requirements referred to above that are applicable to each of its major Federal programs for the year ended June 30, 2009.

Internal Control Over Compliance

The management of West Hills Community College District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to Federal programs. In planning and performing our audit, we considered West Hills Community College District's internal control over compliance with the requirements that could have a direct and material effect on a major Federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of West Hills Community College District's internal control over compliance.

A *control deficiency* in a district's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a Federal program on a timely basis. A *significant deficiency* is a control deficiency, or combination of control deficiencies, that adversely affects the District's ability to administer a Federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a Federal program that is more than inconsequential will not be prevented or detected by the District's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material noncompliance with a type of compliance requirement of a Federal program will not be prevented or detected by the District's internal control.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Trustees, District Management, the California Community Colleges System's Office, and the District's Federal and State awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

Vannick, Trine, Day & Co, LLP

Fresno, California
February 9, 2010



REPORT ON STATE COMPLIANCE

Board of Trustees
West Hills Community College District
Coalinga, California

We have audited the compliance of West Hills Community College District (the District) with the types of compliance requirements described in Section 400 of the California State System's Office's *California Community College District Audit Manual (CDAM)* that are applicable to community colleges in the State of California. The specific requirements are described below.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America and the standards for financial and compliance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements with State laws and regulations have occurred. An audit includes examining, on a test basis, evidence about West Hills Community College District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of West Hills Community College District's compliance with those requirements.

General Directive

Section 424: MIS Implementation - State General Apportionment Funding System

Administration

Section 435: Open Enrollment

Section 437: Student Fees - Instructional Materials and Health Fees

Apportionments

Section 423: Apportionment of Instructional Service Agreements/Contracts

Section 425: Residency Determination for Credit Courses

Section 427: Concurrent Enrollment of K-12 Students in Community College Credit Courses

Section 432: Enrollment Fee

Section 426: Students Actively Enrolled

Fiscal Operations

Section 421: Salaries of Classroom Instructors (50% Law)
Section 431: Gann Limit Calculation

Student Services

Section 428: Use of Matriculation Funds
Section 433: CalWORKs - Use of State and Federal TANF Funding

Facilities

Section 434: Scheduled Maintenance Program

In our opinion, West Hills Community College District complied, in all material respects, with the aforementioned requirements for the year ended June 30, 2009.

This report is intended solely for the information of the Board of Trustees, District Management, the California Community Colleges System's Office, the California Department of Finance, and the California Department of Education, and is not intended to be and should not be used by anyone other than these specified parties.

Vannink, Trine, Day & Co., LLP

Fresno, California
February 9, 2010

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

WEST HILLS COMMUNITY COLLEGE DISTRICT

**SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2009**

FINANCIAL STATEMENTS

Type of auditors' report issued:	<u>Unqualified</u>
Internal control over financial reporting:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified not considered to be material weaknesses?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified not considered to be material weaknesses?	<u>None reported</u>
Type of auditors' report issued on compliance for major programs:	<u>Unqualified</u>
Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)	<u>No</u>
Identification of major programs:	

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
<u>84.007, 84.032, 84.033,</u>	
<u>84.375A, and 84.063</u>	<u>Student Financial Aid Cluster</u>
<u>84.042 and 84.047</u>	<u>TRIO Cluster</u>
<u>84.031</u>	<u>Higher Education-Project Grant</u>
<u>84.048</u>	<u>Vocational Education</u>
<u>84.149A</u>	<u>Camp-Project Grant</u>
<u>17.258, 17.259, and 17.260</u>	<u>WIA Cluster</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 428,514</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

STATE AWARDS

Internal control over State programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified not considered to be material weaknesses?	<u>None reported</u>
Type of auditors' report issued on compliance for State programs:	<u>Unqualified</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

**FINANCIAL STATEMENT FINDINGS AND RECOMMENDATIONS
FOR THE YEAR ENDED JUNE 30, 2009**

None noted.

WEST HILLS COMMUNITY COLLEGE DISTRICT

**FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2009**

None noted.

WEST HILLS COMMUNITY COLLEGE DISTRICT

**STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2009**

None noted.

WEST HILLS COMMUNITY COLLEGE DISTRICT

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2009**

There were no audit findings reported in the prior year's schedules of Financial Statement Findings, Federal Award Findings and Questioned Costs, or State Award Findings and Questioned Costs.



February 9, 2010

Board of Trustees
West Hills Community College District
Coalinga, California

In planning and performing our audit of the financial statements of West Hills Community College District for the year ended June 30, 2009, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit we noted matters that are opportunities for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated February 9, 2010, on the financial statements of West Hills Community College District.

DISTRICT OFFICE

Cash Receipts

Finding

During our testing of the Cash Receipts procedures for the District's Combination Cash Account, we noted that not all checks are receipted or logged right away. Hand carried checks do not get receipted or logged right away; therefore, we were unable to reconcile the selected deposits back to the log.

Recommendation

In order to improve controls over monies received at the District Office, all monies should be logged or receipted immediately. In addition, this log should be used as a tool to ensure that all funds received have been deposited.

Finding

During our testing of the District's bank reconciliations we noted that there is no evidence of independent review. Specifically, we noted that the review was missing for the Payroll Clearing, Falcon Express, Flex America, and Perkins accounts.

Recommendation

The reviewer of the bank reconciliations should sign off on all bank reconciliations as evidence that the review has been performed.

Revolving Cash

Finding

During our testing of the Revolving fund we noted that the imprest reconciliation is performed, however, a hard copy is not kept on file. The District's Revolving fund is included in the Local Combined Cash bank account with an imprest balance of \$50,000.

Recommendation

The District should prepare and keep the imprest balance account reconciliation on file. When the Local Combined Cash Account is cleared, if the revolving fund needs to be reimbursed the District does not clear out the full amount to the county treasury, some funds are left to 'reimburse' the revolving fund. A reconciliation of the imprest balance should be prepared each time the District performs the clearing of the account; thus ensuring that all checks written from the account have been reimbursed and expensed appropriately in the District's funds.

District Fees Account

Finding

During our testing of the District Fees account we noted that the checks out of this account clear with only one signature.

Recommendation

To properly safeguard cash, two approval signatures should be required on all checks issued.

FARM

Cash Disbursements

Finding

We noted that three out of ten purchase orders were dated after the date on the invoice. This would indicate that items are being purchased prior to their approval.

Recommendation

The site should review the cash disbursement procedures outlined in the District's purchasing policy. In order to provide proper controls over spending, the site should take the necessary steps to ensure that expenditures are approved through the purchasing process prior to the item being purchased.

ASSOCIATED STUDENT BODY

Revenue Potentials

Finding

Revenue potential forms are not used to document and control fundraising activities as they occur. These forms supply an element of internal control without which it is difficult to determine the success of a fundraiser and to track money as it is spent and received.

Recommendation

As the revenue potential form is a vital internal control tool, it should be used to document revenues, expenditures, potential revenue and actual revenue. This allows an analysis of the fundraiser to be conducted, indicating to the staff the success or failure of the completed project. The revenue potential also indicates weak control areas in the fundraising procedures at the site, including lost or stolen merchandise, problems with collecting all moneys due and so forth. The revenue potential form used at the site should contain four major elements. These are:

- Potential Income-This lists the selling price of the item multiplied by the number of items purchased to compute the total income that should be deposited from this fundraiser if all the items were sold and all the money was turned in. This element should also be utilized to track the cost of the items, check numbers used to purchase the items, and the purchase dates. This purchasing information is a good reference source for future sales and also tracks to cost so that profits can be determined.
- Receipts/Fundraiser Deposits-This records all deposits turned in which are from funds generated from the sale. The receipt number issued to the advisor, date, and deposit amount should be logged. This is necessary to be able to recap the deposits of the sale and to trace these deposits to the appropriate accounts at the end of the sale to the appropriate accounts to ensure that all postings were correct.
- Analysis-This section is used to compare the potential income as calculated in the potential income section to the actual funds raised as calculated in the Receipts/Fundraiser Deposits section. The difference between these two amounts should be documented explained. The explanation can consist of merchandise not sold, merchandise lost or destroyed, or funds lost or stolen.
- Recap-This section figures the net profit of the sale. Further fundraisers of this type can be planned or canceled depending on the information calculated in this section.

Cash Receipts

Finding

While testing the cash receipts system, we discovered that cashiers are not using pre-numbered receipts to document when money is being turned in, how much money, and by which students. Without this supporting documentation we cannot determine the deposit's intactness or if the cashiers are forwarding money to the ASB bookkeeper in a timely manner. Since there are no receipts attached to the monies turned in, the bookkeeper cannot reconcile the money back to any documentation to determine the accuracy of the cash count sheet and the actual money turned in.

Board of Trustees
West Hills Community College District
February 9, 2010

Recommendation

Pre-numbered receipts should be issued for all cash collections by teacher, advisors and the site bookkeeper, which would include a specific description of the source of the funds. A carbon of the receipts issued by the teachers and advisors should be forwarded with the cash to the bookkeeper as documentation that all monies collected have been turned in. The receipts issued to teachers and advisors from the bookkeeper should be totaled and reconciled to the current bank deposit. A system to mark the last receipt which corresponds to a deposit must be started in order to know which receipts are related to the current bank deposit.

We will review the status of the current year comments during our next audit engagement.

Vannink, Trine, Day & Co, LLP

Fresno, California
February 9, 2010



West Hills Community College Foundation Calendar of events Fun Excursions

Please join us on the following lectures, bus trips to theatre performances, shopping, events, museums, etc. Ride in comfort on a luxury bus.

Reserve your seat now!!!!

**Saturday
Sept. 22, 2007**

West Hills Community College celebrating the 75th anniversary invites you to an evening with Author, Victor Davis Hanson,
Topic: "Our Valley and Our Western Heritage"
West Hills College Lemoore conference center, 5:30-8:00 p.m.
Tickets: \$125 per person or \$200 two or more

**Saturday
Oct. 20, 2007**

Los Angeles – Shopping @ LA Fashion District
(previously called the Garment District)
No host lunch and dinner
Leave 8:00 a.m. Harris Ranch,
Return Harris Ranch approx. 9:00 p.m.
\$65 per person
Reservations must be made by September 20, 2007.

**Saturday
Dec. 1, 2007
CHANGE OF DATE**

San Simeon – Hearst Castle Christmas Tour
No host lunch prior to tour in San Simeon
Leave 9:00 a.m. Harris Ranch,
Return Harris Ranch approx. 6:30 p.m.
\$80 per person
Reservations must be made by October 29, 2007

**Thursday
Jan. 24, 2008**

See the elephant seals in Piedras Blancas, visit Cambria, and the bus will stop at a few wineries for a tasting
No host lunch in Cambria
Leave 10:00 a.m. Harris Ranch,
Return Harris Ranch approx. 6:00 p.m.
\$55 per person
Reservations must be made by December 21, 2007

Sign ups must be placed and paid for one month in advance or the trip will be cancelled.

Call Cheryl @ 559-934-2129 for more information or to reserve your seat on the bus or sign up online at: <http://foundation.westhillscollge.com>, click on Calendar of Events. Seats are limited, first come, first serve.



Bet on Education Casino Night 2010

Friday, March 19, 2010 ~ 6:00 p.m. - 11:00 p.m.

At the West Hills College, 555 College Avenue, Lemoore

Join your friends and neighbors for an evening of fun!

*Table games including: Blackjack, Texas Hold Em', Poker, Roulette, and Craps
Prize Drawings ~ FREE Hors d'Oeuvres ~ No Host Bar*

TICKETS: \$30.00 per person

(No-one under 21 years old allowed)

Contact: Tina Souza, (559) 934-2129, tinasouza@whccd.edu

*All proceeds go toward scholarships
for the SC Experience and the WHCL
T.E.A.M. Teach Program.*

Presented by:



WEST
HILLS
COLLEGE
LEMOORE
CALIFORNIA



www.hesd.k12.ca.us/Pages/foundation.aspx

www.westhillscollege.com/lemoore





PROFESSIONAL SERVICES AGREEMENT

This professional services agreement ("Agreement") is made and entered into effect on _____, 2010 by and between the West Hills College Foundation ("Foundation") and _____ ("Professional") with respect to the following recitals:

- A. Government Code Section 53060 authorizes the employment of persons to perform special services as independent contractors;
- B. The public interest, convenience, necessity, and general welfare will be served by this Agreement.

NOW, THEREFORE, Professional and Foundation agree as follows:

1. Professional Services. Professional shall furnish to Foundation the following services:

Professional may determine the method, details, and means of performing the services. The Foundation shall not have the right to, and shall not, control the manner or determine the method by which Professional accomplishes these services.

2. Term. The professional services described in Paragraph 1 shall commence on, , 2010 and end on, , 2010 unless terminated pursuant to Paragraph 6.
3. Payment. In consideration of the services to be rendered by Professional, Foundation agrees to pay Professional the sum of \$ _____ per hour for _____ hours for a total of \$ _____ payable as follows:
4. Independent Contractor Status. Professional, and any and all agents and employees of Professional, shall perform this Agreement in their independent capacity and not as officers, employees, or agents of the Foundation. Both parties acknowledge that professional is not an employee for state or federal tax purposes. Professional shall retain the right to perform services for others during the term of this Agreement.
5. Indemnity. Professional shall indemnify and hold harmless and agree to defend the Foundation and its trustees, officers, employees and volunteers from and against all claims, damages, losses and expenses including attorney fees arising out of the performance of the work described herein, caused in whole or in part by any negligent act or omission of the professional, any subcontractor, or anyone directly or indirectly employed by any of them or anyone for whose acts of them may be liable, except where caused by the active negligence, sole negligence, or willful misconduct of the Foundation.
6. Termination of Agreement. Foundation may terminate this Agreement at any time for any reason upon written notice to Professional. In the event of early termination, Professional shall be paid for satisfactory work performed to the date of termination. The Foundation may then proceed with the work in any manner the Foundation deems proper.

7. Assignment. This Agreement is personal and shall not be assigned by Professional either in whole or in part. Any such purported assignment shall void this Agreement.
8. Worker's Compensation Insurance. Professional agrees to provide all necessary Worker's Compensation Insurance for Professional's employees, if any, at Professional's own cost and expense.
9. Taxes. Professional agrees that Professional has no entitlement to any future work from the Foundation or to any employment or fringe benefits from the Foundation. Payments to the professional pursuant to this Agreement will be reported to federal and state taxing authorities as required. Foundation will not withhold any money from compensation payable to Professional. In particular, Foundation will not withhold FICA (social security), state or federal unemployment insurance contributions, and/or state or federal income tax, or disability insurance. Professional is independently responsible for the payment of all applicable taxes.
10. Notices. All payments and any notices or communications under this Agreement shall be in writing and shall be deemed to be duly given if served personally on the party to whom notice is directed or shall be deemed served forty-eight (48) hours after the same has been deposited in the United States mail, certified or registered, return receipt requested, postage prepaid, and addressed in the case of:

Professional:
Address:
City, State, Zip:

District: West Hills College Foundation
Representative: Executive Director
Address: 9800 Cody Street
City, State, Zip: Coalinga, CA 93210

11. No Entitlement. Professional agrees that he or she has no entitlement to any future contracts or work from the Foundation or to any employment or fringe benefits from the Foundation.
12. Board Approval. The parties agree that the effectiveness of this Agreement may be contingent upon approval by the Foundation's Governing Board.
13. Governing Law and Venue. This Agreement and the rights and obligations of the parties shall be construed and enforced in accordance with the laws of the State of California. The parties also agree that in the event of litigation venue shall only lie with the appropriate state court or federal court located in Fresno County.
14. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Professional and the District and their respective heirs, executors, administrators, or successors.
15. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provisions of this Agreement.
16. Amendment. The term of this Agreement shall not be amended in any manner whatsoever except by written agreement signed by the parties.

17. Entire Agreement. This Agreement constitutes the entire agreement and understanding between the parties. There are no understandings, agreements, representations, or warranties, expressed or implied, not specified in this Agreement.
18. Licenses. Professional represents that Professional and all agents or employees of professional are properly licensed by the State of California to perform all of the services which Professional has agreed to render pursuant to this Agreement.
19. Compliance with Law. Professional agrees to perform the services contemplated by the Agreement in a professional and a competent manner and in compliance with all state or federal laws or regulations governing the services to be rendered pursuant to this Agreement.

IN WITNESS WHEREOF, this Agreement has been executed by the parties on the date and year first-above written.

Foundation:

Professional:

By: _____

By: _____

Printed Name:

Printed Name:

Date: _____

Date: _____



Board Policy 3517 Incident Reporting

Reference: *Title 20, Code of Federal Regulations (CFR) Sections 667-505 and 667.630*

The Chancellor shall establish administrative procedures for the reporting of incidents including, but not limited to, criminal fraud, criminal abuse, or other criminal activity and noncriminal complaints such as waste of funds, mismanagement and dangers to public health and safety.

See Administrative Procedure 3517

Board approval date: 1/24/06



Administrative Procedure 3517 Incident Reporting

Reference: *Title 20, Code of Federal Regulations (CFR) Sections 667-505 and 667.630*

General District-Wide Incident Reporting

Employees shall report allegations of fraud, abuse, workplace hazards, criminal activity and non-criminal complaints such as waste, mismanagement of funds, and dangers to public health and safety anonymously by submitting a Report of Unsafe Conditions/Hazard Form (Appendix C) utilizing one of the following methods:

- Submit report to the West Hills Community College District Risk Management Committee; the College Safety Committee; or the College Director of Maintenance and Operations; OR
- Contact CalOSHA by phone at 559-445-5302; by fax at 559-445-5786; or online at www.dir.ca.gov/DOSH/Complaint.htm

The Vice Chancellor of Business Services or Risk Management Committee shall investigate all such reports in a prompt, thorough and confidential manner.

Workforce Investment Act (WIA) Incident Reporting

Employees of an agency receiving WIA funds shall report allegations of WIA-related fraud, abuse and other criminal activity (see Appendix A, Glossary of Terms) anonymously by contacting the Office of Inspector General (OIG) as follows:

- Contact OIG by phone at 1-800-347-3756; by fax at 202-693-5210; or online at: www.oig.dol.gov/hotnet1.htm; OR
- Submit an Incident Report (Appendix B) to both:

Office of Inspector General
United States Department of Labor
200 Constitution Avenue, N.W., Room S-5506
Washington, DC 20210

Attention: Compliance Resolution Unit
Compliance Review Division, MIC 22M
Employment Development Department
PO Box 826880
Sacramento, CA 94280-0001

The Vice Chancellor of Business Services shall submit a written Incident Report Form (Appendix B) within one workday of detection or discovery of an allegation to the Office of Inspector General with a copy mailed to the EDD Compliance Review Division. The Vice Chancellor's report must include a statement of all facts known at the time as well as any estimated or known loss of WIA funds and must include any immediate action taken or planned.

Board approval date: 1/24/06

Glossary of Terms

The federal definitions that follow are provided for use as a guide in the identification of fraud, abuse, and other criminal activity. Since the definitions cannot address every possible activity, questions as to whether an activity is reportable under this policy should be referred to your assigned Workforce Investment Division Regional Advisor for clarification and guidance.

Fraud is any deceitful act or omission, or willful device used with the intent to obtain some unjust advantage for one party, or to cause an inconvenience or loss to another party. Types of fraud include embezzlement, forgery, theft, solicitation and receipt of bribes (kickbacks), and falsification of records and claims regarding trainees (e.g., knowingly enrolling ineligible participants). Criminal fraud is a type of larceny and is punishable under both federal and California law as a felony. Civil fraud is subject to tort actions under civil laws.

Misapplication of Funds is defined as any use of funds, assets, or property not authorized or provided for in the grant or contract. This category includes, but is not limited to, nepotism, political patronage, use of participants for political activity, intentional services to ineligible enrollees, conflict of interest, failure to report income derived from federal funds, violation of contract provisions, maintenance of effort violations, and the use of the Workforce Investment Act (WIA) funds for other than WIA purposes.

Gross Mismanagement is defined as actions, or situations arising out of management ineptitude or oversight, which lead to a major violation of contract provisions and/or which severely hamper accomplishment of program goals. These include situations which lead to waste of government resources and put into serious jeopardy future support for a particular project. This category includes, but is not limited to, unauditible records, unsupported costs, highly inaccurate fiscal and/or program reports, payroll discrepancies, payroll deductions not paid to the Internal Revenue Service or the State of California, and the lack of internal control procedures.

Employee/Participant Misconduct should be considered as actions occurring during or outside work hours, that reflect negatively on the program or its purpose, and may include, but are not limited to, conflict of interest involving outside employment, business and professional activities, and the receipt or giving of gifts, fees, entertainment, and favors; misuse of federal property; misuse of official information; and other activities that might adversely affect the confidence of the public regarding the integrity of government.

Standard of Conduct Violations are violations of terms and conditions stipulated in the subgrant agreement. The relevant stipulations in the subgrant agreement are General Assurances, employment of Former State Employees, Conducting Business Involving Relatives, Conducting Business Involving Close Personal Friends and Associates, Avoidance of Conflict of Economic Interest, and Maintenance of Effort.

INCIDENT REPORT

(Include all facts known at the time and estimated or known loss of WIA funds)

<p>1. Type of report (check one)</p> <p><input type="checkbox"/> Initial</p> <p><input type="checkbox"/> Supplemental</p> <p><input type="checkbox"/> Final</p> <p><input type="checkbox"/> Other (specify) _____</p>	<p>2. Type of incident (check one)</p> <p><input type="checkbox"/> Conduct violation</p> <p><input type="checkbox"/> Criminal violation</p> <p><input type="checkbox"/> Program violation</p>
<p>3. Allegation against (check one)</p> <p><input type="checkbox"/> Contractor</p> <p><input type="checkbox"/> Program Participant</p> <p><input type="checkbox"/> Other (specify – give name and position of employee(s), list telephone number, Social Security Account number, if applicable, and other identifying data)</p>	
<p>4. Location of incident (give complete name(s) and address(es) of organization(s) involved)</p>	
<p>5. Date and time of incident/discovery</p>	
<p>6. Source of complaint (check one)</p> <p><input type="checkbox"/> Audit <input type="checkbox"/> Contractor <input type="checkbox"/> Program Participant <input type="checkbox"/> Public</p> <p><input type="checkbox"/> Investigative Law Enforcement Agency (specify) _____</p> <p><input type="checkbox"/> Other (specify – give name and telephone number so additional information can be obtained) _____</p>	
<p>7. Contact with law enforcement agencies (specify name(s), agency contacted and results)</p>	
<p>8. Persons who can provide additional information (include name, position or job title, employment, local address and telephone number)</p>	
<p>9. Details of incident (describe the incident)</p>	

Injury & Illness Prevention Program

REPORT OF UNSAFE CONDITION OR HAZARD

Department: _____
 Name: (optional) _____ Job: _____
 Title: _____

I. Unsafe Condition or Hazard

Location of Hazard: _____

Building: _____ Floor: _____ Room: _____

Date and time the condition or hazard was observed: _____

Description of unsafe condition or hazard: _____

What changes would you recommend to correct the condition or hazard? _____

Employee Signature: (optional) _____

Date: _____

II. Management/Safety Committee Investigation

Name of person investigating unsafe condition or hazard: _____

Results of investigation (What was found? Was condition unsafe or a hazard?): (Attach additional sheets if necessary.) _____

Proposed action to be taken to correct hazard or unsafe condition: (Complete and attach a Hazard Correction Report, IIPP Form 4) _____

Signature of Investigating Party: _____

Date: _____



Administrative Procedure 2510 Participation in Local Decision Making

Reference: *Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq; 51023.5; 51023.7
Accreditation Standard IV.A.2; IV.A.5*

The Board directs the Chancellor to develop operating procedures to facilitate the process of the work of the District Leadership Council (DLC), the College Consultation Council (CCC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore. The procedures shall recognize the following relationships among the participating groups:

1. The Board – The Board retains all powers implied or granted by the law. The members of the Governing Board, as elected officials, recognize their accountability to the electorate with the District and their responsibility under law to make policy decisions affecting the District.

2. Faculty

a. West Hills College Faculty Association

1. The West Hills College Faculty Association shall be provided opportunities to participate in the formulation and development of District policies and procedures which the Board determines, in consultation with faculty, has or will have a significant effect on faculty.
2. Except in unforeseeable or emergency situations, the Board shall not take action on matters significantly affecting faculty until it has provided faculty an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board.

b. The Academic Senate

The Academic Senate shall have two (2) representatives on the DLC (the Academic Senate President from each college). However, the Board recognizes that the Academic Senate has a special role with the Board when adopting policies and procedures on academic and professional matters. This relationship provides for the Board of Trustees or their representative to consult collegially and to rely primarily on the advice and judgment of the Academic Senate.

1. The curriculum matters for which the Board shall rely primarily upon the Academic Senate include the following:
 - a. Curriculum development;
 - b. Establishing prerequisites and placement of courses within disciplines;
 - c. Standards or policies regarding student preparation and success;
 - d. Degree and certificate requirements;
 - e. Grading policies.

**Administrative Procedure 2510
Participation in Local Decision Making**

In keeping with the spirit and intent of the Board and the concept of sharing the governance of the college, the Academic Senate shall provide, as an information item to the DLC, any action taken by the Senate on the above listed curriculum matters. Once reviewed by the DLC, the policy shall be sent to the Chancellor to be placed on the Board's next meeting agenda.

The recommendations of the Academic Senate will normally be accepted. The Board of Trustees may refuse to adopt the recommendations of the Academic Senate on these matters only in exceptional circumstances or for compelling reasons. If a recommendation is not accepted, the Board, through its designee, shall promptly communicate its reasons for rejection of the recommendation in writing to the Academic Senate. The Board shall also provide the Academic Senate the opportunity to respond in writing prior to final action by the Board.

2. In all other academic and professional matters, the DLC shall be the forum where the Academic Senate has mutually agreed to meet with the appropriate administrators and constituent groups, when appropriate, to formulate recommendations, review policy, and provide the mechanism for shared governance.

*How? Election of P
via CFA/CSEA/AST*

The other matters that shall be considered by the DLC are defined as follows:

- a. Educational program development;
- b. Faculty roles and involvement in accreditation processes including self study and annual reports;
- c. Establishing policies for faculty professional development;
- d. Process for program review;
- e. Processes for institutional planning and budget development;
- f. Hiring policies, procedures, and criteria for contract faculty and administration;
- g. District and college governance structures as related to faculty roles;
- h. Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senates.

In all non-academic and professional matters, the Board shall retain its traditional authority as prescribed by law.

3. Staff

- a. Staff shall be defined as classified employees who are eligible to be members of the bargaining unit represented by CSEA.
- b. Staff shall be provided opportunities to participate in the formulation and development of District policies and procedures which the Board determines, in consultation with Staff, has or will have a significant effect on Staff.
- c. Except in unforeseeable or emergency situations, the Board shall not take action on matters significantly affecting Staff until it has provided Staff an opportunity to

**Administrative Procedure 2510
Participation in Local Decision Making**

participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board.

4. Students

- a. Students shall have the opportunity to participate in the formulation and development of District policies which will have a significant effect on students, including the opportunity to participate in jointly developing recommendations to the Board as enumerated in Title V.
- b. Except in unforeseeable or emergency situations, the Board shall not take action on matters significantly affecting students until it has provided students an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board.
- c. The Board shall give reasonable consideration to any written recommendations or positions developed by students regarding District policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

5. Administration

- a. Administration shall be provided opportunities to participate in the formulation and development of District policies and procedures which the Board determines, in consultation with Administration, has or will have a significant effect on Administration.
- b. Except in unforeseeable or emergency situations, the Board shall not take action on matters significantly affecting Administration until it has provided Administration an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the Board.

6. Rights and Responsibilities – Nothing in this policy shall be construed to impinge on the rights and responsibilities of the Governing Board, the Chancellor and administration, or on the rights of faculty, staff, or students, not to detract from any negotiations or negotiated agreement between collective bargaining agents and the Board of Trustees as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to the Academic Senate or to staff by this policy.

7. Status of DLC – The DLC shall only have the powers and duties set forth in these policies and procedures or applicable law and regulations. The DLC shall not be a legally constituted entity.

Board approval date: 8/28/01

Revised procedure approval date: 5/21/02

Revised procedure approval date: 1/24/06

Revised procedure approval date: 6/26/07



Board Policy 2510 Participation in Local Decision Making

Reference: *Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq., (Academic Senate); 51023.5 (Staff); 51023.7 (Students)
Accreditation Standard IV.A.2; IV.A.5*

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for the Chancellor's action under which the District is governed and administered.

It is the intent of the Board of Trustees to have a governance process for the District which provides opportunities for students, faculty, and staff to participate in the governance of the college. At the district level, the vehicle which shall be used to carry out the Board's intent is the District Leadership Council (DLC). At the college level, the vehicle which shall be used to carry out the Board's intent is the College Consultation Council (CCC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore.

The DLC will meet a minimum of six (6) times each academic year. Meetings will be conducted during the summer months only as necessary. The Chancellor's Office is responsible for the meeting schedule. Meeting locations will rotate among the District Office, West Hills College Coalinga and West Hills College Lemoore. The DLC shall consist of the following membership:

- Chancellor
- Vice Chancellor of Business Services
- Director of Human Resources
- Director of District Enrollment Services
- Director of Marketing
- President, West Hills College Coalinga
- President, West Hills College Lemoore
- Academic Senate President, West Hills College Coalinga
- Academic Senate President, West Hills College Lemoore
- CTA Representative
- CSEA Representative
- Student Representatives (as determined by the College Presidents)

The CCC at West Hills College Coalinga shall consist of the following membership:

- College President
- Academic Senate President or designee
- Chair or Co-Chair from Instructional Services Council
- Chair or Co-Chair from Student Services Council
- Chair or Co-Chair from Facilities Development Council

**Board Policy 2510
Participation in Local Decision Making**

- Chair or Co-Chair from Learning Resources Council
- Associate Dean of Student Learning
- Classified Staff (3)
- Faculty (3 - including one counselor)
- Students (2)
- Athletic Director

The PGC at West Hills College Lemoore shall consist of the following membership:

- College President
- Curriculum Committee Chair
- CTA/Faculty Representative (2)
- CSEA/Classified Representative (2)
- Librarian
- Counselor/Advisor
- Vice President of Educational Services
- Associate Dean of Educational Services, Evening College
- Dean of Students
- Director of Maintenance & Operations/Auxiliary Services
- Academic Senate President
- Student Government Association Representative (2)
- Dean of Learning Resources

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate (Title 5, Sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

Staff (Title 5, Section 51023.5.)

Classified staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of CSEA will be given every reasonable consideration.

Students (Title 5, Section 51023.7.)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

Issues	Solutions
CLASS SCHEDULE	
We want classes closer together	
Classes offered only the evening need to have an online option.	
We need more classes to be available (ie, Only one Math 15 is in the spring.)	Having one class in the morning, afternoon and evening for popular/transfer classes.
Core courses required to graduate	
Need better computer support during registration time.	
Give registration separation	Have different days and or options for different levels. (ie. Grades, # of credits, kinds for degrees.)
We need longer class meetings. (2 days/wk for 2 hours vs. 4 days for 1 hour.)	
People who plan the classes (counselors) be honest about the class availability. Might need to go to COS.	BE honest! – Either you offer it or you don't.
Don't have schedule teachers can't attend.	(ie. Archery class never goes full time because of soccer team conflict.
Lots of idle time between classes.	Give us activities –volleyball court, hoops, tracks to walk.
Give a stray place – Not the lout library	-somewhere with no group time - open up the conference room 253 with volunteers to monitor
Multiple classes for same class	
Bring tacintile classes to campus	
People with no priority registration hang to crash all classes	People who don't show up to first day Get Dropped
CLASS SCHEDULE	
Later class for day job people	Have teacher for night classes (midnight 24hrs)
Label classes more appropriately for web enhanced classes	Title as such make clear on the meaning of web enhanced
Bring alchemy classes or more classes regarding sciences (cosmic sciences)	
More teachers should use blackboard for feedback	Have teachers log on once a week
Teacher that are web enhanced should travel to each class for equal time Lemoore/Coalinga	
When students what to acquire a certificate and only a certificate schedule classes consecutively for quickness of attaining certificate	
Offer classes on weekends	
WILDCARD	

Professors should have the same expectations of students as themselves. No foul language, No disrespect, EMT class specifically, Need afterhours cafeteria	Students should be able to file a grievance and have it taken seriously by administration, the same as out in the workplace. Have food and drink options available for night class students
Safety issues – ATM is in a remote location, need more light at night	
Disruptions/distractions in DSPS Lab	
Alonzo Washington	E-mail arw921@yahoo.com
Alexander Balderaz	alexanderbalderaz@whccd.net
Belinda Fullmer	belindafullmer@whccd.net
Kevin Forzetting	KnForzetting@yahoo.com
Shannon Dickens	Sweetshay_cutie@hotmail.com
INSTRUCTIONAL	
Tutoring – not enough time, lack of tutoring =drop outs	Tutoring round the clock, more availability, more time for tutoring
Offered class/unoffered prolonged attendance	Make available more classes to receive certificate
Instructor moving too fast even with students falling behind	Instructors should slow down to help students catch up
Students enrolled on certificate programs, informed still need to obtain AA degree and preqs	Staff needs to inform students exactly of what is needed to move forward
Text books too costly	Monitor price mark ups
Need “computer tutors”	
Teachers assign/ protocol	
Offer dance class	
Elizabeth Rogers	E-mail elizabethrogers@yahoo.com
Lisa Airoso-Shier	safirenite@live.com
Tamara Amey	LadyMagic38@aol.com
Dellora Wesson	dellorawesson@whccd.edu
Melva Weikle	MelvaWeikle@yahoo.com
Fatima Bailey	fatimabailey@whccd.net
Condescending teachers and/or instructors	
False advertisements concerning certificate completion	Student involvement, socialist, ideologies should be implemented
Should federal laws, verbal contracts be enforced between instructor and student? i.e.) “if you don’t come to class you will (might) be dropped”	Teachers should adhere to their syllabus, specify exactly the requirements rather than hit at or communicate something differently
WILDCARD	
We need “good” tutors Note: good is relative How could we set up strict definition for tutors to	Each subject department i.e.) English, math should set up guidelines that make up a tutor

follow	
If a teacher or member of st	
We have to work around tutors availability	There should be tutors here all the time
Some people weren't even aware we had tutors	Tutors need to be more involved
Need more tutors	Teachers and tutors should work together so they're on the same page
Teachers don't really teach they just read off slides	Teachers need to be more passionate
<ul style="list-style-type: none"> Teachers and tutors don't really care about us and our success 	<ul style="list-style-type: none"> We should have more foreign language classes available
<ul style="list-style-type: none"> Teachers should get to know us a little better 	<ul style="list-style-type: none"> We should have a school nurse or psychiatrist available to help us
<ul style="list-style-type: none"> There should be a stronger bond between students and teachers 	<ul style="list-style-type: none"> More classes are more teachers
<ul style="list-style-type: none"> We should have more than one teacher for each topic (more than one geography teacher) 	<ul style="list-style-type: none"> More times available for classes (not just available from 7-10pm)
	<ul style="list-style-type: none"> More morning/midday classes available
	<ul style="list-style-type: none"> Snack bar and bookstore should be open later
	<ul style="list-style-type: none"> More vending machines
Class schedule - Budget cuts - We need our class back	Offer more daily
English lab Computer lab	We want one or both sides of campus Students don't want to be walking back and forth to far
Career center computers	It should be accessible to everyone. All students can utilize the computers in them
WILDCARD	
Lighting on campus	More light on campus and parking lot
Campus transportation	We need more than on student trolley pick up maybe 2
Health care on campus -there is pregnant women on campus	Doctor(s) on campus
CLASS SCHEDULES	
Not enough seats available	Increase # of waitlist positions, offer more classes
Got dropped from a class before being allowed to attend Late teachers	Registration process need to be more efficient Time we wait for them to 5-10 min
Timing of classes	Offer classes at more frequent intervals to try to avoid big gaps of time
Registration priority Some students have to crash every class due to no	Help students without priority get into classes offer more classes at various times of day

priority	
Class schedule, required classes, general education classes, classes are too far apart	More options Schedule to far apart offer class more frequently We need more art classes Offer more general education day classes on Fridays Example: morning block for people who work full time 9-5 schedule
Wait list	We don't like that the wait list only has 5 slots
Priority registration	People who are closest to graduation should have #1 priority and then EOPS and so on
Ruby Arrayo	E-mail rubyarrayo@whccd.net
Maria Andrade	Mariaandrade5@whccd.net
Natalie Ortega	natalieortega@whccd.net
Kelsey LaTraille	kelseylatraille@whccd.net
Latasha Milteu	Latashahevi@whccd.net
Lluvia Martinez	lluviamartinez@whccd.net
Diana Lopez	dianalopez@whccd.net
Student Needs	
Student sports center and the uses	Cardio section, relaxation place, temporary are for people to relax, other accommodations, fundraising facility
Free printing	Allow free printing of pages for classes
More things to involve students in (during breaks)	Create activities, volleyball, intramural sports
Library should not close early	Open during regular hours
Longer lap top times	Availability
Scan ids instead of taking them in library	
More food selection	New food places, healthier food, have food places in campus, food franchise
Brenda Rivera	E-mail riverabrenda50@yahoo.com
Danielle Van Baren	daniellevanbaren@hotmail.com
Nathan Fullmer	nathanfullmer@whccd.edu
More classes	Budget for more classes
Respect for everyone	Encourage a respectful environment
Loud library (Coalinga) sports teams	Discipline by teachers/coaches
Take college seriously	Consequences for violators
Need for an enforcer	Someone on the library floor looking for problem people
Tutorial services Coalinga and Lemoore	Need for qualified services

WILDCARD	
need a photography program	Implement a program
No music programs	Music appreciation club
More active classes as electives	Different choices for electives
More classes at different times	improve classes for students
Very little student clubs and activities	Publicity to come together
Sanitize library keyboards (Coalinga)	Janitors need to work harder
Designate smoking areas = trash everyone	Smoking in certain areas
A larger DSPS lab need more computers and people to help	
More parking on campus	
Needs security on campus	
Needs cameras or night escorts on parking lots	
More lighting on the parking lots	
There's no lights on security polls	Needs maintenance?
No one is letting students know when they can or how they can get a refund for classes. No emails	Hold a conference and educate students. Don't just send out emails. Put it on the syllabus
The students don't get dropped by teachers get and F grade	Make sure the teachers follow through when they say a student is dropped
The school books are too expensive	A discount or cheaper books
Books aren't always used in class	Make sure books are used
Bookstore is way too expensive	Cheaper items in bookstore
Need improvements to be made before students actually leave	
STUDENT NEEDS	
Events for the MUSC	
Student life	
Vendors on campus	
Activities	
Events for the MUSC?	Rally's Do!
	Could use for P.E.
	Use for dance class
	Use for graduation
	Open to the Artist for performance and money will go to the school
	For students
	8am- 10pm open for students

	Sports banquets
	Don'ts!
	Doesn't get trashed
	Lower the cost!
	We are college student we are broke!
	More varieties
	Food vendies like "sandweches"
	Bring subway "back
	Veggie variety
	Coffee shop
	More vendies around canpuss
	Fix the machines
	A way to get your money back
Student life?	More classes!
	More classe that are required for transferble reasons. Art, soc, music, nut, social work
When priority registration opens classes should only be able to be filled half ways and keep the othe half for non-priority registers.	More than just one transfer counselor More chairs in the class Library open later hours Lower the priority unit registration.
More training work programs	Soda machines never work
Should have a LVN Program.	Outside food eating area.
Offer every class that the school offers every semester.	More table benches outside classrooms
Student dorms!!	More tues & thurs classes
	More l hour an 20 min classes
	Coalinga parking area is wrecked. Students need to park on the resident area. So its dark for the late students. Get parking fix for Coalinga
	Coalinga needs way more classes.
	More school programs
	CAN class in coalinga needs some wor on equipment
	Video conference in Coalinga sucks.
	Certain subjects for classes so walls could have inspiration on them.

WILD CARD!	
Classes being too full	
More transferable classes	
Should accept debit cards	
Alternative paying methods	
Football team in lemoor	
Track	
Only one art 42 class	
Better lighting at night	
Nurse station	
Online supplement for the catalog	
More support	
Sprinklers at night when classes are not on.	
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WILD CARD	Favorite/unique thing:
	-jets flying over
	-free parking
	Not enough spaces
	Far parking
	-more night lighting
	-friendly students
	-helpful students
	-good student body
	-more sports events
	-advertising

	-Clubs not advertised/ better informed
	-good instructors
	-printing restrictions
	-limited
	-school printing is sometimes
	Students only access
	-facilities
	-clean well maintained
	-more exits in the library
	-“majors” be discussed with other people in your major
Counseling /Advising/Categorical	
Counselors aren't helpful	Counselors should be required to meet with each student
They just tell us to crash classes	Need more counselors
Financial aid lady is mean	Counselors should be assigned to students by last name
Counselors don't really care about us	Counselors should be more like tiffany
Counselors play favorites with athletic students	We need more electives and majors
p.e. is stupid and shouldn't be required	We need more people in the office like Rosie
People in office rude	Different counselors for different majors
People in office are unprofessional	We should offer dancing classes for p.e.
We feel intimidated when we walk in the office	We should have more clubs and programs
People in office act like its such a inconvenience to help us	We need more hands on classes
We have to figure out our classes and issues on our own	More classes for our majors
We need more art classes!	More support from our counselors
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Counseling & Advising	Financial aid counselor rocks! (one with curly hair)
	Having to make a schedule to see a counselor is annoying
	They should be more coordinated.
	They should tell everyone about student ed plans when we first start at school
	Should be more friendly and professional.
	People in the front office should not make you feel like an idiot
	Need more well informed professional counselors.
	A front desk woman is very polite and helpful.
	We like the waiting area with the tables in the front office
	Make walk-in meetings with counselors more available
	Appointments more flexible with student class schedule, especially after 3p.m.
Counseling office	Scared by the people
	Asking "dumb" questions
	Long wait
	Timed between classes appointments
	More staff
	Misleading information
	Rose*- helpful
Advisory	Helpful
	More guidance
	Students more helpful than staff
	More variety of classes -offer more classes
	Rather than have student s transfer
Counselors	Not returning phone calls
	Not answering phone

	Not much info offered for career
	More student involved
	Not much positive thought about front office
WILD CARD	
Councilers tell you different things	They should all give out the same information to students.
Only 3 hours a week for tutoring	Tutoring should be more than 3 hours a week and they should be able to work around our schedule
Not enough tutors	Get more tutors!!
Tutors	Tutors need to know how the teacher teaches so that there is no confusion with the student being tutored.
Lights/ security	There should be more lights in the parking lot especially at night so that we can see if we are being followed and see where we are going there should also be security so that we can feel more safe etc.
Snack bar	There should be more vending machines since the snack bar closes so early plus it is really expensive
Phone use	There should be more pay phone s for students who forget cell phones
Transportation	There should transportation for students either to or from school besides the bus since it doesn't run after a certain time
	Need to remind people of prerequisites so that we know what/ if we can get into that class
Counselors say different things to each other	Slow it down more time for students so we didn't feel pressured
We feel rushed, pressured	
Another section for financial aid	
EOPS gives money at the beginning of semester	We get the money too late
Registration staff it too mean	Be friendlier, nicer...
Tutoring people who have good grade don't qualify for tutoring	Allow the students to get tutored , hire more tutors
Work study if you are not hired they don't let you know	They should send an email thanking you for your time
SSS is not funded	Bring it back fund the program
Students need more books	A program that lends books to students
You qualify for one program but not the rest	Student should qualify for all programs

Lack of scholarship info.	Provide more info. Instructors should hand out flyers
Financial Aid - Lines are too long	Need more financial aid people help new students more announce what's going on!
EOPS - Takes too long to talk to them there are only two people - Not very avail.	Need more people
Nursing counselor - Not very available	Get another person to take over when she is gone
Need more information on universities, transferring	Preps from other schools come, field trips to other schools.
Feeling rushed in appt. - Don't have enough availability for students	Longer appointments counselors for walk-ins
Scholarships	Provide more info. On scholarships
Resources are not known	Need to advertise resources better and more often.
Library staff	Good
Administration office	Need to more nice to people
WILD CARD	
Parking lot	More space
Student center	Hurry up and build it
Nurse station	Get a nurse on cite
Assigned parking	There is no assigned parking so administration staff should not assign them a parking space
Update catalog	Update catalog confusing students annually catalogs
English Lab They close for an hour	They should have someone stay to keep the lab open.
Attendants in admin. Office More food bars across campus or on campus restaurant (subway & quizno's) Better healthy options Free printing to retranslated Certain employee can be rude	
Outrageous prices at bookstore for school supplies	

Student employee's need to act more professionals	
Not enough computers for all students that want to do their school work.	Have a plays for charter students and students that need to kill time , should have a place to "chill" or "hangout."
Printing monitoring	Should have a library employee to check what and what amount of work is being printed out.
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FACILITIES	
Question 1	
Rude administrative office	
Good book store and library service	
The "lab top zone" in library disagree	
Free print outs – allowance limited	
Get an "okay" before allowed to print	School related only
	Permission
	Conservative printing
	Monitored
	Allowance/limited
	Treated like an adult?
Free parking – grateful	
Proper manners/behavior	
Career center	Not as useful
	Not available for everyone
Counselors	Good education plans
	Eva good counselor
Snack prices	Reasonable
	Soda machines <ul style="list-style-type: none"> - Broke - Sold out - Takes your money

	Fresh fruit vending machines
Restaurant/fast food on campus	Subway/quiznos
	Helpful to students and faculty
Question #1 Facilities	
The bathrooms are dirty sometimes	
Lots of trash in the drawers in chem. Lab, things misplaced	
We need a student union, food court, are for meeting and activities	
Need offices for clubs	
Recycle bins for paper	
Football team ☺ track team	
Outdoor recreational area i.e.) basketball volleyball, etc	
Theater/auditorium	
Better food, healthier variety, salad bar	
Add multimedia class/drama/music/choir	
Sports rally activities	
Certain times when No youngsters are on campus	
Facilities that relate to certain majors	
Encourage student to develop clubs	
Programs for community involvement/charitable activities	
More approachable administration	
Engineering/technology building	
Facilities 2 ronnd	
Topic	Suggestions
Parking – to dark not enough light in parking lot at night	Not enough disabled parking More lights Maybe use the field to build parking lot/change for parking
Being informed about facility functions	Daily announcements electronic display boards
Computers	More of them Training on them Expand/offer to old kids and flexibility
Bathrooms (mens) and towels	May replace with hand dryers, automated dispensers don't always work
Campus maps	We need more accurate maps on campus
Classrooms	Too small to accommodate class size

Classrooms Some students sit in chairs without desk or table top More classrooms/portables hang out practice Facility/Wild Card 3 rd round	For musicians, arts too
Another snack bar	
Really need music club to learn to play instruments	
Drama room for acting	
More parking space	
Assigned parking	
More fun things to do on campus	
More involved staff	
Bigger catalog	
More lights on campus at night	
Lighting in parking Parking security	More lighting Cameras at parking lot
Food on campus	More vending machines Healthier food <ul style="list-style-type: none"> - More actual food not just snack - More than one snack bar - Assessable for night students - Snack bar open later
Equipment in classrooms	Rolling chairs Video conference Better equipment
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Facilities	
Vending machines	Have more, work properly, make more accessible snack bars <ul style="list-style-type: none"> - More - Healthier food - Longer hours (night students)
Snack bars	
Parking at night	Lighting

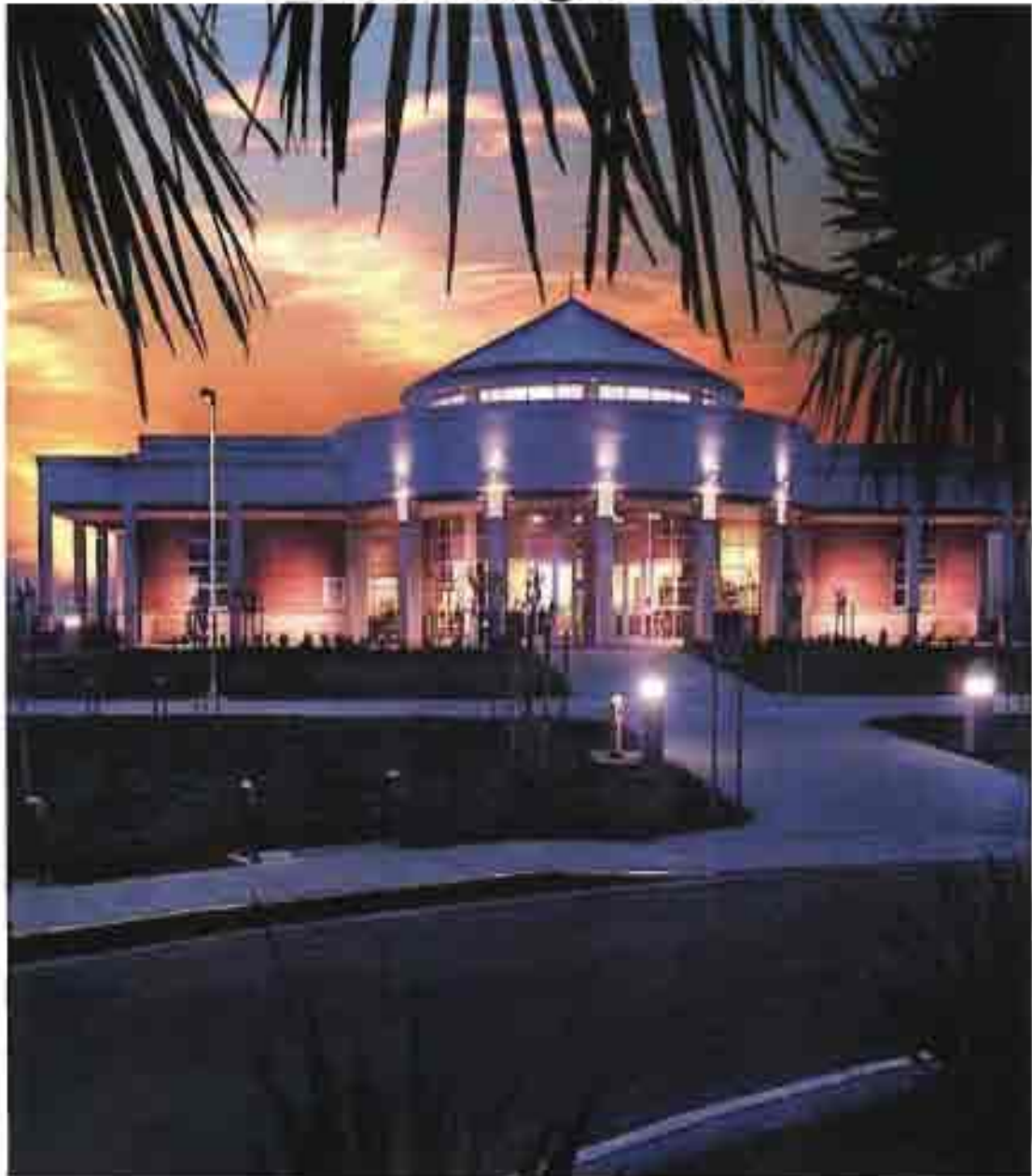
	Not safe (dark, scary) Low security at night (1 guard on duty)
Gym	Gym equip. = not working
Conference center	Beams =in the way not open enough
Classrooms	Need to have less students or need bigger classrooms
Fountain drinks	Need to be cleaned out regularly - They are always dirty
Emergency boxes	Not enough More in parking lot More visible, especially at night
More ATM's	Put one in bookstore or library? Put them next to bookstore, snack bars etc. so people can use them
Showers	Need them near P.E. classes
Trolley	For everyone possibly w/a charge
Need shade	Sell water when it's hot Canopies
Additional snack bar	On the 200 builders
Library	Lower the noise level (student center)
Fitness labs	Need to be fixed
Lighting around campus	Around back side of the library and around 700 building
Stop lights	On Bush street and 41 intersection
Study hall	Area where students are seriously studying
Sprinklers	Turn on during non academic hours i.e. 2:00am
INSTRUCTION	
We want more enthusiastic teachers	
We want Harris fired!	More teachers like Vera Kennedy
They should offer grades on blackboard for all classes	
Teacher needs to put lectures online for all classes	
We want smart boards	
More hands-on projects to help	
Students learn more	
They need to make it a priority to warn pregnant students of fumes in art classes	
WILD CARD	
Cleaner bathrooms	

A napping area!	
Big recreational area that lasts 24/7	
They should have the Kart bus come to campus later in the evening not till 9pm	
They should have carts to transport anyone around campus	
More music classes/clubs	
Teach music, music tutors	
Possible credits for students teaching music	
Math instructors, all instructors	Need to be more precise in instruction. Hire socialist instructors in class. More tutors
Robotic clubs	Competitive competitions college vs. college best bots More functioning
Extra credit	More extra credit clubs meetings
Clubs	More clubs, more info. On clubs more activities more advertising
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Political science teacher is boring and needs more energy.	Coffee and imagination more interaction w/ students
Business teacher goes on tangents	Keep to the curriculum
Teachers should post PowerPoint and lectures	
Teachers need to use smaller tests	Or more study time
I have a hard time taking notes in class when the teacher is talking and its not the same thing on the bored	More info on powerpoints and keep to curriculum
Teachers need to be more available to students. Better office hours	
There should be acceptions to online classes when internet is dropped	
Library closes to soon	Open later hours everyday
Need longer hours in snack bar	

Need credit debit machine in snack bar	
Need healthy food I snack bar	Less greasey food
Lower prices in snack bar	
Soda vending machines suck and steal my money	Regular maintenance
Make vending room in conference center into another snack bar	
Actual music lessons wanted	Instructor to start music club?
We want a drama or theater department.	
To many high school kids on campus	Need a separate area for classes
Leo Moran	leomoran@whccd.net
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Planning and Governance Manual

West Hills College Lemoore



December 2009

WEST HILLS COLLEGE LEMOORE

Planning and Governance Manual

December 2009

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**Planning and Governance Council Meetings
2009-2010**

Meeting Time: 2:00 p. m.

Location: Conference Center 256

First and third Wednesday of each month (only one meeting in December and January).

First Wednesday	Third Wednesday
September 2	September 16
October 7	October 21
November 4	November 18
December 2	Finals week – no meeting
Holiday Break – no meeting	January 20
February 3	February 17
March 3	March 17
April 7	April 21
May 5	May 19

Planning and Governance Council Membership

David Babb, Student Learning Outcomes Chair

Dave Bolt, Vice President of Educational Services

America Bryant, CSEA/Classified Representative

Stephanie Droker, Academic Senate President

Marty Ennes, CTA/Faculty Representative

Marlon Hall, Associate Dean of Educational Services, Evening College

Jose Lopez, Dean of Students

Keith Brock, CSEA/Classified Representative

John Bernal, Interim Director of Facilities & Auxiliary Services

Ron Oxford, Librarian

Rene Sanchez, Curriculum Committee Chair

Angela Tos, CTA/Faculty Representative

Don Warkentin, President

Linda Amaya-Guenon, Counselor/Advisor

Angel Isidoro, Student Government Association Representative

The primary responsibilities of representatives are as follows:

- Prepare for and attend meetings
- Participate in discussions
- Communicate with individual constituencies
- Contribute to informed decision-making

If a council/committee member needs to miss a meeting due to unavoidable circumstances, he/she must notify the council committee chair prior to the meeting. The member should arrange for a substitute to attend the meeting whenever possible.

If a council/committee member misses two consecutive meetings, even when a substitute attends the meeting, the council/committee chairperson will send a written notice

explaining that the member will be replaced should a third consecutive meeting be missed.

Recommendation and Operating Process

Each council/committee shall attempt to achieve consensus. When consensus cannot be reached, a simple majority of members shall determine the recommendation. Each council/committee chair is responsible for communicating recommendations through the appropriate administrative and/or governance structure. All representatives are responsible for keeping their respective constituencies informed of the proceedings and recommendations.

The process for presenting items first for information, then for action at a subsequent meeting shall be followed, allowing for sufficient time for discussion. Allowance will be made for suspending this process when deemed appropriate by a majority.

Minutes shall be taken at each meeting, and agendas and minutes shall be posted on the college website.

7/30/09

Institutional Narrative

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

Unique Public-Private Partnerships

In response to the growing enrollment and the enthusiasm of Lemoore area residents to build their own campus, the district supported a plan to build a new campus in Lemoore. Residents of the West Hills Community College District approved a \$19 million West Hills College bond Measure G which was partially used to construct a new Lemoore campus. In Kings County, the measure was approved by 70% of the votes. This bond measure, coupled with bond monies from Proposition 1A which passed statewide, allowed the college to move on a dream that has been in the making for over 30 years. On September 26, 2000 the Board of Trustees signed and accepted a "Revised and Restated Agreement of Donation of Land" from Robert and Mardell Pedersen, and Lionel and Lola Semas for a new campus. This revised agreement described the donation in four phases and exceed 100 acres. West Hills College Lemoore opened its doors to students on January 14, 2002. The second phase of construction was approved and began in the winter of 2004. When fully completed, West Hills College Lemoore will have capacity for over 6,000 students.

Small class sizes and the latest in science and technology facilities are features of West Hills College Lemoore. The brand-new, state-of-the-art West Hills College Lemoore campus – a project with its first phase completed cost approximately \$1 million less than budgeted – features the largest and most technologically advanced library in Kings County, 18 classrooms, computer labs, three science *Collaboratories* (an award winning concept that is being replicated at other colleges). Associate degrees and/or certificate programs are offered in almost 30 areas from Administration of Justice to trade, technology and industry. At present, students pursuing the law enforcement option of the Administration of Justice degree may earn the degree entirely online. Corrections students must currently take one course in a classroom, but may take all other coursework online. Beginning Fall 2004, students were able to earn a bachelor's degree through California State University, Fresno while attending classes at the Lemoore site or through online courses.

Responsive to Community Interests

From the beginning WHC Lemoore has recognized the importance of responding to the community. Not only do such programs meet the employer needs of the

area, but they also offer work training opportunities to students who are the hardest to employ, many of whom struggle with the English language.

The Central Valley is home to a number of gaming casinos operated by local Native American tribes; one of these casinos is located approximately four miles from the campus. To meet the needs of this business, the college has developed a Hotel, Restaurant and Casino Management program. Over 1,900 students have taken coursework in this program since 2000.

Through a partnership with the Kings County Department of Health, high-risk WHC Lemoore students took coursework designed to teach them skills in food preparation and menu development for people with diabetes. Meals were taken by Kings County Department of Health to the homes of people with diabetes.

In addition, the college is responsive to the needs of Naval Air Station Lemoore. With a base resident population of 7,640 active and retired military personnel and dependents, the college is a valued source of education for the base. The college maintains an office and classrooms on the base, but most base students also come to the college campus. The needs of these personnel are varied, ranging from newly enlisted servicemen who may have little education and are in need of basic classes, to highly educated military personnel and dependents. WHC Lemoore seeks to offer courses to meet the spectrum of requirements, and works closely with base officials to select and design these courses.

Thinking Globally

Naval Air Station Lemoore is located about five miles from the WHC Lemoore campus. While many military bases have been closed or downsized in the past decade, NASL has grown and is expected to continue to grow. In addition to its positive economic impact on the community and the college, the presence of the base provides the area with a global perspective. The base has an active partnership with its personnel participating in a variety of college activities, including advisory committees, special ceremonies, and serving as a resource for programs related to military activities.

The range of experience and education offered by military personnel who participate in WHC Lemoore classes and activities is a significant resource to college faculty and staff. Some military personnel lack basic education, and the college is able to provide them with classes that increase their ability to succeed in the military. In addition, many highly educated, world-traveled military personnel seek coursework to enhance their education. The college seeks to respond to this need through NASL participation in college advisory committees and through regular meetings with base administrators. Faculty and staff at the college have noted that the presence of these knowledgeable students in their classes adds significantly to the teaching and learning experience for both students and teachers. For valley students, many of whom may have limited travel experience, the global perspective brought by NASL is invaluable.

President's Message

West Hills College Lemoore received its initial accreditation in June 2006 to become the newest community college in the State of California, and the only full service accredited college in Kings County. The governance structure and practices are outlined in this Planning and Governance Manual in concurrence with the Strategic Master Plan (SMP) which serves as the roadmap to guide the college in meeting its goals and evaluating its programs and services. During the spring 2007 semester, a broadly represented group of faculty, staff, students, and administration met to review and revise the college's Strategic Master Plan to better identify and address the needs of the community we serve.

A revised mission statement appropriately identifies who our students are and signifies a commitment to student learning outcomes utilizing innovation, goal orientated strategies, and community partnerships to provide excellent learning opportunities. We have identified institutional outcomes that will prepare our students with the skills and experiences needed to succeed in the world of work or transfer to an institution of higher learning.

Through a process of regular evaluation and review, we will be able to constantly update and revise programs or develop new programs to meet current demand. Our faculty will be equipped with the latest technology and means of delivery to provide high quality instructional experiences to our students. Faculty will have access to the latest training opportunities to further enhance their curriculum and course delivery modalities.

Our students will have at their disposal high quality support services to assist them with obtaining their educational goals. Support opportunities will be available 24/7 through online technology in order to serve students on campus or located in distant locations.

It is our goal to be able to provide the highest quality services to our constituents.

Sincerely,



Don Warkentin, President
West Hills College Lemoore

Mission, Vision, Goals and Institutional Outcomes

Mission Statement

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision Statement

Learning Through Excellence and Innovation

Goals and Institutional Outcomes

Goal 1 - WHCL is committed to provide quality education to students and the community.

Measurements (Institutional Outcomes):

1. Community Participation Rates
2. High School Graduates Participation Rates
3. Overall Success Rates
4. Overall Retention Rates
5. Persistence Rates (continuous enrollment)
6. Student Learning Outcomes Implementation and assessment.

Goal 2 - WHCL is committed to empower students to achieve their educational goals.

Measurements (Institutional Outcomes):

1. Basic skills math successful course completion & retention
2. Basic skills ESL successful course completion & retention
3. Basic skills English successful course completion & retention
4. Vocational courses successful course completion & retention
5. Degree and certificate completion
6. Transfers to four year institutions

Goal 3 - WHCL will effectively maintain and increase its resources and productivity.

Measurements (Institutional Outcomes):

1. Monitor Student Headcount
2. Meet Full-Time Equivalent Students (FTES) Goals
3. Successful Grant Acquisitions
4. Increase Revenue Generated by Outside Capitol Campaign Activities

Governance Structure

Introduction

The West Hills College Lemoore governance structure and process is designed to be inclusive and collaborative. It involves faculty, staff, students, community members and administrators in the planning and operation of the college. The governance structure and practices were developed collaboratively and support the participatory approach to decision-making. The Board of Trustees is the final authority for governance at West Hills College Lemoore, and delegates authority to the District Chancellor who in turn delegates authority to the College President. The President then solicits and receives input through the participatory governance decision-making process.

Organization

The Planning and Governance Council (PGC), as the principal participatory governance body of the College, creates the processes for recommending College policies and governance committee structures (see Addendum A, AP 2410). The PGC reviews and approves actions, recommendations, and requests of committees, planning groups, and task forces. The PGC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments. The PGC develops, implements, evaluates continuously and revises, if necessary, the College's plans and initiatives, both long-term and short-term.

The Strategic Master Plan outlines the tasks and actions to be accomplished during the upcoming year. The PGC reviews Strategic Master Plan and evaluates progress toward achieving the college goals. Each governance committee is responsible for achieving the tasks and actions as outlined for each committee within its goals, roles, and products. The governance committees report directly to the PGC, and each has a representative on the PGC. The College President serves as the chair of the PGC. All governance committee representatives on the PGC report progress on their assigned goal, objectives, and activities at the PGC meetings.

Review Cycle: Mission/Vision, Goals, and Institutional Outcomes

WHC Lemoore's mission/vision, goals and institutional outcomes shall be reviewed by the Strategic Planning Committee each fall semester. Recommendations will be forwarded to the respective governance groups and returned to the PGC for recommended revision/s and/or adoption.

Representation

The governance structure provides for representation from five recognized constituencies at West Hills College Lemoore: Students, Academic Senate, Faculty Association (CTA), Classified Staff (CSEA), and administrators. **However, governance meetings are public. In addition, to representation afforded to individuals through constituencies, other individuals and groups may be heard in any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda.**

Appointments from the constituencies, when not specified by position, are made by the following:

- SGA – students
- Academic Senate – faculty
- CTA – faculty
- CSEA – classified staff
- President – administrators

The constituent appointees serve the length of term designated by the constituency group and/or the President.

Responsibilities of Representatives

The primary responsibilities of representatives are as follows:

- Prepare for and attend meetings
- Communicate with individual constituencies. **All representatives are responsible for keeping their respective constituencies informed of the proceedings and recommendations.**
- Contribute to informed decision-making

Recommendation and Operating Process

Each council/committee shall attempt to achieve consensus. When consensus cannot be reached, a majority of members shall determine the recommendation. **Each council/committee chair is responsible for communicating recommendations through the appropriate administrative and/or governance structure.** The process for presenting items first for information, then for action at a subsequent meeting shall be followed. **The PGC will have 60 days in which to complete the review and approval process of board policies and administrative procedures at the college level and submit final comments, recommendations or actions taken with regard to the policy/procedure to the Chancellor's Office (AP 2410).** Allowance will be made for suspending this process when deemed appropriate by a majority. **Agendas and minutes for each standing committee shall be posted on the college website.**

Definition of Governance Structures

Council: A group of constituency representatives designated or selected to act in an advisory capacity that meets on a regular basis. The charge of a council entails college-wide issues and is the designated governance group.

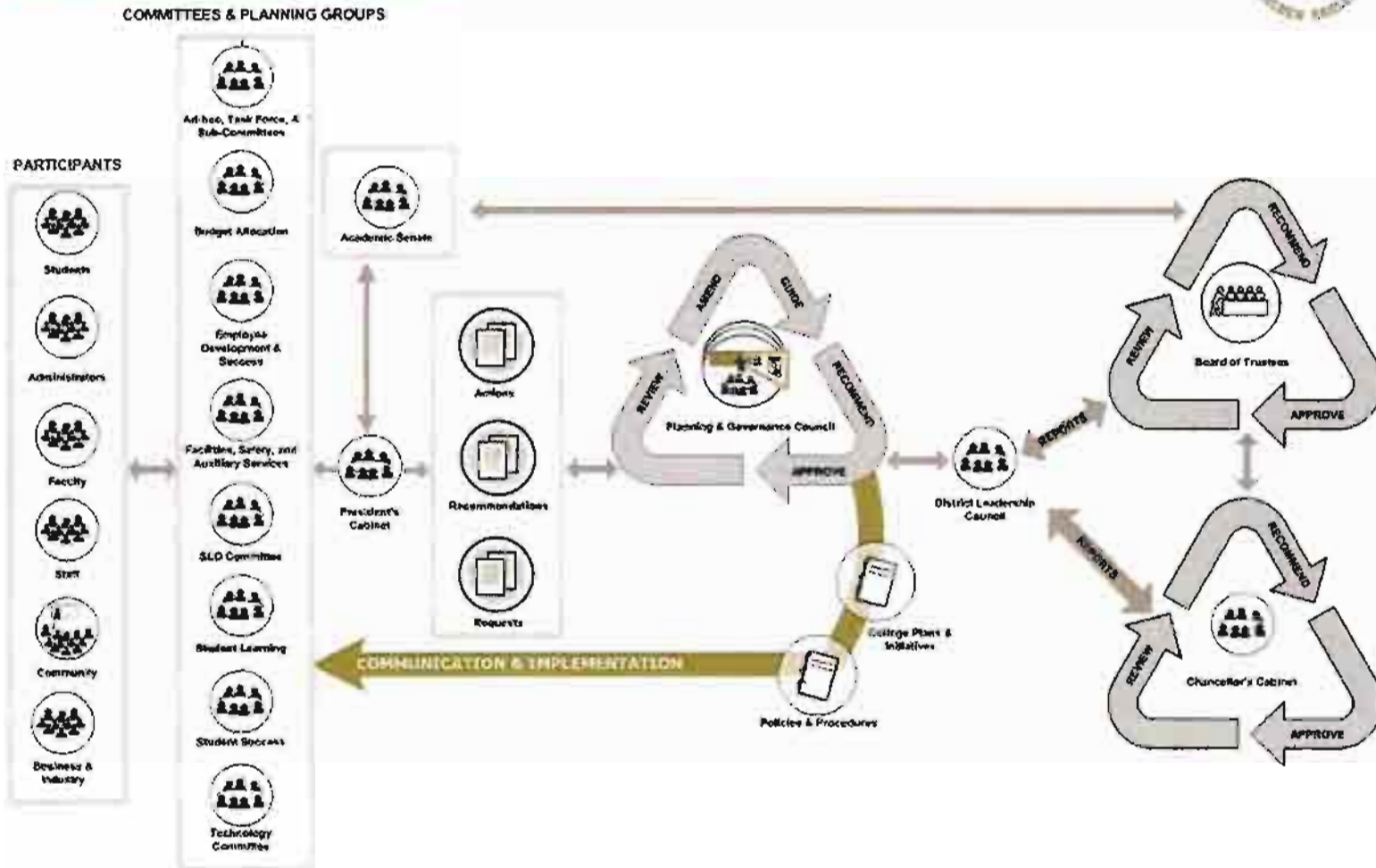
Standing Committee: A permanent committee of constituency representatives intended to consider all matters pertaining to a designated subject that meets on a regular basis. A standing committee is part of the governance structure and reports to a Council.

Permanent Sub-Committee: A permanent sub group of a standing committee designated to consider specific subjects in detail for recommendations back to the standing committee. The chair must be a member of the committee to which it reports. Other members need not be members of the committee to which it reports.

Ad Hoc Committee: A committee created by a council or standing committee to address and make recommendations on a particular subject as needed and meets until a task is completed. The members need not be from a council or standing committee.

Task Force: A constituency-represented group created to address a special college-wide subject/issue and meets until the subject/issue is resolved.

West Hills College Lemoore Governance Process



Version 1.0
 Revision 08/2015/07/2017
 Created by: [Name] | [Title] | [Organization]

COUNCIL/COMMITTEES

The following college wide committees have operational responsibility for the implementation of the Institutional Student Outcomes:

Planning and Governance Council

Role: The PGC represents all constituent groups of WHCL, develops and implements the WHCL Strategic Master Plan, develops or revises and approves governance policies and communicates with the respective groups. The strategic planning process guides budget priorities. Recommendations made by the PGC reflect the values and support the mission of the College and are in the best interest of improving student success and serving the community. The PGC, as the recognized participatory governance body of the College, creates the processes for recommending College policies and governance committee structures. The PGC amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal external environments. The PGC develops, implements, evaluates continuously and revises, if necessary, the College plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement the Master Plan. The PGC has oversight of college standing committees and receives and monitors reports. Communication with individual constituencies and participation in the Council meetings are primary responsibilities of the PGC members.

Products: WHCL's Strategic Master Plan, annual evaluation of the institutional outcomes, annual progress report, policies and procedures recommendations.

Diversity Statement: The PGC will review all new committee structures, policies, or procedures for the diversity statements, holding the "requesting" individual or group accountable for including the consideration of appropriate diversity issues into their processes.

PGC Membership (Approved: 10/17/07)

- (1) College President – Chairperson
- (2) CTA Faculty
- (1) Academic Senate President
- (1) Curriculum Committee Chair
- (1) Student Learning Outcomes Coordinator (Academic Senate seat)
- (1) Librarian/Technology Committee Chair
- (2) CSEA
- (1) Student Government Association
- (1) Vice President of Educational Services
- (1) Dean of Student Services
- (1) Associate Dean of Educational Services
- (1) Director of Maintenance & Operations and Auxiliary Services
- (1) Counselor/Advisor – (added 10/17/07 per recommendation from CSEA)

Reporting Relationship: Reports to the District Leadership Council, Chancellor, and Board of Trustees. **Meeting Schedule:** Twice per month; first and third Wednesday.

Academic/Faculty Senate

Goal: The Academic Senate represents the faculty through consultative and collegial processes and, by such means, makes recommendations to the governing board and/or to its agents or designees. The Academic Senate has primary responsibility for making recommendations in the areas of academic and professional matters, including but not limited to curriculum, academic standards, hiring policies, procedures, and criteria for contract faculty and administration; and is to comment upon and review policies proposed by the Board of Governors of the Community Colleges of California. With respect to these recommendations, the governing board and/or its agents or designees either relies primarily upon the advice or judgment of the academic senate, or otherwise enters into written mutual agreements with the academic senate in accordance with board policies delegating authority and responsibility to the academic senate. The Academic Senate shall engage in joint agreements with the district and participate in the design and implementation of participatory governance of the college in accordance with the Education Code, and Title 5, and any college policies related to the role of the Academic Senate in participatory governance.

Role: The Senate's primary function, as the representative of the faculty, is to make recommendations to the Administration and the Board of Trustees on policy development and implementation in matters concerning:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- Districts and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation process; including self-study and annual reports
- Policies for faculty professional development activities
- Process for program review
- Process for institutional planning and budget development
- Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

Budget Allocation Committee

Goal: To build and foster a strong commitment to the use and development of community, technology, education, and funding in order to effectively increase the resources and productivity at West Hills College Lemoore.

Role: The WHCL Budget Allocation Committee has the responsibility of soliciting budget proposals from its staff for the purposes of conducting business. Area Budget Sub-Committees from: 1) Arts and Sciences 2) Occupational Education 3) Student Services and 4) Maintenance and Operations will provide input to the Budget Allocation Committee. Once received, the Budget Allocation Committee will prioritize these requests based on their impact on student success and the college's mission and vision statements. The college's budget recommendations and priorities will be sent to the Planning and Governance Council.

Products: Prioritized list of budget recommendations to be sent to the Planning and Governance Council.

Diversity Statement: WHCL is committed to the appropriation of resources that includes thoughtful consideration of the special needs of its diverse students, faculty, staff, and community populations. It is expected that the Budget Allocation Committee will actively implement diversity issues into their budget processes. When forwarding action and/or information items to the PGC, the Budget Allocation Committee will identify the items addressed in each item.

Membership: (Chairperson to be elected by the committee membership)

- 2 – Administrators
- 2 – CTA/Faculty Representatives
- 2 – CSEA/Classified Representatives
- 1 – SGA Representative

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Every two weeks beginning in January and continuing until April.

Facilities, Safety and Auxiliary Services Committee

Goal: To support the mission of the college by maintaining the appearance, functionality, accessibility, safety, technology, and cleanliness of current and future facilities conducive to a quality educational environment.

Role: The FSAC, representing all constituent groups of WHCL, develops, monitors, and has implementation oversight of the Facilities Master Plan, Site Safety, and Emergency Preparedness Plan. The FSAC evaluates and recommends revision of plans and standards and communicates with the respective groups involved. The aforementioned planning process guides budget priorities. Recommendations made by the FSAC reflect the values and support the mission of the College and are in the best interest of improving student success and serving the community. The FSAC develops, implements, evaluates continuously, and revises if necessary, the FSAC plans and initiatives, both long-term and short-term. A three-year planning cycle is used to implement all FSAC plans. The individual constituencies and participation in the committee meetings are primary responsibilities of the FSAC members.

Products: Facilities Master Plan, Site Safety, Emergency Preparedness Plan

Diversity Statement: The Facilities, Safety and Auxiliary Services Committee will address diversity into all planning and implementation processes as appropriate. Diversity issues will include but are not limited to access, use, learning experience, and indoor/outdoor environment. When forwarding action and/or information items to the Planning and Governance Council. The Facilities and Safety Committee will identify the diversity items addressed in each item.

Membership: (Chairperson to be elected by the committee membership)

- 1 – Director of Facilities Services
- 1 – Media Services Representative
- 1 – DSPS Representative
- 1 – ITS Representative
- 1 – SGA Representative
- 1 – CTA/Faculty Representative
- 1 – CSEA/Classified Representative
- 1 – Administrative Representative

Reporting Relationship: Planning Governance Council

Meeting Schedule: Monthly/first Friday of the month

Technology Committee

Goal: To support the mission of the college by maintaining technology conducive to a quality educational environment.

Role: The technology committee has the responsibility of assessing IT related policies, procedures, and planning, as they relate to WHC Lemoore. The central focus is the intersection of instruction, administrative support and technology in regards to students and their ability to meet their educational goals. WHCL has a student-centered environment that relies heavily on technology and the committee's objective will be increasing communication among the various constituencies in order to meet this goal. Open communication, collaboration and feedback related to technology needs and availability will be a key function. The committee will be representative of all campus constituencies and align to the Mission and Vision statements of the College.

Products: Technology plan (annually) in coordination with the Budget Allocation Committee.

Diversity Statement: The Technology Committee will actively address issues of diversity in the workplace including but not limited to: access, gender, age, culture, race, religion, experience and education.

Chair: Recommended by the President

Reporting Relationship: Reports to the Planning and Governance Council

Membership:

Librarian -1

M & O – 1

Student Services Assistant/Office Manager – 1

Counselor/Advisor – 1

Faculty – 2

Student – 1

Media Technician – 1

DSPS Assistive Technology Specialist - 1

Meeting Schedule: Every two weeks initially, and then upon committee consensus

Institutional Effectiveness and Program Review Committee

Goal: To provide positive and energetic teaching and learning environments to further our commitment to student-centered, outcome based education using relevant goals, innovations, strategies, and partnerships.

Role: The Institutional Effectiveness and Program Review Committee (IEPRC) monitors Program Review process Representation on this committee is from all constituency groups of WHC Lemoore.

Products: Program Review and accreditation reports

Diversity Statement: It is expected that the Institutional Effectiveness and Program Review Committee will actively incorporate all facets of diversity in the systematic evaluation and planning processes. When forwarding action and/or information items to the Planning and Governance Council, the Institutional Effectiveness and Program Review Committee will identify the diversity items addressed in each item.

Membership:

- Vice President of Educational Services – Chairperson
- 1 - Dean of Educational Services
- 2 – CTA/Faculty Representative
- 2 - CSEA/Classified Representative
- 1 - SGA Representative
- 1 - Accreditation Liaison
- 1 - Student Services Representative
- 1 - Director of Admissions/Records (Ad Hoc)

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Monthly with more frequent meetings as needed

Employee Development and Success Committee

Goal: West Hills College Lemoore recognizes the importance of institutional development. To this end, Institutional Development will act as a catalyst to support and enhance the other four goals.

Role: The Employee Development and Success Committee (EDSC) will develop, implement, and monitor issues and activities related to helping all WHCL employees maximize their success in the workplace. Areas of responsibility include professional development activities, training needs, employee recognition activities, and employee social activities and celebrations. The EDSC will survey college employees bi-annually for training and professional development needs resulting in an annual schedule of programs and events. The EDSC will plan and implement these programs and events in collaboration with the Academic Senate, CSEA, and college administration. The EDSC will plan and coordinate various college employee social activities, including end-of-year celebration of programs and events and prepare an annual report.

Products: Annual professional development plan; employee notification of programs and events; evaluation of programs and events; annual plan.

Diversity Statement: The EDSC will actively address issues of diversity in the workplace including but not limited to: access, gender, age, culture, race, religion, experience and education.

Membership: (Chairperson to be elected by committee membership)

- 3 – CSEA/Classified Representatives
- 1 – SGA Representative
- 3 – CTA/Faculty Representatives (one from Educational Services)
- 3 – Student Services Representatives
- 1 - Associate Dean of Educational Services, Evening College

Reporting Relationship: Planning and Governance Council

Meeting Schedule: First and third Thursdays of every month August to May

Student Success Committee

Goal: Student success is our success. It is our belief that every student be treated with dignity and respect in their quest for a premiere educational experience at WHCL.

Role: The Student Success Committee (SSC) represents all constituent groups and programs on the Lemoore campus. It maintains Student Services operations, develops, monitors, and implements the Matriculation Plan, the Student Equity Plan, the Transfer Plan, Student Handbook, and categorically funded programs. In addition, the SSC provides oversight to the articulation process, scholarship development, financial aid services, graduation activities and awards ceremonies. The SSC guides the planning process and recommends policies and procedure changes to all the pertinent groups and to the Planning and Governance Council. Programs and departments represented by the SSC will evaluate the effectiveness of their services through the program review process. Recommendations made by the SSC reflect the values and support the mission of the College and promote student success.

Products: Matriculation Plan, Student Equity Plan, Student Handbook, Transfer Plan, Institutional Outcomes for Student Services, Diversity Plan, Articulation submittals, annual categorical program reports, institutional research explaining retention, persistence and success.

Diversity Statement: We promote the exploration and celebration of differences and uniqueness in people, languages, and cultures. The Student Success Committee will actively address student diversity at every level of service including but not limited to enrollment trends, outreach, registration/enrollment access, advising, retention, and student clubs and associations. When forwarding action and/or information items to the Planning and Governance Council, the Student Success Committee will identify the diversity items addressed in each item.

Membership:

- 1 – Dean of Student Services - Chair
- 1 – CTA/Faculty Representative
- 1 – CSEA/Classified Representative
- 1 – Counselor
- 1 – Director of Student Support Services
- 1 – Director/Coordinator of EOPS
- 1 – Director of ETS & Upward Bound Math & Science
- 1 – Associate Dean of Evening College
- 1 – Financial Aid Coordinator
- 1 – Information Technology Representative
- 1 – Office Manager
- 2 – Student Government Association Representatives

Reporting Relationship: Planning and Governance Council

Meeting Schedule: Monthly/fourth Monday 2:30 pm – 4:00 pm

Student Learning Outcomes Committee

Goal:

Role: The purpose of the Student Learning Outcomes Committee is to coordinate the various efforts on the West Hills College-Lemoore campus to create, implement, assess, and implement student learning on our campus. The SLOC will facilitate discussion among the various interested parties including, but not limited to: faculty, administration, and support staff regarding student learning.

Products: WASC Student Learning Outcomes reports, support and training to faculty and staff in creating, implementing, assessing, and evaluating results of student learning.

Diversity Statement: Ethnic and gender diversity will be taken into account when organizing the SLOC and creating, implementing, assessing, and evaluating student learning outcomes.

Chair: Faculty Student Learning Outcomes Coordinator

Reporting Relationship: College Administration

Membership:

- Student Learning Outcomes Coordinator—faculty—Chair (1)
- Student Learning Outcomes Coordinator—non-teaching faculty—Co-Chair/Vice-Chair (1)
- Six faculty from the following learning areas as chosen by the Academic Senate: Arts and Letters (1) , CIS/Business/CTE (1), Math/Science/PE (1), Health and Wellness (1), Social Science (1), Counseling (1)
- Staff members to represent support programs (4)
- SGA Representative (1)
- Instructional Administrator (1)
- Non Instructional Administrator (1)

Meeting Schedule: To be determined

Procedure and Determination in Hiring Faculty

West Hills College Lemoore recognizes that the hiring of faculty must be a deliberate and thoughtful process. Further, the process must include the input from constituency groups and instructional administrators alike based upon a combination of empirical and quantitative information.

West Hills Community College Board of Trustees has approved Board Procedure 7210 (Employment of Academic Employees). Within this procedure are guidelines to be used in the identification and filling of faculty positions:

1. The faculty/Academic Senate, in conjunction with the appropriate Dean/administrator, shall submit staffing needs each year in early fall and provide supporting data for their requests to the Chief Instructional Officer (CIO) or designee.
2. The CIO shall confer with the College President who will determine staffing priorities.
3. The staffing priorities determined by the College President will be forwarded to the Chancellor.
4. The Chancellor will make final staffing decisions and will recommend the positions to be filled to the Board of Trustees.

Execution of these procedures at West Hills College Lemoore must conform to the committee structure existing on the campus as well as the timelines necessary for full implementation. Specifically, the College will employ the following procedure to determine faculty staffing needs:

1. Submitted instructional program reviews also provide the opportunity for faculty members to identify staffing needs within their department. It is incumbent of the department to provide significant justification for the new position(s) within the program review document. The timeframe for submission of program reviews is late fall term.
2. If a program is not undergoing the periodic and regular program review, an individual faculty department member will provide full time faculty requests into their yearly budget request (Form Group 2 of the Budget Development Process Booklet). This is to occur during the beginning of the spring semester.
3. The Chief Instructional Officer (CIO) will compile all new faculty requests from a combination of program reviews and budget request forms. The CIO will provide the Academic Senate with this list for the purpose of priority ranking. This will occur no later than the end of the spring semester.
4. The Academic Senate will review all proposed new positions, as well as the unfulfilled requests from previous years, and will submit to the CIO a prioritized list of potential new faculty positions along with supporting data no later than the middle of the fall semester.
5. The CIO will consult with the other instructional administrators to determine a list of possible new faculty positions. A prioritized list will be prepared along with supporting information no later than the middle of the fall semester.
6. The CIO will present to the College President the prioritized lists prepared by both the Academic Senate and the instructional administrators. The President will determine the faculty staffing priorities and forwarded to the District Chancellor.

The District Office, and specifically the Department of Human Resources, will begin the advertisement of the position as soon as the College President has finalized his list and budget provisions have been secured.

7. In the event that it is determined that the budget cannot support new faculty positions or that the positions are unneeded at this time, the prioritize list will be maintained by the President's Office for potential implementation at a later date.

Procedure and Determination in Hiring Support Staff

West Hills College Lemoore recognizes that the hiring of support staff must be a deliberate and thoughtful process. Further, the process must include the input from constituency groups, supervisors and administrators alike based upon a combination of empirical and quantitative information.

West Hills Community College Board of Trustees has approved Board Policy 7230 and Administrative Procedure (Hiring Procedure and Guidelines for Classified Staff). Within this procedure are guidelines to be used in the identification and filling of faculty positions:

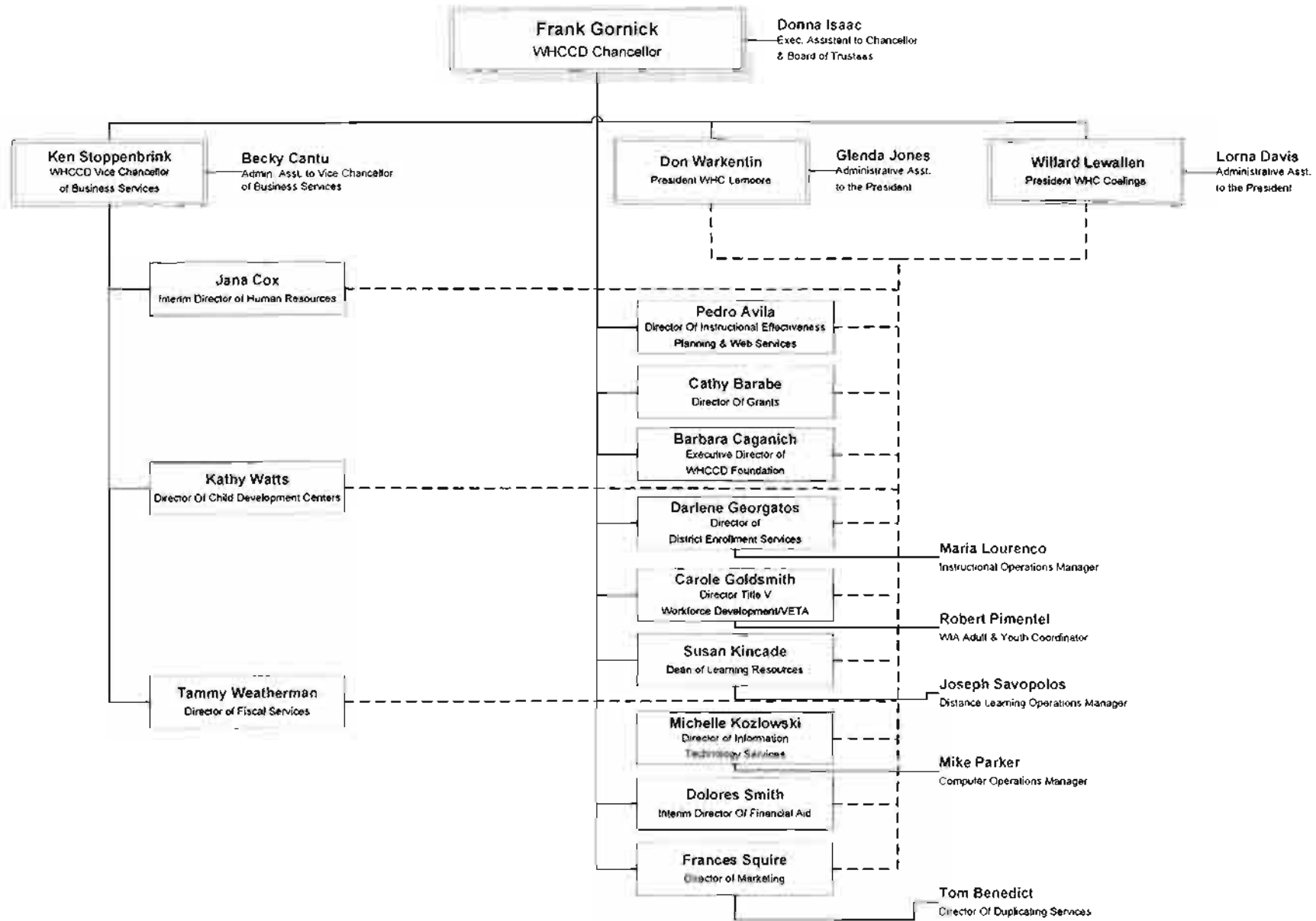
1. The Area Supervisor, in conjunction with the appropriate dean/administrator, shall submit staffing needs each year in early fall and provide supporting data for their requests to the College President or designee.
2. The Area Supervisor/Dean shall confer with the College President who will determine staffing priorities.
3. The staffing priorities determined by the College President will be forwarded to the Chancellor.
4. The Chancellor will make final staffing decisions and will recommend the positions to be filled to the Board of Trustees.

Execution of these procedures at West Hills College Lemoore must conform to the committee structure existing on the campus as well as the timelines necessary for full implementation. Specifically, the College will employ the following procedure to determine staffing needs:

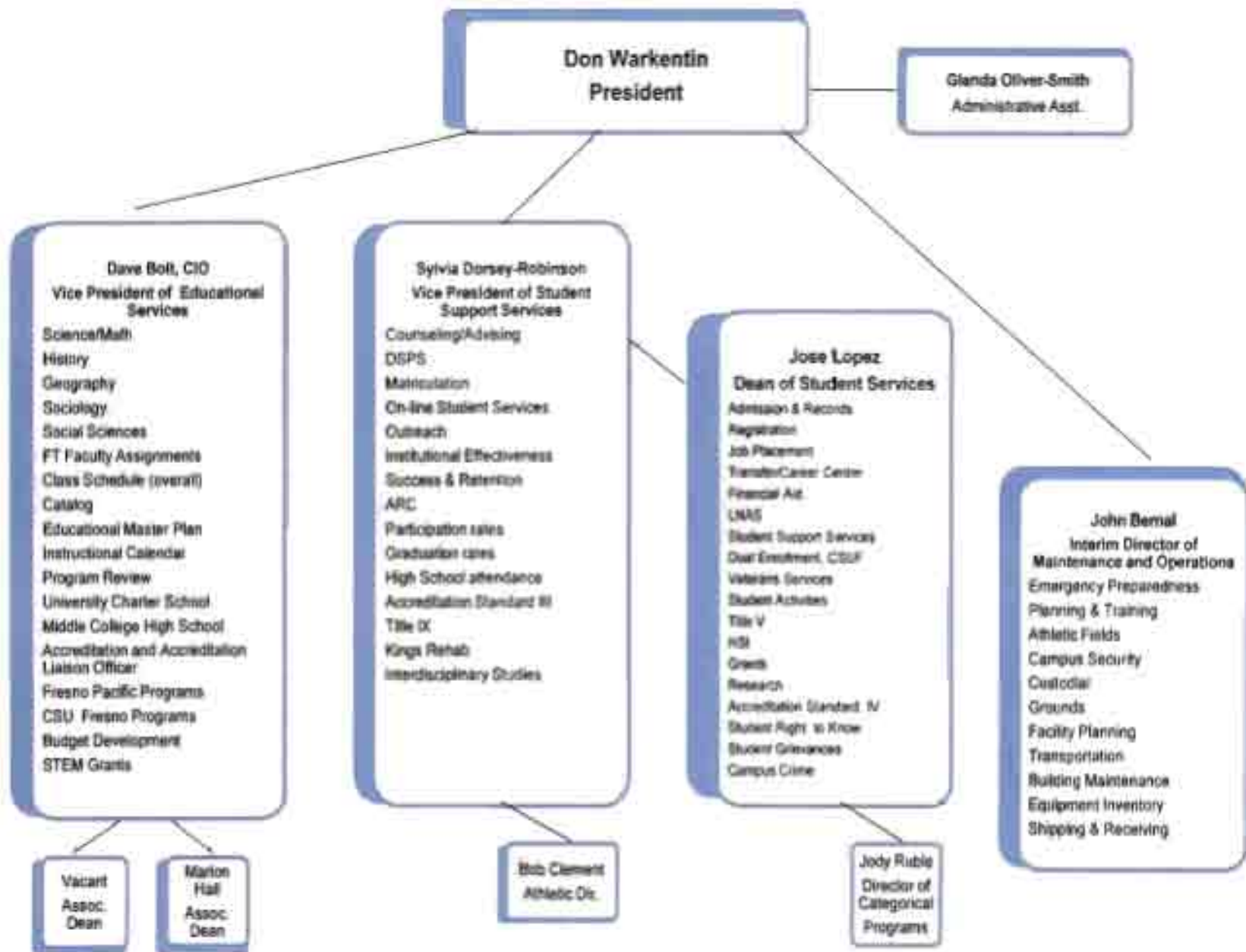
1. Submitted appropriate program reviews provide the opportunity for supervisors to identify staffing needs within their department or program. It is incumbent of the department/program to provide significant justification for the new position(s) within the program review document. The timeframe for submission of program reviews is late fall term.
2. If a program is not undergoing the periodic and regular program review, an individual supervisor will provide full time staffing requests into their yearly budget request (Form Group 2 of the Budget Development Process Booklet). This is to occur during the beginning of the spring semester.
3. The Area Administrator will compile all new staff requests from a combination of program reviews and budget request forms. The Area Administrator will provide the College President with this list for the purpose of priority ranking. This will occur no later than the end of the spring semester.
4. The College President will consult with the other administrators to determine a list of possible new staff positions. A prioritized list will be prepared along with supporting information no later than the middle of the fall semester.

5. The College President will determine the staffing priorities and forwarded to the District Chancellor. The District Office, and specifically the Department of Human Resources, will begin the advertisement of the position as soon as the College President has finalized his list and budget provisions have been secured.
6. In the event that it is determined that the budget cannot support new staff positions or that the positions are unneeded at this time, the prioritize list will be maintained by the President's Office for potential implementation at a later date.

WEST HILLS COMMUNITY COLLEGE DISTRICT CHANCELLORS OFFICE



The WHCL organization chart is being revised at this time, 12/4/2009.





ADDENDUM A

Administrative Procedure 2410 Policy and Administrative Procedure

Reference: *Education Code Section 70902*

Board Policies and Administrative Procedures are regularly reviewed by the Chancellor's Office. The Chancellor makes recommendations to the Board of Trustees concerning revisions to existing policies and procedures or the development of new policies and procedures to ensure that they are current and comply with state and federal laws.

Any employee, student, or member of the public may initiate a review or development of any policy or procedure by submitting a request or recommendation in writing to the Chancellor's Office.

Review and Approval Process

Upon receipt of the request or recommendation, the Chancellor's Office may refer to the Community College League's Policy and Procedure Service for recommended or legally advised language. The Chancellor's Office may also use the Policy and Procedure listserv to query other districts for related Board Policies or Administrative Procedures. In some instances, the Chancellor's Office may request that legal counsel review the policy or procedure language. Other employees with expertise in specific areas governed by a Board Policy or Administrative Procedure may also be consulted during the review process.

After initial review by the Chancellor's Office, the policy and/or procedure will be routed to the supervisor, manager or Dean of the appropriate department, if applicable, for review (i.e. Student Services, Human Resources, Business Office, etc.). Following the applicable review, the policy and/or procedure will be routed as follows:

1. Policy and/or procedure to be reviewed and discussed by the Chancellor's Executive Cabinet.
2. After review by the Chancellor's Executive Cabinet, the policy and/or procedure will be sent to the College Consultation Council (CCC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore (through the College Presidents) for review and approval, if applicable. Simultaneously, the policy and/or procedure will be sent to the Academic Senate Presidents and the Faculty Association President as a courtesy.
3. Review and approval by the Academic Senate Presidents will be requested only if the policy and/or procedure deal(s) with academic and professional matters. Review and approval by the Faculty Association President will only be

requested if the policy and/or procedure has or will have a significant effect on faculty.

4. After review by the CCC and the PGC, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the College Presidents. In the case of review and approval by the Academic Senate Presidents or Faculty Association President, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the individuals serving in those capacities. As a courtesy, the comments, recommendations or actions taken should also be sent to the College Presidents.

5. The Chancellor's Office will take the policy and/or procedure to the District Leadership Council (DLC) for review and approval.

6. After DLC review, and upon final review by the Chancellor, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.

Submission of Policies and Procedures for Review

When submitted to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President, and the DLC, the policy and/or procedure shall be accompanied by a routing form which will include the following information:

- Policy/Procedure Number
- Policy/Procedure Name
- Indication of new or revised policy/procedure
- Initiator of proposed new or revised policy/procedure
- Purpose for new or revised policy/procedure
- Anticipated timeline for review and approval process

New policies and procedures will be submitted to the appropriate groups as a "clean" copy.

Revised policies and procedures will be submitted to the appropriate groups using the following editing marks:

- Deleted text to be shown in
- Added text to be shown in bold print

Nonsubstantive ("clean up" or "housekeeping") revisions to policies and procedures (i.e. names, title changes, addition or deletion of references) that do not change the intent or meaning of the policy or procedure may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Policies and procedures dealing strictly with the Board of Trustees may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents ~~and~~, the Faculty Association President and the DLC as a courtesy. New or revised procedures that outline an existing process may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CCC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Timeline

In most instances, policy and procedure review and approval will be based on a two-month cycle at the college level. Once the Chancellor's Executive Cabinet agrees to move new or revised policies and/or procedures forward to the CCC, PGC, the Academic Senate Presidents and the Faculty Association President, the review and approval process timeline officially begins. The groups will have 60 days in which to complete the review and approval process at the college level and submit final comments, recommendations or actions taken with regard to the policy and/or procedure to the Chancellor's Office.

At the completion of the 60 days (or sooner if the appropriate groups have completed their review and approval process), the policy and/or procedure will be placed on the DLC agenda for review and approval if applicable. Following DLC review, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting. The Board of Trustees will be provided with the Chancellor's final recommendation, along with the completed routing form which will include the comments, recommendations and actions taken by the appropriate groups.

The timeline may be shorted due to various circumstances including, but not limited to, changes in law or urgent need. However, the Chancellor's Office shall notify all applicable groups of the shortened timeline.

After approval by the Board of Trustees, policies and procedures will be posted to the District's website. The College Presidents and Academic Senate Presidents will also be notified as to the status of the proposed or revised policies and procedures.

Board approval date: 3/7/06
Revised policy approval date: 6/26/07

Student Strategic Planning/Student Town Hall Meeting
2009-2012
February 27, 2009

Topic	Student Concern	SOLUTIONS	PLANS FOR IMPROVEMENT	Standard Alignment	Outcome	Completed tasks or In Progress
CLASS SCHEDULE (Teaching, Programs, Offerings)	<ul style="list-style-type: none"> • 50 minute classes • Instructional time • Time between classes too quick 	<ul style="list-style-type: none"> • <u>Choices</u> <ul style="list-style-type: none"> • 2 day a week classes (MW) (T TH) • Longer classes on Friday, possibly Saturday • <u>Consider Courses</u> <ul style="list-style-type: none"> • Select courses that fit well into 50 minute • Consult instructors 	<p>Evaluate '09-10 schedule to determine the feasibility of class changes (i.e. which ones would be most appropriate for a change and the impact on facility use)</p> <p>Follow up: Student Success Committee and Facilities Comm.</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> • A-Mission • B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> □ A-Instructional Programs □ B-Student Support □ C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> • A-Human • B-Physical • C-Technology • D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> • A-Decision Making • B-Board and Administration 		

Student Strategic Planning/Student Town Hall Meeting
2009-2012
February 27, 2009

<p>CLASS SCHEDULE (Teaching, Programs, Offerings)</p>	<ul style="list-style-type: none"> Inconsistent course offerings and lack of classes 	<ul style="list-style-type: none"> Meet with counselor to map out plan (Ed Plan) Print 2 year schedule More classes <ul style="list-style-type: none"> Every semester Various times (am, pm) Communicate your needs 	<p>Need to know where gaps are in the schedule Simple as: A group of students expressing their wants/needs</p> <p>Follow up: Student Success Committee and Front Office Staff</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> A-Mission B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> A-Instructional Programs B-Student Support C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> A-Human B-Physical C-Technology D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> A-Decision Making B-Board and Administration 		
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Student Strategic Planning/Student Town Hall Meeting
2009-2012
February 27, 2009

<p>CLASS SCHEDULE (Teaching, Programs, Offerings)</p>	<ul style="list-style-type: none"> • Variety of course options <ul style="list-style-type: none"> • Art • Music – performance • Dance • Radio WHCL • Mechanics • Woodshop • Journalism • Campus Life 	<p>Ways to communicate:</p> <ul style="list-style-type: none"> • Club Rush • Survey for interests (e-mail, signage, electronic bulletin board on Bush/College • Bookstore/Cafeteria • Suggestions Box • Student Activities • Curriculum Committee forum with students • Experimental courses 	<p>Class schedule if printed by Marketing</p> <p style="background-color: yellow;">Follow up: Student Success Committee and Front Office Staff</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> □ A-Mission □ B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> □ A-Instructional Programs □ B-Student Support □ C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> □ A-Human □ B-Physical □ C-Technology □ D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> □ A-Decision Making <p>B-Board and Administration</p>		
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Student Strategic Planning/Student Town Hall Meeting
2009-2012
February 27, 2009

<p>INSTRUCTION (Teaching, Programs, Offerings)</p>	<ul style="list-style-type: none"> Lack of vocational education programs 	<ul style="list-style-type: none"> Offer variety of vocational education programs <ul style="list-style-type: none"> Health/Medical Vet Tech Ag/Welding Community Education Advertise programs offered in a more effective way 	<p>Follow up: Student Success Committee and Front Office Staff</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> A-Mission B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> A-Instructional Programs B-Student Support C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> A-Human B-Physical C-Technology D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> A-Decision Making B-Board and Administration 		
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Student Strategic Planning/Student Town Hall Meeting
2009-2012
February 27, 2009

<p>INSTRUCTION (Teaching, Programs, Offerings)</p>	<ul style="list-style-type: none"> Lack of communication to students regarding advisory/prerequisite sites for classes (and other programs) 	<ul style="list-style-type: none"> Put advisory note on the online class schedule/catalog Create monthly study communication flyers/pamphlets Create central bulletin board/informational kiosk 	<p>Follow up. Student Success Committee and Front Office Staff</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> A-Mission B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> A-Instructional Programs B-Student Support C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> A-Human B-Physical C-Technology D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> A-Decision Making B-Board and Administration 		
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Student Strategic Planning/Student Town Hall Meeting
2009-2012
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<p>INSTRUCTION (Teaching, Programs, Offerings)</p>	<ul style="list-style-type: none"> • More variety of types of tutoring available 	<ul style="list-style-type: none"> • Fully staffed math lab • Structured study groups for classes by discipline via tutoring center 	<p>Peer tutors (one on one) Discussion group Students for students</p> <p>Follow up: Student Success Committee and Front Office Staff</p>	<p>Standard I: Mission and Effectiveness A-Mission B-Institutional Effectiveness</p> <p>Standard II: Student Learning Programs and Services A-Instructional Programs B-Student Support C-Library And Learning</p> <p>Standard III: Resources A-Human B-Physical C-Technology D-Financial</p> <p>Standard IV- Leadership and Governance A-Decision Making B-Board and Administration</p>		
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Student Strategic Planning/Student Town Hall Meeting
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<p>FINANCIAL AID</p>	<ul style="list-style-type: none"> Information on financial aid services and available programs is needed 	<ul style="list-style-type: none"> More assistance; class on financial aid, workshops, one-on-one with counselor (more appointments and longer appointments) information center and/or online orientation Student profile information on-line to include information on applications that could be uploaded with details on programs, services, and scholarships More detailed information on scholarships 	<p>Individual student qualifications</p> <p>On scholarship page there is no information</p> <p>If does not apply to the students they don't want to know about it</p> <p>Follow up: Student Success Committee with the financial aid department</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> A-Mission B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> A-Instructional Programs B-Student Support C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> A-Human B-Physical C-Technology D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> A-Decision Making B-Board and Administration 		
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Student Strategic Planning/Student Town Hall Meeting
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<p>FINANCIAL AID</p>	<ul style="list-style-type: none"> • Checks not available week one – delays with money 	<ul style="list-style-type: none"> • All available financial aid dollars should be distributed when it comes in • Book vouchers for all financial aid students and possibly line of credit while waiting for checks • Direct deposit option 	<p>Follow up: Student Success Committee with the financial aid department</p>	<p>Standard I: Mission and Effectiveness A-Mission B-Institutional Effectiveness</p> <p>Standard II: Student Learning Programs and Services A-Instructional Programs B-Student Support C-Library And Learning</p> <p>Standard III: Resources A-Human B-Physical C-Technology D-Financial</p> <p>Standard IV- Leadership and Governance A-Decision Making B-Board and Administration</p>		
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Student Strategic Planning/Student Town Hall Meeting
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<p>FINANCIAL AID</p>	<ul style="list-style-type: none"> • More information on grants, scholarships, services, deadlines, options for those younger than 25 and on their own, eligibility limits and timelines • Coordination between academic programs (i.e. nursing) financial aid, workforces, county, etc. to avoid check delays • Long lines with check distribution 	<ul style="list-style-type: none"> • Information tables in courtyard twice per year • E-mail reminders and e-mails with information • Information in Screamin Eagle • Banner on Web Page • Pamphlets, fact sheets, as well as internet links • Checks: break into small groups on distribution dates, more staff, direct deposits 	<p>More streamline approach In nursing there are issues between counties, Coalinga This has caused delays in receiving f.a. A-F in one room, G-Z</p> <p>Follow up: Student Success Committee with the financial aid department</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> A-Mission B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> A-Instructional Programs B-Student Support C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> A-Human B-Physical C-Technology D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> A-Decision Making B-Board and Administration 		
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Student Strategic Planning/Student Town Hall Meeting
2009-2012
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<p>FACILITIES</p>	<ul style="list-style-type: none"> • Snack Bar – Healthy Choices • Lack of Gym facilities on campus – need info • Entrance to campus – very chaotic (Bush street) 3 schools one entrance • More parking • High school students too loud in library- using for gathering & not studying, staff not aggressively addressing problem • Improper use of computers 	<ul style="list-style-type: none"> • Fruit, salad, less fried • New sports complex • Put info about current gym into school paper or on web • As campus grows – access needs to be improved, a. light b. 3 lanes (2 turning, 1 thoroughfare) • Separate spaces for motorcycles – more spaces • Parking rules need to be enforced • Separate place for high school students • Use study rooms for high school Separate space in the library • Card access for computer access 	<p>City is currently doing a traffic study, plans are underway</p> <p>Follow up: Facilities, Safety and Auxiliary and the Technology Committee where relevant</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> A-Mission B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> A-Instructional Programs B-Student Support C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> A-Human B-Physical C-Technology D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> A-Decision Making B-Board and Administration 		
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Student Strategic Planning/Student Town Hall Meeting
2009-2012
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<p>FACILITIES</p>	<ul style="list-style-type: none"> • More DSPS shuttles (evening) • WIFI hot spots all over campus • More security during the day i.e. guards • Parking violations • Impact of growing campus and access to public transportation • Charter High School needs more supervision • On campus housing • More gym classes 	<ul style="list-style-type: none"> • Add more shuttles • Wireless access campus-wide • More security guards • More aggressive enforcement and issuance of parking citations • Check with KART • More security for charter school • Build on campus housing • More gym classes – talk to Curriculum Committee 	<p>Health and PE is currently proposing new curriculum to align with new upcoming facilities</p> <p>Follow up: Facilities, Safety and Auxiliary and the Technology Committee where relevant</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> • A-Mission • B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> • A-Instructional Programs • B-Student Support • C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> • A-Human • B-Physical • C-Technology • D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> • A-Decision Making • B-Board and Administration 		
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Student Strategic Planning/Student Town Hall Meeting
2009-2012
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FACILITIES

- Snack bar size
- Eating locations
- Locker facilities
- Snack bar prices too high
- Location of fire extinguishers, too close to door for wheelchairs
- Performing arts center
- Grates around trees at the library for wheelchairs
- More sports (swimming, baseball, track)
- Place for dance clubs to practice
- Students involved in planning new buildings
- Student center lounge
- Class rings and other graduation memorabilia
- Better night lighting at exterior tables
- No sidewalk on Bush Street
- Information about facilities and snack bar

- New student center
- More available in student center
- Sports complex will fix locker problem
- Snack bar choices less expensive
- Allen will check locations of fire extinguishers
- New building approved for performing arts center
- Examine current grates
- Completion of sports complex
- Check availability of classrooms for the dance teams
- ADA requires elevators and etc. to be installed
- Add students to current facilities committee
- Class rings (talk to dean of students)
- Talk to the city about sidewalks on Bush street

Follow up: Facilities Safety and Auxillary and the Technology Committee where relevant

- Standard I: Mission and Effectiveness
 - A-Mission
 - B-Institutional Effectiveness
- Standard II: Student Learning Programs and Services
 - A-Instructional Programs
 - B-Student Support
 - C-Library And Learning
- Standard III: Resources
 - A-Human
 - B-Physical
 - C-Technology
 - D-Financial
- Standard IV- Leadership and Governance
 - A-Decision Making
 - B-Board and Administration

Student Strategic Planning/Student Town Hall Meeting
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<p>COUNSELING/ADVISING</p>	<ul style="list-style-type: none"> Recommended to take classes that were not needed for transfer college/major via counseling/advising sessions 	<ul style="list-style-type: none"> Documented training so that ALL advisors/counselors are on the same page. Communication between instructors and counseling/advising staff 	<p>Follow-Up: Student Success Committee and the Counselor/Advisor Group</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> A-Mission B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> A-Instructional Programs B-Student Support C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> A-Human B-Physical C-Technology D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> A-Decision Making B-Board and Administration 		
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Student Strategic Planning/Student Town Hall Meeting
2009-2012
February 27, 2009

<p>COUNSELING/ADVISING</p>	<ul style="list-style-type: none"> Counselors/advisors should show concern regardless if the student is new or returning. Don't assume that they know what you are talking about. 	<ul style="list-style-type: none"> Counselors/advisors can utilize peer mentors to bridge gaps for new students 	<p>Acronym usage, how about a dictionary of acronyms i.e. DSPS, EOPS, CARE, SSS. TEAM Teach. ...</p> <p>Follow-up, Student Success Committee and the Counselor/Advisor Group</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> A-Mission B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> A-Instructional Programs B-Student Support C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> A-Human B-Physical C-Technology D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> A-Decision Making <p>B-Board and Administration</p>		
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Student Strategic Planning/Student Town Hall Meeting
2009-2012
February 27, 2009

<p>COUNSELING/ADVISING</p>	<ul style="list-style-type: none"> • Students being unaware of counseling/advising services on campus 	<ul style="list-style-type: none"> • Advertise from students viewpoint • Informational booths in the high traffic areas (all day) during the first week of school 	<p>Follow-up: Student Success Committee and the Counselor/Advisor Group</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> □ A-Mission □ B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> □ A-Instructional Programs □ B-Student Support □ C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> □ A-Human □ B-Physical □ C-Technology □ D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> □ A-Decision Making □ B-Board and Administration 		
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Student Strategic Planning/Student Town Hall Meeting
2009-2012
February 27, 2009

<p>STUDENT SERVICE CATEGORICAL PROGRAMS</p>	<ul style="list-style-type: none"> Reminders of what services are available, Reiterate available help 	<ul style="list-style-type: none"> Text messaging Club Rush/Booth set-up Ambassadors More frequent town halls 	<p>Follow-up: Student Success Committee & Categorical Programs</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> A-Mission B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> A-Instructional Programs B-Student Support C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> A-Human B-Physical C-Technology D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> A-Decision Making B-Board and Administration 		
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Student Strategic Planning/Student Town Hall Meeting
2009-2012
February 27, 2009

<p>STUDENT SERVICE CATEGORICAL PROGRAMS</p>	<ul style="list-style-type: none"> • Awareness of services and programs 	<ul style="list-style-type: none"> • Shuttle Usage availability • Rush week information distribution • Kiosk/Weekly announcements 	<p>Follow-up: Student Success Committee & Categorical Programs</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> 1) A-Mission 2) B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> 1) A-Instructional Programs 2) B-Student Support 3) C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> 1) A-Human 2) B-Physical 3) C-Technology 4) D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> 1) A-Decision Making 2) B-Board and Administration 		
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Student Strategic Planning/Student Town Hall Meeting
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<p>STUDENT SERVICE S CATEGORICAL PROGRAMS</p>	<p>No one showed up for Breakout III</p>		<p>Follow-up: Student Success Committee & Categorical Programs</p>	<p>Standard I: Mission and Effectiveness A-Mission B-Institutional Effectiveness Standard II: Student Learning Programs and Services A-Instructional Programs B-Student Support C-Library And Learning Standard III: Resources A-Human B-Physical C-Technology D-Financial Standard IV- Leadership and Governance A-Decision Making B-Board and Administration</p>		
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Student Strategic Planning/Student Town Hall Meeting
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February 27, 2009

<p>REGISTRATION/CUSTOMER SERVICE S/RECORDS</p>	<ul style="list-style-type: none"> • Portal • Log in • Customer Services • Front counter 	<ul style="list-style-type: none"> • .net to .edu = consistency • Promoting help desk • Extending hours for help desk (ext.2002) • Video's (how to) • Portal Education (i.e. face to face workshops) 	<p>Same extension for login New student orientation gives acronym breakout</p> <p>Follow-up: Student Success Committee and Front Office Staff</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> • A-Mission • B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> • A-Instructional Programs • B-Student Support • C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> • A-Human • B-Physical • C-Technology • D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> • A-Decision Making • B-Board and Administration 		
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Student Strategic Planning/Student Town Hall Meeting
2009-2012
February 27, 2009

<p>REGISTRATION/CUSTOMER SERVICE RECORDS</p>	<ul style="list-style-type: none"> Customer Service 	<ul style="list-style-type: none"> Smiles – positive attitudes, acknowledgment at arrival Reorganization at front counter line configuration information at the door – redirect at door (greeter) All forms, better signage and accessibility Customer service training No pointing to forms location 	<p>Students are our business No smiles, bring to their attention Everyone is responsible for customer service</p> <p>Follow-up: Student Success Committee and Front Office Staff</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> A-Mission B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> A-Instructional Programs B-Student Support C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> A-Human B-Physical C-Technology D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> A-Decision Making <p>B-Board and Administration</p>		
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Student Strategic Planning/Student Town Hall Meeting
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<p>REGISTRATION/CUSTOMER SERVICE/RECORDS</p>	<ul style="list-style-type: none"> Inaccurate information <ul style="list-style-type: none"> Lack of information for students 	<ul style="list-style-type: none"> Facts sheets at counter with factual information First week of school student ambassadors to assist incoming students Ask me shirts, and let me help you find it Help desk instant messaging Tour for new students 	<p>Maps are wrong, need correction</p> <p>Librarian gives wonderful tours</p> <p>Follow-up: Student Success Committee and Front Office Staff</p>	<p>Standard I: Mission and Effectiveness</p> <ul style="list-style-type: none"> A-Mission B-Institutional Effectiveness <p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none"> A-Instructional Programs B-Student Support C-Library And Learning <p>Standard III: Resources</p> <ul style="list-style-type: none"> A-Human B-Physical C-Technology D-Financial <p>Standard IV- Leadership and Governance</p> <ul style="list-style-type: none"> A-Decision Making B-Board and Administration 		
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Administrative Procedure 2410
Policy and Administrative Procedure

review and consideration without being routed through the review and approval process. However, the proposed or revised policies and procedures will be sent to the CPC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

New or revised procedures that outline an existing process may be presented by the Chancellor to the Board of Trustees for review without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CPC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Timeline

In most instances, policy and procedure review and approval will be based on a two-month cycle at the college level. Once the Chancellor's Executive Cabinet agrees to move new or revised policies and/or procedures forward to the CPC, PGC, the Academic Senate Presidents and the Faculty Association President, the review and approval process timeline officially begins. The groups will have 60 days in which to complete the review and approval process at the college level and submit final comments, recommendations or actions taken with regard to the policy and/or procedure to the Chancellor's Office.

At the completion of the 60 days (or sooner if the appropriate groups have completed their review and approval process), the policy and/or procedure will be placed on the DLC agenda for final review and approval if applicable. Following DLC final review, will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting. The Board of Trustees will be provided with the Chancellor's final recommendation, along with the completed routing form which will include the comments, recommendations and actions taken by the appropriate groups. Procedures will be presented to the Board of Trustees for review and information only, unless the procedure is to be included in Chapter 2 (Board of Trustees section) of the district's policies and procedures. If the procedure is to be included in Chapter 2, it will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.

The timeline may be shorted due to various circumstances including, but not limited to, changes in law or urgent need. However, the Chancellor's Office shall notify all applicable groups of the shortened timeline.

After review and/or approval by the Board of Trustees, policies and procedures will be posted to the District's website. The College Presidents, Academic Senate Presidents, and Faculty Association President will also be notified as to the status of the proposed or revised policies and procedures.

Board approval date: 3/7/06

Revised procedure approval date: 6/26/07

Revised procedure approval date: 10/26/10

Administrative Procedure 2410 Policy and Administrative Procedure

5. In the case of review and approval by the Academic Senate Presidents or Faculty Association President, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the individuals serving in those capacities. As a courtesy, the comments, recommendations or actions taken should also be sent to the College Presidents.
6. The Chancellor's Office will take the policy and/or procedure to the District Leadership Council (DLC) for review and approval.
7. After DLC review, and upon final review by the Chancellor, policies will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting. Procedures will be presented to the Board of Trustees for review and information only, unless the procedure is to be included in Chapter 2 (Board of Trustees section) of the district's policies and procedures. If the procedure is to be included in Chapter 2, it will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.

Submission of Policies and Procedures for Review

When submitted to the CPC, PGC, the Academic Senate Presidents, the Faculty Association President, and the DLC, the policy and/or procedure shall be accompanied by a routing form which will include the following information:

- Policy/Procedure Number
- Policy/Procedure Name
- Indication of new or revised policy/procedure
- Initiator of proposed new or revised policy/procedure
- Purpose for new or revised policy/procedure
- Anticipated timeline for review and approval process

New policies and procedures will be submitted to the appropriate groups as a "clean" copy.

Revised policies and procedures will be submitted to the appropriate groups using the following editing marks:

- Deleted text to be shown in ~~striketrough print~~
- Added text to be shown in **bold print**

Nonsubstantive ("clean up" or "housekeeping") revisions to policies and procedures (i.e. names; title changes; addition or deletion of references) that do not change the intent or meaning of the policy or procedure may be recommended by the Chancellor to the Board of Trustees for review and/or consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the CPC, PGC, the Academic Senate Presidents, the Faculty Association President and the DLC as a courtesy.

Policies and procedures dealing strictly with the Board of Trustees (Chapter 2 of the district's policies and procedures) may be recommended by the Chancellor to the Board of Trustees for

Student Government Association

Meeting Minutes

October 28th, 2010

1. **Call to order:**

Ryan Cardoza called to order the regular meeting of the Student Government Association at 10:05 am on October 28th 2010 in room 233.

Officers Present:

Ron Oxford: Advisor

Ryan Cardoza: President

Maleny Rodriguez: Vice President

Devin Scott: Sergeant at arms

Kelsey La Traille: Activity Coordinator

Brittany Burkhart: Treasurer

Richard De Los Santos: Interim Public Relations Officer

Columbus Hasberry: Mascot

Danielle Van Baren: Freshman Class Representative

Adrian Dotimas: Sophomore Class Representative

Angelica Wilson: Historian

Members and others Present:

Matthew Warren

Derek Sanchez

Cecilia Campos

2. **Minutes Approval:**

Richard De Los Santos motions to approve minutes from meetings September 30th, October 14th, and October 21st at the same time, **Angelica Wilson** seconds. **Ryan Cardoza** wants to make changes on the minutes from September 30th to show that the minutes were submitted by Victoria Hotchkiss. Motion passes unanimously.

3. **Reports:**

Comment Boxes: **Richard De Los Santos** explains that more time is needed to properly compile his report.

4. **Action Items:**

Angelica Wilson moves to add an additional action item to make **Brittany Burkhart** secretary for either semester, or year, or interim, **Richard De Los Santos** seconds motion. **Devin Scott** comments that it should be an interim position only. Motion is called an emergency action item today and put to a vote. Motion passes unanimously

5. **Discussion Items:**

Ryan Cardoza shows us team page on portal and points out comment box subsection and talks about the 'issue tracking system' if it is successful it will be opened up to the public. **Kelsey La Traille** asks if it is made open to the public and an issue is out of our hands, how do we handle

that situation. **Ryan Cardoza** replies that the comments would only be shown if they are approved and are given a pending status.

Discussion about goals map from last meeting: **Richard De Los Santos** suggests that we take it one goal at a time. **Kelsey La Traille** suggests we go for community activities first. **Ryan Cardoza** asks that everyone be in charge of one goal on a separate worksheet at another point in time. Discussion follows about what constitutes community activity. **Derek Sanchez** suggests that the goal description be to be more active in the community with SGA involvement and to better the community around us. There is talk about how to handle the goals, whether to have one big goal bi-monthly with smaller community activities interspersed. **Maleny Rodriguez** suggests a big once yearly event such as the 'day of caring' from United Way. **Richard De Los Santos** suggests subcommittees for each goal. **Devin Scott** suggests that instead of creating events we volunteer at existing ones as a group. **Ryan Cardoza** brings up adding pre-planned community events to our goals map and worksheet for community activities. **Ryan Cardoza** then talks about the importance of the activities coordinator having the resources that he/she needs to plan the events.

Next item on goal map is supporting students. **Derek Sanchez** volunteers to take lead on this topic. **Richard De Los Santos** talks about importance of assisting students with their wants and needs and suggests adding that as the goal description. **Maleny Rodriguez** asks if we want a target date for this item, or to just have it ongoing. **Ryan Cardoza** suggests we have checkpoints because we do have to be able to measure our progress. **Richard De Los Santos** suggests utilizing verbal surveys to create a list of questions, and **Maleny Rodriguez** talks about just letting students know about upcoming events verbally and asking about their questions or concerns. **Ryan Cardoza** suggests we move outreach to go under support students. **Devin Scott** discusses having a 1 month goal to better our student outreach. **Kelsey La Traille** talks about how supporting students has the most falling under it and that it basically defines SGA, there is agreement and discussion follows on how to handle this goal. **Ryan Cardoza** asks for just one idea on how to reach the student support goal, **Richard De Los Santos** suggests outreach as the major component. **Maleny Rodriguez** suggests putting 'educate ourselves' under this goal so that SGA members will be knowledgeable enough to address student concerns and understand their responsibilities, as well as sitting on committees. **Ron Oxford** points out the importance of at least knowing who you can direct particular student concerns to. Overall goal discussion follows, to have happy students, or a more specific goal. **Kelsey La Traille** suggests a student survey. **Ryan Cardoza** brings up self surveys as well. **Maleny Rodriguez** makes the point that an increase in student involvement is a good indicator of reaching our goals. **Adrian Dotimas** says that increasing our numbers could also be a good indicator. **Ryan Cardoza** and **Richard De Los Santos** discuss periodic self assessments. **Richard De Los Santos** also brings up sub-committees for this goal. **Ryan Cardoza** asks for everyone to look into their job duties to see how we can help with this goal through our job duties.

Ryan Cardoza mentions breaking up the rest of the goals and to do it on our own time and bring what we came up with to the next meeting. **Maleny Rodriguez** asks for 'outreach', **Richard De Los Santos** wants 'campus activities', **Ryan Cardoza** wants 'team building', **Angelica Wilson**

wants 'sga/icc guide', **Maleny Rodriguez** wants 'club support' as well, **Brittany Burkhart** will take 'committees'.

6. **Meeting Adjourned at 10:54 am**
7. **Minutes Submitted by Brittany Burkhart**

ICC Minutes 10/21/10

Called to order at 11:14am by Ryan Cardoza.

- Discussion:
Bulletin boards duty that was taken on by the Veterans Student Club Association was called into question because of non-action on their part to date; clarification was needed for usage of the bulletin boards. Clayton stated that the boards were solely for ICC purposes (I.E. club updates etc.). Veterans Student Club Association was unavailable to comment at the time. There was discussion of opening the job to other clubs when the Veterans Student Club Association and SIFE arrived.
- New event updates:
 - AGS: film appreciation night. AGS also called for volunteers to help with concessions and set building and design for the carnival. Volunteers should go to the conference room from 1-5pm to help out. The Halloween event will take place on October 30th from 6-10pm. Clayton discussed the kind of games to go along with SIFE's Haunted House. AGS regional conference will be on the 5th, all attendees must pay \$55 for the opportunity to take part in workshops and activities, anyone is welcome to go.
 - Veterans Student Club Association: No upcoming events on the calendar other than the combined Halloween event with SIFE and AGS. This event is open to all clubs to participate in.
 - Nursing Club: IHOP flyer event to earn a percentage back from all flyers brought in to IHOP on a particular day TBA.
 - SIFE: Art and poetry event on November 17th with SPLAAT from 11-1pm including a bake sale. This is a free event and other clubs are welcome to participate. Most events are almost over for the year with the exception of the canned food drive in the library, admin building, DSPS office, and snack bar.
- More discussion items:
 - Dr. Oxford asked about the success of the meet the candidate's forum, SIFE replied that about 150 people were in attendance. Ryan commented on how fast this event was pulled together with the 14 candidates.
 - Vera Kennedy asked about signups for students to show their art at SPLAAT and SIFFE's art event, SPLAAT replies to contact the club advisor or president to sign up for art but mentions that the majority of the art will be solicited), or to contact SIFE regarding poetry or dance signups. Vera mentions need for signups to filter out some material.
 - AGS is still accepting donations for their prize drawing which will take place November 1st at noon in the quad. Clayton talked about the different prizes that your donations could win including a computer, football game tickets, and movie tickets. More prize drawings will follow if this one is successful. AGS will also be selling candy for a dollar

each to help fund their trip to the state convention in the spring.

-Veterans Student Club Association will be having a popcorn fundraiser (3 bags for \$10). There will also be a veteran's luncheon on November 9th from 11:30-1pm, must call 925-3312 to RSVP. This event is held every year to honor veteran's day.

-SIFE will be holding a business etiquette luncheon on October 28th, see career center for signup sheet.

-SPLAAT will have a day of the dead shrine done by October 22nd, it will be 7'x6' and installed in the library. This is an interactive piece, people may add on to the shrine which will be actually installed on Monday October 25th through November 5th. There is a call for participation from other clubs. A plaque will tell about the traditions of this holiday and encourage student participation. There is a promenade planned, however the details will not be disclosed as it is a surprise event. There is also a facilities request for a bake sale on November 1st.

-AGS student town hall will take place this Friday with 10 seats still available. It will be from 11-1 and not 10 as it is written in the agenda. Food will be provided and Susan commented that students in attendance will receive planners.

-SGA/ICC ad hoc committee to talk about structure and guidelines at first meeting. More information to be added later and must be approved by SGA/ICC/PGC. Student participation is extremely important to help guide future years. This meeting is open to everyone as the rules made will affect everyone.

-Culinary Club: tickets will be on sale to win a thanksgiving dinner to be picked up Thanksgiving Day. Also, on October 30th there will be a chili cook-off with the club advisor and 4 others to attend; if they win the prize is a used car. Discussion followed on what to do with the car if won. There will be a Bistro coming up, although this is from the culinary class, and not the club. The outdoor restaurant will be open November 8th and 10th. SPLAAT asks about the price per ticket of the thanksgiving dinner, Culinary Club responds that the tickets will be \$5 each with the drawing on November 23rd. ticket sales will begin November 1st.

-Susan asked about whether the school will have a parade or a float, Vera replied that it must use the theme of the school. Ryan asked about any lead-takers for an ad hoc committee, Vera replied that AGS would take lead and welcome all other club participation. This will be added to the next agenda.

-Nurse's club left for another meeting

-Veterans Student Club Association has no information to give regarding the planned information booth/signage. Susan said that a booth might not be feasible after talking to the campus architect. Ryan talked about attempts made last year and said that the structure must be moveable, temporary, and aesthetically pleasing. SPLAAT brought up the inefficiencies in design and planning. Dr. Oxford called for student representation to

go to Addington about what students want rather than small groups of people. Ryan agrees to look into the situation. Dean Lopez brought up the Miramar campus and how they have information signs of the type that our school has been unable to erect, he agreed to take a photo of the signs to PGS to try to implement at our school. Ryan also asked the veterans to look into it. Vera brought up that before making a presentation on the need for these signs, a proposal should be put together. Ryan asked the veterans if they could implement these signs if given the amount of money required, Susan asked if it would have to go before PGC. Vera said that specifications would be needed before any formal proposal could be made to PGC. The Veterans club will try to have the specs ready by the next meeting.

-Ryan brought up upcoming committee meeting dates and called for clubs/students to sit in, Vera asked for an emailed copy of the schedule to pass on to her students.

Student representatives to these committees will report back to ICC with relevant information.

-Clayton brought up making a template to grade the success of club events. This will show what does and doesn't work so that other clubs won't have the same issues over and over.

-Dr. Oxford talked about the art display currently for sale in the administration building.

- Meeting adjourned at 12pm
- Minutes submitted by Brittany Burkhart

**West Hills College Lemoore
Planning and Governance Council
Wednesday – February 3, 2010, 2:00 p.m.
Conference Center, Rm. 256**

AGENDA

Call to Order

Roll Call

Approval of minutes

- January 20, 2010

Action Items:

There are no action items at this time.

Information/Discussion Items

- | | |
|---|----------------------------|
| 1. Child Development Program Review | Pat Kraft-Chapman |
| 2. Student Town Hall Matrix Update | Jose Lopez |
| 3. Program Review Summary Form | Dave Bolt |
| 4. Student Government Association | Angel Isidoro |
| • ASB/SGA Student Body Card monies | |
| 5. Curriculum Committee Report | Stephanie Droker/Dave Bolt |
| 6. Academic Senate Report | Stephanie Droker |
| 7. Accreditation | Dave Bolt |
| 9. Report from Committee Representative | |
| a) Student Learning Outcomes Committee | David Babb |
| b) Institutional Effectiveness and Program Review Committee | Dave Bolt |
| c) Budget Allocation Committee | Dave Bolt |
| d) Employee Success and Development Committee | Marlon Hall |
| e) Student Success Committee | Sylvia Dorsey-Robinson |
| f) Facilities, Safety and Auxiliary Services Committee | John Bernal |
| g) Technology Committee | Ron Oxford |
| 10. Strategic Planning Grid (11/13/09) | Stephanie Droker |
| 11. Graduation Committee | Jose Lopez |
| 12. Other | |
| 13. Agenda items for next meeting | |
| 14. Adjournment | |

**West Hills College Lemoore
Planning and Governance Council
Wednesday – February 3, 2010, 2:00 p.m.
Conference Center, Rm. 256**

MINUTES

Members Present:

David Babb, Student Learning Outcomes Chair
Dave Bolt, Vice President of Educational Services
America Bryant, CSEA/Classified Representative
Sylvia Dorsey-Robinson, Vice President of Student Services
Stephanie Droker, Academic Senate President
Marty Ennes, CTA/Faculty Representative
Marlon Hall, Associate Dean of Educational Services, Evening College
Jose Lopez, Dean of Students
Ron Oxford, Librarian
John Ieronimo for John Bernal, Director of Facilities & Auxiliary Services
Angela Tos, CTA/Faculty Representative
Don Warkentin, President
Angel Isidoro, Student Government Association Representative

Members Absent:

Linda Amaya-Guenon, Counselor/Advisor
Keith Brock, CSEA/Classified Representative
John Bernal, Director of Facilities & Auxiliary Services
Rene Sanchez, Curriculum Committee Chair

Others Present:

Pat Kraft-Chapman

Call to Order

Mr. Warkentin called the meeting to order at 2:00 p.m.

Roll Call

A silent roll call was taken and a quorum was present.

Approval of minutes

The minutes of the January 20, 2010 meeting were approved with corrections on a motion by Marty Ennes; it was seconded by Ron Oxford, all in favor with one abstention, (Angela Tos) motion passed.

Action Items:

There were no action items at this time.

Information/Discussion Items

1. Child Development Program Review

Pat Kraft Chapman, the originator of the Child Development Program Review was in attendance to answer potential questions or concerns about the Review. Pat reported that this program is short on staff; the classes are filled to capacity which has resulted in

student complaints and the loss of some students to COS. Pat stated that she had always identified the need for a new full-time instructor, and if not full-time, at least an adjunct faculty. Mr. Warkentin reported that he had asked Dave Bolt, chair of the Budget Allocation Committee, to maintain a prioritized list of needed faculty when hiring is again a consideration. Mr. Warkentin asked if there were any questions for Pat. There were no questions.

2. Student Town Hall Matrix Update

Jose Lopez distributed the updated matrix which originated from the student town hall meeting on 2/27/2009. Overlapping classes, lack of classes, kiosks to display information are some of the concerns. Currently the catalog is being revised and reviewed, along with the student handbook. Jose is looking at the possibility of a video monitor to display announcements and to be housed in one of the display cases. This would be an alternative to a kiosk. Marty Ennes suggested a monitor be placed in the room where the beverage machines are located. The next student town hall forum is scheduled on March 19th to again address the issues in this matrix, as well any new concerns. It will be held in the morning, followed by a second Student Leadership Conference in the afternoon. The matrix will be reviewed again at the Student Leadership event. Jose has invited David Bautista, speaker and author, to speak at the Student Leadership Conference. Marty reported that at her learning area meeting discussion transpired about tutoring. The issue was the tutoring course which teaches general tutoring. An additional workshop to model one on one tutoring practices is needed. Several instructors are putting materials together on how to tutor one on one. America Bryant, in reference to the financial aid concern, stated that they offer on campus workshops to help students complete the application on line. Also a concern was information about student awards. This information is now posted on the portal and on the financial aid web page. Accessibility was also a concern with regard to longer appointments needed with a counselor. There is not a financial aid counselor; however, they have an open door policy and no appointments are required for assistance. Financial aid checks are now available on week one to those students with complete paperwork. Book vouchers are available on a case by case basis due to the accounting process necessary to manage them. Less than a dozen book vouchers are given out to students. Angela Tos asked at what point in the process students are notified that they are disqualified for financial aid. America reported that they run a SAC calculation. Angela commented that every semester it tends to fall that students are coming out of the woodwork with financial aid appeals during the first two weeks of school and the timing from her perspective is really bad. Angela wants to make sure student needs are met. Jose stated that along with the financial aid check and notification given that all checks will be mailed in the fall. Additional concerns of students had to do with the food offered in the snack bar and Wi-Fi concerns. The snack bar manager has stated that it is too costly to make changes. Mr. Warkentin stated that we will be going to bid for the student center in the late spring of next year and food service is being considered for the student center. Parking lots will be added and will bend around southward along with this project. Regarding the safety concerns, diligent records will be kept and a safety booklet is being developed to be given to students in the fall. Wi-Fi installations will be placed in strategic areas (hot spots). Students also want more KART access. Jose stated

that a meeting with the KART supervisor had been requested with no response. Mr. Warkentin commented that he will contact the county supervisor if necessary. The ramps leading up to the library were mentioned as when it rains they become slippery. Students have suggested that grading be done on the cement in this area. Students have asked about having class rings and memorabilia for purchase and they are working to develop an insignia. The lighting around campus has been corrected. It is run by computer which has to be programmed. Students would like to have sidewalks along Bush Avenue, but this is something we cannot control as it is private property owned by developers. It will eventually happen. Additionally, students have concerns with counseling and advising errors. These concerns are to be addressed by the learning areas. A student handbook will come out this summer and provide explanation of all the acronyms used. The SARS system is working great and will help students with scheduling and tracking. The next project will be e-SARS. Angela asked Ron Oxford to e-mail her regarding the tutoring component for SARS. A group location needs to be created. Jose mentioned that a student satisfaction survey will be taken regarding the portal and customer service. The Student Government Association is planning a club rush. A new club has been developed; Alpha Gamma Sigma, it has 64 members and is led by sociology instructor, Vera Kennedy. Also a Culinary Club has been established.

This matrix refers back to the Student Town Hall Forum on 2/27/2009. Mr. Warkentin would like it to be identified separately for historical purposes and to show that this has been an on-going effort as more of these are held. He believes these type of activities are an excellent representation of evidence toward institutional effectiveness and improvement. Showing that our student body is becoming more active (i.e. student clubs) and their involvement increasing should be included in the accreditation self study, Standard 2.

3. Program Review Summary Form

Dave Bolt stated that it was brought up at the last PGC meeting that the summary sheet we discussed in the fall had not been included in the recent program reviews. He asked if there were other thoughts about this summary sheet and if all three sheets were necessary. David Babb commented that he understood this was to be a one page quick summary. Mr. Warkentin asked for consensus on a one page summary sheet, with the consensus result being to use only the front one page summary sheet. Marty Ennes questioned if the form could be e-mailed to those in the process of completing their program reviews. Dave suggested that the form be used on an experimental/pilot basis for the remainder of the semester. There are six more program reviews in progress.

4. Student Government Association (SGA)

- ASB/SGA Student Body Card monies

Angel reported that SGA has completed revision of their constitution and voted on it. It now needs to be sent to Dean Lopez.

Haiti Relief – Sylvia Dorsey-Robinson reported that \$530 has been received from the culinary program. Dave Bolt questioned if an individual's contribution would be tax deductible. This will be funneled through the Foundation and will be tax deductible.

Marty Ennes suggested getting information out to faculty and staff regarding their contributions being tax deductible.

The Student Government Association is providing face painting at the Pizza Festival on April 15 – 17. There will be a circus and carnival set up in parking lot east of the library. The parking lots will need to be blocked off on Friday through Sunday for this event. David Babb suggested signage be placed to inform faculty. Angel asked about the findings concerning the ASB/SGA student body cards. Sylvia Dorsey-Robinson reported that the athletes are charged \$7.50 per semester and it is put into an account by the district's director of accounting. The collection of these monies is a result of NC2A athletic requirements. The regulations are still needed in printed form. The monies are to eventually be accessible to students provided the proper process is followed. Tammy Weatherman, Director of Accounting, is planning to work with the colleges to put the necessary mechanisms in place. America Bryant commented that she understands that students can get a \$100 loan from this account, and that it is paid back to this account. Student body fees can be charged if the association is chartered and they vote to charge a student body fee. Sylvia believes that this process needs more work and investigation. Ron Oxford stated that he has an issue concerning the various identification cards used by students. The library has three full-time employees and one employee spends a vast majority of her time dealing with sixteen different types of student identification cards. Ron feels this should not be a library function. He stated that it is a cumbersome process and seems inappropriate for this to be exclusively handled in the library. Mr. Warkentin responded that there are future plans to expand the 100 building and these types of services will be addressed in the new locations therein: i.e. business office, admissions and records, etc.).

5. Curriculum Committee Report

Stephanie Droker reported that they have not had a Curriculum Committee meeting as there are technical issues. There are problems with the portal and Blackboard.

6. Academic Senate Report

Stephanie Droker reported that the Academic Senate met last Monday and they are working on tenure resolutions to be voted on at the next Monday's meeting. Tenure recommendations will be given to President Warkentin thereafter. There is four faculty being considered for tenure.

7. Accreditation

Dave Bolt reported that they are reviewing each standard one standard at a time in the President's Executive Cabinet meetings. They are currently reviewing Standard 2 D. Standard 3 has been given to the writer; 3B will be done any day now, and 3C will be done by the end of next week. They are also discussing a potential substantive change report as 50% of our degrees can now be completed in an online format.

8. Report from Committee Representative

a) Student Learning Outcomes Committee (SLOC)

David Babb reported that the SLOC will have their first meeting on Monday.

b) Institutional Effectiveness and Program Review Committee (IEPRC)

Dave Bolt reported that the IEPRC has received a number of program reviews and they are going through the process. They are also going to review the program review booklet for accuracy and they intend to make a distinct difference between the instructional and non instructional program review booklets. Mr. Warkentin interjected that WASC does not care how we conduct program reviews, just that we are doing program reviews.

c) Budget Allocation Committee (BAC)

Dave Bolt reported that the BAC met yesterday and they have over \$36, 000 of lottery money to spend which is a carryover from last year. They are looking at budget requests from the area committees. Strategies to fully expend the funds will need to be discussed. They have some confusion about the budget process. There is the proposed tentative budget, the lottery monies, and new request items. They are going to look at the different activities and make this concern a discussion item at their meetings.

d) Employee Development and Success Committee (EDSC)

Marlon Hall reported that EDSC will meet today. They are involved with the classified staff development day on 2/12 and the lunch speaker is a member of the EDSC. Cathy Barabe has offered to give a workshop on grant writing and she would like to see participation by faculty. EEO and sexual harassment training are to be coordinated as further training opportunities.

e) Student Success Committee (SSC)

Sylvia Dorsey-Robinson reported that SSC has a meeting on Monday.

f) Facilities, Safety and Auxiliary Services Committee (FSSC)

John Ieronimo was in attendance on behalf of John Bernal. He reported that they had met with the landscape architect regarding the new Multi-use Sports Complex. He landscape architect had let them know the proposed changes of plants on campus. There will be more Chinese Pistachio trees with no more oleanders. He also provided ideas for the salt problem, i.e. additives. He additionally talked about the need for leaching the soil for the betterment of the plants. They spoke about the existing pump and a new pump for new buildings. Mr. Warkentin reported that a meeting was held with the architect and they have spoken to a professional promoter concerning the Multi-use Sports Complex. The construction is moving along on schedule. The building will allow for 3,000 persons.

g) Technology Committee (TC)

Ron Oxford reported that the TC has not met. They are still working on the meeting schedule. They have done work on the portal and they are also working to expand communication. There will be links to the various team sites at the district level. The leader's team for technology is being driven from the district and there are eight team members. Ron does not think the teams are meeting as yet. The communication is still not there.

10. Strategic Planning Grid (11/13/09)

Stephanie Droker reported that she has finalized the grid and has sent it to Sylvia Dorsey-Robinson. Sylvia reported that she, Ron Oxford, and Marlon Hall had met to assign the various concerns to the appropriate governance teams. Sylvia briefly reviewed the grid. Marty questioned why plagiarism was assigned to the Planning and Governance Council (PGC). Sylvia responded that they had looked at the definition of each committee in an attempt to make assignments. She stated that assignments can still be changed. Stephanie Droker pointed out that student concerns should be changed to concerns at this point as the session had other participants, not only students. She also pointed out that pages 12 and 13 should not be included in this particular version of the grid. Mr. Warkentin commented that this type of information represents institutional effectiveness and is a strong source of evidence for two of our self study standards. Sylvia will make corrections to the grid and send it for inclusion on the PGC agenda for approval at the next meeting. There is concern about new employee orientation for staff and administration. They were not sure where to assign this.

11. Graduation Committee

Jose Lopez reported that graduation will be held on Thursday, May 27 at the same location and at the same time. There is still no speaker identified and he would like suggestions. He presented another version of the insignia. Mr. Warkentin will check with the chancellor's office to see if Board of Trustee approval is needed for an insignia. Marty Ennes commented that she likes this one much better. Tasks are being assigned to Graduation Committee members. Mr. Warkentin would like any special graduation stories to be sent to him for his graduation speech, i.e. father/daughter graduates, etc.

12. Other

Jose Lopez reported that an activity to raise money for scholarships is being coordinated and it is entitled "Cooking for Scholars." Three chefs, including our own culinary instructor, Christian Raia, will have a cook-off later this spring. The cost is to be \$25 per plate.

Marty Ennes reported that once again there are problems with the bookstore ordering the wrong books; not enough books, multiple copies, books not ordered, and the bookstore seems to not be receptive to getting this figured out. Faculty and students are very frustrated. The book form sent by Amber Avitia, Educational Services Secretary, for a 48 hr. delivery was not helpful. It did not work. Mr. Warkentin asked Marty to gather a list of concerns and he will forward these to Vice Chancellor Stoppenbrink and ask him to deal with it. A secret shopper was sent to the bookstore recently and a positive report was received, although they were not purchasing books.

Mr. Warkentin announced that there is a Board of Trustee retreat on Friday, February 5th.

13. Agenda items for next meeting

- Child Development Program Review

- Strategic Planning Grid from 11/13/2009 (To make sure the right committees are assigned.)
- Other completed program reviews

14. Adjournment

The meeting was adjourned at 3:20 p.m.



Board Policy 2410 Policy and Administrative Procedure

Reference: *Education Code Section 70902; Accreditation Standard IV.B.1.b and e*

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended.

Administrative procedures are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Chancellor.

The Chancellor shall, annually, provide each member of the Board with copies of the policies and administrative procedures or any revisions since the last time they were provided. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

All policies and administrative procedures shall be readily available through the Chancellor's Office and/or the District website.

Board approval date: 9/23/03

Revisions approved by the Board: 3/7/06



Administrative Procedure 2410 Policy and Administrative Procedure

Reference: *Education Code Section 70902*

Board Policies and Administrative Procedures are regularly reviewed by the Chancellor's Office. The Chancellor makes recommendations to the Board of Trustees concerning revisions to existing policies and procedures or the development of new policies and procedures to ensure that they are current and comply with state and federal laws.

Any employee, student, or member of the public may initiate a review or development of any policy or procedure by submitting a request or recommendation in writing to the Chancellor's Office.

Review and Approval Process

Upon receipt of the request or recommendation, the Chancellor's Office may refer to the Community College League's Policy and Procedure Service for recommended or legally advised language. The Chancellor's Office may also use the Policy and Procedure listserv to query other districts for related Board Policies or Administrative Procedures. In some instances, the Chancellor's Office may request that legal counsel review the policy or procedure language. Other employees with expertise in specific areas governed by a Board Policy or Administrative Procedure may also be consulted during the review process.

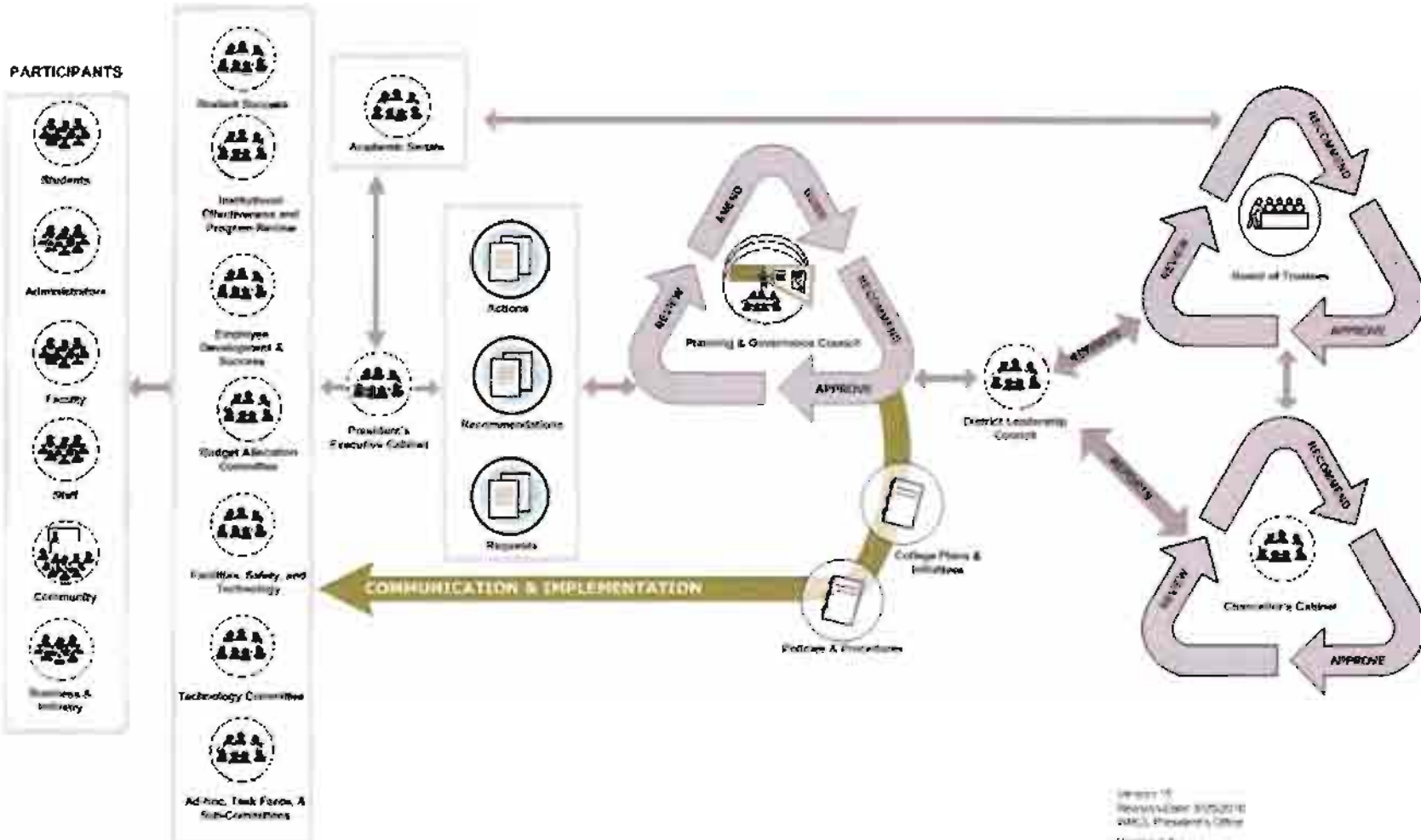
After initial review by the Chancellor's Office, the policy and/or procedure will be routed to the supervisor, manager or Dean of the appropriate department, if applicable, for review (i.e. Student Services, Human Resources, Business Office, etc.). Following the applicable review, the policy and/or procedure will be routed as follows:

1. Policy and/or procedure to be reviewed and discussed by the Chancellor's Executive Cabinet.
2. After review by the Chancellor's Executive Cabinet, the policy and/or procedure will be sent to the College Planning Council (CPC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore (through the College Presidents) for review and approval, if applicable. Simultaneously, the policy and/or procedure will be sent to the Academic Senate Presidents and the Faculty Association President as a courtesy.
3. Review and approval by the Academic Senate Presidents will be requested only if the policy and/or procedure deal(s) with academic and professional matters. Review and approval by the Faculty Association President will only be requested if the policy and/or procedure has or will have a significant effect on faculty.
4. After review by the CPC and the PGC, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the College Presidents.

West Hills College Lemoore Governance Process



COMMITTEES & PLANNING GROUPS



**District Leadership Council
November 2, 2010**

MINUTES

Members present:

Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Ariita Bart, Academic Senate President, West Hills College Coalinga
Marty Ennes, CTA Representative
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Frank Gornick, Chancellor
Jill Stearns, Vice President of Educational Services, West Hills College Coalinga
(for Willard Lewallen, President, West Hills College Coalinga)
Kurt Sterling, Academic Senate President, West Hills College Lemoore
Ken Stoppenbrink, Vice Chancellor of Business Services
Don Warkentin, President, West Hills College Lemoore

Others present:

Donna Isaac, Executive Assistant

Members absent:

John Ieronimo, CSEA President

Update and Progress on Accreditation

Frank Gornick briefly commented on the Leadership Retreat held on Friday, October 29 and the presentation by Norval Wellsfry with regard to the colleges' accreditation self studies.

Don Warkentin stated that it was interesting to have a Commissioner from the Accrediting Commission make comments about the self studies. He stated that he thinks there is a disconnect between the training that is provided to colleges and what the Commissioners are looking for when they read the reports. Don reported that he has Norv's annotated comments and has shared them with his staff and they will now be reviewing the report in their specific areas of expertise. The self study will be ready for a first reading by the Board of Trustees in December, with approval to follow in January. Don explained that one of the areas of the self study for West Hills College Lemoore that needs attention is to emphasize the importance of the self evaluation piece.

Jill Stearns reported that she and Sarah Shepard will be meeting later in the week to determine how to reevaluate the work that has been done on the self study. West Hills College Coalinga was hoping to be able to have the final bound document for the Board of Trustees at their January meeting.

Discussion took place concerning the evidence that will be linked to the self study. It was agreed that a CD of the documentation will be an easy way to handle this.

Don initiated discussion on the need for a code of ethics for employees. He stated that this needs to be in place prior to the visit. Frank stated that this policy can be added to the Policy and Procedure Review Schedule.

SB 1440 Implementation

Anita Bart reported that a webinar is being held on Wednesday, November 3 for the Academic Senate. Frank stated that the webinar should provide good information for faculty, counselors and advisors. Kurt Sterling discussed information on the course identification program (C-ID). He stated that agriculture and communication courses are done and sociology has been finalized.

Board Policies and Administrative Procedures

The following Board Policies and Administrative Procedures were reviewed by the group:

- BP 4030, Academic Freedom – Kurt reported that he sent out a request to Academic Senate Presidents asking for examples of updated policies and the faculty are actively working on this. Marty Ennes stated that the language in the current policy is out of date. Frank stated that a first reading of the policy by the Board of Trustees is scheduled for December 7, 2010. Consideration is scheduled for January 18, 2011.
- AP 4045, College Library Fines – The group agreed to the proposed changes. Frank stated that the procedure is currently under review by the various college groups.
- BP & AP 4110, Honorary Degrees – The group agreed to the proposed new policy and procedure. Frank reported that the policy and procedure are currently under review by the various college groups. A first reading by the Board of Trustees is scheduled for January 18, 2011. Consideration is scheduled for February 15, 2011.

District Mission and Vision Statement

Frank explained that the district mission and vision statements are in the process of being reviewed. The goals will also need to be updated. Pedro Avila reported that he and Carole Goldsmith will be working on the new goals that were determined as a result of the Strategic Planning Retreat and should have them ready before the end of the year.

Marty requested that the draft revision be sent electronically.

Other Business

Completion by Design – Frank reported that staff are working with a consultant and are in the process of pulling together the application for the Gates Foundation grant. West Hills will serve as the lead agency and several other colleges will join us. He explained that we are going to try to do things based on research including first generation, low income and underserved populations.

District Leadership Council
October 5, 2010
Page 3

Frank reported that a One Year Schedule Task Force is being formed and he will keep the group updated on their progress.

The next meeting of the District Leadership Council is scheduled for Monday, December 6.

/di

Draft

Nov. 9, 2007

College Strategic Plan

WESTHILLS COLLEGE LEMOORE



West Hills College Lemoore Academic Center Building

2009-2012

West Hills College Lemoore

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Lemoore, CA 93245

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Introduction

West Hills College Lemoore (WHCL) opened its doors in January 2002 with initial facilities that included a library/learning resource center, academic learning center, and administrative/student services building. In 2005, the college added phase two facilities which included additional classrooms, vocational laboratories, and a child development center.

WHCL received its initial accreditation in June 2006 making it the only full service accredited college in Kings County. In November, 2008, the voters approved Measure E in the amount of \$31 million which is being used as matching funds to construct phase three facilities. These projects include a multiuse sports complex, additional field sports, an additional academic center, a performing arts center, and additional administrative offices. Phase three construction began in October 2009 with the ground breaking of the multiuse sports complex.

The College's Strategic Plan serves as the roadmap to guide the development of the college's Educational Master Plan, Facilities Master Plan, the Technology Master Plan, and the Distance Education Master Plan. Combined these plans assist the college in meeting its goals and evaluating its programs and services.

Each year, a broadly represented group of faculty, staff, students, community members and administration meet to review and revise the College's Strategic Plan to better identify and address the needs of the community we serve.

WHCL's mission statement appropriately identifies who our students are and signifies a commitment to student learning outcomes utilizing innovation, goal orientated strategies, and community partnerships to provide excellent learning opportunities. We have identified institutional outcomes that will ensure that our students are prepared with the skills and experiences needed to succeed in the world of work or to transfer to four year institutions of higher learning. These outcomes and their methods of assessments (including data, interpretations, and strategies for improvement) are detailed in this document (see the WHCL Institutional Outcome Short Form, pp. 21 - 24).

Through a process of regular evaluation and review, we will be able to constantly update and revise programs or develop new programs to meet current demand. Our faculty will be provided with the latest technology and means of delivery to provide high quality instructional experiences to our students. Faculty will have access to the latest training opportunities to further enhance their curriculum and course delivery modalities. Our administrators will have the tools and information available to make effective and reliable decisions that are based on sound leadership practices. Together, all of these efforts will provide our students with high quality learning and success toward their individual goals.

Executive Summary

From the beginning WHCL has recognized the importance of responding to the community. Through advisory committees meetings and meetings with public sector representatives, private industry, and neighboring institutions of higher learning, the college has developed programs and services that are proactively addressing community educational and workforce requirements. Not only do such programs meet the employer needs of the area, but they also offer work training opportunities to students who are underrepresented, many of whom struggle academically.

WHCL's collaborating partners are vital to our students' success. WHCL has on-going partnerships with the local hospitals, workforce investments boards (WIBS), county administrative offices, local feeder high schools, four year universities, as well as many industry representatives.

The development of recent educational programs such as the associate degree in nursing, culinary arts certificates, maintenance mechanic certificate, health and human services certificates, and the associate's degree in web development are shining examples of WHCL's commitment to collaboration, developing career pathways, and exceeding our local community's workforce development needs.

WHCL's commitment to the community is strengthened by supporting various programs and services on and off campus. These programs and services include a grant funded by Kings County to offer GED Preparation Classes to assist adults who have not yet graduated from high school, local business events like the Chamber of Commerce Pizza Festival to increase local business visibility, upper division and post baccalaureate courses from Fresno Pacific University and CSU Fresno, and community education courses that provide learning enrichment for our neighboring citizens.

In addition, the college is responsive to the needs of Naval Air Station Lemoore. With a base resident population of approximately 7,000 active military personnel and dependents, the college is a valued source of education for the base. The college maintains an office and classrooms on the base, but most base students also come to the college campus. The needs of these personnel are varied, ranging from newly enlisted servicemen who may have little education and are in need of basic classes, to highly educated military personnel and dependents. WHCL seeks to offer courses to meet the spectrum of requirements, and works closely with base officials to select and design these courses.

WHCL faculty, staff, and administrators also know that education does not only occur within the classroom. In order to enhance the learning opportunities of the community we serve, WHCL provides outreach services and brings local events to broaden social awareness of diverse socio-economic issues. Previous events have included nationally recognized authors, cultural celebrations, visiting delegates from other nations, and political activists.

Strategic Planning Process

As a result of the West Hills Community College District's strategic planning process, West Hills College Lemoore has developed its own strategic plan to align with the district's mission, vision, and strategic goals.

The strategic planning process begins each fall semester with the identification of administrators, faculty, staff, students, and community members who will make up the Strategic Planning Committee. The purpose of this committee is to evaluate, revise, and improve the college's strategic plan. Although this plan is a long term commitment to the college's mission and vision, annual review is required to keep our institution focused on current trends and changes that affect our students' total development. This annual review ensures accuracy, relevancy, and alignment with the district's overall mission. The college's performance indicators are assessed annually to ensure adherence to the college's mission and vision statements.

Planning meetings consist of information gathering sessions which include an internal and external scan. The internal scan includes discussion of student demographics (current and anticipated), student success indicators, college needs and challenges, and an assessment of our successes and our opportunities for growth. The external scan includes discussion of population trends, economic growth, job training needs, impact of the Lemoore Naval Air Station, and other external factors that will affect the college.

The success of the strategic planning process is dependent upon the college's shared governance system. Responses from the strategic planning sessions are tracked and mapped to specific committee or department personnel for implementation. Timelines are determined and a communication network has been developed to inform the college shareholders of these outcomes.

The Strategic Planning Committee (its participating students, faculty, staff, administrators, and community members) are to be commended for their commitment to our college and for their collaborative efforts in support of our comprehensive planning process. Successful implementation of the college strategic plan and its evaluation will require the ongoing participation of the shared governance process (councils/committees, college students, faculty and staff, and the community) as we work together to achieve our mission, vision, and goals.

Mission/Vision and Institutional Outcomes

Mission Statement

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision Statement

Learning Through Excellence and Innovation.

Institutional Outcome 1 - *WHCL is committed to provide quality education to students and the community.*

Measurements:

1. Community Participation Rates
2. High School Graduates Participation Rates
3. Overall Success Rates
4. Overall Retention Rates
5. Persistence Rates (continuous enrollment)
6. Student Learning Outcomes Implementation and assessment

Institutional Outcome 2 - *WHCL is committed to empower students to achieve their educational goals.*

Measurements:

1. Basic skills math successful course completion & retention
2. Basic skills ESL successful course completion & retention
3. Basic skills English successful course completion & retention
4. Vocational courses successful course completion & retention
5. Degree and certificate completion
6. Transfers to four year institutions

Institutional Outcome 3 - *WHCL will effectively maintain and increase its resources and productivity.*

Measurements:

1. Monitor Student Headcount
2. Meet Full-Time Equivalent Students (FTES) Goals
3. Successful Grant Acquisitions
4. Increase Revenue Generated by Outside Capitol Campaign Activities

Institutional Outcome 4 - *WHCL will identify and disaggregate its student population groups.*

Measurements:

1. Monitor student demographics (age, ethnicity, gender, socio-economic status)
2. Identify special populations as determined by categorical programs
3. Monitor veterans and dependents

Guiding Principles

West Hills College Lemoore is student-centered and is dedicated to providing high quality learning opportunities. We are guided by our core values:

Access: *Ensure accessibility to all our programs and services.*

Collaboration: *Emphasize efforts to understand and meet community needs and garner community support. Support collaborative decision-making processes.*

Community: *Develop and foster a sense of community within the college.*

Diversity: *Respect and embrace diversity in our programs and learning environments.*

Excellence: *Provide high quality learning, teaching, and service opportunities.*

Innovation: *Support innovation and technology to enhance learning environments, services, and communication.*

Integrity: *Advocate and demonstrate honesty, truthfulness, equity, and ethics.*

Mutual Respect: *Promote an environment of open communication.*

Themes

There are several “themes” woven into each of the Institutional Outcomes and their respective success indicators.

Institutional Commitments to provide high quality educational programs and services consistent with the institutional and college mission by focusing on student learning;

Evaluation, Planning, and Improvement is an ongoing process that includes goal setting; distribution of funding, facilities and staffing; implementation, and reevaluation;

Student Learning Outcomes demonstrates the college’s effectiveness to produce and support student learning by developing student learning outcomes at the course, program, certificate, and degree level;

Organization is demonstrated by having adequate staff, resources and a shared governance decision-making process to identify and make public: student learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements;

Dialogue is open and honest participation in the college’s process of self-reflection based on reliable information about the college’s programs and services and evidence on how well the institution is meeting student needs;

Institutional Integrity is demonstrated by concern with honesty, truthfulness, and the manner in which the college represents itself to all communities, internal and external.

Data Analysis

Strategic Planning provides an opportunity to evaluate the demographics and characteristics of our students and their educational goals. We use this data (performance indicators) to discern patterns and trends. This information also provides different modalities of assessment to ensure that we are achieving our institutional outcomes.

WHCL's performance indicators are mapped back to our mission statement and institutional outcomes. Data is collected annually to address and measure each institutional outcome.

Institutional Outcome 1 - WHCL is committed to provide quality education to students and the community. Providing quality education is the mission of West Hills College Lemoore. In order to evaluate our performance for this institutional outcome, data is collected from different sources and used as key measurements to determine the college's level of achievement. Measurements include: Community Participation Rates, High School Graduates Participation Rates, Overall Success Rates, Overall Retention Rates, Persistence Rates (continuous enrollment), and Student Learning Outcomes Implementation and Assessment.

For the 2008 – 2009 academic year, it was noted that Avenal and Kettlemen City have the lowest population participation rates (1.a). These two cities are located farthest from the WHCL campus. This data supports the idea that a campus center is needed in Avenal. *Strategy:* Funds from the recent bond measure have been allocated to develop a center (to provide classes and support programs) in Avenal.

Another trend to note concerns retention rates (1.c). Retention rates have been on a declining trend for the past four years. Retention has a direct impact on student success rates; therefore, success rates have declined at almost the same rate as retention. Online retention rates are about 5 percentage points below face-to-face retention rates. *Strategy:* This issue was discussed at the Distance Education Strategic Planning retreat and has become a top priority for the Distance Education program.

Student Learning Outcomes (SLO) Assessment (1.d) continues to drive the college's curricula evaluation review process. SLO have been written for all college courses, and faculty and staff have persisted to develop and assess outcomes for programs and services. *Strategy:* Continue SLO development and assessment to ensure curricula and support services are evaluated consistently and accurately.

Institutional Outcome 2 - WHCL is committed to empower students to achieve their educational goals. Empowering students is the mission of West Hills College Lemoore. Institutional outcome measurements are: Basic Skills Math Successful Course Completion and Retention Rates, Basic Skills English as a Second Language (ESL) Successful Course

Completion and Retention Rates, Basic Skills English Successful Course Completion and Retention Rates, Vocational Courses Successful Course Completion and Retention Rates (areas of study include: Administration of Justice, Business, Computer Information Systems, Culinary, Child Development, Health Sciences, Nursing, and Social Work), and Degree and Certificate Completion Rates, and Transfers Rates to Four Year Institutions. ~~(Rather than this, I think we should simply enumerate what we are counting as vocational courses. This could be done in a parenthetical statement after "Vocational Courses.")~~

For this institutional outcome, it is noted that Basic Skills English Success Rates are comparable to the statewide average. In addition, English as a Second Language (ESL) and Math success rates are well above the state wide average. It should be noted that about 50% of first-term students are placing into basic skills English and Math. Due to staffing and enrollment issues, the English as a Second Language (ESL) classes were discontinued aAs of the Spring 2009 semester. English as a Second Language (ESL) classes have been discontinued. Data supports the need for ESL classes to be reintroduced into the course schedule in order for WHCL to maintain its commitment to ESL students. ~~WHCL's commitment to students who meet basic skills academic levels is commendable.~~ WHCL has instituted other support systems to support basic skills. For example, WHCL's English lab, (a tutoring lab to support basic skills programs in this discipline) assists students to achieve their academic goals.

Data supports the idea that WHCL's English Lab has helped students develop foundational skills in order for them to ~~ace~~ excel above basic skill capabilities. ~~(a tutoring lab to support basic skills programs in this discipline) assists students to achieve their academic goals.~~

Vocational Courses Success and Retention Rates (2.b) continue to be below our peer group benchmark average. For the past three years, our vocational success rates have been one of the lowest in the state. It has become apparent that the nature of this classroom format (open entry lab) for the Business and Computer Science courses have consistently made it difficult to manage student attendance. Faculty became aware of this challenge and worked with administration to reformat these classes. ~~generated low success rates.~~ Data supports the idea that an open entry classroom lab must be adjusted to a more traditional classroom format in order to promote student success. **Strategy:** Change Business and Computer Science courses from open entry lab format to traditional classroom format.

Institutional Outcome 3 - WHCL will effectively maintain and increase its resources and productivity. Measurements for this institutional outcome are: Monitor Student Headcount, Meet Full-Time Equivalent Students (FTES) Goals, Successful Grant Acquisitions, and Increase Revenue Generated by Outside Capitol Campaign Activities.

WHCL (and the district as a whole) has steadily increased student head count and full time equivalency rates (FTES). In fact, with the current state budget issues, the California

Community College Chancellor's Office (system office), has *decreased* WHCL's FTES generation quota in order to meet the state budget cuts. These cuts are in spite of the increasing student enrollment that all California Community Colleges are facing.

WHCL has also been very successful with increasing access to soft money funding through grants and in-kind services. In the 2008 – 2009 academic year alone, WHCL received nearly \$5 million in soft money funding. **Strategy:** Continue to work with the district's grant and marketing departments to capitalize on additional grant acquisitions and in kind service donations to augment district budget cuts where possible.

Institutional Outcome1 - WHCL is committed to provide quality education to students and the community.

1.a – Population Participation Rates by City

CITIES	04-05 baseline	05-06	06-07	07-08***	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
ARCC Benchmark: CCC Overall	NA	NA	8.5%	8.7%	8.9	TBD	Student Success Committee	Educational Master Plan Student Equity Plan Transfer Plan
Kettleman City	3.8%	4.6%	3.1%	2.5%	3.2%	TBD		
Hanford	5.2%	6.0%	5.9%	4.4%	4.8%	TBD		
Riverdale	6.6%	7.2%	5.8%	4.8%	5.8%	TBD		
Armona	NA	NA	6.2%	5.2%	5.5%	TBD		
Stratford	7.2%	9.5%	6.5%	6.1%	6.3%	TBD		
Avenal*	6.1%	6.7%	6.7%	3.8%	4.1%	TBD		
Laton	9.5%	8.9%	6.8%	5.7%	6.6%	TBD		
Lemoore	14.3%	14.8%	14%	10%	10.9%	TBD		
Overall	NA	NA	8%	5.8	6.4%	TBD		
Review Date	NA	NA	Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: US Census (2000); WHCCD Data Warehouse; *ARCC report Focus on Results: Accountability Reporting for the California Community Colleges; CA Department of Finance

*Inmate population was removed

Note: Population participation rate is determined by unduplicated annual student headcount from each city divided by total population of city.

** Data will be provided in next year's ARCC report

***City population data was updated with 2008 projections from CA Department of Finance

1.b - High School Graduates Participation Rates

HIGH SCHOOLS	2007 HS Graduates	2007 Fall Enrolled	2007 Target	Target @ 30% Enrollment +/-	2008 HS Graduates	2008 Fall Enrolled	2008 Target	Target @ 30% Enrollment +/-	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Benchmark: CCC Overall	30% Participation Rate				30% Participation Rate				Student Success Committee	Educational Master Plan Diversity Plan Student Equity Plan
Hanford High West	294	56	88	-32	308	37	92	-55		
Riverdale High	76	18	23	-5	124	11	37	-26		
Laton High	40	6	12	-6	41	3	12	-9		
Hanford High	303	94	91	+3	344	57	103	-46		
Lemoore High	358	153	107	+46	375	86	113	-27		
Avenal High	96	38	29	+9	65	25	20	6		
WHCL Total	1,167	365	350	+15	1,257	219	377	-158		
Review Date	Fall 2008				Fall 2009					

Source: WHCCD Data Warehouse; California Postsecondary Education Commission (CPEC)

Note: High school participation rates reflect the percentage of high school graduates attending WHCCD in the fall semester following their high school graduation.

~ Update in progress

1.c - Overall Student Success, Retention, and Persistence Rates

SUCCESS	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average	67.8%	67.3%	67.6%	67%	67.9%	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Annual Success Rate	65.5%	65.3%	62.6%	61.2	62.5	TBD		
+/- Benchmark	-2.3% pts.	-2% pts.	-5% pts.	-5.8% pts.	-5.4 pts	TBD		
Review Date			Fall 2007	Summer 2008	Fall 2009	Fall 2010		

Success rate is defined as percent of students retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

RETENTION	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average	83.7%	83.7%	83.7%	83.3	84.1	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Annual Retention Rate	80.5%	79.88%	78.6%	77.1	78.3	TBD		
+/- Benchmark	-3.2% pts.	-3.8% pts.	-5.1% pts.	-6.2% pts.	-5.8% pts	TBD		
Review Date			Summer 2007	Summer 2008	Summer 2009	Summer 2010		

Retention is defined as the percent of students retained from census date to the end of term.

PERSISTENCE	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
ARCC Benchmark: Average from Group	NA	66.6%	67.6	66.5	TBD	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Persistence Rate	59.3%*	61.9%*	68.2	61.4	TBD	TBD		
+/- Benchmark	Not Comparable	Not Comparable	+1.6	-5.1	TBD	TBD		
Review Date		Fall 2007	Fall 2008	Spring 2010	Spring 2011	Spring 2012		

Note: Persistence is defined as the percentage of cohort of first-time students with minimum of six units earned in their first fall term at WHCL who return and enrolled in the subsequent fall term anywhere in the WHCCD system or transferred to another institution.

~ Update in progress

Source: WHCCD Data Warehouse; ARCC Report

* Does not exclude students who transferred to four year institutions.

** Data will be provided in next year's ARCC report

1.d - Student Learning Outcomes – Implementation, Assessment, Analysis, and Modifications.

Instructional SLOs - Course Level	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Defined Expected SLOs	54%	98%			Student Learning Committee Academic Senate	
Defined Assessment		98%				
Conducted Assessment		8%				
Analyzed Results	0%	5%				
Implementation of modifications	0%	2%				
Instructional SLOs - Program Level	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Defined Expected SLOs	0%	9%			Student Learning Committee	
Defined Assessment	0%	9%				
Mapping to course level	0%	9%				
Assessment	0%	9%				
Analyzed Results	0%	0%				
Implementation of modifications	0%	0%				
Student Support Services SLOs - Program Level	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Implementation	?	100%			Student Success Committee Employee Development and Success Committee	
Mapping to course level	?	65%				
Defined Assessment	?	100%				
Assessed	?	47%				
Analyzed Results	?	47%				
Implementation of modifications	?	0%				
Review Date	Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: SLO Committee; WASC Annual Report Update on Student Learning Outcomes 2007; 2008

Institutional Outcome 2 - WHCL is committed to empower students to achieve their educational goals.

2.a - Basic Skills English, ESL, and Math Success & Retention

ENGLISH	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average		NA	NA	59.3%	TBD	TBD	Basic Skills Initiative Committee Student Learning Committee	ARCC BSI Report Educational Master Plan
Annual Success Rate	60%	57%	56%	58%	63%	TBD		
Retention (Monitor)	81%	79.3	76%	79%	82%	TBD		
Review Date			Fall 2007	Fall 2008	Fall 2009	Fall 2010		

ESL	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average		NA	NA	70.6%	TBD	TBD	Basic Skills Initiative Committee Student Learning Committee	ARCC BSI Report Educational Master Plan
Annual Success Rate	59%	76.7%	85%	67%	78%	TBD		
Retention (Monitor)	87%	93.3%	98%	98%	96%	TBD		
Review Date			Fall 2007	Fall 2008	Fall 2009	Fall 2010		

MATH	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average		NA	NA	52%	TBD	TBD	Basic Skills Initiative Committee Student Learning Committee	ARCC BSI Report Educational Master Plan
Annual Success Rate	60%	58%	65%	63%	63%	TBD		
Retention (Monitor)	71%	79%	82%	81%	81%	TBD		
Review Date			Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: WHCCD Data Warehouse; ARCC Report; Statewide Basic Skills Report

Note: In order to align success rates with the ARCC benchmark, grades from high school students enrolled in basic skills courses were removed.

** Data will be provided by next year's ARCC report.

Success rate is defined as percent of students retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Retention is defined as the percent of students retained from census date to the end of the term.

2.b - Vocational Courses Success & Retention

VOCATIONAL	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
ARCC Benchmark: Group D2 Average		75.7%	74.9%	74.5%	74%	TBD	Student Success Committee Student Learning Committee	ARCC Educational Master Plan
Annual Success Rates	66.5%	68.2%	67%	66.1%	66.3	TBD		
Retention (monitor)	80.6%	80.6%	79.8	78.7	80%	TBD		
Review Date	Fall 2007	Fall 2007	Fall 2008	Spring 2010	Spring 2011			

Source: WHCCD Data Warehouse

** Data will be provided by next year's ARCC report

~ Update in progress

2.c - Degrees and Certificates Completion

Degrees & Certificates Conferred	06-07 Baseline	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
AA	322	298	279	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
AS	27	49	49	TBD		
Certificate	24	34	19	TBD		
Total (monitor)	373	381	347	TBD		
Review Date	Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: CA Community College Chancellor's Office Data Mart

~ Update in progress

Success rate is defined as percent of students retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Retention is defined as the percent of students retained from census date to the end of term.

2.d - Transfers to four year institutions

Transfers	06-07 Baseline	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Instate Public	94	101	126	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Out of State Public	12	24	10	TBD		
In-State Private	37	57	82	TBD		
Out-of-State Private	19	22	29	TBD		
Total (monitor)	162	204	227	TBD		
Review Date	Fall 2007	Fall 2008	Spring 2010	Fall 2010		

Source: National Student Clearing House

2.e Community College Survey of Student Engagement Results

Area of Measurement	WHC Lemoore 2007 Results	*Points above or below CCSSE comparison group	WHC Lemoore 2008 Results	*Points above or below CCSSE comparison group	2009	2010	2011
Active and Collaborative Learning	57.5	+7.5	53.4	+3.4	Review Findings and Identify areas for intervention	Implement Interventions	Administer CCSSE Survey & Compare Results to Previous Years
Student Effort	55.8	+5.8	51.6	+1.6			
Academic Challenge	54.3	+4.3	51.1	+1.1			
Student-Faculty Interaction	55.3	+5.3	51.4	+1.4			
Support for Learners	54.7	+4.7	55	+5			

*Comparison group is based on average CCSSE group score of 585 participating colleges.

Institutional Outcome 3 - WHCL will effectively maintain and increase its resources and productivity.

3.a - Monitor Student Headcount

Unduplicated Headcount by Semester	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Summer	1,728	1,705	2,032	2,211	2,504	TBD	Student Success Committee	Educational Master Plan
Fall	3,519	3,490	3,850	4,148	4,421	TBD		
Spring	3,490	3,864	4,108	4,406	4,803	TBD		
Total Unduplicated	*5,512	*5,817	*6,474	*7,092	*7,617	TBD		
Review Date			Fall 2007	Summer 2008	Summer 2009	Summer 2010		

Source: WHCCD Data Warehouse

* Unduplicated student headcount for all three semesters combined (summer, fall, spring)

~ Update in progress

3.b - Meet Full-Time Equivalent Students (FTES) Goals

FTES Goals by Semester

Lemoore	FA2008	SP2009	SU2009	FA2009	SP2010
Goal	1,265	1,258	26% Section Reduction	12% Section Reduction	39% Section Reduction
Actual	1,410	1,471	464	1,409	993 Estimate
Difference	+145	+213	NA	NA	NA

Reviewed on a regular basis by the president and administrators

FTES = (Enrollment * Contact Hours)/525

3.c - Successful Grant Acquisitions

GRANTS	05-06 baseline	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Number of WHCL Active Grants	13	14	16	23	TBD	Budget Committee	
Total Amount (Monitor)	\$2,250,753	\$2,450,652	\$3,359,617	4,975,300	TBD		
Review Date		Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: WHCCD Grants Office

3.d - Increase Revenue Generated by Outside Capitol Campaign Activities

Events	04-05	05-06	06-07	07-08	08-09
Athletic Boosters Dinner/Auction	9,000	0	-6,679	3,263	0
Athletic Booster Membership	3,200	1,150	902	6,522	0
Progressive Dinner	2,500	0	0	0	0
Athletic Other	NA	NA	NA	NA	\$6,500
Concerts	6,800	4,500	1,972	0	0
Migrant Parent Dinner	800	30	1,490	0	0
5c Summer Camp	4,500	10,250	10,000	23,666	\$28,000
Medical Administrative Activity (MAA)	36,794	122,000	464,838	502,988	\$34,807
Soccer Program	NA	NA	NA	NA	\$3,456
Nursing	NA	NA	NA	NA	1,146
Child Development Center	NA	NA	NA	NA	\$3,292
Other (Book signing, special events...)	3,500	0	0	0	0
Total	\$67,094	\$137,930	\$472,523	\$536,439	\$77,201

Source: WHCCD Foundation

West Hills College Lemoore Institutional Outcomes

Originator(s): Stephanie Droker – Faculty/Strategic Planning Committee

Date: 8/18/10

I. Expected Outcomes Defined
IO 1: WHCL is committed to provide quality education to students and the community.
IO 2: WHCL is committed to empower students to achieve their educational goals.
IO 3: WHCL will effectively maintain and increase its resources and productivity.
IO 4: WHCL will identify and disaggregate its student population groups.

II. Mapping Institutional Outcomes to the College Mission Statement

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Institutional Outcome 1: WHCL is committed to provide quality education to students and the community. Mapping: “quality educational learning opportunities.”

Institutional Outcome 2: WHCL is committed to empower students to achieve their educational goals. Mapping: “empowering students to achieve their educational goals.”

Institutional Outcome 3: WHCL will effectively maintain and increase its resources and productivity. Mapping: “The college provides a positive environment that is committed to student learning.” The college must effectively maintain and increase its resources and productivity in order to meet our mission and goals.

Institutional Outcome 4: WHCL will identify and disaggregate its student population groups. Mapping: “West Hills College Lemoore enriches the lives of our students and the community we serve.” The college must identify all of our student groups in order to facilitate inclusion and determine the best possible strategies for educational and support service deliverance.

III. Defining Assessment of Institutional Outcomes

Identify appropriate assessment methodologies for the outcomes, including summative assessments where appropriate.

IO 1

1. Community Participation Rates
2. High School Graduates Participation Rates
3. Overall Success Rates
4. Overall Retention Rates
5. Persistence Rates (continuous enrollment)
6. Student Learning Outcomes Implementation and assessment.

IO 2

1. Basic skills math successful course completion & retention
2. Basic skills ESL successful course completion & retention
3. Basic skills English successful course completion & retention
4. Vocational courses successful course completion & retention
5. Degree and certificate completion
6. Transfers to four year institutions

IO 3

1. Monitor Student Headcount
2. Meet Full-Time Equivalent Students (FTES) Goals
3. Successful Grant Acquisitions
4. Increase Revenue Generated by Outside Capitol Campaign Activities

IO 4

1. Monitor student demographics (age, ethnicity, gender, socio-economic status)
2. Identify special populations as determined by categorical programs
3. Monitor veterans and dependents

4.) IV. Assessing Institutional Outcomes, Planning, and Improvements

Assessments for all institutional outcomes are reviewed annually by the Strategic Planning Committee. Assessment data, results, interpretations, and resulting modifications are located within the Strategic Planning Manual.

Additionally, the college mission and vision statements (the originating document in which these institutional outcomes are derived), are reviewed annually by the Strategic Planning Committee. Suggestions for modifications of these statements are then forwarded to the Planning and Governance Council (which seeks input from all college constituencies) for approval, and if so moved, forwarded to the Board of Trustees for approval and implementation.

**Strategic Planning Committee Membership
2010 - 2011**

How is need established



WEST HILLS COMMUNITY COLLEGE DISTRICT

STRATEGIC PLAN 2006 – 2010



Letter from District Chancellor

Dear Community Member,

The noted 21st century American philosopher, Yogi Berra, once said, "If you don't know where you are going, you will wind up somewhere else." Organizations, including colleges, are a lot like people. When time isn't taken to develop a strategic direction of service we tend to lose focus and become satisfied with being "close enough" to our mission.

In prior years, our strategic planning has been laser focused on facilities, access, technology, personnel, diversity, marketing and finances. Those plans were developed for one college, which had fallen on hard times, and two centers that were in need of attention. Our District now serves two thriving colleges, Coalinga and Lemoore, and two successful centers, the North District Center in Firebaugh and Naval Air Station, Lemoore. The District also maintains a robust online program to serve students anywhere in the world. The need to evolve and serve our communities is compelling, and a strategic plan will help provide the direction and focus needed for our employees and students.

To that end, our latest effort in strategic planning for the District took place this past year. It was important to all of us because it was the first plan that was developed as a two-college district. Devoting this time and energy to planning not only assists us with information sharing and communication, but also is consistent with recommendations of the Accrediting Commission for Community and Junior Colleges.

What is presented in the pages of this Strategic Plan is our best effort to provide clear direction for our employees and the citizens of this District. It is a living document that will change as we receive annual input from a variety of individuals and groups in our service area.

Very truly yours,



Frank Gornick, Chancellor
West Hills Community College District



Board of Trustees

Mark McKean
President

Jack Minnite
Vice President

Nina Oxborrow
Clerk

Steve Cantu

Bill Henry

Edna Ivans

Jeff Levinson

Acknowledgements

A Strategic Planning Retreat was held at Harris Ranch on September 8 and 9, 2005. Participants representing a broad cross section of employees, students, and members of the Board of Trustees collaborated to begin the process leading to this Strategic Plan. The District is immensely grateful to these individuals who have volunteered to assist with this important plan. Their work will continue as we implement and refine our plan in the coming years. Retreat participants are as follows:

Francess Andrade, Classified Staff, West Hills College Lemoore
Stephanie Atkinson-Alston, Associate Dean of Educational Services, West Hills College Lemoore
Pedro Avila, Director of Institutional Effectiveness, Planning and Web Services
Keven Backman, Director of Human Resources
Angela Barginear, Student/SIFE President, West Hills College Lemoore
Anita Bart, Faculty, West Hills College Coalinga
Cheryl Bass, Classified Staff, District Office
Dave Bolt, Dean of Educational Services, West Hills College Lemoore
Susie Briones, Classified Staff, West Hills College Lemoore
Becky Cantu, Classified Staff, District Office
Kim Castagna, Faculty, West Hills College Lemoore
Jana Cox, Interim Director of Financial Aid
Carlos Diniz, Interim Dean of Student Learning, West Hills College Coalinga
Darlene Georgatos, Director of Enrollment Services
Bob Gibson, Faculty, West Hills College Lemoore
Carole Goldsmith, Director of Regional Strategic Planning for Health Careers
Frank Gornick, Chancellor
Veronica Grijalva, Classified Staff, West Hills College Lemoore
Marlon Hall, Interim Associate Dean of Educational Services, West Hills College Lemoore
Donna Isaac, Executive Assistant, District Office
Edna Ivans, Board of Trustees
Jessica Jimenez, Classified Staff, West Hills College Coalinga
Susan Kincade, Dean of Learning Resources
Michelle Kozlowski, Director of Information Technology Services
Jeff Levinson, Board of Trustees
Jose Lopez, Dean of Students, West Hills College Lemoore
Idelle Mahrt, Classified Staff, West Hills College Coalinga
Mark McKean, Board of Trustees President
Nina Oxborrow, Board of Trustees
Larry Rathbun, Associate Dean of Student Learning, West Hills College Coalinga
David Rengh, Faculty, West Hills College Lemoore
Patrick Reynoso, Classified Staff, West Hills College Coalinga
Jill Stearns, Interim Associate Dean of Student Learning, West Hills College Coalinga
Ken Stoppenbrink, Vice Chancellor of Business Services
Anthony Tricoli, President, West Hills College Coalinga
Jeff Vaughn, Faculty, West Hills College Coalinga
Claudia Walthing, Student/SGA Business Manager, West Hills College Lemoore
Don Warkentin, President, West Hills College Lemoore
Tammy Weatherman, Director of Fiscal Services

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History of the District



West Hills Community College District has been serving the educational needs of the San Joaquin Valley's west side for over seven decades. We encompass a 3,464 square mile region that includes portions of five surrounding counties: Fresno, Kings, Madera, Monterey and San Benito.

The District began in 1932 with the establishment of a college for the Coalinga Union High School District. On October 3, 1932, Coalinga Extension Center of Fresno State College officially opened its doors to higher education. In September 1941, Coalinga Junior

College became an independent unit under the direction of the Governing Board of the Coalinga Union High School District. In 1956, the current campus at the north end of Coalinga on Cherry Lane opened to students.

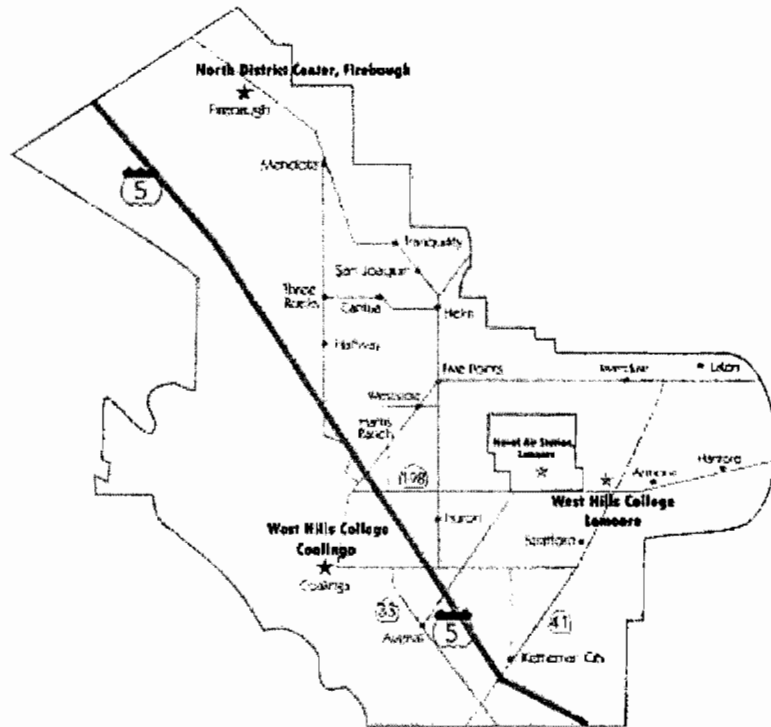
In 1962, residents of the Lemoore, Riverdale and Tranquillity High School Districts voted to become part of West Hills Community College District. To meet the needs of students in these areas, West Hills College built the North District Center in the city of Firebaugh in 1971, and served students in the Lemoore area from 1962 to 1979 primarily at Naval Air Station, Lemoore and Lemoore High School. In 1979, the District purchased land in the city of Lemoore, and a classroom building and office were erected in 1981. In 1991 the California Postsecondary Education Commission established the Kings County Center as the official Higher Education Center for Kings County. The Commission stated that the service area of the center was to include the cities of Laton, Armona and Hanford. This was significant for the District because California was now willing to use state funds to assist WHCCD with the construction of permanent facilities in Kings County.

The Board of Trustees has determined that it will maintain two viable and comprehensive colleges in the cities of Coalinga and Lemoore with current educational centers in Firebaugh and at Naval Air Station, Lemoore.

The Board believes that because of our geographic location and the distribution of our cities, the ability to maintain access to higher education opportunities is essential for our communities to grow and prosper.

West Hills Community College District Service Area

In 2000, West Hills Community College District alumni Robert and Mardell Pedersen, and Mardell's parents, Lola and Lionel Semas, donated 107 acres of land for a new campus just west of Highway 41 at Bush Street. Construction began on what would become California's first new community college built in the 21st century. In 2001, the Board of Governors granted the campus "college" status and West Hills College Lemoore welcomed students for the first time on January 14, 2002. The College still maintains an office and classrooms at Naval Air Station, Lemoore.



National and State Recognition

West Hills Community College District has been nationally recognized for its work. In 2002, the MetLife Foundation named West Hills as the nation's small community college that best serves the needs of a diverse student population and helps move people into "livable wage" jobs. More recently, West Hills was recognized nationally by Campus Compact for serving as a model of student civic engagement.

West Hills has designation as an Hispanic Serving Institution and in 2004 was recognized by the California State Community College Chancellor's Office for having increased the diversity of its administrative staff by the most of any community college during the previous ten years.

The Student Population

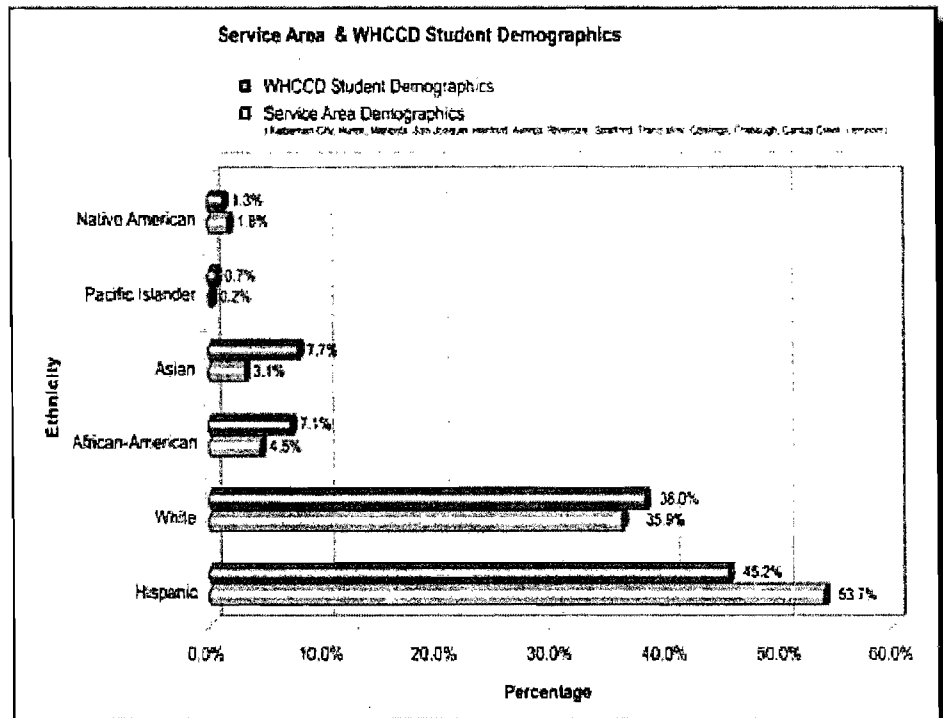
West Hills Community College District is a "minority-majority area," a service area in which a minority ethnic group is the numerical majority, with Hispanics being the largest group. With over 12,000 students enrolled in the 2004-2005 academic year, WHCCD's student population is

45.2% Hispanic,
38% White, 7.1%
African American,
7.7% Asian, 0.7%
Pacific Islander

and 1.3% Native American. The average student age is 27. Seventy percent of WHCCD students are first generation college students. Based on financial need, 44% of all students who attended WHCCD in the 2004-2005 academic year received enrollment fee waivers.



"We are very proud of the story told by these numbers."



Source: US Census (2000); WHCCD Data Warehouse

Approximately 29% of graduates from our service area high schools enroll at West Hills Community College District; these graduates make up 74% of our freshmen student population. It is also significant that 76 out of 1,000 adult residents in the District attended WHCCD during the 2004-2005 academic year.

Since 2001, the number of degrees and certificates awarded by WHCCD has increased by 37.5%. In 2005, WHCCD awarded 543 degrees and certificates. In addition, the number of transfers to four-year institutions (UC and CSU) has increased by 53.2%. In 2005 WHCCD transferred a total of 170 students to California four-year public institutions.

We are
committed to
the success of
our students.



The District continues to experience significant growth: during the past six academic years (1999-2000 to 2004-2005) the student headcount has grown by 10.7% and the number of full time equivalent students (FTES) has grown by 37%.

Strategic Planning Process

Striving for Excellence

West Hills Community College District will be a District that:

- Aggressively pursues excellence
- Is responsive to its students and the community
- Forges partnerships with its communities
- Functions as a team with pride and ownership
- Strives for cutting-edge excellence while appreciating its history
- Offers high quality education programs and support services
- Is responsive to community educational needs
- Is accessible to students
- Is technologically advanced
- Is committed to student success
- Honors its ethnic diversity
- Pursues creative methods of instruction

History of Strategic Planning

Although West Hills Community College District has conducted several planning efforts to provide a foundation for the success we now enjoy, this document is our first comprehensive **Strategic Plan**. In addition, both colleges have developed strategic plans. For each of these previous efforts, students, faculty, classified staff, administrative staff and members of the Board of Trustees have enthusiastically contributed to the process.

In 1995 the District developed its first **Facilities Plan** that analyzed possibilities for room utilization in Coalinga and expansion in Lemoore and Firebaugh. It also set the direction for the renovation of the Coalinga campus, and the expansion of the Lemoore location, which ultimately led to our first bond, **Measure G**, passing in 1998.

Knowing that we wanted to be a leader in technology for our faculty and students, we developed a five-year **Strategic Plan for Technology**, which is the foundation for what we have and what we will achieve in the future. This led to strategic partnerships with Cisco Systems, Hewlett Packard, California State University, Fresno and Datatel; these partnerships have enabled WHCCD to become more creative in teaching and providing services to students.

The District's **Farm of the Future** emerged as a result of a focused planning project. The strategic planning effort resulted in a donation of land for a new location for the college farm from Mrs. Dorothy Allen and her family.

The District followed a **Strategic Plan for Child Development Centers** to place a nationally accredited child care facility in each of the service area communities. This met two long-term goals: providing access to West Hills College for families with young children while improving the college-going culture in area communities, and assisting with economic development in the communities we serve.

The District's **Millennium Report**, the result of planning in 1999 and follow-up in 2000, focused on strategic goals regarding communication, personnel, access for our students, technology and facilities.

During the mid to late 1990s, strategic planning for marketing was undertaken. Action was taken to create positive brand awareness for West Hills College and to build community awareness about the opportunities offered by the college. A complete **Marketing Plan** was developed that incorporated television, radio and print advertising as well as editorial placement of stories in local, state and national publications.

On a continuous basis, the grants office strategizes with college leadership to identify grant opportunities that provide access to higher education for local residents. The grants are usually focused on the teaching/learning process and technology.

As the District approached its 75th year, a new process for planning was developed. The plan established a map for the District that both delineated functions and ensured integration of its colleges and centers. Specifically, the purpose of this planning was to:

- Clarify roles and challenges of the colleges and the District
- Take steps toward satisfying accreditation requirements
- Establish accountability measures
- Ensure that college and District goals are in harmony
- Build trust

With this direction, the District sponsored a Strategic Planning Retreat on September 8 and 9, 2005. The retreat was led by the Eaton Cummings Group. Retreat participants are listed at the beginning of this plan.

The strategic planning process encompasses a wide spectrum of District "key stakeholders." The process must be viewed as one of continuous analysis and refinement. Goals and objectives that have been developed as a result of this process will be assessed on an annual basis by the District Strategic Planning Committee.

This process
must be viewed
as one of
continuous
analysis and
refinement.



Analysis of Trends

Before developing goals and objectives, six key factors that will potentially influence the future success of West Hills Community College District were identified.



- **Demographic Changes**

Helping trends include increase in numbers of young students, changes in socioeconomic levels, and skill levels of students.

Planners identified the following trends as those most likely to directly influence the District:

Helping Trends

- Technology
- Friendly Staff
- Ethnicity and Diversity
- Ability to meet the needs of under-prepared students

Hurting Trends

- How the District is supported by State funds
- Inability to respond quickly to industry training needs

- **Economy**

Helping trends include Naval Air Station, Lemoore students, international students, allied health programs, the housing boom, and the population growth related to the expansion of local prisons and hospitals.

- **Government and Legislative**

Helping trends include the No Child Left Behind legislation, new GI bill and Veteran's benefits, AB 540 (which allows resident immigrant children to pay in-state college tuition), and the ongoing commitment to providing higher education at a low cost per unit.

- **Technology**

Helping trends include wireless access, free open source arrangements, general reduction in costs for technology, and new applications of technology for teaching. At West Hills Community College, we are using technology to make education available anytime, anywhere.

- **Competition**

Helping trends include the District's reputation for its advanced technology, supportive and friendly staff, and the positive influence on programs and services exerted by competition.

- **Customers and Markets**

Helping trends include the lower cost of community college education, the increasing demand for vocational training, and the District's many services and programs for single parents. In addition to serving community members who wish to improve their job skills, WHCCD serves as a low-cost entry point for those wishing to pursue higher education.



The WHCCD Mission and Vision are a reflection of an analysis of internal and external trends, the District's history and the needs of its constituents.

Mission

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

- Ensuring the vitality of its institutions;
- Encouraging the vision of strong leaders able to see and interpret the present and future needs of students and communities;
- Supporting the college in the provision of world class learning environments;
- Providing for appropriate allocation and management of human, fiscal and capital resources;
- Acting as a catalyst for collaboration with outside organizations and agencies; and
- Sharing the story by marketing a positive image.

Vision

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

- Its status as the preferred choice of students, and the employer of choice for faculty and staff;
- The highest percentage of students completing courses;
- Its recognized excellence; and
- The generally ascribed accolade "heartbeat of the community."

Strategic Goals

#1

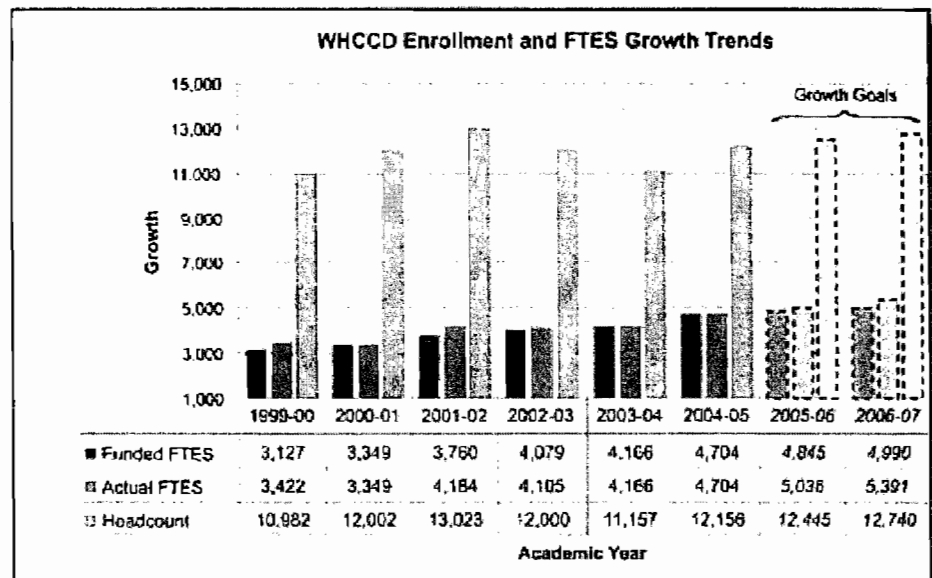
West Hills Community College District will annually achieve or exceed funded growth targets.



Objectives

- 1.1. WHCCD will take action to increase student headcount and maximize the number of full time equivalent students (FTES) by increasing and or optimizing curriculum offerings, programs and services.
- 1.2. WHCCD will continue to aggressively market the District through multiple media formats and college-driven outreach activities.

Growing from 3,422 full time equivalent students (FTES) in 1999-2000 to 4,704 FTES in the 2004-2005 school year, West Hills Community College District's number of FTES has increased by 37%. The District's number of students enrolled (student headcount) has also increased. Between the 1999-2000 and 2004-2005 school years, WHCCD student enrollment increased by 10.7%. It is projected that with continued support from the State of California, West Hills Community College District will continue to maximize the number of FTES through increased or optimized curriculum offerings, programs and services. An aggressive marketing campaign is planned. We will use multiple media formats such as printed materials in Spanish and English, newspaper, radio, television, direct mail and e-mail.

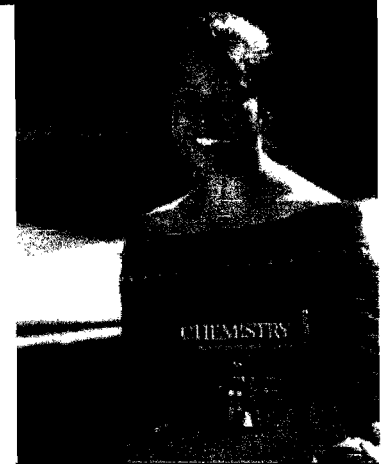


Source: California Community College Chancellor's Office; WHCCD Apportionment Report
 Note: Headcount and actual FTES growth goals are based on an average of past years' performance. Funded FTES growth goals are calculated on the state's allowed 3% annual growth. Only FTES enrollments in classes that are eligible for state apportionment payments are included.

Strategic Goals

West Hills Community College District will focus marketing efforts on district-wide “stories.”

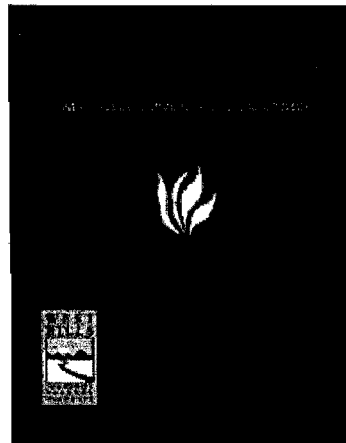
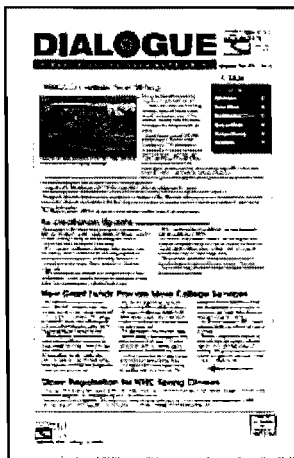
#2



West Hills Community College District is deeply committed to the success of its students and communities. The District recognizes its role within the community and its responsibility to each student. To share its commitment with District students and communities, West Hills Community College District has produced several publications that provide readers with an inside look at the colleges of West Hills through personal accounts of students and staff. Stories focus on student/teacher and student/program relationships, and the personal impact on the lives of our students and their families. Our “stories” have evoked significant interest about WHCCD and its services and programs. The WHCCD marketing department will continue to enhance these and other publications with stories featuring faculty, students, improvements to the colleges, and new services or programs to entice community interest and support.

Objectives

- 2.1 WHCCD will establish a baseline and increase the number of annually published district-wide stories.
- 2.2 WHCCD will establish a monthly online newsletter to be distributed to all District employees highlighting activities for the month in the District.

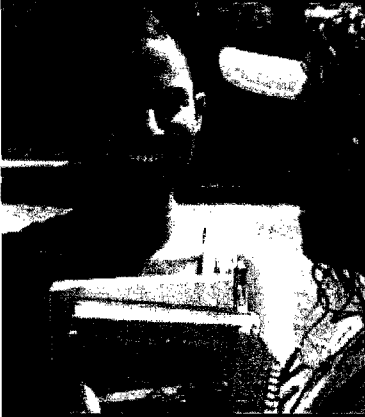


Current publications include the *Dialogue*, a quarterly published newsletter for the District and the community, the *West Hills Community College District Annual Report*, and numerous press releases and photos that are distributed to media outlets in the region.

Strategic Goals

#3

West Hills Community College District will annually increase community participation rates.

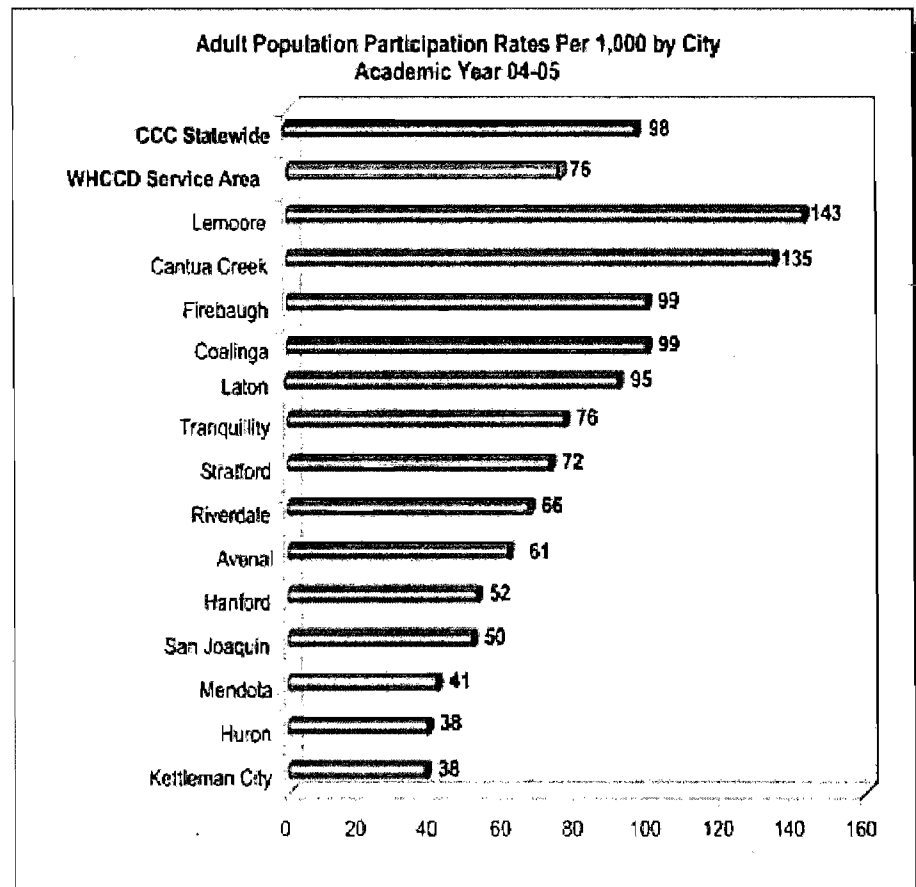


Objectives

- 3.1. WHCCD will maintain service area adult population rates above the California Community College System participation rate.
- 3.2. WHCCD will increase participation rates in all demographic areas including gender, age and ethnicity.
- 3.3. WHCCD will establish a baseline, and monitor and increase college participation in community partnership.

Creating greater access to our colleges is at the core of our mission. Meeting or exceeding this goal allows WHCCD to demonstrate its effectiveness in creating access for service area citizens. During the 2004-2005 school year, West Hills Community College District exceeded the California Community College system participation rates in four of its service area cities. In some cases, WHCCD significantly exceeded the California participation rates. Service area cities of Lemoore and Cantua Creek exceeded the statewide participation rates.

To produce similar participation rates in remaining service area cities, WHCCD will develop a plan that involves course offerings, marketing, outreach, and recruitment activities designed to enhance participation rates in the following area cities: Laton, Tranquillity, Stratford, Riverdale, Avenal, Hanford, San Joaquin, Mendota, Huron and Kettleman City.



Source: US Census (2000); WHCCD Data Warehouse; NCES
 Note: Population participation rate is determined by unduplicated and annual student headcount, divided by total adult population (age 18 and older) as per US Census.

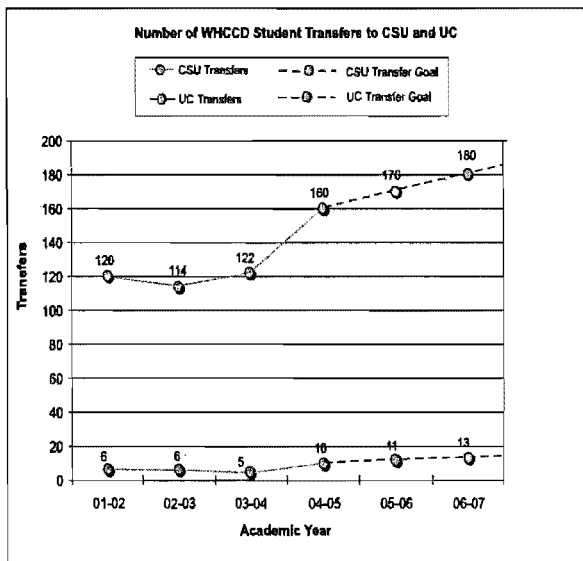
West Hills Community College District will annually improve transfer, completion and graduation rates.

#4

Student transfer rates continue to increase, as have the number of students receiving degrees and certificates. In accordance with District core values and our commitment to individual student success, we will strive to increase the number of students transferring to four-year institutions, the number of students receiving degrees and certificates, and overall student success rates.

Objective 4.1

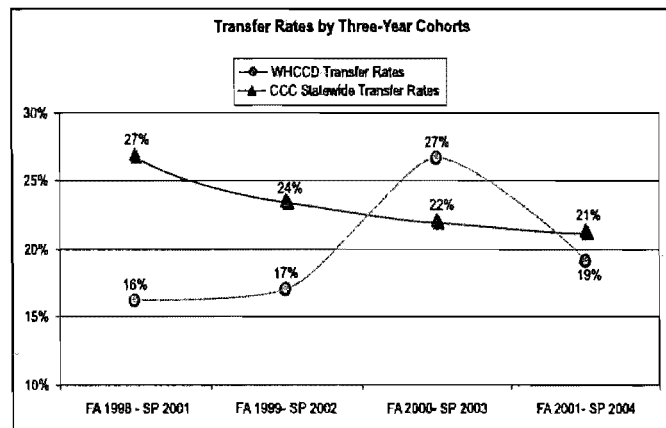
WHCCD will continually increase the number of students transferring to public, private and out of state four-year institutions.



Source: CPEC Transfer Pathways
Note: Growth targets are based on average of past years' performance.

As shown in the table to the right, West Hills Community College District's transfer rates have increased by 3% since the 1998-2001 cohort. We will continue our efforts to increase and maintain rates above the California Community College system statewide average.

Since the 2001-2002 school year, the number of student transfers from West Hills Community College District to California State Universities (CSU) and Universities of California (UC) have increased by 35%. Student transfers to UC institutions have consistently been low due to the distance between WHCCD and UC campuses. However, the District expects the number of CSU and UC transfers to increase with the implementation of revised outreach efforts and the opening of the new UC Merced campus. Transfer rates do not include students transferring to private colleges and universities.

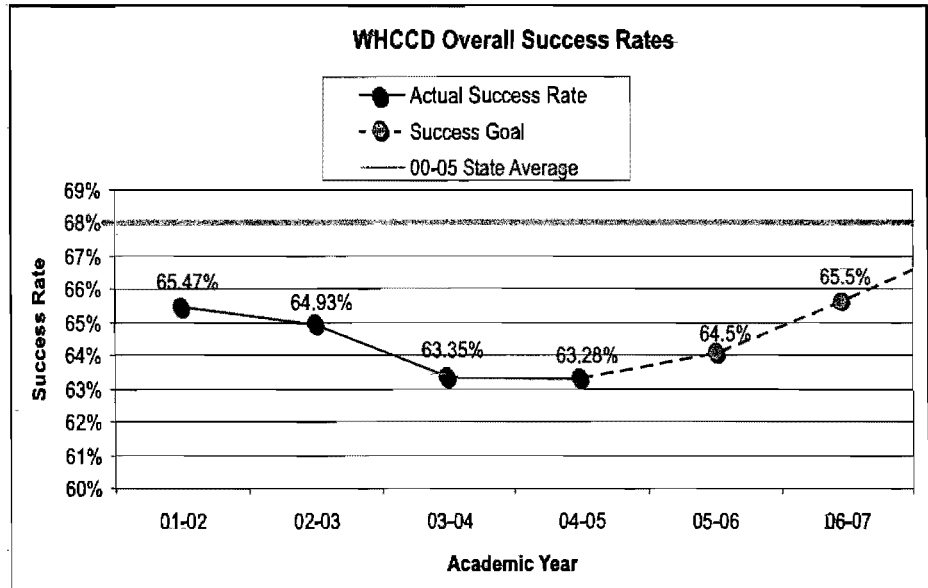


Source: California SRTK
Note: Cohort based on group of students who are first-time freshmen, who are enrolled full-time in a fall term, and are seeking a degree. The tracking period of cohorts is three years.

Objective 4.2

WHCCD will maintain overall student completion (success) rates above the California Community College statewide average, placing emphasis on vocational, basic skills, ESL, online success and improvement rates.

West Hills Community College District student success rates are below the 68% California Community College statewide average. With increased efforts toward this objective, the District will aim at increasing the overall student success rate by 1.22% in 2005-2006. Success rates indicate the percent of course enrollments with a grade of A, B, C or CR.



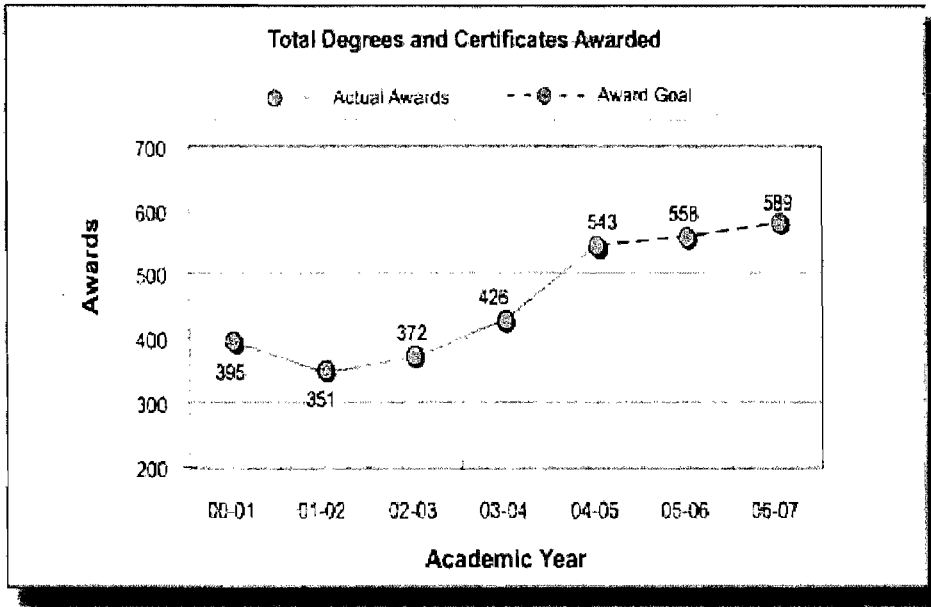
Source: WHCCD Data Warehouse; California Community College Chancellor's Office
Note: Growth forecast based on preliminary 2005-2006 success rates.



WHCCD is committed to our core values and individual student success.

Objective 4.3

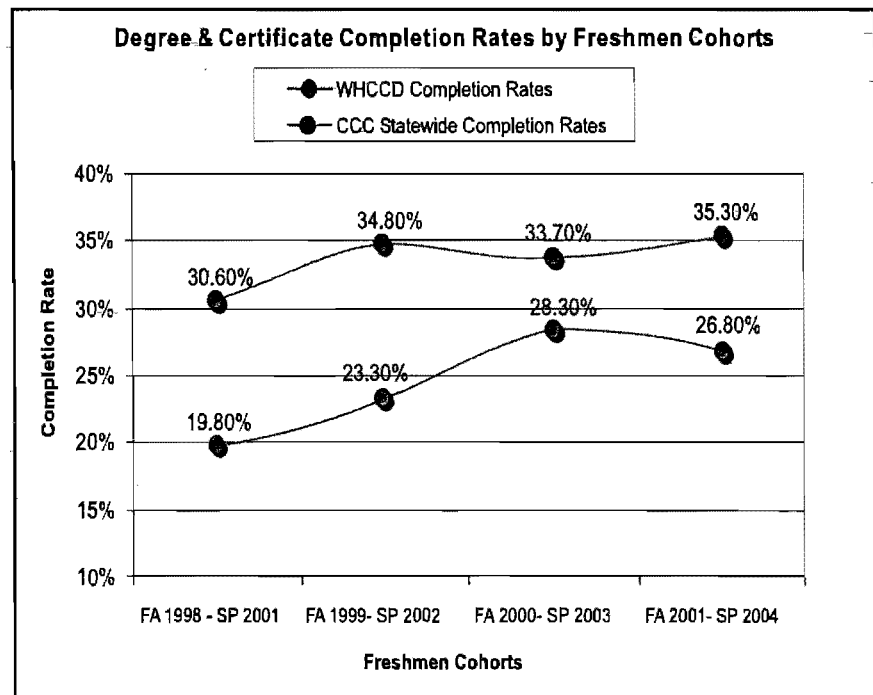
WHCCD will increase the number of awards (degrees and certificates) conferred.



During the 2001-2002 school year, West Hills Community College awarded 351 degrees and certificates. That number rose to 543 during the 2004-2005 school year. Focused efforts by the colleges are projected to increase the number of degrees and certificates awarded to graduating students by an additional 2.8% in 2005-2006.

Source: California Community College Chancellor's Office
 Note: Growth forecast based on past years' performance.

Since the 1998-2001 cohort, West Hills Community College District's completion rates have increased by 7%. Efforts will be made to continue the upward trend of these rates with the goal of maintaining them above the California Community College system statewide average.



Source: California Community College SRTK; WHCCD Data Warehouse
 Note: Cohort based on a group of first time freshmen who are enrolled full-time in a fall term and are seeking transfers. The tracking period of the cohorts is three years.

Strategic Goals

#5

West Hills Community College District will become the preferred choice of students through ongoing and active recruitment.

Objectives

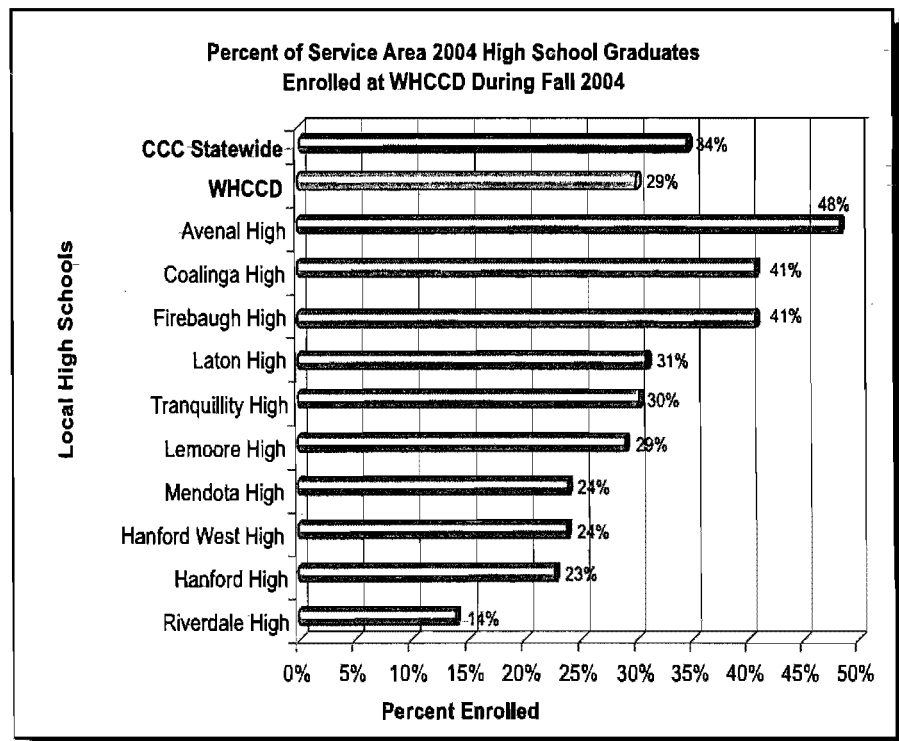
5.1 WHCCD will establish a baseline and monitor or increase the number of college recruitment visits to local high schools.

5.2 WHCCD will establish a study of students in local high schools and middle schools to test the students knowledge of WHCCD.

5.3 WHCCD will work toward maintaining service area high school graduate participation rates above the California Community College participation rate.

5.4 WHCCD colleges will adjust student services, outreach and recruitment efforts as needed to maintain increased participation from local high school graduates.

The goal of West Hills Community College District is to be first in the minds of students as they consider their college options. We strive to meet or exceed the California Community College statewide percentage (34%) of high school graduates attending community colleges. We currently exceed that percentage in some area high schools. Our goal is to exceed that percentage in all of our area high schools.



Source: WHCCD Data Warehouse; California Community College Chancellor's Office
 Note: High school participation rates reflect the percentage of 2003-2004 high school graduates attending WHCCD in fall 2004.

Above all, the District maintains its commitment to our students, staff, faculty, Board members, community and stakeholders.

This Strategic Plan represents our commitment to continuous improvement as we strive to meet the ever changing needs of our students and communities. Above all, the District maintains its commitment to our students, staff, faculty, Board members, community members and stakeholders. This plan represents evidence of that commitment, and the means for us to hold ourselves accountable.

Our Strategic Plan must be seen as a “living document” to be revisited and modified as we progress toward our goals. To ensure that our plan evolves to meet the goals and mission of the District, the Board of Trustees developed Administrative Procedure 3230. This procedure requires a District Strategic Planning Committee to meet a minimum of three times each academic year, and calls for representation

from our Board of Trustees, District office staff, college and center staff, the Academic Senates, CTA, CSEA, students, and community and business members.

West Hills Community College District is committed to serving our community and providing access to higher education to all residents at a reasonable cost. We are proud of our 75-year history and we look forward to a bright future for all that we serve. This Strategic Plan will help us chart the course toward that success.



WHCCD Strategic Planning Retreat

September 8 and 9, 2005



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WEST HILLS COLLEGE LEMOORE

BOARD REPORT - NOVEMBER 2010

CAMPUS ACTIVITIES

The **Eighth Annual President's Scholars Dinner** was held on November 4th at 6:00 p.m. in the conference center. Over 100 were in attendance including CSF high school seniors and their parents, WHCL staff and one board member. Brian Abela and Jameson Birrell made presentations about their instructional programs and current President's Scholar, Maresha Grinage, from Kings Christian, spoke to the group about the value of the scholarship. Counselors Mike Rodriguez and Angela Tos discussed WHCL's transfer services and the president's scholar's application process.

A **President's Forum** was held on November 4th in the conference center at 12 noon to 1:00 p.m. Approximately sixty staff members attended to hear Mr. Warkentin give updates on accreditation, budget, Golden Eagle Arena, program review, and program and course level SLO status. Lunch was provided.

College and district administrators have been busy putting the final touches on the **self-study document**. Comments from Norval Wellsfry, a former WASC commissioner, during the district's leadership retreat, provided additional insight and WHCL went back to work to provide minor revisions and final additions for its self study document. These revisions are now complete and the document is at the district duplicating office for printing.

On Tuesday, November 9th the college held its fifth annual **Veteran's Appreciation Luncheon**. At today's lun-

cheon WHCL veteran students and veterans from the surrounding communities were recognized for their service and given applause of appreciation. Our veterans and their supporters were treated to a great lunch catered by Cal Clement and our veteran's clubs gave a short demonstration on military marching moves. President Don Warkentin gave a short presentation on his military experiences and thanked those in attendance, especially members of the Order of the Purple Heart. Thanks to Susie Aceron and Jose Lopez for organizing today's event.

EDUCATIONAL SERVICES

WHCL student Nathaniel Isaacson shared his **Washington D.C. experience** with fellow students during a workshop on November 3. Nathaniel was selected to attend a four day tour of Washington D.C. as a result of WHCL receiving a USDA grant in 2009. Nathaniel, as an ambassador of the district, did an excellent job and should be commended.

An advisory committee meeting in support of the **USDA grant** was held on November 12th. Representatives from local industry dealing with quality control and biotechnology were invited. Staff members presented information concerning curriculum and the goals of the grant as it pertains to the students and community of Lemoore.

The completion of **program reviews** continues to be an annual emphasis. Generally, program reviews are completed in four-year cycles (except for vocational programs that are on a two-year

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cycle). This year, over ten program reviews are expected to be completed. The due date for this year is December 1st.

The college has an on-going review of its internal processes and committees. When modifications or changes are needed, the **shared governance process** is utilized. For example, the current budget allocation process at the Lemoore Campus has not been changed since 2004 and is currently under revision to reflect changes in the organization of the instructional staff and to encourage more leadership for all constituency groups. Eventually, the revised budget allocation process will be approved by the primary shared governance committee, the Planning and Governance Council.

The college is divided into **six certificated staff learning areas**—Social Science, Math and Science, Career Technical Education, Health and Wellness, Arts and Letters, and Counseling Faculty. Each of these groups meets no less than once per month. Primary topics of discussion center on student learning outcomes, curriculum related issues, academic senate reports, and other various timely topics. Each meeting is led by a member of the administrative team.

Dave Bolt attended the **Chief Instructional Officers Fall Conference**. While there, Dave gave two presentations to his peers, one on his role in accreditation and one on integrated planning and institutional effectiveness. Dave co-presented with Dr. Barbara Beno, president of the Western Association of Schools and Colleges (the accrediting body), Jane Patton, president of the state Academic Senate, and Dr. Joan Smith, interim chancellor of the Yosemite Community College District.

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OUTREACH

Advising Specialist Eva Jimenez administered the placement test to **Riverdale High** seniors on November 1st.

Advising Specialists Teresa Quilici and Susie Briones provided a presentation and assisted with admissions applications for **Jamison High** students on November 1st.

Advising Specialist Jan Young provided a college presentation to active duty personnel at the **NAS Lemoore** on November 1st and 15th.

Advising Specialists Eva Jimenez and Jan Young will meet with students at **Hanford West** on November 19th. **Senior Presentations** on November 19th.

Advising Specialist Teresa Quilici will attend the **Corcoran High School Junior Ethics Seminar** on November 19th.

Eva Jimenez and Jan Young will administer the placement test to seniors at **Corcoran High** on November 23rd. They will return on November 30th to review the placement test scores and provide orientation packets.

Advising Specialists Teresa Quilici and Susie Briones will give a presentation to freshman and seniors at **Laton High** on November 2nd.

Advising Specialists Eva Jimenez and Jan Young will meet with seniors at **Caruthers High** on November 9th.

STAFF DEVELOPMENT

The Employee Development and Success Committee has coordinated **student learning outcomes trainings** to be held on November 9th at 12:00 noon to 1:00 p.m. and on one December 9th at 4:00 p.m. – 5:00 p.m.

Kings County Human Service Agency has given WHC Lemoore sixty cards representing **Kings County foster children**. The cards include information about the child for Christmas gift purchasing. Employees and students are choosing cards and will provide a gift for their chosen child. Anyone who would like can pick up the card. To date, there are only 20 cards remaining.

STUDENT SERVICES

The **Student Town Hall** meeting held on October 22nd brought over 90 West Hills students that included a small contingent from West Hills College Coalinga. The conversation was lively and fruitful. The student-driven event collected student feedback in areas such as: class schedule, student needs, financial aid, facilities and instruction. Hand written note pages from each table at the event are transcribed and are being added to the Student Town Hall matrix which is available on the West Hills Portal. New issues at this town hall will be assigned to the appropriate governance committee for action as appropriate.

A **Business Etiquette Luncheon** was held on October 28th at 11:30 a.m. in the conference center. Approximately 50 students participated in the hour long presentation on proper business etiquette along with a full course dinner presentation. There were 5 panelists

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(Susie P. Acheron, Academic Advisor; Jennifer Solis, Vice President of Fast Credit Union; Edna Ivans, WHCCD Board of Trustees; Angela Tos, WHCL Counselor; Dr. Marlon Hall, Associate Dean of Educational Services) available for the Q & A session. The Career Center sponsored the workshop and Angela Barginear coordinated the event. The event was free to WHCL students. Students and staff enjoyed the event and the wonderful food prepared by the Culinary Department.

A **Strategic Planning Meeting** will be held on December 1st from 11:00 a.m. to 1:30 p.m. Local high school principals have been invited to join the WHCL Strategic Planning Committee to discuss ways WHCL can assist them in helping their students reach their educational goals. Lunch will be provided.

ATHLETICS

The **Golden Eagle Wrestling Team** competed in a dual meet at Fresno City College on Wednesday, November 3rd. They were victorious over Chabot College by a team score of 27-20, but lost a hard fought match to Fresno by a score of 37-3. Fresno City is currently ranked # 1 in the state. They will be competing for the Western States Conference championship next Saturday, November 12th in Bakersfield. Other teams in the conference besides Bakersfield include Cuesta, LA Valley College, and Victor Valley.

Janis Geddes and Tammy Alaniz from our **women's golf team** have qualified for the Northern California Championships on Monday, November 8th and Tuesday, November 9th at Fig Garden Golf course. Congratulations Tammy and Janis. Also Yesey Alba from our

men's cross country team has qualified for the state cross country championships on Saturday, November 20th at Woodward Park in Fresno. Congratulations Yesey. Finally our men's soccer team was victorious over COS on Friday, November 5th by a score of 2-0; however our women lost to Fresno City on our home field 4-0.

Athletic Director Bob Clement recently attended the statewide meeting for the **Commission on Athletics (COA)**. He reports that the COA is still looking at athletic conference realignment and student athlete success and retention rates. Vice President Dave Bolt chairs the Academic and Athletic Standards Review Committee which is piloting a

program which ensures all student athletes have completed educational plans. The consensus is that athletes that complete an educational plan are more likely to transfer to four-year institutions.

Upcoming Events

**25th Annual WHCL Staff
Thanksgiving Luncheon
November 23, 2010
11:30 a.m. – 1:30 p.m.
Conference Center**

**Strategic Planning Mtg.
December 1, 2010
11:00 a.m. – 1:30 p.m.**

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West Hills College Lemoore

Educational Master Plan
2008



*Preliminary Draft V.4.1
October 30, 2008*

President's Message



West Hills College Lemoore, one of California's newest community colleges, is well prepared to meet the educational needs of the twenty-first century. Our Educational Master Plan will demonstrate that we are on the cutting edge and have the capacity to adapt to new and emerging educational technologies to serve a wide variety of student needs.

Our facilities, instructional programs, support services, and technology are state of the art and will allow us to keep pace in an ever-changing environment. As you read through our Educational Master Plan, you will see how we value our demographic and student data in the decision making processes. We also utilize information from our area employers in job forecasting and training needs. Information is vital to keeping our offerings current and providing the support mechanisms and resources to ensure our students are the best educated and prepared to reach their educational goals.

The development of a comprehensive educational master plan requires many hours of planning, discussions, meetings, and research involving all constituents throughout the college and also district office personnel. A plan of this nature not only informs us about who we are, but where we will be heading for the next several years. Our plan will serve as a foundation, but it also will be a template for many future updates as the college continues to grow and serve the communities of the south valley.

We hope you will find this document to be both informative and also a guide to our continued growth and expansion of the campus. You will continue to see new facilities emerge and new programs come online, adhering to our processes outlined in our Educational Master Plan.

I look forward with great anticipation to the next several years with West Hills College Lemoore.

Don Warkentin
President
West Hills College Lemoore

Acknowledgements

The WHC Lemoore Educational Master Plan (EMP) development process was facilitated by planning consultant GKK Works and the WHCCD Office of Institutional Effectiveness and Planning. The process began with a kick-off meeting on April 18, 2008 to discuss the EMP framework. A follow-up meeting took place on May 13, 2008 where faculty representatives and administrators reviewed the first draft of the EMP and provided feedback and direction. A third meeting was held on July 28, 2008 where a preliminary draft of the EMP was presented to faculty representatives and college administrators. It is important to note that the program goals, found under the instructional section of the EMP, were directly derived from the college's program review documents. During the fall 2008 Duty Day (August 8, 2008), the instructional section of the EMP was reviewed by Lemoore faculty in attendance. The preliminary draft of the EMP is scheduled for a first reading by the Board of Trustees on October 28, 2008 and by the Lemoore Planning and Governance Council on November 6, 2008.

WHC Lemoore is immensely grateful to these individuals who have volunteered to assist with this important plan. Their work will continue as we implement and refine our plan in the coming years. Participants are as follows:

Stephanie Atkinson-Alston - Dean of Educational Services, WHCL
Pedro Avila - Director of Institutional Effectiveness & Planning, WHCCD
Dave Bolt - VP of Educational Services, WHCL
David Babb - Biology Instructor/SLO Coordinator, WHCL
Robert Clement - Director of Athletics, WHCL
Sylvia Dorsey-Robinson - Associate Dean of Categorical Programs, WHCL
Stephanie Droker - Work Experience Instructor/Academic Senate President, WHCL
Dr. Carole Goldsmith - Director of Title V/Workforce Connection, WHCCD
Dr. Frank Gornick - Chancellor, WHCCD
Lataria Hall - DSPS Counselor, WHCL
Marlon Hall - Associate Dean of Educational Services, WHCL
Marta Hendrickson - Counselor, WHCL
Jose Lopez - Dean of Students, WHCL
Dave Neer - Instructor/Golf Coach, WHCL
Rene Sanchez - History Instructor/Curriculum President, WHCL
Don Warkentin - President, WHCL
Susan Whitener - Dean of Learning Resources & Web Services, WHCCD

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Intent of the Educational Master Plan

The West Hills College Lemoore Educational Master Plan (EMP) provides a reference point and framework for the future of the college. It includes a thorough data review of the recent past and present of the college's overall instructional program. While maintaining the integrity of the college's vision, mission and strategic goals, the EMP draws a blueprint for implementing emerging educational objectives.

More specifically, the EMP focuses on the service area, students, staff, and programs of West Hills College Lemoore. Matriculation rates from regional high schools provide a basis for enrollment projections. An analysis of economic trends in the area and a review of emerging labor market information inform the consideration of new programs. An examination of instructional programs and disciplines along with student performance assess current effectiveness and point the way for change.

Utilizing this quantitative and qualitative data, key findings have been identified to inform the process for rational planning to occur in a culture of evidence and history. Unanticipated events, emerging issues in the region, and changing demographics in the service area demand that the Educational Master Plan be treated as a living, fluid document that will guide decisions regarding the educational programs of the college.

The EMP is conceived to exist in a cycle of six years. The current iteration comes at the midpoint of the college's accreditation cycle -- following the submittal of the college's Midterm Focused Report to the Accrediting Commission for Community and Junior Colleges. That midterm report was a summary of the college's institutional actions and progress made in response to the prior recommendations of the Accrediting Commission. West Hills College Lemoore is in the process of implementing actions and plans described in the report.

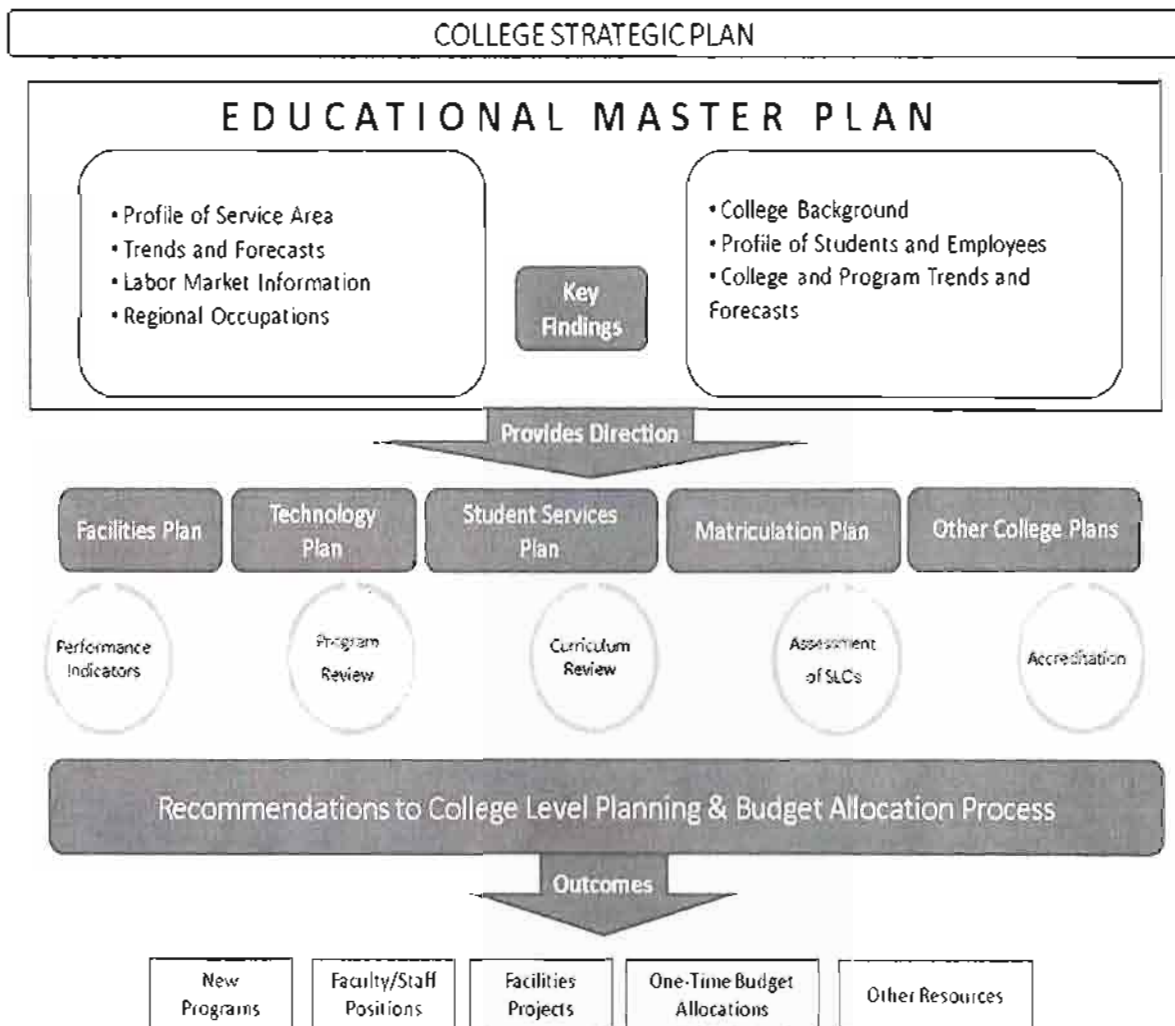
The Educational Master Plan for West Hills College Lemoore is directed by the college's strategic plan and the strategic plan of West Hills Community College District. Both of these plans are cited in the EMP as they provide the overarching direction and core values that guide the college.

Master Plan Framework

This Educational Master Plan of West Hills College Lemoore is being constructed at a particularly important juncture in our history as a college. WHC Lemoore received initial accreditation from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges in June 2006. As one of the newest colleges in the California community college system, we are poised to realize our vision as a premiere, interactive learner-centered college.

Our Educational Master Plan gives direction to the planning processes of the college by providing a clear snapshot of our educational programs. It provides a thorough examination of internal and external trends. It serves as a primary resource for the development and update of other college plans. And it helps to identify our strengths, limitations, and capabilities -- and offer possibilities for the future.

The framework of this plan provides for an Educational Master Plan that is fluid and vital so we can respond to the community we serve.



Section I: College Background

COLLEGE HISTORY

The establishment of a college for the Coalinga Union High School District was proposed in the spring of 1932. The official beginning of the Coalinga Extension Center of Fresno State College dates from October 3, 1932. In September 1941, Coalinga Junior College became an independent unit under the direction of the Governing Board of the Coalinga Union High School District. Construction of a new campus on Cherry Lane near the northern limit of the City of Coalinga was begun on October 3, 1955, and the buildings were occupied on September 13, 1956.

In November of 1961, the voters of Coalinga Union High School District approved the formation of a separate junior college district, and in June of 1962, the voters of Lemoore High School District voted to annex to the college district, as did voters of Riverdale and Tranquillity High School Districts in December of 1962. Effective July 1, 1969, the official name of the college was changed to West Hills College in keeping with the nature of the expanded district.

In order to effectively serve the college district, West Hills College built the North District Center in the city of Firebaugh in 1971. In 1979, the District purchased land in the City of Lemoore, and in 1981, a classroom building and an office were erected. This was the Kings County Center until January 2002. On September 26, 2000, the Board of Trustees signed and accepted the "Agreement of Donation of Land for the West Hills College Lemoore" a generous donation from Robert and Mardell Pedersen and Lionel and Lola Simas.

Opening its doors to students on January 14, 2002, West Hills College Lemoore featured 18 classrooms, a state-of-the-art science wing called a Collaboratory, the largest and most technologically advanced library in Kings County, a multipurpose conference center, a full-service student services and administration building, as well as an outdoor amphitheater for students and community members.

COLLEGE MISSION

WEST HILLS COLLEGE LEMOORE ENRICHES THE LIVES OF OUR STUDENTS AND THE COMMUNITY WE SERVE BY BEING DEDICATED TO QUALITY EDUCATIONAL LEARNING OPPORTUNITIES AND PARTNERSHIPS. THE COLLEGE PROVIDES A POSITIVE ENVIRONMENT THAT IS COMMITTED TO STUDENT LEARNING AND EMPOWERING STUDENTS TO ACHIEVE THEIR EDUCATIONAL GOALS.

COLLEGE VISION

LEARNING THROUGH EXCELLENCE AND INNOVATION.

COLLEGE GOALS

1. WHCL IS COMMITTED TO PROVIDE QUALITY EDUCATION TO STUDENTS AND THE COMMUNITY.
2. WHCL IS COMMITTED TO EMPOWER STUDENTS TO ACHIEVE THEIR EDUCATIONAL GOALS.
3. TO SUPPORT STUDENT LEARNING, WHCL WILL EFFECTIVELY MAINTAIN AND INCREASE ITS RESOURCES AND PRODUCTIVITY.

Section II: Profile of Students, Employees, and Service Area

This internal scan of West Hills College Lemoore is an opportunity to assess, over academic years, the demographics and characteristics of our students and their educational goals. We use this data to discern patterns and trends and review our institutional educational plans to best serve our students.

WEST HILLS COLLEGE LEMOORE, OVERALL STUDENT DEMOGRAPHICS

During the 2007-08 academic year, West Hills College Lemoore, including the students on its campus on College Avenue, at the Naval Air Station, and students enrolled in online classes, totaled 7,091 unduplicated students, a 9.62% increase in students served from the previous academic year. The growth in student population at West Hills College Lemoore is expected to continue on its upward trend.

Unduplicated Student Headcount

Year	Count	% Change
2002-03	5,468	-9.24
2003-04	5,010	-8.38
2004-05	5,512	10.02
2005-06	5,817	5.53
2006-07	6,469	11.21
2007-08	7,091	9.62

Source: WHCCD Data Warehouse

- The last four years show a pattern of steady growth.

ETHNICITY	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	109	1.99	201	4.01	239	4.34	336	5.78	365	5.64	327	4.61
African American	351	6.42	327	6.53	357	6.48	358	6.15	419	6.48	547	7.71
Filipino	220	4.02	190	3.79	213	3.86	215	3.70	239	3.69	274	3.86
Hispanic	1883	34.44	1,789	35.71	2,025	36.74	2,124	36.51	2,458	38.00	2803	39.53
Native American	70	1.28	69	1.38	80	1.45	70	1.20	79	1.22	86	1.21
Other	37	0.68	51	1.02	63	1.14	84	1.44	97	1.50	84	1.18
Pacific Islander	27	0.49	27	0.54	27	0.49	33	0.57	28	0.43	33	0.47
White	2573	47.06	2,185	43.61	2,275	41.27	2,298	39.50	2,444	37.78	2563	36.14
Unknown/DTS	198	3.62	171	3.41	233	4.23	299	5.14	340	5.26	374	5.27
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- The proportion of enrollment for most ethnic populations remains fairly stable.
- Among Hispanic students there has been a 5% increase over the time shown while white student enrollment has decreased by approximately 10%.

GENDER	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	3398	62.14	3,168	63.23	3,473	63.01	3,597	61.84	4,015	62.07	4392	61.94
Male	2038	37.27	1,842	36.77	2,036	36.94	2,206	37.92	2,391	36.96	2650	37.37
Unknown/DTS	32	0.59	0	0.00	3	0.05	14	0.24	63	0.97	49	0.69
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- Overall distribution of male/female students is stable over the six years observed.

AGE	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	1,386	25.35	1,204	24.03	1,437	26.07	1,515	26.04	1,578	24.39	1817	25.62
20-24	1,477	27.01	1,592	31.78	1,749	31.73	1,855	31.89	2,098	32.43	2194	30.94
25-29	722	13.20	721	14.39	764	13.86	826	14.20	959	14.82	1089	15.36
30-49	1,566	28.64	1,260	25.15	1,278	23.19	1,367	23.50	1,536	23.74	1651	23.28
50+	314	5.74	233	4.65	283	5.13	253	4.35	295	4.56	334	4.71
Unknown/DTS	3	0.05	0	0.00	1	0.02	1	0.02	3	0.05	6	0.08
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- Overall distribution of age is stable over the six years observed.

Summary of Overall Student Characteristics:

Students at WHCL are increasingly Hispanic and decreasingly white. Gender distribution has remained relatively consistent over the six years observed at about 62% female and 38% male. The distribution of age is also relatively stable with over 55% of students in '07-'08 24 years or under, and 38% 25-49 years old – fairly consistent with the ages of students during the five years prior.

Note: In the following section, the 2002-2008 data for the individual college entities -- Lemoore campus, Naval Air Station Lemoore (NASL), and online classes -- is broken out into separate sections. This separation provides a comparison of student demographics among the three different entities.

WEST HILLS COLLEGE LEMOORE CAMPUS, 2002-2008 DEMOGRAPHICS

Unduplicated Student Headcount

Year	Count	% Change
2002-03	4,293	-16.8
2003-04	4,013	-6.5
2004-05	4,494	12.0
2005-06	4,722	5.1
2006-07	4,796	1.6
2007-08	5,276	10.0

Source: WHCCD Data Warehouse

- The student headcount at WHC Lemoore campus has been increasing over the past four years.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	83	1.93	158	3.94	196	4.36	278	5.89	293	6.11	233	4.42
African American	287	6.69	276	6.88	299	6.65	272	5.76	295	6.15	411	7.79
Filipino	200	4.66	167	4.16	191	4.25	189	4.00	194	4.05	233	4.42
Hispanic	1,472	34.29	1,386	34.54	1,634	36.36	1,777	37.63	1,912	39.87	2,199	41.68
Native American	63	1.47	59	1.47	68	1.51	61	1.29	58	1.21	67	1.27
Other	26	0.61	41	1.02	55	1.22	74	1.57	79	1.65	49	0.93
Pacific Islander	17	0.40	18	0.45	22	0.49	27	0.57	20	0.42	21	0.40
White	1,996	46.49	1,774	44.21	1,842	40.99	1,810	38.33	1,702	35.49	1,800	34.12
Unknown/DTS	149	3.47	134	3.34	187	4.16	234	4.96	243	5.07	263	4.98
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The student ethnicity of WHC Lemoore campus is primarily Hispanic and white, with a growing African American population.
- The Hispanic student population has been steadily increasing.
- White student population by numbers has remained relatively constant, although the % of white students at the college has decreased.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	2,692	62.71	2,518	62.75	2,869	63.84	2,903	61.48	2,971	61.95	3,254	61.68
Male	1,577	36.73	1,495	37.25	1,623	36.11	1,811	38.35	1,810	37.74	1,984	37.60
Unknown/DTS	24	0.56	0	0.00	2	0.04	8	0.17	15	0.31	38	0.72
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The gender makeup of the students at the WHC Lemoore campus has been primarily female and stable over the past six years. This mirrors the pattern of overall enrollment.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	1,199	27.93	1,026	25.57	1,235	27.48	1,321	27.98	1,258	26.23	1,494	28.32
20-24	1,109	25.83	1,237	30.82	1,364	30.35	1,433	30.35	1,534	31.98	1,577	29.89
25-29	529	12.32	558	13.90	608	13.53	639	13.53	674	14.05	752	14.25
30-49	1,179	27.46	982	24.47	1,027	22.85	1,104	23.38	1,078	22.48	1,157	21.93
50+	274	6.38	210	5.23	259	5.76	224	4.74	249	5.19	290	5.50
Unknown/DTS	3	0.07	0	0.00	1	0.02	1	0.02	3	0.06	6	0.11
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The majority of the students at the WHC Lemoore campus are 24 years old and younger.
- The age distribution of students at the WHC Lemoore campus has been fairly consistent over the years observed, similar to the overall pattern of enrollment.

Summary of WHC Lemoore Campus Student Demographics:

The demographics of the 5,276 students at the WHC Lemoore campus are generally reflective of the overall college. 42% of students are Hispanic, 34% are white – with a trend reflecting a diminishing number of white students during the six years observed. 62% are female and 57% of the student population in '07-'08 are 24 years or younger. 22% of students on campus are 30-49 years of age. Head count of students on campus has increased during the last four years.

NAVAL AIR STATION (NASL) 2002-2008 DEMOGRAPHICS

Unduplicated Student Headcount

Year	Count	% Change
2002-03	462	-23.3
2003-04	414	-10.4
2004-05	258	-37.7
2005-06	162	-37.2
2006-07	103	-36.4
2007-08	143	38.8

Source: WHCCD Data Warehouse

- There has been a steady decline in the student headcount at the Naval Air Station Lemoore (NASL), with an increase only in the past academic year of 40 more students than in 2006-07
- By contrast, the Main Campus grew by nearly 500 students in the same time frame.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	8	1.73	10	2.42	5	1.94	10	6.17	5	4.85	5	3.50
African American	37	8.01	43	10.39	33	12.79	18	11.11	13	12.62	21	14.69
Filipino	34	7.36	29	7.00	23	8.91	11	6.79	2	1.94	11	7.69
Hispanic	140	30.30	105	25.36	74	28.68	33	20.37	30	29.13	53	37.06
Native American	8	1.73	3	0.72	2	0.78	4	2.47	0	0.00	0	0.00
Other	4	0.87	5	1.21	2	0.78	3	1.85	1	0.97	0	0.00
Pacific Islander	3	0.65	4	0.97	3	1.16	0	0.00	0	0.00	0	0.00
White	219	47.40	199	48.07	105	40.70	78	48.15	47	45.63	44	30.77
Unknown/DTS	9	1.95	16	3.86	11	4.26	5	3.09	5	4.85	9	6.29
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- The student ethnicity of NASL is primarily Hispanic, white, and increasingly African American.
- The Hispanic student population decreased from 140 students in '02-'03 to 53 students in '07-'08.
- The white student population has decreased from 219 students in '02-'03 to 44 students in '07-'08.
- The African American student population has decreased from 37 students in '02-'03 to 21 students in '07-'08.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	257	55.63	234	56.52	152	58.91	106	65.43	58	56.31	92	64.34
Male	202	43.72	180	43.48	106	41.09	56	34.57	44	42.72	51	35.66
Unknown/DTS	3	0.65	0	0.00	0	0.00	0	0.00	1	0.97	0	0.00
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- The gender makeup of the students at NASL continues to be primarily female.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	77	16.67	61	14.73	33	12.79	19	11.73	17	16.50	14	9.79
20-24	160	34.63	158	38.16	93	36.05	57	35.19	40	38.83	56	39.16
25-29	83	17.97	86	20.77	56	21.71	29	17.90	23	22.33	37	25.87
30-49	130	28.14	105	25.36	73	28.29	56	34.57	21	20.39	35	24.48
50+	12	2.60	4	0.97	3	1.16	1	0.62	2	1.94	1	0.70
Unknown/DTS	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- Age distribution remains older than Main Campus.

Summary of Naval Air Station Lemoore (NASL) Student Demographics

The number of students taking classes at NASL has declined from 462 students in '02-'03 to 143 in '07-'08. The ethnicity of students varies from the main campus, with a larger percentage of white and African American students making up the composition of students taking classes at NASL. More females than males take classes on site, and the age distribution of students is older than that on the Main Campus.

ONLINE INSTRUCTION 2002-2008 DEMOGRAPHICS

WHC Lemoore Unduplicated Online Enrollment

Year	WHCL Online Enrollment	% Change	*Enrolled in Online & Face-to-Face	% Concurrently Enrolled
2002-03	2,068	24.5	1,368	66.2%
2003-04	1,792	-13.3	1,246	69.5%
2004-05	1,948	8.7	1,332	68.4%
2005-06	2,142	10.0	1,368	63.9%
2006-07	3,019	40.9	1,695	56.5%
2007-08	3,161	4.7	1,702	53.9%

*Students enrolled at any WHCCD face-to-face location

Source: WHCCD Data Warehouse

- Over the last five years observed, there is a consistent downward trend in the percentage of students concurrently enrolled in online and face-to-face classes. During the same period, there is a consistent upward trend of the numbers of students enrolled in online classes.
- The ratio between students enrolled in online classes versus students enrolled concurrently in online and face to face classes has widened over the last five years, with more students enrolled solely online.
- The number of students taking classes online solely or concurrently has grown in total number, reflective of the growth at the college and the accessibility of the online delivery system.

As a point of comparison the following table shows the online and face-to-face enrollment in the entire West Hills Community College District.

WHCC District Unduplicated Online Enrollment

Year	WHCCD Online Enrollment	*Enrolled in Online & Face-to-Face	% Concurrently Enrolled
2002-03	2,068	1,368	66.2%
2003-04	1,792	1,246	69.5%
2004-05	2,557	1,729	67.6%
2005-06	2,979	1,878	63.0%
2006-07	3,998	2,258	56.5%
2007-08	4,497	2,312	51.4%

*Students enrolled at any WHCCD face-to-face location

Source: WHCCD Data Warehouse

- In '02-'03, 700 students were solely enrolled in online courses in the district. By '07-'08, the number of students who were only enrolled in online courses had grown to 2,185.
- There is a consistent downward trend during the last five years observed in the percentage of students who are concurrently enrolled in online and face-to-face classes. There is a consistent upward trend during the same period of students who are enrolled online.
- Total number of all students taking online classes solely or concurrently has grown in number reflective of the growth at the district and the accessibility of the online delivery system.

The table below shows the city of residence for online only students at WHCCD.

City	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Service Area Cities	57.9%	59.9%	61.6%	55.2%	55.1%	58.4%
Outside Service Area						
Fresno	8.9%	8.1%	8.6%	12.5%	12.4%	13.0%
Visalia	3.9%	3.1%	2.2%	2.5%	4.4%	4.4%
Clovis	2.9%	2.2%	2.7%	3.2%	3.3%	2.7%
Tulare	2.0%	2.0%	0.7%	1.2%	1.7%	1.4%
Other Cities Outside Service Area	24.6%	24.7%	24.3%	25.3%	23.0%	20.1%
Total Headcount	700	546	828	1,101	1,740	2,185

Source: WHCCD Data Warehouse

- Online classes offered by WHCCD primarily serve the cities of the district, although 40% of students come from outside the service area.
- Outside of the service area, students in Fresno are the highest users of online classes and services, and this has increased during the six years observed.

The following three tables – Ethnicity, Gender, and Age – show demographic data for online students at WHCL specifically.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	41	1.98	50	2.79	54	2.77	76	3.55	103	3.41	128	4.05
African American	120	5.80	98	5.47	124	6.37	144	6.72	189	6.26	227	7.18
Fillipino	67	3.24	55	3.07	52	2.67	71	3.31	103	3.41	98	3.10
Hispanic	673	32.54	634	35.38	712	36.55	756	35.29	1,095	36.27	1,155	36.54
Native American	23	1.11	20	1.12	25	1.28	32	1.49	37	1.23	38	1.20
Other	14	0.68	12	0.67	20	1.03	29	1.35	43	1.42	48	1.52
Pacific Islander	14	0.68	10	0.56	8	0.41	10	0.47	16	0.53	20	0.63
White	1,032	49.90	842	46.99	861	44.20	915	42.72	1,270	42.07	1,252	39.61
Unknown/DTS	84	4.06	71	3.96	92	4.72	109	5.09	163	5.40	195	6.17
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- In '07-'08 the largest percentage of online students was white – but during the six years observed, this percentage is steadily declining.
- Hispanic online enrollment has been constant, consisting of approximately 35-36 percent over six years; on the Main Campus, Hispanic students make up 39% of the student body.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	1,312	63.44	1,210	67.52	1,263	64.84	1,432	66.85	1,969	65.22	2,057	65.07
Male	747	36.12	582	32.48	684	35.11	708	33.05	1,043	34.55	1,089	34.45
Unknown/DTS	9	0.44	0	0.00	1	0.05	2	0.09	7	0.23	15	0.47
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- The majority of the online students are female at 65 percent.
- Percentage of female online enrollment is slightly higher than overall percentage of females enrolled.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	416	20.12	352	19.64	408	20.94	483	22.55	677	22.42	714	22.59
20-24	645	31.19	639	35.66	710	36.45	783	36.55	1,063	35.21	1,088	34.42
25-29	322	15.57	291	16.24	324	16.63	338	15.78	489	16.20	543	17.18
30-49	629	30.42	471	26.28	458	23.51	491	22.92	717	23.75	750	23.73
50+	56	2.71	39	2.18	47	2.41	47	2.19	72	2.38	64	2.02
Unknown/DTS	0	0.00	0	0.00	1	0.05	0	0.00	1	0.03	2	0.06
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- In 2007-08, 57 percent of online students were below the age of 24 years old
- The online student age distribution has remained constant since 2003 which is consistent with overall college pattern.

Summary of Online Student Demographics

There is significant growth in the district and at the college among students who only take online classes. In '02-'03, 66% of the district's students who took online classes were also enrolled in classes on a campus or at a center. By '07-'08, throughout the district the percentage of students who were enrolled concurrently had dropped to 51.4%. At Lemoore, the same trend is reflected - by '07-'08, 53.9% of students were enrolled concurrently, dropping from the 66% concurrent students in '02-'03.

Online students are 39% white and 36% Hispanic which differs from main campus students in which the ethnic predominance is reversed. Age and gender of students parallel those of the main campus, being predominantly young and female. The majority of online students come from our service area.

STUDENT CHARACTERISTICS – FALL 2007

Student Educational Goals - Fall 2007	N	%
Obtain an associate degree and transfer to a 4-year institution.	1,325	31.96
Undecided on goal.	676	16.30
Unknown/Declined to State	581	14.01
Obtain a two year associate's degree without transfer.	341	8.22
Transfer to a 4-year institution without an associate degree.	291	7.02
Educational development (intellectual, cultural).	214	5.16
Prepare for a new career (acquire job skills).	156	3.76
Complete credits for high school diploma or GED.	133	3.21
Earn a vocational certificate without transfer.	96	2.32
Advance in current job/career (update job skills).	68	1.64
Discover/formulate career interests, plans, goals.	63	1.52
Maintain certificate or license (e.g. Nursing, Real Estate)	57	1.37
Improve Basic Skills in English, reading or math.	54	1.30
Obtain a two year vocational degree without transfer.	53	1.28
4 year college student taking courses to meet 4 year college requirements.	37	0.89
To move from noncredit coursework to credit coursework.	1	0.02
Total	4,146	100

Source: WHCCD Admission Application; Data Warehouse

- The highest percentage of students identify as their goal the desire to obtain an associate degree and transfer to a four year institution.
- 40% of students identify transfer to a four year institution as their educational goal.

Admission Survey

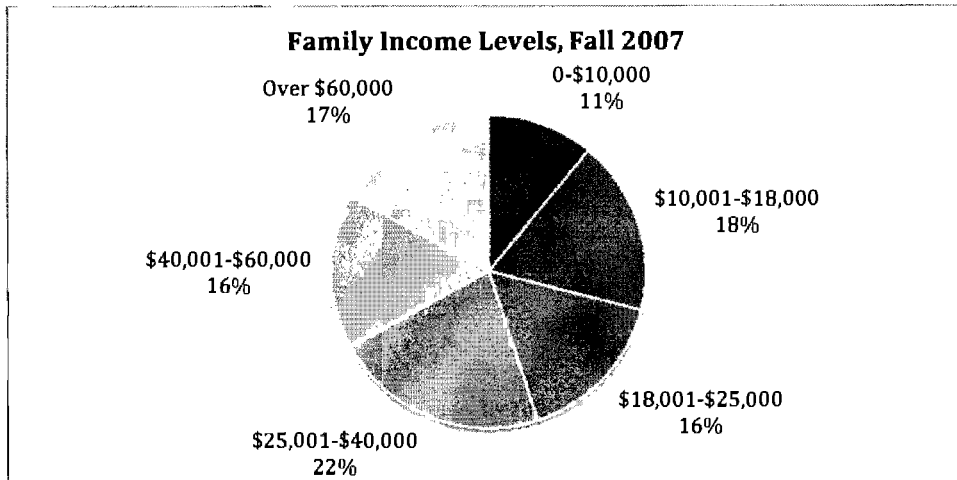
As part of the admissions application, students are requested to participate in a supplemental survey. This survey identifies family income levels, as well as level of education attained by the parents. It provides a more in depth look into the student's characteristics and provides information for future planning.

Highest Education Level Attained by Mother or Father, Fall 2007	%
Below College or University	67
College or University Degree	33

Source: WHCCD 2007-2008 admission application supplemental survey

Survey participation rate: 42%; Margin of error: 1.3%

- 67% of WHC Lemoore students are first-generation students.

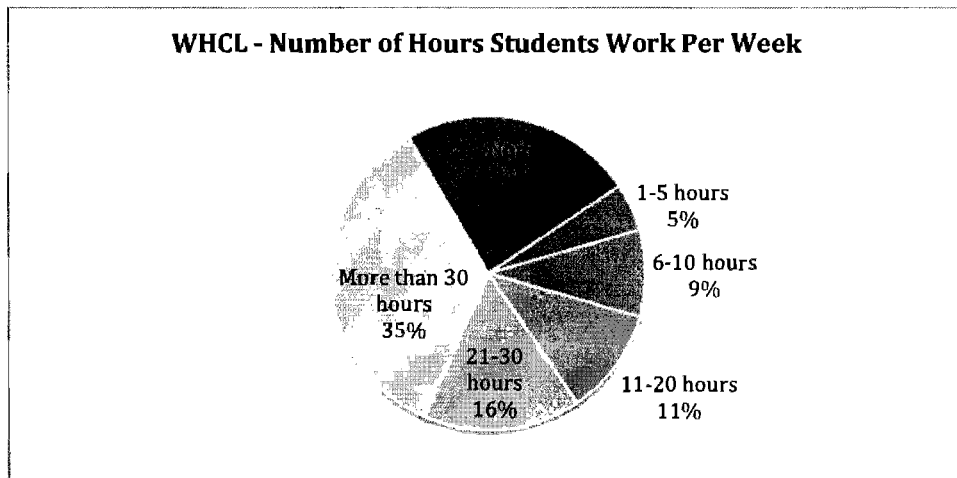


Source: WHCCD 2007-2008 admission application supplemental survey

Survey participation rate: 40%; Margin of error: 1.4%

- 45% of students have family income of \$25,000 or less
- According to the US Census Bureau, the median household income for the State of California is \$56,645 and nationally is \$48,451.

Hours Worked Per Week



Source: Community College Survey of Student Engagement

+/- 5% margin of error

- 76% of students work while attending college.
- 51% of students work over 20 hours a week.

City of Residence - Fall 2007		%			%
Lemoore		34.0	Laton		1.1
Hanford		32.6	Clovis		1.0
Fresno		4.5	Firebaugh		0.9
Coalinga		3.2	Tulare		0.7

Armona	2.8	Caruthers	0.6
Corcoran	2.5	Kettleman City	0.4
Visalia	2.4	Mendota	0.4
Avenal	2.1	Madera	0.4
Riverdale	1.8	Selma	0.4
Huron	1.6	All Others	5.5
Stratford	1.2		
Total	4,146	Applicants	100%

Source: WHCCD Admission Application; Data Warehouse

- 7% of students indicate Fresno and Coalinga as their cities of residence. These may be online students or students coming to the college for a particular program.

Summary of Student Characteristics

40% of students express a goal of transferring to a four year institution. 67% of students do not have a parent who attended college. 45% of students have a family income of \$25,000 or less and in '07-'08 this compares to a median household income in California of \$56,645. Over 50% of students work more than 20 hours a week. 66% of our students identify Lemoore and Hanford as their cities of residence.

FULL-TIME EMPLOYEE CHARACTERISTICS

The following tables describe employee characteristics by job classifications.

Administration

Age	n	%	Ethnicity	n	%	Gender	n	%
35-54	5	55.6%	African-American	3	33.3%	Female	2	22.2%
55-59	2	22.2%	Hispanic	1	11.1%	Male	7	77.8%
60-64	2	22.2%	White	5	55.6%	Total	9	100.0%
Total	9	100.0%	Total	9	100.0%			

- 44% of administrators are 55 years or older.

Classified Management

Age	n	%	Ethnicity	n	%	Gender	n	%
35-54	4	80.0%	African-American	1	20.0%	Female	4	80.0%
65+	1	20.0%	White	4	80.0%	Male	1	20.0%
Total	5	100.0%	Total	5	100.0%	Total	5	100.00%

- N is too small to warrant generalization

Faculty

Age	n	%	Ethnicity	n	%	Gender	n	%
25-34	9	19.1%	African-American	2	4.3%	Female	22	46.8%
35-54	25	53.2%	Filipino	1	2.1%	Male	25	53.2%
55-59	4	8.5%	Hispanic	6	12.8%	Total	47	100.0%
60-64	5	10.6%	Native American	1	2.1%			
65+	4	8.5%	Other	1	2.1%			
Total	47	100.0%	White	36	76.6%			
			Total	47	100.0%			

- 27% of faculty is 55 and older, 72% is below 55 years. Ethnicity is not reflective of service area.

Classified

Age	n	%	Ethnicity	n	%	Gender	n	%
20-24	1	2.2%	African-American	1	2.2%	Female	33	73.3%
25-34	18	40.0%	Filipino	1	2.2%	Male	12	26.7%
35-54	23	51.1%	Hispanic	27	60.0%	Total	45	100.0%
55-59	2	4.4%	White	16	35.6%			
60-64	1	2.2%	Total	45	100.0%			
Total	45	100.0%						

- 93% of classified staff is 54 years and below, predominantly Hispanic and female.

Summary

An overall scan of employee age, ethnicity, and gender reveals:

- There is a high probability of significant retirement in the next 10 years in the administrative ranks.
- Faculty is relatively young, although 27% are 55 and above.
- Faculty ethnicity does not reflect that of region.
- Classified staff is predominantly young, female, and Hispanic.

WEST HILLS COMMUNITY COLLEGE DISTRICT REGIONAL AREA

A regional scan was performed by Economic Modeling Specialists, Inc. on ten counties that are a part of and surround the West Hills Community College District. These ten counties include: Fresno, Kern, Kings, Madera, Mariposa, Merced, San Benito, San Joaquin, Stanislaus, and Tulare. The region covered was identified by the district as the region where students are most likely to obtain jobs and establish residency. A scan of the ten counties revealed:

- Total regional attainment of a college degree is below average compared to the state and the nation (See Regional Educational Level, Age 25+ below)
- The educational attainment of individual ethnic groups of the region is below average compared to the state and nation (See Race/Ethnicity below)
- By 2012, the age group of 30 to 34 year olds is expected to experience the highest growth
- Racial/ethnic groups with the highest expected growth are Hispanics
- Total population is expected to change ten percent, double the expected change of the State (5 percent)

Regional Education Level, Age 25+	2007 Total	% of Region	% of State	% of Nation
Less than 9 th Grade	327,883	14.0	9.8	5.5
9 th Grade to 12 th Grade	291,573	12.5	9.5	9.0
High School Diploma	591,750	25.3	20.0	28.7
Some College	569,142	24.3	23.2	22.1
Associate's Degree	160,073	6.8	6.9	6.5
Bachelor's Degree	272,916	11.7	19.6	18.0
Graduate Degree and Higher	126,555	5.4	11.0	10.3

Source: EMSI, September 2007

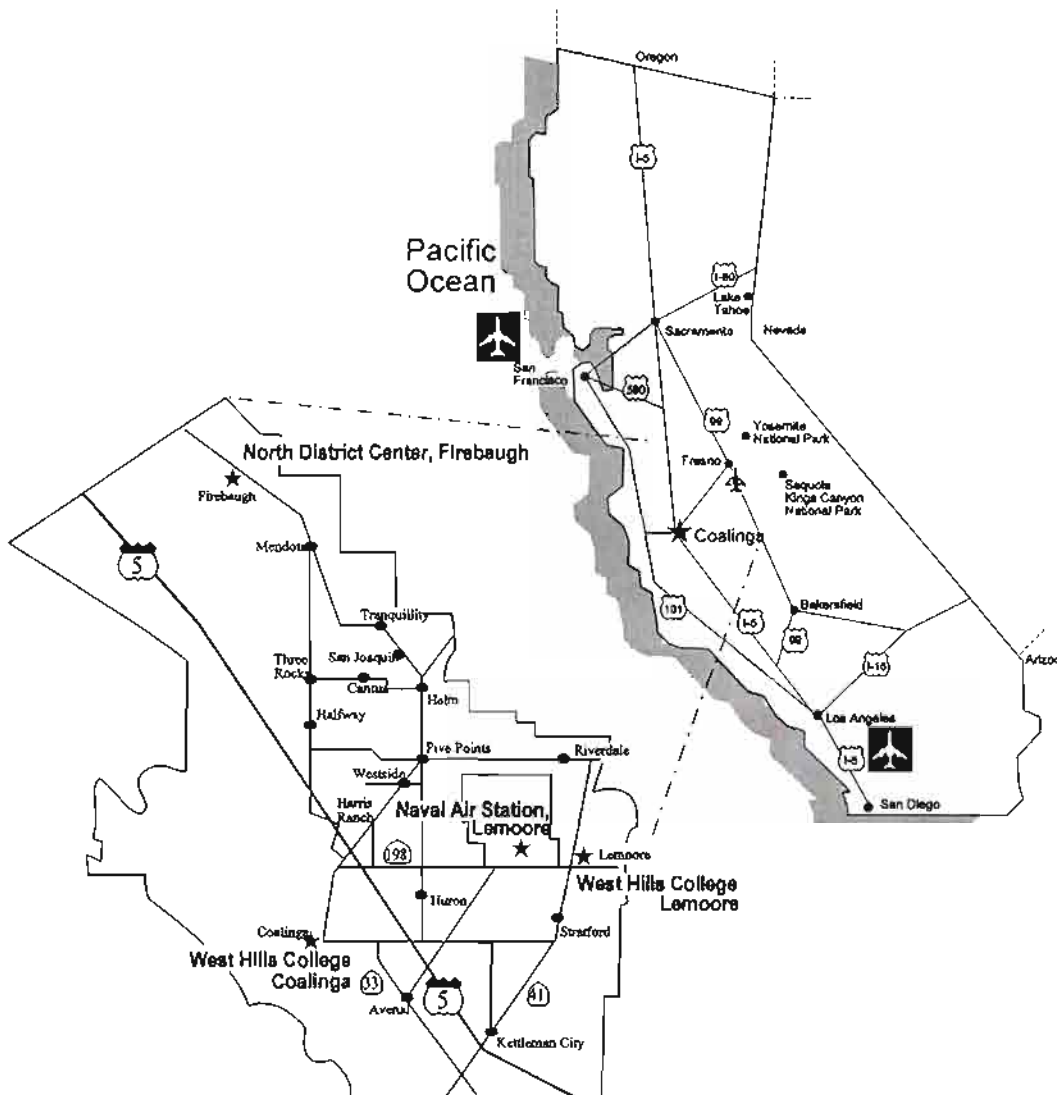
Race/Ethnicity	% Difference in College Attainment from State	% Difference in College Attainment from Nation
White, Non-Hispanic	-14.5	-7.5
White Hispanic	-3.7	-8.0
Non-White Hispanic	-2.8	-7.3
Black or African American	-10.0	-0.6
American Indian or Alaska Native	-5.8	-1.4
Asian	-15.7	-15.0
Native Hawaiian and other Pacific Islander	-3.0	-2.0
Two or more races	-12.4	-7.0

Source: EMSI, September 2007

WEST HILLS COMMUNITY COLLEGE DISTRICT SERVICE AREA

The West Hills Community College District was first started in 1932 as a college for the Coalinga Union High School District. It now has a total area of 3,464 square miles and includes portions of five counties: Fresno, Kings, Madera, Monterey and San Benito. The West Hills College Coalinga campus on Cherry Lane in Coalinga opened in 1956 and in 1971, the North District Center was established in Firebaugh, in the most northern part of the district. In 1962 Lemoore High School District residents voted to annex to the college district. From 1962 to 1979 classes were offered primarily at the Lemoore Naval Air station and Lemoore High School. The facility was called The Kings County Center in 1981 when it operated in portable buildings on five acres in the city of Lemoore. In 1998, approved by 70% of the voters in Kings County, a \$19 million bond was passed for the new construction of the Lemoore campus. The construction was completed in 2002. WHC Lemoore became fully accredited as a college in West Hills Community College District in 2006.

West Hills Community College District Map



WEST HILLS COLLEGE LEMOORE SERVICE AREA

While the West Hills Community College District is comprised of parts of five counties, the service area for West Hills College Lemoore primarily includes ten cities-- Armona, Avenal, Hanford, Helm, Kettleman City, Laton, Lemoore, Stratford, Five Points, and Riverdale.

The West Hills College Lemoore service area is relatively young, with 34 percent of its population between 20-39 years old. The ethnic demographics reveal that 49 percent of the population is Hispanic and 39 percent is white, with considerably lower percentages for all other ethnicities.

Age	WHCL Service Area (10 Cities in 5 Counties)		WHCCD Regional Area (10 Counties)	
	2008 Population	% of Population	2007 Population	% of Population
Under 5 years	12,541	9%	337,083	9%
5 to 9 years	10,441	8%	293,468	7%
10 to 14 years	10,197	7%	314,059	8%
15 to 19 years	10,746	8%	334,459	8%
20 to 24 years	11,950	9%	322,009	8%
25 to 29 years	13,065	10%	338,361	9%
30 to 34 years	11,166	8%	275,845	7%
35 to 39 years	10,110	7%	263,290	7%
40 to 44 years	9,383	7%	262,290	7%
45 to 49 years	8,683	6%	261,039	7%
50 to 54 years	7,079	5%	228,674	6%
55 to 59 years	5,471	4%	188,076	5%
60 to 64 years	4,227	3%	147,057	4%
65 to 69 years	3,361	2%	108,816	3%
70 to 74 years	2,696	2%	86,553	2%
75 to 79 years	2,089	2%	71,602	2%
80 to 84 years	1,497	1%	55,147	1%
85 years and over	1,518	1%	53,143	1%
Total	136,219		3,940,970	

Source: EMSI, September 2007

- The age distribution of the WHCL Service Area is consistent with the District's Regional Area.

Race/Ethnicity	WHCL Service Area (10 Cities in 5 Counties)		WHCCD Regional Area (10 Counties)	
	2008 Population	% of Population	2007 Population	% of Population
Hispanic	66,972	49.2%	1,589,076	40%
White	53,681	39.4%	1,772,197	45%
Black or African American	6,607	4.9%	187,650	5%
Asian	4,817	3.5%	30,344	1%
Two or more races	2,673	2.0%	263,639	7%
American Indian or Alaska Native	1,229	0.9%	8,143	0%
Native Hawaiian and other Pacific Islander	240	0.2%	89,920	2%
Total	136,219		3,940,970	

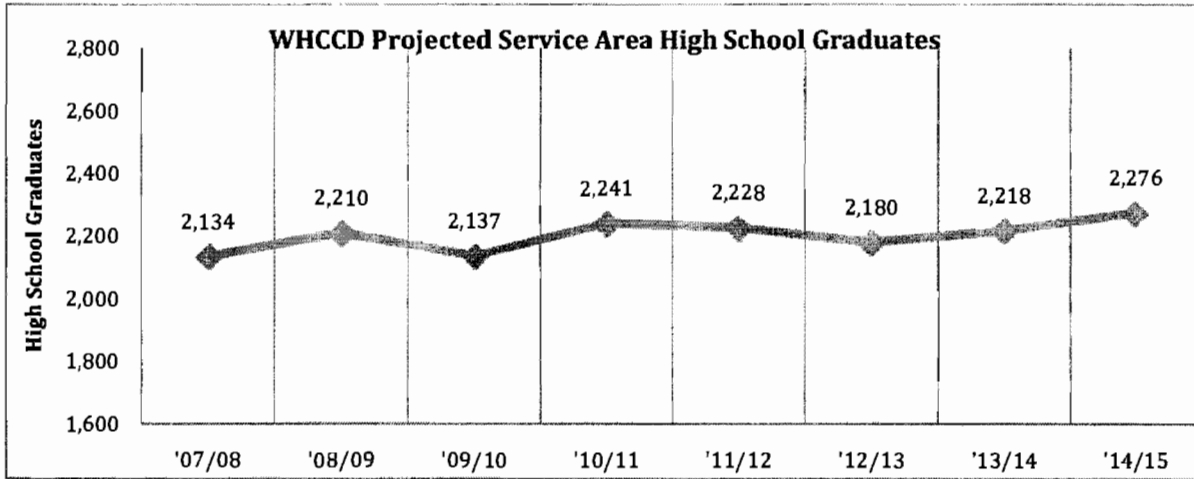
Source: EMSI, September 2007

- The race/ethnic distribution of the WHCL Service Area is more Hispanic and less white than the District's Regional Area.

Gender, WHCL Service Area (10 Cities)	2008 Population	% of Population
Females	63,172	46%
Males	73,046	54%
Total	136,219	

Source: EMSI, September 2007

PROJECTED HIGH SCHOOL GRADUATES FOR THE SERVICE AREA



Source: California Department of Education

- The number of projected high school graduates for area remains static for the next seven years

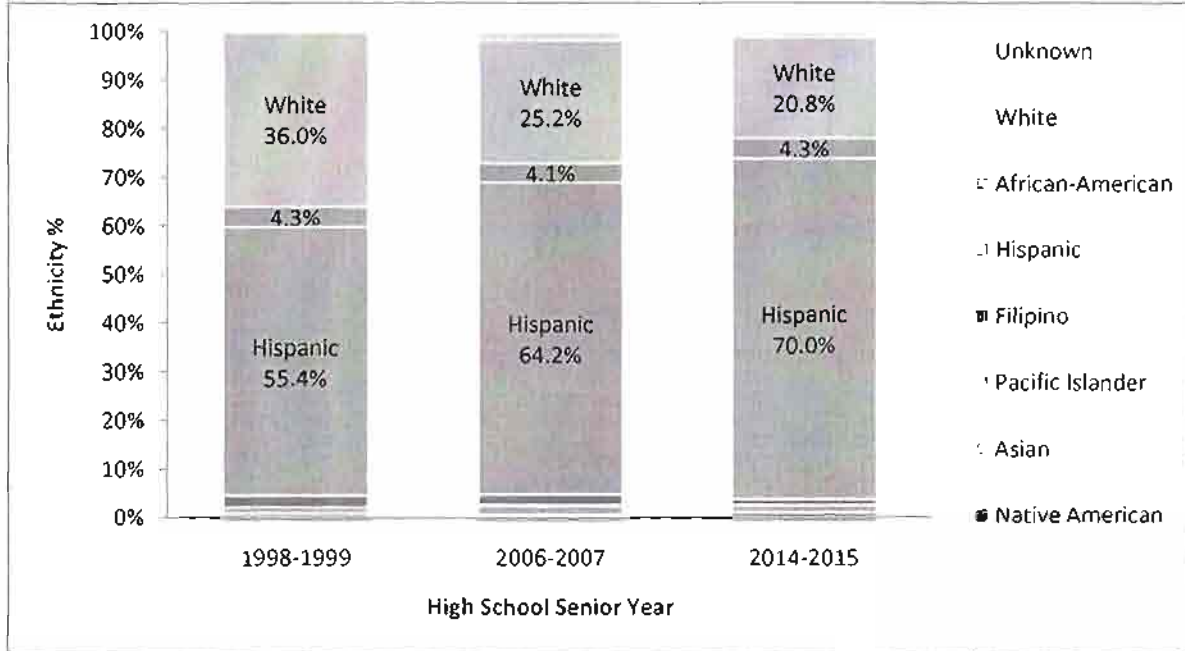
Ethnicity of Students in District Area High Schools, 2006-07

School	Native Amer.	Asian	Pacific Islander	Filipino	Hispanic	African Amer.	White	Multi/ No Resp.	Total Enrolled
Avenal High	0	1	0	0	597	5	24	0	627
Caruthers High	0	57	0	0	416	3	137	5	618
Coalinga High	1	14	6	3	876	19	238	14	1,171
Corcoran High	0	5	0	3	698	33	143	2	884
Firebaugh High	0	1	0	0	696	5	49	5	756
Hanford High	11	22	5	24	797	86	824	28	1,797
Hanford West	7	50	6	55	954	145	496	123	1,836
Laton High	0	1	0	1	165	4	37	1	209
Lemoore High	42	29	11	163	798	163	857	41	2,104
Mendota High	0	3	0	0	600	0	3	1	607
Riverdale High	0	2	0	0	443	6	107	0	558
Tranquillity High	0	7	0	1	428	2	19	1	458
Total	61	192	28	250	7,468	471	2,934	221	11,625
% of Total	0.5%	1.7%	0.2%	2.2%	64.2%	4.1%	25.2%	1.9%	

Source: California Department of Education

- Ethnicity of high school students in the service area differs from college student ethnicity
- 25.2% of [feeder] high school students are white, 36% of WHCL students are white.
- 64% of [feeder] high school students are Hispanic, the college's student population is 38% Hispanic.
- CCCCO asserts that by 2011 Latinos are projected to be the state's largest ethnic group, the majority population in public schools by 2013 and the overall majority by 2040.

Projected Ethnicity of District Feeder High Schools – Class of 2015



Source: CA Department of Education
Based on 6th grade enrollments for service area schools.

Assessment:

- The projected ethnicity of students from district feeder high schools shows a growing Hispanic student population and a declining white student population.

Top 10 Feeder High Schools - Fall 2007		Enrolled	% of WHCL Student Enrollment
1	Lemoore High School	767	18.5%
2	Hanford High	590	14.2%
3	Unknown/Decline to State	569	13.7%
4	Hanford West High	356	8.6%
5	Coalinga High School	144	3.5%
6	Avenal High School	109	2.6%
7	Riverdale High School	92	2.2%

8	Corcoran High School	78	1.9%
9	Out of State High School	64	1.5%
10	All Other	1,377	33.2%
	Total	4,146	100.0%

Source: WHCCD Data Warehouse

Test Scores for Selected Schools

The California Standards Tests (CST) is administered to students in California Public Schools in English/Language Arts, mathematics, science, and history/social science. They are also referred to as the STAR tests. CST scores are used in calculating each school's Academic Performance Index (API). The test is administered in the 11th grade. The data below regarding students in our feeder high schools reveals the majority of feeder high schools exhibit a low percentage of students at the proficient or advanced level in English and math.

Note: The California High School Exit Exam (CAHSEE) is a completely different test. It can be taken by students at any time during their high school career. While the CAHSEE is required for high school graduation, students can pass the test with 8th grade math skills and 9th grade writing and language skills.

High School	CST English/Language Arts (2007) Percent Proficient or Advanced	CST Summative High School Math (Grade 9-11) (2007) Percent Proficient or Advanced
Avenal High School*	24%	0%
Coalinga High School*	28%	34%
Corcoran High School	26%	61%
Hanford High West	28%	32%
Hanford High School*	33%	15%
Laton High School**	31%	0%
Lemoore High School*	35%	30%
Riverdale High School	34%	75%

Source: California Department of Education

- Many 11th graders from the high schools in the service area do not test at a proficient level or higher in English.
- However Corcoran High and Riverdale High school have exceedingly high proficiency scores in math.
- Schools with 0 percent proficient or advanced CST Summative High School Math may be due to non-testing conditions.

Summary

The feeder high schools of Lemoore and Hanford send the college more students than other high schools in the area. The Hispanic student population at the college is significantly smaller than their numbers in our feeder schools. Students test at a low level of proficiency with two startling exceptions in math – Corcoran High and Riverdale High. The projected number of high school graduates is static for the next 7 years.

Section III: Educational Programs Trends and Forecasts

INTRODUCTION

This data provides us with an ability to examine our students' success in a quantitative manner. It allows us to measure the strategies we have employed against general key performance indicators. From this we ascertain key findings and develop strategies to meet our goals.

DEFINITION OF TERMS

Duplicated Enrollment

This is the number of actual enrollments in any given class or program. Under this definition, a student enrolled in multiple courses is counted multiple times at the program, campus, or institutional level.

Unduplicated Enrollment, (Headcount)

This is the number of actual students. One student, taking five classes, is counted as one student. If there are 20 students in a program in which all students are enrolled in five classes, there are 100 duplicated enrollments, but a 20 student headcount.

Full Time Equivalent Student (FTES)

A full time equivalent student is one student taking 15 hours of instruction per week for two semesters of 17.5 weeks. While most of our students do not necessarily enroll in 15 hours of instruction per week, we calculate aggregated student attendance in this manner for both funding purposes as well as a measure for the college of how many full time equivalent students are participating in any given class or program, or are enrolled at the college.

Weekly Student Contact Hours (WSCH)

This is a measure of the number of students enrolled in a course multiplied by the number of hours the course meets per week. If a class meets for three hours a week and has 30 students enrolled, the WSCH is 90.

Full Time Equivalent Faculty (FTEF)

One full time faculty member teaching the equivalent of a full load of classes equals 1.0 FTEF. Most often FTEF is aggregated to provide the college with a measure of the number of faculty teaching. The loads of adjunct faculty and full time faculty are summed to provide an aggregate number for the program or college.

WSCH per FTEF

This calculation, sometimes called 'productivity,' is the number of weekly student contact hours (WSCH) per Full Time Equivalent Faculty (FTEF). Some colleges establish a target number to ensure fiscal viability.

The college community is made up of departments and programs with a wide variety of needs. Some disciplines have mandates from external sources that keep class size low. A college supports this diversity of discipline needs and strives for general support and cooperation to best serve students in meeting their educational needs while understanding the fiscal pressures of the institution. That is the purpose of understanding this formula.

Environmental Scan

An environmental scan considers present and future factors that can influence the direction and goals of an organization. Environmental scans include both external elements (e.g., service area demographics, state requirements, industry demands, marketing trends, etc) and internal elements (e.g., infrastructure, personnel, programs, abilities, etc). These are evaluated in terms of their potential impact on the organization and its ability to meet its present and future strategic goals.

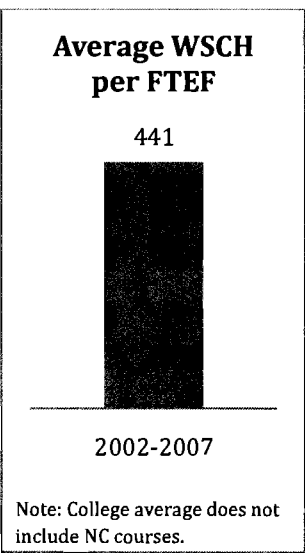
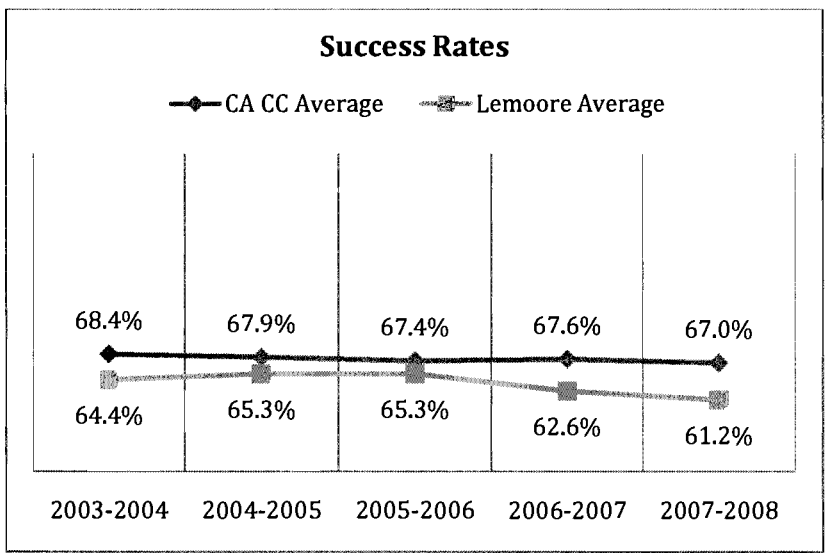
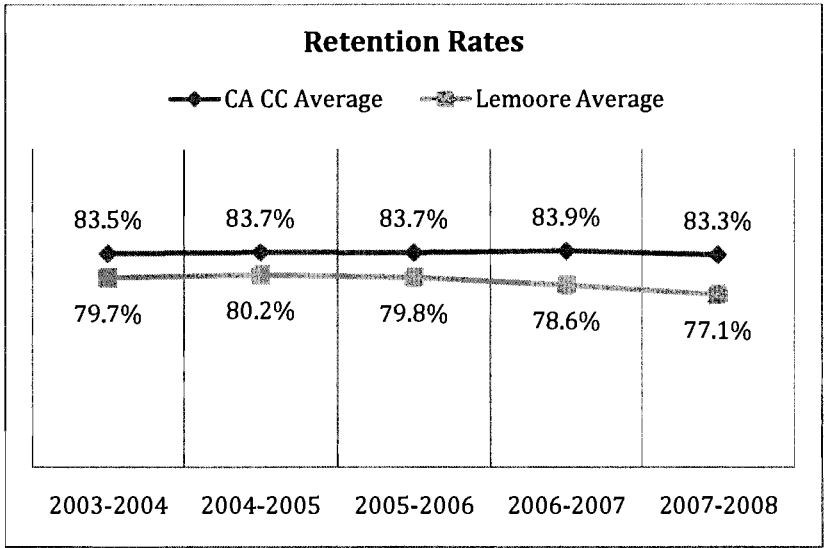
Course Retention Rate

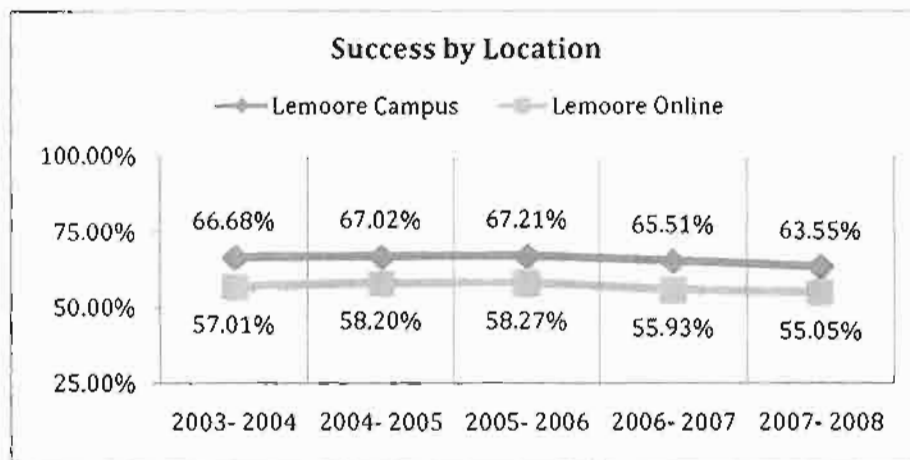
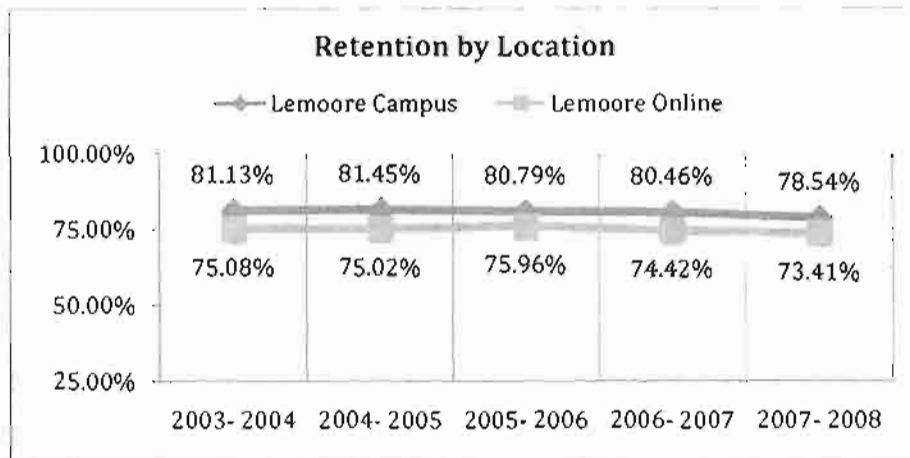
This is a measure of the number/percent of students who remain in the course after the census date until the end of the term.

Course Success Rate

This is a measure of the number/percent of students who earn a grade of A, B, C, or CR in the class. Course grades of NC, D, F, I or W are considered to be unsuccessful.

AVERAGE COURSE SUCCESS, COURSE RETENTION, AND WSCH PER FTEF





Notes:

In 2003-2004, the college responded to the statewide budget crisis and reduced the number of sections it offered. This drop in enrollment is seen significantly in some departments. It should be noted that some departments responded to the cutback in sections by enrolling larger number of students in their classes (see Basic Skills Math). This significantly increased their productivity ratio or WSCH per FTE.

Prior to 2004-2005, online instruction was offered by WHC Lemoore. Coalinga students enrolled in online courses but headcount was attributed to WHC Lemoore.

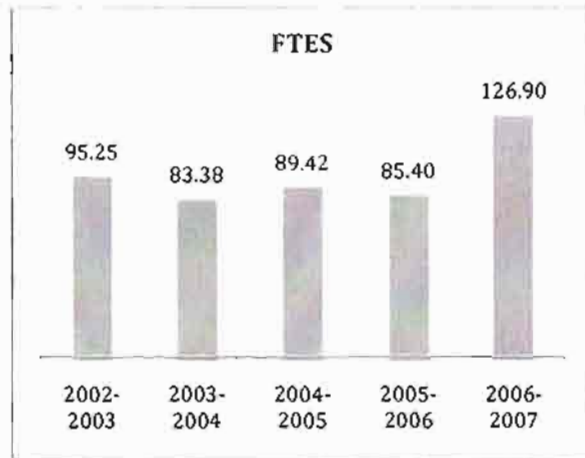
The information included in the program sections is based on submitted program reviews. The college has a developed program review process that is still being refined, but one in which a template and process are in place. Any editing was done for clarity and brevity and was not intended to change the intent of the review or plans of the program. Items under the heading "Program Plans" were derived from the program reviews. Items under the heading "Challenges and Opportunities" are not from the program reviews but have been selectively added to suggest strategic options for programs.

If a program does not offer a degree, the listing under Degrees Awarded is stated as "N/A." If a program offers a degree but none were awarded, the listing under Degrees Awarded is stated as "0."

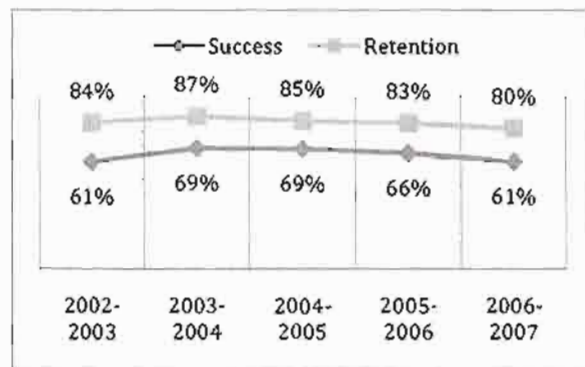
INSTRUCTIONAL PROGRAMS

Discipline Area

Administration of Justice



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	976	853	925	889	1,299
FTEF	6.75	4.56	5.14	5.95	8.35
WSCH per FTEF	412	533	507	419	443



	02-03	03-04	04-05	05-06	06-07
Sections	40	28	29	33	46
% of Online Enrollment	60%	37%	40%	32%	38%
Degrees/Certificates Awarded		15	29	28	30

Description:

The AOJ program offers the student a variety of educational and career pathways. The student may elect to enroll in a program leading to an Associate Degree with the emphasis on the Law Enforcement Option or the Corrections Option. Both provide a path to a four year institution. Presently, CSU Fresno offers classes on the Lemoore campus for those seeking a Baccalaureate Degree in Criminology.

Assessment

- FTES growth in 2006-2007 corresponds to increase in number of sections offered
- Online enrollment decreased over years observed
- Increase in numbers of degrees awarded
- Retention rate is stable and above college average
- Success rate is at college average

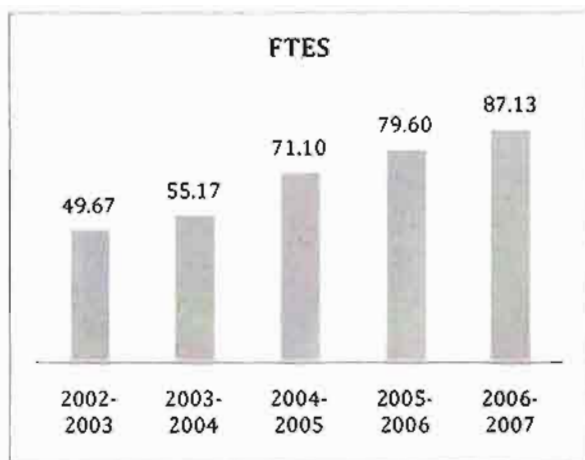
Program Plans:

- Continue to update all curriculum and create six new courses.
- Develop more short term and online courses so employed individuals can quickly update their skills or obtain job ready skills.
- Include learning activities with specific learning outcomes in all curricula.
- Market the program at high school job fairs and utilize AOJ students as ambassadors.

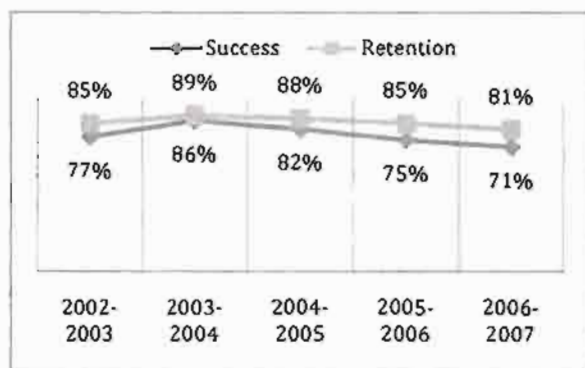
From Program Review 2004 and 2006

Discipline Area

Art



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	379	399	536	567	594
FTEF	7.44	5.98	4.70	4.80	5.99
WSCH per FTEF	195	269	441	484	424



	02-03	03-04	04-05	05-06	06-07
Sections	59	74	111	96	73
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	7.4%
Degrees/Certificates Awarded		1	0	1	1

Description:

The Art program provides classes which meet the General Education requirement and course work that prepares art students for transfer. Classes also serve as enrichment experiences for many students. Students from diverse backgrounds work in an environment that affords a common, visual language.

Assessment

- High growth in FTES in years observed
- Number of sections offered in Art declined after the 2004-2005 academic year, but FTES has continued to increase, as has the WSCH per FTEF.
- Online courses begin in '06-'07, note FTES increase in that year
- Retention rate is fairly stable and exceeds college average
- Success rate is strong, fairly stable, and exceeds college average

Program Plans:

- Curricula is being developed for several computer generated Arts courses, including Photoshop, Illustrator, and others
- Art 15A Painting is being revised to articulate transferability to Fresno State University
- Student learning outcomes will be addressed

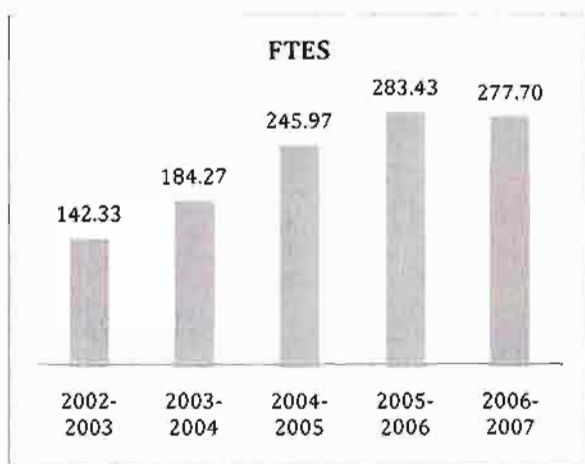
From Program Review of October 2006

Challenges and Opportunities

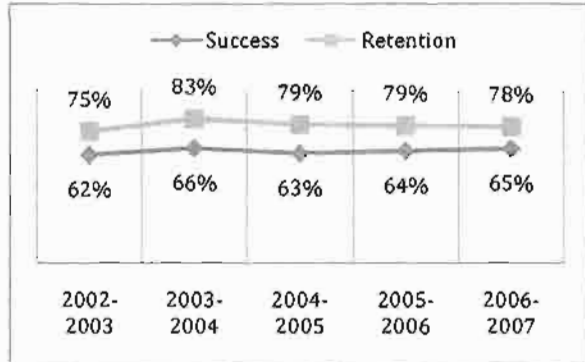
- High enrollment, strong retention and success rates suggest opportunities for further growth, for example, expanded online offerings.

Discipline Area

Biology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	782	991	1301	1496	1,460
FTEF	10.36	12.32	16.37	17.97	18.20
WSCH per FTEF	401	436	438	460	445



	02-03	03-04	04-05	05-06	06-07
Sections	68	80	106	126	132
% of Online Enrollment	14.6%	17.0%	11.8%	14.4%	27.1%
Degrees/Certificates Awarded		0	1	1	1

Description:

The main courses offered by the Biology department include general biology, human anatomy, human physiology, and microbiology. These primarily serve as prerequisites for students going into teaching or the allied health professions. The department offers majors-level biology courses as well as courses for non science majors to fulfill the life science general education requirement.

Assessment

- FTES in years observed is increasing
- Percentage of online enrollment fluctuates, highest 2006-2007
- WSCH per FTEF has fluctuated but remained productive
- Success rate is stable and at the college average
- Retention rate is stable and at the college average
- Degree and certificates awarded are minimal because courses primarily serve as requirements for the allied health programs

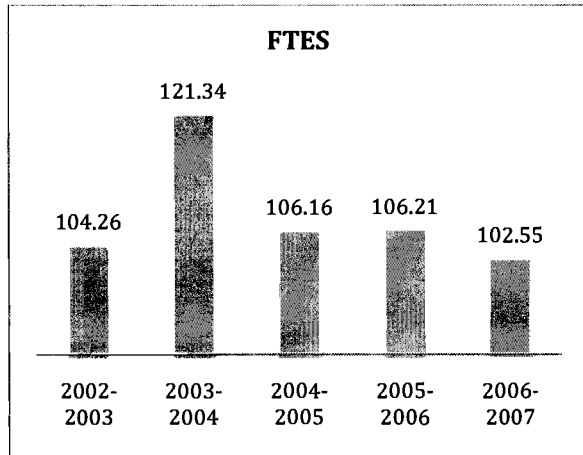
Program Plans:

- Schedule biology major preparation courses once a year and work on maintaining transferability.
- Continue to add new transferable courses for the non biology major
- Offer field trips and out of classroom experience in Biology

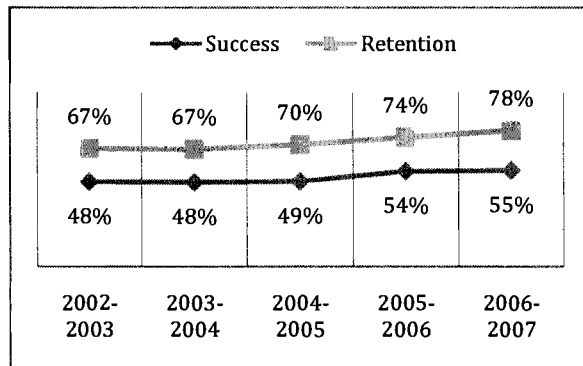
From Program Review 2007

Discipline Area

Business Administration



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,101	1,212	1,075	992	1,008
FTEF	10.80	7.69	5.76	7.75	7.13
WSCH per FTEF	282	460	537	399	419



	02-03	03-04	04-05	05-06	06-07
Sections	94	85	84	80	89
% of Online Enrollment	0.0%	7.5%	5.8%	10.8%	19.8%
Degrees/Certificates Awarded		29	32	37	48

Description:

Business Administration is an integral part of the CIS, Business, and HRCM service area. The curriculum is intended for those interested in transferring to a four year college or university to earn a baccalaureate degree.

Assessment

- FTES increase in '03-'04 academic year with decline following
- WSCH per FTEF has been erratic
- Success rates below college average
- High number of degrees awarded
- Retention rate rising and matches college average in '06-'07

Program Plans:

- Work toward providing students with placement services
- Follow up on recently submitted certificate options
- Follow up on faculty development, particularly in regards to SLOs
- Address diversity of staff

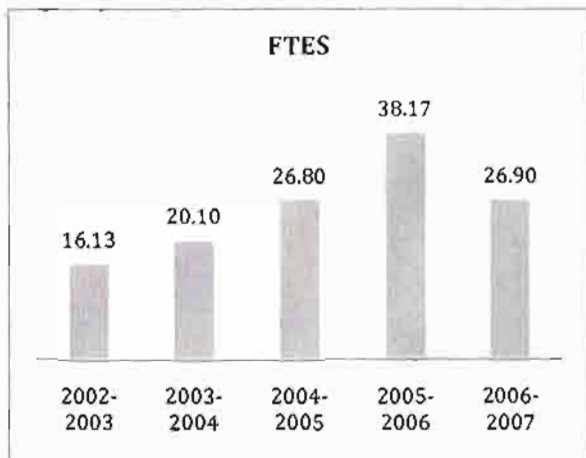
From Program Review May 2007

Challenges and Opportunities

- Develop strategies to increase success rate

Discipline Area

Chemistry



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	106	91	177	275	122
FTEF	1.83	1.48	2.37	3.21	2.55
WSCH per FTEF	257	396	330	346	308



	02-03	03-04	04-05	05-06	06-07
Sections	10	8	14	21	14
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

From Program Review February 2004

Description:

The chemistry department provides the initial training in chemistry for a broad range of careers and focuses as well on chemical education for the public sector. The careers include the traditional sciences, engineering, pre-professional, allied health professions, agriculture, forestry, and the many emerging cross-disciplinary or interdisciplinary programs such as oceanography, aqua-culture, environmental health, and atmospheric science.

Assessment

- FTES shows steady increase then drops in 2006-2007
- WSCH per FTEF has been stable over the five year observed but is below the college average
- Success rate is unstable and below college average
- Retention is unstable and below college average

Program Plans:

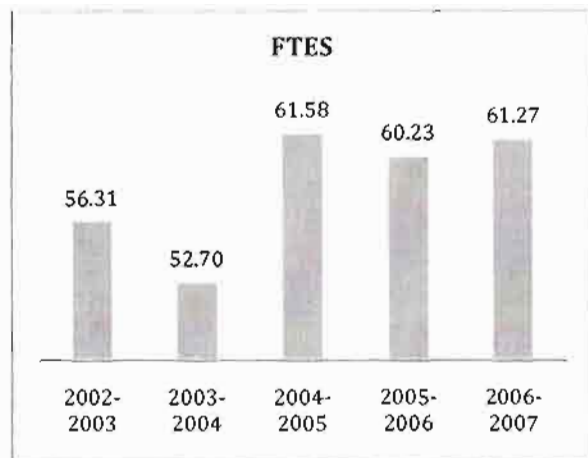
- Shift the design of the Chem 2A/B sequence for allied health students to include more directly related allied health applications.
- Maintain and extend recently acquired modern analytical instrumentation and add additional software licensing for simulations
- Expand and integrate the "Collaboratory" computerized lab platform
- Stabilize current enrollment to establish offering patterns that allow completion of an AS degree in chemistry.
- Increase student retention in all offerings
- Initiate T1 link capability so students can download data from their graphing calculators into the "Collaboratory" platform to bridge their math skills to practical applications.
- Extend software licensing to provide students with take home versions of software used in class
- Develop initial course offerings at the NDC site, complete with labs.

Challenges and Opportunities

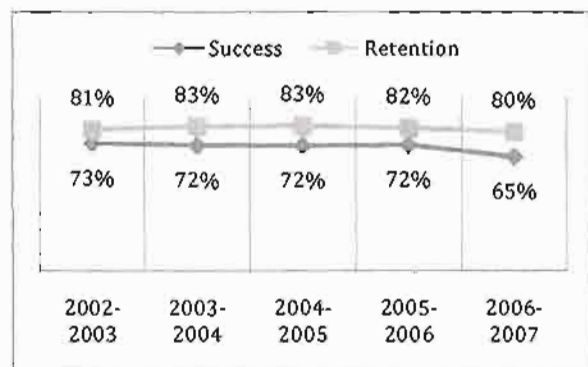
- Develop strategies to increase retention and success rates

Discipline Area

Child Development



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	714	572	766	680	660
FTEF	4.04	3.06	3.77	4.29	4.85
WSCH per FTEF	407	502	476	410	368



	02-03	03-04	04-05	05-06	06-07
Sections	31	23	28	31	33
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	5.0%
Degrees/Certificates Awarded		19	2	0	7

Description:

The Child Development program offers a comprehensive background in the field of child growth and development. Students are offered information and skills for potential employment in federal, state, non-profit, or privately owned early childhood educational programs or schools. Courses help students qualify for a Child Development Certificate and partially qualify the student for a Child Development Permit from the State of California, Commission for Teacher Preparation and Licensing.

Assessment

- Growth in FTES in years observed
- Number of sections offered in Child Development is steady
- Retention is steady and slightly higher than college average
- Success rate dropped in '06-'07 but is higher than the college average

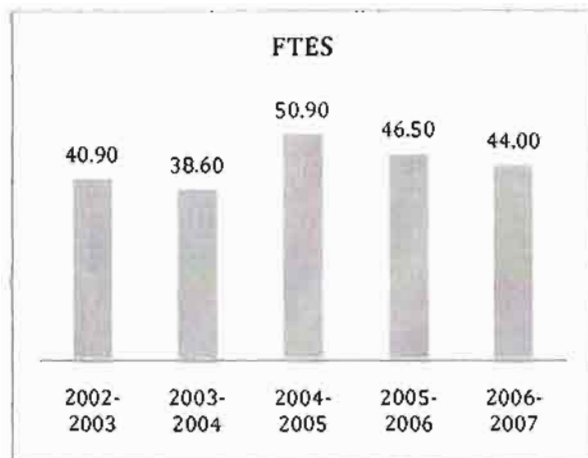
Program Plans:

- Student learning outcomes and their measurement are being addressed with adjunct faculty.
- Update of 2+2 agreement with Hanford High and the Naval Base child care program for module credit transfer to specific courses.
- Create a math and possibly music and science courses for young children
- Potentially offer online classes
- Explore ways to gather information on where our students are employed

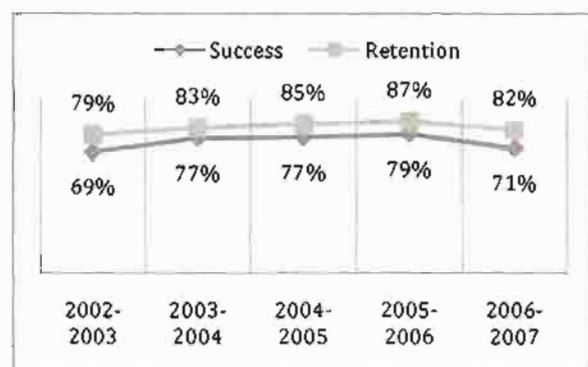
From Program Review October 2007 and college catalog

Discipline Area

Communications



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	407	386	509	465	440
FTEF	3.00	3.00	4.00	4.40	4.20
WSCH per FTEF	398	375	371	308	306



	02-03	03-04	04-05	05-06	06-07
Sections	15	15	20	22	21
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

Provides the College with speech communication courses that parallel lower division classes at four year colleges and universities. Speech 1 is required within Area A of designated transfer courses. Speech 51 is an applied communications course emphasizing communication in the work place.

Assessment

- Retention rate is higher than college average
- Success rate is generally 10% higher than college average
- WSCH/per FTEF decreased in the last two years

Program Plans:

- Develop a course in organizational communications
- Develop a course in voice and diction
- Revise and update Speech 5, Interpersonal Communications
- Explore distance learning options

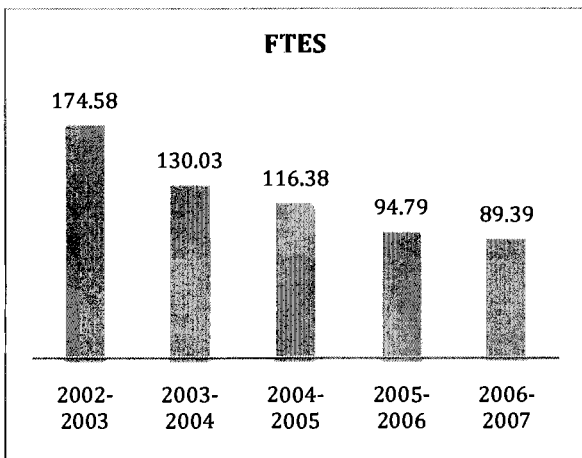
From Program Review 2004

Challenges and Opportunities

- Develop strategies to improve productivity

Discipline Area

Computer Information Systems



Description:

The Computer Information Systems program teaches concepts, procedures, and terminology, as well as the skills and applications necessary to operate computers and network systems.

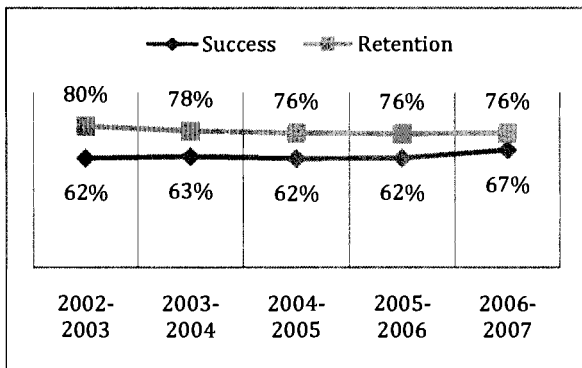
Assessment

- FTES in years observed is declining significantly
- WSCH per FTEF has fluctuated, but remains at a productive level
- Success stable and improved in 2006-2007 when it exceeded the college average
- Retention rate is stable but slightly below the college average

	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,237	996	858	711	671
FTEF	10.96	7.49	5.74	7.52	6.20
WSCH per FTEF	465	506	591	368	421

Program Plans:

- Maintain and revise CIS Open Entry/Open Exit entry level courses to provide students with marketable job skills specifically geared toward the needs of reentry, traditional, and lifelong learning students. The department is in the process of changing its core curriculum from Office 2000 to Office 2007.
- Maintain and revise Comp-TIA (A+), WOW Web Development and reestablish the MOU certification programs.
- Continue the ongoing development of the Web Developer Certification program to include a Cyber Forensic, and Project Management components with current, emerging web technologies.
- Infusion of information technology components into established curricula, such as Administration of Justice, Math, Geography, etc.
- Revise curricula to implement in conjunction with the OE Department, the MOU certification program.
- Develop, maintain, and revise Internet-based courses
- Establish a full CIS AA degree online.



	02-03	03-04	04-05	05-06	06-07
Sections	78	61	60	61	64
% of Online Enrollment	38.5%	29.1%	19.2%	21.7%	28.0%
Degrees/Certificates Awarded		13	7	10	10

From Program Review November 2007

Challenges and Opportunities

Develop strategies to raise retention rate

Discipline Area

Culinary Arts

*Waiting for Approval from CA Community College
Chancellor's Office*

Description:

The Culinary Arts department has developed a full range of curricula which is available to students. Certifications from this program exist in the areas of ServSafe, Deli Cook and Baker certification, Baker Certification, Bartending Certification, Dining Room Staff Certification, and Chef Apprentice Certification. Courses provide a knowledge base that allows students to more easily obtain entry level or higher positions in this field.

Assessment

No data available

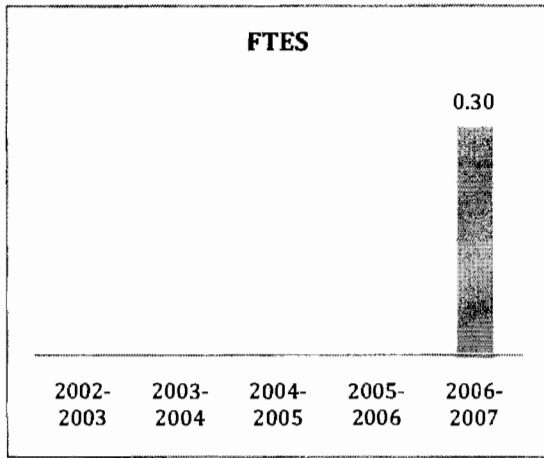
Program Plans:

- Additional curricula will be developed including Commercial Food prep as the prerequisite to most courses.
- The program will seek American Culinary Federation accreditations
- More community outreach
- Develop a job placement program

From Program Review September 2006

Discipline Area

Engineering



Description:

A new Engineering Program was launched Fall 2008.

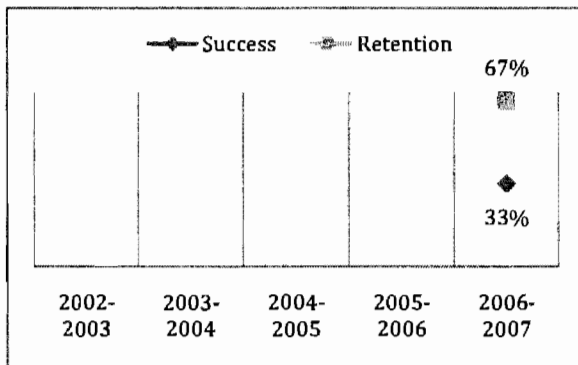
Assessment

TBA

Program Plans:

TBA

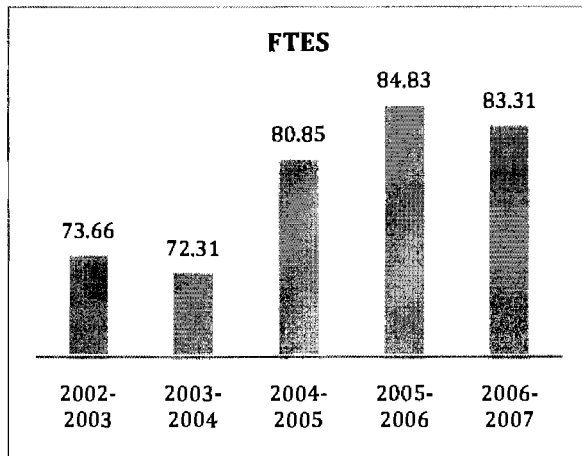
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	N/A	N/A	N/A	N/A	3
FTEF	N/A	N/A	N/A	N/A	0.20
WSCH per FTEF	N/A	N/A	N/A	N/A	44



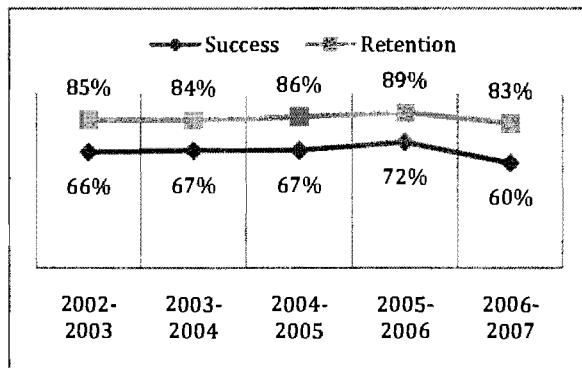
	02-03	03-04	04-05	05-06	06-07
Sections	N/A	N/A	N/A	N/A	1
% of Online Enrollment	N/A	N/A	N/A	N/A	0.0%
Degrees/Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Discipline Area

Geography



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	576	569	607	640	639
FTEF	4.45	4.05	4.80	5.48	6.10
WSCH per FTEF	483	521	491	451	398



	02-03	03-04	04-05	05-06	06-07
Sections	25	22	27	32	34
% of Online Enrollment	23%	22%	17%	15%	26%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The Geography department offers a wide variety of introductory classes including Cultural Geography and Physical Geography. Cultural Geography introduces students to the spatial and diverse cultural milieu that is the basis for the Social Sciences and Humanities. Physical Geography focuses on the spatial relations of the various physical and earth sciences.

Assessment

- Growth in FTES
- Number of sections offered in Geography has increased
- Retention is steady and exceeds college average
- Success rate was steady but fell below college average in 2006-2007
- There is an observed increase in % of online enrollment that same year

Program Plans:

- Continue to build on the base courses
- Bring electronic learning into the program, using more computers in lab and lecture
- Insure course articulation for all types of teaching techniques
- Promote collaboration in lab settings
- Add to the online course offerings

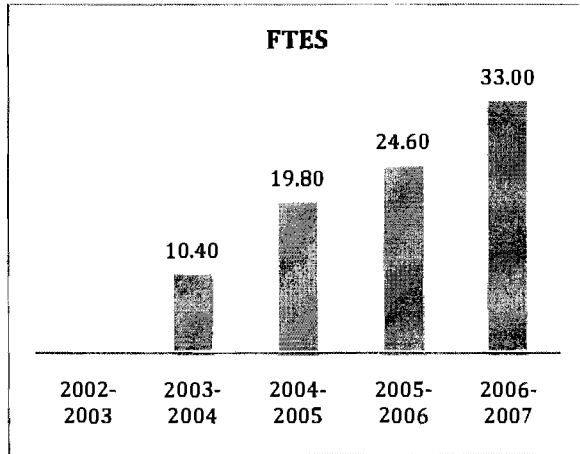
From Program Review 1998-99

Challenges and Opportunities

- Consider strategies to address lower success rates that began in '06-'07
- Develop strategies for a degree program

Discipline Area

Geology



Description:

Program review needed.

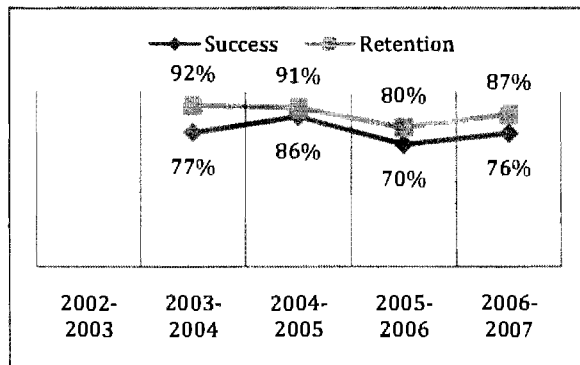
Assessment

- High growth in FTES in years observed with a large percentage of online enrollment
- From 2004-2005 to 2005-2006 % of online enrollment almost doubled During the same timeframe, success and retention tended to decrease
- Large increase in FTES in '06-'07 and the WSCH per FTEF decreases
- Success rate is strong and consistently higher than college average
- Retention rate is steady and exceeds college average

	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	N/A	52	99	123	165
FTEF	N/A	0.70	1.05	1.40	2.45
WSCH per FTEF	N/A	433	550	513	393

Program Plans:

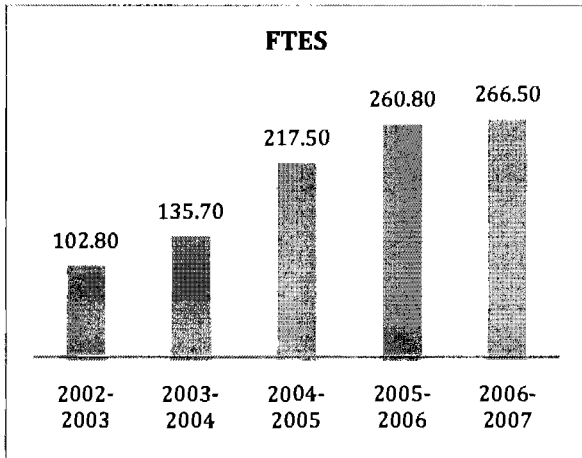
TBA



	02-03	03-04	04-05	05-06	06-07
Sections	N/A	4	6	8	14
% of Online Enrollment	N/A	0%	36%	60%	74%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Discipline Area

Health Science (General)



Description:

Program review needed.

Assessment

- FTES in years observed is increasing
- Increase in online courses in years observed
- WSCH per FTEF has remained steady
- Success rate steady and near the college average
- Retention rate is steady but slightly below the college average
- The number of degrees awarded is substantial

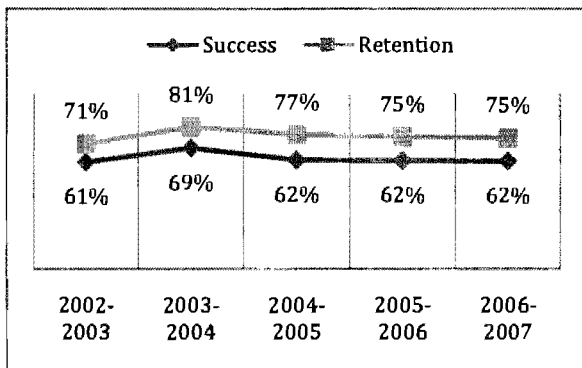
Program Plans:

TBA

Challenges and Opportunities

- Develop strategies to increase retention rate

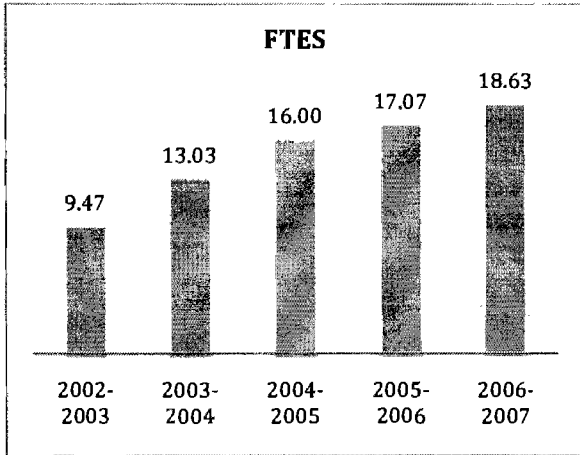
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	592	755	1,218	1,457	1,547
FTEF	7.60	8.93	13.90	16.80	17.45
WSCH per FTEF	395	443	456	453	445



	02-03	03-04	04-05	05-06	06-07
Sections	42	52	81	105	113
% of Online Enrollment	0.0%	0.0%	0.0%	4.6%	31.0%
Degrees/Certificates Awarded		21	26	31	20

Discipline Area

Health Science (Pre Professional)



Description:

Program review needed.

Assessment

- FTES in years observed is increasing
- WSCH per FTEF has been erratic and low
- Success rate unstable but above college average in '06-'07
- Retention rate is unstable and below college average

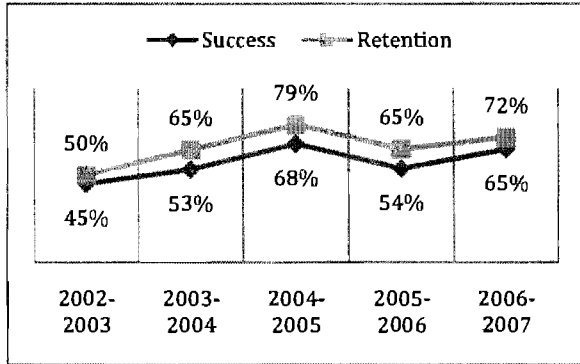
Program Plans:

TBA

Challenges and Opportunities

- Develop strategies to increase retention rate

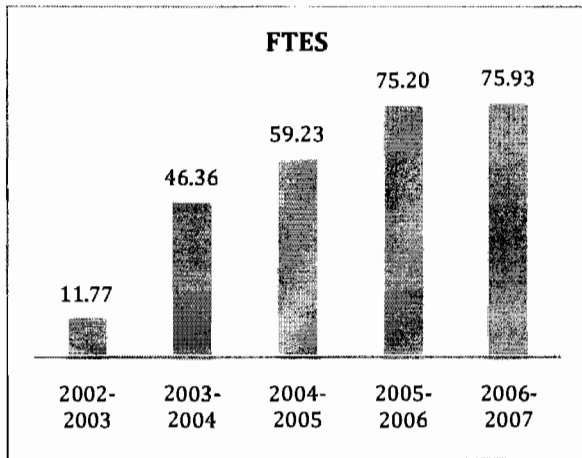
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	40	62	81	80	88
FTEF	1.66	1.16	2.19	2.70	3.03
WSCH per FTEF	56	328	213	185	179



	02-03	03-04	04-05	05-06	06-07
Sections	6	5	10	11	13
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Discipline Area

Hotel, Restaurant and Casino Management (HRCM)



Description:

This is a program to certify students to work in the fields of hotel, restaurant, and casino management. All courses offered promote practical job skills and have resulted in students receiving certificates in Dining Room Management, Pastry and Bakery Arts, and Beverage Management.

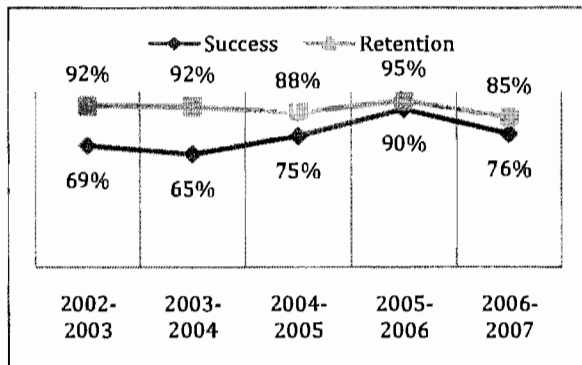
Assessment

- FTES in years observed is increasing
- WSCH per FTEF has been erratic, but productive
- Success rate high in 2005-2006 and exceeds college average
- Retention rate high and steady and exceeds college average

	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	101	372	380	449	461
FTEF	0.85	3.27	3.89	4.63	5.52
WSCH per FTEF	404	414	444	474	401

Program Plans:

- Sequence course work to articulate with 4 year institutions
- Achieve accreditation for the program
- Build new course curricula
- Modify current courses as needed to improve student learning outcomes



From Program Review April 2008

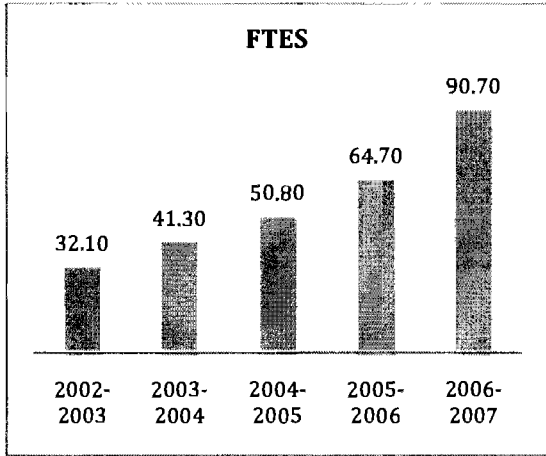
Challenges and Opportunities

- Develop strategies to increase degrees awarded

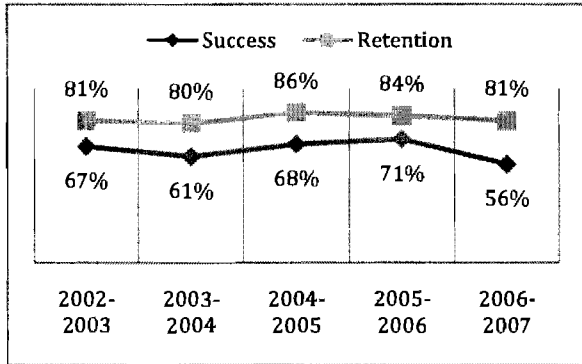
	02-03	03-04	04-05	05-06	06-07
Sections	5	27	29	37	44
% of Online Enrollment	64%	34%	17%	0%	0%
Degrees/Certificates Awarded		1	0	0	1

Discipline Area

Humanities



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	321	413	508	647	906
FTEF	2.20	2.40	3.20	4.40	6.40
WSCH per FTEF	426	502	463	429	413



	02-03	03-04	04-05	05-06	06-07
Sections	11	12	16	22	32
% of Online Enrollment	0.0%	11.6%	8.3%	25.7%	59.3%
Degrees/Certificates Awarded		1	0	1	2

Description:

This program serves students seeking AA degrees in Humanities and Social Sciences. It is an interdisciplinary program.

Assessment

- High growth in FTEs in years observed
- Large percentage of online enrollment
- Online enrollment more than doubled from 2005-2006 to 2006-2007
- Success rate is unstable, fell below college average by 8% in '06-'07
- Retention rate is stable

Program Plans:

- Begin a Native American course
- Begin a cross cultural course
- Put Women's Studies under the Ethnic Studies program
- Participate in recruitment events at high schools in our service area

From Program Review November 2006

Challenges and Opportunities

- Review variances in success rates and seek to increase

Discipline Area**Liberal Studies/Liberal Arts**

	02-03	03-04	04-05	05-06	06-07
Degrees/ Certificates Awarded		137	158	189	212

Description:

The program is currently under review and modification.

Assessment:

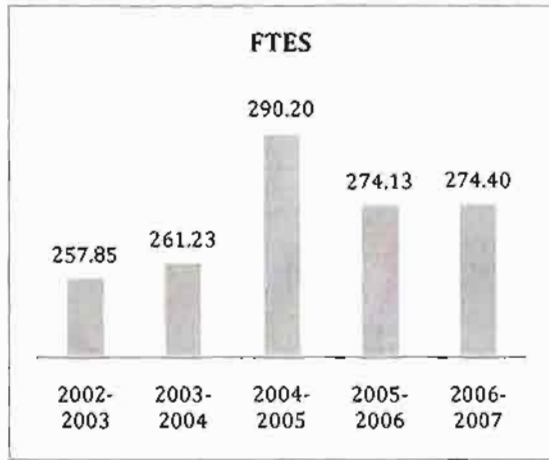
No Data Available

Program Plan:

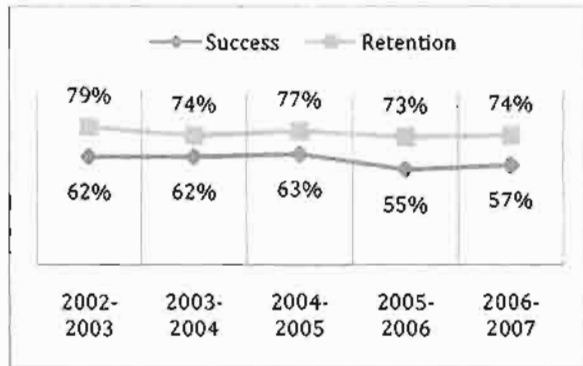
TBA

Discipline Area

Mathematics



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,825	1,801	1,981	1,919	1,908
FTEF	16.16	15.48	17.98	20.24	19.53
WSCH per FTEF	465	492	471	395	410



	02-03	03-04	04-05	05-06	06-07
Sections	58	55	62	74	78
% of Online Enrollment	26.8%	19.4%	16.4%	20.2%	29.2%
Degrees/Certificates Awarded		2	4	2	2

Description:

The Math program consists of a full spectrum of courses ranging from developmental to advanced level mathematics. Courses are designed to satisfy the certificate, associate degree, and transfer level needs for both the technical and non-technical student.

Assessment

- FTES increased until '05-'06
- Significant increase in sections during the years observed
- WSCH per FTEF has decreased overall
- Success rate is decreasing and is below the college average
- Retention is relatively stable but below college average

Program Plans:

- Add student learning outcomes to all course outlines
- Increase number of Math 64 sections
- Establish an effective assessment test that accurately places students in Math 101, 61, 63 or Math 15.
- Create an assessment policy for online classes

From Program Review September 2004

Challenges and Opportunities

- Develop strategies to increase success and retention rates

Discipline Area

Nursing

Description:

A new Nursing Program was launched Fall 2008.

Assessment

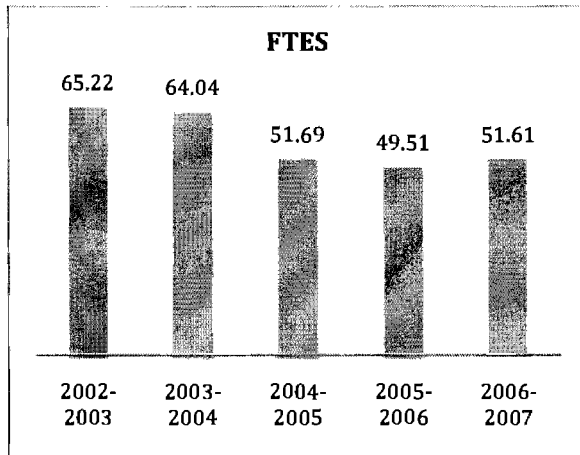
No Data Available

Program Plans:

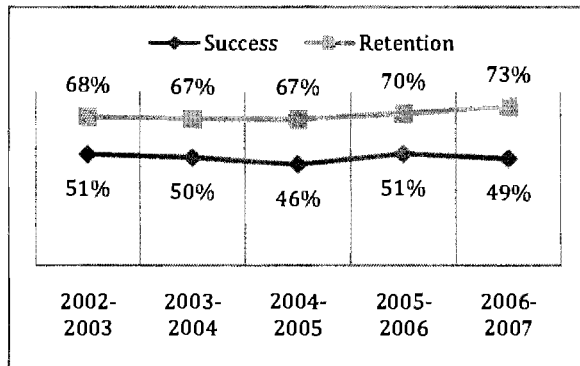
TBA

Discipline Area

Office Management and Technology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	655	645	545	520	499
FTEF	4.58	3.26	2.10	3.80	3.26
WSCH per FTEF	415	574	717	380	462



	02-03	03-04	04-05	05-06	06-07
Sections	48	41	39	42	44
% of Online Enrollment	7.0%	14.1%	11.4%	20.6%	31.3%
Degrees/Certificates Awarded	N/A	6	3	3	3

Description:

The Office Management and Technologies program offers a variety of options that guide students toward successful employment in business and government. The certificate programs include an Office Management and Technology Certificate, a Clerk Typist Certificate, and a Secretary/Word Processing Certificate. Completion of the Certificate program and the general education and District requirements qualifies students for an associate degree.

Assessment

- FTES in years observed is decreasing
- Percentage of online courses is steadily increasing
- WSCH per FTEF has been erratic, but generally productive
- Success rate well below the college average
- Retention is improved but below the college average

Program Plans:

- Increase business community involvement in the design of classes and certificates/degrees
- Improve the business community's perception of the college's certificates/degrees
- Develop a path for students' transition from education to employment
- Investigate cross discipline course offerings to enhance employability
- Integrate certificates and degrees to articulate a path to four year institutions
- Improve student access with convenient course designs
- Develop more short term and online courses so employed individuals can quickly update their skills or the unemployed can obtain job ready skills

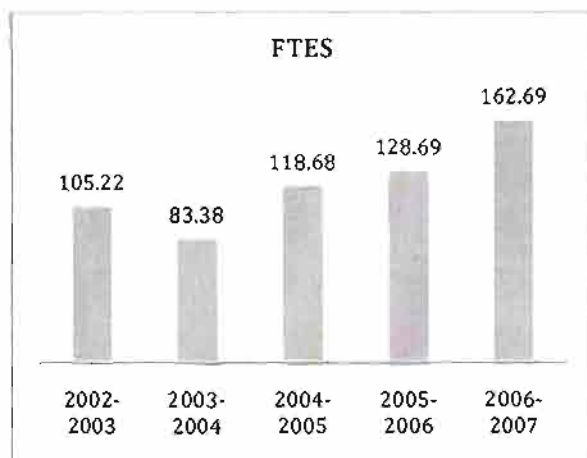
From Program Review January 2004

Challenges and Opportunities

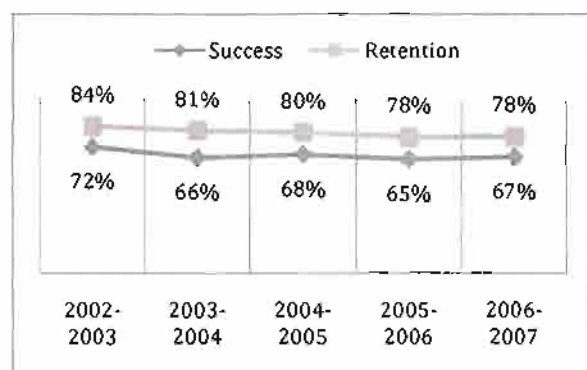
- Develop strategies to raise retention and success rates

Discipline Area

Physical Education



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,158	879	1,136	1,244	1,735
FTEF	7.94	5.67	8.18	8.83	12.37
WSCH per FTEF	386	429	423	425	383



	02-03	03-04	04-05	05-06	06-07
Sections	98	58	68	78	106
% of Online Enrollment	0.0%	0.0%	0.0%	2.7%	19.3%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The Physical Education curriculum is designed to provide the opportunity to achieve an associate degree in the student's area of specialization.

Assessment

- FTES in years observed is increasing
- WSCH per FTEF had been steady, but decreased in 2006-2007 and is below the college average
- Success rate is stable and slightly above college average
- Retention has slightly declined but at college average

Program Plans:

- Increase course offerings
- Standardize tests between instructors to be more consistent in grading
- Develop and revise the degree

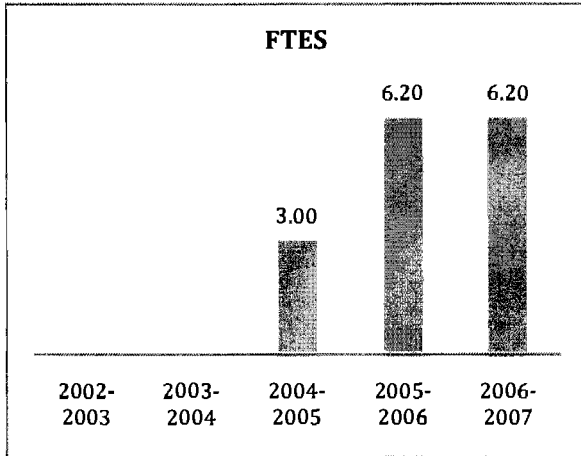
From Program Review March 2007 and Catalog Description

Challenges and Opportunities:

- Develop strategies to increase productivity of classes
- Develop strategies to increase degrees awarded

Discipline Area

Physics



Description:

Program review needed

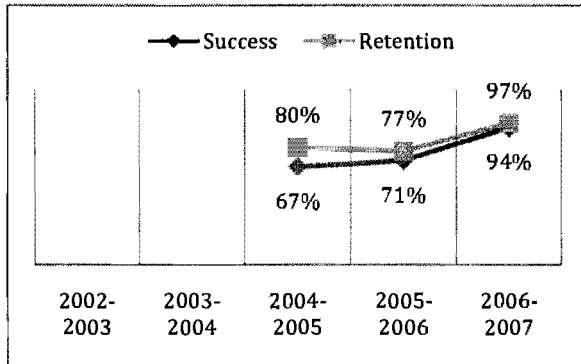
Assessment

- Sections increasing
- FTES increasing
- Success & retention high in 2006-2007 and both exceed the college averages that year
- WSCH per FTEF is low relative to other programs on campus

Program Plans:

TBA

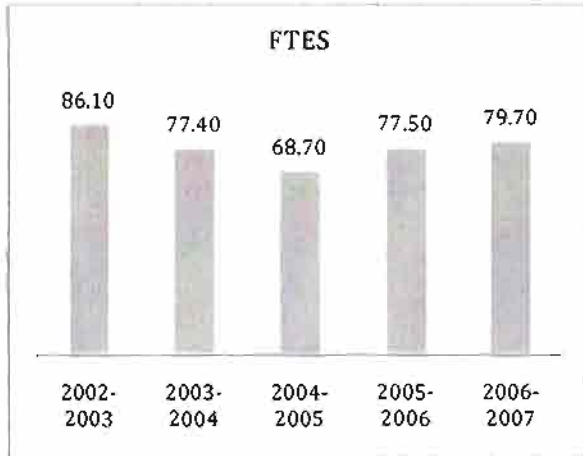
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	NA	NA	15	31	31
FTEF	NA	NA	0.70	1.05	1.75
WSCH per FTEF	NA	NA	125	172	103



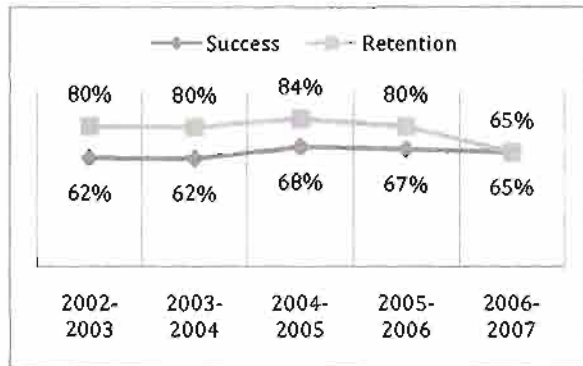
	02-03	03-04	04-05	05-06	06-07
Sections	NA	NA	4	6	10
% of Online Enrollment	NA	NA	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Discipline Area

Psychology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	859	805	683	775	797
FTEF	5.06	4.60	4.20	5.40	6.00
WSCH per FTEF	496	491	477	419	387



	02-03	03-04	04-05	05-06	06-07
Sections	27	23	21	27	30
% of Online Enrollment	46.0%	28.0%	31.0%	36.8%	48.6%
Degrees/Certificates Awarded		6	14	13	18

Description:

The Psychology Associate Degree program is designed to provide entry-level skills and knowledge for the student transferring to a four year institution with a major in psychology. The psychology major prepares students for programs with emphasis in psychology, counseling, child development, educational psychology, education, social work, sociology, human services, and nursing.

Assessment

- No [overall] growth in FTES in years observed
- FTES dipped in 2004-2005 and increased by 2006-2007
- Large percentage of online enrollment
- Substantial number of degrees awarded.
- Success rate is relatively stable and at the college average
- Retention rate has been stable then declined and in '06-'07 fell 14% below the college average

Program Plans:

- Develop hybrid Psychology courses
- Revise curriculum to ensure currency with statewide curricular trends
- Develop student learning outcomes for Psych 1
- Expand Learning Community course offerings
- Expand offerings of hybrid Psych courses

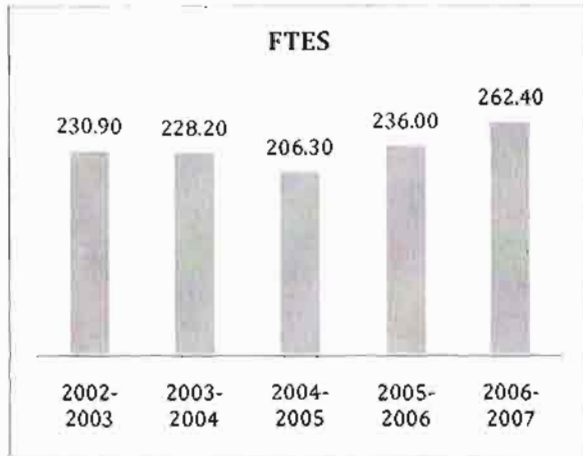
From Program Review February 2004 and College Catalog

Challenges and Opportunities

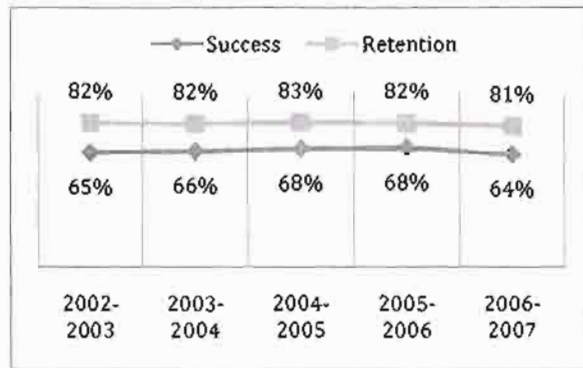
- Develop strategies to address recent retention rate decrease

Discipline Area

Social Science



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	2,298	2,281	2,061	2,359	2,623
FTEF	14.00	11.80	12.00	14.80	16.80
WSCH per FTEF	481	564	501	465	456



	02-03	03-04	04-05	05-06	06-07
Sections	70	59	60	74	84
% of Online Enrollment	49.8%	47.6%	41.6%	44.0%	51.4%
Degrees/Certificates Awarded		3	4	8	12

Description:

The Social Science Associate Degree program is designed to provide the transfer social science major the opportunity to achieve an associate degree with specialization of the student's choice. The major is made up of 24 units in the fields of Economics, Geography, History, Political Science, Psychology, and Sociology.

Assessment

- Slight growth in FTES in years observed
- FTES dropped in 2004-2005 and has been steadily increasing
- Large percentage of online enrollment
- Retention rate is stable and higher than the college average
- Success rate is stable and higher than the college average

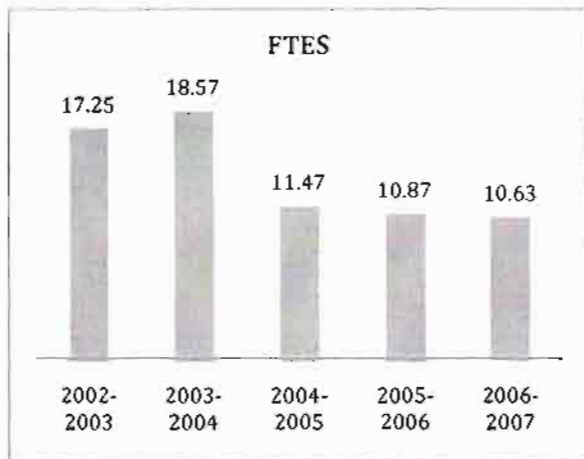
Program Plans:

- Bring Social Science 32A and B into the history department
- Develop a cultural/ethnic studies program
- Develop courses such as Native American and Asian Pacific Islander history, with potential to expand into family and gender studies

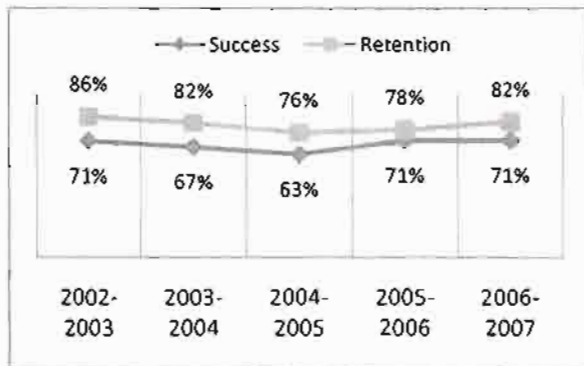
From program review September 2004 and college catalog

Discipline Area

Teaching Assistant (Education Assistant)



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	250	246	190	156	142
FTEF	1.86	1.81	1.24	1.25	1.27
WSCH per FTEF	271	299	270	253	245



	02-03	03-04	04-05	05-06	06-07
Sections	18	14	11	12	11
% of Online Enrollment	34.8%	41.5%	59.5%	46.8%	38.0%
Degrees/Certificates Awarded		1	0	0	1

From Program Review March 2007

Description:

The Education/Education Assistant (EDUC/EA) program provides courses and experiences for prospective teachers. The program awards a certificate as a Teaching Assistant. It is a program that has been actively involved in partnerships with Upward Bound Math and Science, Educational Talent Search, University Charter School, and Middle College High School. The teacher preparation effort is now called T.E.A.M. Teach and comes out of the Education/Education Assistant program.

Assessment

- Number of FTES as well as sections offered in Teaching Assistant declined over past five academic years
- Retention and success rates are above college average
- WSCH per FTEF is below college average.

Program Plans:

- Identify a counselor who will work specifically with T.E.A.M Teach students
- Write student learning outcomes for all remaining EDUC/EA courses
- Review and revise education assistant certificate to meet current needs of workplace and students
- Implement student learning outcome evaluation cycle in EDUC 1
- Write curriculum for CBEST prep classes to offer as nontransferable one unit courses in test preparation, reading, writing, and math
- Develop stronger articulation agreements at local high schools
- Develop strong student learning outcome assessment cycles for EDUC 1 and EDUC 5 that include adjunct faculty

Challenges and Opportunities

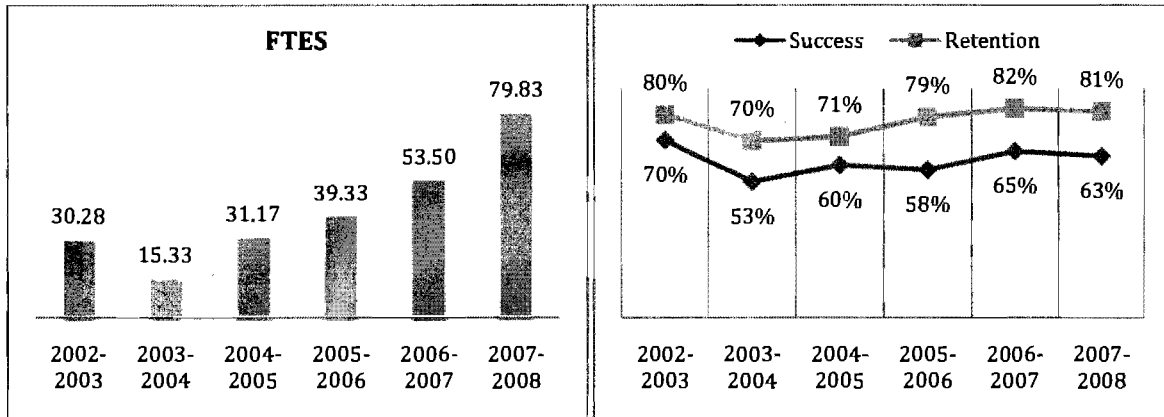
- Develop strategies to increase enrollment, retention, and success rates, and increase productivity

BASIC SKILLS

Basic Skills are the foundation for student success. Sometimes called developmental education or pre-collegiate skills, they are needed by many students entering all segments of higher education in order to be successful in college coursework. The statewide course success rate at community colleges in Basic Skills is 60.5%, about 10 % lower than that for other courses.

At Lemoore, students in Basic Skills classes are successful at a rate close to or above the statewide average. All Basic Skills classes have grown in enrollment over the six years represented below.

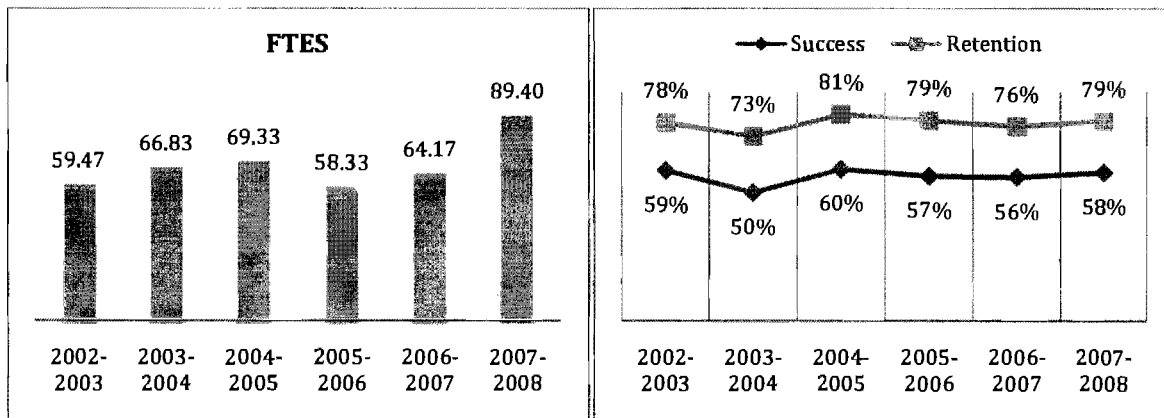
Basic Skills Math



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	8	4	5	7	9	13
Duplicated Enrollment	188	92	187	236	321	479
FTEF	2.46	1.32	1.65	2.32	3.00	4.33
WSCH per FTEF	359	339	551	494	520	537

- Math Basic Skills classes have increased both in sections and enrollment. Students are more successful than the statewide average of 52%. (Source: Board of Governor's Report on System's Basic Skills)
- The program has high productivity and strong retention

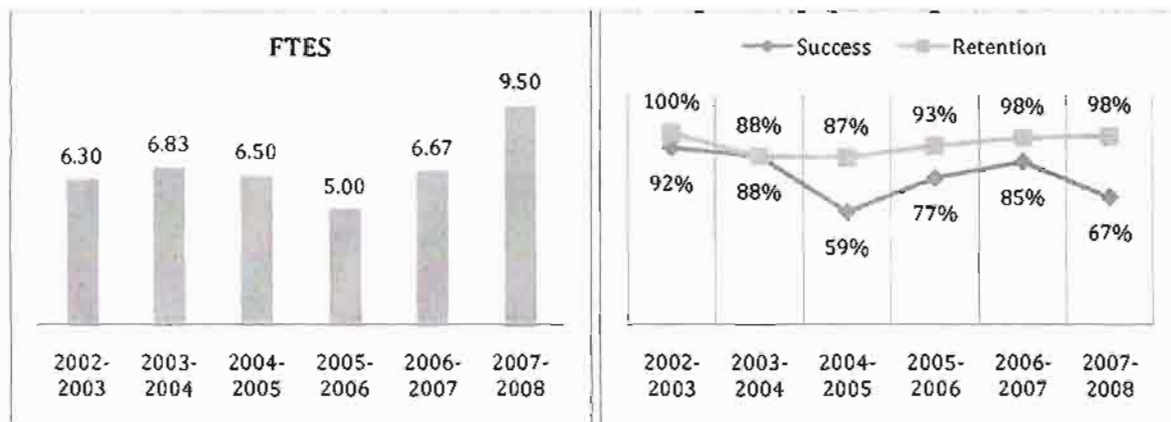
Basic Skills English



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	35	19	22	19	22	31
Duplicated Enrollment	360	401	416	350	385	648
FTEF	7.71	4.76	6.16	5.34	5.93	7.13
WSCH per FTEF	225	410	328	318	315	366

- English Basic Skills classes are building back from '02-'03. Note that with fewer sections in '07-08 they have significantly surpassed the number of enrollments they had in '02-'03 with more sections, a sign of a productive efficient program -- particularly considering that the success and retention of their students have remained steady.
- Success rates are generally comparable to statewide average of 59.3%. (Source: Board of Governor's Report on System's Basic Skills).

English as a Second Language (ESL)



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	15	6	6	6	6	7
Duplicated Enrollment	52	41	39	30	40	66
FTEF	1.27	1.40	1.12	0.56	0.85	0.67
WSCH per FTEF	145	142	169	259	229	411

- Notable drop in sections after '02-'03, but enrollments now surpass the enrollment when the program had double the number of sections.
- No ESL courses scheduled during the day were offered between 2002-'03 to 2007-'08
- Success rates are mostly above statewide average of 70.6%. (Source: Board of Governor's Report on System's Basic Skills)

Basic Skills Placement

Students who enroll in courses that are appropriate for their preparation levels are much more likely to succeed in college. The assessment process should provide information and support to students so they can make appropriate educational choices. Below are charts that reveal the number of first term students who were assessed and placed into Basic Skills classes in English and math. The ESL program does not have a formal assessment mechanism.

WHC Lemoore Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	1,534	575	37.5%	203	35%	223	39%
2005-2006	1,702	927	54.5%	349	38%	413	45%
2006-2007	1,613	798	49.5%	317	40%	355	44%
2007-2008	1,843	859	46.6%	411	48%	437	51%

- In the four years observed, an average of 47 percent first term students at the WHC Lemoore campus were assessed for course placement
- Of the numbers assessed, an average of 48 percent of students were placed into Basic Skills English
- Approximately 45 percent of students assessed were placed in Basic Skills Math, with the greatest percentage (51%) in the 2007-08 academic year

NASL Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	40	16	40.0%	2	13%	4	25%
2005-2006	25	14	56.0%	3	21%	9	64%
2006-2007	22	11	50.0%	3	27%	3	27%
2007-2008	19	5	26.3%	0	0%	1	20%

- A declining number of students are being assessed at NASL.

Online Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	519	204	39.3%	23	11%	48	24%
2005-2006	695	382	55.0%	54	14%	118	31%
2006-2007	988	459	46.5%	48	10%	119	26%
2007-2008	1162	313	26.9%	80	26%	125	40%

- The percentage of students assessed for the online campus has been declining over three years
- An average of 15 percent of students assessed for the online campus were placed into Basic Skills English
- An average of 30 percent of students assessed for the online campus were placed into Basic Skills Math

TOP TEN INSTRUCTIONAL DISCIPLINES BY FTES, 2003-2007

2003-2004		2004-2005		2005-2006		2006-2007	
Program	FTES	Program	FTES	Program	FTES	Program	FTES
Math	261	Math	290	Biology	283	Biology	278
Social Science	228	Biology	246	Math	274	Math	274
Biology	184	Health Science (General)	218	Health Science (General)	261	Health Science (General)	267
Health Science (General)	136	Social Science	206	Social Science	236	Social Science	262
Computer Information Systems	130	Physical Education	119	Physical Education	129	Physical Education	163
Business	121	Computer Information Systems	116	Business	106	AOJ	127
AOJ	83	Business	106	Computer Information Systems	95	Business	103
Physical Education	83	AOJ	89	AOJ	85	Humanities	91
Psychology	77	Geography	79	Geography	85	Computer Information Systems	89
Geography	72	Art	71	Art	80	Art	87

- Math, Biology and Health Science are among the three largest FTES generators in the past four years observed. Social Science has remained in the top five.
- The top ten programs have remained consistent during this time.

AVERAGE WSCH PER FTEF, 2002-2007

Program	Average	Program	Average
Office Management	510	Child Development	433
Social Science	493	HRCM	427
Geography	477	Business	420
Geology	472	Physical Education	409
Computer Information Systems	470	Art	363
AOJ	463	Chemistry	327
Psychology	454	Communications	306
Math	447	Teaching Assistant	268
Humanities	447	Health Science (Pre-Professional)	192
COLLEGE AVERAGE, 2002-07	441	Physics	134
Health Science (General)	438	Engineering*	44
Biology	436		

*New Engineering program started in fall 2008

AVERAGE SUCCESS 2002-2007

Program	Success	Program	Success
Art	78%	Humanities	65%
Geology	77%	Psychology	65%
Physics	77%	Biology	64%
HRCM	75%	COLLEGE AVERAGE, 2002-07	64%
Child Development	71%	Computer Information Systems	63%
Communications	71%	Health Science (General)	63%
Teaching Assistant	69%	Math	60%
STATEWIDE AVERAGE, 2003-08	68%	Health Science (Pre-Professional)	57%
Physical Education	68%	Business	51%
Geography	66%	Chemistry	50%
Social Science	66%	Office Management	50%
AOJ	65%	Engineering	33%

- Students are least successful in Business, Chemistry, and Office Management over a 5 year span. Business and Chemistry also fall below the college average in WSCH/FTEF; Office Management has the highest WSCH/FTEF at the college.
- Students are most successful in Art, Geology, HRCM, and Physics.

AVERAGE RETENTION, 2002-2007

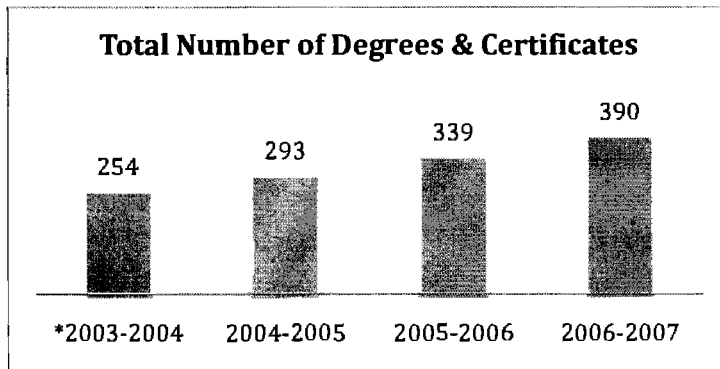
Program	Retention	Program	Retention
HRCM	90%	Physical Education	80%
Geology	88%	Biology	79%
Art	86%	COLLEGE AVERAGE, 2002-07	79%
Geography	85%	Psychology	78%
Physics	85%	Computer Information Systems	77%
STATEWIDE AVERAGE, 2003-08	84%	Health Science (General)	76%
AOJ	84%	Math	75%
Child Development	82%	Business	71%
Communications	82%	Office Management	69%
Humanities	82%	Engineering	67%
Social Science	82%	Health Science (Pre-Professional)	66%
Teaching Assistant	81%	Chemistry	61%

- Student retention is highest in programs that also reflect a high success rate – HRCM, Geology, Art, and Physics.
- Student retention is lowest in programs that reflect a lower success rate – Business, Office Management, Health Science, and Chemistry.
- The California Community Colleges System Strategic Plan of January 2006 notes that efforts are needed to improve semester to semester persistence, especially into the second year of college study.

DEGREES AND CERTIFICATES

From Fall 2003 to Fall 2007, West Hills College Lemoore conferred a total of 1,276 degrees and certificates in various disciplines. Over 50 percent of these were Associate of Arts in Liberal Arts. The Liberal Arts Program has been renamed Liberal Studies and is currently under review and modification.

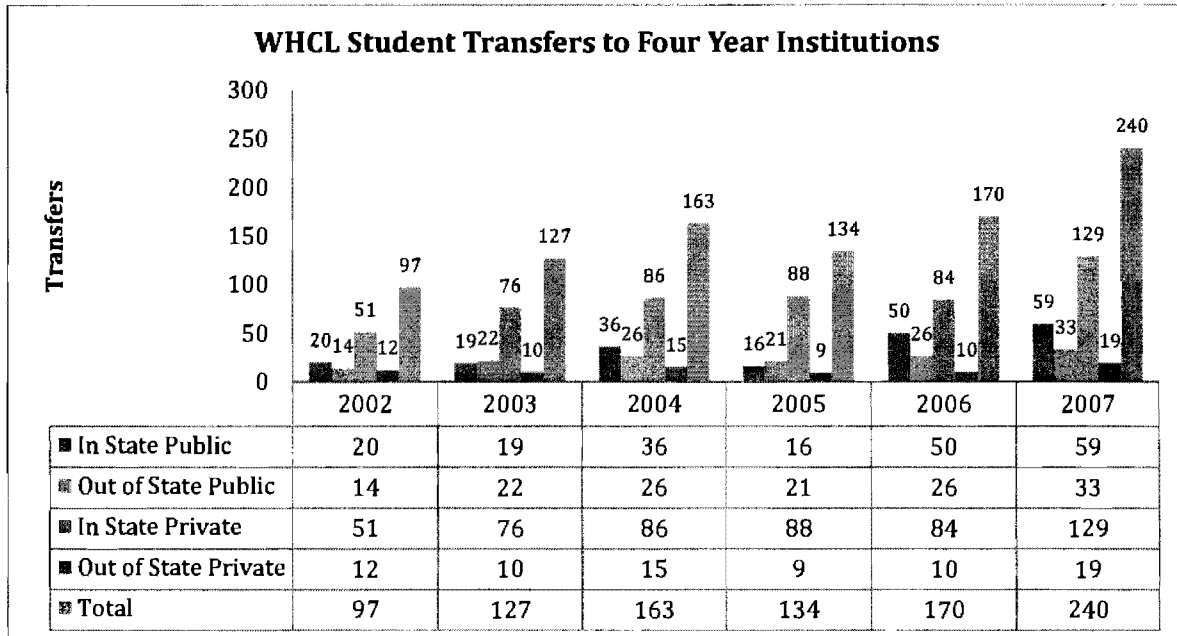
The total number of degrees and certificates conferred by West Hills College Lemoore has been steadily increasing over the past four years.



Top 20 Programs by Total Number of Degree/Certificate Conferred, 2003-2007

Program Title	2003-04*	2004-05	2005-06	2006-07	Total
Liberal Arts - AA	137	158	189	212	696
Business Administration - AA	19	25	29	33	106
Health Science - General - AS	20	25	0	19	64
Administration of Justice - Law Enforcement - AA	6	18	16	23	63
Psychology - AA	5	14	13	18	50
Child Development - AA	0	9	10	17	36
Health Science - General - AA	1	0	31	1	33
Social Science - AA	3	4	8	12	27
Computer Information Systems - AA	8	4	9	6	27
Administration of Justice - Corrections Option - AA	2	7	9	2	20
Business - AA	2	2	4	4	12
Computer Information Systems - AS	5	2	1	4	12
Child Development - Certificate	0	2	3	6	11
Bookkeeping Fundamental - Certificate	2	2	2	5	11
Mathematics - AA	2	4	2	2	10
Office Management & Tech. - AA	2	3	2	1	8
Administration of Justice - Law Enforcement - AS	0	3	2	2	7
Business Management - Certificate	3	2	0	2	7
Child Development Admin. - Certificate	4	1	0	2	7
Retail Business Management - Certificate	1	1	0	4	6

TRANSFERS TO FOUR YEAR INSTITUTIONS

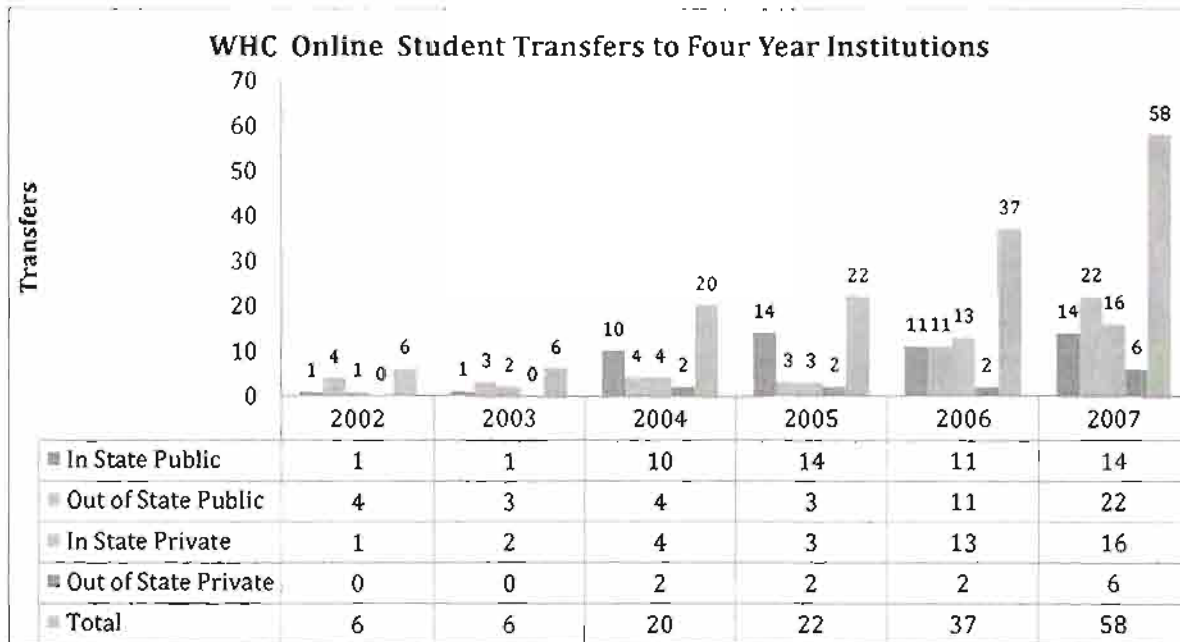


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: The annual numbers of transfers to four-year institutions were determined by students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- In '07, 92 students transferred to public four year institutions; 148 students transferred to private four year institutions.
- In the six years observed, more students transferred to California private institutions each year than transferred to California public institutions.
- The number of students transferring continues to increase with the most significant gains occurring at California private four year institutions.

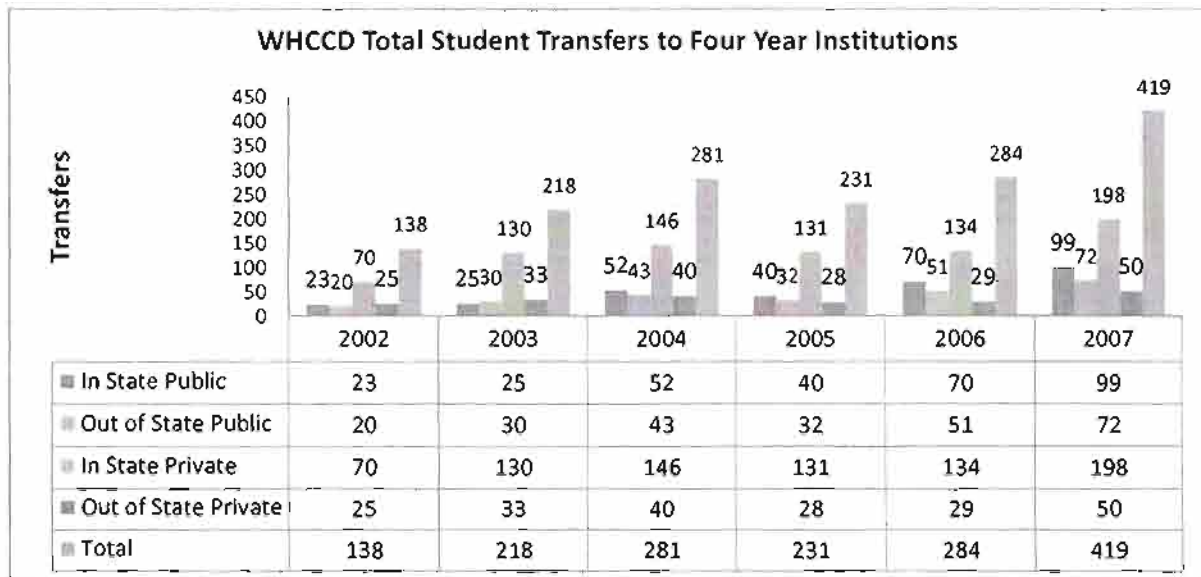


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: Based on WHCCD students who completed at least 12 units primarily online from a combination of online courses from WHCC and WHCL and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- The number of online transfers has significantly increased over the six years observed.
- Significant gains have been made in the number of students transferring to out of state public institutions.



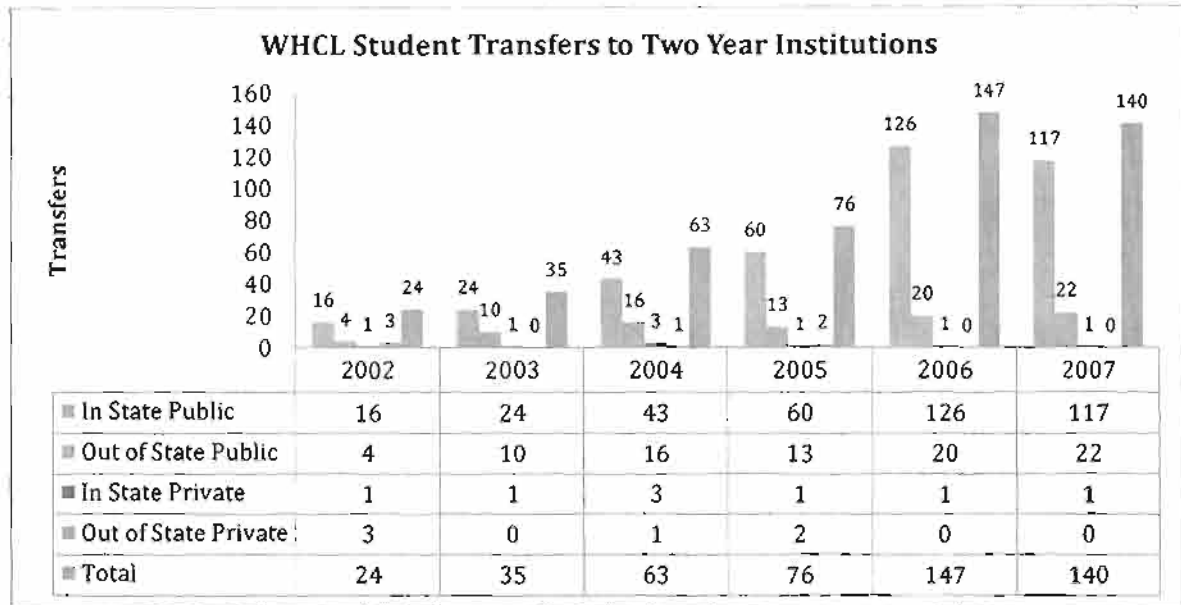
Data Source: National Student Clearing House; WHCCD Data Warehouse

WHC Lemoore Top 20 Transfer Four-Year Institutions, 2002-2007

	Name of Institution	Number	%
1	CALIFORNIA STATE UNIVERSITY - FRESNO	381	40.9%
2	CHAPMAN UNIVERSITY-AC 1	71	7.6%
3	FRESNO PACIFIC UNIVERSITY	58	6.2%
4	UNIVERSITY OF PHOENIX	54	5.8%
5	COLUMBIA COLLEGE-EV SESSION	40	4.3%
6	CHAPMAN UNIVERSITY-ORANGE	34	3.7%
7	CALIFORNIA STATE UNIVERSITY - CHICO	12	1.3%
8	NATIONAL UNIVERSITY	12	1.3%
9	CALIFORNIA STATE UNIVERSITY - SACRAMENTO	10	1.1%
10	UNIVERSITY OF CALIFORNIA-DAVIS	10	1.1%
11	UNIVERSITY OF MARYLAND - UNIVERSITY COLLEGE	10	1.1%
12	EMBRY-RIDDLE AERONAUTICAL UNIV.-WORLDWIDE CAMPUS	9	1.0%
13	SAN DIEGO STATE UNIVERSITY	9	1.0%
14	SAN FRANCISCO STATE UNIVERSITY	8	0.9%
15	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	7	0.8%
16	CALIFORNIA STATE UNIVERSITY - FULLERTON	7	0.8%
17	UNIVERSITY OF CALIFORNIA-BERKELEY	7	0.8%
18	CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	6	0.6%
19	EMBRY-RIDDLE AERONAUTICAL UNIVERSITY - DAYTONA	6	0.6%
20	OLD DOMINION UNIVERSITY	6	0.6%
	Other Four Year Institutions	174	18.7%
	Total	931	

Data Source: National Student Clearing House; WHCCD Data Warehouse

TRANSFERS TO TWO YEAR INSTITUTIONS



Data Source: National Student Clearing House; WHCCD Data Warehouse

Totals includes In State Public, Out of State Public, In State Private and Out of State Private Two Year institutions.

Definitions

- **Lemoore Total:** The annual number of transfers to two-year institutions was determined by students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a two year institution.

Assessment

- The number of students transferring to two year institutions has increased over the six years observed.
- Exit interviews could reveal reasons for these transfers that will assist the college in educational planning.

WHC Lemoore Top 20 Transfer Two-Year Institutions, 2002-2007

	Name of Institution	Number	%
1	COLLEGE OF THE SEQUOIAS	134	27.6%
2	FRESNO CITY COLLEGE	91	18.8%
3	REEDLEY COLLEGE	17	3.5%
4	CUESTA COLLEGE	13	2.7%
5	BAKERSFIELD COLLEGE	7	1.4%
6	SAN DIEGO CITY COLLEGE	7	1.4%
7	SOUTHWESTERN COLLEGE	7	1.4%
8	FULLERTON COLLEGE	6	1.2%
9	GROSSMONT COLLEGE	6	1.2%
10	AMERICAN RIVER COLLEGE LOS RIOS CC DISTRICT	5	1.0%
11	COASTLINE COMMUNITY COLLEGE	5	1.0%
12	COSUMNES RIVER COLLEGE-LOS RIOS CC DISTRICT	5	1.0%
13	ITT TECHNICAL INSTITUTE	5	1.0%
14	PENSACOLA JUNIOR COLLEGE	5	1.0%
15	SAN DIEGO MESA COLLEGE	5	1.0%
16	TIDEWATER COMMUNITY COLLEGE	5	1.0%
17	COLLEGE OF SOUTHERN MARYLAND	4	0.8%
18	HEALD COLLEGE - FRESNO	4	0.8%
19	OXNARD COLLEGE	4	0.8%
20	SAN DIEGO MIRAMAR COLLEGE	4	0.8%
	Other Two Year Institutions	146	30.1%
	Total	485	

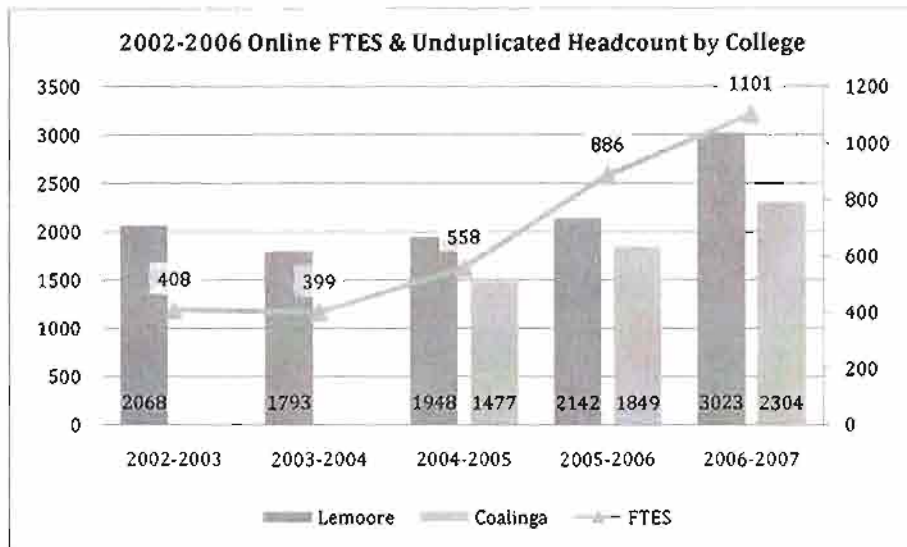
Section IV: Student Services

Student services are an important and integral function at West Hills College Lemoore. The college develops and offers a wide scope of support services that are dedicated to supplementing and complementing instructional programs and providing educational and cultural resources to students, faculty, and the community.

For the purposes of this Educational Master Plan, the student services included are those dealing with the Department of Learning Resources, Financial Aid, the Matriculation process and the following categorical programs: CalWorks, CARE, DSP&S, and EOPS.

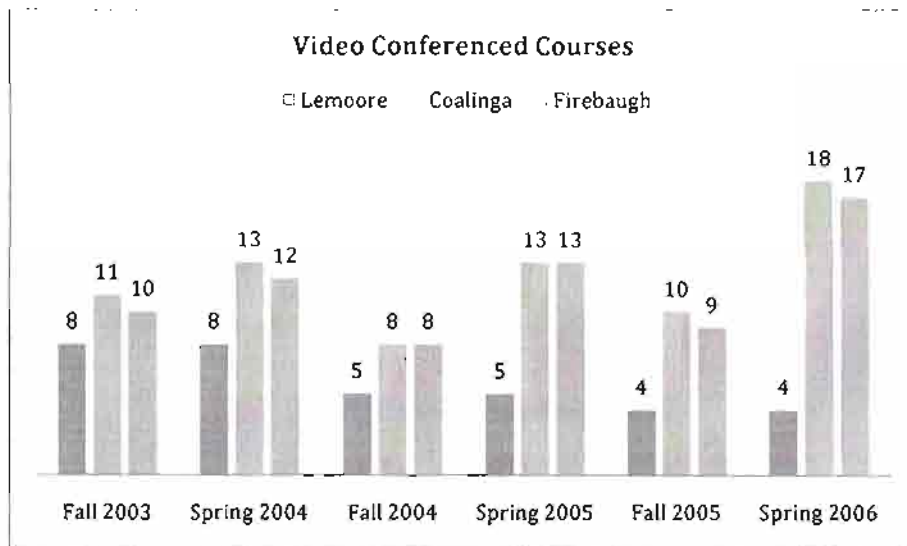
Department of Learning Resources

Description: The Department of Learning Resources is responsible for supporting the colleges in their teaching/learning and service process through the development and administration of an academic online and video conference program that provides faculty training, help desk support, and videoconference technology installation and support.

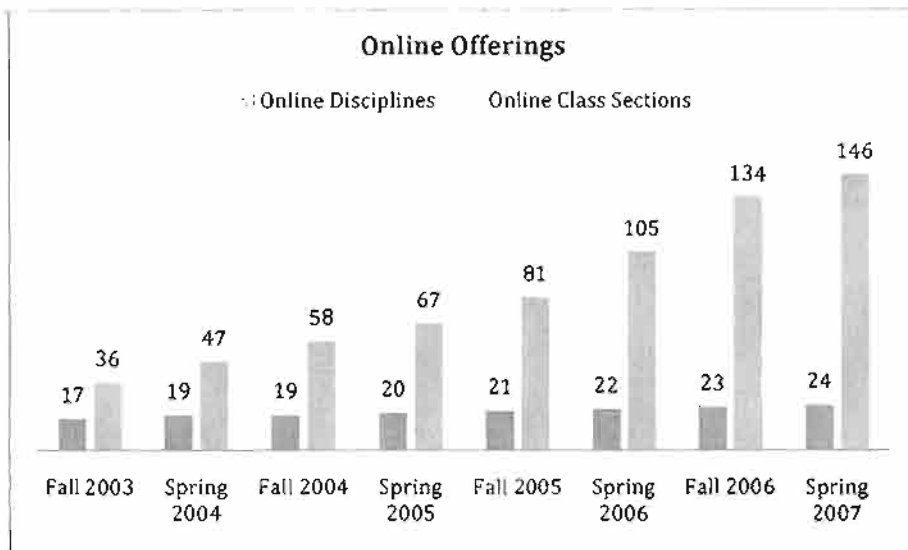


Note: Prior to 2003-2004, all online courses were offered by WHCL

- There is significant growth in the online FTES and headcount at each campus.



- The number of video conference courses offered at Lemoore has been decreasing



- While the number of disciplines available online has remained steady, the number of sections has increased significantly.

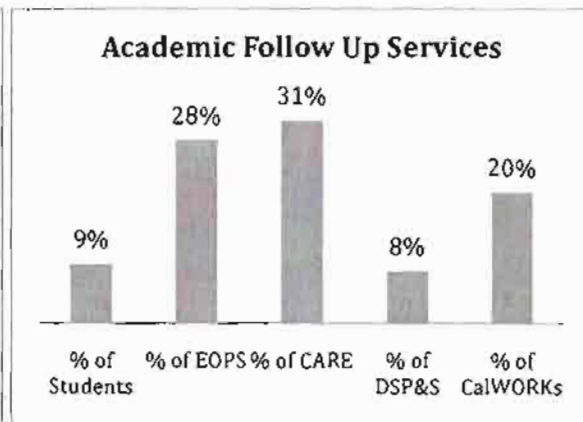
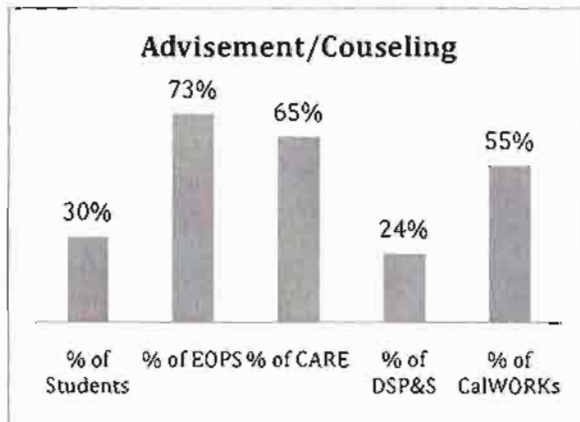
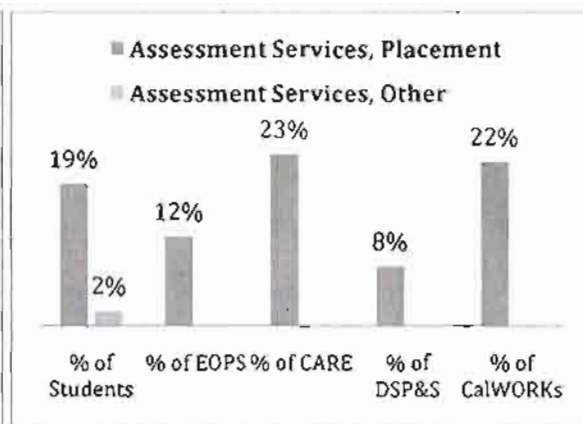
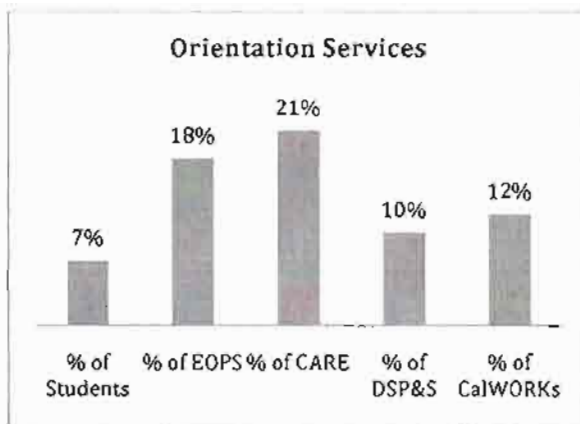
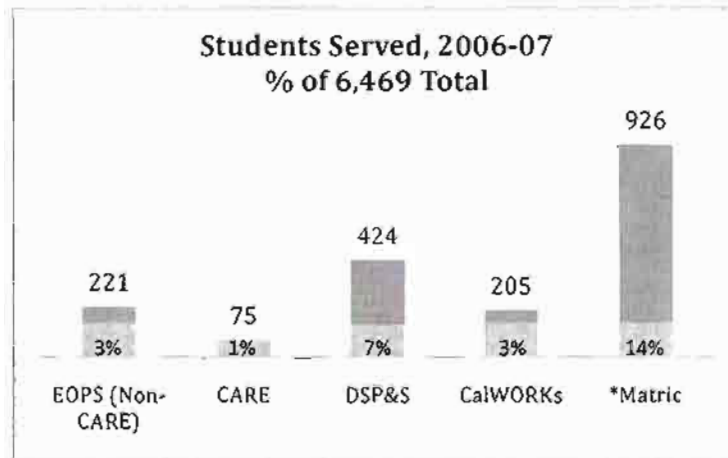
Department Plans:

- Provide online students with active, hands-on, concrete experiences through technological media through collaboration of Learning Resources online staff and online instructors
- Develop and implement Student Technology and Online Readiness Self Assessment Tools
- Increase student technology literacy and independence through enhanced online orientations, student-friendly sites, and online training in courses
- Research and work with CENIC on all aspects of captioning for video conference courses
- Research and present to faculty new classroom mediated technologies
- Provide consultation and research services to the college academic communities.

From Program Review of Spring 2007

Matriculation

Description: The matriculation Process at WHC Lemoore provides an admission process, an orientation to college programs, services, and procedures; pre-enrollment assessment and counseling for course selection, a suitable curriculum, and a continuous follow up on student progress with referral to support services.

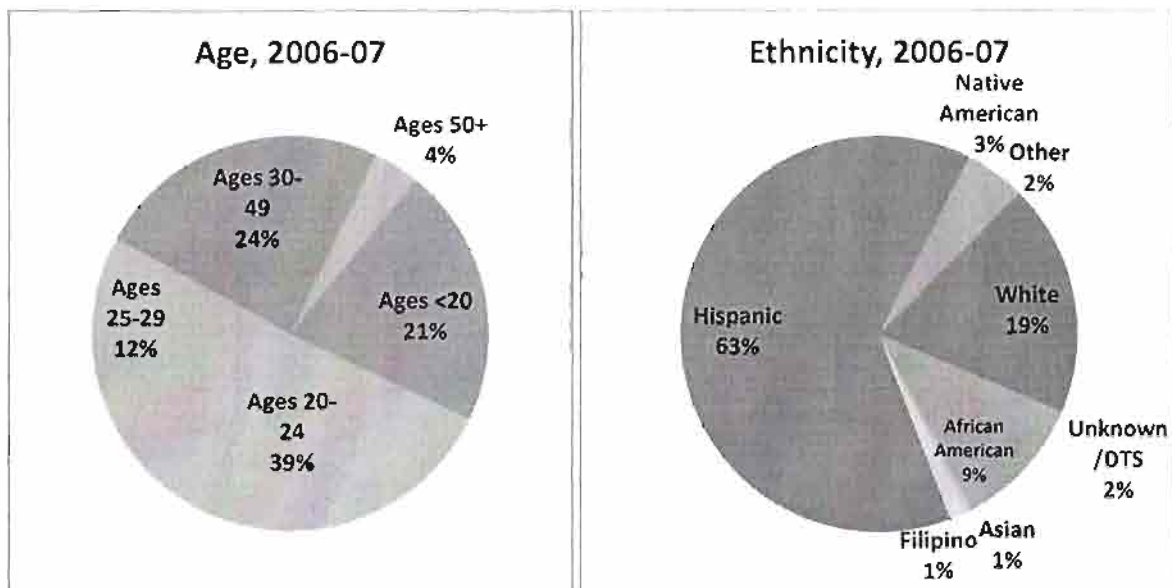


* Matriculation is based on students receiving assessment and counseling or orientation services.

Extended Opportunity Program and Services (EOPS)

Description: The EOPS program and services is a state funded program that provides supplemental support services to students with financial and educational needs. Eligibility is determined by income level and demonstration of need.

2006-07	EOPS (Non-CARE)	% of EOPS	% of All (6,469)
Enrolled in CREDIT	221	100%	4%
Credit FTES	216	100%	8%
Enrolled in NONCREDIT	18	8.1%	5%
Noncredit FTES	0	0%	0%

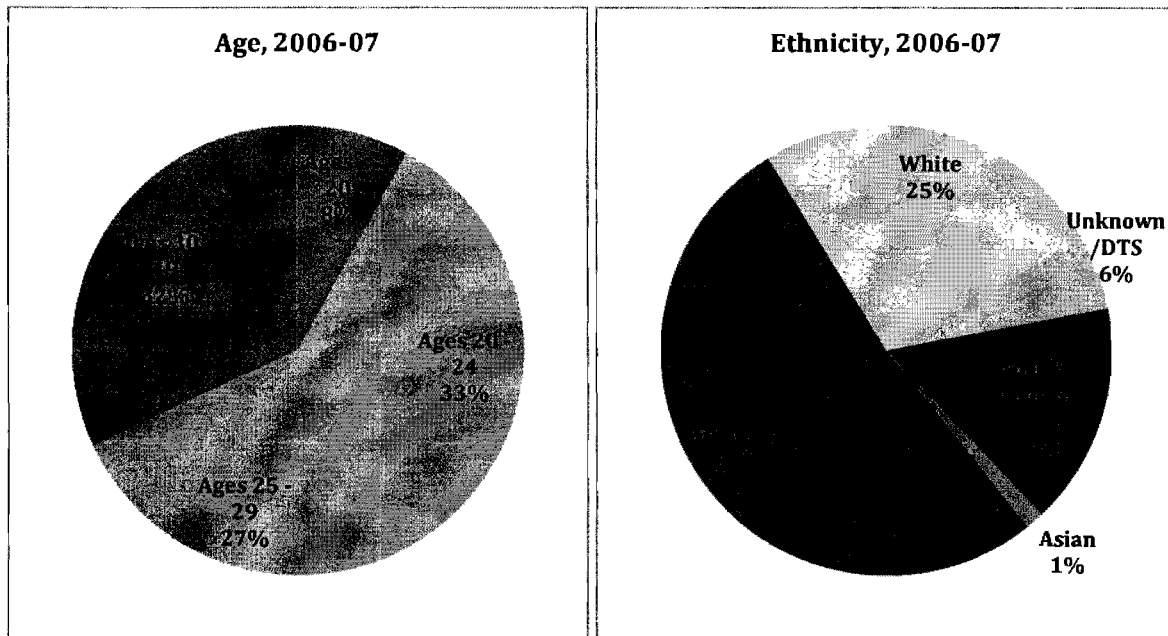


- The primary age group served by EOPS is students 20 to 24 years of age
- The majority of the students are Hispanic

Cooperative Agencies Resources for Education (CARE)

Description: The CARE Program is a cooperative effort between Kings County Human Services System, the Employment Development Department, and the college's EOPS program. The focus of the program is to assist single parents on AFDC via supplemental grants and workshops that will provide them support for their academic success and retention.

2006-07	CARE	% of CARE	% of All (6,469)
Enrolled in CREDIT	75	100%	1%
Credit FTES	75	100%	1%
Enrolled in NONCREDIT	66	100%	3%
Noncredit FTES	6	8%	2%

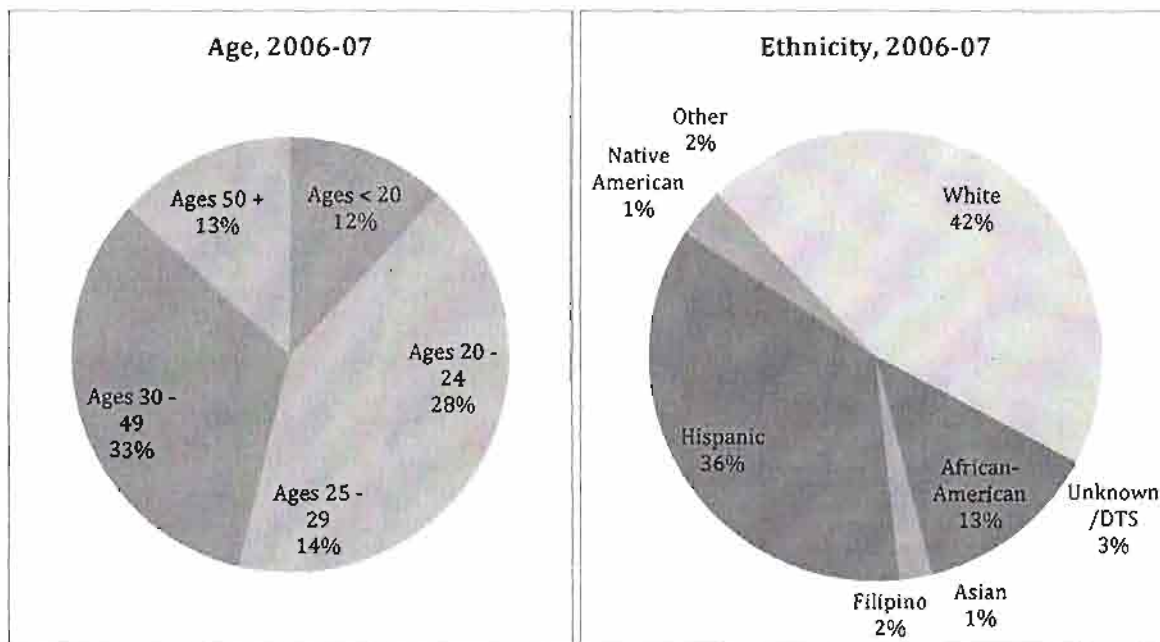


- The majority of students in CARE are below 30 years of age
- The ethnic composition of CARE students varies from the college ethnic composition: CARE: 52% Hispanic, college: 39% Hispanic, CARE: 25% white, college: 36% white, CARE: 16% African American, college 7% African American

Disabled Students Programs and Services (DSPS)

Description: The DSPS program provides equal access to education for disabled persons. The college's office provides services to students with physical, learning, and psychological disabilities with a large range of support services.

2006-07	DSP&S	% of DSP&S	% of All (6,469)
Enrolled in CREDIT	234	55%	4%
Credit FTES	154	32%	6%
Enrolled in NONCREDIT	215	51%	60%
Noncredit FTES	327	68%	95%

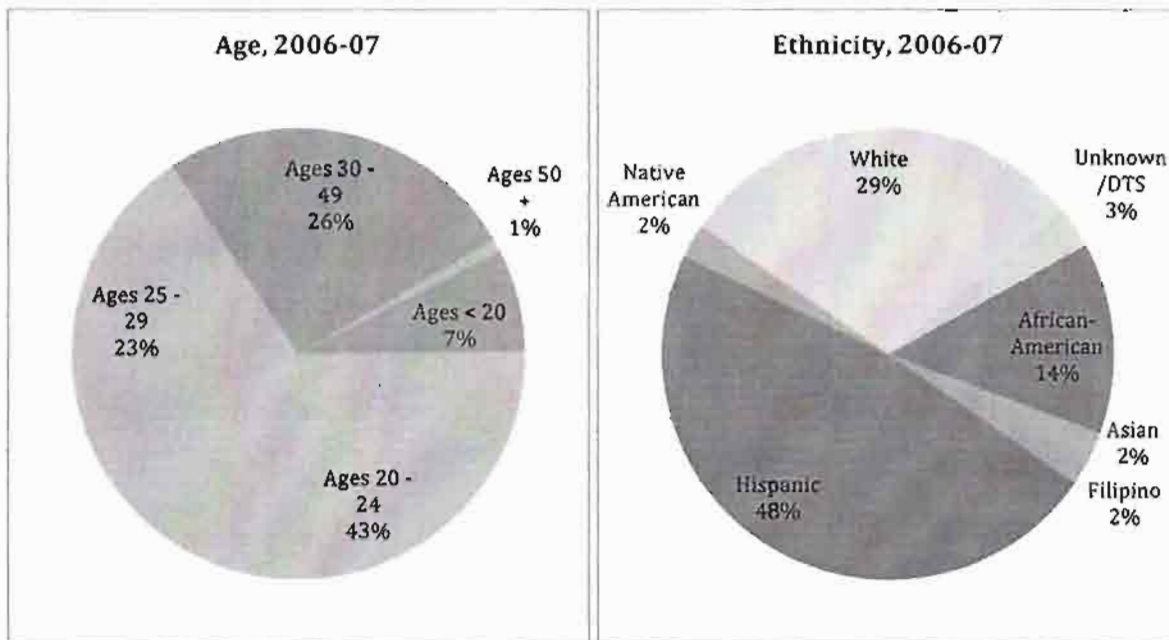


- The largest percentage of any age group in the DSPS program is 30 to 49 years
- The ethnic composition in DSPS varies from the college: DSPS: 42% white, college: 36% white; DSPS: 36% Hispanic, college: 39% Hispanic; DSPS: 13% African American, college: 7% African American

Cal WORKS

Description: The Cal WORKS program is a state funded program to assist families who have received state aid. It provides an opportunity to return to college and receive education and training to become employable.

2006-07	Cal WORKs	% of Cal WORKs	% of All (6,469)
Enrolled in CREDIT	201	98%	3%
Credit FTES	144	100%	5%
Enrolled in NONCREDIT	19	9%	5%
Noncredit FTES	0.70	0%	0%



- 50% of Cal Works students are 24 years of age or below and 50% are 25 to 49
- The ethnic composition varies from the overall college: Cal Works: 48% Hispanic, college: 39%, Cal Works: 29% white, college: 36% white, Cal Works: 14% African American, college: 7% African American

Financial Aid

Description: This department assists students through the various financial aid programs administered by the college. Financial aid is funding provided by federal and state governments and institutional sources to help students with their educational expenses. The funding is made up of grants, scholarships, and loans. Loans have several repayment options.

WHC Lemoore	Enrolled	Received Financial Aid	% of Students Receiving Financial Aid
2002-2003	5,468	1,692	31%
2003-2004	5,010	1,828	36%
2004-2005	5,512	2,153	39%
2005-2006	5,817	2,361	41%
2006-2007	6,469	2,583	40%
2007-2008	7,091	2,721	38%

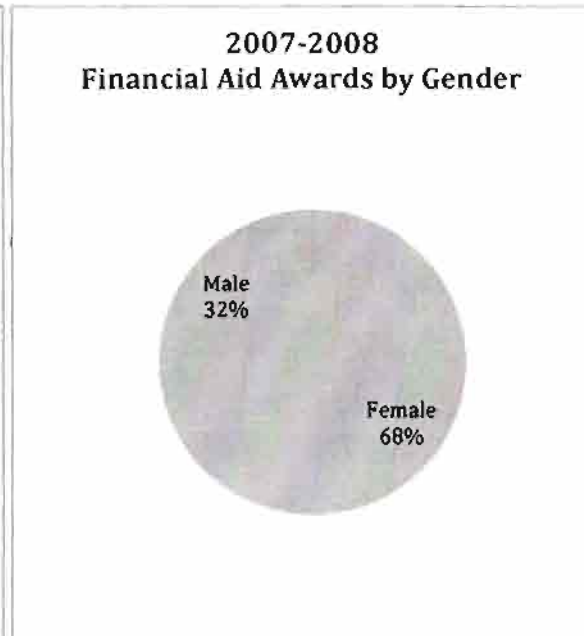
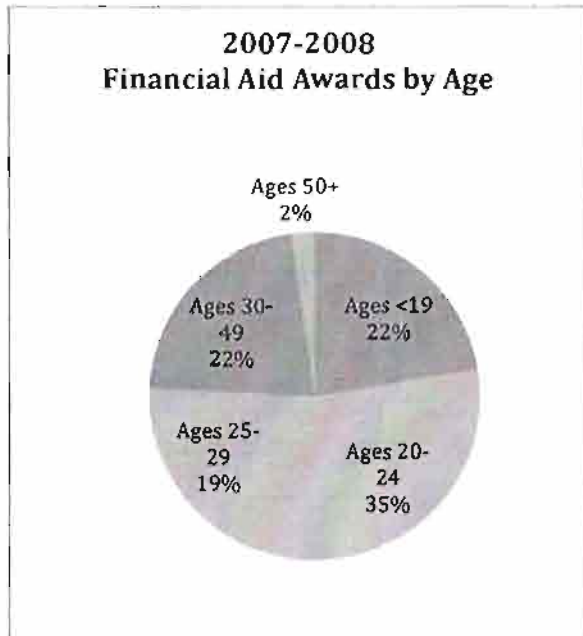
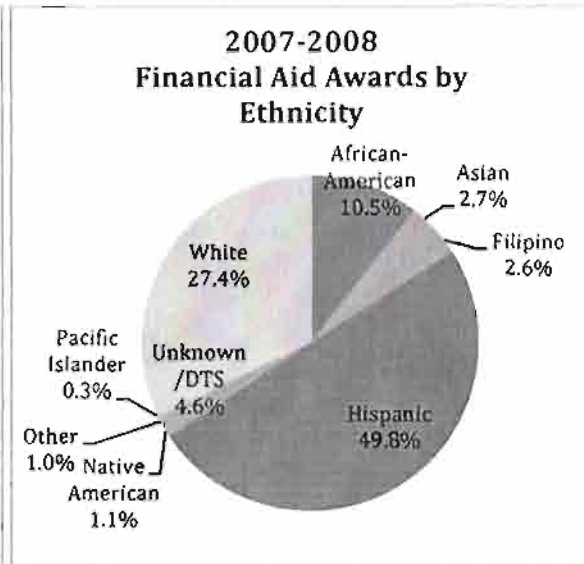
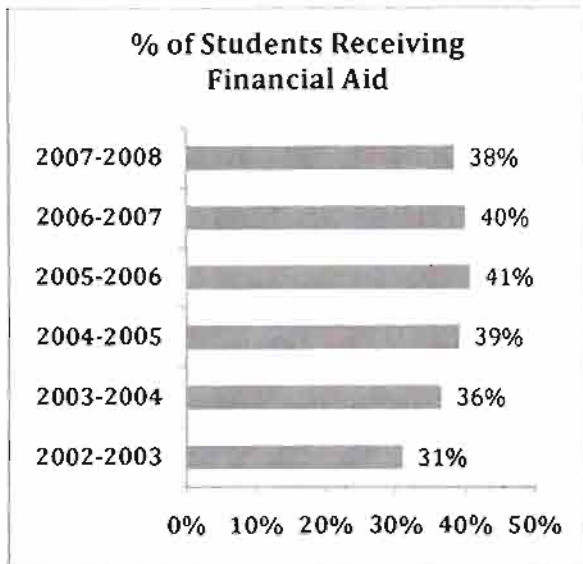
- The number of students receiving financial aid has increased over the six years observed.
- The percentage of students receiving financial aid has decreased while the student population has grown.

WHCCD Enrollment of Students Receiving Financial Aid Awards

Academic Year	Students Awarded Financial Aid	Enrolled at WHCCD	% Enrolled
2002-2003	3,494	2,563	73.4%
2003-2004	3,500	2,720	77.7%
2004-2005	4,007	3,146	78.5%
2005-2006	4,371	3,359	76.8%
2006-2007	4,614	3,645	79.0%
2007-2008	4,848	3,903	80.5%

Source: Datatel; WHCCD Data Warehouse

- The number of students receiving financial aid awards has increased over the six years observed.
- The percentage of students who were awarded financial aid and enrolled at WHCCD has increased during six years observed.



- The gender of students receiving financial aid differs from student population which is 61.94% female, 37.37% male.
- The age of students receiving financial aid differs slightly from the student population: 25.62% are under 19; 30.94% are 20-24; 15.36% are 25-29; 23.28% are 30-49.

Section V: Labor Market Information

INTRODUCTION

The college is committed to providing students with relevant education and training for career technical and professional programs. Consequently, we examine labor market information for this region and compare it to the programs we offer. We use this information to plan for the development of new programs.

ECONOMY OF THE SAN JOAQUIN REGION, OVERVIEW

The Educational Master Plan for West Hills College Lemoore primarily utilizes our district service area that encompasses parts of five counties (Fresno, Kings, Madera, Monterey, San Benito) for demographic data. However, for the economic and labor market section we have also included the counties of Tulare, Kern, Merced, Stanislaus and San Joaquin. The reason for this is the impact of the larger geographical region's economy on college planning for the West Hills Community College District. Employment options for our students also take into consideration a greater area than the college district.

Among the ten counties under consideration by West Hills Community College District for its Educational Master Plan, six are among the top ten counties in the state in the value of their agricultural production: Fresno, Tulare, Kern, Merced, Stanislaus and San Joaquin. Of the ten counties drawing students to the West Hills colleges, only Mariposa County, with nearly half of its land on Federal lands, has an economy not based on agriculture.

While farming and agriculture define the region to a great extent, the counties of the San Joaquin Valley differ considerably in their economic make-ups. Madera and Tulare County have about three times the proportion of employment in agriculture as San Joaquin and Stanislaus. The others fall in between. Likewise, manufacturing is a more prominent part of the employment picture in Merced and Stanislaus counties than in other counties and government is a larger sector of employment in Kings County than in the others. This suggests that educational planners need to consider the diverse employment options in the region as well as the large distances in the rural landscape.

Population Growth

The population of the region is expected to grow approximately ten percent between 2007 and 2012, compared to the state's projected growth of five percent during the same period. The greatest growth will occur among adults aged 30 to 34 years and children under ten years of age (106,284). (Source: *Regional Scan and Program Demand Report, 2007*) This growth will have an impact on the need for job training and re-training and for education of children, and related services.

Income Levels and Unemployment

Per capita personal income varies in the San Joaquin Valley counties, but is below the state average in each. For comparison, the average per capita personal income in California for 2006 was \$39,626. Among the ten counties of the San Joaquin region, Fresno had the highest per capita income, \$27,081; Kings had the lowest at \$22,771. (Source: Table CA1-3, Regional Economic Accounts, Bureau of Economic Analysis, April 2008)

A recent survey of student applications for admission to West Hill College Lemoore and West Hills College Coalinga shows 45 and 48 percent of applicants, respectively, have family incomes of \$25,000 or less. (Source: WHCCD 2007-2008 admission application supplemental survey) The lower than average incomes in the region are consistent with agricultural regions across the country.

Unemployment also reflects the agricultural economic base of the region. Unemployment tends to be higher in the San Joaquin Valley region than the state average. The seasonality of agriculture and the relatively low wage scale account for some of the disparity between this region and other parts of the state. Counties in the San Joaquin Valley also have higher than average poverty rates.

Employment

The top industry sectors in the region, those with over 100,000 jobs, were government, agriculture (including forestry, fishing and hunting), retail trade, health and social assistance, manufacturing, construction, and accommodation and food services in 2007. Construction ranked at the top in earnings per worker (\$54,440) and accommodation and food services ranked last in the group (\$16,554). The greatest growth among all industry sectors by 2012 is projected to be in health care and social assistance. (Source: Chart of Industry Sectors, Region and State, 2007-2012).

Those occupations requiring training and/or education and showing the most growth across all industries in the region in 2007 include:

- Registered nurses
- First-line supervisors/managers of retail sales workers
- Elementary school teachers, except special education
- Business operation specialists
- Truck drivers, heavy and tractor-trailer
- Medical assistants
- Customer service representatives
- Accountants and auditors
- Nursing aides, orderlies, and attendants
- Carpenters

(Source: EMSi Top-Ranked Occupations by Total Growth, 2007-2012. *Note: The list above includes the top ten occupations, all with over 17,000 employees.*)

At the time of the *Regional Scan and Program Demand Report*, West Hills Community College District offered curriculum directly related to six of the twelve high-demand occupations.

Planning for future educational programs and services at the college will take into account the agricultural character of the region, the needs of its growing population for general education and workforce training, and the need to keep pace with demands of the economy.

REGIONAL REPORT

The following information was obtained from the Regional Scan & Program Demand Report prepared for West Hills Community College District by Economic Modeling Specialist Inc.

The Regional Scan included data from ten counties: Fresno, Kern, Kings, Madera, Mariposa, Merced, San Benito, San Joaquin, Stanislaus, and Tulare. The industry and occupation employment numbers are based on numerous published sources from the federal Bureau of Labor Statistics, Bureau of Economic Analysis, Bureau of the Census, and the National Center for Education Statistics. These ten counties span a region where the West Hills Community College District students are likely to seek work.

Occupation Demand and Program Enrollment Comparison

This section compares regional occupations with the most annual openings to the college's current enrollment by program, with the goal of indicating where the college might look to increase its capacity. The occupations are taken directly from the "Top-Ranked Occupations by New + Replacement Jobs" table. "Related programs" associated with occupations are identified using a crosswalk developed by the U.S. Department of Education with some customization by EMSI. College enrollment numbers by Classification of Instructional Programs (CIP) code are provided by West Hills Community College District.

Note that many occupations have multiple related programs and vice versa, so students enrolled in a program may be included in more than one row in the table above. "Average annual openings" is total new and replacement jobs divided by the number of years in the given timeframe.

Description	2007-2012 Avg. Annual Openings	Median Hourly Earnings	Annual Enrollment at WHCCD, All Related Programs
Registered Nurses	1,715	\$34.79	36
Elementary School Teacher, Except Special Education	1,426	\$26.07	225
Truck Drivers, Heavy and Tractor-Trailer	1,047	\$17.08	60
Business Operation Specialists, All Other	945	\$27.01	107
First-line Supervisors/Managers of Retail Sales of Workers	848	\$15.29	107
Medical Assistants (Psychiatric Technicians)	735	\$12.28	37
Customer Service Representatives	735	\$14.23	
Carpenters	649	\$20.03	
Nursing Aides, Orderlies and Attendants	646	\$10.72	36
Maintenance and Repair Workers, General	642	\$16.40	50
Secondary School Teachers, Except Special and Vocational Education	613	\$29.03	225
Accountants and Auditors	612	\$24.85	50
Bookkeeping, Accounting and Auditing Clerks	585	\$14.83	50
First-Line Supervisors/Managers of Office and Administrative Support Workers	581	\$20.61	96
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	565	\$24.34	107
Dental Assistants	507	\$13.40	
Executive Secretaries and Administrative Assistants	490	\$17.73	107
Automotive Service Technicians and Mechanics	461	\$17.66	50
Preschool Teachers, Except Special Education	454	\$12.08	225
First-Line Supervisors/Managers of Food Preparation and Serving Workers	428	\$11.20	27
Team Assemblers	409	\$11.36	

Source: Economic Modeling Specialists Inc. (9/2007).

Enrollment totals are based on programs that might lead students into the occupation of demand.

Color Key:

- Occupations with programs or training available at WHCL and WHCC are highlighted yellow.
- Occupations with programs or training available at WHCC are highlighted green.
- Occupations with programs or training available at WHCL are highlighted blue.
- Occupations with programs or training not available at WHCCD.

Highest-Growth Regional Industries, 2007-2012

These industries are projected to add the most total jobs in the ten county region. The Earning Per Worker (EPW) is an average of occupations throughout all industries in 2006.

Description	2007 Jobs	2012 Jobs	Change	% Change	2006 EPW
Local Government	202,525	214,695	12,170	6%	\$54,832
Child Day Care Services	28,142	36,277	8,135	29%	\$13,429
Temporary Help Services	27,479	35,111	7,632	28%	\$20,607
General Medical and Surgical Hospitals	35,685	40,401	4,716	13%	\$65,179
Department Stores	29,990	34,426	4,436	15%	\$21,238
Offices of Physicians	25,526	29,559	4,033	16%	\$79,186
Support Activities for Crop Production	116,491	119,796	3,305	3%	\$22,301
Limited Service Eating Places	49,920	52,693	2,773	6%	\$13,499
Other Activities Related to Real Estate	11,134	13,688	2,554	23%	\$31,819
Accounting and Bookkeeping Services	13,438	15,746	2,308	17%	\$31,442
State Government	32,770	34,860	2,090	6%	\$61,388
Offices of Dentists	10,144	11,980	1,836	18%	\$45,506
Full-Service Restaurants	35,493	37,224	1,731	5%	\$16,466
Home Health Care Services	6,110	7,756	1,646	27%	\$32,259
Community Care Facilities for the Elderly	6,772	8,344	1,572	23%	\$25,429
Other Technical Consulting Services	5,385	6,837	1,452	27%	\$40,678
All Other Specialty Trade Contractors	10,129	11,552	1,423	14%	\$56,082
Offices of Real Estate Agents and Brokers	22,651	24,040	1,389	6%	\$30,975
General Warehousing and Storage	11,125	12,463	1,338	12%	\$44,920
Home Centers	7,913	9,242	1,329	17%	\$24,961

Source: Economic Modeling Specialists Inc. (9/2007)

Top 25 Critical Occupations in High Growth Industries

The following table shows the top 30 highest growth occupations (in top 10 industries) from 2007-2012. They provide a business oriented view of the most in-demand jobs over that timeframe, and the demand-driven college will seek to align its offerings accordingly. Many jobs found here, especially with an education level of "short-term" or "moderate-term-on the job training" (ST OJT or MT OJT) are likely to be good candidates for industry oriented continuing education programs. * (other abbreviations are decoded below)

Industry	Occupation	Job Growth (In Industry)	Median Hourly Wage (All Industries)	Average Education
Child day care services	Child care workers	6,634	\$8.69	ST OJT
Support activities for crop production	Farmworkers and laborers, crop, nursery, and greenhouse	2,924	\$7.72	ST OJT
Local Government	Elementary school teachers, except special education	2,117	\$26.07	Bachelor's
Department stores	Retail salespersons	2,001	\$9.29	ST OJT
General medical and surgical hospitals	Registered nurses	1,748	\$34.79	Associate's
Offices of physicians	Medical assistants	1,060	\$12.28	MT OJT
Limited-service eating places	Combined food preparation and serving workers, including fast food	1,039	\$7.96	ST OJT
Accounting and bookkeeping services	Accountants and auditors	990	\$24.85	Bachelor's
Offices of physicians	Physicians and surgeons	858	\$74.93	Prof. DG
Other activities related to real estate	Real estate sales agents	788	\$25.08	PS Award
Other activities related to real estate	Real estate brokers	786	\$30.99	Exp. In Field
Local Government	Teacher assistants	750	\$12.34	ST OJT
Temporary help services	Laborers and freight stock, & material movers, hand	720	\$10.12	ST OJT
Local Government	Secondary school teachers, except special and vocational education	717	\$29.03	Bachelor's
Child day care services	Preschool teachers, except special education	689	\$12.08	PS Award
Limited-service eating places	Cooks, fast food	667	\$7.74	ST OJT
Local Government	Postsecondary teachers	650	\$27.43	N/A
Department stores	Cashiers, except gaming	619	\$8.64	ST OJT
Department stores	Stock clerks and order fillers	565	\$10.21	ST OJT
Local Government	Middle school teachers, except special and vocational education	530	\$28.77	Bachelor's
Other activities related to real estate	Property, real estate, and community association managers	488	\$12.47	Bachelor's
Offices of physicians	Registered nurses	471	\$34.79	Associate's
Temporary help services	Office clerks, general	454	\$11.65	ST OJT
Local Government	Police and sheriff's patrol officers	402	\$29.57	LT OJT
Local Government	Teachers and instructors, all other	367	\$19.95	Bachelor's

Source: Economic Modeling Specialists Inc. (9/2007)

*Education level abbreviations:

ST OJT: Short-term on-the-job training; MT OJT: Moderate-term on-the-job training; LT OJT: Longterm on-the-job training; Exp. in field: Work experience in a related field; PS Award: Postsecondary award; Associate's: Associate's degree; Bachelor's: Bachelor's degree; DG + Exp.: Degree plus work experience; Master's: Master's degree; Doctoral: Doctoral degree; Prof. DG: First professional degree

Major Occupation Groups, Region and State, 2007-2012

The following table summarizes regional occupations by major group, sorted by total 2007 jobs. On average, the median earnings in the region are below State median earnings.

Description	REGION					STATE		
	2007 Jobs	2012 Jobs	% Change	Repl. Jobs	Median Earning	State 2007	State 2012	State Median Earnings
Office and administrative support occupations	241,667	248,688	3%	35,159	\$13.94	3,109,445	3,190,115	\$15.18
Sales and related occupations	218,367	233,731	7%	31,233	\$15.63	2,838,820	3,047,879	\$17.60
Transportation and material moving occupations	134,629	142,930	6%	20,424	\$13.11	1,239,652	1,299,665	\$13.07
Management occupations	131,242	136,078	4%	12,474	\$29.23	1,628,200	1,745,178	\$38.83
Education, training, and library occupations	116,361	126,788	9%	18,839	\$22.84	1,107,877	1,214,480	\$22.82
Food preparation and serving related occupations	109,731	116,539	6%	27,504	\$8.58	1,353,628	1,445,569	\$8.74
Construction and extraction occupations	107,133	112,507	5%	13,132	\$19.10	1,122,501	1,166,693	\$20.56
Production occupations	97,379	103,520	6%	12,423	\$13.41	1,106,780	1,122,699	\$13.04
Business and financial operations occupations	74,717	82,004	10%	9,671	\$25.54	1,190,971	1,290,508	\$27.22
Farming, fishing, and forestry occupations	74,356	78,178	5%	23,763	\$8.06	203,602	211,977	\$8.56
Personal care and service occupations	72,832	79,585	9%	10,361	\$9.25	733,217	772,088	\$9.75
Healthcare practitioners and technical occupations	65,726	74,886	14%	12,334	\$35.92	775,205	852,351	\$37.12
Installation, maintenance, and repair occupations	65,332	69,079	6%	9,875	\$18.44	665,549	706,644	\$19.24
Building and grounds cleaning and maintenance occupations	62,779	63,406	1%	9,116	\$10.32	816,748	853,872	\$10.21
Arts, design, entertainment, sports, and media occupations	41,833	46,435	11%	3,894	\$17.66	830,415	916,115	\$19.80
Healthcare support occupations	38,188	44,344	16%	8,427	\$11.55	391,113	444,565	\$12.50
Protective service occupations	29,250	31,133	6%	6,241	\$21.25	367,534	391,109	\$20.79
Architecture and engineering occupations	27,850	31,428	13%	4,027	\$32.74	405,122	428,153	\$34.71
Community and social services occupations	20,839	23,332	12%	4,327	\$18.93	242,798	267,462	\$19.54
Computer and mathematical science occupations	20,425	23,464	15%	3,590	\$30.90	511,992	577,823	\$35.21
Military occupations	17,295	16,316	-6%	2,156	\$24.76	220,882	208,382	\$24.61
Life, physical, and social science occupations	16,953	18,333	8%	2,447	\$27.34	245,888	262,408	\$29.79
Legal occupations	11,032	12,275	11%	1,216	\$41.88	190,232	207,973	\$45.34

Source: Economic Modeling Specialists Inc. (9/2007)

Top-Ranked Occupations by New + Repl. Jobs, 2007-2012

The following chart exhibits the top ranked occupations by new and replacement jobs from 2007 to 2012. The occupations have been filtered by average education level to include only those between "Moderate-term on-the-job training" and "Bachelor's degree" inclusive.

Description	2007 Jobs	2012 Jobs	New + Repl. Jobs	Median Earnings	Education Level
Registered Nurses	21,893	25,446	8,576	\$34.79	Associate's
Elementary School Teacher, Except Special Education	27,226	29,446	7,129	\$26.07	Bachelor's
Truck Drivers, Heavy and Tractor-Trailer	27,383	29,146	5,235	\$17.08	MT OJT
Business Operation Specialists, All Other	15,263	17,164	4,724	\$27.01	Bachelor's
First line Supervisors/Managers or Retail Sales of Workers	26,522	28,857	4,239	\$15.29	Exp. In Field
Medical Assistants	7,077	8,692	3,674	\$12.28	MT OJT
Customer Service Representatives	12,964	14,470	3,674	\$14.23	MT OJT
Carpenters	17,639	18,896	3,245	\$20.03	LT OJT
Nursing Aides, Orderlies and Attendants	11,429	12,735	3,231	\$10.72	PS Award
Maintenance and Repair Workers, General	13,460	14,502	3,210	\$16.40	MT OJT
Secondary School Teachers, Except Special and Vocational Education	11,522	12,265	3,064	\$29.03	Bachelor's
Accountants and Auditors	11,596	12,994	3,060	\$24.85	Bachelor's
Bookkeeping, Accounting and Auditing Clerks	22,782	23,207	2,923	\$14.83	MT OJT
First-Line Supervisors/Managers of Office and Administrative Support Workers	15,631	16,367	2,905	\$20.61	Exp. In Field
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	12,070	12,872	2,824	\$24.34	MT OJT
Dental Assistants	4,832	5,863	2,535	\$13.40	MT OJT
Executive Secretaries and Administrative Assistants	12,703	13,277	2,448	\$17.73	MT OJT
Automotive Service Technicians and Mechanics	8,556	9,155	2,307	\$17.66	PS Award
Preschool Teachers, Except Special Education	5,685	6,632	2,269	\$12.08	PS Award
First-Line Supervisors/Managers of Food Preparation and Serving Workers	9,161	9,737	2,139	\$11.20	Exp. In Field

Source: Economic Modeling Specialists Inc. (9/2007)

Based on programs offered by WHCCD that might lead students into the occupation of demand.

Color Key:

- Occupations with programs or training available at WHCL and WHCC are highlighted yellow.
- Occupations with programs or training available at WHCC are highlighted green.
- Occupations with programs or training available at WHCL are highlighted blue.
- Occupations with programs or training not available at WHCCD.

2007 FRESNO COUNTY EMPLOYMENT STUDY

In 2007 the Fresno County Workforce Investment Board conducted a survey of Fresno County employers to collect data relevant to guide the county's potential and job growth and employment trends. A total of 1,004 surveys were completed. They included small, medium, and large employers from seven sectors.

Below is a summary of the findings. The original data set was sorted to include only those occupations with 20 or more Projected Positions in Year 1. Occupations with no employers requiring High School Diplomas or Certification were then removed. The top 25 occupations remaining are listed below sorted by the Projected Positions in Year 3.

Salaries reported are based on the employers in the Fresno County region.

Occupation	Projected Positions (Yr.1)	Projected Positions (Yr.3)	High School Diploma Required	Certification Required	Salary Estimate (Low)	Salary Estimate (Mid)	Salary Estimate (High)
Production Laborers	1662	3946	33%	0%	\$8.54	\$0.00	\$11.50
Sales Representatives, Wholesale/Manufacturing, Except Technical & Scientific Products	266	456	53%	10%	\$17.70	\$0.00	\$24.98
Registered Nurses	379	418	86%	81%	\$23.35	\$29.39	\$33.74
Psychiatric Technicians	386	386	100%	0%	\$12.00	\$14.00	\$16.00
Farmworkers, Farm and Ranch Animals	235	374	33%	0%	\$7.75	\$9.00	\$10.00
Licensed Practical and Licensed Vocational Nurses	281	320	92%	84%	\$15.35	\$18.96	\$22.69
Computer Programmers	228	298	74%	20%	\$18.32	\$29.05	\$30.00
Automotive Service Technicians and Mechanics	185	290	32%	41%	\$12.15	\$14.38	\$23.22
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	193	280	4%	0%	\$8.23	\$0.00	\$11.33
Truck Drivers, Heavy and Tractor-Trailer	178	256	36%	60%	\$12.60	\$14.69	\$17.90
Office Clerks, General	125	236	59%	1%	\$10.18	\$12.27	\$14.17
Automotive Specialty Technicians	129	222	20%	18%	\$8.62	\$12.38	\$15.19
Heating, Air Conditioning, & Refrigeration Mechanics & Installers	170	207	25%	50%	\$10.43	\$15.33	\$20.80
Electricians	81	168	76%	30%	\$15.30	\$19.20	\$27.15
Operating Engineers and Other Construction Equipment Operators	158	158	61%	17%	\$13.63	\$0.00	\$17.83
Parts Salespersons	89	158	72%	2%	\$8.82	\$15.35	\$16.47
Cleaners of Vehicles and Equipment	97	145	62%	54%	\$8.23	\$15.00	\$16.83
Truck Drivers, Light or Delivery Services	54	120	34%	17%	\$11.07	\$0.00	\$16.32
Maintenance and Repair Workers, General	57	119	47%	6%	\$11.47	\$13.41	\$16.10
Freight, Stock, and Material Movers, Hand	59	117	0%	50%	\$12.00	\$0.00	\$18.00
Automotive Body and Related Repairers	73	105	26%	44%	\$11.40	\$16.75	\$21.40
Cashiers	63	102	86%	0%	\$8.01	\$9.15	\$11.83
Financial Managers	59	95	87%	0%	\$23.44	\$24.47	\$32.49
Electronics Engineering Technicians	44	89	63%	4%	\$20.67	\$23.00	\$24.87
Physicians and Surgeons, All Other	29	88	90%	90%	\$28.00	\$0.00	\$52.00

Source: Fresno County Workforce Investment Board

Section VI: Key Findings and Strategies

STRENGTHS OF WEST HILLS COLLEGE LEMOORE

West Hills College Lemoore's fully accredited college status that was granted by the Accrediting Commission for Community and Junior Colleges in 2006 was well deserved. The campus features the largest and most technologically advanced library in Kings County, 18 lecture classrooms, computer labs, and three science collaboratories. Working in this state of the art facility contributes to the high morale and 'can do' attitude of the faculty and staff. In the accreditation self study the college describes itself as having a "healthy governance environment."

The partnerships that have been developed with other educational segments have been significant and positive. The partnership with University Charter School on the Lemoore campus brings in 5th through 8th grade students who are seeking a non-traditional educational setting. The Lemoore High School Middle College program is exemplary and continues to increase in scope and size. The alliance with Cal State University, Fresno, which allows students to earn a bachelor's degree while attending classes at the Lemoore site, is a partnership that every community college in the state should have. A program with Americorps has provided tutors. In 2008, a nursing program that had been the result of a partnership with Fresno City College will break out as a stand alone nursing program. The teacher preparation program T.E.A.M. Teach addresses the need for well prepared educators in our communities.

The college has responded well to the demands of business and industry. The region's emerging hotel, restaurant, and Casino management industry resulted in the development of a program to train managers in these areas. A new engineering program was started in fall 2008.

Naval Air Station Lemoore, located five miles from the Lemoore campus has a rich and enduring presence with the college. Faculty and staff have noted that the presence of students from NASL has enriched their classes and the college community because of a global knowledge base and experiences. Its proximity to the Lemoore campus influences the college and provides a unique perspective not available to many community colleges.

Student Services: New leadership in the student services area has resulted in innovative and effective approaches to serving students. An example of this is X-treme Registration that provides students with a unique college event and services to register at the last possible moment. Another example is bilingual orientation that was scheduled to be in place in 2007 and online orientation planned for implementation by spring '08.

Instructional Services: A consensus was reached on the definition of an instructional program that has facilitated the implementation of the program review process. There has been a concerted amount of effort in working toward a college wide completion of student learning outcomes for each course, projected to be in place by the end of 2008.

The college's continued focus on improving and refining all aspects of the curriculum development process will be important to the creation of classes, programs, and services that will lead the way to an educated work force in this region. Its state of the art technology and physical plant, the growth in the area surrounding the college, and its vital faculty and staff are hallmarks of West Hills College Lemoore.

KEY FINDINGS & STRATEGIES FOR WEST HILLS COLLEGE LEMOORE

COLLEGE WIDE: MULTIPLE DELIVERY SYSTEMS – ONLINE, VIDEO CONFERENCE, WEB BASED

Key Findings

The West Hills Community College District service area spans a wide swath of the San Joaquin Valley and encompasses five counties in mostly rural environments. The area is large and the need for educational access to the population is great. Students facing time and geographical barriers to education must have their needs met through the access provided by online courses and programs and video conference courses.

Online enrollments across the district continue to grow. The majority of the students who are enrolling in online classes are from our service area, although approximately 40% are from outside the service area. The success and retention rates for students in online classes throughout the district is below classroom rates, but remains fairly consistent for Lemoore students at 55% success rate and 73% retention.

At WHC Lemoore during the '07-'08 academic year, there were 3,155 unduplicated students enrolled in online classes. On the campus at Lemoore there are 5,276 students enrolled.

With high school graduation rates projected to be static for the next 7 years, increased offerings of classes and programs in multiple delivery systems, will be a major factor for growth at the college.

Strategies to address key findings:

- More development of multiple delivery methods for classes and programs throughout the curriculum, including online, video conference, web based classes, hybrid classes and traditional classes utilizing new formats.
- Development of an array of Basic Skills classes in multiple delivery methods to provide access for students in need of pre collegiate work.
- More development of degrees and certificates that can be earned online.
- Increase student services and support for online students
- Research on staffing levels needed to support growth and development of online and video conference classes
- Close attention to the technological resources and facilities needed to maintain and increase online and video conference classes.
- Develop and market programs targeting non-traditional students.

The findings and strategies address goals from:

- District strategic plan: #1 Achieve growth targets, #4 improve transfer, completion and graduation rates
- College guiding principle: Access
- State strategic plan: College awareness and access

COLLEGE WIDE: NAVAL AIR STATION

Key Findings

The enrollment at the Naval Air Station (NASL) has been in a steep decline for the last five years, with a slight uptick in 2007-2008.

Among the factors that may have contributed to the decline are the opening of the new Lemoore campus which has attracted military students to enroll on campus, changes to military tuition assistance, deployment during the Iraq war, and the increased availability of online courses.

Students at NASL have preferred evening courses. Some student characteristics are notably different from other entities – students are older, and there are generally more white students and fewer Hispanics.

In 2007-2008, the Naval Air Station center had 143 students, down from a high of 462 in 2002-2003.

The importance of Lemoore Naval Air Station to the college and the region cannot be underestimated. The Naval Air Station is a unique resource with a stable population that has educational needs.

Strategies to address Key Findings:

- Formation of a widely representative advisory committee to discuss the issues of enrollment at NASL.
- Discussions with leadership at NASL in regards to their concerns, forecasted changes and/or program development, resource sharing
- Involvement of campus leadership for ideas, concerns
- Brainstorm ideas in regards to adult learners, under skilled workers, retraining and reentry training
- Offer alternative scheduling, short term curricular modes, weekend classes
- Consider new joint use ideas, non credit, and focused programs with cohorts

Addresses Goals From:

- District Strategic Plan:# 3 Community participation rates
- College Guiding Principle: Collaboration, community
- State Strategic Plan: Goal: A#3 Innovative programs and outreach

COLLEGE WIDE: COORDINATION OF PROGRAM AND COURSE DEVELOPMENT

Key Findings

There has been coordination between WHC Lemoore and WHC Coalinga in the development and offering of courses and programs.

A number of factors make coordination in coming years even more complex. Among them are the substantial and growing offerings online and the fully accredited status of the college.

In the data regarding students' identification of city of residence, a significant percentage of students come from cities such as Fresno, Coalinga, Visalia, and Avenal. While some of these residents may only be enrolled in online classes, we can also infer that these students may be willing to take classes some distance from their homes because of the desirability of a specific program.

The alignment of courses and programs within the college district and with all segments of education are essential to student access and success. Coordination would allow the college to maximize the development of courses and programs unique to its community, area, and facilities – and provide students with more choices and venues. These are essential to student access and success.

Strategies to address key finding:

- Continue to coordinate the development of courses and programs with WHC Coalinga to ensure comprehensive offerings to all students in the service area.
- Interface Lemoore's Student Learning Committee with Coalinga's Instructional Services Council on a regular basis to discuss and make recommendations for approval of new courses and programs.
- Consider the formation of a district committee for review, coordination, and recommendation for approval of courses and programs.
- Develop a process to ensure colleges adhere to the Rule of 5 in which course number, title, prefix, units, and transferability are coordinated and discussion and coordination take place that ensure students have a seamless experience in their access to curriculum at WHCCD.

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion, and graduation rates
- College Guiding Principle: Access
- State Strategic Plan: #1 College awareness and access

COLLEGE WIDE: ADDRESS THE CHANGING DEMOGRAPHICS

Key Findings:

An analysis of the demographic data for WHC Lemoore reveals that students in the age group of 30-49 have increased slightly at the college from 1,566 in '02-'03 to 1,651 in '07-'08. On the Lemoore campus, this group has dropped slightly from 1,179 to 1,157 during this time frame. But the number of online students in this age group has risen from 629 in '02-'03 to 750 in '07-'08.

The Regional Scan and Program Demand Report from Economic Modeling Specialist Inc. (EMSI) projects that the greatest growth in our region will occur among adults aged 30 to 34 years and children under 10 years of age during the period of '07-'12.

The female student population at WHC Lemoore continues to be significantly greater than the male population reflecting a state and national trend. In '07-'08 females comprised 62% of the student body.

The Bureau of Labor Statistics reports that for the first time since the modern women's movement came to life, an economic recovery has come and gone, and the percentage of women at work has fallen, not risen. A congressional study released on July 23, 2008, offers the explanation that women are dropping out of the workforce for awhile as jobs and wages shrink, to return to the

family and to potentially retrain. At WHC Lemoore 30-49 year olds are a larger proportion of the student population than those 25-29.

With the projected service area high school graduates remaining static into 2015, the college needs to focus on the demographic that may offer the most growth and also have a growing educational need in this region – students, primarily women, in the 30-49 year old age group.

Strategies to address key finding:

- Consider workforce programs that would attract students who are seeking retraining for the next stage of their work life.
- Query students in this age group about their needs – scheduling of classes, academic support, child care, programs that they seek, etc.
- Target marketing to this group of potential students in the community

Addresses goals from:

- District strategic plan: #1 Achieve growth targets, #4 Improve transfer, completion, and graduation rates
- College Guiding Principle: Access, Diversity
- State Strategic Plan: College awareness and readiness

INSTRUCTIONAL PROGRAMS: BASIC SKILLS

Key Findings

Levels of proficiency in English/Language Arts and Mathematics of students at the 11th grade level in feeder high schools to WHC Lemoore are low. This implies a potential need for more Basic Skills sections available to first term students matriculating to the college.

Of first term students who were assessed, 48% assessed into Basic Skills English and 51% assessed into Basic Skills Math.

Data from the California Community College Chancellor's Office reports that when students do not receive the Basic Skills education they need, less than 10 % will survive the college experience.

Successful participation at the college level is dependent on preparation math and English skills. According to the CCCCCO, more than half of entering community college students require some Basic Skills education due in part to the fact that K-12 curriculum and assessments do not always adequately prepare students for college level work.

Students at Lemoore are generally successful in Basic Skills classes. In math and English the college has continued to increase sections after the reduction in '03-04, showing programs committed to Basic Skills offerings. Math and ESL have high productivity levels, and the success rate in both programs is above the college average. English, math, and ESL Basic Skills classes all have high retention rates.

Strategies to address key findings:

- Offer more sections of Basic Skills Classes in English, ESL, and math
- Consider a college wide committee to address Basic Skills and preparedness for college level curricula
- Work to ensure that all general education and vocational courses include specific activities designed to reinforce key reading, writing, speaking, and computational competencies
- Offer alternative pathways to Basic Skills preparation – e.g., intensive short-term courses, open skill building tutorials, etc.
- Focus professional development on student success, providing faculty with incentives to integrate the development of essential academic skills in their students
- Track students success from Basic Skills through college level curriculum
- Seek innovative ways to offer and deliver Basic Skills classes.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, graduation rates
- College guiding principle: Access
- State Strategic Plan: Goal B, Student success and readiness, Basic Skills as the foundation for student success

INSTRUCTIONAL PROGRAMS: ENGLISH AS A SECOND LANGUAGE

Key Findings

Even with a significant reduction in ESL class sections that occurred after '02-'03 and little growth in additional sections following that, the enrollment has remained high. In '07-08, there are more enrollments in the 7 sections offered than the 15 sections in '02-03.

The retention rates are high in classes with success rates of 67% slightly below the statewide average of 70.6%.

The college does not offer college-level ESL classes. ESL offerings have had limited scheduling, primarily offered in the evening, although expansion into day time slots occurred in fall '08.

Latinos are projected to become the State's largest ethnic group by 2011 and the majority population in public schools by 2013. The college's predominantly Hispanic student body, which is also reflected in the region, strongly suggests that a fully developed ESL program that leads to success in college level transfer classes and programs is essential.

Data from the Public Policy Institute of California notes that the educational attainment of Latinos falls short of residents overall and short of what the economy will demand by 2015.

Strategies to address Key Findings:

- Develop a full curriculum of ESL courses that lead to college level offerings
- Develop an assessment and placement system for ESL students
- Offer more sections of Basic Skills classes in ESL in multiple delivery methods and time slots throughout the schedule
- Track ESL students into college level classes

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion and graduation
- College guiding principles: Access, Diversity
- State Strategic Plan: Goal B, Basic Skills as the foundation for student success

INSTRUCTIONAL PROGRAMS: THE ARTS

Key Findings

Art classes at Lemoore are among the highest in retention and success rates, and FTES at the college.

The location of Lemoore and the resources it provides the community suggests that it will develop as a cultural center in the community.

A recent community survey revealed that approximately 65% of respondents indicated that they would be somewhat-to-much-more-likely to vote for a local higher education bond if funds were used to construct a performing arts center for college and community use.

Music programs exist in the community and at selected high schools.

Strategies to address key findings:

- Develop a program in the arts and performing arts
- Develop an advisory committee from the community to determine interests and needs

Addresses goals from:

- District Strategic Plan: #3 Increase community participation
- College guiding principles: Community, Excellence
- State Strategic Plan: #1 College awareness and access

INSTRUCTIONAL PROGRAMS: LOWER DIVISION TRANSFER CURRICULUM

Key Findings

On the admission application 39% of West Hills College Lemoore students state that their primary goal is to transfer to a 4 year institution.

The geographic distances inherent in West Hills Community College District make access to educational opportunities challenging. The college's partnership with CSU Fresno and Fresno Pacific University are significant as students interested in going on to a baccalaureate degree can do so by completing requirements on the Lemoore campus. Access to a wide array of lower division transfer curriculum, articulation agreements and transfer agreements facilitate a student's continued educational pursuits.

The community survey revealed a priority interest in university classes. Close to 90% of respondents indicated that they would be somewhat-to-much-more-likely to vote for the bond if funds were used to construct a university center where university classes would be offered to complete advanced college degrees.

Graduating seniors from public high schools in this region are 7 per cent less likely to attend a community college and 4 per cent are less likely to attend a UC than graduating seniors statewide.

Lemoore student transfers to four year institutions continue to grow, with CSU Fresno

being a main transfer site. Notably, an increasing number of WHCCD online students are transferring. With the opening of the UC Merced campus, more articulation and transfer agreements for Lemoore students should be forged. In addition, many students from Lemoore transfer to in state private colleges and universities – in fact, more students go on to private institutions than matriculate to public institutions.

Strategies to address Key Findings:

- Increase the development of lower division transfer classes that fulfill IGETC requirements
- Align student learning outcomes in critical course sequences
- Discuss and coordinate with like discipline areas across the district
- Meet regularly to align curriculum with high school partners and 4 year partners, including both public and private institutions.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, graduation rates
- College Guiding Principles: Excellence
- State Strategic Plan: Goal B, #4 Intersegmental transfer

INSTRUCTIONAL PROGRAMS: ECONOMIC TRENDS and WHC LEMOORE PROGRAMS

Key Findings

In a scan of the economic forecasts and the projected labor market for the region against the backdrop of existing instructional programs at the college, a number of occupations in a handful of areas continue to surface.

Examples of these areas are: medically related health careers, management/supervision in the areas of retail and government, teacher education, and child care workers.

At Lemoore, the child development program is particularly well developed with its certificates and degrees. The program is layered with many options. Agreements with Hanford High and the NASL child care programs are creative. Online classes are being considered. The Education/Education Assistant program has been actively involved in partnerships with the University Charter School and highly successful Middle College High School, but appears to be shrinking. These programs can play an important role in the economic development of the region placing their graduates in the growing field of education and child care.

WHC Lemoore is well positioned to provide timely education and job training in health related fields. The new nursing program started in fall '08 and other programs are being explored.

The college has been proactive in partnering with the Health and Human Services Department of Kings County, which is with the college to provide workforce training programs for the CalWorks population in fields such as office technology.

The importance of the Naval Air Station to the college is obvious. Declining enrollment at NASL requires a fresh look at possibilities in terms of workforce training. Discussions with the NASL, college faculty and staff, environmental scans, and labor market projections should provide a foundation for the decision-making process.

In environmental scans of any region, projects or areas surface that haven't yet made the radar screens of labor market surveys. One such project is the Quay Valley Ranch, a proposed planned community consisting of about 12,000 acres in unincorporated Kings County. It is planned to be a new, sustainable, solar-powered model town of about 150,000 people. The potential for partnership, the development of programs in sustainable energy, the need for education, jobs, and services is large. The college must play a role.

Strategies to Address Key Findings:

- WHC Lemoore has already forged many strategies to respond to labor market needs. But the process to find ways to collaborate with local, regional, and state partners takes constant attention & effort.
- Monitoring economic trends and corresponding program development and expansion must continue. Employee demographics suggest that significant administrative and faculty retirements may occur in the next ten years. Staffing decisions must be considered.
- Program review and coordination at the college and district level may reveal areas of collaboration or unique pursuit because of geography, program interest or expertise, or facilities.
- Work force training is as important as the preparation of students in the Basic Skills. Contextualization – the concept that students learn essential skills best in practical, experiential contexts is ideal in that environment. Links with Basic Skills and work force training can be employed in programs at a college like Lemoore, where collegiality and communication are stated values.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, graduation rates
- College guiding principles: Excellence, Collaboration
- State strategic plan: Goal C Partnerships for economic and workforce development

STUDENT SERVICES: ASSESSMENT PLACEMENT SERVICES

Key Findings

18.8% of all students at Lemoore have received assessment placement services in '06-'07; 49.5% of first-term students were assessed that year.

In '07-08, 46% of first-term students were assessed and 48% of them placed into Basic Skills English and 51% placed into Basic Skills math.

District wide, about 14% of students who did not receive assessment had educational goals that required assessment in order to succeed at the college level.

A small percentage of 11th grade students at feeder high schools to WHC Lemoore test as proficient or advanced in English or math.

Assessment and placement are a foundation for college success and students most at risk are those who have not been assessed.

Strategies to address Key Findings:

- Develop programs to ensure that the majority of incoming students receive

assessment placement services to provide them with information to access classes that will prepare them to succeed academically.

- Work across the curriculum to insure that classes that will help students succeed academically are available to them.
- Students in categorical programs compose about 63% of Basic Skills English enrollment. Develop collaboration between categorical programs and Basic Skills English faculty to improve success rates

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion, graduation rates
- College Guiding Principles: Access, Excellence
- State Strategic Plan: Goal B, Student success and readiness, Assessment and placement

STUDENT SERVICES: MULTIPLE DELIVERY SYSTEMS FOR STUDENT SERVICES

Key Findings

The remarkable growth in students taking online classes necessitates a rethinking throughout the college about new ways to support their learning and success.

The college has an unduplicated head count of online students that is equal to 49% of on-campus students. There were 3,161 online students in the '07-'08 school year. The projected development and growth of multiple delivery systems for classes will necessitate new strategies for student services.

With relatively new leadership in student services at Lemoore, new perspectives and ideas are being implemented. The goal to provide online and bilingual orientation, counseling, testing and guidance service to new and continuing students is being implemented. (Institutional self study report, '06)

Although 49% of first term students received assessment placement, 18% of all students used assessment placement services in '06-'07, with only 8% of the college's students using follow up academic services.

The success and retention rates for students taking classes online are below the rates of students taking classes on campus. Online students in '07-'08 had a success rate at Lemoore

of 55% and a retention rate of 73%. On campus students had a success rate of 63% and a retention rate of 78%.

Strategies to address Key Findings

- Develop a means to provide more students with matriculation services, with a focus on students who are enrolled in online and video conference classes
- Develop methods to more effectively assess the student preparedness levels of online students
- Develop a student services strategic plan with multiple delivery systems as a main theme. Because of the existing initiative to start online and bilingual services, the college may already be developing a model program to be replicated.
- Consider the efficacy of joint online student services with WHC Coalinga so students at either college would have seamless, well supported services available in an expansive time frame.

Addresses goals from:

- District Strategic Plan: Goal #4 [Improve transfer, completion, graduation rates
- College Guiding Principles: Access, Innovation
- State Strategic Plan: Goal B, Student Success and Readiness



Institutional Effectiveness Planning Calendar 2008-2009

ID	Task Name	Accountability	Start	Finish	Duration	2008						2009								
						Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
1	Update Accountability Documents (EMP, Program Review, Performance Indicators, Goals)	IE Office	6/13/2008	7/31/2008	7w	■														
2	Complete Instructional and Non-Instructional Program Reviews	CIO, CSSO, and IE Office (District)	8/15/2008	11/28/2008	15.2w			■	■	■										
3	Review CCSSE Findings	President's, CIO, CCSO, IE Office	10/1/2008	10/15/2008	2.2w				■											
4	Review College Performance Indicators and Identify Areas for Improvement	Presidents and IE Office	10/15/2008	10/30/2008	2.2w				■											
5	Review ARCC Findings	Presidents and IE Office	2/2/2009	2/13/2009	2w														■	
6	Consolidate College Needs based on Program Review, SLOs, KPI, ARCC, CCSSE, Planning Committees, Planning Documents,....	Presidents and IE Office	2/16/2009	2/27/2009	2w															■
7	College Strategic Planning – Identify Priorities	Presidents and IE Office	3/2/2009	3/13/2009	2w															■
8	District Strategic Planning – Identify Priorities	Chancellor and IE Office	3/17/2009	3/30/2009	2w															■
9	Submit Proposed Budget and List of Priorities	Presidents & Chancellor	4/10/2009	4/10/2009	.2w															■

**West Hills Community College District:
Strategic Plan for Information Technology**

Version 1.0



April 1, 2008

**West Hills Community College District:
Strategic Plan for Information Technology**

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West Hills Community College District:
Strategic Plan for Information Technology

1. Executive Summary

The West Hills Community College District recently completed a strategic planning process for information technology. The results of that process include substantial insight into the District's current circumstances and prospects for moving forward.

First, though, it should be pointed out that the District is already making considerable progress in many areas. For example, significant advances have been made with respect to distance learning, instructional technology, and online services for students and faculty.

Generally, the strategic planning process was based upon the following:

- Assessment (e.g., surveys, interviews, focus group discussions) in order to gain insight and create awareness
- Consideration of opportunities for improvement within key areas, including the following:
 - Administrative Information Technology Systems and Applications
 - Information Technology Infrastructure
 - Information Technology Services
 - Information Technology Leadership and Management
 - Instructional Technology

This planning document includes a consideration of specific opportunities for improvement. There is pragmatic information about potential action items within each of the above key areas.

The District's ability to pursue opportunities for improvement will be enhanced if there is an annual review of various efforts. The goal is to measure how well the institution is performing in numerous areas. Regular assessments of the District's circumstances will help reinforce everyone's understanding of expectations, commitments, accountabilities, priorities, etc.

The District deserves congratulations on its decision to complete a strategic planning process for information technology. The District took the initiative to ask questions about how to improve itself. As a result, it has substantial opportunities to enhance its vitality with respect to teaching, learning, service, operations, and sense of purpose.



2. Introduction and Purpose

Increasingly, information technology is a pervasive and integral part of our lives. It is becoming rather difficult to think of situations in which sophisticated systems do not have profound implications. Extraordinary technological advancements have been made in recent years in a number of areas, including the following:

- Education
- Communications
- Business and commerce
- Entertainment
- Health care
- Government

Within higher education, Google is used for research, iPods are commonplace, e-mail is a communications method of choice, and blogs are ordinary places for people to share their lives. Going forward, it is logical to assume that there will be increasingly widespread use of information technology.

How should the West Hills Community College District plan for the future? How will it address the following kinds of questions?

- What is the most appropriate way to leverage information technology to serve the mission of the District and its colleges?
- From an information technology standpoint, what must be done to support the District's *Strategic Plan for 2006 - 2010*?
- Are there particular opportunities for improving teaching, learning, and service?
- How can information technology help enable streamlined administrative services for students, faculty, alumni, staff, administrators, and others?
- Does the District have specific technology-related issues that require prompt remediation?
- Is there a particular roadmap that makes sense for the District? What practical steps should be taken?
- What obstacles and risks need to be anticipated and/or overcome?
- What are the most appropriate investments to be made with respect to information technology?

It is hard to overstate the importance of the above questions; a great deal is at stake. Information technology is widespread, foundational, increasingly complex, and costly. And, many systems and services are directly tied to the work of the District.

In addition to the practical aspects of information technology, there are important philosophical issues that need attention. For example, the advanced use of information technology is increasingly seen as an indicator of an institution's vitality and sense of progress.



Going further, there are democratic and egalitarian issues to consider. For example, the District must ensure that people have access to information technology that enhances their ability to teach, learn, interact, and serve others. We must enable everyone in the District to leverage information technology in highly beneficial ways.

Colleges and universities sometimes have rather dissimilar strategic plans for information technology. There can be substantial differences with respect to mission, priorities, resources, organizational structure, etc. Although this document recognizes best practices from other institutions, this strategic plan for information technology focuses on the unique circumstances of the West Hills Community College District.

Although the District has already realized substantial success in many areas, the basic premise of this strategic plan is that the District wants to enhance its ability to achieve certain critical outcomes. Examples of such important results can include the following:

- Improved teaching and learning
- Strong support for marketing/admissions programs
- Increased enrollment retention
- Increased productivity of students, faculty, and staff -- especially through the use of information technology
- Maximizing the District's return on the investments that are made in information technology
- Continued recruiting of talented faculty, staff, and administrators
- Streamlined administrative services (e.g., registration, financial aid)

Fundamentally, information technology helps enable certain results. It is meant to be supportive, not directive. It serves the needs of the District, not vice-versa.

This strategic plan for information technology describes numerous efforts that the institution can pursue over the next five years. The focus is on helping the District move forward in important ways.

This document is comprised of several sections. First, there is a profile of the District to help establish a context. Next, is a list of assumptions that were part of the planning process.

Third, are the results of various assessment efforts (e.g., focus group discussions, surveys that were completed by students, faculty, staff, and administrators). The assessment information is meant to provide insight into the District's existing circumstances, create awareness, and enable planning for future work.

And, finally, there is a consideration of the District's opportunities for improvement. Specific information is given on how the District might enhance its efforts.

The District deserves substantial commendation for its investment in a strategic planning process. Being thoughtful about the development of information technology will result in significant benefits to students, faculty, staff, administrators, and others.



3. Understanding the West Hills Community College District

The development of a strategic plan for information technology is at least partly rooted in an understanding of existing circumstances. Characterizing the District's current situation helps enable a sensible roadmap for the future.

a. Profile of the District

The West Hills Community College District began operations in 1932. Presently, its service area is a 3,464 square mile region that includes portions of five surrounding counties. Below, are some noteworthy statistics.

- Major Service Locations: West Hills Community College District Office, West Hills College Coalinga, West Hills College Lemoore, North District Center, Naval Air Station Lemoore.
- District Enrollment in 2006 - 2007: Headcount = 10,800; Budgeted FTES = 4,950.
- Total Degrees/Certificates Awarded in 2006 - 2007: 587.
- District budget for FY 2006 - 2007: \$32.9M.



b. e-Learning Strategic Plan

The District completed its *e-Learning Strategic Plan* in 2002. A considerable number of accomplishments resulted from the planning process and resulting initiatives. Clearly, much of the District's growth (e.g., enrollment gains, enhanced services to students/faculty/staff) can be attributed to the effective development of supportive information technology.

Specifically, the *e-Learning Strategic Plan* called upon the District to address the following goals. In turn, each goal involved a number of strategies, objectives, and tasks.

- Implementation of a fully functional web site.
- Creation of partnerships to help ensure that e-learning programs/services meet the needs of the community.
- Creation of a user-friendly call center for technical assistance.
- Provision of faculty development opportunities with respect to e-learning.
- Creation of goodwill among campuses.
- Development of a well-trained workforce within the District.
- Empowerment of students to make wise e-learning decisions.
- Provision of academic and technological support to enhance student learning.
- Implementation of appropriate management practices to support e-learning.
- Provision of necessary hardware, software, and infrastructure for students, faculty, staff, and others.
- Provision of fully accessible, interactive, online library services.

This plan assumes that the District has substantially fulfilled the above goals. Now, going forward, there is a desire to build upon the success. Increasingly, there are strong expectations for enhanced services that support the work of students, faculty, staff, and the community.



c. District Strategic Plan

Certainly, the use of information technology should support the overall mission of the District. Although ensuring the success of various systems, applications, services, etc., is worthwhile, the real goal is to leverage information technology to achieve specific strategic outcomes. Going forward, it is important to enable the District to address the goals within its *Strategic Plan for 2006 - 2010*, including the following:

- Achieve or exceed funded growth targets
- Focus marketing efforts on District-wide “stories”
- Annually increase community participation rates
- Annually improve transfer, completion, and graduation rates
- Become the preferred choice of students through ongoing and active recruitment



d. Current Enterprise Systems and Applications

Below, is a list of the District's primary enterprise systems and applications.

- Datatel Colleague Student
- Datatel Colleague Finance
- Datatel Colleague Human Resources
- Datatel Colleague Financial Aid
- MS Exchange (e-mail)
- IMail (e-mail)
- Blackboard
- SIRSI Library Automation
- Hershey Imaging
- SARS
- MS Office

Presently, the District intends to implement the R18 version of Datatel Colleague in December 2007. And, eventually, the system will be migrated to a MS SQL Server database (from UniData).

Additionally, the District has announced plans for the implementation of several enterprise applications in 2008, including the following:

- Datatel Colleague Payroll (as opposed to the use of the County's payroll processing system)
- Datatel Colleague ActiveCampus Portal
- Datatel Colleague ActiveAdmissions
- Datatel Colleague Advancement

And, finally, in addition to commercially available products, the District may consider Open Source applications when it implements solutions for particular purposes. Likewise, the District will consider the pros/cons of in-house solutions vs. outsourced services/applications.



Current Information Technology Services

The District's information technology services entail several major types of support, including the following:

- **Infrastructure and maintenance, including the following:**
 - Voice, video, and data networks
 - Central computing servers and other data center systems
 - Approval and purchase of all computers and peripheral hardware.
- **Mission-critical business applications, including the following:**
 - Datatel Colleague, Blackboard, etc.
 - e-mail
 - SIRSI
- **Information management, including the following:**
 - Data management
 - Data warehousing
 - Administration of web servers
- Web services
- Emergency Notification System
- Help Desk services, including assistance with Blackboard, e-mail, My West Hills, resetting passwords, etc.
- Learning Resources assistance, including help for faculty who use Blackboard
- End user technical services, including maintenance, repairs, installations, upgrades, etc.

Presently, the District's support services are managed and delivered in a matrixed manner. That is, a number of overlapping organizations/individuals assist users in a variety of ways. There is nothing wrong with such an arrangement, but it is always important for students, faculty, staff, et al., to know how to obtain help in a prompt, structured manner. Otherwise, there is a risk that ad hoc or uncoordinated services will result in duplicative efforts, conflicting activities, and/or breakdowns in assistance.

Generally, users take the path of least resistance with they need help. That is, they will opt for the services that can be delivered most promptly and effectively -- regardless of institution's policies, procedures, organizational structure, etc. It is important for the District to recognize the nature of user behavior and ensure a coordinated approach to service requests.



e. Current Information Technology Infrastructure

The District's primary data center includes Hewlett-Packard blade servers and a 5 TB storage area network (SAN). The platforms enable considerable consolidation and scalability. That is, the systems are within a limited number of frames, and there is room for growth. The data center also includes virtual and physical tape libraries for backup purposes.

The District has a CISCO AVID system that enables voice, video, and data services over the wide area network (WAN). Currently, the network supports nine separate sites with a T1 circuits (or multiple T1 circuits). All locations are interconnected by Cisco 3662 routers that include failover capabilities. A DS3 circuit provides connectivity between the Coalinga campus and the Lemoore campus.

Both the Coalinga and Lemoore campuses have DS3 connections to the Internet. The local area networks (LANs) provide 100 MB service to the desktop. And the switching equipment enables redundant gigabit fiber connections among buildings. A Cisco Enterprise PIX 525 is used as a firewall and VPN concentrator.

Presently, the District sees its current network infrastructure as nearing (or exceeding) the end of its useful life. Bond money is being sought for the replacement of switches, routers, and other components. Additionally, the District desires a VoIP solution across its network.

There are concerns about whether telecommunications carriers are providing sufficient bandwidth to the District. There are lobbying efforts within the State (e.g., "The Last Mile") to ensure appropriate service to rural communities like Coalinga, Lemoore, etc.

The District has standards for desktops, laptops, and productivity software, but the configurations are not fixed because of the dynamic nature of the information technology industry. All full-time faculty and many adjunct faculty are issued laptops.

In general, the District has a four-year replacement cycle for desktops and laptops. However, the funding for new hardware/software is budgeted by the colleges (not the District). The Information Technology Services Department generates fixed asset aging reports so that there is clear information about the systems that require replacement. The District's goal is to "ladder" the replacement cycle so that roughly 25% of the systems are replaced each year (over a four-year period).



f. Current Organizational Structure

In many ways, the District's organizational structure involves a matrix of functions, roles, staff, responsibilities, etc. Some efforts are handled by the District's Information Technology Services Department; other efforts are handled by other District departments (e.g., Learning Resources) or campus-based staff. Additionally, the District has advisory committees to help define many of its efforts.

In a number of cases (e.g., web services, technical support, video conferencing, instructional technology), the District works across several organizational boundaries to accomplish its objectives. Presently, it is not clear how some of the efforts are kept in alignment when cross-organizational responsibilities arise.

The Information Technology Services Department is a relatively flat organization, with all staff reporting to the Director. In turn, the Director reports to the Chancellor. The classified staff includes programmer analysts, technicians, data center personnel, et al., who are cross-trained to some extent. All of the employees visit the campuses on a regular basis to provide a variety of services.

A number of information technology operations occur outside the Information Technology Services Department. For example, the Learning Resources organization is responsible for video conferencing, distance learning, faculty/student use of Blackboard, certain Help Desk functions, etc.

In terms of committee structure, the District's efforts are guided by the WHCIST (West Hills Customer Information Support Team) and the TAT (Technology Advisory Team). The membership for both groups includes key stakeholders from the District and the colleges.

WHCIST's primary (but not exclusive) focus is on the enhanced use of enterprise technology (and especially Datatel Colleague). TAT's responsibilities center around the currency of the information technology that supports students and instructional programs.

There appears to be some uncertainty about the purposes and activities that are addressed by WHCIST and TAT. It is not clear, for example, that the groups are identifying opportunities, setting priorities, recommending resource allocations, reviewing the status of various projects, etc. The seeming uncertainties about WHCIST and TAT might have prompted Lemoore College's apparent efforts to create its own technology committee.



4. Planning Assumptions

A number of assumptions are associated with the District's planning process, including the following:

- Although it is certainly important to ensure the success of information technology in all respects, the District wants its strategic plan to have a District-level perspective. As appropriate, there may be planning opportunities at the campus level that are outside the scope of this document.
- The *e-Learning Strategic Plan* established clear goals and objectives with respect to instructional technology, and the District should continue its efforts to improve all aspects of teaching and learning. Now, though, the District desires a strategic plan that includes consideration of administrative systems and operations.
- Strategic planning is a continuous process. The District will make ongoing efforts to assess its efforts, identify opportunities for improvement, and move forward.
- In many respects, the District is large, diverse, and widespread. As such, it is not easy to ensure that the planning process touched all those who might have significant insight. So, again, it is important for the District to ensure ongoing efforts to assess its circumstances.
- The planning process uncovered a substantial number of potential projects and initiatives. Some of them (e.g., implementing Datatel Colleague Advancement, implementing an ActiveCampus portal) require very significant investments of time, money, staff, expertise, etc. So, there is an implicit assumption that the District either has all of the necessary resources (including that which is required for ongoing maintenance), or the District has a strategy for prioritizing its projects and initiatives -- so that it can live within its existing budget.
- The planning process assumed that new advisory committees will be created. And, one of the first responsibilities of such groups will be to review the District's opportunities for improvement -- with an eye toward funding, prioritization, timing, executive sponsorship, etc.



5. Presentation of Assessment Data

A considerable amount of qualitative and quantitative assessment data was collected with respect to the District's existing circumstances. The most significant information was obtained as a result of the following:

- Interviews and focus group discussions
- Surveys of students, faculty, staff, and administrators

a. Interviews and Focus Group Discussions

Several meetings were held with individuals and groups in order to gain insight into the District's perspectives, concerns, suggestions, issues, etc. Below, are representative comments that resulted from the discussions.

- The District has made considerable progress over the last few years. Information technology has been a key factor with respect to enrollment growth, service to students, teaching and learning, and administrative operations.
- The District should continue its innovative use of information technology to support teaching and learning.
- The Datatel Colleague system was implemented in a rather hurried manner. As a result, some functionality might not be used to its full potential. Likewise, there are training issues that need attention.
- A number of the District's business processes (e.g., registration, tuition/fee payment, purchasing) might need to be analyzed, re-engineered, and optimized.
- The District wants to eliminate (or at least minimize) a number of organizational and technological silos.
- It is important for the District to have a fully secure and reliable infrastructure (e.g., network, data center) that is available 24x7x365.
- There are opportunities for improvement with respect to infrastructure services (e.g., wireless access, telephony, video conferencing, hardware/software life cycle management, e-mail).
- There is a need for better integration among the District's enterprise systems and applications.
- As much as possible, all applications should be available in self-service mode -- and through a portal that enables "single sign-on."
- The District might benefit from the implementation of enhanced point solutions for imaging, workflow, data mining, web content management, ID cards, etc.
- From a management perspective, there are opportunities for improvement with respect to budgeting, governance, policies/procedures, communication, planning, etc.
- From a services perspective, there are opportunities for improvement with respect to training, Help Desk operations, etc.
- From an instructional technology perspective, there are opportunities for improvement with respect to online applications (e.g., Blackboard), faculty development, classroom equipment, library automation, etc.



-
- In relative terms, the District appears to be planning some rather aggressive development projects in 2008 (e.g., ActiveCampus portal, ActiveAdmissions, Datatel Colleague Payroll, Datatel Colleague Advancement). It is not universally clear, though, that the District has sufficient resources (e.g., financial, human, infrastructure) to implement such systems. Going further, it is not clear that the long-term total cost of ownership has been determined.
 - In terms of organizational structure, there is occasional uncertainty about who is responsible for various information technology functions. Going forward, it is important to ensure that information technology functions are allocated among groups/individuals in a relatively holistic, unfractured manner.



b. Survey Results

Students, faculty, staff, and administrators were asked to complete surveys in order to gain additional insight into the District's existing circumstances and potential opportunities for improvement. The surveys asked respondents to provide the following:

- Numerical ratings with respect to specific areas of performance
- Responses to open-ended questions about general performance

In terms of numerical ratings, participants were asked to respond to each survey item according to the following scheme:

NA = Not Applicable or No Opinion

1 = Strongly Disagree

2 = Disagree

3 = Mildly Disagree

4 = Neutral

5 = Mildly Agree

6 = Agree

7 = Strongly Agree

The tables on the following pages present the mean ratings from the two survey groups. The first survey group includes students. The second survey group includes faculty, staff, and administrators.



Student Survey Responses (N = 480)		
Item		Mean Rating
1.	I consider myself to be a skilled computer user.	5.63
2.	The College/District ensures that all computers are kept in good repair and have current software.	5.72
3.	The College/District provides helpful technical assistance whenever I have a computer problem.	5.51
4.	The College/District offers effective computer training so that I know how to use various systems/applications.	5.38
5.	The College/District does a good job of equipping labs and classrooms with supportive information technology.	5.73
6.	More online courses should be offered.	5.84
7.	I prefer online courses to traditional classroom instruction.	4.84
8.	I communicate with my instructor(s) via e-mail.	5.91
9.	Considerable assistance is available to students who need help with instructional technology.	5.24
10.	The College/District web site is easy to use and provides helpful information.	6.02
11.	I use the College/District web site to register for classes, view grades, etc.	6.62
12.	The College/District provides robust and reliable access to the Internet.	6.06
13.	The College/District provides pervasive wireless network access.	5.19
14.	I am pleased with the functionality of the e-mail system that the College/District makes available to students.	6.00
15.	I am confident about the security of personal information on the College/District computer systems.	5.77
16.	Aside from the College/District information technology systems, it is relatively easy to complete the business processes related to admissions, registration, payment of tuition, etc.	5.98
17.	The College/District is ahead of other institutions with respect to the use of information technology to support students, faculty, staff, and administrators.	5.26
18.	The College/District consistently finds ways to use information technology to enhance services to students, faculty, staff, and administrators.	5.58



Faculty/Staff/Administrator Survey Responses (N = 164)

Item	Mean Rating
1. I consider myself to be a skilled computer user.	5.85
2. The College/District ensures that all computers are kept in good repair and have current software.	5.97
3. The College/District provides helpful technical assistance whenever I have a computer problem.	6.27
4. The College/District offers effective computer training so that I know how to use various systems/applications.	4.79
5. The College/District does a good job of equipping labs and classrooms with supportive information technology.	5.93
6. More online courses should be offered.	4.59
7. I prefer online courses to traditional classroom instruction.	3.76
8. I communicate with students via e-mail.	5.92
9. Considerable assistance is available to students who need help with instructional technology.	5.26
10. The College/District web site is easy to use and provides helpful information.	5.52
11. I use the College/District web site to register for classes, view grades, etc.	5.92
12. The College/District provides robust and reliable access to the Internet.	6.27
13. The College/District provides pervasive wireless network access.	4.87
14. The College/District provides robust and reliable telephone services and voice mail.	6.08
15. I am confident about the security of personal information on the College/District computer systems.	5.64
16. I am pleased with the functionality of the College/District e-mail system.	6.15
17. I am pleased with the functionality of the Datatel Student System.	4.87
18. I am pleased with the functionality of the Datatel Finance System.	4.67



Faculty/Staff/Administrator Survey Responses (continued)

Item	Mean Rating
19. I am pleased with the functionality of the Datatel Human Resource Management System.	4.45
20. I can access a variety of online management information (e.g., budgets, enrollment) with relative ease.	5.02
21. Our business processes (e.g., registration, purchasing) are aligned with the Datatel Colleague software and enable streamlined processes.	4.72
22. I always know how to contact the IT department when I have a request.	6.15
23. The IT department has a clear sense of direction, and is responsive to institutional needs.	5.80
24. There are appropriate advisory groups in place to assist with information technology issues and planning.	4.85
25. Although the College/District does not have extraordinary financial resources, it is doing a good job of budgeting funds to support information technology needs.	5.53
26. The College is ahead of other institutions with respect to the use of information technology to support students, faculty, staff, and administrators.	5.41
27. The College consistently finds ways to use information technology to enhance services to students, faculty, staff, and administrators.	5.61



Most of the survey items can be tied to major areas of interest, including the following (in no particular order):

- Administrative Information Technology Systems and Applications (e.g., Data! Colleague)
- Information Technology Infrastructure (e.g., networks, telephony)
- Information Technology Services (e.g., training, repairs)
- Information Technology Leadership and Management (e.g., vision, strategy, organizational structure, governance, operational excellence)
- Instructional Technology (e.g., classroom systems, online courses)

Basically, one purpose of the survey is to gauge the District's performance in such major areas. That is, we want a quantitative measure of how well important responsibilities are being handled.

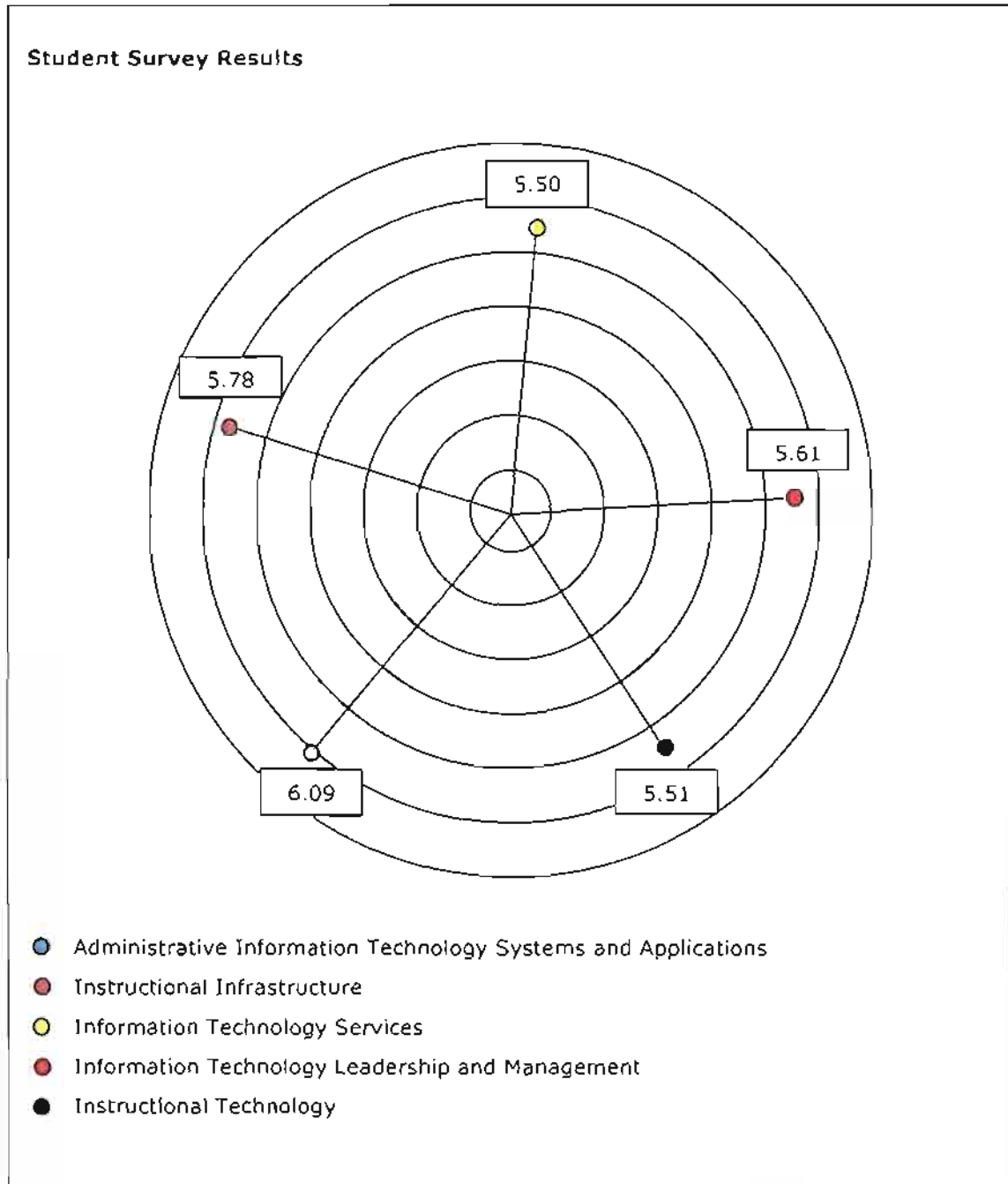
Other survey items, though, were not tied to a major area. For example, "I prefer online courses to traditional classroom instruction" is not evaluative. Instead, it reflects a desire to understand certain aspects of the District's circumstances.

The following table presents the mean ratings from the two survey groups with respect to the five major areas.

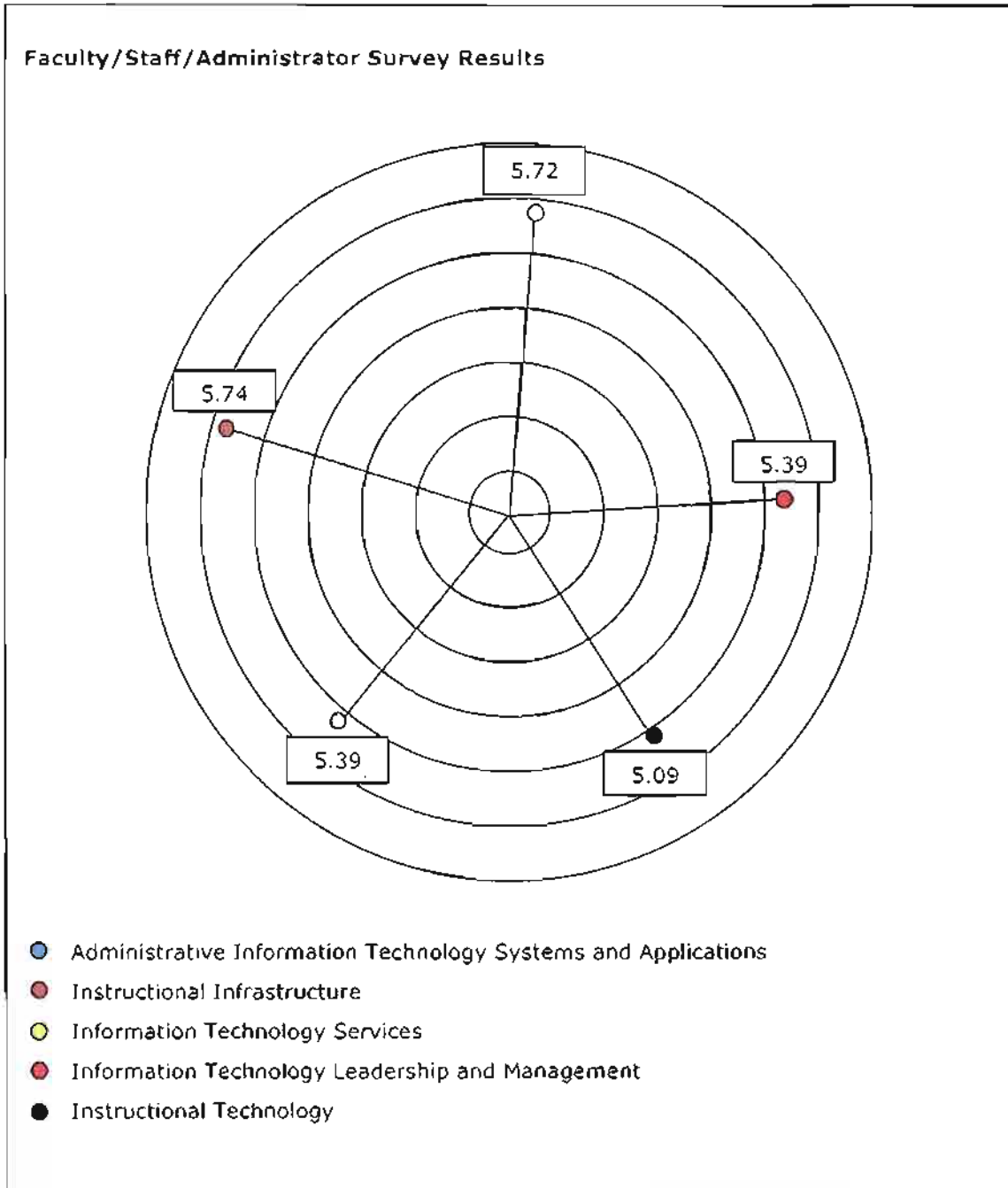
Survey Results for Major Areas		
Major Area	Student Survey Mean Rating	Faculty/Staff/Administrator Survey Mean Rating
Administrative Information Technology Systems and Applications	6.09	5.39
Information Technology Infrastructure	5.78	5.74
Information Technology Services	5.50	5.72
Information Technology Leadership and Management	5.61	5.39
Instructional Technology	5.51	5.09



Below, in graphical form, is a presentation of the mean ratings from the first survey group



Below, in graphical form, is a presentation of the mean ratings from the second survey group.



In addition to the quantitative data that was obtained, both survey groups were asked to respond to two open-ended questions:

- With respect to information technology, what are the District's three most significant opportunities for improvement?
- What additional comments would you like to share about information technology systems and services?

Below, is a table with representative responses to the question about opportunities for improvement. It should be noted that some of the responses were given by *many* of the survey participants.

Question #1: With respect to information technology, what are District's three most significant opportunities for improvement?
Representative Student Responses
<ul style="list-style-type: none">• More online classes are needed.• Using Blackboard is very difficult.• Wireless access should be available everywhere.• Up-to-date software is needed on all computers.• It is very difficult to navigate through various web sites.• The e-mail system is difficult to use.• None of the systems (e-mail, Blackboard) should have any downtime.• More technical assistance and training is needed.• Students need access to low-cost laptops.
Representative Faculty/Staff/Administrator Responses
<ul style="list-style-type: none">• More technical assistance and training services are needed.• I would like a greater sense of IT customer service.• The Datatel Colleague system does not meet my needs.• Wireless access should be available everywhere.• It is difficult to use Blackboard.• We need better remote access to systems.• The e-mail system is problematic (e.g., spam, minimal storage capacity).• We need to streamline our operations; more tasks/processes should be automated.• Our web sites are clunky and not easy to navigate.• More online classes are needed.• Our computers need to be updated on an ongoing basis.• We need to improve our management practices (e.g., clarify the nature of District responsibilities vs. campus responsibilities).



Below, is a table with representative responses to the question about additional comments. It should be noted that some of the responses were given by *many* of the survey participants.

Question #2: What additional comments would you like to share about information technology systems and services?
<p style="text-align: center;">Representative Student Responses</p> <ul style="list-style-type: none">• I think you guys are doing a great job.• I would like a student portal.• More online classes are needed. I work 50+ hours per week, and need access to such instruction.• I like online classes but do not want to lose any interaction with my instructors.• Instructors need to be well-versed in how to handle online instruction.• Some of the systems (e.g., e-mail, Blackboard) are difficult to use. In fact, Blackboard sometimes doesn't work at all when I try to take an online test.• Some of the self-service functions (e.g., viewing my class schedule) are rather clunky.• I am new at this and have never used a computer.• I am so proud to be here. Everyone is so helpful and nice.
<p style="text-align: center;">Representative Faculty/Staff/Administrator Responses</p> <ul style="list-style-type: none">• I believe that our IT department does an excellent job.• The IT staff is responsive to any issues that arise, but there is always room for improvement.• There are a number of problems with Datatel Colleague functionality (e.g., pre-requisites, purchase requisitions).• Wireless access should be available everywhere.• Computers are "locked" down too tightly; users should be able to manage their systems to some extent.• Our web sites are too confusing and difficult to navigate.• Classrooms should be equipped with computers (so that faculty do not have to bring laptops with them).• More technical staff (e.g., programmers) are needed.• More training is needed.• It is very important for our information technology plan to ensure attention on Section 508 compliance.• More online classes are needed, but online classes are not for everyone.



6. Discussion of Assessment Data

There are a number of observations about the assessment data that deserve attention, including the following:

- In relative terms (compared with other colleges/universities), the mean ratings from the student survey are quite high. Many of the values are greater than 6.00.
- In relative terms (compared with other colleges/universities), the mean ratings from the faculty/staff/administrator survey are close to normal.
- Generally speaking, a mean rating below 5.00 indicates need for improvement. In the case of the faculty/staff/administrator survey, 9 out of 27 survey items had mean ratings below 5.00.
- Overall, when the mean ratings are grouped into major areas, the data shows that the District is performing reasonably well.
- In terms of specific survey items, the following mean ratings are noteworthy:

Students:

- "I prefer online courses to traditional classroom instruction." Mean rating = 4.84.
- "I use the College/District web site to register for classes, view grades, etc." Mean rating = 6.62.

Faculty/Staff/Administrators:

- "I prefer online courses to traditional classroom instruction." Mean rating = 3.76.
- "The College/District provides helpful technical assistance whenever I have a computer problem." Mean rating = 6.27.
- "I am pleased with the functionality of the Datatel Colleague Student System." Mean rating = 4.87.
- There is qualitative and quantitative data that suggests opportunities for improvement in several areas, including the following (in no particular order):
 - Providing pervasive wireless network access.
 - Enhancing the breadth and quality of online instruction.
 - Improving the delivery of Blackboard services.
 - Enhancing training programs for students, faculty, staff, and administrators, especially since some of them are new to the use of computers.
 - Resolving issues with respect to Datatel Colleague functionality.
 - Re-engineering business processes (e.g., tuition/fee payment, purchasing).
 - Resolving issues with respect to e-mail services.
 - Enhancing the integration of enterprise applications.
 - Implementing a portal, simplifying the navigation that is required on various web sites, and enabling single sign-on capabilities.
 - With respect to information technology, enhancing the District's approach to management, governance, budgeting, organizational structure, and staffing.
 - Improving the District's information technology infrastructure (e.g., telephony, networking, enterprise servers, disaster recovery, security, life cycle hardware/software replacement, 24x7x365 access).



-
- It appears that students and faculty are in favor of more online instruction -- but only if it is handled in the proper manner. In particular, no one wants to sacrifice the interpersonal connection between student and instructor.
 - The District might benefit from the implementation of enhanced point solutions for imaging, workflow, data mining, web content management, ID cards, etc.
 - The District's unrestricted budget for FY 2006 - 2007 was approximately \$33M. It is not universally clear, though, how much of that was spent on information technology (e.g., hardware, software, salaries, maintenance). It is important for the District to implement management strategies that ensure an understanding of how funding is allocated. Additionally, such strategies should include prioritization efforts, cost/benefit analyses, etc.
 - The District should measure the percentage of its unrestricted budget that is spent on information technology and compare/contrast such a metric with peer institutions. On average, across the nation, the percentage ranges from 5% - 7%.
 - It seems that the four-year replacement cycle for hardware/software is managed at the campus or even departmental level. As a result, there is a risk of inconsistent handling of life cycle tasks. Some items might be replaced too soon; others might not be replaced until after the life expectancy is complete.
 - There is some uncertainty about the purpose and work of the District's committee structure (i.e., WHCIST, TAT).
 - The District seems to have very aggressive plans for the implementation of new enterprise systems in 2008, including ActiveCampus, ActiveAdmissions, Datatel Colleague Payroll, and Datatel Colleague Advancement. It is very, very important for the District to understand the implications of such development work and ensure that all efforts are manageable (e.g., realistic scope, affordability, return on investment).
 - There are questions about the costs/benefits associated with implementing in-house systems.



7. Opportunities for Improvement

In general, pursuing opportunities for improvement involves the alignment and optimization of several variables. *In particular, the District's strategic focus should be on Tools, People, Processes, and Organizational Context.*

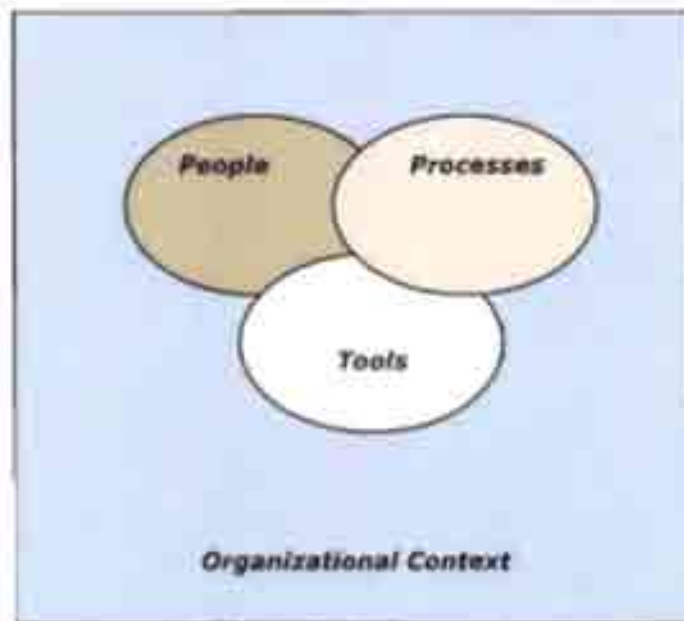
"Tools" refer to information technology systems/applications. So, for example, it is important for DataTel Colleague, Blackboard, and other systems to meet the functional and operational needs of students, faculty, staff, and administrators.

The "People" component includes a consideration of leadership, organizational structure, staffing, individual talents, accountabilities, etc. Obviously, tools are not very worthwhile unless there are people who can use them.

"Processes" refer to the tasks that comprise certain work routines. For example, the registration process, from beginning to end, includes many steps. The challenge is to ensure that all such steps reflect a streamlined effort. It is unrealistic to think that any information technology system can overcome a deficient business process. And, it is not advisable to compensate for difficulties by allocating more human resources (e.g., people).

"Organizational Context" is an important variable. It includes the institution's mission, culture, priorities, sense of community, style, etc. It serves as the framework for Tools, People, and Processes. Although an information technology system might work well at one institution, it might be a poor fit at another college/university because of different organizational contexts.

As depicted in the following diagram, the pursuit of opportunities for improvement is really a challenge of bringing a number of pieces together in the most complementary, synergistic fashion.



The District should consider a number of opportunities for improvement. And, ideally, each such effort will be tied to a number of principles, including the following:

- A focus on the ultimate outcomes that are desired (e.g., enhancement of teaching and learning, enrollment growth, operational excellence, substantial return on investment).
- Consistency among Tools, People, Processes, and Organizational Context.
- Specific deliverables, timelines, and accountabilities.
- Appropriate allocation of necessary resources -- financial or otherwise.
- Conspicuous executive sponsorship.
- Continuous assessment of all efforts to help ensure appropriate outcomes.



The next several pages list a number of potential opportunities for improvement for the District. Although the opportunities are grouped into five major areas, they are certainly not mutually exclusive. They should be seen as interrelated efforts.

Administrative Information Technology Systems and Applications

- Consider the implementation of advanced portal technology that enhances access to systems, improves integration among enterprise applications, simplifies navigation, etc. Additionally, such an interface should entail personalized channels and a single point of entry to all appropriate applications/services.
- Document perceived gaps in Datatel Colleague functionality. Consider alternative strategies for resolving such gaps, including the following:
 - User training.
 - Implementation of functionality that is not yet in production.
 - Functional consulting.
 - Business process analysis.
 - Implementation of best practices from other institutions.
 - System customization.
 - Implementation of ancillary software products.
- Analyze, and implement as appropriate, online education plans.
- Analyze, and implement as appropriate, Datatel Colleague functionality relating to online purchasing, fixed asset management, and budget development.
- Analyze, and implement as appropriate, human resource management tools for recruiting, applicant tracking, and time reporting.
- Resolve concerns about e-mail services, including the following:
 - Storage capacity.
 - Spam.
 - Remote access.
- Identify a limited number of business processes that require analysis and re-engineering. Pursue transformational opportunities that enable extraordinary improvements (and not just marginal gains) in services for students, faculty, staff, and administrators.
- Identify the need to implement a number of enhanced point solutions (e.g., imaging, data mining, workflow, web content management, bookstore applications, "One Card" system)
- Determine what enhancements, if any, are needed with respect to integrated library systems and applications.
- Assess the presence of any departmental "shadow systems" and determine whether the functionality should reside in an enterprise application.

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Administrative Information Technology Systems and Applications (continued)

- Create a written technical support plan for each system. Such plans should communicate clear messages about how the systems are maintained and who should be contacted in the event of a problem.
- Inventory all systems and ensure that each system is tied to a technology refresh (i.e., replacement) program.
- Conduct an assessment of the District's enterprise architecture. Document authoritative systems, interfaces, integration points, security/authentication schemes, databases, etc. Map the entire enterprise, resolve issues that become apparent, and ensure that future systems/applications can be supported by the architecture.
- Determine what must be done to ensure that the District's systems are compliant with Section 508 rules and regulations -- and that those with disabilities have appropriate access.
- Assess all of the implications (e.g., costs, benefits, required technical support, long-term maintenance, infrastructure issues, business processes) associated with the District's tentative development projects for 2008 (i.e., ActiveCampus, ActiveAdmissions, Datatel Colleague Payroll, Datatel Colleague Advancement).



Information Technology Infrastructure

- Implement pervasive wireless network access.
- Conduct a security audit that enables insight into potential threats. Such an audit should entail a comprehensive assessment of risk in all forms, including the following:
 - Facilities.
 - Data writes (e.g., encryption).
 - Database (e.g., ODBC connections).
 - Application (e.g., usernames, passwords).
 - Network (e.g., SSL transport).
 - Business processes.
 - System administration and operations.
 - Data archival.
 - Client data (e.g., laptops).
 - Data custodians.
 - Administrative policies.
 - Other.
- Ensure 24/7/365 access to all enterprise applications.
- Implement and rehearse disaster recovery plans.
- Implement and rehearse business continuity plans.
- On a regular basis, ensure that all necessary filters and other defenses are in place with respect to viruses, spam, etc.
- Assess the feasibility of enabling students, faculty, staff, and administrators greater access to low-cost personal hardware/software -- perhaps through the bookstore.
- Consider the need for enhanced emergency broadcast systems.
- Assess the need for enhanced, scalable video conferencing services.
- To the extent possible, ensure greater continuity and stability with respect to desktop/laptop standards.
- Consider centralizing the life cycle replacement program (and associated budgets) for desktops/laptops.



Information Technology Services

- Survey peer institutions and determine the ratio of technical support person to client devices (e.g., printers, desktops, laptops). Establish an appropriate ratio at the West Hills Community College District.
- Implement a structured curriculum of training programs/classes. Create a "College within a College" that offers both traditional and online instruction in Datatel Colleague, e-mail, word processing, etc. Such coursework is also an opportunity to provide documentation, share information about policies/procedures, etc.
- Ensure the development (and ongoing maintenance) of system-level documentation.
- Assist users with the development of functional documentation. Ensure that new employees are able to read such documentation and quickly assimilate their duties.
- Establish business processes that enable "First Day Services." That is, when a new employee arrives for his/her first day, there should be a computer, default username and password, e-mail account, system documentation, information about training classes, telephone, Help Desk contact information, etc.
- Likewise, establish business processes for "Last Day Services." That is, ensure that services are terminated (or perhaps continued) upon an employee's departure.
- On a regular basis, synthesize data on Help Desk calls, response times, satisfaction rating, etc. Establish benchmarks for service and report the results to the District's advisory committees.
- If necessary, assess the need for Help Desk management software.
- Ensure that any technical resources (support staff) who currently reside within user departments/organizations operate in conjunction with the District's Information Technology Services Department.
- Ensure the identification and cultivation of "power users" within various departments/organizations who can help ensure the success of their systems.
- Develop a "Succession Plan" that enables the District to continue operations in the event that a key employee is not available (e.g., illness, sudden retirement) -- especially for employees who are responsible for Datatel Colleague.
- Create a written technical support plan for various systems -- especially those that are used within classrooms, labs, and other instructional areas. Such plans should communicate clear messages about how systems are maintained and who should be contacted in the event of a problem.
- Inventory all systems and ensure that each system is tied to a technology refresh (i.e., replacement) program.
- Regularly update and articulate standards for user hardware/software.
- To the extent possible, centralize the procurement of hardware/software/supplies in order to manage standards, obtain volume pricing, and maintain a supply of parts/equipment so that repairs/replacements can be handled quickly.
- Consider hiring additional work study students to provide an expanded measure of user support.

continued on the next page



Information Technology Services (continued)

- Within its **committee structure**, resolve concerns **about the extent to which desktop/laptop configurations** are managed by users.
- Enhance the ability of users to obtain online support services (e.g., FAQs).



- Consider an information technology committee structure that includes the following:
 - *Executive Committee*: Overall responsibility for the success of information technology within the District. Ordinarily, such a group includes key stakeholders and other individuals as appropriate. Usually, the Executive Committee is chaired by the Chancellor. And, frequently, the membership of the group is equivalent to a District's existing executive management organization.
 - *Instructional Technology Advisory Committee*: Responsible to the Executive Committee, with a focus on the use of information technology to improve teaching, learning, and research.
 - *Administrative Technology Advisory Committee*: Responsible to the Executive Committee, with a focus on the use of information technology to improve the use of systems (e.g., Datatel Colleague) that support the institution's business functions.
 - *Technical Advisory Committee*: Responsible to the Executive Committee, with a focus on the technical aspects of the institution's information technology (e.g., networking, hardware/software standards, telephony, support services).
- Ensure the identification of executive sponsors for important initiatives in order to resolve issues that might be problematic.
- Cultivate a project management function within the Information Technology Services Department. The goal (sometimes the work of a single, current employee) is to help drive the practical aspects of various efforts (e.g., project tasks, budgeting, resource management, training).
- Consider applying project management techniques to all information technology operations (not just major initiatives). That is, a substantial number of ordinary efforts (e.g., day-to-day user support, routine programming, network operations) can be driven with project management practices (e.g., timelines, specification of desired outcomes, monitoring of accountabilities). *Applying such techniques in an appropriate manner can provide the District with a clear and thoughtful structure for completing its work. There will be increased certainty about results, how they are achieved, and what must be done to correct any difficulties.*

In terms of caution, an appropriate balance must be developed with respect to project management. That is, some institutions have been too zealous in their approach; they've invested more in the management of projects than actual work activities.

- With respect to information technology, conduct regular assessments (at least annually) of the District's progress. Develop benchmarks and measure the District's performance against such standards. For example, metrics can be developed for customer service satisfaction, network uptime, etc.
- Address seeming uncertainty about how certain functions (e.g., web services) will be handled by different organizations/individuals. Assess the District's need for relatively holistic and seamless approaches to all operations.

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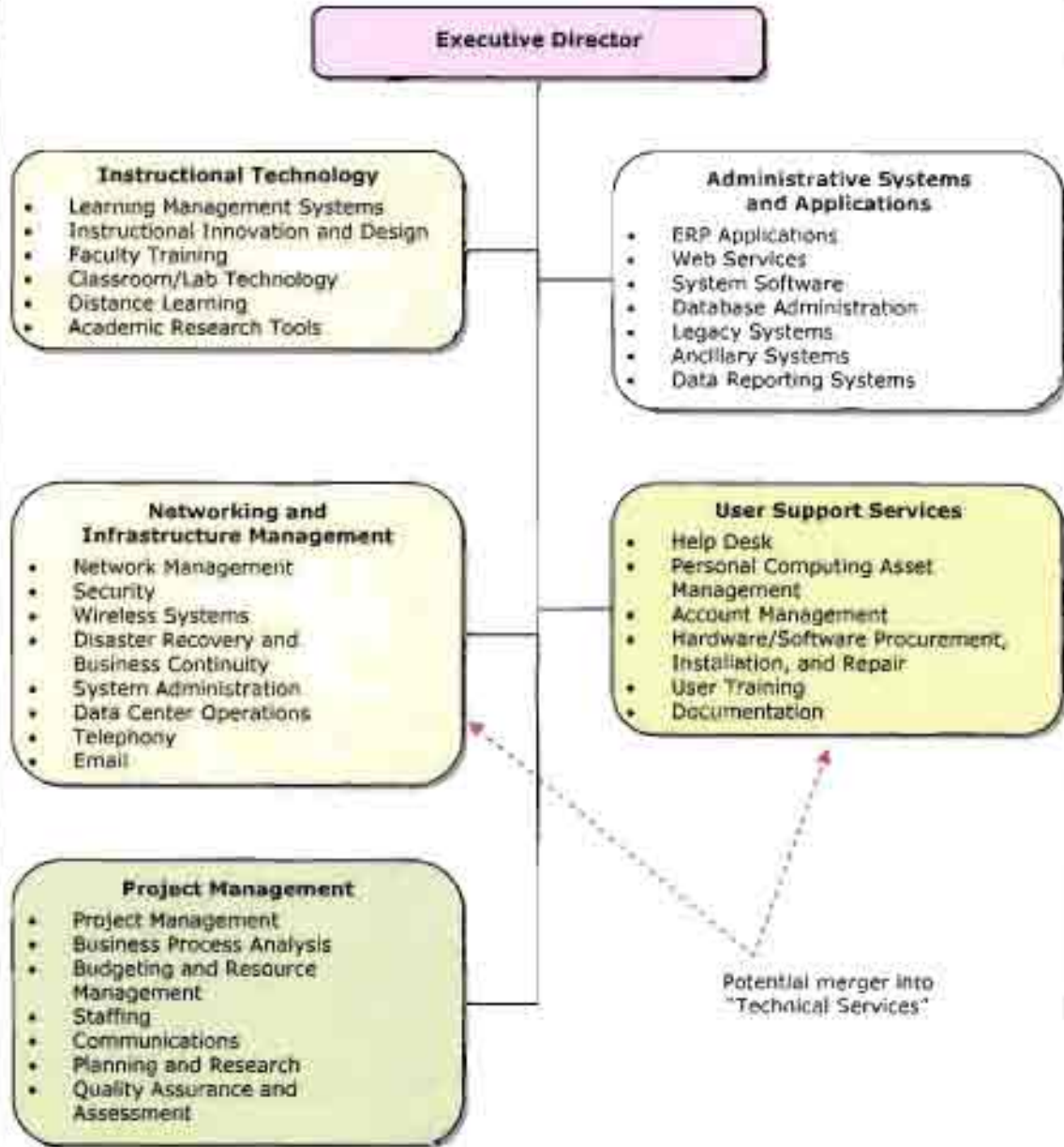


- Within its committee structure, develop relevant policies and procedures (e.g., Acceptable Use).
- Implementation a variety of communications techniques to help ensure District-wide insight into important topics and issues. Such communications can include newsletters, regular Board reports, publication of committee meeting agendas/minutes, etc.

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- From a functional standpoint, consider an organizational structure that resembles the following diagram. As necessary, build links with campus-based programs and staff. It should be noted that the functional diagram is not indicative of staffing requirements. So, for example, some functions might be handled by the same person. And, some functions might be fulfilled by multiple people.



Instructional Technology

Instructional Technology

- Review the District's *e-Learning Strategic Plan* and ensure that all goals and objectives are met.
- Resolve concerns about the use of Blackboard; ensure that the system is reliable, properly configured, and totally functional.
- Seek opportunities to enhance the use of Blackboard. In particular, at a minimum, find ways of making all instructional materials (e.g., syllabi, reading lists, notes, assignments, reference documents) available online.
- Establish an ongoing mini-grant program that provides resources to faculty who want to pursue specific instructional technology initiatives. Such a program should focus on innovation in teaching and learning -- with specific deliverables. Additionally, the program should be available to faculty across all academic programs.
- Consider incorporating the outcomes of mini-grant programs into development programs for all faculty/staff/administrators. For example, the best practices that are learned can be shared at professional conferences. As another example, regular District-level symposia can be held to help others understand new instructional systems, techniques, and tools.
- Consider using the mini-grant program to pursue new opportunities in distance learning -- especially those efforts that ensure a strong connection between student and instructor.
- Establish an Instructional Technology Advisory Committee that helps drive the success of instructional technology.
- Create a conspicuous "Center for Instructional Technology" that helps extend the District's use of supportive information technology and innovative teaching/learning strategies.
- Seek widespread implementation of faculty web pages.
- Inventory all physical spaces (e.g., classrooms, libraries, offices, labs) to ensure appropriate access to instructional technology (e.g., wireless connectivity, printing, general access computers).
- Define a clear technical support plan that addresses policies, procedures, documentation, training, organizational structure, etc. Above all else, ensure a District-wide understanding of what must be supported, how it will be supported, and who will support it. Consider reorganizing the technical staff around the functions that must be fulfilled.
- Determine how funding for instructional technology should be handled across various groups/departments. Ensure a measure of support for those who have had insufficient resources in the past.
- Develop a life cycle funding plan for the replacement of hardware/software that becomes obsolete.
- Consider developing "Communities of Scholars" -- virtual forums for students, faculty, and others who want to discuss topics, issues, etc.

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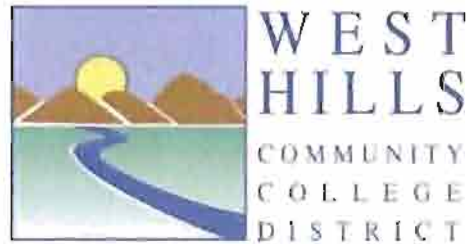


Instructional Technology (continued)

- Determine what must be done to ensure that the District's systems are compliant with Section 508 rules and regulations -- and that those with disabilities have appropriate access.
- Assess the need for additional library automation services across the entire District.



WEST HILLS COMMUNITY COLLEGE DISTRICT



Distance Education Strategic Plan September 2009-2012

**The Eaton Cummings Group
Kathleen E. Guy, Ph.D., CFRE
William M. Craft, Ed.D., CFRE**

West Hills Community College District

Distance Education Strategic Plan

1. Introduction

The West Hills Community College District Distance Education has grown dramatically in numbers of individual students, FTEs and in the range of courses, programs and services offered. Rather than continuing to adapt to growth as it emerges, the West Hills Community College District is taking steps to analyze, anticipate, and manage the evolution of WHCCD-Distance Education to ensure the maximum benefit to students, the regional community, and the most beneficial return on investment.

In order to ensure broad-based campus involvement in shaping the future for WHCCD-Distance Education (WHCCD-DE), the District participated in accelerated strategic planning to determine a consensus position regarding the Mission, Vision and a list of strategic next steps for WHCCD-DE. The summary report that follows represents the work of a representative group of stakeholders including students, full-time and part-time faculty, the District Chancellor, College Presidents, staff, and administrators meeting over a day and a half. The Eaton Cummings Group served as facilitators.

This report summarizes future expectations for WHCCD-DE, a review of Distance Education's strengths, weaknesses, opportunities, and threats as well as recommendations regarding next steps. The material is presented with minimal editing in order to preserve the integrity of participant discussions and decisions. During the planning workshop no effort was made to fully confirm facts or evidence presented. As appropriate, recommendations from this planning meeting should be further vetted in light of relevant data and market research. In addition, in order to align ourselves with the language adopted by the recent passage of the Higher Education Opportunity Act in August 2008, all current and future references to Distance Learning are moving to Distance Education.

The results of the session should be further refined following a comment period involving workshop participants and others essential to the future success of the Distance Education Program. In the context of this planning workshop, Distance Education was generally considered to include web-based instruction and videoconferencing. Discussions during the workshop made clear that other delivery systems might also be developed and incorporated within WHCCD-DE.

1.1. Goals - WHCCD-DE Planning Workshop

- **Engage representatives of relevant stakeholder groups in a facilitated dialogue designed to enhance the future promise and prospects of Distance Education at WHCCD**
- **Give each participant an opportunity to benefit from the full range of experience and expertise of those present**
- **Review the implied mission and values of WHCCD-DE and establish three to five year expectations for WHCCD-DE that can be expressed in a vision statement**
- **Establish a priority list of next steps focusing on high yield strategies likely to move WHCCD-DE forward toward the realization of the WHCCD-DE vision**

1.2. Agenda - WHCCD-DE Planning Workshop

Agenda-Day 1

- **Introductory remarks – Chancellor Gornick**
- **Planning overview – Strategic and Operational Planning**
- **Opening exercise – The “Online Experience”**
- **Setting the stage - WHCCD-DE Enrollment Data (See Attachment B)**
- **WHCCD-DE Mission**
- **WHCCD-DE Values**
- **Trends likely to influence the future success of WHCCD-DE**

Agenda-Day 2

- **SWOT Analysis**
- **Vision for WHCCD-DE**
- **Vision in Action – Strategic Initiatives**
- **Next steps**
- **Closing remarks**

1.4. Planning Process

- Participants in the WHCCD-DE planning workshop:
 - Form the planning team (See Attachment A for a List of Planning Workshop Participants);
 - Are considered WHCCD-DE experts;
 - Are sensitive to the WHCCD-DE role in meeting student and community needs; and
 - Provide the content and perspective that helps to identify and shape strategies for consideration.

- Participant opinions were solicited prior to the planning session using a confidential SWOT analysis
- Consultant/facilitators manage the process
- The process encourages and benefits from different points of view
- The process is driven by a sequence of focused, interactive discussions with frequent prioritization of participant input
- Planning results are always considered a work in progress
- Next steps in refining the WHCCD-DE Plan will require further vetting and analysis by WHCCD-DE staff.

1.5. Frequent Reconfiguration of Working Task Groups

Working task groups were reconfigured at intervals throughout the planning session to give each participant an opportunity to benefit from the full range of participant experience and expertise. The reconfiguring relied on a variety of web-based application terms and associated phrases to familiarize participants with web jargon and social messaging/bookmarking utilities such as RSS, Twitter and Delicious.

2. Outcomes Achieved

2.1. WHCCD-DE Mission Statement

Participants, functioning in working groups, developed “raw material” for the WHCCD-DE Mission Statement. It was determined that the most appropriate starting point for the WHCCD-DE Mission Statement was the District Mission Statement. The statement that follows **in bold** reflects the emphasis and structure of the District Mission.

West Hills Community College District Mission

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

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

West Hills Community College District Distance Education Mission

The mission of Distance Education at West Hills Community College District is to enhance student learning and enrich the lives of the populations we serve by:

- **Delivering world-class distance education courses, programs, and student services,**
- **Providing any time, anywhere access,**
- **Connecting communities of learners locally and globally,**
- **Using the latest technology and flexible formats, and**
- **Helping students to achieve their career and personal goals.**

2.2. WHCCD-DE Values Statement

Values inherent in WHCCD-DE play an important role in guiding program and service development and prioritization. Participants developed the following list of values considered important to WHCCD-DE's emerging role and brand identification.

West Hills Community College District Distance Education Values

Our commitment to the WHCCD Distance Education Mission will be guided and informed by the following values:

- **Student success,**
- **Reducing barriers** to education (access),
- **Exceptional support services** for learners and teachers,
- **Currency** of technology and curriculum with **relevance** to student and community needs,
- **Creativity and innovation** in teaching, learning strategies, and service delivery,
- **Quality** in all that we do, initiating and demonstrating **best practices,**
- **Diversity** in populations, programming, and ideas,
- **Information literacy,**
- **Civic and social responsibility,**
- **Disciplined inquiry** and **critical thinking,**
- **Integrity** in relationships and programs, and
- **Respect** for and **responsibility** to self and others.

2.3. Trends likely to influence the future success of WHCCD-DE

Trends

Participants initially identified both "helping" and "hurting" trends likely to influence the future success of WHCCD-DE. Following working group discussions and presentation to the entire group, participants prioritized the trends considered most influential using a multi-voting process. The seven trends that emerged as most likely to be influential are as follows:

Category: Competition

Hurting Trend

- Designated distance education support staff—likelihood that competition has invested more in designated support staff. In order to counter competition's edge WHCCD may need to increase investment in these critical support positions. (14 votes)

Category: Technology

Hurting Trend

- Competitors are using more advanced technology and, at the same time, changes in technology are occurring rapidly. Need to provide ongoing training of WHCCD staff and faculty due to these changes—WHCCD challenge to find operational resources for this; failure to do so may compromise WHCCD competitiveness in the marketplace. (13 votes)

Category: Government/Legislative/Regulatory

Hurting Trend

- Uncertainty of resources, particularly operational funds, provided by the public sector. (8 votes)

Category: Technology

Helping Trend

- Increasing access to/pervasiveness of technology and the consequent increase in access to information; more people with more technology = more information and familiarity. (9 votes)
- Rapid change in both technology and software applications. Because of its successful bond measures WHCCD has the capacity to maintain currency and the market may move in the direction of internet provision of textbooks and other learning resources. (9 votes)

Category: Markets and Customers

Helping Trend

- Basic skills—there appears to be growing market potential. WHCCD might identify ways to capitalize on this market. (8 votes)

Category: Government/Legislative/Regulatory

Helping Trend

- Increasing emphasis on quality assurance in both legislative requirements and the activities of accrediting bodies. WHCCD has demonstrated the capacity to successfully navigate accreditation requirements and other statutory mandates. (4 votes)

2.4. SWOTS – Strengths, Weaknesses, Opportunities and Threats

Participants engaged in a SWOT Analysis as part of a pre-work assignment prior to the planning workshop. Confidential assessments of WHCCD-DE strengths, weaknesses, opportunities and threats were submitted to and summarized by the consultant/facilitators and presented, without attribution, during the planning session. (See Attachment C for the Summary SWOT Analysis—*numbers following individual items in the lists below refer to the numbered items in Attachment C*).

Working in teams, participants were asked to identify the most influential/significant strengths, weaknesses (interpreted as “areas for improvement”), opportunities and threats facing WHCCD-DE. The results from each working team were presented to the full group and, following discussion, reduced to those items considered most likely to have the greatest influence on the future success of the Distance Education Program at WHCCD. The strengths, weaknesses, opportunities and threats likely to be most influential in determining the future success of WHCCD-DE are:

2.4.1. Strengths

- Opportunity/own schedule/flexibility/diversity of curriculum and population (1)
- Complete degrees with transferable credit (37)
- World class support for students and faculty (8)
- Innovation encouraged (10)
- Early adopters of Distance Education (11)

2.4.2. Weaknesses – areas that could be improved

- Training for students and faculty (6, 7, 13, 19, 22, 30, 33, 36)
- Support for students and faculty (1, 2, 9,10, 12, 17, 21, 34, 39)
- Service for students and faculty (3, 4, 8, 11,16,18, 24, 25, 26, 28, 32, 40, 41, 42)
- Articulation with CSU Fresno

2.4.3. Opportunities

- Training culture for all staff (14, 9, 11, 29, 28)
- Innovative library access (19, 10, 18, 30)
- Awesome student support (2, 6, 13, 24, 21, 19, 23)
- Programming
 - New degree programs on line (22)

- Foreign language courses (23)
- Basic English skills courses (24)

2.4.4. Threats

- Quality (5, 6, 8, 9, 13, 14, 15, 18, 20, 21, 24, 26, 28, 29)
- Competition (3, 7, 17, 23, 25, 27)
- Academic integrity (1,12,16, 22)
- Operational issues (2, 4,10,11)
- Lack of course variety (20)
- Ignoring client’s needs (29)

2.5. WHCCD-DE Vision Statement

Following discussion, the work teams presented commentary and offered recommendations regarding the WHCCD-DE Vision Statement. The vision statement is inspirational in nature—it is also heroic, motivating, distinctive, and should cause the organization to stretch to achieve it.

WHCCD Distance Education Vision 2012

WHCCD is the preferred choice for distance education. Your computer is your campus, a portal to a complete virtual college experience. Achieve your educational dreams—only a click away. Anyone. Anytime. Anywhere.

2.6. WHCCD-DE Vision In Action - “Characteristics to Aspire to”

In order to give meaning to the Vision 2012, participants discussed and prioritized the following characteristics that WHCCD-DE should aspire to achieve. It is emphasized that these characteristics are those to be aspired to – a more complete list of strategies and operational plans, resources required, metrics to evaluate progress/accomplishment, individuals responsible and time lines will need to be identified and prioritized.

Vision in Action

- 1. 24/7 Service and Support for Everything—beyond Pacific time, nights, weekends and holidays (24 votes)**
- 2. Student Success Rate (retention and graduation) Mirrors or Exceeds FTF Success Rate (23 votes)**
- 3. Students' Entire College Experience is Virtual, e.g. WHCCD eCollege (19 votes)**
- 4. Expanded Portfolio of Academic Courses and Programs and More Basic Skills—relevant courses (10 votes)**

3. Next Steps

Next Steps Identified Through Whole-Group Discussion

Process Next Steps

- Communicate results of this planning workshop broadly—what did we accomplish? What will happen next and in what time frame? Who will be involved?
- Create strategic planning team website—digital suggestion box and/or blog for next steps in developing the strategic plan
- Do next level of planning to operationalize strategic goals

Possible Strategic/Operational Goals and Strategies

- Bring focus to DE marketing efforts
- Training—develop a plan that moves WHCCD-DE closer to 24/7, the complete virtual experience with student support and best practices
- Assess student services now available and identify gaps
- Assess retention challenges and determine strategic steps that will optimize retention (i.e. finding the most effective faculty); mine existing data to help with this analysis
- Consider system impact vis-à-vis momentum desired—how will chosen actions affect students, infrastructure, budgets, etc.
- Identify what tools for success need to be imbedded in distance education window
 - Host focus group(s) with students—what do they need to have upon entry to be successful in DE?
- Identify next steps in expanding courses, programs to meet student needs:
 - Which programs are needed?
 - In what priority order?
 - With whom do we need to communicate and/or partner?

Strategic Planning Review Cycle

- The WHCCD Distance Education Strategic Planning process will be reviewed every three (3) years for
 - Relevance and Update of the **Mission Statement**
 - Relevance and Update of the **Values Statement**
 - Relevance and Update of the **Vision 2012**
 - Achievement and Update of the **Vision in Action**; and
 - **SWOT** Analysis (Strengths, Weaknesses, Opportunities, Threats)

4. Linkages

Strategic Planning:

It is important that the strategic planning process at West Hills Community College District is integrally linked so that no one process is a silo unto itself. The Distance Education Strategic Plan has clear linkages to the West Hills Community College District Strategic Plan as well as the college's Educational Master Plans.

At the District level, distance education has contributed significantly to:

- Strategic Goal 1: *West Hills Community College District will annually achieve or exceed funded growth targets.* The online program at West Hills has grown from student enrollments of 2,068 in 2002-03 district-wide to enrollments over 4,900 in 2008-09 funding one-quarter of the FTES for each of the colleges in the district.
- Strategic Goal 4.2 states, *WHCCD will maintain overall student completion (success) rates above the California Community College statewide average, placing emphasis on vocational, basic skills, ESL, online success and improvement rates.* While online courses consistently dip below face-to-face averages for success and retention, online courses at West Hills are on par with community college statewide averages for online courses.

District Strategic Goal 4.2 was specifically identified by the participants in this Distance Education Strategic Plan in a number of areas including, a *Key Value: Student Success*; a *Vision in Action: Student Success Rate (retention and graduation) Mirrors or Exceeds Face-to-Face Success Rate*; and *Next Steps: Identify what tools for success need to be imbedded in distance education window.*

Distance Education is driven by the colleges and coordinated at the district level. Both West Hills College Coalinga and West Hills College Lemoore have a relationship with the online courses and programs that is more than FTE generation. Institutional Research shows that 52% of the online students at each campus are also taking face-to-face courses in order to complete their educational goals. The locally-based online students are accessing computer labs, library services, academic counseling and advising, as well as a host of other student services needs.

The distance education strategic planning process feeds into the college's educational master plans at a number of levels. WHCL's Vision is *Learning Through Excellence and Innovation* and distance education is one aspect of that innovation. In addition, WHCL has many Guiding Principles including:

- *Access: Ensure Accessibility to all our programs and services;*
- *Innovation: Support innovation and technology to enhance learning environments, services, and communication.*

Distance Education contributes to these Guiding Principles through the implementation of asynchronous learning environments that allow students to complete their educational goals independent of time or geographical boundaries. Distance Education has continuously sought to improve help desk and faculty training services in order to meet the learning environment needs of students.

At WHCC, Distance Education supports their College Mission: *To commit college-wide staff and resources to the student learning process. To provide educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve.* Again, Distance Education clearly meets the needs of supporting global communities by providing asynchronous learning environments to students independent of time and geographical boundaries. Distance Education also supports the WHCC College Goal 3: *We will demonstrate academic quality, leadership, engagement, innovation, and creative thought.* Distance Education is one avenue that provides the colleges with “student engagement, innovation, and creative thought” through the ongoing use of new technologies, active faculty engagement in social media and learning, and the use of the online classroom as a tool for creativity and learning.

Student Learning Outcomes:

Distance Education at West Hills Community College District has clearly grown in terms of enrollment and FTEs. Student learning in online courses and programs is of the utmost importance to our college community. To that end, both the WHCCD Strategic Plan and this Distance Education Strategic Plan specifically address and report on the success rates of online students. The WHCCD Distance Education ***Vision in Action 2*** states: *Student Success Rate (retention and graduation) Mirrors or Exceeds FTE Success Rate.*

Meeting student learning needs is a priority. This is exhibited by the inclusion of the following WHCCD Distance Education values:

- Student success
- Reducing barriers to education (access), and
- Exceptional support services for learners and teachers.

WHCCD Distance Education continues to support the student learning outcomes of the district and colleges through a commitment to excellence in the online teaching/learning process.

WHCCD Distance Education is at an important juncture where the program is under review and in an organizational planning process to determine next steps for improvement and educational program process as well as support to the colleges and students it serves. Planning the future for Distance Education will center on the ability to provide parallel opportunities for online academic and student services in a comprehensive virtual college site model.

○ **Attachments**

Attachment A-- Names of Planning Workshop Participants

West Hills Community College District Distance Education Program

Avila, Pedro, Director of Institutional Effectiveness, District Office
Babb, David, Instructor /Biology, WHC Lemoore
Blair-Hauki, Cindy, Instructor /CIS, WHC Coalinga
Butts, Lisa, Adjunct Instructor /Music, District Online
Craft, Bill, Consultant,
Diniz, Carlos, Dean of Student Learning, WHC Coalinga
Dorsey-Robinson, Sylvia, Associate Dean/Categorical Programs, WHC Lemoore
Freeman, Charles, Director of Nursing, WHC Lemoore
Georgatos, Darlene, Registrar, District Office
Gibson, Bob, Instructor /Math, WHC Lemoore
Gornick, Frank, Chancellor, District Office
Gudgel, Garrett, Student, WHC Lemoore/Online
Guy, Kathleen, Consultant,
Hall, Marlon, Associate Dean Educational Services, WHC Lemoore
Marcel Hetu, Director, North District Center Firebaugh
Kennedy, Vera, Instructor /Sociology, WHC Lemoore/Coalinga
Kerns, Valerie, Student Services Assistant, WHC Lemoore
Kozlowski, Michelle, Director of ITS, District Office
Leonard, Anne, Adjunct Instructor /Economics, District Online
Lewallen, Willard, President, WHC Coalinga
Lopez, Jose, CSSO, WHC Lemoore
Lozano, Diana, Student, WHC Lemoore/Online
Magnuson, Matt, Librarian, WHC Coalinga
McGlothlin, Sandy, Counselor, WHC Coalinga
Oxford, Ron, Librarian, WHC Lemoore
Sanchez, Rene, Instructor /History, WHC Lemoore
Shepard, Sarah, Instructor /Business, WHC Coalinga
Sowden, Ken, Instructor /Math, WHC Coalinga
Tippins, Kira, Financial Aid Assistant, WHC Coalinga
Trezza, Kathy, Adjunct Instructor /IS, WHC Lemoore/Coalinga
Warkentin, Don, President, WHC Lemoore
Whitener, Susan, Dean of Learning Resources & Web Services, District Office
Wilds, Kevin, Instructor /Political Science, WHC Lemoore/Coalinga

Attachment B – WHCCD-DE Institutional Research Data and Related Information

WHCCD Online Enrollment and Student Performance

Prepared by WHCCD Office of Institutional Effectiveness & Planning
September 1, 2009

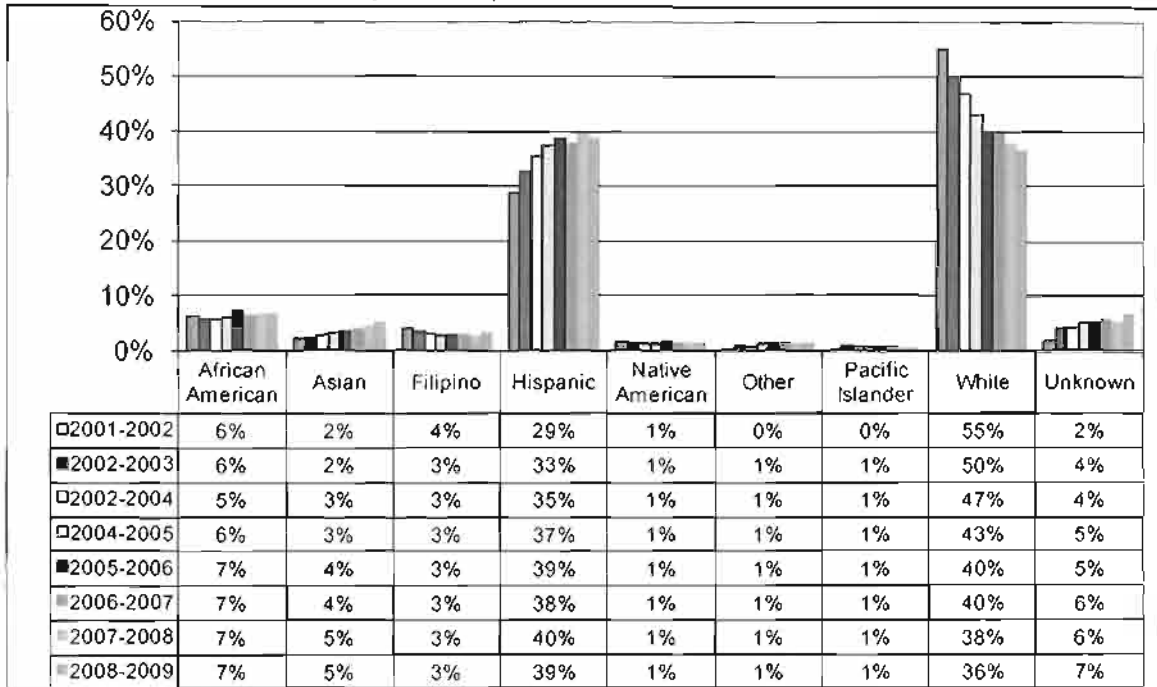
WHCCD ONLINE SECTIONS, UNDUPLICATED STUDENT HEADCOUNT, AND FTES

Year	Sections % Change		Student		FTES % Change	
			Headcount	% Change		
02-03	118	Baseline	2,068	Baseline	461	Baseline
03-04	98	-16.9%	1,792	-13.3%	399	-13.4%
04-05	165	68.4%	2,559	42.8%	558	39.8%
05-06	248	50.3%	2,982	16.5%	886	58.7%
06-07	369	48.8%	4,032	35.2%	1,167	31.8%
07-08	404	9.5%	4,503	11.7%	1,275	9.3%
08-09	383	-5.2%	4,964	10.2%	1,391	9.1%

Source: WHCCD Data Warehouse

During the past seven years, the number of online sections, unduplicated enrollment, and FTES increased by 324%, 240%, and 301%, respectively. Enrollment and FTE decline during 2003-2004 reflect budget cuts, tuition increase, and reduction in course offerings for that year.

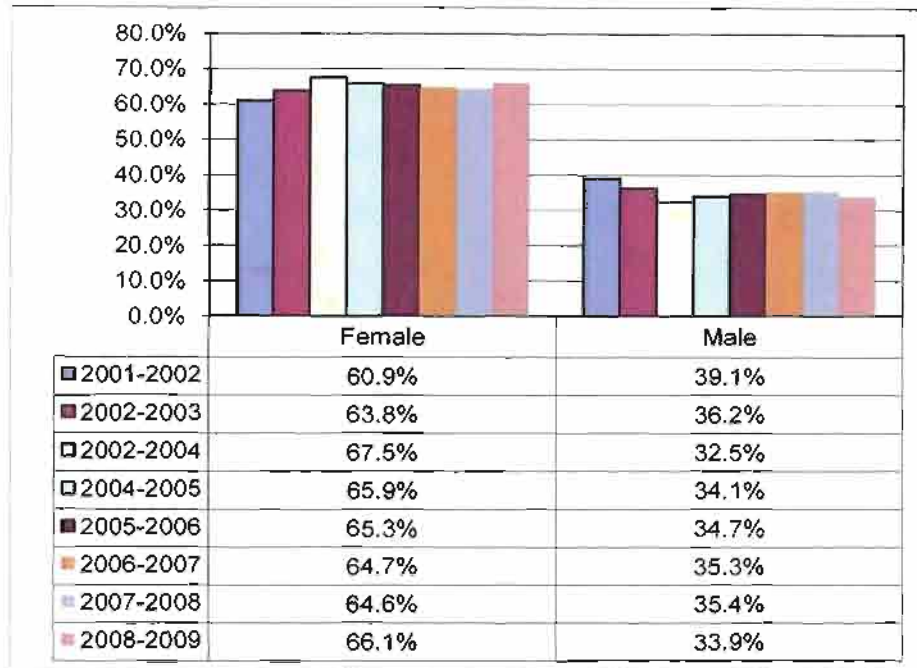
WHCCD Online Enrollment by Ethnicity



Source: WHCCD Data Warehouse

During the last eight years, the proportion of Hispanic and White students enrolled in online courses has changed. Hispanic enrollment in online courses has increased by approximately 10%. During 2008-2009, approximately 39% of online students were Hispanic and 36% White. These percentages are closer to the overall WHCCD enrollment of Hispanic (46%) and White (33%) students.

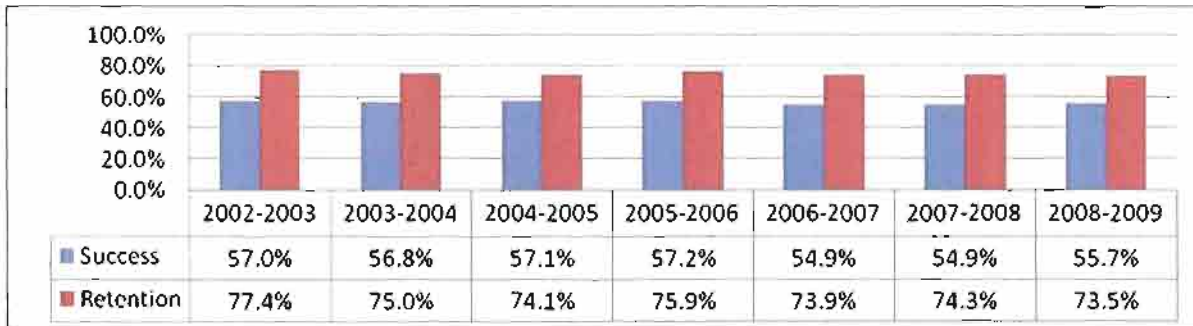
WHCCD Online Enrollment by Gender



Source: WHCCD Data Warehouse

Approximately 66% of online students are female compared to 60% of all WHCCD students. Female enrollment in online courses is slightly higher than the overall WHCCD enrollment.

WHCCD Online Success and Retention Rates



Source: WHCCD Data Warehouse; CCCC Data Mart

Success = $(A+B+C+CR)/(A+B+C+D+F+CR+NC+W+I)$

Retention = $(A+B+C+D+F+CR+NC+I)/(A+B+C+D+F+CR+NC+W+I)$

Note: The above success and retention rate formulas are provided by the CA Community College Chancellor's office (CCCCO). The grade of "W" is earned by students withdrawing from class and is used to measure retention rates. The CCCC considers students who withdraw from a course as not being successful, therefore, includes grades of "W" into the denominator of the success rate formula. These formulas are used for state reporting and when comparing ourselves against other institutions.

During the past seven years, online retention and success rates have had a slight and steady decline. WHCCD Online success rates remain similar to the CA community college overall average of "Internet Asynchronous Instruction" of approximately 56%.

WHCCD 2006 through 2009 Course Retention and Pass Rate Comparison (Online vs. Face-to-Face)

$$\text{Retention} = (A+B+C+D+F+CR+NC+I)/(A+B+C+D+F+CR+NC+W+I)$$

$$\text{Pass Rate} = (A+B+C+CR)/(A+B+C+D+F+CR+NC+I)$$

Note: The tables below compare online and face-to-face course retention and pass rates based on chi square test ($p < .05$). The "Pass Rate" formula does not include grades of "W" in the denominator and serves as a comparison of successful grades between online and face-to-face courses.

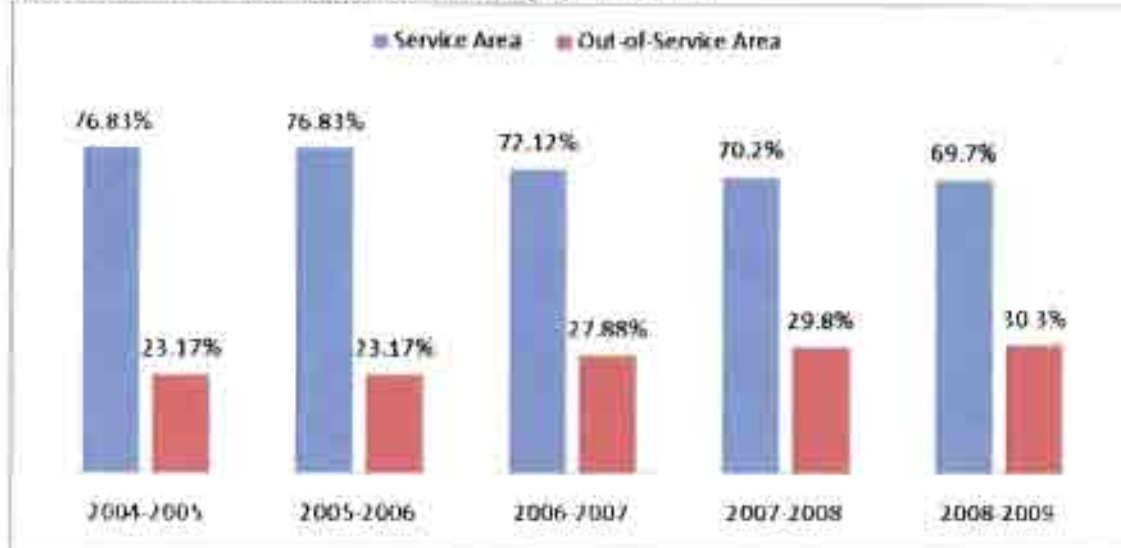
Course	Online Enrollment	Face-to-Face Enrollment	% Online Retained	% Face-to-Face Retained	Difference	% Online Pass Rate (A+B+C+CR)	% Face-to-Face Pass Rate (A+B+C+CR)	Difference
Online Retention and Success Rate is Higher than Face-to-Face								
CIS-34	292	1,347	79%	71%	9%	90%	76%	14%
BIO-32	344	2,894	85%	70%	15%	89%	76%	13%
MATH-101	1,166	2,452	81%	78%	3%	86%	76%	10%
CIS-21	140	399	77%	54%	23%	69%	65%	4%
Online Retention Rate is Higher and Success Rate is Equivalent to Face-to-Face								
BUS-24	204	445	91%	80%	11%	77%	75%	2%
HIST-4B	1,075	699	85%	78%	7%	80%	79%	1%
Online Retention Rate is Equivalent and Success Rate is Higher than Face-to-Face								
MATH-87	941	1,407	72%	73%	-1%	75%	64%	10%
Online Retention and Success Rate is Equivalent to Face-to-Face								
AOJ-29	258	258	82%	79%	2%	74%	69%	5%
PSYCH-5	231	161	77%	83%	-6%	81%	78%	4%
CD-22	128	223	74%	79%	-5%	85%	82%	3%
CIS-19B	88	243	80%	81%	-1%	89%	87%	2%
NUT-1	1,323	2,242	74%	71%	3%	74%	72%	2%
AOJ-3	256	554	83%	86%	-2%	76%	74%	2%
PHIL-1	428	851	77%	78%	-1%	78%	79%	-1%
BUS-67	83	718	77%	68%	9%	69%	70%	-1%
CD-18	103	483	79%	81%	-3%	77%	79%	-3%
MATH-15	73	1,332	66%	69%	-3%	71%	75%	-4%
PHIL-2	276	659	79%	76%	2%	75%	80%	-4%
AOJ-12	600	641	80%	83%	-4%	76%	80%	-5%
AOJ-24	258	385	83%	88%	-5%	79%	84%	-5%
CD-14A	78	151	76%	74%	1%	76%	82%	-6%
Online Retention is Equivalent and Success Rate is Lower than Face-to-Face								
MUS-42	2,263	1,516	80%	82%	-2%	81%	86%	-5%
AOJ-20	504	668	84%	86%	-2%	71%	78%	6%
HIST-4A	1,249	791	81%	82%	-1%	76%	83%	-7%
AOJ-1	1,290	867	80%	79%	2%	70%	78%	-8%
ART-42	753	1,999	80%	80%	0%	73%	82%	-9%
BUS-13B	212	1,145	64%	64%	0%	72%	81%	-9%
AOJ-10	426	666	81%	84%	-3%	67%	79%	12%
AOJ-32	81	342	83%	77%	6%	63%	77%	14%
CD-21	110	264	79%	79%	0%	68%	82%	14%
Online Retention is Lower and Success Rate is Higher than Face to Face								
AOJ-4	230	567	77%	85%	-8%	76%	68%	8%

WHCCD 2006 through 2009 Course Retention and Pass Rate Comparison Continued

Course	Online Enrollment	Face-to-Face Enrollment	% Online Retained	% Face-to-Face Retained	Difference	% Online Pass Rate [A+B+C+CR]	% Face-to-Face Pass Rate [A+B+C+CR]	Difference
Online Retention is Lower and Success Rate is Equivalent to Face-to-Face								
POLSCI-1	1,399	4,864	76%	82%	-6%	75%	76%	-1%
AOJ-16	137	689	73%	81%	-8%	85%	80%	5%
GEOL-1	809	516	80%	85%	-5%	83%	85%	-2%
BUS-80A	122	1912	66%	74%	-9%	71%	70%	1%
PSYCH-2	690	841	74%	83%	-9%	80%	76%	4%
BUS-13A	309	1,609	58%	68%	-10%	70%	75%	-6%
PSYCH-4	426	287	71%	82%	-11%	77%	79%	-2%
BUS-20	1,092	1,014	71%	82%	-11%	69%	73%	-4%
BUS-29	145	132	75%	86%	-11%	76%	75%	2%
SOC-3	814	915	74%	85%	-11%	75%	80%	-5%
MATH-10A	153	313	76%	88%	-12%	85%	89%	-4%
BUS-18	281	731	74%	86%	-12%	80%	84%	-4%
PSYCH-3	737	786	76%	89%	-13%	84%	82%	2%
AOJ-7	77	324	70%	86%	-16%	74%	67%	7%
MATH-63	334	4,767	58%	77%	-19%	69%	74%	-5%
HIST-44	145	319	51%	80%	-29%	77%	77%	0%
GEOG-3	1,041	2,070	58%	87%	-29%	71%	75%	-4%
Online Retention and Success Rates are Lower than Face-to-Face								
BIO-10	1,791	4,170	70%	79%	-9%	74%	77%	-3%
ENG-1A	2,120	7,229	71%	78%	-7%	74%	78%	-4%
HE-35	1,617	8,171	77%	82%	-5%	73%	77%	-5%
HIST-17B	1,628	2,284	73%	85%	-12%	71%	76%	-5%
SOC-2	1,497	828	71%	86%	-15%	84%	90%	-6%
HIST-17A	2,036	3,055	74%	83%	-9%	71%	78%	-6%
MATH-25	1,608	2,996	63%	71%	-8%	69%	75%	-7%
BIO-35	1,056	2,030	72%	84%	-12%	79%	87%	-7%
PHYSIO-1	725	553	53%	86%	-33%	74%	82%	-9%
CIS-7	445	3542	73%	85%	-12%	79%	87%	-9%
AOJ-22	424	449	83%	89%	-7%	73%	82%	-9%
SOC-1	1,768	1,707	76%	89%	-13%	78%	88%	-9%
HUM-1	1,730	2,725	76%	83%	-7%	70%	80%	-10%
ENG-1B	1,557	1,758	74%	82%	-7%	79%	89%	-10%
PSYCH-1	1,970	3,401	69%	87%	-18%	71%	82%	-11%
ECON-1B	1,164	1,015	77%	87%	-10%	74%	85%	-11%
ECON-1A	1,772	1,410	74%	87%	-13%	74%	86%	-12%
IS-1	784	2,358	75%	82%	-7%	65%	77%	-12%
HIST-20	371	285	61%	80%	-19%	71%	84%	-14%
IS-2	746	221	72%	83%	-11%	70%	80%	-10%
MATH-10B	116	70	78%	90%	-12%	77%	94%	-17%
PE-40	264	169	73%	83%	-10%	59%	77%	-18%
AOJ-5	220	188	75%	94%	-19%	61%	89%	-28%

Note - in order to maintain statistical power, only courses with sample size larger than 70 students were compared. There are a few online courses that do not have a face-to-face comparison.

WHCCD Online Enrollment of Students by Service Area



During the past three years, approximately 70% of students enrolled in online courses live within the WHCCD service area. The majority of out-of-service area students are from nearby cities such as Fresno, Visalia, and Clovis.

WHCCD Fall 2008 Online Participation Rates by Service Area Cities

City	WHCCD Overall Student Headcount	Number of Students Enrolled in Online Courses	Percent of Students Enrolled Online (Participation)
Tranquillity	14	9	64%
Kettleman City	31	14	45%
Hanford	1491	557	37%
Avenal	219	81	37%
Lemoore	1629	592	36%
Coalinga	908	297	33%
Mendota	177	56	32%
Riverdale	101	30	30%
Laton	57	16	28%
Huron	152	42	28%
San Joaquin	22	6	27%
Firebaugh	326	88	27%
Armona	148	38	26%
Five Points	20	5	25%
Stratford	57	10	18%
Cantua Creek	46	8	17%
Total	5398	1849	

The cities of Lemoore, Hanford, Coalinga, and Firebaugh had the highest number of students enrolled in online courses. The cities of Tranquillity and Kettleman City, based on the overall WHCCD student headcount, had the highest percentage of students who participated in online courses. It is important to note that the cities of Tranquillity and Kettleman City have the farthest proximity to any of the WHCCD campuses.

Attachment C – SWOT Analysis: Pre-work Summary Distributed at Planning Workshop

**West Hills Community College District
*Distance Learning Program**

SWOT Analysis

STRENGTHS – What does the WHCCD Distance Learning program do well?

1. Provide opportunity to attend college to students that live far away from the college or whose jobs are not flexible to attend face-to-face classes (7)
2. Students can login at any time
3. The ability to e-mail instructors and receive feedback
4. Opportunities to attend college during tough economic times (e.g. gas prices, transportation issues)
5. Transferable credits (2)
6. To develop and expand degree offerings online and reach more students
7. Hybrid methodology allows expansion of curriculum while maintaining quality and integrity
8. The technical assistance provided to faculty by well trained staff that assist with the online curriculum development and related resources (4)
9. The student help desk (3)
10. Willingness of administration to try new alternatives
11. Diversity, quantity of online curriculum delivered to a diverse population (4)
12. Advertising and instructor support for full-time faculty
13. Bringing in students from around the country and the world

*prior to release of this document Distance Education at WHCCD was Distance Learning

14. Giving students at four year institutions the chance to take required lower division courses at WHCCD
15. Support through ITS
16. Using industry standard CMS – Blackboard – rather than others or even homegrown variety
17. Good teachers
18. Well supported administratively
19. Input from various constituencies
20. Appropriate technology
21. Market for new students
22. Ability to meet more student scheduling needs
23. Organization! Program is easy to navigate and helps tremendously when the instructors organize their classes in a way that you know what to expect each week.
24. Flexibility for students to work on their own schedule when they have free time outside of their normal workday or schedule.
25. Students can communicate with instructors and classmates without traveling to distant locations where classes are offered face to face
26. Deliver online courses and complete degree options
27. Online application
28. Online registration
29. Online payment
30. Presence in online market
31. Compensation for faculty

32. Robust DL program. We were fortunate to start early in the process and we have enjoyed great success.
33. Enrollment growth. If it were not for our DL program we would be significantly smaller than we are right now. (2)
34. Good leadership at the faculty and administrative level. We are focused on the learner and we have a good variety of courses.
35. Market for new students
36. Support services are almost equivalent to those an on-campus student can receive
37. Complete degrees/certificate programs offered on-line

WEAKNESSES – What does the WHCCD Distance Learning program need to improve upon?

1. Concerns from students when tests do not go as planned such as “timed out” issues.
2. Blackboard issues—technical issues when Blackboard does not log in, when classes that are registered for do not come up on Blackboard—it needs to be updated and improved or go to another system; glitches in the system (5)
3. Online is not for everyone. The administration needs to keep that in mind. There is a perception by some that administration wants to put everything online.
4. Retention and success rates need to be improved
5. CSU is not on board yet, fear that classes will not transfer, thus placing students at risk of having to repeat courses at the CSU.
6. Need better training opportunities for adjuncts and a better selection process for adjuncts who teach DL courses; I am not convinced that they are going through proper hiring procedures including equivalency (2)
7. More faculty need to take advantage of the technical staff’s expertise.
8. Lacks live classroom interaction and dynamics
9. Student need for instructor assistance is not instantaneous; slow reply to student e-mails from instructors (2)
10. Adjunct faculty support: sometimes support personnel are rude or just don’t answer e-mails/questions.
11. Scheduling: We have a two-year schedule set up which includes on-line and traditional classes. This is not considered and has been hurting traditional enrollment for the last several years
12. Large classes
13. Insufficient training on new methodology and technology
14. Some classes should not be taught online. Seems to be a push towards more classes online and sometimes critical evaluation of the appropriateness of the media for the particular course is skipped.

15. Course listings in the catalog are limited by the way Datatel can display data
16. Lack of use of library resources by online students and instructors
17. Many students lack basic skills to successfully complete online courses
18. DL staff and students need more and easier-to-find information on disability access (section 508)
19. Student input:
 - a. Don't learn anything from open book exams
 - b. Some subjects don't fit well online; some are too easy and boring
 - c. Teacher and class organization sometimes confusing.
 - d. No substance to learning in course compass
 - e. Instructors don't often give timely responses
20. Not enough student input
21. Help Desk overwhelmed at peak times (2)
22. Some untrained online instructors
23. Lack of student accountability when taking tests online
24. Not enough research services and resources available online
 - a. Amount of research databases and eBooks not equivalent to on-site collections
 - b. No information literacy component embedded in DL
 - c. Library resource navigation
25. Support services and personnel are usually campus based and not aligned to overall mission of District based DL
26. Tutoring in online environment is inefficient
27. Culture – while students may view DL as seamless, from some staff perspectives DL is separate entity and not truly a part of each campus culture.
28. ADA compliance – Need more clear and thorough information about ADA compliance for students and faculty to access.

29. Lack of comprehensive learning. Many students want to pass their classes and do as little work as possible. Some instructors make this very easy. I know it is the student's responsibility to take initiative and make college count, but college shouldn't be as easy as some instructors make it.
30. Some students who register for this type of learning plan don't understand what is expected of them such as computer program abilities, computer access, meeting scheduled deadlines, and understanding the class operation.
31. Connection for online students
32. Online advising/counseling
33. There were a couple of classes I took online at WHC that were not very organized and used several websites on top of Blackboard. It made the class difficult to understand, let alone keep up with.
34. Online faculty community
35. We have aroused our competition, they are wondering why they are losing enrollment and they are realizing that it is to our e-learning program.
36. Some reluctance by faculty and administration to accept this new modality of instruction; sticking with tradition.
37. Lack of marketing to expand the program
38. Need the District to view this as an opportunity to develop a "Virtual West Hills"
39. Not enough student support.
40. Slow turn around in grades from instructors
41. Not a clear idea of the correct textbook to purchase
42. Most classes follow a rigid time line within the semester. I think some classes should be very flexible as long as all work and tests are completed within the semester time frame. This gives the student the choice to choose which format will work best for them.

OPPORTUNITIES – What are the greatest opportunities available to enhance the future of Distance Learning at West Hills?

1. All distance education courses should have “ability requirements” stated up front so students can be tested before enrolling in those courses
2. Concierge or other individual to whom online student is assigned as their “go-to” resource
3. Flexibility with course scheduling will be a key competitive advantage for the future
4. Expand degrees online (4), in particular CIS and Business
5. Market online offerings to local high schools
6. Develop the student services aspect
7. Update the technology
8. WHC has great labs so that students who do not own computers can still take advantage of on-line classes
9. There are many types of training available for on-line instructors
10. Hire a systems librarian to enhance library resources, work with online instructors and students to strengthen information literacy skills; this may improve retention
11. Opportunity to bridge “digital divide” that still exists in the demographic that we serve
12. Hire instructors from larger pool than available locally
13. Online counseling and support for students
14. Ability to use cutting edge technology for student learning and to fully train and inform online faculty
15. Seek student input via surveys or focus groups
16. Incoming students are digitally savvy
17. Library Resources:

- a. Create a state-of-the-art virtual library; online collection development policy needs to mirror what is done in traditional library collection development
 - b. Participation in online curriculum development process to ensure proper library resources available.
 - c. Direct human access (this is huge for online learning and entails utilizing Library 2.0 methods of social networking). Need to install instant messaging such as MEEBO so that online students and faculty can see when librarians are available for research questions and gain instant feedback.
 - d. Pathfinders, tutorials, online workshops, etc. to instruct students and faculty on proper usage of available research databases and internet searching techniques.
 - e. Embedding links to library search boxes via iGoogle or something similar directly into Blackboard classes will give more direct library access.
 - f. Lifelong learning skills in information literacy (ability to seek, evaluate, and disseminate information) need to either be ingrained throughout the curriculum
 - g. Specialized staffing – Drawing from campus library staff and budgets will strain resources and hamper innovation due to workloads.
18. Offering live/archived classes. For students at CSU Chico some classes are completely online like those at WHC, some are recorded and available either live or from archives. You can type on the chat board and interact with the instructor while you're watching. It is easier to understand difficult concepts when the instructor talks you through them. It's not something you usually get being an online student.
19. Many publishers now provide online textbook content and course materials at a substantial discount over published textbooks. We should find a way to provide every student with a wireless capable laptop computer that can access the internet in every classroom. Students could end up with a computer and a paperless/bookless opportunity to get their education, at less cost than traditional textbooks for 60 or so units of college.
20. Simplification of maintaining course records and transferring these records to an Excel format for submission of grades and recording of SLO effectiveness
21. Students have the confidence to determine for themselves if online learning is a good fit with their needs/skill set
22. New degree programs designed with online option in place

23. Development of foreign language online courses
24. Development of basic skills English online courses
25. Development of non-transfer level courses
26. Market to U.S. Navy and their dependents
27. We have an enlightened administration and board
28. We have an innovative faculty, both full and part-time
29. Technology is available that can allow our distance learning classes and services to be better than what is available on our campuses. Those same technologies also need to be incorporated into face-to-face instruction to provide rich learning environments.
30. The computer labs should extend hours to evenings and weekends

THREATS – What are the greatest threats to the future of Distance Learning at West Hills?

1. Students allowing other people to do their work for them; plagiarism; lack of controls for this (5)
2. Always the threat of hackers
3. Other colleges getting on the train
4. Not improving the delivery system
5. Not hiring faculty who are current
6. In the competition to expand, the quality of the faculty pool will dwindle.
7. Older students may be left behind
8. Class size makes it impossible to run identical traditional/on-line class structure
9. On-line students are not getting the same instructor support/feedback (2)
10. Computer lab availability
11. Blackboard is not a stable class management system
12. Academic integrity
13. Becoming stagnant—not bringing new curriculum into DL; WHC has a lot of potential for an even better distance learning program. I think adding courses and degree programs would bring in a whole new group of students (3)
14. Growing too quickly with a limited staff.
15. Not integrating library resources into the online learning environment.
16. Articulation – how 4-year schools will accept rigor of online courses; CSU Fresno and like-minded institutions that do not value distance education (2)
17. Competition such as National, University of Phoenix, etc; everyone is jumping on the distance learning bandwagon. As somewhat early adopters, we had an advantage. Now to compete, our courses must become unique

and stand out from the crowd (better content, more flexibility, more interesting/exciting/innovative presentation of content) (3)

18. Disjointed or unconnected pedagogy among online instructors
19. No feeling of "place"
20. Lack of course variety. WHC does not offer some needed courses so students search other community colleges to find one.
21. Possible outsourcing of distance learning activities is perceived by some union members as a possible threat.
22. Laboratory activities in DL is questioned by some 4-year institutions
23. ACCJC and Department of Education
24. Quality--any poorly designed or executed online course
25. Expanding internal processes limiting our ability to be responsive to emerging opportunities
26. That the traditionalists will win the day and we will become a shadow of ourselves; faculty resistance to online education or reactive to external pressure (2)
27. State budget constraints
28. Political correctness or our unwillingness to change for the benefit of student learning.
29. Ignoring our clients' needs

WEST HILLS COMMUNITY COLLEGE DISTRICT
FACULTY AND STAFF DIVERSITY PLAN

1993-94, 1994-1995, 1995-1996

Faculty and Staff Diversity Advisory
Committee Members:

Frank Gornick, Superintendent/President
representing Administration, Management/Confidential

Barbara Littlejohn
Affirmative Action Officer

Veronica Grijalva
Clerical Assistant II, representing Classified
and Kings County Center

Cyndie Lowder
Library Technician, representing Classified at
Coalinga Campus

Darlene Georgatos
Registrar, representing Supervisors Unit

Marsha Tarver
DSPS Director/Counselor, representing Counseling,
Disabled Services, and Gender Equity

Faye Mendenhall
Instructor, representing Faculty

Tim Gomez
ASB President, representing Students

Vacant
representing the Community

WEST HILLS COMMUNITY COLLEGE DISTRICT
 FACULTY AND STAFF DIVERSITY PLAN
 1993-94, 1994-1995, 1995-1996

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WEST HILLS COMMUNITY COLLEGE DISTRICT
Faculty and Staff Diversity Plan

1993-94, 1994-1995, 1995-1996

I. Faculty and Staff Diversity Plan: Statement of Purpose

The West Hills Community College District is committed to the concept and principles of affirmative action in providing equal opportunity in education and employment for all persons and to prohibit discrimination based on race, sex, color, religion, age, national origin, disability, marital status, Vietnam-era veteran status, or sexual orientation. This commitment applies to every aspect of education and personnel policies and practices in employment, development, advancement, and treatment of employees, students and the general public.

The West Hills Community College District believes that in order to effectively address and comply with federal and state mandates and guidelines on affirmative action, the Board of Trustees, administration, faculty, and classified staff must recognize that faculty and staff diversity is a shared responsibility and must be held accountable for application and enforcement of the plan within their area of authority. This also applies to all regional areas of the West Hills Community College District which consists of the Coalinga Campus, Kings County Center at Lemoore, the Naval Air Station Lemoore Office, and the North District Center. It is through our combined efforts that the West Hills Community College District will achieve fairness and equity consistent with established affirmative action goals and objectives.

The West Hills Community College District will continue to make faculty and staff diversity efforts to ensure that the recruitment, screening, selection, hiring, and promotional processes are in accordance with principles of equal opportunity. In addition to employment, this plan shall also address the treatment of students on campuses and centers in accordance with district-wide affirmative action efforts.

II. Faculty and Staff Diversity Plan: General Description

A. RATIONALE AND INTENT

It is the obligation of the West Hills Community College District to promote understanding and appreciation of the diverse population within the community it serves as well as within its sphere of influence.

It is educationally sound for all students attending the college and its centers within the District to have available positive images provided by individuals from historically underrepresented groups and to observe that such individuals can assume responsibilities and diverse roles in our society.

By the adoption of this faculty and staff diversity plan, members of the Board of Trustees of the West Hills Community College District reaffirm their commitment to equal opportunities in employment and education. Therefore, the policies which govern this faculty and staff diversity plan are designed to promote recruitment, employment, and promotion of persons by giving consideration to race, color, religion, national origin, sex, age, disability, Vietnam-era veterans status, or sexual orientation.

The concept of affirmative action is one of applying good faith efforts to provide equal occupational and educational opportunity. This concept is an extension of procedures which West Hills Community College District has followed for some time. The intent is to assure equal employment and educational opportunities for all, but consideration is given to race, color, religion, national origin, sex, age, disability, Vietnam-era veteran status, or sexual orientation, through the process of education, dissemination of information, and the modification of existing practices. In many instances, employment opportunities in our society have not been as available to minorities and women as they have been to other citizens. Affirmative action, therefore, is both a legal and moral responsibility for all employers. For purposes of clarification, the term "affirmative action" can best be understood in relation to equal opportunity. Equal opportunity is a condition, and affirmative action includes all the various methods through which equal employment opportunity for all is made a reality. More specifically, the intention of the affirmative action program at West Hills Community College District is to ensure that persons from underrepresented groups are incorporated into the service of the District in all job categories and all job levels without diminishing work quality. In keeping with the law, the program affirms that efforts to bring about a better ethnic and sexual balance among employees shall not come into conflict with the concept of equal opportunity for all, that is, steps to

increase opportunities for some must not result in discrimination against others.

B. DEFINITIONS

(Reference: Title 5 California Administrative Code Section 53001)

(a) Affirmative Action Employment Programs. "Affirmative action employment programs" means all the various methods by which equal employment opportunity and proportionate representation is to be achieved for qualified members of historically underrepresented groups.

(b) Faculty and Staff Diversity Plan. A "faculty and staff diversity plan" is a written document in which a district's work force is analyzed and specific result-oriented plans and procedures for achieving equal employment opportunity and proportionate representation of qualified members of historically underrepresented groups are set forth.

(c) Business Necessity. "Business necessity" means circumstances which justify an exception to the requirements of Section 53021 because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than does mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

(d) Equal Employment Opportunity. "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district.

(e) Ethnic Minorities. "Ethnic minorities" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, and Hispanics. A person shall be included in the group with which he or she identifies as his or her group, but may be counted in only one ethnic group. These groups shall be more specifically defined by the chancellor consistent with state and federal law.

(f) Goals and Timetables. "Goals and timetables" means projected new levels of employment of historically underrepresented groups to be worked toward on a specific schedule, given the expected turnover in the work force and the availability of persons who are qualified to perform a particular job through appropriate training or experience or who will become so qualified within a reasonable length of time. Goals are not "quotas" or rigid proportions.

(g) Person with a Disability. "Person with a disability" means any person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "substantially limited" if he or she is likely to experience difficulty in securing, retaining, or advancing in employment because of such an impairment.

(h) Historically Underrepresented Group. "Historically underrepresented group" means any group for which the percentage of persons from that group in the applicable work force is not, and has historically been, significantly lower than the percentage that members of that group represent in the pool of persons who are determined by the Chancellor to be available and qualified to perform the work in question. The Board of Governors has determined that, on a statewide basis, ethnic minorities, women, and persons with disabilities are historically underrepresented groups.

(i) Reasonable Accommodation. "Reasonable accommodation" means the efforts made on the part of the employer to remove artificial or real barriers which prevent or limit the employment and upward mobility of persons with disabilities.

(j) Proportionate Representation. "Proportionate representation" means that the percentage of persons from a historically underrepresented group in the applicable work force is at least equal to the percentage that members of that group represent in the pool of persons who are determined by the Chancellor to be available and qualified to perform the work in question.

(k) In-house or Promotional Only Hiring. "In-house" or "promotional only" hiring means that only existing district employees are allowed to apply for a position.

(l) Screening or Selection Procedures. "Screening or selection procedures" means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

(m) Adverse or Disparate Impact. "Adverse impact" or "disparate impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure, and demonstrates a

disproportionate negative impact on a historically underrepresented group as defined in subsection (h).

C. WEST HILLS COMMUNITY COLLEGE DISTRICT AFFIRMATIVE ACTION POLICY

1. Commitment. The West Hills Community College District Board of Trustees commits itself to nondiscrimination and affirmative action.

a. Nondiscrimination.

(1) No person shall be denied an educational, employment or related benefit because of the individual's race, color, religion, sex, national origin, age, marital status, disability, sexual orientation, or Vietnam-era veteran status.

(2) Nondiscrimination requires the elimination of discriminatory practices and conditions that may exist, whether intentional or inadvertent.

(3) This District shall monitor continuously and evaluate at specified times all educational and employment policies, procedures, and practices and shall take action to correct those that may unlawfully discriminate. Employment policies, procedures, and practices shall be consistent with the approved faculty and staff diversity plan.

b. Affirmative Action.

(Reference: Education Code Sections 87100-87107)

87100. Legislative findings, declarations and intent

"The Legislature finds and declares that:

(a) Generally, California Community Colleges employ a disproportionately low number of racial and ethnic minority classified and certificated employees and a disproportionately low number of women and members of racial and ethnic minorities in administrative positions.

(b) It is educationally sound for the minority student attending a racially impacted school to have available the positive impact provided by minority classified and certificated employees. It is likewise educationally sound for the student from the majority group to have positive

experiences with minority people which can be provided, in part, by having minority classified and certificated employees at schools where enrollment is largely made up of majority group students. It is also educationally important for student to observe that females as well as males can assume responsible and diverse roles in society.

(c) Past employment practices created artificial barriers and past efforts to promote additional action in the recruitment, employment, and promotion of women and minorities have not resulted in a substantial increase in employment opportunities for such persons.

(d) Lessons concerning democratic principles and the richness which racial diversity brings to our national heritage can be best taught by the presence of staff of mixed races and ethnic groups working toward a common goal.

It is the intent of the Legislature to establish and maintain a policy of equal opportunity in employment for all persons and to prohibit discrimination based on race, sex, color, religion, age, handicap, ancestry, or national origin in every aspect of personnel policy and practice in employment, development, advancement, and treatment of persons employed in the public school system, and to promote the total realization of equal employment opportunity through a continuing Affirmative Action Program. The Legislature recognizes that it is not enough to proclaim that public employers do not discriminate in employment but that effort must also be made to build a community in which opportunity is equalized. It is the intent of the Legislature to require educational agencies to adopt and implement plans for increasing the numbers of women and minority persons at all levels of responsibility."

87101. Definitions

For the purposes of this article:

(a) "Affirmative action employment program" means planned activities designed to seek, hire, and promote persons who are underrepresented in the work force compared to their number in the population, including handicapped persons, women, and persons of minority racial and ethnic backgrounds.

It is a conscious, deliberate step taken by a hiring authority to assure equal employment opportunity for all staff, both certificated and classified. These programs require the employer to make additional efforts to recruit, employ, and promote members of groups formerly excluded at

the various levels of responsibility who meet statewide minimum qualifications, if any, and who, relative to local qualifications, are qualified or may become qualified through appropriate training or experience within a reasonable length of time. The programs should be designed to remedy the exclusion, whatever its cause. Affirmative action requires imaginative, energetic, and sustained action by each employer to devise recruiting, training, and career advancement opportunities which will result in an equitable representation of women and minorities in relation to all employees of the employer.

(b) "Goals and timetables" means projected new levels of employment of women and minority racial and ethnic groups to be attained on an annual schedule, given the expected turnover in the work force and the availability of persons who are, relative to local qualifications beyond the statewide minimum qualifications, qualified, or may become qualified through appropriate training or experience within a reasonable length of time. Goals are not quotas or rigid proportions. They should relate both to the qualitative and quantitative needs of the employer.

(c) "Public education agency" means the office of the chancellor and the governing board of each community college district in California.

87102. Compliance affirmation; Record of Success to be Produced

The governing board of each community college district shall periodically submit to the Board of Governors of the California Community Colleges an affirmation of compliance with the provisions of this article. The affirmative action employment program shall have goals that ensure participation in, and commitment to, the program by district personnel, and timetables, for its implementation. The affirmative action plan shall include steps that the district will take in meeting and improving hiring goals for both full-time faculty and part-time faculty pursuant to Section 87482.6, and the development of the plan shall be a condition for receipt of allowances to that section.

The governing board of each community college district shall be held accountable pursuant to this article and other applicable provisions of law for the success or failure of its affirmative action employment program. The plans shall be a public record within the meaning of the California

Public Records Act [Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code].

(b) The governing board of each community college district shall publish and distribute a record of the success rate of measurable progress, with respect to its goals and timetables, in hiring employees through its affirmative action employment program. This publication shall be a public record within the meaning of the California Public Records Act, and shall include data and information specified by the board of governors.

87103. Assistance

The Office of the Chancellor of the California Community Colleges shall render assistance in developing and implementing affirmative action employment programs to community college districts under its jurisdiction.

87104. Requirements for use of funds

The Board of Governors of the California Community Colleges, out of funds appropriated for such purposes, (1) shall provide assistance to local community colleges in adopting and maintaining high quality affirmative action programs; (2) report to the Legislature regarding the number of districts which have adopted and are maintaining affirmative action programs, including the effectiveness of such programs in meeting the intent of this article; (3) develop and disseminate to public community college district guidelines to assist such agencies into developing and implementing affirmative action employment programs; and (4) shall establish a technical assistance team to review the affirmative action plan of each community college district which fails to make measurable progress in meeting the goals and timetables of its adopted plan. The technical assistance team shall recommend appropriate actions to assure reasonable progress in improving success rate. The board of governors shall prescribe those conditions necessary to assure reasonable progress and otherwise meet the legal requirements of affirmative action. The conditions may include the withholding of allowances made pursuant to Sections 87482.6 and 87107.

(b) The board of governors shall establish, by July 1, 1989, within the chancellor's office or through other means as deemed necessary, a major service function to assist community college districts in identifying, locating, and recruiting qualified members of underrepresented groups, and

in establishing and maintaining effective affirmative action hiring procedures.

(c) The board of governors shall, by March 15, 1989, develop and adopt a systemwide plan for strengthening faculty and staff affirmative action policies and programs in the California Community Colleges.

87105. Rules and Regulations

The Board of Governors of the California Community Colleges shall adopt all necessary rules and regulations to carry out the intent of this article.

87106. Federal law

Any activities undertaken pursuant to this article shall be subject to provisions of Title VII of the Federal Civil Rights Act of 1964, and amendments thereto.

87107. Faculty and Staff Diversity Fund Establishment and Use of Money

(a) There is hereby created in the State Treasury a fund which shall be known as the Faculty and Staff Diversity Fund.

The money in the fund shall be available to the board of governors upon appropriation by the Legislature for the purpose of enabling the California Community Colleges as a system to address the goal that by the year 2005 the system's work force will reflect proportionately the adult population of the state. For the purpose of administering this fund, the board of governors shall develop and apply availability data and factors for measuring district progress in contributing to this goal for the system. Also for the purpose of administering this fund, it is the intent of the Legislature that the board of governors take the steps which are necessary to reach the goal that by fiscal year 1992-93, 30 percent of all new hires in the California Community Colleges as a system will be ethnic minorities.

(b) By December 1, 1993, the board of governors shall report upon and assess the extent to which the California Community colleges as a system have met or begun to meet the goals specified in this section. The report shall include conclusions regarding any necessary revisions to these goals.

Unless provided otherwise by the Legislature by statute, the board of governors may, on or after September 30, 1994, adopt regulations to revise these goals.

(c) The board of governors shall utilize up to 25 percent of the fund to do all of the following:

(1) Reimburse districts for the costs of publishing, distributing, and reporting affirmative action success rates as provided in Section 87102.

(2) Reimburse district for the cost of preparing and updating affirmative action plans.

(3) Carry out the assistance, service, monitoring, and compliance functions specified in Section 87104.

(d) The remainder of the fund shall be allocated to districts, in accordance with regulations of the board of governors, to provide for extended outreach and recruitment of underrepresented groups, for incentives to hire members of underrepresented groups, for in-service training, and for other related staff diversity programs.

(e) It is the intent of the Legislature that the board of governors in administering this fund, shall, pursuant to the provisions of this article, give funding priority and shall afford flexibility and discretion in the use of these funds to districts which have made or are making reasonable progress in contribution to the achievement of the goals of this fund.

D. DUTIES AND RESPONSIBILITIES OF AFFIRMATIVE ACTION OFFICER

The West Hills Community College District will have an Affirmative Action Officer responsible for the district. The Affirmative Action Officer of the District is responsible for the overall implementation of the Faculty and Staff Diversity Plan and shall work in conjunction with the Faculty and Staff Diversity Advisory Committee and the Superintendent/President or designee of the West Hills Community College District to carry out the goals and objectives of the program.

The Affirmative Action Officer is responsible to the Superintendent/President of the West Hills Community College District and shall administer and coordinate the Affirmative Action Program. Responsibilities may include, but not necessarily be limited to the following:

1. Develop and disseminate the Faculty and Staff Diversity Plan statements and programs.
2. Identify affirmative action problem areas.

3. Assist management and supervisory personnel in arriving at solutions to affirmative action problems.
4. Design and implement an audit and reporting system that will:
 - a. Measure effectiveness of the District Affirmative Action Programs.
 - b. Indicate need for remedial action.
 - c. Develop goals and objectives based on recommendations from administration, faculty, and classified staff, and the Faculty and Staff Diversity Advisory Committee.
 - d. Determine the degree to which goals and objectives have been attained.
 - e. Assure that the District is in compliance with federal and state guidelines, executive orders, etc.
5. Serve as liaison to minority organizations, community action groups, disabled and women's organizations concerned with employment opportunities and Affirmative Action.
6. Keep current on all federal, state, and local laws concerned with affirmative action and keep the Superintendent/President or designee, Advisory Committee, and district personnel informed of the latest developments in affirmative action.
7. Develop, implement, and audit methods of effective recruitment, screening and interviewing, review job descriptions, selection, training, retraining, transfer and promotion practices, and evaluation of employees to comply with equal employment laws.
8. Review the qualifications of all employees to ensure that minorities, women, and other affected classes are given full opportunities for transfers and promotions.
9. Conduct regular discussions with administrators, managers, supervisors, faculty, and classified staff to ascertain that the District Affirmative Action Program is being followed.
10. Prepare an annual written report to the Board of Trustees and college staff to be presented at a regularly scheduled meeting. The report shall include but not be limited to:

- a. progress towards goals and timetables
 - b. problems identified and solutions carried out
 - c. current problem areas
11. Serve as Chairperson of the Faculty and Staff Diversity Advisory Committee.
 12. Conduct active personnel recruitment efforts with county board organizations, private industry, professional organization, colleges, universities, and other identified recruitment target areas.
 13. Make periodic reports to the Chancellor's Office, state and federal compliance agencies as necessary.
 14. Keep current on equal employment opportunity developments and inform administration how any changes of emphasis might affect district hiring practices.
 15. Maintain a District Faculty and Staff Diversity Advisory Committee, as outlined and directed by the Superintendent/President and Board of Trustees, consisting of diversified representation.
 16. Update all recruitment and selection processes (recruitment, interviews, job description, transfer and promotion practices etc.) eliminating any artificial barriers and non-job-related selection procedures.
 17. Affirmative Action Officer or designee shall attend all selection committee meetings, paper screenings, and interviews.

III. FACULTY AND STAFF DIVERSITY PLAN: PROCEDURES FOR IMPLEMENTATION

A. RESPONSIBILITY

(Reference: Title 5 California Administrative Code Sections 53020-53024)

53020. Responsibility; Delegation of Authority; Complaints

(a) The governing board of each community college district is ultimately responsible for proper implementation of this Subchapter at all levels of district and college operation and for making measurable progress toward the goals established in the

district's faculty and staff diversity plan. In carrying out this responsibility, the governing board, upon the recommendation of the chief executive officer, shall ensure that an affirmative action officer is designated to oversee the day-to-day implementation of the requirements set forth in this Subchapter.

(b) The administrative structure created by any delegation of authority to the affirmative action officer or others shall be described in the district's faculty and staff diversity plan submitted pursuant to Section 53003 and shall be designed in such a manner so as to ensure prompt and effective implementation of the requirements of this Subchapter. The plan shall also designate a single officer, who may be the affirmative action officer, who shall be given authority and responsibility for receiving complaints filed pursuant to Section 53026, for ensuring that such complaints are promptly and impartially investigated, and ensuring that selection procedures and the applicant pool are properly monitored as required by Sections 53023 and 53024.

(c) Any organization or individual, whether or not an employee of the district, who acts on behalf of the governing board with regard to the recruitment and screening of personnel is an agent of the district and is subject to all of the requirements of this Subchapter.

B. RECRUITMENT

(Reference: Title 5, California Administrative Code Section 53021)

53021. Recruitment

(a) Community college districts shall undertake a program of verifiable affirmative action recruitment of qualified members of historically underrepresented groups in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, the chief executive officer and all other executive/administrative/managerial positions.

(b) "In house or promotional only" recruitment shall not be used to fill any new opening except when:

- (1) The pool of eligible district employees has achieved proportionate representation and the district has an upward mobility program which is included in the faculty and staff diversity plan approved by the Chancellor;

(2) The position is being filled on an interim basis (not to exceed one year) to allow for full and open recruitment; or

(3) Justified by "business necessity" as defined in Section 53001 (c).

(c) If a district believes justification exists for use of the "business necessity" exception, it shall so notify the Faculty and Staff Diversity Advisory Committee established pursuant to Section 53005 and the Chancellor at least ten (10) working days prior to offering the position to a candidate.

(d) Even where in-house or promotional only recruitment is permitted pursuant to subsection (b), all qualified district employees shall be afforded the opportunity to apply.

(e) For purposes of this section, a new opening is not created when:

(1) There is a reorganization or series of transfers that does not result in a net increase in the number of employees;

(2) A position which is currently occupied by an incumbent and is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;

(3) The faculty in a division or department elect one faculty member to serve as a chairperson for a prescribed limited term; or

(4) The position is filled by a temporary appointment using recruitment procedures authorized by other provisions of law.

C. HIRING PROCEDURES

The West Hills Community College District Superintendent/ President and College Council, in conjunction with the Director of Personnel Services and/or the Affirmative Action Officer have developed specific "Hiring Procedures" which are to be followed for all permanent full-time and part-time positions. These procedures are included as appendices to this plan.

D. JOB ANNOUNCEMENTS

(Reference: Title 5 California Administrative Code Section 53022)

53022. Job Announcements and Required Qualifications

Job Announcements shall state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For faculty and administrative positions, job requirements shall include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students. Job specifications, including any "desired" or "required" qualifications beyond the state minimum qualifications (set forth in Subchapter 4, commencing with Section 53400 of this Chapter) which the district wishes to utilize, shall be reviewed before the position is announced, to ensure conformity with the requirements of this Subchapter and state and federal nondiscrimination laws.

E. APPLICANT POOL

(Reference: Title 5 California Administrative Code Section 53023)

53023. Applicant Pool

(a) All applicants shall be given an opportunity to identify themselves as being a member of a historically underrepresented group when their application is submitted. This information shall be kept confidential and shall be used only in research, validation, monitoring, evaluating the effectiveness of the district's affirmative action employment program, or any other purpose specifically authorized in this Subchapter, or by any applicable statute or regulation.

(b) After the application deadline has passed, applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. Before the selection process begins, the composition of the qualified applicant pool shall be analyzed to ensure that the goals established in the district's faculty and staff diversity plan may be furthered and that members of historically underrepresented groups are not adversely impacted. If this is not the case, the chief executive officer or his or her designee shall take effective steps to address the adverse impact before the selection process is begun. Such steps may include, but are not limited to:

(1) the deadline is extended and additional recruitment focused on historically underrepresented groups is undertaken;

(2) applicants from historically underrepresented groups who were initially screened out because they failed to meet locally established "desirable or preferred" qualifications beyond the state minimum qualifications are included in the

applicant pool where such applicants may be expected to meet these additional qualifications through appropriate training or experience within a reasonable length of time.

(3) locally established qualifications beyond state minimum qualifications are modified or removed and the application deadline is extended.

(c) If adverse impact persists after taking steps required under subdivision (b), the selection process may proceed only if:

(1) the job announcement does not require qualifications beyond the statewide minimum qualifications;

(2) locally established qualifications beyond state minimum qualifications, if any, are shown to be job related and consistent with business necessity through a process meeting the requirements of federal law; or

(3) the particular requirements beyond statewide minimum qualifications which are used in the job announcement are among those which the Board of Governors has found to be job-related and consistent with business necessity throughout the community college system.

F. SCREENING

(Reference: Title 5 California Administrative Code Section 53024)

53024. Screening or Selection Procedures

(a) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

(1) provided to the Chancellor upon request;

(2) designed to ensure that for faculty and administrative positions, consideration is given to the extent to which applicants have a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;

(3) based solely on job-related criteria, provided that, when a particular candidate who meets the minimum qualifications for the job is also a member of a historically underrepresented group, this membership may be taken into

account as one factor in the final selection process where this would further achievement of the goals set forth in the district's faculty and staff diversity plan; and

(4) designed and monitored to ensure that they do not have an adverse impact on members of historically underrepresented groups.

(b) If monitoring pursuant to subsection (a) (4) reveals that any selection technique or procedure has adversely impacted any historically underrepresented group, the chief executive officer or his/her designee shall suspend the selection process, and timely and effective steps shall be taken to remedy the problem before the selection process resumes. The affirmative action officer, or other official charged with responsibility for monitoring selection procedures, may assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed. Where necessary, the position may be re-opened at any time and a new selection process initiated in a way designed to avoid adverse impact.

(c) A district may not designate or set aside particular positions to be filled by members of any group defined in terms of race, ethnicity, gender, age, disability, or any other characteristic which would result in discriminatory treatment prohibited by state or federal law. Nor may a district apply goals set forth in the district's faculty and staff diversity plan in a rigid manner which has the purpose or effect of so discriminating.

(d) Seniority or length of service may be taken into consideration only to the extent it is job related, is not the sole criterion, and is included in the job announcement consistent with the requirements of Section 53022.

(e) Selection testing for employees shall follow procedures as outlined in Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."

(f) Selection committees shall include members of historically underrepresented groups whenever possible.

(g) Notwithstanding any other provision of this Division, the governing board or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and order further review by the screening committee or reopening of the position

where necessary to further achievement of the goals established in the faculty and staff diversity plan. However, consistent failure to select qualified candidates from historically underrepresented groups who are recommended by screening committees shall constitute a violation of Section 51010 of this Division.

G. PERSONS WITH DISABILITIES

(Reference: Title 5 California Administrative Code Section 53025)

53025. Persons with Disabilities

(a) By July 1, 1992, each community college district shall establish goals and timetables for hiring and promotion of persons with disabilities, provided that data on the availability of persons with disabilities who are qualified for employment by community colleges is furnished by the Chancellor.

(b) For academic year 1992-93, and each year thereafter, districts shall monitor for adverse impact on persons with disabilities consistent with the requirements of Sections 53004, 53023, and 53024 and shall report on the number of persons with disabilities who are employed by the district pursuant to Section 53004.

(c) Community college districts shall ensure that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code Sections 11135 et seq., and Section 504 of the Rehabilitation Act of 1973. Such accommodations may include, but are not limited to, job site modifications, job restructuring, flexible scheduling, adaptive equipment, and auxiliary aids such as readers, interpreters, and notetakers. Such accommodations may be paid for with the faculty and staff diversity funds provided pursuant to Article 3 (commencing with Section 53030) of this Subchapter.

H. AFFIRMATIVE ACTION COMMITMENT

1. All employment practices, including selection, assignment, promotion, transfer, demotion, or termination decisions, shall be based on job-related factors which include qualifications and capabilities. Seniority shall be considered as required by law. The goals of the Affirmative Action Program shall also be designed to meet the special needs and aspirations of protected groups, students and the community in counseling, bilingual/multicultural education, and school-staff mobility. Bilingual/multicultural education may also include multilingual.

2. To effectuate its affirmative action commitment, the West Hills Community College District shall seek to hire and retain

employees whose backgrounds and abilities add to the cultural diversity of the institution, and who can act as positive role models.

- a. Review procedures to eliminate any unlawful discriminatory practices.
- b. Display State Department of Fair Employment and Housing and Equal Employment Opportunity Commission posters where applicants and interviewers are likely to see them.
- c. Eliminate sex-stereotyped job titles.
- d. Whenever possible, assign persons with bilingual skills to provide service to non-English-speaking persons or limited-English-speaking ability persons.
- e. In a reduction in force situation, examine programmatic needs in a very comprehensive manner to ensure protected group members are retained in employment whenever possible.

I. AGENTS

[Reference: Title 5 California Administrative Code Section 53020 (c)]

See Page 11 of this document.

J. PERSONNEL POLICIES

Personnel policies comply with equal opportunity laws and guidelines.

1. Salary and Benefit Plan.

- a. Fixed salary schedules for administrative and faculty positions are based on responsibilities, experience, and education.
- b. Fixed salary schedules for classified and temporary hourly staff are based on an analysis of similarities of job responsibilities and requirements including experience and education.
- c. Salary policies are made available to all employees and prospective applicants for employment.

- d. District-provided fringe benefit plans do not operate to discriminate based on sex.

2. Leave Policies

- a. The granting of leaves, including paid or unpaid leave for educational or professional purposes, illness, disability, vacation, and personal necessity is nondiscriminatory.
- b. Women employees, regardless of marital status, are eligible for district approved disability benefits during the period of time they are physically disabled and unable to work as a result of pregnancy. A physical disability arising out of pregnancy is considered to be and is treated the same as any other disability under those benefits and policies provided by the District which may include accrued sick leave pay, vacation, and substituted difference pay. Any other leave time requested associated with pregnancy or childbirth is treated under Subsection 2-c below.
- c. The District may grant both men and women employees, in addition to other leaves provided by policy, personal leaves of absence without pay for reasonable periods for child caring and/or preparation of childbirth. Requests for personal leaves of absence specify the length of the leave, giving a definite date of return to work. For certificated teaching staff where the need for a personal leave of absence without pay may be anticipated in advance, leaves are granted recognizing the employee's needs, yet maintaining the continuity and continuation of the courses being taught.

3. Policy on Employment of Relatives

The policy on employment of relatives does not operate to violate the intent of the Plan which provides that affirmative action be taken to recruit and place minority persons. Similarly, the policy is not applied unilaterally to deny employment to persons of one sex. Where a practice of providing for employment of relatives has operated to exclude people based on race, such practices are contrary to the intent of the law. Policies or practices which prohibit or have an adverse impact upon one sex or the other are in violation of the law. The Board policy concerning the employment of relatives allows for employment of members of the same family but prohibits such employment when the Superintendent/President or designee determines that such employment would result in a potential conflict of interest in the

performance of job duties and responsibilities. See West Hills Community College District Board Policy.

K. SPECIAL STAFF TRAINING AND PARTICIPATION

Education and training play a vital role in affirmative action.

1. Staff Training Equal opportunity is a fundamental and continuing staff responsibility. Since it is the knowledge, attitude, motivation, and personal involvement of the staff that will ensure success of the Faculty and Staff Diversity Plan, education and orientation of staff are provided for a part of the Plan.

a. Regular Meetings On at least an annual basis, Faculty and Staff Diversity Plan progress is reviewed during meetings of the Board of Trustees, faculty, administrative and classified staff, and students. To the fullest extent possible, staff and board members are responsible for the development of equal opportunity goals, objectives, and programs through discussion and planning in such meetings.

b. Training Seminars and Meetings Attendance by staff at seminars and training workshops designed to improve understanding of equal opportunity policy and affirmative action is encouraged. West Hills Community College District Faculty and Staff Diversity Advisory Committee will provide those involved with screening and selection processes training in equal opportunity and affirmative action guidelines on a regular basis.

2. Upward Mobility Program Training and Development of Employees

Operation of the West Hills Community College District will use those training programs which provide the most meaningful opportunities for preparation of employment and advancement.

a. Preparation for Entry-Level Classified and Certificated Positions:

(1) Special hiring programs in entry-level positions where future, regular employment opportunities may be anticipated are undertaken.

(2) Through vacation replacement, seasonal employment and leaves of absence individuals are provided with opportunities to gain practical experience qualifying

for future, regular positions.

- b. Preparation for Advancement/Promotion for Classified and Certificated Positions.
 - (1) Preparation for advancement into specialized, technical, professional and management positions is encouraged.
 - (2) Abilities and experience necessary for promotions to management, supervisory, professional, technical, clerical, semi-skilled and skilled positions are developed by on-the-job-training, vacation relief and special assigned work projects.

- c. Preparation for Faculty Positions
 - (1) Higher degree-granting institutions seeking to provide their graduates with internship and other educationally-related experiences are encouraged to utilize the District as a possible resource.
 - (2) Opportunities are given to staff to participate in conferences, professional meetings and committees to gain experience, knowledge and skills wherever possible.

- d. Supplemental Education

Participation in educational and training programs is encourage and made known to employees.

- e. Professional Associations

Employees are encouraged to participate in professional organizations where such participation will contribute to their advancement and competency.

L. COMMUNITY AFFAIRS

The District will maintain an active program of community involvement and support. The District will provide for active participation in community affairs and will maintain positive and cooperative relations with underrepresented groups and community organizations covered under its Faculty and Staff Diversity Plan. Being small in enrollment, but large in rural areas, West Hills Community College District must seek out the few community organizations that do exist.

M. STUDENT RECRUITMENT, PLACEMENT, RETENTION SERVICES AND PROGRAMS

All student support services are operated in compliance with the District's equal opportunity and affirmative action policies.

1. Recruitment and Retention

Student outreach programs are developed to recruit disadvantaged and underrepresented students. In considering recruitment techniques and formulating programs, affirmative action efforts are included.

- a. Special programs such as extended opportunity programs and services, disabled student programs, re-entry, single parent, career placement, and disadvantaged vocational student programs are all programs which are intended to improve equal opportunity and are part of our Affirmative Action Program.
- b. Emphasis is placed on ensuring that disadvantaged and underrepresented students learn of and are encouraged to undertake educational programs which they might not have undertaken in the past. Emphasis is placed on assisting women students to become aware of and involve in educational programs leading to occupations other than those traditionally available to women.

2. Service to Students

Student services such as counseling, financial aid, the Learning Resource Center, placement services, and tutoring are or will be made available to all students. Priority is given as necessary to disadvantaged students enabling them to complete their educational programs in the District. For example, West Hills Community College District allows for priority registration to DSPS and EOPS students.

3. Awareness Programs

Social and cultural awareness programs are offered throughout the year to promote district-wide understanding and support the efforts of minority groups and women. West Hills Community College District will continue to offer workshops, guest speakers, teleconferences, and video tapes on social and cultural awareness programs.

4. Curriculum

Curriculum in the West Hills Community College District includes courses on political, social, economic, historical and cultural backgrounds of minority groups and women. A list of courses which pertain exactly to minority groups and women is as follows:

Social Science 32A-Cultural History of the Chicano
Social Science 32B-Cultural History of Black Americans

Social Science 32C-Women's Studies
History 32A-Cultural History of the Chicano
History 32B-Cultural History of Black Americans
Social Service 11-Understanding the Disadvantaged Client
Social Service 12-Cultural Factors in Employment Counseling

In addition to these courses that pertain exclusively in these areas, numerous other courses present major section or modules regarding social, economic, historical, and/or cultural backgrounds of minority groups and women. A list of these courses is as follows:

Business 18-Business Law
Business 20-Introduction to Business
Business 29-Techniques of Management
Business 32-Small Business Management
Business 34-Marketing
Business 35-Personnel Management
Business 37-Human Relations in Business

5. Scholarship Programs

Scholarship programs controlled by the District comply with the equal opportunity policy. Additional scholarships are to be sought to provide financial assistance to disadvantaged students.

6. Student Programs

Student operated and controlled programs, publications, and activities are covered under the equal opportunity policy.

7. Cooperative Career Education

A cooperative Career Education Program encourages students to gain practical work experience as part of their college curriculum. West Hills Community College District will continue to conduct CWEE courses.

N. DISTRICT FACILITIES, ACTIVITIES AND PROGRAMS

The District prohibits any practice which tends to segregate employees or students based upon race, age, sex, ethnicity, disability, sexual orientation, or Vietnam-era veteran as might arise in the planning or use of District facilities, activities, and committees. The District openly encourages all employees and students to participate fully in the affairs and activities of the District.

Where the District identifies problems that tend to segregate or inhibit full employment and educational opportunities, solutions to such problems are to be sought by the Faculty and Staff Diversity Advisory Committee.

O. PURCHASING POLICY

It is the policy of the District to ensure the minority owned and/or operated businesses have an equal opportunity to do business with the District. Additionally, the District seeks to do business with vendors complying with equal opportunity laws and guidelines.

P. DISABLED

1. The District shall make reasonable accommodation for the disabled applicant or employee. (Title 5, Regulations of the California Administrative Code, Section 53025)

2. Disabled (formerly referred to as handicapped) person(s) means any person who (a) has a physical or mental impairment which substantially limits one or more major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment. Reasonable accommodation is defined as efforts made on the part of the employer to remove artificial or real barriers, which prevent or limit the employment and upward mobility of disabled persons. Accommodations may include but are not limited to the provision or modification of equipment and assistive devices, modified work schedules, and job restructuring as well as job site modification.

3. (Reference: Title 5 California Administrative Code Section 59306)

59306. Visitor Parking for Persons with Disabilities

(a) Each community college district shall, consistent with the requirements of Education Code Sections 66260 and 67311.5, provide visitor parking at each of its colleges or centers at no charge to persons with disabilities or those providing transportation for such persons.

(b) For purposes of this section, "persons with disabilities" are those who:

(1) qualify as disabled persons pursuant to Section 22511.5 of the Vehicle Code; or

(2) if they were students, would be entitled to special

parking provided to students with disabilities pursuant to Subchapter 1 (commencing with Section 56000) of Chapter 7 of this Division.

(c) Parking at no charge shall be available to persons with disabilities who are visitors, and those providing transportation to such persons, in those parking facilities which are most accessible to administrative offices, libraries, and other facilities which the district finds are most used by visitors.

(d) Each community college district shall post in conspicuous places notice that parking is available without charge to persons with disabilities who are visitors and those providing transportation for such persons.

(e) When parking provided pursuant to this section is located in an area where access is controlled by a mechanical gate, the district shall ensure that accommodations are made for persons with disabilities who are unable to operate the gate controls. Accommodations may be provided by an attendant assigned to assist in operation of the gate or by any other effective means deemed appropriate by the district.

(f) Parking fees collected pursuant to Education Code Section 72247 shall be used to offset any costs resulting from compliance with the requirements of this section.

4. The West Hills Community College District requests candidates to indicate on the job application if they need accommodation for the disabled in the job interview.

5. The West Hills Community College District DSPS Program plans to obtain grant money with possible matching funds by the District to make the facilities more accessible to the disabled.

Q. SEXUAL HARASSMENT

(Reference: Title 5 California Administrative Code Section 59307)

59307. Sexual Harassment and Sex Discrimination

The governing board of each community college district shall ensure that all persons, regardless of their sex, are afforded equal rights and opportunities in programs and activities conducted by colleges in the district. The district shall comply with all requirements of Chapter 2 (commencing with Section 200) of Division 1 of Title 1 of the Education Code, which is commonly

referred to as the Sex Equity in Education Act. Complaints alleging sexual harassment or discrimination on the basis of gender prohibited by that Act shall be filed and investigated pursuant to the procedures set for in this subchapter.

Also, refer to West Hills Community College District Board Policy on sexual harassment.

R. AFFIRMATIVE ACTION OFFICER

The Superintendent/President is responsible for ensuring affirmative action and equal employment opportunity. He/She may designate an Affirmative Action Officer who will oversee recruitment, selection, and interviewing in an effort to improve representation of ethnic minority groups, women, and the disabled.

Also refer to Page 9 of this document for duties and responsibilities of Affirmative Action Officer.

S. DISSEMINATION

1. Internal. The Faculty and Staff Diversity Plan shall require that all District employees be apprised of the equal employment opportunity/affirmative action policy.

2. External. The Faculty and Staff Diversity Plan shall require that a written notice be provided at least annually to various community organizations concerning the District's Affirmative Action Policy and to solicit their assistance in recruiting ethnic minority, female, disabled, and Vietnam-era veteran candidates.

3. General

(a) The principles of the District's Faculty and Staff Diversity Plan should be disseminated to all work units.

(1) A letter from the Superintendent/President reaffirming the District's commitment to affirmative action shall be sent to all employees at the beginning of each school year.

(b) Meetings with administrators and other supervisory personnel to explain the intent of the Plan and individual responsibility for its implementation shall be conducted by the Affirmative Action Officer.

(c) Meetings shall be held with officials of all employee organizations, informing them of the Faculty and Staff

Diversity Plan and enlisting their cooperation.

(d) An affirmative action statement and federal and state EEO posters shall be posted in the administration buildings and instructional offices and student support services areas.

(e) A list of recruiting sources, agencies, and professional organizations shall be maintained and enhanced as a basic aid in the recruitment of minority groups, women, and other affected classes.

(f) The Faculty and Staff Diversity Plan shall be distributed to various agencies, including employment sources and commercial establishments, and specifically to those with which the District conducts business.

(g) Annual reports assessing the progress made under the Faculty and Staff Diversity Plan shall be given to the Board of Trustees.

(h) Additional procedures of dissemination, as appropriate, shall be developed by the Affirmative Action Officer in association with the Faculty and Staff Diversity Advisory Committee.

(i) Reports shall be submitted to the Chancellor's Office, as appropriate.

(j) Equal opportunity posters shall be posted on bulletin boards regularly viewed by students, employees and applicants for employment.

(k) District publications shall include statements concerning the equal opportunity and affirmative action policies. Employees and students featured in District publications shall include both underrepresented persons and women.

T. COMPLAINT PROCEDURES

(Reference: Title 5 California Administrative Code Section 53026)

53026. Complaints

Each community college district shall establish a process permitting any person to file a complaint alleging that the requirements of this Subchapter have been violated. A copy of the complaint shall immediately be forwarded to the Chancellor who may require that the district provide a written investigative report

within ninety (90) days. Complaints which also allege discrimination prohibited by Government Code Sections 11135 et seq. shall be processed according to the procedures set forth in Subchapter 4 (commencing with Sections 59300) of Chapter 10 of this Division.

An employee, applicant for employment, or student of the West Hills Community College District may file a complaint with the District Affirmative Action Officer based on alleged discrimination because of race, color, religion, sex, national origin, age, marital status, disability or Vietnam-era veteran status which meets the following requirements (Reference: Title 5 California Administrative Code Sections 59328-59342):

59328. Complaint

(a) An investigation of alleged unlawful discrimination prohibited by this Subchapter will be initiated by filing a complaint which meets the following requirements:

(1) The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination or by one who has learned of such unlawful discrimination in his or her official capacity.

(2) The complaint shall be filed with the Chancellor of the California Community Colleges or with the officer designated pursuant to Section 59324 by the appropriate community college district.

(3) The complaint shall be in a form prescribed by the Chancellor.

(4) The complaint shall be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination.

(b) Districts shall establish procedures for attempting to resolve charges of unlawful discrimination which shall be a prerequisite to filing a complaint pursuant to this chapter. Such procedures shall be limited to thirty (30) days.

59329. Complaints Filed with Chancellor

Upon receiving a complaint filed pursuant to Section 59328, the Chancellor will immediately forward a copy of the complaint to the appropriate community college district responsible officer who

shall respond pursuant to Section 59322 or initiate the investigation required by Section 59334.

59330. Notice to Chancellor

Immediately upon receiving a complaint filed in accordance with Section 59328 the district shall notify the Chancellor of the complaint in a form and manner determined by the Chancellor.

59332. Defective Complaint

When a district receives a complaint which it finds does not meet the requirements of Section 59328 that district shall immediately notify the complainant that the complaint does not meet the requirements of Section 59328 and shall specify in what requirement the complaint is defective.

59334. District Investigation

Upon receiving a complaint which is properly filed in accordance with Section 59328, the district will commence an impartial fact-finding investigation of that complaint and notify the complainant and Chancellor that it is doing so. The results of the investigation shall be set forth in written report which shall include at least all of the following:

- (a) a description of the circumstances giving rise to the complaint;
- (b) a summary of the testimony provided by each witness, including the complainant and any witnesses identified by the complainant in the complaint;
- (c) an analysis of any relevant data or other evidence collected during the course of the investigation;
- (d) a specific finding as to whether discrimination did or did not occur with respect to each allegation in the complaint; and
- (e) any other information deemed appropriate by the district.

59336. Administrative Determination

Within ninety (90) days of receiving a complaint, the district shall complete its investigation and forward all of the following to the complainant:

- (a) a copy or summary of the investigative report required pursuant to Section 59334;

(b) a written notice setting forth:

(1) the determination of the chief executive officer or his/her designee as to whether discrimination did or did not occur with respect to each allegation in the complaint;

(2) a description of actions taken, if any, to prevent similar problems from occurring in the future;

(3) the proposed resolution of the complaint; and

(4) the complainant's right to appeal to the district governing board and the Chancellor pursuant to Section 59338.

59338. Final District Decision; Appeals

(a) If the complainant is not satisfied with the results of the administrative determination pursuant to Section 59336, the complainant may, within fifteen (15) days, submit a written appeal to the district governing board. The governing board shall review the original complaint, the investigative report, the administrative determination, and the appeal and issue a final district decision in the matter within forty-five (45) days after receiving the appeal. A copy of the final district decision rendered by the governing board shall be forwarded to the complainant and to the Chancellor. The complainant shall also be notified of his or her right to appeal this decision pursuant to this section. If the governing board does not act within forty-five (45) days the administrative determination shall be deemed approved and shall become the final district decision in the matter.

(b) In any case not involving employment discrimination, the complainant shall have the right to file a written appeal with the chancellor within thirty (30) days after the governing board issues the final district decision or permits the administrative determination to become final pursuant to subsection (a). Such appeals shall be processed pursuant to the provisions of Article 4 (commencing with Section 59350) of this subchapter.

(c) In any case involving employment discrimination, the complainant may, at any time before or after the final district decision is rendered, file a complaint with the Department of Fair Employment and Housing. In addition, in such cases, the complainant may file a petition for review with the Chancellor within thirty (30) days after the governing board issues the final district decision or permits the administrative determination to become final pursuant to subsection (a). The Chancellor shall

have discretion to accept or reject any such petition for review in employment discrimination cases. If the Chancellor agrees to accept the case, he/she may:

(1) attempt to informally resolve the matter pursuant to Section 59354;

(2) where applicable, treat the complaint as an allegation that the district has violated the provisions of Subchapter 1 (commencing with Section 53000) of Chapter 4 of this Division; or

(3) take any other action deemed appropriate by the Chancellor.

59340. Forward to Chancellor

Within 150 days of receiving a complaint, the district will forward the following to the Chancellor:

(a) the original complaint;

(b) the report required pursuant to Section 59334 describing of the nature and extent of the investigation conducted by the district;

(c) a copy of the notice sent to the complainant pursuant to Section 59336(b);

(d) a copy of the final district decision rendered by the governing board or a statement indicating the date on which the administrative determination became final pursuant to Section 59338(a);

(e) a copy of the notice to the complainant required pursuant to Section 59338(a); and

(f) such other information as the Chancellor may require.

59342. Extensions; Failure to Comply

(a) If a district, for reasons beyond its control, is unable to comply with the 150-day deadline specified in Section 59340 for submission of materials to the Chancellor, the district may file a written request that the Chancellor grant an extension of the deadline. The request shall be submitted no later than ten (10) days prior to the expiration of the deadline established pursuant to Section 59340 and shall set the reasons for the request and the date by which the district expects to be able to submit the

required materials.

(b) A copy of the request for an extension shall be sent to the complainant who may file written objections with the Chancellor within five (5) days of receipt.

(c) The Chancellor may grant the request unless delay would be prejudicial to the complainant.

(d) If a district fails to comply with the requirements of Section 59340 by the required deadline, including any extension granted pursuant to this section, the Chancellor may proceed to review the case as provided in Article 4 (commencing with Section 59350) of the Subchapter based on the original complaint and any other relevant information then available.

U. GOALS AND TIMETABLES

On April 27, 1992, the Board of Governors adopted amendments to Title 5, Division IV of the California Administrative Code to require each community college district to develop and adopt a district-wide written affirmative action and equal opportunity plan. Such plans and revisions are subject to review and approval by the State Chancellor. Section 53003 of the regulations requires that each community college district shall "revise its affirmative action goals and timetables every three years..." and submit them to the State Chancellor for approval.

The Superintendent/President of West Hills Community College District in consultation with the Affirmative Action Officer, appropriate campus administrators, faculty and staff, has determined the goals for the District for the three-year period 1993-1994, 1994-1995, and 1995-1996 as specified by the Chancellor's Office, California Community Colleges, Affirmative Action Unit.

1. Background

The following conditions (based on recommendations of the Task Force on Availability) apply to the derivations of the availability data:

(a) "Professional" positions are assumed to be recruited on a statewide basis.

(b) "Non-professional" positions are assumed to be drawn from the population within a 30-mile radius of the primary work site.

This is a departure from the 1983 Task Force recommendation to use the Standard Metropolitan Statistical Area (SMSA) or county data for these positions. The 30-mile radius assumes a "reasonable" commuting distance for recruitment purposes.

(c) All categories are calculated based on the single eligibility factor of individuals possessing "requisite skills."

This approach conforms to numerous U.S. Supreme Court decisions.

(d) A procedure for calculating "grouped" faculty data for use by small colleges is provided.

The suggested method for combining "subparts of the whole" is to use a weighted average, since it results in availability numbers that reflect the general faculty and staff configuration.

(e) Occupational categories used to estimate availability for classified positions have been increased to include those which encompass comparable to typical college jobs.

(f) "Career Education" Faculty requisite skills reflect the educational requirements associated with minimum qualifications.

Although Census data do not provide for a perfect match of occupation and the AA degree level, there is a sufficiently consistent statistical relationship to permit estimation of the proportion of AA degree holders in this category.

(g) Since the State Department of Rehabilitation has not been able to provide alternative information to date, the estimates provided here of persons in the labor force with disabilities are the best currently available. Each district's overall goals is based on statewide census data of disabled persons in the labor force adjusted for 30-mile composition of the district's faculty, educational administrators and classified staff.

2. Why goals and timetables?

Every endeavor has a measure of progress and completion. Goals and Timetables serve this purpose for diversity programs. The concept was developed in federal regulation and adapted by the Chancellor's Office for use by the system. The original purpose still holds: the measure of progress and completion toward the

overriding goal of having a community work force that is proportional to the qualified labor force. Please note that goals are **not** quotas. A goal is a target we would like to reach because the goal makes sense. With good-faith effort, goals usually will be reached. Other circumstances affecting the choices of applicants may intrude on our ability to reach a particular goal.

3. For whom are goals set?

Goals are set for members of "historically underrepresented" groups that have been identified as having been discriminated against because of group membership in the past. For community colleges, this group includes American Indian/Alaskan Native, Asian/Pacific Islander, Black, Hispanic, Women, and Persons with a Disability.

4. How are goals set?

For each of the groups, an "availability" measure is calculated primarily based on those in the relevant occupational category who possess the requisite skills to perform the duties of the occupation. Since professional occupations (administrators, instructors, counselors, librarians, etc) have a wider supply market than non-professional occupations (clerical, service/maintenance, technical/paraprofessional, and skilled trades workers), the relevant markets for the two are not the same. The former are expected to be recruited on a statewide basis, while the latter are recruited in a more local labor market within 30 miles of the work site. The existing work force of the district and/or college is compared to the availability in the relevant labor force market for each job category. Where there is a shortfall in the college's work force, a goal is possible if there is expected turnover in that category during the goal setting period. Whether or not there is a goal to be set up to the district, based on its good-faith effort to achieve a balanced and diverse work force.

5. Constraints in Affirmative Action Goal Setting. The Superintendent/President of the West Hills Community College District believes and recommends that the District be proactive in carrying out the provisions of its adopted Faculty and Staff Diversity Plan. While the adoption of these affirmative action goals and timetables represent a commitment to fulfill the goals leading toward a diverse organization, the Superintendent/President has identified the following constraints in achieving these goals:

- a. The employment capability of the District is largely dependent on the fiscal status and budgetary

considerations of the District.

- b. The changing needs of the total district program has a direct effect on the employment program of the District.
- c. A number of positions in the District are singular position, i.e., the particular classification has only one position. These positions typically experience low turnover. The incumbents tend to be career oriented in these specialized areas. Such specialized positions do not lend themselves well to the affirmative action goal setting process.
- d. Although West Hills Community College District recruitment sources include protected group entities, the recruitment program does not always result in a sufficient number of applications from protected group members. The plan is for the Affirmative Action Officer to review possible corrective action, such as to re-open positions at least once or increase the recruitment efforts, if this situation exists. The Affirmative Action Officer will report possible corrective action to the Superintendent/President for the final decision.

V. DISTRICT FACULTY AND STAFF DIVERSITY ADVISORY COMMITTEE

The West Hills Community College District Faculty and Staff Diversity Plan hereby establishes the District Faculty and Staff Diversity Advisory Committee to act in an advisory capacity to the Affirmative Action Officer and assist the District to achieve understanding and support of affirmative action/equal employment opportunity policies and programs. The Committee shall assist in developing the District Faculty and Staff Diversity Advisory Plan in conformity with the state and federal statutes, regulations, and guidelines and monitor its progress. The membership of the Faculty and Staff Diversity Advisory Committee will include representatives of the protected groups (ethnic minorities, women, disabled, age, and Vietnam-era veterans) whenever possible (Reference: Title 5 California Administrative Code, Section 53005).

1. Committee Functions. The Faculty and Staff Diversity Advisory Committee shall hold a minimum of two meetings per fiscal year, with additional meeting if needed, to review affirmative action goals, policies, progress, and when appropriate make recommendations to the Superintendent/President through the Affirmative Action

Officer to effectuate a more meaningful Faculty and Staff Diversity Program.

The Committee will be particularly concerned with the following areas:

- a. The adequacy of projected goals and the effectiveness of the Faculty and Staff Diversity Program.
- b. The review of reports prepared by the Affirmative Action Officer regarding the District's hiring progress. The Committee should suggest appropriate actions and/or recommend policy changes as necessary.
- c. The accountability for affirmative action progress at all levels. The Faculty and Staff Diversity Advisory Committee should be given the opportunity to comment and make recommendations.
- d. The evaluation of whether or not there is sufficient information distributed to employees clarifying misconceptions regarding affirmative action goals, responsibilities and progress to date by the District.
- e. Recruitment efforts.
- f. The advisement of administration regarding special training needs related to affirmative action. The Committee should assist in planning and implementing training programs to meet those needs.
- g. The Faculty and Staff Diversity Advisory Committee should:
 1. solicit advice from the DSPS Director/Counselor regarding District services to disabled persons.
 2. review employment policies regarding the disabled;
 3. assist in reviewing other written District rules, policies, practices, and procedures affecting the disabled; and

4. suggest revisions of those rules, policies, practices, and procedures which may potentially be a cause for complaints of discrimination by disabled persons.
- h. Faculty and Staff Diversity Advisory Committee members will be encouraged to participate in the Faculty and Staff Diversity Program in the West Hills Community College District. Committee members may serve as the designee of the Affirmative Action Officer to serve on selection committees, paper screenings, interviews, and recruitment teams.
 - i. The Faculty and Staff Diversity Advisory Committee will also have subcommittees as needed to oversee matters such as Gender Equity, Sexual Harassment, American with Disabilities Act. The chair of these subcommittee will be elected at the time of formation of the subcommittee and for purposes of the subcommittee business will report to the Affirmative Action Officer. The results of subcommittee business will be reported to the Faculty and Staff Diversity Advisory Committee before action is taken.
 - j. District employees who are committee members shall be permitted to participate in affirmative action committee activities on District time upon approval by the Affirmative Action Officer or appropriate administrator.

2. Composition and Terms of Office

Composition of the Faculty and Staff Diversity Advisory Committee will consist of:

- ** Affirmative Action Officer
- ** Representative from administration
- ** Representative from faculty
- ** Representative from classified
- ** Representative from Gender Equity Director/Counselor
- ** Representative from classified

management/confidential

- ** Representative from classified supervisors
- ** Student representative
- ** Disabled Students Program and Services Director/Counselor
- ** Representative from the community

There will be a representative from the Kings County Center at Lemoore who may be one of the above representatives. The representatives from the community will be from memberships that are truly representative of racial and ethnic minority groups, women, and the disabled.

Appointments will be for one (1) year terms.

3. Procedures for the selection of members

- a. The Affirmative Action Officer, Gender Equity Director/Counselor, and Disabled Students Program and Services Director/Counselor are appointed by the nature of their position.
- b. The representatives from administration and classified management/confidential will be appointed by the Superintendent/President.
- c. The representatives from classified, classified supervisors and faculty will be appointed by their respective union organizations (CSEA, IUOE, and CTA); or for faculty only, they may be appointed by the Academic Senate.
- d. The student and community representative will be selected by the Faculty and Staff Diversity Advisory Committee.

4. Orientation of New Members

The Affirmative Action Officer shall provide all new committee members with an orientation that includes the following;

- a. Copy of the District Faculty and Staff Diversity Plan.

- b. The annual work force data which details the ethnic and sex representation of employees by occupational categories and departmental grouping.
- c. A copy of the District rules, polices and procedures manual as it becomes available.
- d. Other data, reports, policies, documents which would assist the committee's knowledge of faculty and staff diversity.

W. AFFIRMATIVE ACTION PUBLICITY

The West Hills Community College District will provide public information with special attention given to publicity, advertising and promotion both on and off campus for programs and activities which highlight cultural diversity and illustrate the unique contributions made by minority groups and women.

X. FACULTY AND STAFF DIVERSITY PLAN REVISION

The District shall revise its affirmative action goals and timetables as required in Title 5 California Administrative Code Section 53003.

Y. CORRECTIVE ACTION

1. Regulation

The Faculty and Staff Diversity Plan shall require that when imbalances exist in the various job categories of the district work force, district practices and policies must be examined to determine the factors contributing to the imbalance. Employment practices within the personnel system which constitute barriers to equal opportunity shall be identified and corrective action designed to eliminate the barriers.

2. Guideline

Conditions which should have careful review and most often necessitate corrective action include the following:

- a. Lateral or vertical movement of historically under-represented groups or women employees occurs at a lesser rate than that of other employees in all job classifications and titles.
- b. Termination rate for minorities and women is higher than that of non-minorities and men.

- c. Application forms, tests, interviews, and other related preemployment material are not in compliance with local, state, federal regulations, executive orders, or guidelines.
- d. Entrance qualifications are not consistent with actual functions and duties required of the position.
- e. Sex designation is used when not a bonafide occupational requirement for the job.
- f. Minorities and women are absent from or under-represented in staff training or other career improvement programs.
- g. Recruitment efforts do not yield a sufficiently representative group of applicants to indicate historically under-represented groups, the disabled, and Vietnam-era veterans are being reached for jobs at all levels.
- h. There is evidence of harassment, coercion, or other adverse acts.

**West Hills
Community College District**

2009

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Trustees



*Mark McKean
President*

*Bill Henry
Vice President*

*Nina Oxborrow
Clerk*

Steve Cantu

Edna Ivans

Jeff Levinson

Jack Minnitee

Administrators



*Dr. Frank Gornick
Chancellor*

*Ken Stoppenbrink
Vice Chancellor/
Business Services*

*Pedro Avila,
Vice Chancellor/
Institutional
Effectiveness/
Enrollment
Management*

*Dr. Carole Goldsmith
Vice Chancellor/
Educational
Services/Workforce
Development*

*Susan Whitener
Associate Vice
Chancellor/
Educational
Planning*

*Dr. Willard Lewallen
President, WHC
Coalinga*

*Don Warkentin
President, WHC
Lemoore*

Mission

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

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

Vision

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

- Its status as the preferred choice of students, and the employer of choice for faculty and staff;
- The highest percentage of students completing courses;
- Its recognized excellence; and
- The generally ascribed accolade, "heartbeat of the community."

District Timeline 2008-2009

Aug



- WHCC bid approval for \$10 million for wellness center
- Xtreme Registration at WHCL
- West Hills' enrollment up 20% since previous year

Jan.

- Construction starts on the WHCC gym and wellness complex

Feb.

- West Hills Chancellor Frank Gornick honored at state level

Mar.

- Bridge Out of Poverty conference with guest speaker Ruby Payne
- Valley Fever Forum at WHCC



Sept.

- Noted Author Gary Soto speaks at WHCL
- WHCL trike-a-thon raises funds for St. Jude's Children's Hospital



April

- Phyllis Roberts donates \$25,000 for scholarship endowment.

May

- Vince Motte donates \$12,593 to help fund a new weather station for Coalinga



Oct.



- WHCC 12th Annual Athletic Hall of Fame
- UC Merced Chancellor Sung-Mo "Steve" Kang visits WHCC
- Third Annual WHCL Veterans Appreciation Luncheon



- WHCC and WHCL awarded more than 700 degrees and certificates



Nov.

- School facilities improvement districts approved by local voters providing \$11.6 million for WHCC and \$31 million for WHCL. Firebaugh passed its bond measure June of 2008.

Dec.

- West Hills College wins \$792,920 grant to serve veterans



- Sandy Cavins, the district's longest-term employee, retires after 40 years

West Hills College Coalinga

Mission Statement

To commit college-wide staff and resources to the student learning process.
To provide educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve.

Vision Statement

West Hills College Coalinga strives to become a premiere interactive learner-centered community college recognized for its contribution to the educational, social, cultural, and economic vitality of the region and the state.

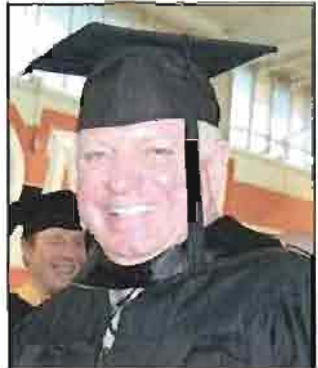
Achieving goals despite economic challenges

The economic challenges of these past few years have not deterred us from achieving our mission. Despite significant budget reductions, our enrollment for 2008-09 was 13 percent higher compared to 2007-08. This is directly attributable to our talented faculty and staff who have found ways to be more efficient and productive with fewer resources to ensure student access and success.

In June 2008, citizens in the northern part of the district passed Measure Q, an \$11.8 million general obligation bond measure. In November 2008, citizens in the Coalinga-Huron area passed Measure C, an \$11.6 general obligation bond measure. These bond measures will provide resources for facilities improvements that will impact current and future generations.

General obligation bond funds have already made a difference. Significant improvements have been completed at the North District Center in Firebaugh. A facilities planning team has been working with campus architects to design a new building to replace the existing campus center.

Major improvements have also been completed on the Coalinga campus. The men's residence hall (Gordon Hall) received a facelift. Two new relocatable buildings were added to the child development center. Bond funds have been used to assist with the wellness center project (gym renovation and additional 10,000 sf building) and the ag science facility. The wellness center is scheduled for occupancy in the fall 2010.



Providing access to high quality education opportunities for all residents in our service area continues to be the focus of our overall mission. In 2010-11 we will open learning/outreach centers in several of the smaller communities within our service area.

Improvements to institutional effectiveness processes have taken center stage. We are now utilizing measurable outcomes on a regular basis to guide planning and resource allocation decisions. Results from the assessment of performance indicators, program review, and other evaluative processes are being used to make improvements to student learning. The results of some of these assessments can be found at http://www.westhillscollege.com/coalinga/about/governance_planning/college_consultation/index.asp.

Our vision of becoming "a premiere interactive learner-centered community college" continues to guide our efforts in making a difference in the lives of our students and in contributing to the vitality of the communities we serve.

Willard Lewallen
President, West Hills College Coalinga



Grants:

Total grant funding in 2008-09 exceeded \$5 million for WHCC.

President's Scholars:

A total of 22 students received President's Scholars scholarships for 2008-09. This scholarship covers enrollment fees and provides a book allowance each term.

Successful Transfer:

The number of students transferring to four-year institutions in 2008 increased by 58% from 2007.

West Hills College Lemoore

Mission

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision

Learning Through Excellence and Innovation

WHCL planning for the future with new programs, facilities

The academic years 2008-09 and 2009-10 will have seen extraordinary cuts to community colleges as the result of the state's recent economic downturn. West Hills College Lemoore will have reduced its operating budget by over \$2.2 million while at the same time maintaining its priority and focus on students.



Course offerings were reduced yet we were able to maintain our commitment to general education, basic skills, workforce development, and degree level courses.

With all the reductions to the general fund, WHC Lemoore still celebrated its groundbreaking for the new \$24 million multi-use sports complex that begins phase three of the college's master plan. It is scheduled to open in March 2011.

Our Allied Health program has been able to withstand budget reductions and will expand its offerings with new courses. Highly skilled technical program training will remain a strong demand throughout the state and West Hills is positioned to provide training.

Our newly developed Engineering Scholars Program provides financial support to more students by providing full tuition and books to qualified students. WHCL will play a key role in preparing students for great career opportunities.

All this is just a small list of the many ways West Hills is a leader in providing quality educational opportunities for the communities that we serve. Even in times of great difficulty, with hard work and teamwork, great things can



still happen. West Hills College Lemoore will continue to be a leader in assisting the state to recover from its economic downturn.



Don Warkentin
President, West Hills College Lemoore

Grants:

Total grant funding in 2008-09 exceeded \$3 million for WHCL.

President's Scholars:

A total of 48 students received President's Scholars scholarships for 2008-09. This scholarship covers enrollment fees and provides a book allowance each term.

Successful Transfer:

The number of students transferring to four-year institutions in 2008 increased by ??% from 2007.

Foundation helps students realize dreams

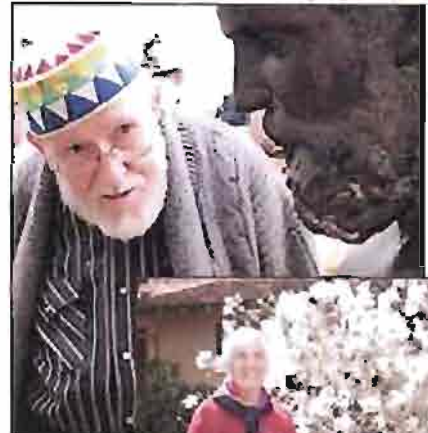
The students at West Hills College are our future. Helping them realize their dreams of a college education will positively impact our communities and enhance the quality of life we appreciate now and in the years ahead.

As a proud member of the foundation board of directors, I've been privileged to work with a dedicated team of individuals who support the students of West Hills through their time, energy, leadership and philanthropy. Our foundation board consists of community members, civic leaders, businesswomen and men and agriculturalists from across our service area who value education and want to expand the higher educational opportunities for our children and local residents.



Ernest "Ernie" Drewry
President, WHCC Foundation

Special thanks go to three individuals who made substantial gifts to the foundation during 2009. Phyllis Roberts donated \$25,000 for an endowed scholarship at WHCC. Vince Motte contributed \$12,500 to help fund a new weather station at the WHCC Farm of the Future. George Ollikkala donated a substantial art collection to libraries throughout the district. We thank them and the many others who contributed to help our students realize their dream of a college education.



Board Members

- Ernie Drewry, President, Community Director*
- Leonard Falter, Chief Financial Director, Community Director*
- Don Forth, Vice President, Community Director*
- Brad Gleason, Community Director*
- Sharon Gordon, Community Director*
- Frank Gornick, Ph.D., Chancellor*
- Edna Ivans, R. Ph., Trustee Director*
- Sheilah Kreyenhagen, Community Director*
- Willard Lewallen, Ph.D., Staff Director*
- Laura Mendes Moore, Community Director*
- Nancy Oliveira, Community Director*
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- Oscar Sablan, M.D., Community Director*
- Marc Scott, CPA, Community Director*
- Ann Stone, Secretary, Community Director*
- Ken Stoppenbrink, Chief Financial Officer*
- Don Warkentin, Staff Director*



Dr. Rick Post
Interim Executive Director

Foundation Mission

The West Hills Community College Foundation enthusiastically engages residents, corporations, foundations and communities of the San Joaquin Valley in financial support and advocacy for the West Hills Community College District. We are entrepreneurial partners with the colleges as we plan and implement programs to build relationships and raise funds.

The Foundation Vision

Our vision is to be a dynamic, legacy organization recognized for:

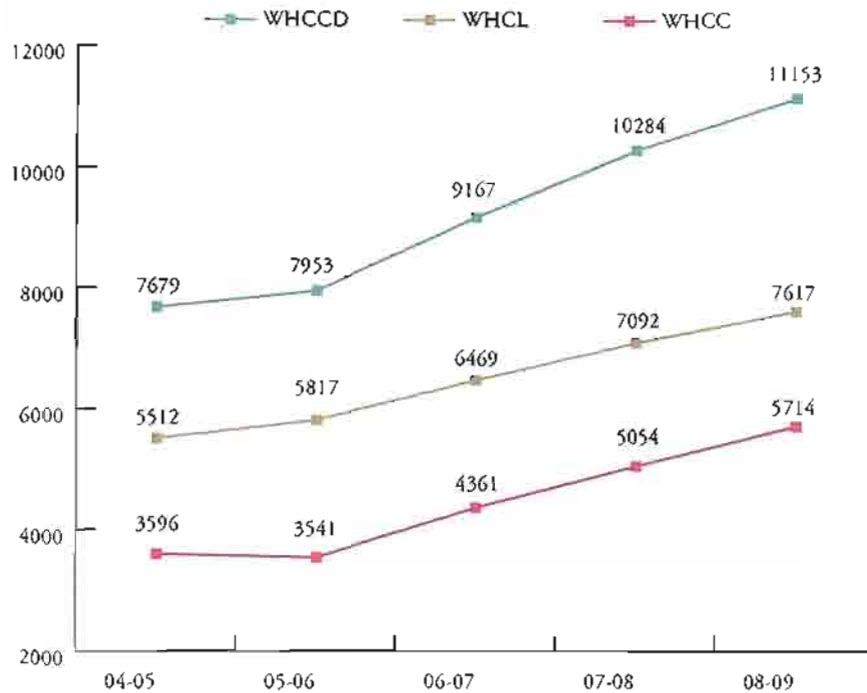
- The Foundation's \$5 million endowment (by 2008),
- 140 new scholarship funds,
- Establishment of a successful "new alumni" fundraising program,
- An effective and engaged board,
- Significant contributions to the "K-16 Dream" (creating a college-going culture among K-12 students) and,
- Sponsorship of cultural, educational and economic development programs.

The Foundation- Guiding Principles

The West Hills Community College Foundation applies the following guiding principles in its conduct of business:

- Advocate for education and its ability to change lives,
- Practice responsible stewardship,
- Maintain respect for others,
- Conduct business in an open and transparent manner,
- Support diversity and inclusiveness,
- Demonstrate reliability and accountability, and
- Exemplify a commitment to serve students and the community.

Enrollment

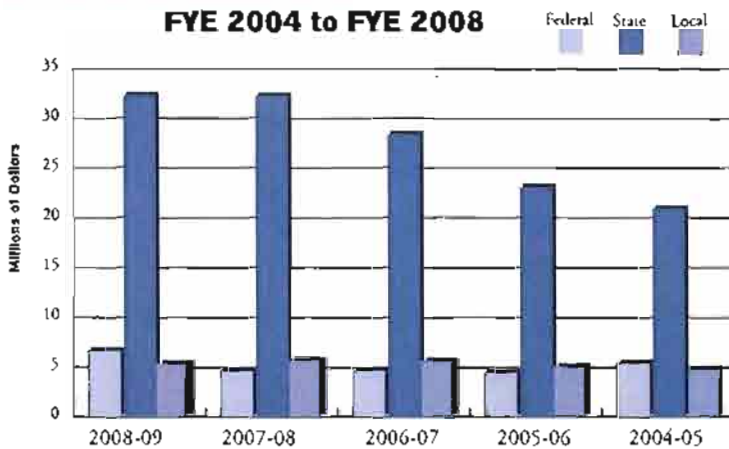


Source: WHCCD Data Warehouse

Note: Adding WHCL and WHCC exceed the total of students enrolled at WHCCD due to duplication from students who are enrolled at both institutions.

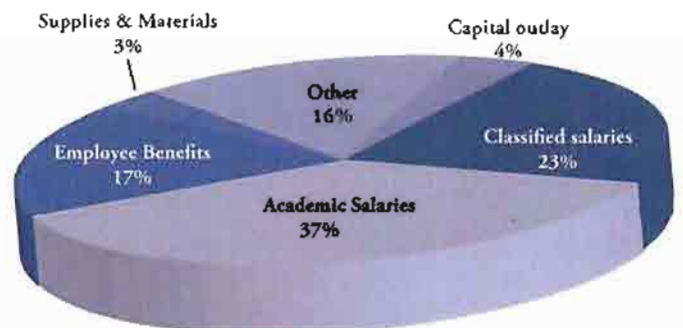
Revenues

FYE 2004 to FYE 2008



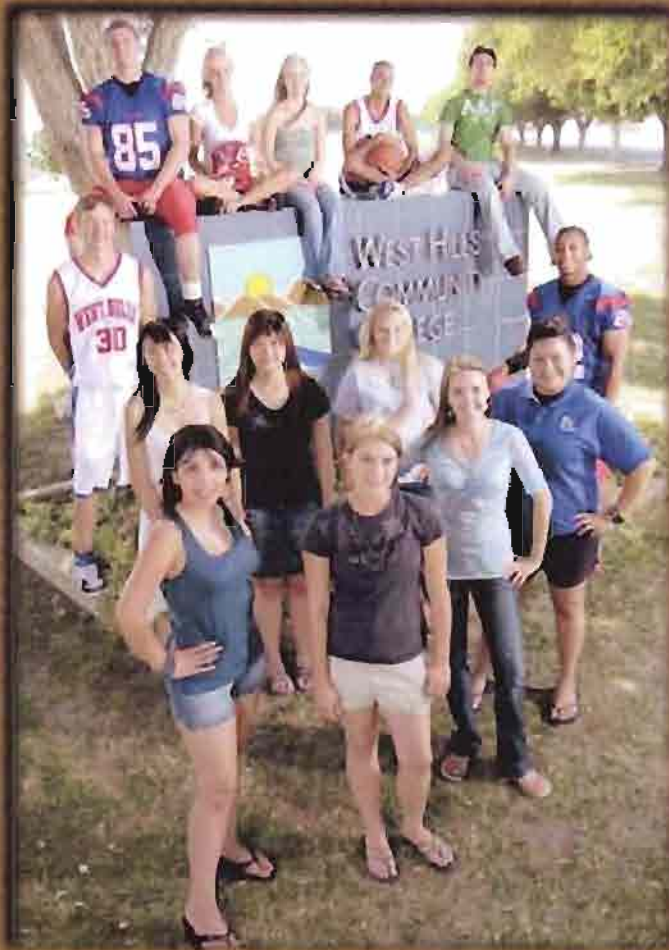
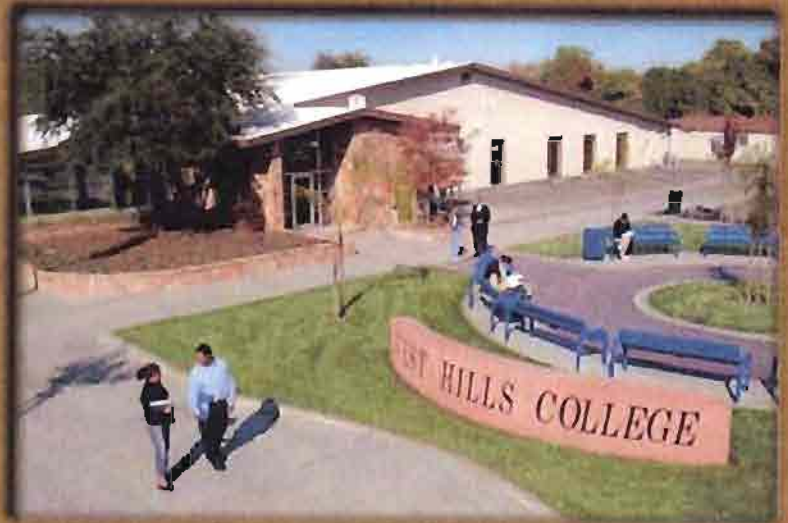
Expenditures

FYE 2004- FYE 2008





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October 2009

VOL. 1 NO. 1

WEST HILLS ADJUSTS TO STATE BUDGET PROBLEMS BY CUTTING COSTS

While there appears to be no good news on the state budget front, West Hills Community College District employees are managing to do more with less to keep the district's budget balanced.

In a recent budget update to employees, Chancellor Frank Gornick said, "To date, the response to our financial crisis has been terrific. Everyone has felt the effect of furloughs, yet everyone has gone beyond that with great spirit.

"The faculty have been fantastic in their response by accepting more students into classes where there literally are no more seats," he continued, "and the

maintenance and operations departments have done more with less, yet our colleges continue to look great.

Our administrators have accepted new responsibilities without compensation and they continue to do more with less."

For two years, budget leaders at WHCCD have planned for the state's budget meltdown and have taken action to keep the West Hills budget balanced with the least possible impact to students. This year promises

more of the same, Gornick said, and it could be the worst yet in terms of budget reductions



The college district's budget is about \$60 million a year with just under half of that coming in the form of restricted funds for specific programs. The remaining \$32 million general fund budget has absorbed most of the \$2.8 million cut during the 2008-2009 year with an additional \$3.6 million being cut this year.

Ken Stoppenbrink, vice chancellor of business services for West Hills, first implemented a

see Budget page 4

WHC PLANNING AND BUILDING FOR FUTURE GROWTH

Construction (capital) and general fund budgets are entirely separate for California community colleges. Construction planning is years in the process and work that begins today may have started as long as 10 years ago.

The greatest hockey player of all time, Wayne Gretzky, summed up construction plans at West Hills Community College District when he said, "I skate to where the puck is going to be, not where it has been."

WHCCD Trustee Edna Ivans used that quote during a recent board meeting to explain why trustees have continued to move forward with construction plans despite cutbacks in the district's general fund budget.

More than \$100 million in projects are planned in the district during the next eight years.

Ivans, who has served on the WHCCD board since 1967, has seen ups and downs in the district's budget a number of times. As one of California's longest serving trustees, the semi-retired pharmacist remains committed to seeing that students on the west side of the San Joaquin Valley have the facilities and technology needed to prepare them for tomorrow's workplace.

"We're working at the local level to continue to provide open access to higher education for our students," Chancellor Frank Gornick said. "This is

especially important during difficult economic times when our residents turn to community colleges for job training or to update their skills. "Many students who formerly had planned to go straight to a four-year college are enrolling with us since the University of California and California State Universities are limiting enrollment," he continued.

Voters shared that sentiment during elections last year that overwhelmingly supported continued growth and development in the district. Today, the results of that vote are construction that is underway at West Hills College Coalinga, West Hills College Lemoore and North District Center, Firebaugh.

School facilities improvement districts were formed in each of the three areas served by WHCCD and citizens' oversight committees

have been formed in each of the districts. Those committees will be responsible for monitoring expenses covered by the bond measures.

As a result of the local higher education bond measures and a number of other actions taken by the

see Growth page 3



Natalie Guillen, Baylee Gonzales and Grecia Bernal are students at the West Hills College Coalinga child development center. By the time they reach college, new facilities should be available to serve their needs.

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*Source: Experian May 2009 Auto Count Report for Fresno, Kings, Madera, Merced, Tulare counties. We reserve the right to correct printing errors.



WEST HILLS RECOGNIZED AS "GREAT COLLEGE TO WORK FOR"

Fred Vasquez is really impressed with the services West Hills College Lemoore offers for disabled students.

Rosemary Burciaga enjoys watching young students at North District Center, Firebaugh, as they build an academic foundation and move on to become community leaders.

Mark Gritton is proud of the hands-on approach that provides first generation college students at West Hills College Coalinga the attention and skills they need to be successful in life.

All three reflect the attitude of West Hills Community College District employees who recently participated in a nationwide survey with the results garnering national recognition for WHCCD as a "Great College to Work For."

The award was announced by and profiled in



Fred Vasquez

The Chronicle of Higher Education, which is the number one source of news, information and jobs for college and university faculty members and administrators, according to a release issued by Jeffrey J. Selingo, its editor.

The Chronicle publishes a daily Web site, a weekly newspaper, a weekly magazine of ideas plus newsletters and events. The newspaper has a weekly print readership of 350,000 and Web traffic of more than 14 million pages a month at chronicle.com

The results were based on a survey conducted by ModernThink LLC, which Selingo said is a team of organizational development experts

dedicated to helping colleges follow through and capitalize on feedback from employees and



Rosemary Burciaga

"I am so proud of the growth West Hills College, North District Center, Firebaugh, has experienced since 1985. I have been part of a winning team. It has been a joy watching young students become successful, building their academic foundation near home and become community leaders. It's a great institution to work for. I love my job, we're just like family."

—Rosemary Burciaga, office manager at North District Center

benchmark data from peers to drive meaningful change at their institutions. The program recognizes community *see College page 4*

Growth *cont. from page 1*
district during the past few years, a number of major construction projects are underway. They include:

WHCC wellness center and gymnasium renovation

Over \$10 million in construction is underway on the campus of West Hills College Coalinga.

The largest project is updating the gymnasium, which was built in 1960, and building a new 10,000 square foot wellness center. In addition to completely renovating the gym and locker rooms, the old weight room will become a dance studio and a new weight room is being built. Facilities for the athletic trainer and offices for coaches



Administrators and board members tour the gymnasium while renovations are underway

and instructors are included in the project.

Cobb said that several major campus infrastructure improvements are being done with the project including a major electrical upgrade that will allow power for kilns in the art studio, energy management and video security systems and an irrigation system. Contractor on the project, which is expected to take another year, is Wysong

Construction.

A live webcam is available for those who are interested in watching construction on the project. It is at: <http://livecam.whccd.edu/home.html>.

Growth cont. page 3



Wellness center under construction



Architect's rendering of the wellness center at WHCC



Budget *from page 1*

spending freeze in Oct. of 2007 that eliminated the purchase of all but critical items. The same held true during the last school year with another spending freeze early in the school year. This year's freeze came on Sept. 30.

"This means our district employees have to take a hard look at their budgets early in the year and plan well for expenses they will incur," Stoppenbrink said.

"We've been able to address the budget cuts so far without layoffs or reductions in benefits," he added, "but if things continue as we expect, that may not hold true for the future. We may be forced to look at reducing benefits and we may have to look at staff reductions."

"Our board of trustees require us to live within our budget," he added, "plus maintain a five percent reserve."

In addition to the spending freeze, Stoppenbrink said that the district has taken a close look at:

Class Scheduling

To maximize opportunities to register for a convenient class schedule, students are encouraged to register early and pay their fees on time since the number of sections of each class offered may be limited.

Students with 45 units or more are being granted priority registration permission, which should help them accomplish enrollment in the classes they need to graduate on time.

Furloughs

Employees at West Hills have accepted furloughs to help cut costs. Administrators throughout the district have accepted a two-day a month furlough that amounts to a 10 percent cut in pay. California Teachers Association (the faculty group) and CSEA members have accepted the equivalent of one-day a month furloughs that mean their pay is down five percent.

Unlike some colleges and universities that have been shut down entirely for a furlough day, West Hills has chosen to stagger furlough days to keep the doors open and student services available.

The furloughs were done instead of layoffs, Stoppenbrink said. Layoffs create chaos since an employee who is laid off may have bumping rights to a different position and that person then has bumping rights. In effect, a domino effect is created with a number of workers being displaced.

Early retirements

The district offered an early retirement plan that is expected to save \$1.1 million per year. Ten people opted for the plan including the district's longest serving full-time faculty member, Eric Christenson, who had taught science for the district since 1975.

Those positions and other positions that were lost through attrition will not be filled, Stoppenbrink said, in hopes of avoiding layoffs as the district seeks to cut an additional \$1.9 million from the 2010-2011 budget.

Reorganization

Succession planning is a key component in successful organizations and West Hills Community College District trustees have been considering the issue for the past couple of years. As a result of that planning, two new vice chancellor positions have been created and two key directors from the district have been named to the positions (with no pay increases).

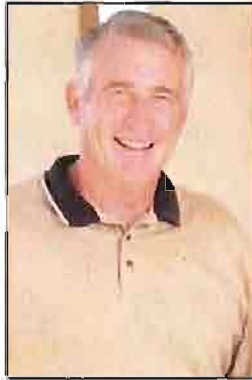
Chancellor Frank Gornick said the goal of the reorganization, in addition to dealing with succession planning, is to provide greater service and efficiency to the colleges while conforming to the economic realities of our current budget situation. The plan requires less than \$9,000 a year in budget funds.

Dr. Carole Goldsmith, who had led the district's vocational training programs, became vice chancellor of educational services and workforce development.

Pedro Avila, who first served as the district's webmaster and most recently as its institutional researcher, was named vice chancellor of institutional effectiveness and enrollment management.

Susan Whirener, who was dean of learning resources and web services, was named associate vice chancellor of educational planning.

Jana Cox, who has served most recently as the



Eric Christenson

district's human resources director, will take over as the director of financial aid for West Hills College Lemoore. Her position in HR will not be filled and the responsibilities associated with it will be assumed by Stoppenbrink.

Dolores Smith, who was previously director of financial aid, will move to West Hills College Coalinga in the same role.

Jill Stearns, formerly a dean at WHCC, will become the vice president of educational services at WHCC. She was previously dean of student learning.

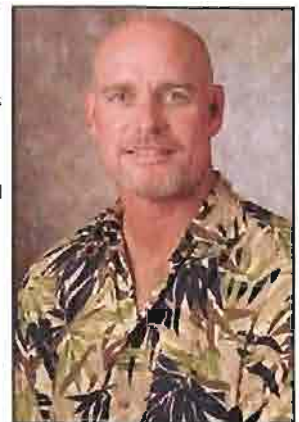
At West Hills College Lemoore, Sylvia Dorsey-Robinson was promoted to vice president of student services. She was previously an associate dean. ❧

Colleges *cont. from page 3*

colleges based on enrollment size in 15 categories. West Hills was recognized in four of those categories including overall satisfaction with benefits, compensation and benefits, health insurance and vacation/paid time off.

"This recognition is especially important," WHCCD Chancellor Frank Gornick said, "as we fulfill our vision of being 'the employer of choice for faculty and staff.'"

"This recognition will allow us to continue to attract highly qualified faculty and staff members," Gornick said. "In our mission statement, we strive to provide our students with a 'world class learning environment.' The Chronicle of Higher Education is greatly respected and their recognition will serve us well." ❧



Mark Griston



Dr. Carole Goldsmith



Pedro Avila



Susan Whirener



Jana Cox



Dolores Smith



Jill Stearns



Sylvia Dorsey-Robinson



Growth cont. from page 2 WHCC residence hall renovation

This summer, the WHCC men's residence halls underwent a major renovation with new paint, flooring, furniture for the rooms, new windows and screens. Plans are underway to renovate the bedrooms and common areas and the women's residence halls in the future.

WHCC is one of about a dozen community colleges in the state with residence halls. That housing makes possible the international students program that draws over 100 students a year to Coalinga from throughout the world and also provides housing for students participating in the college athletic programs.

Edna L. Evans Hall, the women's residence, has space for 56 students and Vernon Gordon Hall, which houses men, has 120 spaces.

Total cost of the renovations to both residence halls will be \$2.3 million.



WHCC agriculture science

When Dorothy Allen and her family donated 230 acres to West Hills College Coalinga in 2001, the stage was set for the creation of the Farm of the Future, which has become a model for precision agriculture education and college/industry partnerships. The college farm had previously been located close to the city center in Coalinga and faced challenges of urban encroachment. The new farm is 2.5 miles north of the college campus at Highway 198/33 and Gale Avenue on land that has been used for agricultural use.

For the past two years, the college has been engaged in a master planning effort that includes a master environmental impact report. A draft of that document is now complete and available for viewing on the college website: westhillscollege.com, search Farm of the Future EIR.

The master plan includes classrooms, shops, offices, labs, farm equipment buildings, maintenance buildings, rodeo facilities, parking and a large area reserved for row crops, pasture and animal facilities. Long-term plans include an indoor pavilion.

One of the first steps on the master plan is a \$12.4 million project that will go to bid in January with construction anticipated to start in the spring. It will provide much of the infrastructure for the farm including water, wastewater and electrical systems, roads and shop buildings.

It will also include the outdoor arena, which will have a 34,789 square foot arena floor surrounded by 2,026 seats and 66,585 square feet of support facilities. Plans call for the arena to be lit for nighttime use and to have over 500 parking spaces for cars and trucks with trailers and recreational vehicles.



WHCC child development center expansion

West Hills Community College District operates child development centers in Coalinga, Avenal, Lemoore, Firebaugh and San Joaquin. Plans are underway to open centers in additional communities.

In Coalinga, the centers include the Helen M. Cowell Child Development Center on the campus of West Hills College Coalinga and the Coalinga

State Preschool, which recently moved to the campus after occupying facilities owned by the K-12 school district in town. Total cost of the project,



which included two new portable buildings, and refinancing debt on existing structures was \$1 million.

North District Center, Firebaugh

West Hills College Coalinga's North District Center in Firebaugh is undergoing stop-gap renovations to its current facility—a 50 year old bowling alley, while planning is underway for a new building that will serve the north end of West Hills Community College District.

A college facilities committee has been meeting, along with the school facilities improvement district citizen's advisory committee, and there has been near-unanimous support for constructing a new building that will house WHC classes and a new county library in Firebaugh.

At the earliest, that project would see construction in five years, so in the mean time renovations at NDC include carpet, paint, new restroom facilities, new heating and air conditioning systems and outdoor and interior lighting.

The almost 500 students who attend classes at the center are currently using portable restrooms that will be replaced with new Americans With Disabilities Act compliant restrooms.

Next on the list for NDC will be community field sports facilities that will be built in conjunction with a city park.

Total cost of the current projects is \$3.9 million.



Firebaugh Green Oversight Committee

Learning centers offer opportunity for San Joaquin, Huron, Mendota, Tranquillity, Riverdale and Avenal

Transportation to classes is an issue for many current and potential WHCCD students. In response, learning centers are being planned in communities throughout the district. The centers will be centrally located in each community and will feature one or two classrooms with technology that will allow students to work near their homes and also be connected with classrooms at WHCC, WHCL or NDC.

The first of these centers, in the City of San Joaquin, is being planned in cooperation with city officials. Centers are also planned in the communities of Mendota, Tranquillity, Avenal and Riverdale.

About \$400,000 is being budgeted for each facility.

cont. on page 6



Growth *cont. from page 5*

WHCL multi-use sports complex



At West Hills College Lemoore, construction started in Sept. on a \$20 million multi-use sports complex and infrastructure improvements that will include roads on the south side of the campus. The project is expected to take 18 months to complete. EMJ Construction is the general contractor.



Women's soccer coach Rodney Ragsdale and wrestling coach Kent Olsen at sports complex ground breaking ceremony

The project will include a 55,000 square-foot, two-story arena with 2,200 seats in a theatre style arrangement. An additional 1,000 seats can be added to the floor for large gatherings. It is about twice the size of the current college library.

This project is the third major phase of construction for the campus, which opened in January of 2002, with the library, administration building and a classroom building. Later construction included additional classroom buildings and a child development center.



Dignitaries gather for sports complex ground breaking

Future plans for the college, which served more than 3,000 students at the end of last semester, call for construction of a student center, a library expansion, two-story classroom buildings and a field sports complex.

The college sits on 107 acres of land that was donated to WHCCD by Mardell and Bob Pedersen and her parents, Lola and Lionel Semas. The Pedersens met while they were both students at West Hills College Coalinga in the 1950s.

More than 12,000 students are expected to attend WHCL when it is fully-built out in 2020.

West Hills Community College District

Consider enrolling for spring semester, Classes start January 19, 2010

WEST HILLS COLLEGE LEMOORE

Offering Degrees and Certificates in:

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Sports Programs:

Men's and Women's Soccer
Wrestling
Men's and Women's Golf
Men's and Women's Cross Country

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Sports Programs:

Football
Men's Basketball
Men's Baseball
Women's Volleyball
Women's Softball
Coed Rodeo

WHC COALINGA STUDENT WINS STATEWIDE PHOTO CONTEST

Pedro Trevino likes taking pictures that stir emotions and send a message. Just such a picture won the West Hills College Coalinga student first place in a statewide photo contest sponsored by the Foundation for California Community Colleges.

In his image of a single mother with a child in her lap balancing home and school, Pedro reflects the challenges many community college students face.

"This is truly inspirational to see that a single mother can experience drastic change and achieve her goals so that she may set a positive example and provide for her children in the future," he said.

The young single mother in the picture is his sister, Maria G. Trevino, who is a student at West Hills College Lemoore. Her daughter, Yazmin



Belk, was three when the photo was taken late one night while Maria was studying. Maria is the mother of three children—all under age five.

Pedro, who left the Navy after five years in aviation administration, starting taking business classes at West Hills but has switched to liberal arts with an interest in psychology. Originally from Texas, he lives with Maria and her children. He helps care for the children, who also take advantage of the child development center at West Hills College Lemoore.

The photo was shot with an eight megapixel Canon Rebel.

In addition to the \$500 grand prize in the contest, Pedro won an Adobe Creative Suite Design

Premium package, courtesy of Adobe. ☺



WHAT'S HAPPENING @ west hills college



Sports

red=Coalinga Events
blue = Lemoore Events



Event	Place	Date
Football vs. Sierra	Rocklin	Oct. 24
W soccer vs. Shasta	Modesto	Oct. 24
Wrestling NS All Stars	Monterey	Oct. 24
M soccer vs. American River	Sacramento	Oct. 27
W golf Cahada	Redwood	Oct. 27
Volleyball vs. Reedley	Coalinga	Oct. 28
W golf COS	Visalia	Oct. 29
Wrestling vs. Lassen	Lemoore	Oct. 30
Volleyball vs. FCC	Fresno	Oct. 30
W soccer vs. Las Positas	Lemoore	Oct. 30
Football vs. Reedley	Coalinga	Oct. 31
Hummering	Coalinga	Oct. 31
Wrestling Meathed Invit	Cueta	Oct. 31
X-Country Conf. Champ	Fresno	Oct. 31
M soccer vs. Consumnes	Lemoore	Nov. 3
W golf Fresno	Madera	Nov. 3
Volleyball vs. Columbia	Coalinga	Nov. 4
Wrestling vs. Fresno	Fresno	Nov. 4
W soccer vs. Fresno	Fresno	Nov. 6
Volleyball vs. Porterville	Coalinga	Nov. 6
M soccer vs. COS	Lemoore	Nov. 6
Basketball Cueta Tournament		Nov. 6-8
X-Country Nor-Cal Champ	Belmont	Nov. 7
Wrestling West Conf. Champ. Bakers		Nov. 7
Football vs. COS	Visalia	Nov. 7
W golf Nor-Cal	Butte CC	Nov. 9-10
W soccer vs. Taft	Lemoore	Nov. 10
Volleyball vs. Taft	Taft	Nov. 11
W soccer vs. COS	Lemoore	Nov. 13
Volleyball vs. Merced	Coalinga	Nov. 13
M soccer vs. Fresno	Fresno	Nov. 13
Football vs. Delta	Coalinga	Nov. 14

Event	Place	Date
Wrestling Best of the West	Medford	Nov. 14
W golf State Champ	Hanford	Nov. 16-17
Volleyball vs. COS	Visalia	Nov. 18
Basketball vs. Monterey Pen	Monterey	Nov. 19
M soccer playoffs 1st Round	TBA	Nov. 21
W soccer playoffs 1st Round	TBA	Nov. 21
Wrestling Southwest Duals	Coos Bay	Nov. 21
X-Country State Champ	Fresno	Nov. 21
M soccer playoffs 2nd Round	TBA	Nov. 24
W soccer playoffs 2nd Round	TBA	Nov. 24
Basketball vs. Santa Rosa	Santa Rosa	Nov. 28
M soccer playoffs 3rd Round	TBA	Nov. 28
W soccer playoffs 3rd Round	TBA	Nov. 28
Basketball American River Tour		Dec. 3-4
M soccer Final Four	Sacramento	Dec. 4-6
W soccer State Finals	Sacramento	Dec. 4-6
Wrestling Southern Reg.	VVC	Dec. 5
Basketball Quinn Henry Tour		Dec. 11-13
Wrestling State Champ	Chabot	Dec. 11-12
Fall Ath. Sports Banquet	Conf. Rm. 253	Dec. 14
Basketball vs. Modesto	Modesto	Dec. 15
Basketball San Diego Mesa Tour		Dec. 28-30
Basketball vs. West Valley	Suzongo	Jan. 02
Basketball vs. Columbia	Sonoma	Jan. 06
Basketball vs. FCC	Coalinga	Jan. 09
Basketball vs. Porterville	Coalinga	Jan. 16
Basketball vs. Reedley	Reedley	Jan. 20
Basketball vs. COS	Coalinga	Jan. 23
Basketball vs. Mendoc	Mendoc	Jan. 27
Basketball vs. Columbia	Coalinga	Jan. 30
Basketball vs. FCC	Fresno	Feb. 3
Basketball vs. Porterville	Porterville	Feb. 10
Basketball vs. Reedley	Coalinga	Feb. 13
Basketball vs. COS	Visalia	Feb. 17
Basketball vs. Merced	Coalinga	Feb. 20

Events of Interest to the Community

Event	Place	Date
Annual Haunted House	Rm. 253/256	Oct. 30-31
Athletic Hall of Fame	Coalinga	Oct. 31
Kings Co. Academic Decathlon Rm. 253/256		Jan. 29-30
Kings Co. Academic Decathlon Rm. 253/256		Feb. 5-6
Career Fair		Apr. 22
Cinco de Mayo	Coalinga	May 5

Library Computer Labs

Community Access

must have picture ID

Coalinga	M-Th	7:30a-8:00p
	F	7:30a-4:00p
Lemoore	M-Th	7:30a-8:00p
	F	7:30a-4:00p

Fine Arts

Event	Place	Date
"Annie"	Coalinga	March 2010
Spring Art Show	Coalinga	TBA

Instuctional Calendar

2009 Fall Semester

Date	Event
November 13	Last Day to Withdraw with a W
November 11	Veteran's Day Observed, No Classes
November 26-27	Thanksgiving, No Classes
December 14-18	Finals Week
December 18	End of Fall Semester

2010 Spring Semester

January 14	Faculty Flex Day, No Classes
January 15	Duty Day No Classes
January 18	Martin Luther King Day, No Classes
January 19	Instruction Begins
February 12	Lincoln's Day Observed, No Classes
February 15	Washington's Day Observed, No Classes
March 19	Last Day to Petition to Graduate
March 22	Second 9 week Classes Begin
March 29-April 2	Spring Recess
April 23	Last Day to Withdraw with a W
May 24-28	Finals Week
May 27	Lemoore Commencement
May 28	Coalinga Commencement
May 28	End of Spring Semester
May 29	Pinning Ceremony RN Program



WEST HILLS COLLEGE COALINGA
300 Cherry Lane
Coalinga, CA 93210
559-934-2000

NORTH DISTRICT CENTER, FIREBAUGH
1511 Ninth Street
Firebaugh, CA 93622
559-659-1473

WEST HILLS COLLEGE LEMOORE
555 College Avenue
Lemoore, CA 93245
559-925-3000

NAVAL AIR STATION LEMOORE
824 Hancock Circle
NAS Lemoore, CA 93246
559-925-3350



Preparing for Institutional Self Study

Dr. Barbara Beno, President

Dr. Susan Clifford, Vice President

Dr. Steve Maradian, Vice President

Mr. Jack Pond, Vice President

Spring 2009



What we will cover today

Accreditation and the ACCJC/WASC

The 2002 Standards of Accreditation

The requirements for evidence in the Self Study

The Themes in the 2002 Standards

Organizing the college community for self study

Resources for doing a self study

Special Commission concerns and related policies

Compliance with USDE regulations

Format of the Self Study Report and the Site Visit

ACCCJC Documents to support the Self Study

- *Guide to Evaluating Institutions*
 - *Self Study Manual*
 - *Accreditation Reference Handbook*
 - *Distance Learning Manual*
 - *C-RAC Guide for Institutions and Evaluators*
 - *C-RAC Student Learning: Principles for Good Practices*
- Continued*

ACCCJC Documents *Continued*

- Rubric for Evaluating Institutional Effectiveness
- Guidelines for Review of Financial Resources

*Accreditation and the
ACCJC/WASC*

The Purposes of Accreditation are:

- To provide assurance to the public that education provided by institutions meets acceptable levels of quality
- To promote continuous institutional improvement
- To maintain the high quality of higher educational institutions in the region/nation

ACCJC encourages and supports institutional development through:

- Establishing standards of quality based upon excellent practices in higher education
- Evaluating institutions with these standards using a three-part process that entails
 - Institutional Self Study
 - Peer Review
 - Commission Review

ACCJC Bylaws, *Accreditation Reference Handbook*, p. 136

Commission Actions on Institutions

- The Commission determines the accredited status of a member institution.
- The Commission communicates the accreditation decision to the institution.
- The Commission communicates the accreditation decision to the public.
- The Commission requires the institution to make all reports available to students and the public.

The Standards of Accreditation

Standards of Accreditation:

Are necessary conditions for high -
quality education

Reflect excellent practices in higher
education

Apply to diverse institutions

Standards are not:

- Inclusive of *every* excellent practice in higher education
- Representative of state or system regulations or requirements or used to enforce those regulations or requirements
- Meant to represent the “standards” of other groups that purport to establish best practice or quality

The ACCJC Standards

Standard I: Institutional Mission and Effectiveness

Standard II: Student Learning Programs and Services

Standard III: Resources

Standard IV: Leadership and Governance

Standard I: Institutional Mission and Effectiveness

A. Mission – *The institution:*

Defines its purpose

Defines its intended population

Defines its commitment to student learning

Continued

B. Improving Institutional Effectiveness – *The institution:*

Provides evidence it collects and uses student achievement and student learning outcomes data

Provides evidence it conducts program review and other ongoing, systematic evaluation

Provides evidence it uses systematic assessment and planning to improve educational effectiveness and institutional quality

Standard Program

A. Instruction

Offers high quality instruction wherever and whenever possible

Identifies student needs and evaluates how to meet them

Assesses student learning and progress

Assesses program effectiveness

Assures quality of instruction in all programs

B. Student Support Services – *The institution:*

Researches and identifies the learning support needs of its students

Provides appropriate, comprehensive learning support services to its students regardless of location or delivery method

Provides precise and accurate information about the institution to students and the public

Continued

B. Student Support Services;

Assesses the quality of those services by evaluating student achievement and student learning outcomes as appropriate

Uses the results of evaluation to plan and implement improvements to student support services

C. Library and Learning Support Services –

The institution:

Offers sufficient services to support the quality of its instructional programs

Includes library, tutoring, technology and other learning support services

Trains students and staff to use these services

Assesses services systematically using SLOs as appropriate

Assures quality and improvement of services

Standard III: Resources

A. Human resources – *The institution:*

Employs qualified personnel

Evaluates all personnel

Ensures professional development of personnel

Assesses its performance in employment equity and diversity

Uses human resources to support student learning

Integrates human resource planning with institutional planning (driven by educational planning)

B. Physical Resources – *The institution:*

- Provides safe and sufficient facilities and equipment
- Evaluates the quality of its physical resources on a regular basis
- Ensures physical resources support student learning
- Integrates physical resource planning with institutional planning (driven by educational planning)

C. Technology Resources – *The institution:*

- Ensures its technology supports facilities, research and college-wide communication
- Provides training to students and personnel in the use of technology
- Ensures that technology supports student learning programs and services
- Integrates technology planning with institutional planning (driven by educational planning)

D. Financial Resources – *The institution:*

Ensures fiscal stability and integrity

Plans for short-term and long-term financial needs

Ensures that financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness

Integrates financial planning with institutional planning (driven by educational planning)

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes – *The institution:*

Uses ethical and effective leadership that enables it to identify values, set and achieve goals, learn, and improve

Provides for staff, faculty, administrator, and student involvement in governance

Establishes and evaluates the effectiveness of governance structures and processes

Ensures that governance supports student learning and improves institutional effectiveness

B. Board and Administrative Organization – *The institution:*

Has an independent governing board that sets policy, assures quality and integrity of student learning programs and services and financial stability

Has a chief administrator that provides leadership for institutional quality and improvement

Has clearly defined and effective lines of authority and responsibility between colleges and the district/system in a multi-college system. (functional map)

Ensures that board and administrative organization supports student learning and improves institutional effectiveness

The Requirements for Evidence in the Self Study

Data in the Self Study should be:
(see *Guide to Evaluating Institutions* for samples)

- Qualitative or quantitative presented in data tables, charts and graphs or documentary form with analyses
- Longitudinal, where appropriate, with analyses

Continued

Data about the institution's service area
(related to mission) should include:

- labor market information
- demographic information
- socio-economic information

Continued

Data about incoming students should include:

- information about student educational goals (programs)
- information about student educational goals (courses, certificates, degrees, transfer, jobs, etc.)
- information about student readiness for college/needs for remedial instruction

Continued

Data about enrolled students should include:

(See *Guide to Evaluating Institutions* pp 10-11)

- PT/FT enrollments
- student demographics
- student educational goals (courses, certificates, transfer, degrees, jobs, etc.)
- student enrollment across the range of instructional programs

Continued

Data about enrolled students must include *Student Achievement*:

- course completion data
- retention term to term
- progression to next course/level
- program completion
- degree/certificate completion
- transfer rates to four-year institutions
- scores on licensure exams
- job placement/post training

Data on *Student Achievement* can also include:

- average grades awarded
- alumni survey responses
- employer survey results
- course outlines containing evaluation methods for course objectives
- SCANS skills assessment results
- Common course examination results
- English, math, and ESL placement results

Data on *Program Review* should include:

- institutional program review data including longitudinal data
- course outlines/syllabi showing intended learning outcomes and evaluation methods
- catalogues showing program goals and learning outcomes
- budgets showing adequate resources
- policies on curricular review
- evidence of regular course review and improvement (program review)

Data on *Student Learning Outcomes* should include:

- catalogue and institutional descriptions of programs with related SLOs
- course outlines/syllabi with stated SLOs
- portfolios, productions, and samples of student work
- grading rubrics where they exist
- summary data on SLO attainment
- evidence that SLO data is used for institutional self-evaluation, planning, and improvement of teaching and learning

Data on *Student Services* should include:

- student services program reviews
- student satisfaction or follow-up surveys
- records of student use of services
- student services planning documents
- catalogue, handbook, web-page descriptions of student services
- policies on academic progress, honesty, codes of conduct, grievance and complaint procedures
- availability of services (off-campus and DL)

In using evidence, the college should:

- Gather it routinely and systematically
- Analyze and reflect upon it
- Publish it and share it widely within the college (research reports, fact books)
- Use it to plan and implement program improvements
- Use it to plan and implement institutional improvements

Finding Evidence: An Exercise

Themes in the Standards

Six themes integrate the standards:

See *Self Study Manual* pp 5-6

- Dialogue
- Student Learning Outcomes
- Institutional Commitments
- Evaluation, Planning, and Improvement
- Organization
- Institutional Integrity

Using the Themes in the Self Study Report

➤ Themes can be used to conduct and present a summative evaluation of institutional quality

Institutions are advised to use Themes to develop an executive summary at the beginning or end of the Self Study Report, *or*

At beginning of the report, Themes can be used as a tool to summarize the state of the college as assessed by self study (“Where are we now”); at end of the report, use Themes to summarize college directions for the future (“Where we are going”).

Organizing the College Community for Self Study

In order to achieve an accurate Self Study Report institutions should seek

Broad participation

from:

- Faculty
- Administrators
- Support Staff
- Students

Leadership from:

- Faculty
- Support Staff
- IR Staff
- Administrators
- CEO/College President
- Board
- IT Staff

The college should establish structures and processes for the self study that ensure:

The college evaluates itself against each standard and eligibility requirement

The college's evaluation is holistic, integrated, and honest

The self study report uses and is integrated with ongoing research, evaluation and planning

The self study report leads to institution-wide reflection about quality and student learning

Continued

The college should establish structures and processes for the self study that ensure:

The report summarizes and references evidence to support its analyses

The report has coherence and a single voice

The report is a meaningful document for the college, the team, and the Commission

*Resources for Doing a
Self Study*

Institutional Reports

Previous Accreditation Reports:

- Self Study, Midterm, Annual, Annual Fiscal, Progress, and Substantive Change Reports
- Team Report(s)
- Commission Action Letters

Integrated Institutional Plans

- Education
- Facilities
- Financial
- Technology
- Human Resources

Continued

Rubric for Evaluating Institutional Effectiveness

This rubric measures the following characteristics of institutional effectiveness and evaluates each to determine the level of institutional implementation (Awareness, Development, Proficiency, or Sustainable Continuous Quality Improvement).

Program Review
Planning
Student Learning Outcomes

Using the Rubric for Evaluating Institutional Effectiveness

- The Rubric provides common language to describe a college's status *vis-à-vis* full adherence to the standards.
- The Rubric provides a framework for understanding the actions institutions must take to achieve full compliance with standards.
- The sample behaviors at each level are not meant to replace the standards; rather, they are examples of performance that indicate the stages of implementation of the standards.

Continued

Using the Rubric... *Continued*

- The Commission expects that institutions be at *Sustainable Continuous Quality Improvement* level for program review and planning.
- The Commission expects institutions to currently be at the *Development* level for SLOs.
- The Commission expects that institutions achieve the *Sustainable Continuous Quality Improvement* level for SLOs by 2012.

Institutional data and analyses

- Program reviews
- Assessment reports
- Student learning outcome data
- Student achievement data
- Environmental scans, market studies
- Demographic studies

Continued

Human Resources

- Accreditation Liaison Officer (ALO)
- Editor(s)
- Institutional Research Staff
- College President
- Tech Support Staff
- District CEO and other Staff

Technology Resources

Internet/intranet for:

- Communication about the self study process
- Sharing results of assessment
- Publishing draft analyses/reports for comment
- Providing access to data (internal and external)
- Presenting data, analyses and plans to the college or to the team

Technology resources for the team to use in its work.

*Special Commission
Concerns and Related
Commission Policies*

Commission Policies*

- Policy on Distance Learning
- Policy Statement on Diversity
- Principles of Good Practice in Overseas International Education Programs
- Policy on Transfer and Award of Credit (2 policies)

Continued

**See Accreditation Reference Handbook*

Commission Policies*

Continued

- Contractual Relationships with Non-regionally accredited Institutions
- Substantive Change Policy
- Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems
- Student and Public Complaints Against Institutions

*See *Accreditation Reference Handbook*

Colleges in Multi-College Districts/Systems

- **District/System CEO** (provides leadership and assures support for effective operation of the colleges)
- **Delineation of responsibilities and functions** (between colleges and district office)
- **Full responsibility and authority given to college presidents**
- **Evaluation of effectiveness of the relationship between the colleges and the district**

United States Department of Education Regulations

Each Self Study Report Must Address the following:

- Review of the Federal Student Aid Program
- Student Complaint Records
- Public Information on: credit requirements, length of programs, degree/certificate completion rates, transfer rates, job placement, licensure pass rates, federally required crime statistics.

Continued

Teams are required to review:

- Continued compliance with Eligibility Requirements
- Distance learning programs and services
- Off-campus locations
- Student achievement data
- Student learning data

Assuring Quality and Consistency of Distance & Electronically Mediated Learning

1. Unexpected Growth

- Recent history (2-5 year span) of Distance Learning on the campus
- Increase in the number of courses offered on line
- Increase in the number of faculty teaching on line courses
- Increase in the number of students taking on line courses

Continued

Growth

Continued

■ If the institution discovers that it has recently grown its DE program, it should verify that the Commission's Substantive Change process was followed or make plans to submit a proposal immediately.

2. Increasing Expectations

Institutional processes that impact student access and completion of on line programs:

- admissions, orientation, registration, advising, financial aid
- course delivery, grade integrity, tutoring services, communication with students
- graduation applications, transcript requests, student survey collection and analysis

3. Student Success Data

- Class size
- Student retention and withdrawal rates/data
- Student course completion rates/data
- On-line pass rate compared with seat-time pass rate
- Analysis of above data
- Use of student data for improvement

4. Quality Assurances

- Academic integrity: course content between online and seat-time courses
- Faculty online teaching capability
- Student capability for online delivery
- Faculty and student support services
- Faculty and student learning assessment systems
- Integration with institutional mission

*Format of the Self Study Report,
and
The Site Visit*

Format for the Self Study Report

See *Self Study Manual* page 11-16

- Cover Sheet
- Certification of the Self Study Report
- Table of Contents
- Introduction (history, demographic information, review of action plans from previous self study, student achievement data, data being used in SLO/program review/planning/resource allocation processes, off-campus locations/distance learning efforts, audit information)
- Organizational “Map” (Standard IV.B.3)

Continued

Format for the Self Study Report – *Continued*

- Eligibility Requirements
- Responses to prior team recommendations
- Descriptive Summary
- Self-Evaluation (citing the standards in the text) and resulting in...
- Planning Agenda (for institutional improvement with references to institutional plans)

The Site Visit

See Self Study Manual pp 19-20

- Pre-visit by team chair
- Electronic and hard-copy documents for the team
- Team room and other facilities
- Availability of key personnel
- Classroom and off-site visits
- Access to distance education
- Exit report

After the visit

See Self Study Manual p 21

- Draft team chair report and correction of errors of fact
- Confidential team recommendation to the Commission
- Commission receives report
- Commission action and action letters from the Commission
- Institutional follow-up and implementation of recommendations

ACCJC/WASC

10 Commercial Blvd, Suite 204

Novato, CA 94949

415-506-0234

FAX: 415-506-0238

Web site: www.accjc.org

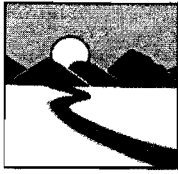
bbeno@accjc.org

jpond@accjc.org

scifford@accjc.org

smaradian@accjc.org

1/09



**WEST
HILLS**
COMMUNITY
COLLEGE
DISTRICT

WEST HILLS COMMUNITY COLLEGE DISTRICT

Board of Trustees
9900 Cody Street
Coalinga, CA 93210
(559) 934-2100

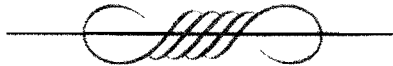
AGENDA OF THE MEETING OF THE GOVERNING BOARD

ANNUAL BOARD RETREAT

Friday - February 5, 2010

Location: Harris Ranch - North Ballroom
Interstate 5 & Highway 198 - Coalinga, California 93210

Time: 8:30 a.m.



NO ACTION WILL BE TAKEN AT THIS MEETING

I. Open Session / Call to Order

- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on agenda items. If an individual wishes to address the Board of Trustees, he/she should state his/her name and occupation/affiliation and proceed with comments at the podium.

II. Information/Discussion Items

- 8:30 - 9:00 a.m. ➤ Welcome and Introductions
- 9:00 - 10:00 a.m. ➤ Accreditation Expectations - Dr. Barbara Beno, President, Accrediting Commission for Community and Junior Colleges (ACCJC)
 - Best Practices
 - Involvement and Responsibilities of the Board of Trustees
- 10:15 - 11:15 a.m. ➤ WHCCD Accountability and Performance Measures
 - District Strategic Planning - Score Card
 - Accountability Report for Community Colleges (ARCC)
 - College Strategic Planning
 - College Performance Indicators
 - ARCC/Score Card
 - CCSSE/Exit Survey

- Program Review/Student Learning Outcomes (SLOs)
 - Strategic Planning Process/Committees
 - Example of Data Driven Decision Making
 - Accreditation Progress Update

- 11:15 – 12:00 noon ➤ New Web-Based Tools to Improve Student Success
 - Website Visits
 - Online Orientation
 - e-Brochure
 - Degree Audit

- 12:00 noon Lunch Break

- 12:45 – 1:15 p.m. ➤ Workforce Development
 - WIT Report
 - Workforce Investment & ARRA Projects
 - Department of Labor
 - Grants Overview

- 1:15 – 1:45 p.m. ➤ Educational Services
 - Curriculum Process
 - WICHE
 - Technology Project

- 1:45 – 2:45 p.m. ➤ Facilities Plans and Projects - Mr. Kevin Cobb, District Architect, AP Architects
 - Current Projects
 - Proposed Projects
 - Financing

- Student Housing
 - Independent Living Program

- Athletics and Out of State Athletes

- 3:00 – 3:45 p.m. ➤ Budget Presentation - Ken Stoppenbrink, Vice Chancellor of Business Services
 - Budget Update
 - Financial Controls
 - Transfers
 - COP Projections

- SFID Recommendations

➤ Efficiency Report

3:45 - 4:00 p.m. Meeting Wrap Up

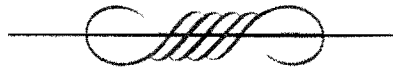
III. Adjournment

4:00 p.m.

At this time the Board of Trustees will adjourn the retreat for the day. The retreat will reconvene at 8:30 a.m. on Saturday, February 6, 2010 at Harris Ranch in the Belmont Conference Room.

6:00 p.m.

Board of Trustees Dinner and Presentation Video (West Hills Follies)



Saturday - February 6, 2010

8:30 a.m. - 11:30 a.m.

Harris Ranch, Golden Gate Conference Room - Coalinga, California

I. Open Session / Call to Order

1. Review of Board of Trustees Handbook
2. Board of Trustees Self Evaluation
 - Review results
 - Ethics discussion

II. Closed Session

- Public Employee Discipline/Dismissal/Release (as per Government Code Section 54957)
- Discussion of Land Acquisition/Disposition of Property (as per Government Code Section 54956.8). Property: Coalinga, California; Firebaugh, California; Lemoore, California
- Conference with Labor Negotiator (as per Government Code Section 54957.6). Agency negotiator: Chancellor; Vice Chancellor of Business Services; Director of Human Resources. Employee organization: CSEA; CTA. Unrepresented employees: Administrative; Management; Confidential.

- Public Employment (as per Government Code Section 54957). Title:
Chancellor

III. Adjournment

11:30 a.m.

At this time the Board of Trustees will adjourn the retreat.

Mapping Survey

SURVEY RESULTS SUMMARY

1

Survey Response Rate

- Web survey was e-mailed to all full-time employees (338) on Monday, January 23, 2006. Survey has been opened for 12 days.
- Mapping survey conducted in 2003 received a 26% participation rate.
- Current survey has received a 40%(134 employees) participation rate. (5.53% margin of error with a 90% confidence level).

	Response Percent	Response Total
District Office	23.9%	32
WHC Coalinga	32.1%	43
WHC Lemoore/NAS	38.8%	48
NDC, Firebaugh	7.5%	10
Total Respondents		134

2

Mapping Presentation

2. How would you rate the "Function Mapping" presentation given by Chancellor Dr. Gomick, President Dr. Tricoli, and President Don Warkentin?

	Response Percent	Response Total
Very Informative	57.6%	76
Somewhat Informative	29.5%	38
Not Informative	4.5%	6
Did not attend	9.1%	12
Total Respondents		132
(skipped this question)		2

3

Location of Function (centralized vs. decentralized)

Most areas received proper identification by at least 80% of employees.

Areas not properly identified by at least 20% of employees.

- Facilities Planning (79%)
- Prioritizing, allocation, and placement of staff at appropriate location (60%)
- Online Instruction/Services (75%)
- Help Desk (76%)
- Video Conferencing (70%)
- Program Development (79%)
- VTEA (61%)
- Workforce/Economic Development (78%)

4

*done
2006*

Evaluation of Functions - Summary

Four options

- Works Well
- Works Adequately
- Does Not Work Well
- Don't Know

Preliminary Results Summary

- Majority of respondents indicated that **41 out of the 44 areas of responsibility work well.**
- Majority of respondents indicated that **1 out of the 44 areas of responsibility works adequately.**
- **None** of the functions received a majority response of not working well. 😊
- Majority of respondents indicated **not knowing how 2 out of the 44 areas of responsibility perform.**

5

Function Performance Unknown to Employees

Twenty-five percent or more indicated not knowing how the following areas perform.

- Residence Halls (31%)
- Child Development Centers (28%)
- Community Education (31%)
- Foundation (25%)
- Research (25%)
- Student Learning Outcomes (28%)
- Vocational Programs (28%)
- VTEA (37%)
- Work Force/Economic Development (40%)

6

Next Steps

- Share survey results with all employees
 - Monthly newsletter.
- Address areas that need improvements or clarification.

WHCL

**Evaluation of Shared Governance & Policies
Survey Responses
2007**

Employee Responses by Primary Function

1. Primary Function			
		Response Percent	Response Total
Administrator		18.5%	10
Certificated Faculty		44.4%	24
Classified Staff		37%	20
Student		0%	0
Total Respondents			54
(filtered out)			74
(skipped this question)			1

Participation in Shared Governance

2. Are you a member of any of the following groups involved in shared governance? (Check all that apply)

		Response Percent	Response Total
Academic Senate	██████████	11.6%	5
Curriculum Committee	██████████	18.6%	8
Student Government Association (SGA)	██	4.7%	2
California Teachers Association (CTA)	██████████	23.3%	10
California School Employees Association (CSEA)	██████████	32.6%	14
Planning and Governance Council (PGC)	██████████	30.2%	13
District Council on Student Learning (DCSL)	██	7%	3
Budget Allocation Committee	██████████	11.6%	5
Employee Success & Development Committee	██████████	18.6%	8
Facilities, Safety, & Technology Committee	██████████	14%	6
Student Learning Committee	██████████	14%	6
Student Success Committee	██████████	23.3%	10
District Strategic Planning Committee	██████████	18.6%	8
Total Respondents			43
(filtered out)			8
(skipped this question)			78

Employee Evaluation of Shared Governance

3. The WHCL Shared Governance Process							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Response Average
Drives institutional planning	17% (9)	49% (26)	17% (9)	6% (3)	0% (0)	11% (6)	2.13
Has clear and easy to follow procedures	6% (3)	46% (24)	27% (14)	12% (6)	0% (0)	10% (5)	2.49
Provides an environment that encourages honesty	13% (7)	58% (30)	15% (8)	4% (2)	0% (0)	10% (5)	2.11
Provides an environment that values different opinions	12% (6)	54% (28)	21% (11)	4% (2)	0% (0)	10% (5)	2.19
All shared governance committees have clear goals and objectives	2% (1)	46% (24)	25% (13)	8% (4)	0% (0)	19% (10)	2.48
Reports recommendations and actions to appropriate committees within the system in a timely manner	4% (2)	54% (28)	17% (9)	8% (4)	0% (0)	17% (9)	2.35
Follows set procedures and rules	12% (6)	48% (25)	21% (11)	6% (3)	0% (0)	13% (7)	2.24
Follows agendas and disseminates minutes regularly via the web or public folders	6% (3)	42% (22)	23% (12)	15% (8)	0% (0)	13% (7)	2.56
Administrators have a defined role in the shared governance process	13% (7)	60% (31)	15% (8)	2% (1)	0% (0)	10% (5)	2.06

Twelve percent of respondents indicated that the shared governance process does not have clear and easy to follow procedures. Fifteen percent disagreed with the process use of agendas and dissemination of minutes via the web or public folders.

Employee Evaluation of Shared Governance (Continued)

Student government (SGA) has a defined role in the shared governance process	12% (6)	50% (26)	12% (6)	8% (4)	0% (0)	19% (10)	2.19
Faculty senate has a defined role in the shared governance process	23% (12)	58% (30)	10% (5)	2% (1)	0% (0)	8% (4)	1.90
CTA has a defined role in the shared governance process	17% (9)	54% (28)	15% (8)	0% (0)	0% (0)	13% (7)	1.98
CSEA has a defined role in the shared governance process	12% (6)	48% (24)	20% (10)	0% (0)	0% (0)	20% (10)	2.10
The shared governance process supports the quality, integrity and effectiveness of student learning programs and services	10% (5)	61% (31)	16% (8)	2% (1)	2% (1)	10% (5)	2.17
Members of your organization understand how the shared governance process works	8% (4)	41% (21)	18% (9)	20% (10)	4% (2)	10% (5)	2.67
Members of your organization are kept informed about the work and the accomplishments of the shared governance process	16% (8)	39% (20)	18% (9)	16% (8)	2% (1)	10% (5)	2.43
Members of your organization are satisfied with the ideas and recommendations provided to the college by the different shared governance committees	6% (3)	39% (20)	33% (17)	4% (2)	0% (0)	18% (9)	2.43
Total Respondents							53
(filtered out)							67
(skipped this question)							9

Twenty percent of respondents indicated that the members of their organization do not understand how the shared governance process works. Sixteen percent of respondents indicated that the members of their organization are not kept informed about the work and accomplishments of the shared governance process.

Are there areas of the shared governance process that can be made more productive or effective? Explain

1. To make more easily available the minutes or at least ideas and plans available for all to view so we can comment, question, offer suggestions of the issues at hand.
2. I am personally not very familiar with "shared governance" under the new administration. I know that, under the old administration, shared governance existed only because it had to on paper and no one's opinions really mattered except the administration's. It seems to have improved, or at least the communication between it and those not attending the meetings, has improved.
3. Academic Senate in Coalinga does not post any information to the College web site. Curriculum Committees do not post any information to the College web sites.
4. Student participation is badly needed on all share governance committees.
5. I participate on one committee that does not post minutes or seem to have clear direction. I would like to see better accountability that this occur. I often feel that important information is not disseminated clearly at this committee nor are expectations or deadlines explicitly or clearly explained. As a result of my frustration, I have not attended as regularly as I should (shame on me.)
6. While this is likely true for every large organization, shared governance process can be more productive if the individuals involved were to learn their duties and become better at the principle of 'return and report'.
7. NO
8. Too elitist and not transparent enough.
9. Follow the guidelines and procedures that are in place, stick to defined roles, and put students first.

Note: Comments as stated by survey respondents

Employee Evaluation of Board Policies

5. Board policy and administrative procedure 2431 – Delineation of Authority to College Presidents and District Chancellor							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Response Average
I am familiar with this board policy.	10% (5)	25% (13)	23% (12)	19% (10)	12% (6)	12% (6)	2.98
Board policy and administrative procedure 2431 clarify the roles and responsibilities of the chancellor and college president in the decision making process.	6% (3)	30% (15)	24% (12)	0% (0)	2% (1)	38% (19)	2.39
Total Respondents							52
(filtered out)							68
(skipped this question)							9

6. Board policy 6225 – Resource Allocation							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Response Average
I am familiar with this board policy.	12% (6)	25% (13)	21% (11)	19% (10)	12% (6)	12% (6)	2.93
The resource allocation policy clearly defines the process for distributing fiscal resources among the college campuses and district office.	6% (3)	22% (11)	30% (15)	0% (0)	2% (1)	40% (20)	2.50
The resource allocation policy is fair and reasonable.	6% (3)	29% (14)	29% (14)	2% (1)	0% (0)	35% (17)	2.41
Total Respondents							52
(filtered out)							67
(skipped this question)							10

Employee Evaluation of Board Policies (continued)

7. Board policy 3250 - District Strategic Planning							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Response Average
I am familiar with this board policy.	6% (3)	44% (22)	16% (8)	14% (7)	10% (5)	10% (5)	2.76
The district strategic planning process acknowledges membership and input from the colleges.	6% (3)	45% (22)	22% (11)	0% (0)	0% (0)	27% (13)	2.22
The district strategic planning process serves as a guide for strategic planning at the college level.	4% (2)	47% (23)	22% (11)	0% (0)	0% (0)	27% (13)	2.25
Total Respondents							50
(filtered out)							68
(skipped this question)							11

8. Board policy 2510 - Participation in local decision making through the District Council on Student Learning.							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Response Average
I am familiar with this board policy.	6% (3)	27% (14)	20% (10)	20% (10)	10% (5)	18% (9)	3.00
The District Council on Student Learning serves as an effective communication channel among the colleges and the district office to clarify decisions made regarding programming, staffing, and resources at the college level.	6% (3)	22% (11)	33% (16)	0% (0)	0% (0)	39% (19)	2.43
Total Respondents							51
(filtered out)							68
(skipped this question)							10

Do you have any comments regarding the policies mentioned above?

1. I am not familiar with this policies as described (perhaps a link to the description would be helpful)
2. James, I am a new faculty member and do not have a clear understanding of what Shared Governance means. So, I am unable to answer these questions. I am working to find out how this applies to the college and myself. Sorry, Lataria
3. Don't know what happens with DCSL
4. I am going to have to research them further. I have worked under the assumption that they drive the business and models of PGC and DCSL, but will now go back and verify this.
5. I know that the BP are public information on the website. I have actually looked up BP 6225 and 3250. To be perfectly honest, I do not understand BP 6225 and I have not taken the time to familiarize myself with BP 2510.
6. Not real familiar with some of the policies. Explanation helped some.
7. NO
8. How can we be advised of the policies mentioned and how the Governance committee makes their decisions and considerations?

Note: Comments as stated by survey respondents

Student Responses

1. Primary Function			
		Response Percent	Response Total
Administrator		0%	0
Certificated Faculty		0%	0
Classified Staff		0%	0
Student		100%	74
Total Respondents			74
(filtered out)			54
(skipped this question)			1

Student Responses

2. Are you a member of any of the following groups involved in shared governance? (Check all that apply)

		Response Percent	Response Total
Academic Senate		28.6%	2
Curriculum Committee		28.6%	2
Student Government Association (SGA)		85.7%	6
California Teachers Association (CTA)		14.3%	1
California School Employees Association (CSEA)		0%	0
Planning and Governance Council (PGC)		14.3%	1
District Council on Student Learning (DCSL)		28.6%	2
Budget Allocation Committee		28.6%	2
Employee Success & Development Committee		0%	0
Facilities, Safety, & Technology Committee		28.6%	2
Student Learning Committee		0%	0
Student Success Committee		28.6%	2
District Strategic Planning Committee		0%	0
Total Respondents			7
(filtered out)			44
(skipped this question)			78

Student Evaluation of Shared Governance

3. The WHCL Shared Governance Process							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Response Average
Drives institutional planning	6% (4)	18% (12)	28% (18)	0% (0)	0% (0)	48% (31)	2.41
Has clear and easy to follow procedures	8% (5)	30% (20)	18% (12)	0% (0)	0% (0)	44% (29)	2.19
Provides an environment that encourages honesty	12% (8)	23% (15)	19% (12)	0% (0)	0% (0)	45% (29)	2.11
Provides an environment that values different opinions	14% (9)	30% (20)	12% (8)	0% (0)	0% (0)	44% (29)	1.97
All shared governance committees have clear goals and objectives	11% (7)	20% (13)	18% (12)	2% (1)	0% (0)	49% (32)	2.21
Reports recommendations and actions to appropriate committees within the system in a timely manner	9% (6)	29% (19)	14% (9)	0% (0)	0% (0)	48% (32)	2.09
Follows set procedures and rules	11% (7)	26% (17)	17% (11)	0% (0)	0% (0)	47% (31)	2.11
Follows agendas and disseminates minutes regularly via the web or public folders	9% (6)	23% (15)	20% (13)	0% (0)	0% (0)	48% (32)	2.21
Administrators have a defined role in the shared governance process	12% (8)	17% (11)	23% (15)	0% (0)	0% (0)	48% (32)	2.21
Student government (SGA) has a defined role in the shared governance process	6% (4)	18% (12)	24% (16)	0% (0)	3% (2)	48% (32)	2.53

Student Evaluation of Shared Governance (continued)

Faculty senate has a defined role in the shared governance process	5% (3)	24% (16)	24% (16)	0% (0)	0% (0)	47% (31)	2.37
CTA has a defined role in the shared governance process	5% (3)	20% (13)	24% (16)	0% (0)	0% (0)	52% (34)	2.41
CSEA has a defined role in the shared governance process	3% (2)	21% (14)	24% (16)	0% (0)	0% (0)	52% (34)	2.44
The shared governance process supports the quality, integrity and effectiveness of student learning programs and services	5% (3)	24% (16)	21% (14)	0% (0)	0% (0)	50% (33)	2.33
Members of your organization understand how the shared governance process works	5% (3)	20% (13)	18% (12)	6% (4)	0% (0)	52% (34)	2.53
Members of your organization are kept informed about the work and the accomplishments of the shared governance process	6% (4)	23% (15)	15% (10)	0% (0)	3% (2)	53% (35)	2.39
Members of your organization are satisfied with the ideas and recommendations provided to the college by the different shared governance committees	6% (4)	21% (14)	20% (13)	3% (2)	0% (0)	50% (33)	2.39
Total Respondents							66
(filtered out)							54
(skipped this question)							9

Are there areas of the shared governance process that can be made more productive or effective? Explain

1. more student participation and involvement would be a plus.
2. no
3. n/a
4. Student Government is new in the sense of its role in leading the students but has done its part to getting on track. It is satisfied with the effort that the various boards and committees go through in seeking the students' opinions.
5. N/A
6. honestly i know nothing of the governance process that why i put no opinion.
7. I'm personally part of an organization under SGA. I personally think things aren't communicated as much as they should be just in the clubs itself. As for other committees and organizations on campus, other than small student organizations, I don't feel fully informed.
8. THANK YOU FOR THE SURVEY
9. none.
10. It just needs to more specific I need to understand the process more better.
11. Yes, actually posting meeting times and places as I have never heard of any of this and have no clue as to how decisions are made at WHCL. It is difficult to comment on anything when I know nothing of the organizations. I am guessing that unless one has a strong personal interest and seeks out these organizations, they will be left in the dark.
12. NONE
13. What is the shared governance process???
14. I have never been involved in the shared governance process. So I really have no opinion on it at all.
15. We need communication at West Hills. There seem to be a failure to communicate with students. Faculty really don't communicate with each other. The Student need a student area were they could share idea's.
16. SGA is growing and will make sure that shared governance is working effectively and appropriately. It will prove that it has been thus far in weeks to come.

Note: Comments as stated by survey respondents

Student Evaluation of Board Policies

5. Board policy and administrative procedure 2431 - Delineation of Authority to College Presidents and District Chancellor							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Response Average
I am familiar with this board policy.	1% (1)	9% (6)	19% (13)	15% (10)	22% (15)	33% (22)	3.71
Board policy and administrative procedure 2431 clarify the roles and responsibilities of the chancellor and college president in the decision making process.	2% (1)	13% (8)	23% (14)	7% (4)	0% (0)	56% (34)	2.78
Total Respondents							67
(filtered out)							53
(skipped this question)							9

6. Board policy 6225 - Resource Allocation							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Response Average
I am familiar with this board policy.	2% (1)	8% (5)	17% (11)	14% (9)	20% (13)	41% (27)	3.72
The resource allocation policy clearly defines the process for distributing fiscal resources among the college campuses and district office.	2% (1)	9% (6)	23% (15)	3% (2)	0% (0)	62% (40)	2.75
The resource allocation policy is fair and reasonable.	2% (1)	5% (3)	27% (17)	3% (2)	0% (0)	63% (39)	2.87
Total Respondents							66
(filtered out)							53
(skipped this question)							10

Student Evaluation of Board Policies (continued)

7. Board policy 3250 - District Strategic Planning							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Response Average
I am familiar with this board policy.	0% (0)	12% (8)	18% (12)	12% (8)	22% (15)	36% (24)	3.70
The district strategic planning process acknowledges membership and input from the colleges.	2% (1)	12% (8)	23% (15)	5% (3)	2% (1)	57% (37)	2.82
The district strategic planning process serves as a guide for strategic planning at the college level.	2% (1)	11% (7)	26% (17)	5% (3)	2% (1)	55% (36)	2.86
Total Respondents							67
(filtered out)							51
(skipped this question)							11

8. Board policy 2510 - Participation in local decision making through the District Council on Student Learning.							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Response Average
I am familiar with this board policy.	3% (2)	10% (7)	22% (15)	10% (7)	19% (13)	34% (23)	3.50
The District Council on Student Learning serves as an effective communication channel among the colleges and the district office to clarify decisions made regarding programming, staffing, and resources at the college level.	3% (2)	8% (5)	33% (22)	3% (2)	0% (0)	53% (35)	2.77
Total Respondents							67
(filtered out)							52
(skipped this question)							10

Do you have any comments regarding the policies mentioned above?

1. more involvement and participation from the students may prove to be very helpful.
2. no
3. no
4. where do i find all this information at?
5. I answered neutral because I am very unfamiliar with them and have not been presented with them at all...
6. Sorry I'm not involved in these areas to be qualified to comment on them. I think that WHC is an excellent institution with an outstanding staff.
7. none.
8. I know nothing of them, never heard of them.
9. NONE
10. Again, I have no idea what the Board Policies are.
11. I have no clue as to what this survey is about. I would have answered the questions if I knew what the survey was. That is why my answers are blank.
12. West Hills has come along way and still growing. I thank God for West Hill, it is a wonderful college with excellent teachers. Keep up the Good work West Hills. We have the best President for our college. I just hope the student's get some place we could socialize, or talk. Brenda Dodd

Note: Comments as stated by survey respondents

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



Primary Work Location

	Response Count	Response Percent
West Hills College Lemoore	110	95.7%
NAS Lemoore	5	4.3%
Total Responses	115	100.0%

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



Responses By Primary Function

	Response Count	Response Percent
Certificated Faculty	57	49.6%
Classified Staff	45	39.1%
Administration	11	9.6%
Classified Management	2	1.7%
Total Responses	115	100.0%

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



Unless otherwise noted, all of the multiple choice questions in the survey were weighted using the scale below:

Strongly Agree	= 5
Agree	= 4
Neutral	= 3
Disagree	= 2
Strongly Disagree	= 1

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



Standard I: Institutional Mission and Effectiveness

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

Please respond to each statement below:

	Overall Rating	Total Responses
The mission statement for West Hills College clearly states and reflects the goals and objectives of the college.	4.41	112
The college President gives effective leadership in defining and achieving goals for the college.	4.27	111
The college mission statement is easily located both in print and on the college's web site.	4.22	112
West Hills College, in keeping with its mission, supports a campus climate that promotes acceptance and cohesiveness within the community of staff from diverse social and cultural origin, age, education, and disabilities.	4.17	111
Measurable goals (performance indicators) and objectives guide the college community in making decisions regarding planning and allocation of resources as well as curriculum and program development.	4.08	111
The administration provides effective leadership and encouragement to the staff for the improvement of institutional goals and educational achievement.	4.05	112
This institution has a planning process that integrates the results of ongoing institutional research.	4.03	112

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



Standard II: Student Learning Programs and Services

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

Please respond to each statement below:

	Overall Rating	Total Responses
This institution provides appropriate services and programs to support diverse needs and learning styles of its students.	4.20	112
Student Services are accessible at the college during day or evening.	4.15	110
Degree and certificate program have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and information and learning resources.	4.07	111
The college's certificate programs produce students who demonstrate technical and professional competencies that lead to employment opportunities.	4.04	111
The college provides sufficient and appropriate counseling and advising services to meet the needs of our students.	3.81	111
Support Services are accessible for online students.	3.75	111
Tutoring services are ready available to all students through qualified and effective tutors to support classes offered at West Hills College Lemoore for day, night, and distance education students.	3.64	112

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

Please respond to each statement below:

	Overall Rating	Total Responses
The requirements for the completion of general education courses, degrees, transfer policies, and certificates are clearly stated in the catalog.	4.24	112
The college identifies Student Learning Outcomes for courses, programs, certificates, and degrees, assesses student learning outcomes, and uses assessment result to make improvements.	4.17	112
Faculty maintain currency in teaching through ongoing learning, technology skill development, and implementation of student learning outcomes.	4.14	112
West Hills College has identified student support services necessary for successful completion of currently offered programs.	4.05	110
Instructional staff and support staff are encouraged to suggest materials for the library collection.	4.04	111
Current research and statistics are provided in the program review process allowing faculty, staff, and administrators to make informed decisions about evaluation and planning.	3.96	112
Employees are provided sufficient resources and training to perform their jobs.	3.65	110
Courses in the major are offered in sufficient number and sequence to allow students to meet degree requirements in a reasonable amount of time.	3.51	111

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



Standard III: Resources

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

Please respond to each statement below:

	Overall Rating	Total Responses
The evaluation of faculty and staff is completed in a systematic manner that provides input from all parties concerned.	4.04	107
The college information systems effectively support institutional research and evaluation.	4.02	108
The college has sufficient administrators who are qualified to support programs and services at the college's current enrollment level.	4.00	107
This institution has a planning process that influences the allocation of financial and human services.	3.90	108
The college effectively manages resources to provide an effective teaching and learning environment.	3.89	108
The budget plan provides for appropriate updating of technologies to support the college's mission.	3.76	107
West Hills College publications (i.e. catalog, class schedule and web site) are adequate and updated in a timely manner.	3.70	107
The counseling program resources are sufficient in staffing to support its programs and services at the college's current enrollment level.	3.45	108
The college has sufficient classified staff that are qualified to support its programs and services at the college's current level of enrollment.	3.44	108
The college has sufficient faculty who are qualified to support its programs and services at the college's current enrollment level.	3.38	108

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



5 = Strongly Agree
 4 = Agree
 3 = Neutral
 2 = Disagree
 1 = Strongly Disagree

Please respond to each statement below:

	Overall Rating	Total Responses
Employees with disabilities have adequate access to buildings and grounds.	4.26	108
There is sufficient access to computers/technological resources for employees to complete assigned duties.	4.09	108
The staff is made aware of criteria qualifications and procedures for selecting personnel.	4.03	108
Physical resources are sufficient in number and provide safe, healthy, and appropriately utilized working environments.	4.02	108
Current faculty is appropriately represented in the hiring process of new faculty members (full time and adjunct).	4.02	108
Personal evaluation teams focus on the creation of a meaningful and positive environment.	3.99	108
The college adheres to its written policy in regard to selecting qualified staff for employment.	3.89	108
Personnel policies are clearly written and updated on a regular basis.	3.83	108
Employees have opportunities for professional growth through conference and workshop attendance.	3.76	108
West Hills College provides sufficient office space for its current employees.	3.54	107

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



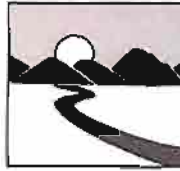
Standard IV: Leadership and Governance

2010 WHCCD Accreditation Survey

West Hills College Lemoore/NAS



Please respond to each statement below:	Overall Rating	Total Responses
The institution provides adequate access to immediate superiors.	4.35	108
The institution provides adequate access to top level Administrators (i.e. President, CIO, Deans, etc.)	4.29	107
Faculty performs a central role in developing, implementing, and evaluating educational programs.	4.20	108
The instruction and support staff maintain a central role in curriculum planning, development of student learning outcomes, and evaluation.	4.18	108
The West Hills College campus President ensures that college policies and procedures are clearly defined and equitably administered.	4.16	108
Board policies and directives are updated periodically and are available to all employees.	4.14	108
The Chancellor provides clear direction and guidance to ensure the stability and future of West Hills College District.	4.14	108
The curriculum committee accurately supports the development and inclusion of new general education courses.	4.11	108
The college has clearly established regulations and programs for planning, creation and eliminating of program requirements.	4.09	108
The Board of Trustees provides clear direction and guidance to ensure the financial soundness of West Hills College.	4.03	108
Personnel policies are written, accessible, confidentially secure, and equitable in all employment procedures.	4.01	107
The college informs all interested parties as to the degree of success and effectiveness of planning.	3.91	108
The college's budget development process includes input from appropriate groups within the organization.	3.78	108
The administration supports a decision-making process that involves people who will be affected by the decision.	3.69	108



WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT

Board Policy 2431 Delineation of Authority to District Chancellor and College Presidents

An essential element in the relationship between the Chancellor and Presidents is a mutual understanding of their roles and responsibilities. The job descriptions of the District Chancellor and College President clarify and delineate the role of each in the process of decision making which directly affects college operations.

District Chancellor

As Chief Executive Officer (CEO) of the district, the Chancellor is responsible to the Governing Board for the administration of the district in accordance with the provisions of the California Education Code and the policies of the district.

The Chancellor's powers and duties shall be initiatory and executory. The Chancellor shall act both as a professional advisor to the Board in the formulation of policies for governing the district and as chief executor of the policies adopted by the Board. All powers and duties delegated to the Chancellor are to be executed in accordance with the policies adopted by the Board, and all acts performed by the Chancellor which are classed in law as discretionary are subject to review and to final approval by the Board unless the Board specifically authorizes such acts to be executed in a particular manner.

College Presidents

Authority flows from the Governing Board through the Chancellor to the College Presidents. Each College President is responsible for carrying out the district policies. Each College President's administrative organization shall be the established authority on campus. The College President is the final authority at the college level.

Board approval date: 11/15/05
Revisions approved by the Board: 2/21/06
Reviewed by the Board: 5/15/07



WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT

Administrative Procedure 2431 Delineation of Authority to District Chancellor and College Presidents

The district is represented by the Chancellor and each college is represented by a President. Working in partnership with the colleges and District governance processes, the Chancellor and the Presidents define policy standards for college operation which are recommended to the Board by the Chancellor for adoption.

It is the role and responsibility of the President to provide leadership of campus level discussion and the shared governance process. The President leads decision making at the college level which directly affects the operation of the college. It is the responsibility of the President to establish and maintain a climate which encourages open discussion and communication across all levels on the campus. It is further the responsibility of the President to promptly communicate college and District decisions to all staff.

Board approval date: 2/21/06
Revisions approved by the Board: 5/15/07



Board Policy 2433 Chancellor Selection

Reference: *Accreditation Standard IV.B.1.j; Title V, Sections 53000 et seq.*

Chancellor Full Time Vacancy

In the case of a full time Chancellor vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations. Specifically, the search process will include open recruitment that is at least statewide, will at a minimum include seeking qualified applicants in the California Community Colleges Equal Employment Opportunity Registry, and will include posting job announcements with the California Community Colleges Equal Employment Opportunity Registry.

Board approval date: 11/18/03
Revised: 2/17/09



Board Policy 2430 Delegation of Authority to Chancellor

Reference: Education Code Sections 70902(d), 72400; Accreditation Standard IV.B.1.j, IV.B.2

The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Chancellor may delegate any powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Chancellor is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Chancellor to inform the Board of such action and to recommend written board policy if one is required.

The Chancellor is expected to perform the duties contained in the Chancellor's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the Chancellor.

The Chancellor shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion.

The Chancellor shall make available any information or give any report requested by the Board as a whole. Individual trustee requests for information shall be met if, in the opinion of the Chancellor after consultation with the Board President, they are not unduly burdensome or disruptive to District operations. Information provided to any trustee shall be provided to all trustees.

The Chancellor shall act as the professional advisor to the Board in policy formation.

Board approval date: 11/18/03



Administrative Procedure 2433 Chancellor Selection

Reference: *Education Code Section 70902(d); 72400; Title 5 Section 53021*

Chancellor Selection Process

The Board may appoint a search consultant firm to assist the recruitment selection process. The Board should be involved in the search process at every step. The major events that require Board action/involvement include: initial planning meeting (Board members and advisers), review and adopt brochure; review and approve criteria for screening committee; determine which candidates to interview; conduct initial and final interviews; and select the Chancellor.

Suggested Responsibilities of the Board

- All Board members should be present at all meetings regarding the selection.
- At least one or two members of the Board spend one or more days in the community of the prospective candidate(s) to obtain satisfactory assurance of the candidate's acceptability.
- Conduct interviews and other business related to the search in progress.
- Legal counsel to develop or view any agreement between the Board and the prospective Chancellor.

Suggested Responsibilities of a Consultant or Adviser

- Serve as facilitator and advise the Board throughout each step of the process.
- Obtain input from community, staff, and Board members.
- Prepare and distribute the brochure/application (with Board approval).
- Advertise and publicize the vacancy, and recruit candidates.
- Maintain all applicant files.
- Communicate with applicants regarding process and status of their files.
- Advise and assist the paper screening committee (through extensive reference checks) in the evaluation and validation of candidates in preparation for presentation to the Board of Education.
- Assist the Board with contract clauses for negotiating an initial contract with the Chancellor.

Developing Selection Criteria

Community and staff members' involvement shall be considered in the establishment of a leadership profile for the new Chancellor. The following methods represent a non-exhaustive approach which may be utilized to obtain input from others regarding what they believe it would take for the new Chancellor to be a "fit" in their college community.

- Individual interview appointments
- Meetings with representative groups
- Community forums

Processes Used to Involve Various Segments of the College Community

The Board, the community, and the staff will be consulted to participate in the development of criteria for the selection of the new Chancellor.

Resources Used for Recruiting Candidates

Networks across the state and the nation, requesting assistance in recruiting qualified candidates for the Chancellor position may be used.

Advertising and Search Resources to Utilize in This Search

Advertisements are placed in several publications, including electronic, throughout California and nationwide, depending on the desires of the Board.

Processes Used for Paper Screening, Interviewing, Verification of Education and Experience, and Reference Checking/Site Visitation

The Board shall select individuals to serve as paper screeners. It is important that they meet with the Board to discuss first-hand the qualities it is seeking. They will establish a matrix of these criteria for inter-rater reliability and to ensure each screener is looking for and reporting back information consistently. Each screener will rate each application independently.

The screeners will verify education and experience, and will conduct extensive reference checks. They will also speak to each candidate on whom they conduct reference checks to make sure the candidate knows the screener will be checking with references other than those listed in the applications materials.

The screeners and the advisers will review the ratings to determine those top candidates who most closely fit the leadership profile. This information will be presented to the Board in closed session, at a special meeting. The Board will have had time to previously preview each applicant before the screening committee presents its recommendations. The Board may ask questions about any of the candidates, and is not limited to those candidates the screening committee presents. At the conclusion of the presentation of information from the screening committee, the Board will select the candidates for the initial interviews.

Once the Board has chosen candidates to interview, the advisers will schedule the interviews and be present on-site to facilitate the interview process. The Board shall develop interview questions, and will discuss some of the other options to exercise in addition to the interview, if so desired.

A second-level interview with finalists, conducted by the Board is recommended as well as a visit to the community and site of the top candidate.

The Board shall select the candidate it deems is in the best interests of the College District.

Board approval date: 2/17/09



Board Policy 2433 Chancellor Selection

Reference: *Accreditation Standard IV.B.1.j; Title V, Sections 53000 et seq.*

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Board approval date: 11/18/03
Revised: 2/17/09



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Administrative Procedure 2433
Chancellor Selection

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Board approval date: 2/17/09



Board Policy 2715 Code of Ethics/Standards of Practice

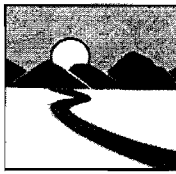
Reference: *Accreditation Standard IV.B.1.a, e, and h*

The Board maintains high standards of ethical conduct for its members. Members of the board are responsible to the following code of ethics:

"I pledge my best efforts as a trustee of the West Hills Community College District to:

- evidence good citizenship in community and state affairs;
- refrain from making any decisions or commitments concerning community college governance, except in Board meetings or when designated by the Board to do so;
- avoid situations leading to conflicts of interest;
- bring credit to the district through personal effort, either directly or indirectly, in business, social, professional and personal relationships;
- make decisions which are responsive to the geographic distribution and social, ethnic, economic, and minority make-up of the community;
- make decisions which give priority to the students;
- keep informed on matters pertaining to the community college movement;
- fulfill the responsibilities of my commission without regard to prejudice or partisanship."

Board approval date: 11/18/03



**WEST
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Board Policy 2715 Code of Ethics/Standards of Practice

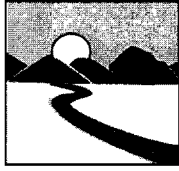
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Board approval date: 11/18/03



Administrative Procedure 2715 Code of Ethics/Standards of Practice

Reference: *Accreditation Standard IV.B.1.a, e, and h*

The Board of Trustees shall periodically review the Code of Ethics/Standards of Practice policy to be sure it continues to be an effective guide for Board behavior. The Board shall foster awareness of ethical expectation by:

- Ensuring that all trustees are aware of the Board's ethical expectation by providing the policy to all trustees and having it available at Board meetings.
- Including a review of the Code of Ethics when orienting new trustees.
- Using the standards in the Code of Ethics as criteria in the Board self-evaluation process.
- Identifying consequences for violations of the code of ethics.

Types of Violations

There are three major categories of laws that address ethical behavior by public officials:

- Financial Interests – Conflicts of interest laws prohibit trustees from financially benefiting from Board decisions, or acting on matters that benefit family members.
- Fair and Open Decision-Making – California's open and public meetings laws (the Brown Act) require that the public's business be done in public. Examples of violations include making decisions in private or that should be made in public meetings, discussing items that have not been noticed to the public, and violating provisions that closed session information shall be kept confidential.
- Use of Public Funds – It is felony to misuse public funds. Examples include claiming expenses that were not incurred and using college resources for personal or political purposes.

Violating the Board's Code of Ethics

In some cases, behaviors may violate the Board's code of ethics or standards of practice, but do not violate the law. Examples of violations include:

- Attacking other trustees or the Board President in public
- Publicly advocating against Board decisions after they are made
- Sabotaging the work of the Board
- Ongoing and substantial attempts by trustees to administer, rather than govern the district, which violates the separation of CEO and Board roles.
 - Ignoring the local decision-making process and communication protocols by working directly with staff members
 - Telling college staff whom they should hire
 - Attempting to direct the day-to-day duties of staff members

**Administrative Procedure 2715
Code of Ethics/Standards of Practice**

- Advocating a single interest instead of the common public good
 - Ignoring the broad range of public needs in community college education
 - Appearing to be agents of a union, a specific community group, or a business interest

Actual or perceived violations of the law must be dealt with expeditiously and legal advice should be sought. A study session or workshop may be appropriate for the entire Board if it appears that trustees may be unaware of the law.

Consequences of Violations

The Chancellor and Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations including, but not limited to, conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Violations of the Board's code of ethics policy will be addressed by the Board President who will first discuss the violation with the trustee to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Board President may appoint an ad hoc committee to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Board officers [or committee] and may include a recommendation to the Board to censure of the trustee. If the Board President is perceived to have violated the code, the Vice President of the Board is authorized to pursue resolution.

Board approval date: 1/24/06



Board Policy 2710 Conflict of Interest

Reference: *Government Code Sections 1090, et seq.; 1126; 87200, et seq.;*
Title 2, Sections 18730 et seq.

Board members shall not be financially interested in any contract made by the Board of Trustees or in any contract they make or participate in making in their capacity as Board members.

A Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his or her duties as an officer of the District. A Board member shall not simultaneously hold two public offices that are incompatible.

Upon leaving the Board, former members shall not, for a period of one year, act as an attorney, agent or otherwise represent for compensation others appearing before the board.

The Chancellor shall establish administrative procedures to provide for disclosure of assets of income of Board members who may be affected by their official actions, and prevent members from making or participating in the making of Board decisions which may foreseeably have a material effect on their financial interest.

Board members shall file statements of economic interest with the filing officer identified by the administrative procedures.

Compliance with conflict of interest rules requires forethought and careful attention. Board members are encouraged to seek counsel from the District's legal advisor in every case where any question arises.

See Administrative Procedure 2710

Board approval date: 7/24/07

West Hills College Lemoore

Mission Statement

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision Statement

Learning through excellence and innovation

Goals

Goal 1 - WHCL is committed to provide quality education to students and the community.

Measurements (Institutional Outcomes):

1. Community Participation Rates
2. High School Graduates Participation Rates
3. Overall Success Rates
4. Overall Retention Rates
5. Persistence Rates (continuous enrollment)
6. Student Learning Outcomes Implementation and assessment.

Goal 2 - WHCL is committed to empower students to achieve their educational goals.

Measurements (Institutional Outcomes):

1. Basic skills math successful course completion & retention
2. Basic skills ESL successful course completion & retention
3. Basic skills English successful course completion & retention
4. Vocational courses successful course completion & retention
5. Degree and certificate completion
6. Transfers to four year institutions

Goal 3 - WHCL will effectively maintain and increase its resources and productivity.

Measurements (Institutional Outcomes):

1. Monitor Student Headcount
2. Meet Full-Time Equivalent Students (FTES) Goals
3. Successful Grant Acquisitions
4. Increase Revenue Generated by Outside Capital Campaign Activities

Revised: 1/11/07 - Flex Day think tank session

Revised: 2/15/07 - Ad Hoc Committee mtg.

Approved: 3/21/07 - PGC

Approved: 7/24/07 - BOT

Reviewed by SPC: 5/2/08

Corrections: 5/08

Reviewed: 2/19/2010 SPC mtg.


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WHC District

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Mission and Vision

Mission

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

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

Vision

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

- Its status as the preferred choice of students, and the employer of choice for faculty and staff;
- The highest percentage of students completing courses;
- Its recognized excellence; and
- The generally ascribed accolade, "heartbeat of the community."

Goals

1. Achieve or Exceed Funded FTES growth targets
2. Will focus marketing efforts on district-wide stories.
3. Will annually increase community participation rates.
4. Will annually improve completion, graduation, and transfer rates.
5. Will become the preferred choice of students through ongoing and active recruitment.
[>WHCCD 2008 Score Card](#)

Locations: [District](#) | [Coalinga](#) | [NDC, Firebaugh](#) | [Lemoore](#) | [Online](#)

West Hills Community College District - 9900 Cody St. - Coalinga, CA 93210 - 1.800.266.1114

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Board Policy 4020 Program, Curriculum, and Course Development

Reference: *Education Code Section 70901(b), 70902(b); 78016
Title 5, Section 51000, 51022(a), 55130, 55150*

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development.

All new courses, programs and program deletions shall be recommended by the Curriculum Committee to the Chief Instructional Officer who shall make the recommendation to the College President. The College President shall then submit a recommendation(s) to the Chancellor for consideration by the Board of Trustees.

All new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title V regulations and shall be approved by the Board.

Board approval date: 8/28/01
Revised: 3/10/08

West Hills College Lemoore West Hills Community College District
College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	. %	. %	. %

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	. %	. %	. %

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	. %	68.2%	61.4%



West Hills College Lemoore
 West Hills Community College District
College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
 Annual Successful Course
 Completion Rate for
 Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	67.0%	66.1%	66.3%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
 Annual Successful Course
 Completion Rate for
 Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	61.6%	64.0%	63.5%

Table 1.5:
 Improvement Rates for ESL
 and Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	.%	.%	20.0%
Basic Skills Improvement Rate	.%	.%	50.3%

Table 1.6:
 Career Development and
 College Preparation (CDCP)
 Progress and Achievement Rate

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%



West Hills College Lemoore West Hills Community College District
College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	6,417	6,914	7,372
Full-Time Equivalent Students (FTES)*	2,914	2,953	3,171

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.
 *FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	26.8%	27.9%	28.4%
20 - 24	30.9%	30.2%	30.1%
25 - 49	38.1%	37.6%	37.5%
Over 49	4.1%	4.3%	4.0%
Unknown	0.0%	0.1%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	61.9%	61.9%	61.0%
Male	37.1%	37.4%	37.9%
Unknown	1.1%	0.7%	1.1%

Source: Chancellor's Office, Management Information System



West Hills College Lemoore

West Hills Community College District

College Profile**Table 1.10:**
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	6.5%	7.8%	7.4%
American Indian/Alaskan Native	1.2%	1.2%	1.1%
Asian	5.7%	4.7%	3.8%
Filipino	3.7%	3.9%	3.8%
Hispanic	38.2%	39.4%	40.2%
Pacific Islander	0.4%	0.4%	0.6%
Unknown/Non-Respondent	6.8%	6.5%	8.1%
White Non-Hispanic	37.6%	36.1%	35.0%

Source: Chancellor's Office, Management Information System



West Hills College Lemoore West Hills Community College District
College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	.	.	.	.
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.
C	Persistence Rate	.	.	.	.
D	Annual Successful Course Completion Rate for Credit Vocational Courses	66.3	74.0	66.3	77.5	<i>03</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.
G	Improvement Rate for Credit ESL Courses	.	.	.	.

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.





Board Policy 6200 Budget Preparation

Reference: *Education Code Section 70902(b)(5); Title 5, 58300 et seq.*

Each year, the Vice Chancellor of Business Services shall present to the Board a budget prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. The schedule for presentation and review of budget proposals shall comply with state laws and regulations, and provide adequate time for Board study.

Utilizing the budget process for resource allocation, along with the budget preparation process, the colleges shall submit an annual budget to the Vice Chancellor of Business Services. Each college shall develop a budget based on its college procedures and college governance process.

Budget development shall meet the following criteria:

- The annual budget shall support the master and educational plans (including the facilities, technology and strategic plans) of the District and colleges.
- Assumptions upon which the budget is based are presented to the Board for review.
- Due dates for budget development are identified in the budget preparation procedure (Administrative Procedure 6200) which includes dates for presentation of the tentative budget, required public hearing(s), Board study session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.
- Unrestricted general reserves shall be at least/greater than 5%. (California Community Colleges System Office Memorandum of October 25, 2005)
- Changes in the assumptions upon which the budget was based shall be reported to the Board in a timely manner.
- Budget projections address long term goals and commitments.

See Administrative Procedure 6200

Board approval date: 11/17/09



WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT

WEST HILLS COMMUNITY COLLEGE DISTRICT
Board of Trustees
9900 Cody Street
Coalinga, CA 93210
(559) 934-2100

MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD

September 28, 2010



CALL TO ORDER / OPEN SESSION

President McKean called the meeting of the Board of Trustees to order at 1:00 p.m.

Board members present:

Mark McKean, President
Bill Henry, Vice President
Nina Oxborrow, Clerk
Jeff Levinson
Edna Ivans
Jack Minnite
Steve Cantu
Ryan Cardoza, Student Trustee

Administrators present:

Frank Gornick, Chancellor
Ken Stoppenbrink, Vice Chancellor of Business Services
Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Willard Lewallen, President, West Hills College Coalinga
Don Warkentin, President, West Hills College Lemoore
Frances Squire, Executive Director of West Hills Community College Foundation
Jill Stearns, Vice President of Educational Services, West Hills College Coalinga
Dave Bolt, Vice President of Educational Services, West Hills College Lemoore
Jana Cox, Director of Financial Aid
Sylvia Dorsey-Robinson, Vice President of Student Services
Bob Clement, Director of Athletics, Health and Physical Education, West Hills College Lemoore
Marcel Hetu, Director of North District Center, Firebaugh
Marlon Hall, Associate Dean of Educational Services, West Hills College Lemoore
Susan Whitener, Associate Vice Chancellor of Educational Planning
Richard Larson, Director of Farm of the Future, West Hills College Coalinga
Jose Lopez, Dean of Students, West Hills College Lemoore

Introduction of Guests

Ms. Frances Squire reported that the students from Ms. Vera Kennedy's sociology class are in attendance; as well as students from Ms. Marty Ennes' communications class. She also introduced the following guests: Captain James Knapp, Commanding Officer at NAS Lemoore, and Mr. Roman Benitez, Community Plans & Liaison Officer at NAS Lemoore.

Public Comments

There were no public comments made at this time.

REPORTS FROM ORGANIZATIONS / COLLEGES / DISTRICT OFFICE

Academic Senate Report – Mr. Kurt Sterling, Academic Senate President for West Hills College Lemoore, thanked the Board of Trustees for being at West Hills College Lemoore. He reported that the Senate has been meeting and all committee seats have been filled. He will be attending the Central Valley Higher Education Consortium (CVHEC) conference in Yosemite in October. Mr. Sterling reported that the Senate is currently reviewing all of the policies and procedures that have been sent to them and will soon be providing input.

In the absence of Ms. Anita Bart, Academic Senate President for West Hills College Coalinga, Ms. Cindy Hauki reported that all committee assignments have been made and approved and the academic freedom policy has been sent to all faculty for review.

WHCFA Report – Ms. Marty Ennes, WHCFA President, reported that the faculty association has been busy. A meeting was held last week with Mr. Ken Stoppenbrink and Ms. Tammy Weatherman concerning ongoing issues with regard to payroll. They hope for resolution soon. Ms. Ennes reported that the faculty association was also able to work with district administration on replacing the information in evaluations as a result of the grievance filed. They will continue negotiating the grievance. Ms. Ennes reported that the faculty association was fortunate to be able to bring Ms. Mary Ann Reynolds and Mr. Alan Frey to the campuses earlier this month for grievance training. The training was extremely productive. Ms. Ennes reported that she, Ms. Jacqui Shehorn, and Ms. Tiffani McGee will be attending the upcoming CCA conference in Burlingame. She also briefly commented on student involvement at the recent forensics tournament at West Hills College Lemoore.

CSEA Report – Mr. John Ieronimo, CSEA President, reported that CSEA has a meeting scheduled for October 6. They are also in the process of negotiations.

Student Trustee Report – Mr. Ryan Cardoza, Student Trustee, reported on campus activities at West Hills College Coalinga including the purchase of a mascot by the

President's Office for homecoming week and basketball games; blood drive; spirit week; ASB goals retreat; creating more clubs and increasing student participation on the campus. At West Hills College Lemoore, activities include a recent successful club rush; car wash; and a student town hall to be facilitated by AGS.

West Hills College Coalinga and North District Center, Firebaugh – Dr. Willard Lewallen, President, thanked Student Trustee Cardoza for supporting the North District Center and attending the recent recognition event. Dr. Lewallen commented on the recent ASB planning retreat and stated that the main goal was for the students to develop some goals. He passed around thank you notes and student information for the Board to review. Dr. Lewallen also displayed the resolution received by the North District Center, Firebaugh in honor of their recent recognition as one of America's Top 50 Best Community Colleges.

West Hills College Lemoore – Mr. Don Warkentin, President, thanked the Board of Trustees for meeting at West Hills College Lemoore. He reported that a tour of the Multi Use Sports Complex was provided to Board members earlier in the day and the facility should be up and running in March.

Mr. Warkentin introduced Ms. Sylvia Dorsey-Robinson, Vice President of Student Services. Ms. Dorsey-Robinson provided a presentation on student services at West Hills College Lemoore. She discussed the mission of student services and outlined the tasks that have been identified and the accomplishments and progress to date.

Chancellor's Report – Dr. Frank Gornick, Chancellor, thanked Mr. Warkentin and the West Hills College Lemoore staff for hosting the Board of Trustees at their campus. Dr. Gornick discussed the district's strategic plan and ideas with regard to high school student outreach. He stated that this matter will continue to be an important topic and will be an ongoing process.

Closing the Gap Project Update – Dr. Gornick reported that he has secured the services of Ms. Elaine Cash as a consultant to work with our staff and high school district staff to address the issues of outreach. Ms. Cash is a retired superintendent from Riverdale Unified School District. This is a project that is moving along and updates will continue to be provided to the Board.

Related to this topic is the CVHEC planning summit scheduled to be held in October. The planning summit is predicated on recent legislation passed and signed unanimously by the Senate and Assembly (Padilla SB 1440) which guarantees community college students, with 60 units as a core, junior standing at a university. He stated that there is much excitement about this activity and he looks forward to continuing to provide updates.

Dr. Gornick reported that he and Mr. Pedro Avila recently conducted a workshop on integrated planning for the State Center Community College District. It was well received and it is gratifying to step back and take a look at where we are. It is encouraging to see how much progress we have made as a district.

Dr. Gornick reported that he recently attended the Datatel Fall Executive Forum with Trustee Henry and Mr. Avila. He stated that it is nice to see what we can get out of the product for our staff and students. He also recently attended a meeting with DeVry which was beneficial. They are excited that we have the infrastructure for distance education and we are looking forward to the possibilities of partnering with them.

Athletics Philosophy and Program Review – Dr. Gornick asked Mr. Avila to address the issue of program review as it relates to athletics. Mr. Avila stated that he wants to conduct a program review for every sport and thinks it would be best to take a look at each program and each sport individually. Dr. Gornick stated that this would be consistent with other program reviews that take place. Trustee Levinson stated that the bottom line is accountability. President McKean questioned if there is a way we could get data from other community colleges for comparison or benchmark purposes. Dr. Gornick stated that we will look at success rates and transfer rates. Discussion took place concerning performance and participation.

SFID Series B Analysis – Dr. Gornick asked Mr. Ken Stoppenbrink to provide a report on the SFID Series B bonds. With regard to SFID 1 (Northern Area), Mr. Stoppenbrink reported that we issued \$3.84 million in 2009. The assessed value growth was 7.91% during 2009-2010. With regard to SFID 2 (Coalinga Area), we issued \$2.99 million in 2009. The assessed value declined during 2009-2010. We currently have an outstanding BAN (Bond Anticipation Note) of \$4.5 million which is due and payable in 2012. With regard to SFID 3 (Lemoore Area), we issued \$5.99 million in 2009. The assessed value growth was 4.16% during 2009-2010. Mr. Stoppenbrink summarized the recommendations as follows: SFID 1 – Hold until the state bonds pass to fund the new facility; SFID 2 – Spend BAN funds and issue bond in 2012 to pay back the BAN; SFID 3 – Issue Series B for \$9.3 or \$14.1 million. The timeline would include a resolution for consideration at the November 2010 Board meeting. The S & P rating presentation would occur in January 2011. The pricing of the bonds would occur in February 2011 and close in March 2011. The sale costs and results would be disclosed at the April 2011 Board meeting. Further brief discussion took place regarding bonds.

CONSENT AGENDA

The following consent agenda items were approved on a motion by Trustee Ivans, seconded by Trustee Minnite, and carried unanimously:

CA-12 Minutes – The minutes of the August 24, 2010 Board of Trustees meeting were approved as submitted.

CA-13 Warrants – The warrants were approved as submitted.

CA-14 Personnel Transactions – The list of personnel transactions was approved as submitted.

CHANCELLOR’S OFFICE

CO-8 Presentation by Lemoore Naval Air Station – Dr. Gornick introduced Captain James Knapp, Commanding Officer at NAS Lemoore, and Mr. Roman Benitez, Community Plans & Liaison Officer at NAS Lemoore. Captain Knapp provided an overview of the Lemoore Naval Air Station including its vision and mission statements, size, and flight operations. He also discussed the economic impact assessment and its impact on Kings and Fresno Counties.

Captain Knapp commented on encroachment which is primarily any non-Navy action planned or executed which inhibits, curtails, or possesses the potential to impede the performance of Navy activities. The concerns with regard to encroachments include population growth and unmanaged urban sprawl.

Captain Knapp provided information on the Joint Land Use Study (JLUS), stating that it is funded by the Department of Defense, Office of Economic Adjustment. It has two objectives: 1) To encourage collaborative planning between military installations and local jurisdictions so that future community land uses and the operational missions of the installation are compatible; and 2) To develop strategies for reducing the impact of existing community and military activities on each other. The partners in the JLUS are Kings County, Fresno County, the City of Lemoore, and NAS Lemoore. The contract is administered by the Kings County Association of Governments and input is received from stakeholders and working groups. At the end of the study, the stakeholders will acquire ownership of the study and adopt/implement recommendations. Funding is available through the Office of Economic Adjustments to assist in implementing the recommendations.

With regard to AICUZ (the Air Installation Compatible Use Zone program), Captain Knapp explained that it is an active local command effort to work with local, state, regional, other federal agencies, and community leaders to encourage compatible development of land adjacent to military airfields. The AICUZ program recommends land uses that will be compatible with noise levels, accident potential and obstruction clearance criteria associated with military airfield operations.

The objectives are to recommend compatible land use development and zoning; protect operational capability and the Navy's capital investment; protect public health and safety; and minimize noise and safety impacts.

Captain Knapp reported that NAS Lemoore is seeking partners to enact Readiness and Environmental Protection Initiative (REPI) conservation measures.

Dr. Gornick commented on the planning for the West Hills College Lemoore campus and the relationship and discussions with NAS Lemoore. Discussion took place regarding growth and flight patterns. Captain Knapp referred to the Joint Land Use Study.

CO-9 Resolution - Child Care - The following resolution in the matter of child care was adopted on a motion by Trustee Minnite, seconded by Trustee Oxborrow, and carried unanimously:

- Infant Toddler Resource Grant No. CCAP-0013-6213-00-0

CO-10 Board Policies and Administrative Procedures - The following Board Policies and Administrative Procedures were approved on a motion by Trustee Minnite, seconded by Trustee Ivans, and carried unanimously:

- Board Policy and Administrative Procedure 6550, Disposal of Property
- Board Policy and Administrative Procedure 5800, Prevention of Identity Theft in Student Financial Transactions
- Board Policy and Administrative Procedure 5850, Missing Student Notification
- Board Policy 6818, Ergonomics Program
- Board Policy and Administrative Procedure 3900, Speech: Time, Place and Manner

CO-11 Board Policies and Administrative Procedures - The following Board Policies and Administrative Procedures were presented for a first reading. Approval will be requested at a later date.

- Board Policy and Administrative Procedure 6700, Facilities Use
- Board Policy 6230, Energy and Sustainability
- Administrative Procedure 2410, Policy and Administrative Procedure

FISCAL SERVICES

FS-13 Fiscal Services Report - Mr. Ken Stoppenbrink, Vice Chancellor of Business Services, provided the fiscal services report. He stated that we are 16.7% through the fiscal year. General fund revenues are at 14.8% and general fund expenditures are at 13.1%.

FS-14 2012-2016 Five Year Construction Plan - Mr. Kevin Cobb, district architect, provided a presentation on the five year construction plan. He explained that there are three projects at West Hills College Coalinga that are not yet funded. Those projects include Initial Buildings Modernization, Phase 2; SAM Modernization; and Health Careers Facility. At West Hills College Lemoore, the projects not yet funded include Field Sports; Instructional Center Phase 1; and Institutional Support Services. The North District Center, Firebaugh Center Expansion project is also not currently funded. Dr. Gornick discussed the possibility of having projects re-scored which would assist us with the funding for these projects.

The 2012-2016 Five Year Construction Plan for the West Hills Community College District was approved on a motion by Trustee Minnite, seconded by Trustee Levinson, and carried unanimously.

FS-15 Final Project Proposals (FPPs) - The following Final Project Proposals (FPPs) were approved on a motion by Trustee Levinson, seconded by Trustee Minnite, and carried unanimously:

- North District Center, Firebaugh - Center Expansion
- West Hills College Lemoore - Institutional Supportive Services, Phase 1
- West Hills College Lemoore - Instructional Center
- West Hills College Coalinga - Health Careers
- West Hills College Coalinga - SAM Modernization

FS-16 Initial Project Proposals (IPPs) - The following Initial Project Proposals (IPPs) were approved on a motion by Trustee Ivans, seconded by Trustee Levinson, and carried unanimously.

PERSONNEL SERVICES

PS-4 Resolution - The resolution in the matter of placement of a classified employee on a 39-month re-employment list was adopted on a motion by Trustee Cantu, seconded by Trustee Levinson, and carried unanimously:

BOARD REPORTS / COMMENTS / REQUESTS AND ANNOUNCEMENTS

Trustee Cantu had nothing to report at this time.

Trustee Minnite thanked Mr. Warkentin for hosting the meeting at his campus and thanked everyone for the great reports. Trustee Minnite thanked everyone for coming to the recognition event at the North District Center, Firebaugh and stated that it is a special place. It was a great feeling to be a part of history and it could not have happened without the support of the staff, students and Board of Trustees.

Trustee Ivans thanked Mr. Warkentin for hosting the Board meeting and providing a tour of the Multi Use Sports Complex.

Trustee Henry commented on the Datatel conference he recently attended in Chicago. He stated that it was quite interesting to see what they do for us.

Trustee Oxborrow stated that it is good to be at West Hills College Lemoore and see progress on the Multi Use Sports Complex. She expressed her congratulations to the North District Center, Firebaugh for their recognition and thanked everyone for their presentations.

Trustee Levinson stated that he looks forward to hearing future reports from Mr. Avila on athletics.

President McKean expressed his apologies for not being able to attend the recognition event at the North District Center. He stated that he looks forward to further discussions on athletics.

President McKean announced that the next meeting of the Board of Trustees is scheduled for October 26, 2010.

CLOSED SESSION

The meeting was adjourned to closed session at 3:30 p.m.

- Public Employee Discipline/Dismissal/Release (as per Government Code Section 54957)
- Discussion of Land Acquisition/Disposition of Property (as per Government Code Section 54956.8). Property: Coalinga, California; Firebaugh, California; Lemoore, California
- Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to subdivision (b) of Government Code Section 54956.9. Two (2) potential cases pursuant to subdivision (b)(3)(C) of Section 54956.9, and Section

54957.5, the District's receipt of a claim pursuant to the Tort Claims Act is available for public inspection

RECONVENE TO OPEN SESSION

The meeting was reconvened to open session at 4:02 p.m.

President McKean announced that the Governing Board considered a tort claim filed by Dr. Terrel Jeffery on or about August 12, 2010 and, upon the Board's review, has taken action in closed session authorizing the Chancellor to issue a Notice of Lateness and Notice of Rejection pursuant to Government Code section 911.3 and 912.6 and take any other steps necessary to effectuate the rejection of this claim. The vote was:

Ayes: 7
Noes: 0
Absent: 0
Abstentions: 0

Additionally, the Governing Board considered a claim filed by Ms. Donna Gates on or about September 23, 2010 and, upon the Board's review, has taken action in closed session to reject the claim and submit it to Keenan and Associates, the district's SWAC Administrators, for resolution. The vote was:

Ayes: 7
Noes: 0
Absent: 0
Abstentions: 0

ADJOURNMENT

There being no further business before the Board of Trustees, the meeting was adjourned at 4:04 p.m.

Nina Oxborrow
Clerk of the Board of Trustees

Personnel Transactions

1. New Hires

Name	Title & Location	Schedule	Salary Placement	Funding	Effective Date	Additional Information
Alexander, Adriana	After School Prog. Activity Specialist West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	10/11/10	New position
Armenta, Melissa	Child Development Center Assistant West Hills College Coalinga	19 hrs/wk 9 mo/yr	Range 23 Step A	Grant	9/1/10	Replacement for Daniel Gambin
Berlanga, Nathalia	After School Prog. Activity Specialist West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	10/11/10	New position
Blankenship, Corie	Child Development Center Assistant West Hills College Coalinga	19 hrs/wk 9 mo/yr	Range 23 Step A	Grant	9/1/10	Replacement for Maria Maldonado
Cruz, Perla	Child Development Center Assistant West Hills College Coalinga	19 hrs/wk 9 mo/yr	Range 23 Step A	Grant	9/1/10	Replacement for Sandra Nevarez
Davis, Desiree	Child Development Center Assistant West Hills College Coalinga	19 hrs/wk 12 mo/yr	Range 23 Step A	Grant	9/1/10	Replacement for Bethany Humphries
Gonzales, Heriberto	Student Services Assistant West Hills College Coalinga (Placement at Huron)	19 hrs/wk 12 mo/yr	Range 36 Step B	Grant	9/7/10	New position
Inman, April	After School Prog. Activity Specialist West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	10/11/10	New position
Leyva, Sylvia	Student Services Assistant West Hills College Coalinga (Placement at Mendota)	19 hrs/wk 12 mo/yr	Range 36 Step A	Grant	9/7/10	New position
Llamas, Cristal	After School Prog. Activity Specialist West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	9/7/10	New position
Montoya, Alejandro	After School Prog. Activity Specialist West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	10/11/10	New position
Morales, Richard	Child Development Center Assistant San Joaquin Child Dev. Center	19 hrs/wk 12 mo/yr	Range 23 Step A	Grant	10/1/10	Replacement for Lupe Torrez
Moreno, Isela	Student Services Assistant West Hills College Coalinga (Placement at Avenal)	19 hrs/wk 12 mo/yr	Range 36 Step A	Grant	9/7/10	New position
Ringo, Kristina	After School Prog. Activity Specialist West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	10/11/10	New position
Robinson, Daisy	Child Dev. Center Associate Teacher West Hills College Coalinga	19 hrs/wk 9 mo/yr	Range 30 Step A	Grant	9/1/10	Replacement for Monica Martinez
Smith, Danielle	Child Development Center Assistant West Hills College Coalinga	19 hrs/wk 12 mo/yr	Range 23 Step A	Grant	9/1/10	Replacement for Karen Blanks
Solano, Marissa	Child Development Center Assistant West Hills College Coalinga	19 hrs/wk 12 mo/yr	Range 23 Step A	Grant	9/1/10	Replacement for Margoth Toledo
Stewart, Hollie	Child Development Center Assistant West Hills College Coalinga	19 hrs/wk 9 mo/yr	Range 23 Step A	Grant	9/1/10	Replacement for Martha Saucedo
Toby, Thomas	Student Services Assistant West Hills College Coalinga (Placement at Coalinga)	19 hrs/wk 12 mo/yr	Range 36 Step A	Grant	9/7/10	New position

1. New Hires (continued...)

Name	Title & Location	Schedule	Salary Placement	Funding	Effective Date	Additional Information
Viramontez, Grace	Food Service Cook West Hills College Coalinga	40 hrs/wk 12 mo/yr	Range 40 Step A	District	10/4/10	Replacement for Hang Phan
Wynne-Velazquez, April	Child Dev. Center Associate Teacher West Hills College Lemoore	19 hrs/wk 12 mo/yr	Range 30 Step A	Grant	10/11/10	Replacement for Aracely Navarro
Yang, Tong	Student Services Assistant West Hills College Coalinga (Placement at San Joaquin)	19 hrs/wk 12 mo/yr	Range 36 Step B	Grant	9/7/10	New position

2. Temporary Hires

Name	Title & Location	Schedule	Salary Placement	Funding	Effective Date	Additional Information
Guerra, Christy	Child Development Center Assistant San Joaquin Child Dev. Center	40 hrs/wk	Range 23 Step A	Grant	9/20/10 – 12/31/10	
Stewart, Hollie	Child Development Center Assistant West Hills College Coalinga	40 hrs/wk	Range 23 Step A	Grant	9/29/10 – 12/31/10	

3. Changes in Assignment

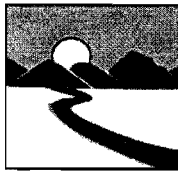
Name	Current Assignment	Change	Effective Date	Additional Information
Bravo, Gabriela	Child Development Center Assistant West Hills College Coalinga 19 hrs/wk; 12 mo/yr Range 23, Step A	Child Dev. Center Associate Teacher West Hills College Coalinga 19hrs/wk; 12 mo/yr Range 30, Step A	9/1/10	Replacement for Karen Blanks
Pelletier, Vanessa	Child Development Center Teacher West Hills College Coalinga 19 hrs/wk; 9 mo/yr	Child Development Center Teacher San Joaquin Child Dev. Center 40 hrs/wk; 12 mo/yr	9/7/10	Replacement for Veronica Lopez
Ramsey, Miranda	Child Dev. Center Associate Teacher West Hills College Coalinga Range 30, Step A	Child Dev. Center Teacher West Hills College Coalinga Range 40, Step A	10/1/10	
Wiseman, Suellen	Accounting Services Technician I District Office 19 hrs/wk; 12mo/yr	Accounting Services Technician I District Office 16 hrs/mo; 12 mo/yr	8/27/10	

4. Leave of Absence

Name	Title & Location	Effective Date	Additional Information
Terra, Laura	Child Development Center Teacher West Hills College Coalinga	10/12/10 – 11/2/10	FMLA Request
Valdeabella, Mina	Family Resource Coordinator Child Development Centers (Districtwide)	11/14/10 – 1/10/11	FMLA Request

5. Resignations / Retirements / Releases During Probation / Terminations

Name	Title & Location	Effective Date
Edwards, Diane	Accounting Services Technician III District Office	10/1/10
Medina, Mayra	After School Program Activity Specialist West Hills College Lemoore	8/5/10
Reynaga, Mary Helen	Child Development Center Teacher San Joaquin Child Development Center	8/30/10
Stewart, Hollie	Child Development Center Assistant West Hills College Coalinga	9/10/10
Toledo, Margoth	Child Development Center Associate Teacher West Hills College Coalinga	8/20/10



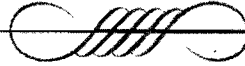
**WEST
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DISTRICT

WEST HILLS COMMUNITY COLLEGE DISTRICT

Board of Trustees
9900 Cody Street
Coalinga, CA 93210
(559) 934-2100

MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD

July 27, 2010



CALL TO ORDER / OPEN SESSION

President McKean called the meeting of the Board of Trustees to order at 3:11 p.m.

Board members present:

Mark McKean, President
Bill Henry, Vice President
Nina Oxborrow, Clerk
Jeff Levinson
Edna Ivans
Jack Minnite
Steve Cantu
Ryan Cardoza, Student Trustee

Administrators present:

Frank Gornick, Chancellor
Ken Stoppenbrink, Vice Chancellor of Business Services
Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Willard Lewallen, President, West Hills College Coalinga
Don Warkentin, President, West Hills College Lemoore
Frances Squire, Executive Director of West Hills Community College Foundation
Jill Stearns, Vice President of Educational Services, West Hills College Coalinga
Sylvia Dorsey-Robinson, Vice President of Student Services, West Hills College Lemoore
David Reynolds, Associate Dean of Student Services, West Hills College Coalinga
Richard Larson, Director of Farm of the Future, West Hills College Coalinga
Bob Clement, Director of Athletics, West Hills College Lemoore
Mark Gritton, Director of Athletics, West Hills College Coalinga

Introduction of Guests

There were no guests introduced at this time.

Public Comments

There were no public comments made at this time.

REPORTS FROM ORGANIZATIONS / COLLEGES / DISTRICT OFFICE

Academic Senate Report - Ms. Anita Bart, Academic Senate President for West Hills College Coalinga, was not present to report at this time.

Mr. Kurt Sterling, Academic Senate President for West Hills College Lemoore, was not present to report at this time.

WHCFA Report - Ms. Marty Ennes, WHCFA President, was not present to report at this time.

CSEA Report - Mr. John Ieronimo, CSEA President, was not present to report at this time.

West Hills College Coalinga and North District Center, Firebaugh - Dr. Willard Lewallen, President, passed around recent thank you notes and letters his office has received. He also discussed various activities and events being held in conjunction with the groups that have been visiting the campus. Dr. Lewallen announced that the rededication event for the gymnasium is planned for October 16. He also discussed an upcoming visit by Mr. Francesco Attesti, an Italian pianist of international acclaim. He will be making a performance on October 11 at the West Hills College Coalinga Theatre. This will be a fundraiser which will be co-sponsored with the Rotary Club of Coalinga.

West Hills College Lemoore - Mr. Don Warkentin, President, introduced Mr. Ryan Cardoza, new SGA President for West Hills College Lemoore and Student Trustee for the District. Mr. Cardoza commented on events that will be held at West Hills College Lemoore. Welcome Week is scheduled for the first week of school and a Club Rush Day will be held a couple of weeks later. West Hills College Lemoore currently has six active clubs. SGA's main goal this year is to create more student participation on campus. President McKean questioned new clubs on campus. Mr. Cardoza responded that they are not planning to create more, but will assist students in doing so if there is interest. There is currently a diverse group of clubs already on campus.

Mr. Warkentin provided an update on accreditation, stating that he is working on reading the draft of the self study. He thanked the chairs of the accreditation standards: Mr. Bob Clement, Standard 1; Dr. Marlon Hall, Standard 2; Ms. Sylvia Dorsey-Robinson, Standard 3; and Mr. Jose Lopez, Standard 4. Mr. Warkentin discussed a recent visit to Santa Rosa Rancheria for cultural and diversity training. He explained that the decisions of the tribe are all based on consensus, which is why it sometimes takes a greater amount of time for them to respond to us. Mr. Warkentin reported that

the Golden Eagle Arena is about 50% complete and is close to being on schedule. The opening is anticipated for early spring.

Chancellor's Report - Dr. Frank Gornick, Chancellor, commented on the groups who have been visiting at the Coalinga campus and stated that Mr. Blong Xiong, Fresno City Council Member, visited the campus when the Hmong students were here. Dr. Gornick reported on the recent Chancellor's Executive Cabinet meeting at which Ms. Tammy Ketelhut attended. Ms. Ketelhut is from Paramount Farming and attended the meeting to discuss their mentorship program. Brief discussion took place regarding the program and the possibilities for the district.

Dr. Carole Goldsmith reported to the Board of Trustees that Mr. David Castillo, Director of Westside Institute of Technology (WIT), has recently spent several weeks in the hospital. He is now home and is expected to make a full recovery. Dr. Goldsmith provided information on grants that were recently awarded, including the U.S. Department of Transportation (Trucking); Teacher Preparation Grant at West Hills College Lemoore; and Employment Development Department Veterans Grant VEAP. Dr. Goldsmith reported that staff are also in the process of submitting several grants, including U.S. Department of Education, Title III, Transitioning Students with Intellectual Disabilities; U.S. Department of Education, Title V Centers for Excellence, Veterans; and U.S. Department of Education, Title III, Strengthening Native American Student Retention. We hope to hear more about pending grant awards in the next 30-60 days.

Dr. Gornick thanked Trustees Oxborrow and Ivans for their attendance at the recent Strategic Planning Retreat workshops. Mr. Pedro Avila reported that a total of 85 individuals participated in the retreat including staff, students, board members, community members, and representatives from agencies. The retreat was broken down into three sections: Student Success, High School Outreach, and Workforce Development. Mr. Avila shared a video of the retreat and thanked Mr. Dennis Gallegos for his work on the video. He reported that we will be receiving a summary of the retreat from the consultants (Eaton Cummings Group) who conducted the workshops, and the results will be shared with the Board at a later date.

CONSENT AGENDA

The following consent agenda items were approved on a motion by Trustee Minnite, seconded by Trustee Ivans, and carried unanimously:

- CA-1 Minutes - The minutes of the June 22, 2010 Board of Trustees meeting were approved as submitted.

- CA-2 Warrants - The warrants were approved as submitted.

-
- CA-3 District Appropriations Limit (Gann Limit) - The District Appropriations Limit (Gann Limit) for 2010-2011 was approved as submitted.
- CA-4 Quarterly Financial Status Report - The Quarterly Financial Status Report, 311Q for the quarter ending June 30, 2010 was approved as submitted.
- CA-5 Surplus Property - The list of property was declared as surplus.
- CA-6 Personnel Transactions - The list of personnel transactions were approved as submitted.

CHANCELLOR'S OFFICE

- CO-1 Resolutions - Child Care - The following resolutions in the matter of child care were adopted on a motion by Trustee Levinson, seconded by Trustee Minnite, and carried unanimously:

- State Preschool Program No. CSPP 0094-6213-00-0
- Children and Families Commission of Fresno County (First 5) Contract No. 2011CP6111

- CO-2 Board Policies and Administrative Procedures - The following Board Policies and Administrative Procedures were approved on a motion by Trustee Minnite, seconded by Trustee Ivans, and carried unanimously:

- Administrative Procedure 5055, Enrollment Priorities
- Board Policy and Administrative Procedure 5070, Attendance
- Board Policy 5500, Standards of Student Conduct
- Board Policy and Administrative Procedure 5520, Student Discipline
- Administrative Procedure 5530, Student Rights and Grievances

Trustee Minnite commented on the routing forms provided with the policies and procedures and questioned why there are no comments from the West Hills College Coalinga Academic Senate. Discussion took place and it was stated that the Senate is participating in the review of the policies and procedures; however, there is a breakdown in their comments being sent to the Chancellor's Office for inclusion on the routing forms. Dr. Lewallen stated that he will follow up on this matter and assured the Board that the Senate is participating in the review process.

- CO-3 Athletics Report - Mr. Warkentin and Dr. Lewallen introduced their athletic department staff and provided a presentation on the athletics

program at their respective colleges. The proposed athletic department philosophies were shared and the Presidents summarized the number of student athletes by sport and term over the past five years. Program details were discussed including out of state students, money owed by student athletes, loan default rates, FTES, operational and instructional costs, and enrollment revenue generated. Student progress was summarized and retention rate, success rate, graduation rate and transfer rate for athletes and non-athletes were discussed. Dr. Lewallen provided comments on Title IX and the Three Prong Test, and myths vs. facts. The Presidents discussed future participation interest and the surveys that were conducted at each college. Brief discussion took place regarding the information collected. Cost containment and fundraising for each college was shared with the Board. With regard to the future of athletics, Dr. Lewallen and Mr. Warkentin provided information on the plans that are being discussed and reviewed for possible implementation. Student athlete and team success stories were summarized for the Board. Dr. Lewallen discussed internal and external program review of the athletics program. The Central Valley Conference Athletic Program Review (external) was held in April 2010 for West Hills College Coalinga, and is scheduled for Spring 2012 for West Hills College Lemoore. The Athletic Department Program Review (internal) for West Hills College Coalinga occurred in Spring 2007, and Fall 2008 for West Hills College Lemoore. Dr. Lewallen commented on the recommendation received with regard to a district policy on athletic recruiting. He explained that we will continue to comply with CCCAA bylaws for recruitment of student athletes and will establish a philosophy for recruitment of student athletes that addresses our district approach. Mr. Warkentin briefly commented on state, regional and conference issues.

Trustee Levinson stated that he would like to have this item back on the agenda next month for further discussion. Trustee Ivans stated that everyone can appreciate how important the coaches are. Trustee Cantu stated that it is good to have a starting point for further discussion and thinks we can move forward to the next step. Dr. Lewallen explained that the purpose of the report was to give an overview of the program. Dr. Gornick encouraged the Board to continue reading the materials and welcomed the opportunity for further discussion at the next meeting. He stated that it is a significant topic for discussion. Trustee Oxborrow questioned how often the Central Valley Conference review takes place. Dr. Lewallen responded that it occurs every six years. Mr. Warkentin stated that the internal review occurs every four years. President McKean questioned where we are going with this topic and what the Board wants to see happen at the next meeting. Trustee Levinson stated that he anticipates further discussion and to see some resolution to some of the

areas. Trustee Henry stated that he would also like to have further discussion to determine where we want to go with the athletics program. Trustee Minnite commended everyone for the work done on the report and stated that the results of the review will be positive for all of us. Mr. Warkentin thanked all of the staff who assisted in the preparation of the report. President McKean stated that a good sports program brings a tremendous amount of energy and enthusiasm to a campus and helps with student success and retention. We need to take a look at how each program affects the campus. Trustee Henry agreed with President McKean's comments. Dr. Gornick summarized the conversation, stating that further discussion will revolve around developing a statement about athletics for the colleges. Trustee Levinson stated that he wants to continue reviewing the materials received and have the opportunity to think about the information before having a discussion at the next meeting. Student Trustee Cardoza commented that he agrees with the idea to develop Board policies with regard to this topic. Brief comments were made concerning the Civic Center Act and the use of the new facilities.

FISCAL SERVICES

FS-1 Fiscal Services Report – Mr. Ken Stoppenbrink, Vice Chancellor of Business Services, provided the fiscal services report. He stated that we are 100% through the fiscal year. General fund revenues are at 99.6% and general fund expenditures are at 82.1%.

Mr. Stoppenbrink also provided a quarterly summary of the enterprise fund revenues and expenses for the cafeteria, farm, child development centers, residence halls, and international student program.

Mr. Stoppenbrink briefly discussed the current reimbursement rate of the state and reported that we have sufficient cash flow.

FS-2 Chancellor's Office Tax Offset Program (COTOP) – On a motion by Trustee Cantu, seconded by Trustee Minnite, and carried unanimously, the Board of Trustees approved the district's participation in the Chancellor's Office Tax Offset Program (COTOP) for 2011.

FS-3 Contract Award – Trustee Oxborrow commented that the bid is very low and urged staff to make sure that the contractor is paying prevailing wage.

On a motion by Trustee Levinson, seconded by Trustee Ivans, and carried unanimously, the contract for the North District Center parking expansion

project was awarded to Seal Rite Paving & Grading for a total amount of \$239,306.45 which includes base bid and alternate #1.

FS-4 Resolution – Intention to Convey Real Property – Mr. Stoppenbrink stated that this is the first of six properties that we hope to acquire in Firebaugh.

The resolution in the matter of intention to convey real property was adopted on a motion by Trustee Minnite, seconded by Trustee Levinson, and carried unanimously.

PERSONNEL SERVICES

PS-1 Faculty Contracts – On a motion by Trustee Minnite, seconded by Trustee Oxborrow, and carried unanimously, the third-year contracts for the following faculty members transferring from temporary employment contracts to regular employment contracts were approved:

- Stephanie Droker
- Michael Rodriguez

PS-2 Part Time Faculty Salary Schedule – The changes to the part time faculty salary schedule were approved on a motion by Trustee Minnite, seconded by Trustee Oxborrow, and carried unanimously.

BOARD REPORTS / COMMENTS / REQUESTS AND ANNOUNCEMENTS

Trustee Cantu stated that he has no further comments at this time.

Trustee Minnite welcomed Student Trustee Cardoza. He thanked Dr. Goldsmith for the information she provided on awarded and pending grants and thanked the Presidents for the athletics report.

Trustee Ivans stated that she appreciates the information provided on athletics and commented that the program is a big part of our colleges. She stated that she is happy to see the positive financial reports. Trustee Ivans expressed her appreciation for being able to attend the Strategic Planning Retreat and stated that she has heard many positive comments.

Trustee Henry echoed the comments made by his fellow Board members and thanked everyone for their good work.

Trustee Oxborrow stated that she enjoyed the Strategic Planning Retreat and that it was good to see the various individuals from the different agencies who were willing to

participate. She expressed her appreciation to Dr. Goldsmith and Mr. Avila for their work at the retreat.

Trustee Levinson expressed his thanks to everyone for their work on the athletic report.

President McKean announced that the next meeting of the Board of Trustees is scheduled for August 24, 2010.

CLOSED SESSION

The meeting was adjourned to closed session at 5:31 p.m.

- Public Employee Discipline/Dismissal/Release (as per Government Code Section 54957)
- Discussion of Land Acquisition/Disposition of Property (as per Government Code Section 54956.8). Property: Coalinga, California; Firebaugh, California; Lemoore, California
- Conference with Legal Counsel - Anticipated Litigation: Significant exposure to litigation (as per Government Code Section 54956.9). 1 case

ADJOURNMENT

There being no further business before the Board of Trustees, the meeting was adjourned at 5:45 p.m.

Nina Oxborrow
Clerk of the Board of Trustees

/di

Personnel Transactions

1. New Hires

Name	Title & Location	Schedule	Salary Placement	Funding	Effective Date	Additional Information
Avila, Leticia	After School Program Activity Spec. West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	8/2/10	New position
Borges, Lauren	After School Program Activity Spec. West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step B	Grant	8/2/10	New position
Chapel, Faviola	After School Program Activity Spec. West Hills College Lemoore	40 hrs/wk 11 mo/yr	Range 32 Step A	Grant	6/21/10	New position
Coronado, Ashley	After School Program Activity Spec. West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	6/21/10	New position
Covarrubias, Kayla	After School Program Activity Spec. West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	8/2/10	New position
Cruz, Elizabeth	After School Program Activity Spec. West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step B	Grant	6/21/10	New position
Hernandez, Michael	After School Program Activity Spec. West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	8/2/10	New position
Llamas, Jacqueline	After School Program Activity Spec. West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	6/21/10	New position
Macias, Sara	Security Guard West Hills College Coalinga	19 hrs/wk 12 mo/yr	Range 32 Step A	District	7/1/10	Replacement for Robert Holiman
Medina, Mayra	After School Program Activity Spec. West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	6/21/10	New position
Ochoa, Liliana	After School Program Activity Spec. West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	6/21/10	New position
Sanchez, Edgar	After School Program Activity Spec. West Hills College Lemoore	40 hrs/wk 11 mo/yr	Range 32 Step B	Grant	8/2/10	New position
Stone, Amanda	Financial Aid Assistant I West Hills College Lemoore	40 hrs/wk 12 mo/yr	Range 33 Step A	Grant	7/1/10	Replacement for Rebecca Riddle
Taylor, Janessa	After School Program Activity Spec. West Hills College Lemoore	19 hrs/wk 11 mo/yr	Range 32 Step A	Grant	8/2/10	New position
Trevino, Thelma	Accounting Services Supervisor District Office	40 hrs/wk 12 mo/yr	Range 28 Step 3	District	7/1/10	Replacement for Sandy Cavins
Wiseman, Suellen	Accounting Services Technician I District Office	19 hrs/wk 12 mo/yr	Range 49 Step A	Grant	7/12/10	New position

2. Temporary Hires

Name	Title & Location	Schedule	Salary Placement	Funding	Effective Date	Additional Information
Anfuso, Amy	Employment Readiness Specialist Coalinga One Stop Office	19-40 hrs/wk	Range 57 Step A	Grant	7/28/10 – 12/31/10	Temporary employee during recruitment
Blankenship, Cori	Child Development Center Assistant West Hills College Coalinga	19 hrs/wk	Range 23 Step A	Grant	7/28/10 – 12/31/10	
Smith, Danielle	Child Development Center Assistant West Hills College Coalinga	40 hrs/wk	Range 23 Step A	Grant	8/1/10 – 12/31/10	

2. Temporary Hires (continued...)

Name	Title & Location	Schedule	Salary Placement	Funding	Effective Date	Additional Information
Solorio, Marissa	Child Development Center Assistant West Hills College Coalinga	40 hrs/wk	Range 23 Step A	Grant	7/28/10 – 12/31/10	
Terrazas, Juditt	Employment Readiness Specialist Coalinga One Stop Office	19-40 hrs/wk	Range 57 Step A	Grant	7/28/10 – 12/31/10	Temporary employee during recruitment

3. Resignations / Retirements / Releases During Probation / Terminations

Name	Title & Location	Effective Date
Camacho, Lourdes	Child Development Center Teacher San Joaquin Child Development Center	6/30/10
Echeveste, Esequiel	Security Guard West Hills College Lemoore	7/15/10
Neves, Rebecca	Physics and Engineering Instructor West Hills College Lemoore	5/28/10
Pimentel, Veronica	Child Development Center Teacher West Hills College Coalinga	6/30/10

WEST HILLS COMMUNITY COLLEGE DISTRICT BOARD POLICY AND ADMINISTRATIVE PROCEDURE ROUTING FORM

Review and approval by the various college/district governance groups is requested: Yes No

Policy/Procedure #: *BP 4030*
 Policy/Procedure Name: *Academic Freedom*

New Revised Replaces existing policy/procedure: *313*

New policy/procedure or revisions initiated/proposed by: *Chancellor's Executive Cabinet*
 Reason for new policy/procedure or revisions: *References and numbering need to be updated based on recommendations by the CCLC*

Reviewing Group	Date	Approval/Comments
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Chancellor's Executive Cabinet	<i>9/15/10</i>	Approved as presented <input checked="" type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments: *9/15/10 - Changes made to references and policy number. Policy approved.*

Routed to:

- **College Presidents** *9/16/10*
- **Academic Senate Presidents** *9/16/10*
- **Faculty Association President** *9/16/10*

College Planning Council (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Planning & Governance Council (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Coalinga)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Academic Senate (West Hills College Lemoore)		Approved as presented <input type="checkbox"/> Approved with changes <input type="checkbox"/> Not approved <input type="checkbox"/>
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Comments:

Faculty Association

Approved as presented
Approved with changes
Not approved

Comments:

District Leadership Council

Approved as presented
Approved with changes
Not approved

Comments:

Chancellor's Office Final Review

Comments:

Board of Trustees
(First Reading)

Approved as presented
Approved with changes
Not approved

Comments:

Board of Trustees
(Consideration)

Approved as presented
Approved with changes
Not approved

Comments:

ANTICIPATED TIMELINE

Board of Trustees first reading to occur on: 9/28/10
Board of Trustees consideration to occur on: 10/26/10

Additional comments:



Board Policy 343 4030
Academic Freedom

Reference: ~~Education Code Section 87704~~; Title 5, Section 51023; Accreditation Standard 2.2

The Board believes that academic freedom is an essential right arising from the nature and function of education. The aims and objectives of the West Hills Community College District point to the unreserved and unqualified obligation of the instructor to pursue his/her subject and the program area surrounding it in a manner consistent with standards of scholarly objectivity as defined by academic tradition and practice.

The West Hills Community College District holds that academic freedom involves inherently the following rights and responsibilities:

1. The right to explore to the limit of competence and training, the assigned teaching area and its references.
2. The responsibility within the teaching area to weigh studiously serious intellectual differences, when applicable, which rise from historical context and perspective.
3. The right to present the democratic process with its freedoms, rights, and safeguards as the sole way in which the academic community and nation can exist and establish the means for progress and the greater fulfillment of man.
4. The responsibility in solving problems to appeal only to those criteria sanctioned historically by reason as confirmed through objective discussion.
5. The right to survey, probe, and question the condition of man within the guidelines of accepted research techniques and intelligent discussion.
6. The responsibility of avoiding the intellectual error of assuming absolute answers for complex problems and presenting these answers as unquestionable truth.
7. The responsibility to introduce within the assigned teaching areas, controversial concepts, issues and systems, subjecting these ideas to the test of objective reasoning.
8. The responsibility of recognizing, respecting, and discussing fairly those areas of human activity not amenable as such to the scientific method.
9. The right to create unhampered and clear intellectual atmosphere, maintained, encouraged, and supported by staff, administration and trustees.
10. The responsibility of avoiding any teaching method, which relies on rigid authority or implied infallibility.
11. The responsibility in challenging students, notwithstanding their ability or program, to develop a spirit of inquiry regarding all academic areas and to seek logical answers.

The West Hills Community College District considers academic freedom defined by its attendant rights and responsibilities as a vital, primary force in the achievement of the aims and objectives of the institution.

Board approval date: 6/16/98
Revised policy approval date: (Not yet approved)

WEST HILLS COMMUNITY COLLEGE

ADMINISTRATION

EVALUATION OF SUPERINTENDENT

The board believes it is essential that it evaluate the Superintendent/President's performance periodically in order to assist both the board and the Superintendent/President in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

The Board shall, periodically evaluate the performance of the Superintendent/President. Such evaluation shall include an assessment of both the Superintendent/President's strengths and weaknesses, the working relationship between the Board and the Superintendent/President, the Superintendent/President's relationship to staff, students and community and the progress of the District toward goals of this Board and the Board's own effectiveness in providing direction to the Superintendent/President.

The Board and the Superintendent/President jointly shall at the outset of each evaluation determine the method by which the evaluation shall be conducted. Such method may include the Superintendent/President's own self-analysis and the active participation of each Board member.

Board approval date: _____

CONFIDENTIAL AND MANAGEMENT EVALUATION

- 214 A Evaluation of Confidential and Management employees has as its primary purpose recognition and improvement of job performance as it relates to the mission of the District. This process is viewed as continuous and shall include, to the extent possible and where appropriate, input by faculty and peers.
- 214 B A written evaluation report shall be completed annually for each confidential and management employee. See Appendix A of this Board Policy for the Report of Confidential/Management Evaluation form. The annual evaluation report shall present a total impression of the employee's technical and human relations competencies and shall include the following:
- a. A written self assessment, which shall include accomplishments for the current year and goals for the coming year;
 - b. A current job description; and
 - c. A written evaluation from the immediate supervisor.
- 214 C The annual evaluation process shall include one or more of the following: results of surveys and interviews of students, faculty, peers, community members, or others, as well as commendations, and any other procedures as agreed upon by the employee and his/her supervisor.
- 214 D At least once every three years, and before step increases at level 5, 6, or 7 of the Administrative Salary Schedule, faculty input shall be included in the evaluation of confidential and management staff whose assignment involves regular interaction with faculty. Faculty selected

WEST HILLS COMMUNITY COLLEGE
Confidential and Management Evaluation

ADMINISTRATION

to participate in the process shall be selected from a list submitted by the President of the Academic Senate and who regularly interact with the administrator being evaluated. The supervising administrator shall inform the Academic Senate President regarding faculty selected to participate in this evaluation prior to the beginning of the process.

- 214 E The evaluation process shall be jointly designed as outlined in sections 214 C and 214 D by the employee and supervisor based upon observation of the employee's work in his/her assigned position.
- 214 F The supervisor shall provide a copy of, review, and discuss the annual report with the employee.
- 214 G The evaluation is to be completed and submitted to the Superintendent/President by July 1 of each year.
- 214 H The employee's evaluation shall be compiled and written by the immediate supervisor and requires the approval of the supervising dean and the Superintendent/President.
- 214 I The Superintendent/President may initiate an employee evaluation at any time. The scope and process for this evaluation shall be determined by the Superintendent/President.

Board approval date: 6/28/94

WEST HILLS COMMUNITY COLLEGE
 300 Cherry Lane
 Coalinga, CA 93210

- Educational Administrator
- Administrator
- Confidential

- Coalinga Campus
- Lemoore Center
- North District Center

REPORT OF CONFIDENTIAL/MANAGEMENT STAFF EVALUATION

=====

 Name of Staff Member Date

 Job Title

=====

Evaluation Components (please attach):

ANNUAL	THIRD YEAR
<input type="checkbox"/> Self Assessment Including Goals and Accomplishments <input type="checkbox"/> Job Description <input type="checkbox"/> Other _____	<input type="checkbox"/> Self Assessment Including Goals and Accomplishments <input type="checkbox"/> Job Description <input type="checkbox"/> Faculty Input <input type="checkbox"/> Other _____

=====

Written Evaluation:

 Supervising Administrator's Signature Date

=====

Comments:

 Superintendent/President Date

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Staff Member: *I certify that this report has been discussed with me and that I am aware it will be placed in my official personnel file. I understand that my signature does not necessarily indicate agreement. I also understand that I have ten (10) working days to respond in writing to any derogatory material in this report and that my response will be attached to this report.*

 Staff Member's Signature Date

**POLICY AND PROCEDURE REVIEW SCHEDULE
2007-2008**

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
BP & AP	2710	Conflict of Interest	7/16/07	N/A	N/A	7/24/07	7/24/07
BP	2730	Board Member Health Benefits	8/21/07	N/A	N/A	8/28/07	8/28/07
BP & AP	7135	Employee Scholars Program	8/21/07	N/A	N/A	8/28/07	9/25/07
BP	3430	Prohibition of Harassment	9/17/07	9/18/07 – 12/3/07	10/2/07	12/10/07	1/22/08
AP	3435	Discrimination and Harassment Investigations	9/17/07	9/18/07 – 12/3/07	12/4/07	12/10/07	1/22/08
AP	3430	Prohibition of Harassment	9/17/07	9/18/07 – 12/3/07	12/4/07	12/10/07	1/22/08
BP & AP	4020	Program and Curriculum Development	9/17/07	9/18/07 – 12/3/07	12/4/07	12/10/07	1/22/08
AP	7211	Faculty Service Areas, Minimum Qualifications and Equivalencies	11/14/07	9/18/07 – 12/3/07	12/4/07	12/10/07	1/22/08
BP	713	Acceptable Use of Electronic Resources	10/15/07	10/16/07 – 1/7/08	1/8/08	1/22/08	2/19/08
AP		Network Logon Password	10/15/07	10/16/07 – 1/7/08	1/8/08	1/22/08	2/19/08
BP & AP	2105	Election of Student Members	11/14/07	11/15/07 – 2/4/08	2/5/08	2/19/08	3/10/08
BP & AP	5032	Student Health Fee	11/14/07	11/15/07 – 2/4/08	2/5/08	2/19/08	3/10/08
BP & AP	5200	Student Health Services	11/14/07	11/15/07 – 2/4/08	2/5/08	2/19/08	3/10/08
BP & AP		Student Field Trips	11/14/07	11/15/07 – 2/4/08	2/5/08	2/19/08	3/10/08
BP & AP	7212	Temporary and Substitute Faculty Screening	12/17/07	12/18/07 – 3/3/08	3/4/08	3/10/08	4/22/08
AP	7230	Hiring Procedures and Guidelines for Classified Staff	12/17/07	12/18/07 – 3/3/08	3/4/08	3/10/08	4/22/08

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
BP & AP	7232	Classification Review	12/17/07	12/18/07 – 3/3/08	3/4/08	3/10/08	4/22/08
BP	2435	Evaluation of Chancellor	1/14/08	1/15/08 – 3/31/08	4/1/08	4/22/08	5/20/08
BP	7105	Statement of Ethics	1/14/08	1/15/08 – 3/31/08	4/1/08	4/22/08	5/20/08
BP & AP	7150	Evaluation of Employees	1/14/08	1/15/08 – 3/31/08	4/1/08	4/22/08	5/20/08
		TO BE DETERMINED	2/11/08	2/12/08 – 5/4/08	5/6/08	5/20/08	6/24/08
		TO BE DETERMINED	2/11/08	2/12/08 – 5/4/08	5/6/08	5/20/08	6/24/08
		TO BE DETERMINED	2/11/08	2/12/08 – 5/4/08	5/6/08	5/20/08	6/24/08
		TO BE DETERMINED	2/11/08	2/12/08 – 5/4/08	5/6/08	5/20/08	6/24/08
AP	2712	Conflict of Interest Code	TBD	N/A	N/A	TBD	TBD
BP	714	Protection of Electronic Resources	TBD	TBD	TBD	TBD	TBD

Note: Schedule subject to change as necessary

**POLICY AND PROCEDURE REVIEW SCHEDULE
2008-2009**

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
BP*	5050	Matriculation	10/15/08	10/16/08 – 12/16/08	1/6/09	1/20/09	2/17/09
BP* & AP*	4225	Course Repetition	10/15/08	10/16/08 – 12/16/08	1/6/09	1/20/09	2/17/09
AP*	5075	Course Adds and Drops	10/15/08	10/16/08 – 12/16/08	1/6/09	1/20/09	2/17/09
AP*	4227	Repeatable Courses (AP 4228 and 4229 were combined with this procedure)	10/15/08	10/16/08 – 12/16/08	1/6/09	1/20/09	2/17/09
AP*	4228	Course Repetition – Significant Lapse of Time	10/15/08	10/16/08 – 12/16/08	1/6/09	1/20/09	2/17/09
AP*	4229	Course Repetition – Variable Units	10/15/08	10/16/08 – 12/16/08	1/6/09	1/20/09	2/17/09
BP* & AP*	4231	Grade Changes	10/15/08	10/16/08 – 12/16/08	1/6/09	1/20/09	2/17/09
BP & AP	4100	Graduation Requirements for Degrees and Certificates (Currently BP 511, Degree Requirements)	10/15/08	10/16/08 – 12/16/08	1/6/09	1/20/09	2/17/09
BP & AP	4300	Field Trips and Excursions (Currently BP 110, Field Trips)	12/8/08	12/9/08 – 2/9/09	3/3/09	3/9/09	4/21/09
BP & AP	2435	Evaluation of Chancellor (Currently BP 210, Evaluation of Superintendent)	1/14/09	N/A	N/A	2/17/09	3/9/09
BP* & AP*	2735	Board Member Travel	1/14/09	N/A	N/A	2/17/09	3/9/09
BP & AP	4223	Attendance (Currently BP 514, Attendance)	11/12/08	11/13/08 – 1/13/09	2/3/09	2/17/09	3/9/09

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
BP* & AP*	2105	Election of Student Members (Needs further research)	11/12/08	11/13/08 – 1/13/09	2/3/09	2/17/09	3/9/09
BP & AP*	3550	Drug Free Environment and Drug Prevention (Currently BP 810, Drug Free Workplace/Campus) (Send to legal counsel for further review)	12/8/08	12/9/08 – 2/9/09	3/3/09 5/5/09	3/9/09 5/19/09	4/21/09 6/23/09
BP* & AP*	4106	Nursing Programs (Need Carole Goldsmith's input before proceeding)	12/8/08	12/9/08 – 2/9/09	3/3/09	3/9/09	4/21/09
AP*	7212	Temporary and Substitute Faculty Screening	1/14/09	1/15/09 – 3/15/09	3/31/09	4/21/09	5/19/09
BP & AP	3517	Incident Reporting	2/11/09	2/12/09 – 4/12/09	5/5/09	5/19/09	6/23/09
AP*	7337	Fingerprinting	2/11/09	2/12/09 – 4/12/09	5/5/09	5/19/09	6/23/09

* Denotes New Policy and/or Procedure

Note: Schedule subject to change as necessary

9/10/08

**POLICY AND PROCEDURE REVIEW SCHEDULE
2009-2010**

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
BP & AP*	6200	Budget Preparation (Currently BP 602, Budget Preparation)	8/12/09	8/13/09 – 10/13/09	10/6/09	10/27/09	11/17/09
AP	2712	Conflict of Interest Code (Currently Bylaws, Article VII, Conflict of Interest Code)	8/12/09	N/A	N/A	9/22/09	10/27/09
AP	6225	Resource Allocation	9/15/09	9/16/09 – 11/16/09	11/3/09	11/17/09	12/8/09
BP & AP	4260	Prerequisites and Corequisites (Currently BP & AP 525, Prerequisites, Corequisites, Advisories, and Limitations on Enrollment)	9/15/09	9/16/09 – 11/16/09	11/3/09	11/17/09	12/8/09
BP & AP*	5070	Attendance (Currently BP 514, Attendance)	9/15/09	9/16/09 – 11/16/09	11/3/09	11/17/09	12/8/09
*		Energy and Sustainability	9/15/09	9/16/09 – 11/16/09	11/3/09	11/17/09	12/8/09
BP* & AP*	4050	Articulation	9/15/09	9/16/09 – 11/16/09	11/3/09	11/17/09	12/8/09
BP & AP*	5040	Student Records, Directory Information and Privacy (Currently BP 513, Student Records)	11/10/09	11/11/09 – 1/11/10	2/2/10	2/16/10	3/8/10
BP & AP	5010	Admissions and Concurrent Enrollment (Currently BP 503, Student Admissions)	11/10/09	11/11/09 – 1/11/10	2/2/10	2/16/10	3/8/10
AP*	5011	Admission and Concurrent Enrollment of High School and Other Young Students	11/10/09	11/11/09 – 1/11/10	2/2/10	2/16/10	3/8/10
BP* & AP*	5800	Prevention of Identity Theft in Student Financial Transactions	11/10/09	11/11/09 – 1/11/10	2/2/10	2/16/10	3/8/10
*		Catalog Rights	11/10/09	11/11/09 – 1/11/10	2/2/10	2/16/10	3/8/10
AP*	5520	Student Discipline (Currently BP 520, Student Discipline)	12/9/09	12/10/09 – 2/10/09	3/2/10	3/8/10	4/20/10
AP	5530	Student Rights and Grievance (Currently BP & AP 523, Student Grievance)	12/9/09	12/10/09 – 2/10/09	3/2/10	3/8/10	4/20/10
BP* & AP*	2105	Election of Student Members	12/9/09	N/A	1/5/10	1/19/10	2/5/10
BP	4045	College Library Fines	12/9/09	12/10/09 – 2/10/09	3/2/10	3/8/10	4/20/10
BP* & AP*	4106	Nursing Programs	12/9/09	12/10/09 – 2/10/09	3/2/10	3/8/10	4/20/10
BP	7215	Faculty, Counselor and Librarian Responsibilities	1/13/10	1/14/10 – 3/14/10	4/6/10	4/20/10	5/18/10

BP/AP	Number	Title	Chancellor's Executive Cabinet Review	College Groups Review	District Leadership Council Review	Board of Trustees First Reading	Board of Trustees Approval
AP	7341	Sabbaticals (Currently BP & AP 322, Sabbatical Leave)	1/13/10	1/14/10 – 3/14/10	4/6/10	4/20/10	5/18/10
AP*	7212	Temporary and Substitute Faculty Screening	1/13/10	1/14/10 – 3/14/10	4/6/10	4/20/10	5/18/10
AP	7230	Hiring Procedures and Guidelines for Classified Staff (Currently AP 402, Hiring Procedures and Guidelines for Classified Staff)	1/13/10	1/14/10 – 3/14/10	4/6/10	4/20/10	5/18/10
BP & AP*	3550	Drug Free Environment and Drug Prevention (Currently BP 810, Drug Free Workplace/Campus)	2/10/10	2/11/10 – 4/11/10	4/6/10	4/20/10	5/18/10
AP*	7337	Fingerprinting	2/10/10	2/11/10 – 4/11/10	4/6/10	4/20/10	5/18/10
BP* & AP*	3517	Incident Reporting	2/10/10	2/11/10 – 4/11/10	4/6/10	4/20/10	5/18/10
BP & AP*	6550	Disposal of Property (Currently BP 704, Sale of District Personal Property)	3/10/10	N/A	5/4/10	5/18/10	6/22/10
BP & AP	2435	Evaluation of Chancellor (Currently BP 210, Evaluation of Superintendent)	3/10/10	N/A	5/4/10	5/18/10	6/22/10
BP* & AP*	2735	Board Member Travel	3/10/10	N/A	5/4/10	5/18/10	6/22/10

* Denotes New Policy and/or Procedure

Note: Schedule subject to change as necessary

8/19/09



Board Policy 2740 Board Education

Reference: *Accreditation Standard IV.B.1.f*

The Board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation.

To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education as appropriate.

The adopted meeting schedule of the Board of Trustees will include retreats and study sessions. Board retreats and study sessions will cover topics including, but not limited to, facilities, budget, and strategic planning.

Reading materials provided to Board members will include a Board of Trustees handbook. Board members will also be provided with meeting minutes of college and district governance groups including, but not limited to:

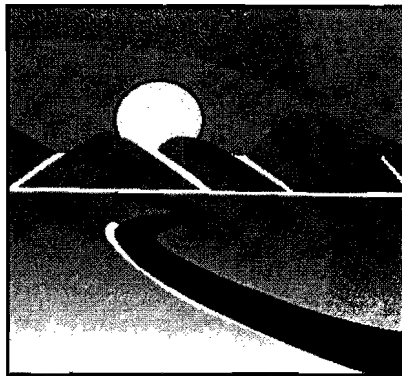
- Chancellor's Executive Cabinet
- Chancellor's Cabinet
- West Hills College Coalinga College Consultation Council
- West Hills College Lemoore Planning and Governance Council

Board approval date: 11/18/03

Revised policy approval date: 6/26/07

West Hills Community College District

Board of Trustees Handbook



**WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT**

9900 Cody Street
Coalinga, California 93210
www.westhillscollge.com

Board of Trustees Handbook OUTLINE

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CHAPTER 1
About the West Hills Community College District

History of the District

The establishment of a college for the Coalinga Union High School District was proposed in the spring of 1932. The official beginning of the Coalinga Extension Center of Fresno State College dates from October 3, 1932. In September 1941, Coalinga Junior College became an independent unit under the direction of the Governing Board of the Coalinga Union High School District. Construction of a new campus on Cherry Lane near the northern limit of the City of Coalinga was begun on October 3, 1955, and the buildings were occupied on September 13, 1956.

In November of 1961, the voters of the Coalinga Union High School District approved the formation of a separate junior college district, and in June of 1962, the voters of Lemoore High School District voted to annex to the college district, as did voters of Riverdale and Tranquillity High School Districts in December of 1962. Effective July 1, 1969, the official name of the college was changed to West Hills College in keeping with the nature of the expanded district.

In order to effectively serve the college district, West Hills College built the North District Center in the city of Firebaugh in 1971. In 1979 the district purchased land in the City of Lemoore, and in 1981 a classroom building and an office were erected. This was the Kings County Center until January 2002. On September 26, 2000, the Board of Trustees signed and accepted the "Agreement of Donation of Land for West Hills College Lemoore" – a generous donation from Robert and Mardell Pedersen and Lionel and Lola Semas.

Opening its doors to students on January 14, 2002, West Hills College Lemoore features 18 classrooms, a state-of-the-art science wing called a Collaboratory, the largest and most technologically advanced library in Kings County, a multipurpose center, a full-service student services and administration building, as well as an outdoor amphitheater for students and community members.

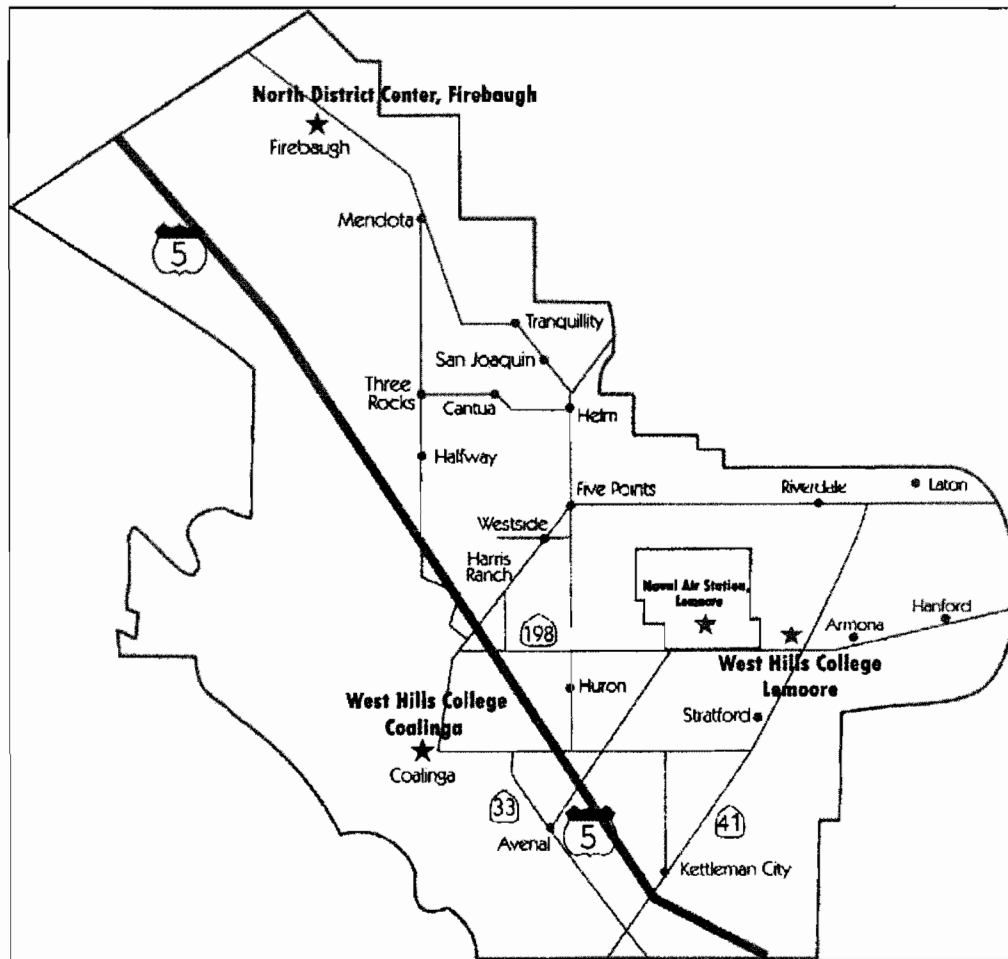
Areas Served

The West Hills Community College District consists of the following colleges and education centers:

- West Hills College Coalinga
- West Hills College Lemoore
- North District Center, Firebaugh
- Naval Air Station, Lemoore

The district covers parts of five counties including Fresno, Kings, Madera, Monterey and San Benito. High school districts within the service area include:

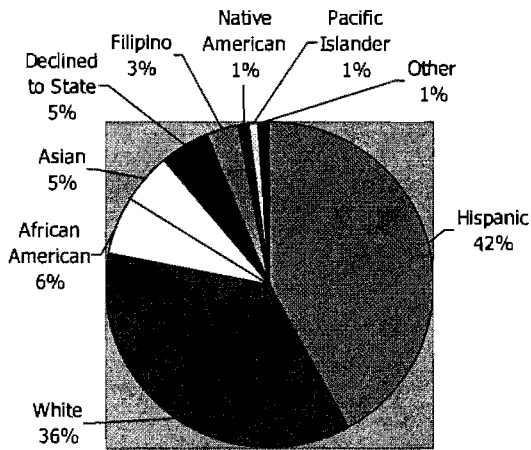
- Coalinga-Huron Unified School District
- Firebaugh-Las Deltas Unified School District
- Golden Plains Unified School District
- Laton Joint Unified School District
- Lemoore Union High School District
- Mendota Unified School District
- Reef-Sunset Unified School District
- Riverdale Joint Unified School District



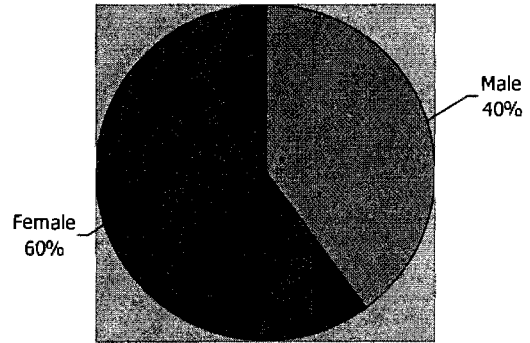
Student and Employee Demographics

Students

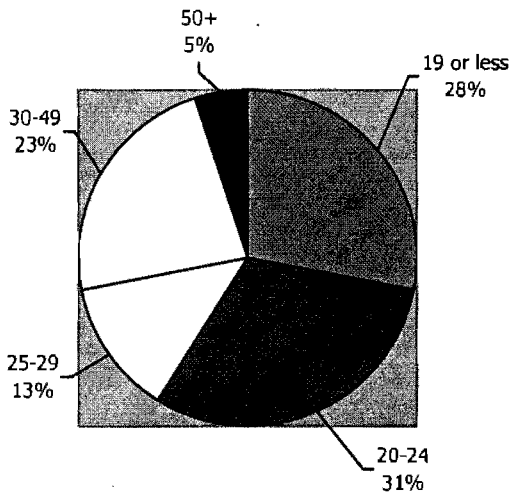
Enrollment by Ethnicity



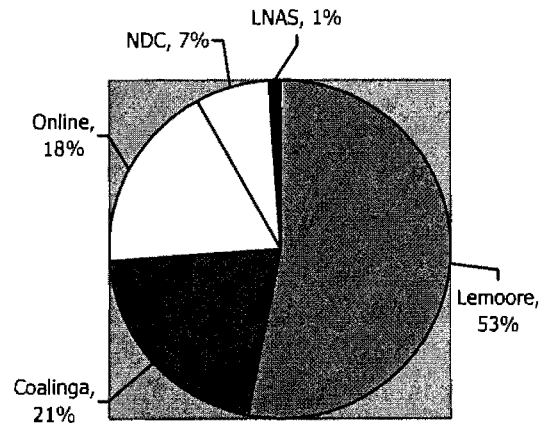
Enrollment by Gender



Enrollment by Age

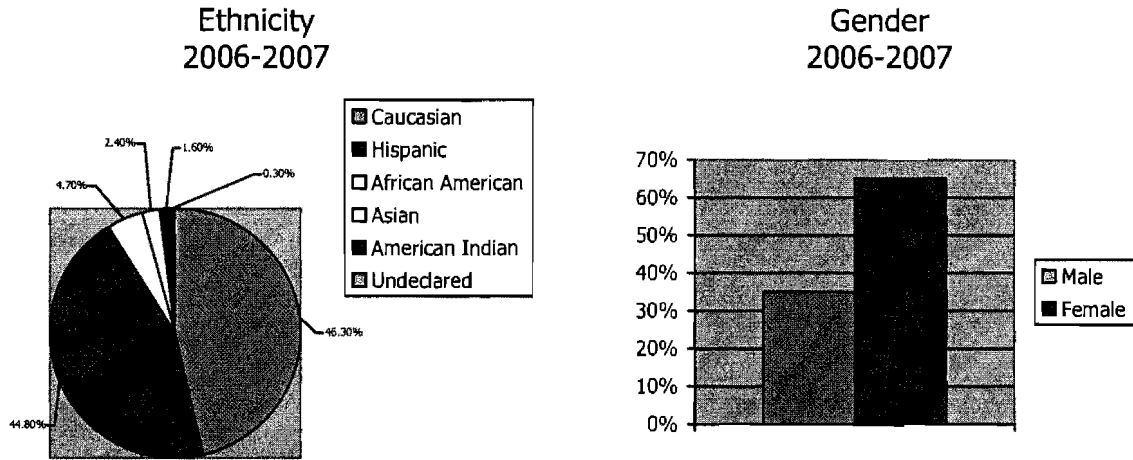


Enrollment by Location

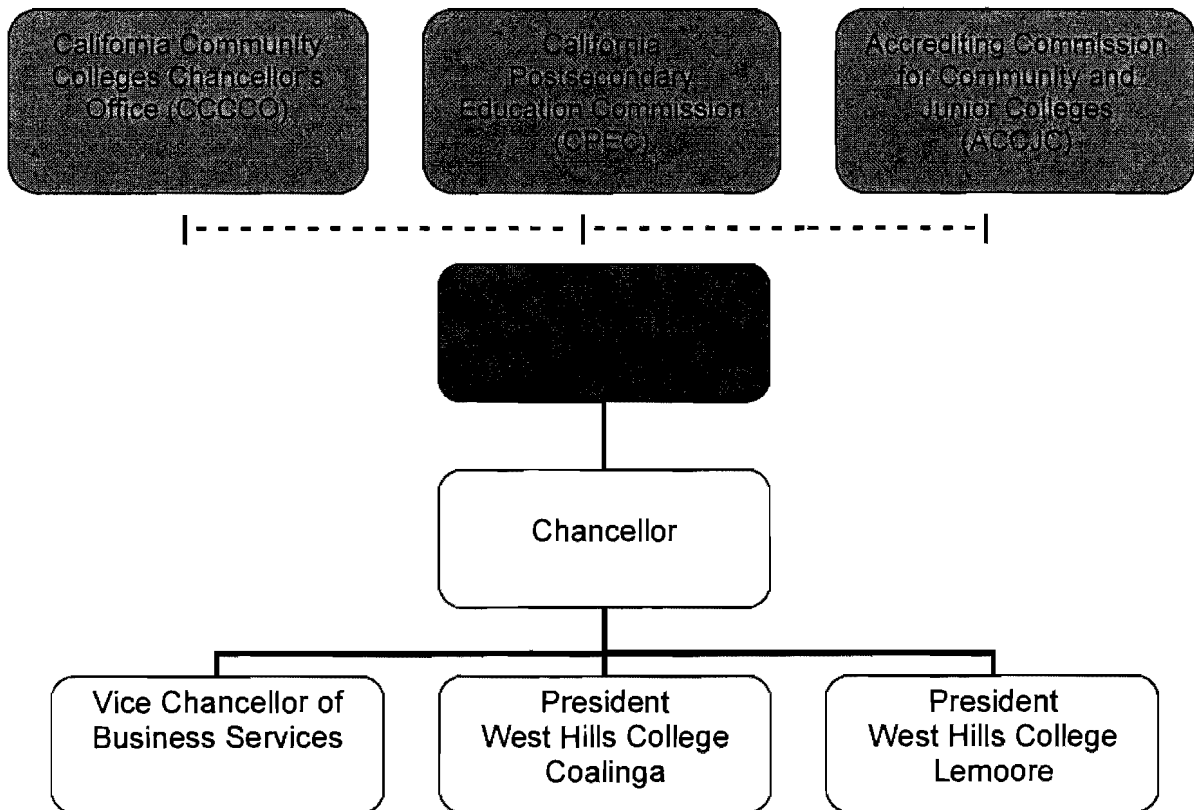


Employees

The West Hills Community College District employs more than 350 people in full time and part time positions.



Board of Trustees/District Organizational Chart



Mission and Vision Statements

Mission

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

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

Vision

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

- Its status as the preferred choice of students, and the employer of choice for faculty and staff;
- The highest percentage of students completing courses;
- Its recognized excellence; and
- The generally ascribed accolade, "heartbeat of the community."

Access and Fees

Current tuition rates for in-state residents are \$20 per unit. The non-resident tuition fee is \$173 per semester unit, which is the statewide average. The tuition fee for students living outside of the country (foreign students) is \$180.63 per semester unit (\$173 non-resident fee plus \$7.63 capital outlay fee).

For 2008-2009, non-resident tuition rates are \$181 per semester unit, which is the statewide average. The tuition fee for students living outside of the country (foreign students) is \$189.98 per semester unit (\$181 non-resident fee plus \$8.98 capital outlay fee).

Section 2: The Governing Board

CHAPTER 2
Governance

Trustee Areas

Board members must reside in and be registered to vote in the trustee area he or she seeks to represent. Trustee areas are as follows:

Area	District(s)	High School(s)
Area 1 – Coalinga	Coalinga-Huron Unified School District	Coalinga High School
Area 2 – Firebaugh	Firebaugh-Las Deltas Unified School District	Firebaugh High School
	Mendota Unified School District	Mendota High School
Area 3 – Avenal	Reef-Sunset Unified School District	Avenal High School
Area 4 – Lemoore (2 Board members)	Lemoore Union High School District	Lemoore High School
Area 5 – Riverdale	Riverdale Joint Unified School District	Riverdale High School
Area 6 – Tranquillity	Golden Plains Unified School District	Tranquillity High School

Elections/Appointments to the Board of Trustees

The Board of Trustees consists of seven (7) members elected by the qualified voters of the district. Trustees are elected at large, by area in odd-numbered years. The term of office for each trustee is four (4) years. Elections are held every two years. Terms of trustees are staggered, with 3 trustees being elected one odd year and 4 trustees being elected the next odd year.

Area	Current Term
Area 1 – Coalinga	December 2005 – December 2009
Area 2 – Firebaugh	December 2005 – December 2009
Area 3 – Avenal	December 2007 – December 2011
Area 4 – Lemoore (2 Board members)	December 2007 – December 2011 December 2005 – December 2009
Area 5 – Riverdale	December 2007 – December 2011
Area 6 – Tranquillity	December 2007 – December 2011

History of the Board of Trustees

The following individuals have served as Board Members for the West Hills Community College District since its beginning:

R.E. Richards	1931 – 1935	E.H. Bradley	1958 – 1963
F.J. McCollum	1931 – 1936	Ralph P. Neate	1958 – 1985
T.H. Robinson	1931 – 1937	Chip Pointdexter	1959 – 1960
E.M. Hanst	1932 – 1942	M.E. Dollahite	1961 – 1965
Robert Brown Dunsmuir	1932 – 1947	William Deal	1963 – 1967
H.V. Dodd	1935 – 1938	Elizabeth Lyles	1963 – 1967
F.V. Falenzer	1935 – 1945	H.M. Atkinson	1963 – 1971
P.F. Jensen	1937 – 1943	Tony Mendes	1963 – 1971
W.C. Wallace	1938 – 1941	Bob Wood	1965 – 1992
H.H. Dievendorff	1940 – 1949	Jack Jones	1967 – 1979
Waldo W. Weeth	1941 – 1952	Edna Ivans	1967 – Present
W.D. Gonthier	1942 – 1944	Gerald Whitmore	1968 – 1981
M.J. Alenn	1944 – 1952	Glenn Allyn Gramps	1971 – 1987
C.L. Kaiser	1945 – 1949	Lloyd McKean	1971 – 1987
R.W. Munyon	1947 – 1948	Albert Vance	1973 – 1979
Thomas B. Byrnes	1948 – 1951	Don Schramm	1979 – 1981
J. Thomas Carr	1949 – 1952	Vernon Gordon	1981 – 1994
Margaret Wilson	1949 – 1952	Jerry Oliver	1981 – 1985
Robert Bauer	1951 – 1952	Robert Arp	1985 – 1993
James McDowell	1951 – 1954	Jeff Levinson	1985 – Present
Roy Curnow	1952 – 1954	Ed Maddox	1987 – 1991
Frank King	1952 – 1954	Bill Henry	1987 – Present
Ted Riehl	1952 – 1954	Mark McKean	1991 – Present
Stanley Cornelius	1952 – 1959	Jeff Crivelli	1992 – 1996
Oscar Cook	1954 – 1956	Keith Scrivner	1993 – 1997
Ernest Rabanus	1954 – 1958	Fred Alcorta	1994 – 1996
Al MacIsaac	1954 – 1961	Steve Cantu	1996 – Present
Glenn Hamilton	1954 – 1963	Jack Minnite	1996 – Present
Harold Weeth	1958 – 1962	Nina Oxborrow	1997 – Present

CHAPTER 3
The Role of the Board of Trustees

Responsibilities

Board Members

Most trustees seek the position as a member of the Board because they have a sincere desire to provide an important public service and to give back to the community. They believe in the community college mission and wish to play a role in making sure that citizens have access to high quality education. They make a difference by their service on the Governing Board.

The job is demanding and time-consuming. It requires sophisticated interpersonal skills, as well as the abilities to digest complex information and balance multiple interests. However, the rewards are great and the results are important for society.

Trustee Responsibilities

- ❖ Honor the "team" nature of the Board.
- ❖ Allocate time to prepare, study for and attend meetings.
- ❖ Participate in trustee development opportunities.
- ❖ Actively support the colleges, CEO and staff.
- ❖ Serve as an advocate and liaison between the colleges and the community.
- ❖ Ensure that all district business is channeled through the CEO for recommendations to the Board.
- ❖ Have a positive, visionary mindset in approaching Board business.

Trusteeship is not an individual act. It is expressed by being a valuable member of a team of people who, together, comprise the legal unit that governs the District. Trustees work together to be a cohesive unit. Trustees have no authority outside of a Board meeting.

Communication among Board members is encouraged. Board members should expect to hear from their fellow Board members and the Board president by telephone on a regular basis.

The Board's role is significantly different than the roles of the Chancellor and others employed at the college. The Board does not do the work of the institution, but ensures that it is done. The most important Board responsibility is to make good policy, which then provides guidance for college staff. The Board approves policy that is recommended by the Chancellor.

One of the most essential factors for successful governance is a good Board/Chancellor relationship. The Chancellor is the primary agent of the Board and is the single most influential person in creating an outstanding institution. Selection, evaluation and support for the Chancellor are among the Board's most important responsibilities.

Student Trustee

The Board of Trustees includes one (1) non-voting student member. The term of office is for one year, commencing June 1. The student trustee is seated with the Board and is entitled to participate in discussion of issues and receive materials presented to members of the Board. Responsibilities of the student trustee include becoming educated about Board and district issues by attending meetings, carefully reading Board agendas and important district materials such as the most recent accreditation report and planning documents; periodically meeting with the College President and/or Chancellor, and studying the role and responsibilities of being a member of the Board.

Board Effectiveness

Effective boards ensure that trustees are educated about the institution and their roles. Effective boards also nurture the cohesiveness of the Board as a group. They understand and recognize the need to develop and maintain healthy relationships among key constituencies. They analyze problems and situations using diverse values and contributions from many different groups.

Board Self Evaluation

The Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. While the Board of Trustees sees its role of assessing its performance as ongoing, it sets aside time at its annual retreat to conduct a self evaluation among its members (Board Policy and Administrative Procedure 2745, Board Self Evaluation)

Conflicts of Interest

Board members shall not be financially interested in any contract made by the Board of Trustees or in any contract they make or participate in making in their capacity as Board members.

A Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his or her duties as an officer of the District. A Board member shall not simultaneously hold two public offices that are incompatible.

Upon leaving the Board, former members shall not, for a period of one year, act as an attorney, agent or otherwise represent for compensation others appearing before the Board.

The Chancellor shall establish administrative procedures to provide for disclosure of assets of income of Board members who may be affected by their official actions, and prevent members from making or participating in the making of Board decisions which may foreseeably have a material effect on their financial interest.

Board members shall file statements of economic interest with the filing officer identified by the administrative procedures.

Compliance with conflict of interest rules requires forethought and careful attention. Board members are encouraged to seek counsel from the District's legal advisor in every case where any question arises. (Board Policy 2710)

CHAPTER 4
Board Organization and Practices

Composition of the Board of Trustees

The Board of Trustees is composed of seven (7) members elected by the qualified voters of the district. Members are elected at large by trustee area. The Board of Trustees also includes one (1) non-voting student member.

Annual Organizational Meeting

Board members terms begin on the first Friday of December in accordance with Education Code Section 72027(b). The annual organizational meeting of the Board of Trustees is held within a 15-day period commencing on the day a new member's term begins.

The purpose of the annual organizational meeting is to elect a President, Vice President and Clerk of the Board.

Compensation and Benefits

Board members are compensated in the amount of \$240 per month for attendance at Board meetings and travel to such Board meetings (Board Policy 2725).

Members of the Board of Trustees shall be permitted to participate in the district's health benefits program at the same level as provided to current administrative employees (Board Policy 2730; Government Code Section 53201).

Former members of the Board of Trustees may continue to participate in the district's health benefits program at the same level as provided to current administrative retirees, provided the following criteria are met:

- The Board member participated in the district's health benefits program during his/her years of service
- The Board member served in office after January 1, 1981
- The former Board member began their term of office prior to January 1, 1995
- The total service at the time the Board member leaves the Board is not less than 12 years

All other former Board members first elected to a term of office that began on or after January 1, 1995 may only continue to participate in the District's health benefits program on a self-pay basis.

Board members who elect to participate in the district's health benefits program may choose their level of participation by selecting the appropriate health benefits plan. Options may vary each year. Board members are given an option to prepay their premium amount in full or to have the premium deducted from their stipend check each month.

CHAPTER 5
Board of Trustees Meetings

Annual Schedule

Board of Trustees meetings are normally held on the fourth Tuesday of each month at 3:00 p.m. Exceptions occur due to holidays, organizational meeting restrictions, study sessions, etc. Meetings are normally held at the District Office Board Room. At least once each year the Board of Trustees travels to the college campuses for a meeting at each location. Occasionally the Board of Trustees will meet via conference call to conduct matters of business that may arise between monthly meetings. These meetings are scheduled according to Board member availability and are posted in accordance with the Brown Act, as are all other meetings of the Board of Trustees.

- Organizational Meeting – The annual organizational meeting is held in December each year. The date selected must fall within a 15-day period commencing on the day a new member’s term begins, and in non-election years, during the same 15-day period. Board member terms begin on the first Friday of December in accordance with Education Code Section 72027(b).
- Board Retreat – The annual Board Retreat is held in late January or early February each year. At this annual retreat, Board members discuss issues of importance including their own self evaluation, the direction of the district, facilities plans, etc. No action is taken at the retreat.
- Study Sessions – Board study sessions are held in the fall and spring of each year and focus on current issues and plans.

Agenda Preparation

The agenda is prepared by the Chancellor’s Office and is posted in the District Office and on the district’s website at least 72 hours prior to the meeting. Agenda packets are mailed to Board members the week prior to the meeting.

Meeting Protocol

The Board of Trustees follows a standard agenda format for conducting its business. Meetings are conducted using Robert’s Rules of Order and meetings are held in accordance with the Ralph M. Brown Act.

Board members are discouraged from engaging in one-on-one dialogues with members of the audience. Rather, dialogue should occur with speakers at the podium.

A usual meeting day consists of the Board of Trustees, acting as the Financing Corporation Board, holding the Financing Corporation meeting. The Financing Corporation meets to review, discuss and consider matters and activity relating to the district's Certificates of Participation.

Immediately following the Financing Corporation, the Board of Trustees convenes its regular business at a meeting of the Board of Trustees. The agenda format is as follows:

- I. Call to Order/Open Session
 - a. Introduction of Guests
 - b. Public Comments

- II. Reports from Organizations/Colleges/District Office
 - a. Academic Senate Report
 - b. WHCFA Report
 - c. CSEA Report
 - d. ASB Report
 - e. West Hills College Coalinga and North District Center, Firebaugh
 - f. West Hills College Lemoore
 - g. Chancellor's Report

- III. Consent Agenda

- IV. Chancellor's Office Items for Review/Consideration

- V. Fiscal Services Items for Review/Consideration

- VI. Personnel Services Items for Review/Consideration

- VII. Board Reports/Comments/Requests and Announcements
 - a. Board Reports
 - b. Announcement of next Board meeting

- VIII. Closed Session

- IX. Adjournment

The President of the Board calls the meeting of the Board of Trustees to order. Guests are introduced and opportunity is given for public comments. The time for public comments is reserved for the public to comment on non-agenda items. If an individual

wishes to address the Board of Trustees, he/she is requested to state his/her name and occupation/ affiliation and proceed with comments at the podium.

Reports are heard from the various college and district groups at each regular meeting of the Board of Trustees. Reports are sometimes accompanied by written material which is distributed to the Board and members of the audience.

The consent agenda contains items of a routine nature or items for which no Board discussion is anticipated and for which the Chancellor recommends approval. Consent agenda items are enacted by one motion. There is no separate discussion of items unless a Board member or citizen so requests, in which event the item(s) will be considered following approval of the consent agenda

Chancellor's Office items may include various reports, Board policies and administrative procedures, resolutions and other matters related to the district in general.

Fiscal Services items may include budget status reports, bid awards, change orders, notices of completion, and other matters related to the fiscal services of the district.

Personnel Services items may include job descriptions, job positions, personnel resolutions (i.e. layoff), salary schedules, and other matters related to the personnel services of the district.

The regular business of the Board of Trustees is held during open session, which is open to the public. At the conclusion of the open session portion of the meeting, Board members are given the opportunity to provide comments or to make requests or announcements.

Following the Board reports, the Board adjourns to closed session to conduct the business of the district that is closed to the public as identified in the Ralph M. Brown Act, Government Code Sections 54950 – 54962.

Closed session topics include:

- License/Permit Determination
- Conference with Real Property Negotiator
- Conference with Legal Counsel – Existing Litigation
- Conference with Legal Counsel – Anticipated Litigation
- Liability Claims
- Threat to Public Services or Facilities
- Public Employee Appointment
- Public Employment
- Public Employee Performance Evaluation
- Public Employee Discipline/Dismissal/Release

- Conference with Labor Negotiator
- Case Review/Planning
- Report Involving Trade Secret
- Hearings

CHAPTER 6
Board Officers

Becoming an Officer of the Board

Board members desiring to become an officer of the Board should communicate this with the Board President and/or the Chancellor who will, in turn, communicate the information back to the Board as a whole. Following is a historical account of the Board Presidency:

2004 – Present	Mark McKean
2000 – 2004	Jeff Levinson
1993 – 2000	Mark McKean
1991 – 1993	Bill Henry
1990 – 1991	Robert Arp
1989 – 1990	Jeff Levinson
1987 – 1989	Edna Ivans
1984 – 1987	Vernon Gordon
1982 – 1984	Bob E. Wood
1979 – 1982	Ralph Neate Sr.
1977 – 1979	Jack Jones
1974 – 1977	Edna Ivans
1973 – 1974	L.E. McKean, Jr.
1972 – 1973	Allyn Gramps
1971 – 1972	Bob E. Wood
1970 – 1971	Jerry Whitmore
1969 – 1970	Jack Jones
1968 – 1969	Bob E. Wood
1967 – 1968	Tony Mendes
1966 – 1967	Bill Deal
1965 – 1966	Herb Atkinson
1963 – 1965	Ralph Neate Sr.

Prior to 1963, the Board of Trustees served as a joint Board with the Coalinga Unified School District.

The Board does not have an official system of rotation of officers; it elects the officers each year from among all its members.

Responsibilities of the Board President

The role of the Board President is very important to the effectiveness of the Board, the Board/CEO relationship, and the institution. The Board President is the leader of the Board and the facilitator of Board meetings. Specific areas of responsibility include the following:

- Preside over all meetings of the Board
- Call emergency and special meetings of the Board as required by law
- Consult with the Chancellor on Board meeting agendas
- Communicate with individual Board members about their responsibilities
- Participate in the orientation process for new Board members
- Assure Board compliance with policies on Board education, self-evaluation and CEO evaluation
- Represent the Board at official events or ensure Board representation

The Board President is encouraged to keep in contact with the members of the Board on a monthly basis, prior to each meeting.

Responsibilities of the Vice President

The responsibilities of the Vice President of the Board include the following:

- Serve as President of the Board when the President is not present at a meeting of the Board
- Carry out such responsibilities as the President may assign to him/her from time to time

Responsibilities of the Clerk of the Board

The responsibilities of the Clerk of the Board include the following:

- Sign the minutes of all regular and special meetings approved by the Board
- Sign any documents that would otherwise require the signature of the President of the Board

CHAPTER 7
Community Relations

Responsibilities of the Board

The Board of Trustees holds the colleges in trust on behalf of the communities they serve and represents the general public's interests. The Board acts as a bridge and buffer between the community and the college. Its role may also include fundraising, public relations and political advocacy. Trustees are powerful spokespersons for their colleges. Trustees represent the college to the community.

Who is the community?

The community served by the Board of Trustees includes:

- Students
- The General Public
- Electorate
- Diverse Communities
- Taxpayers
- The State
- Business and Industry
- Local and Regional Agencies
- Other Educational Institutions

Board Responsibilities

- ❖ Represent the public and communities served by the college.
- ❖ Create strategies to ensure strong bridges between the Board and community groups.
- ❖ Become knowledgeable about the diverse needs and interests in the community.
- ❖ Be willing to buffer the college from undue influence in order to ensure academic freedom.
- ❖ Advocate for the college in the community and to government.
- ❖ Support the West Hills Community College Foundation and be willing to engage in fundraising.

Public relations

Trustees are responsible for enhancing the public image of the colleges. Trustees promote the mission, goals and programs of the institution and focus on guiding the district in problem-solving. They control rumors and respond to questions from the media. To be effective, trustees must be educated about the institution. There must be constant communication and close cooperation between the CEO and the Board. The Board has legal power only as a unit. Trustees have no authority as individuals. A Board

member's public comments should represent Board decisions and policies, even if the individual trustee did not vote for a Board decision.

Advocacy and Fundraising

The West Hills Community College Foundation was founded in 1983 and is the tax-exempt 501(c)(3) subsidiary authorized to develop, receive, manage and disburse gifts and grants for all not-for-profit entities of the West Hills Community College Foundation. These gifts and grants support educational programs.

Two Board members are also appointed to serve as members of the West Hills Community College Foundation.

CHAPTER 8
Ethics and Laws

Board of Trustees Code of Ethics

The Board maintains high standards of ethical conduct for its members. Members of the Board are responsible to the following code of ethics:

"I pledge my best efforts as a trustee of the West Hills Community College District to evidence good citizenship in community and state affairs; refrain from making any decision or commitments concerning community college governance, except in Board meetings or when designated by the Board to do so; avoid situations leading to conflicts of interest; bring credit to the District through personal effort, either directly or indirectly, in business, social, professional and personal relationships; make decisions which are responsive to the geographic distribution and social, ethnic, economic, and minority make-up of the community; make decisions which give priority to the students; keep informed on matters pertaining to the community college movement; fulfill the responsibilities of my commission without regard to prejudice or partisanship." (Board Policy 2715)

Trustee Conduct

Trustees are expected to remain courteous and open-minded, treating others with honesty, decency and respect. Trustees should avoid bitter arguments and use courteous, non-inflammatory language at Board meetings. Consideration for others means speaking well of others in public.

Legal Responsibilities

State law requires that public boards do their work in public. This law is known as the Ralph M. Brown Act (Government Code Sections 54950 – 54962). The intent of the law is that the actions of the Board be taken openly and that their deliberations be conducted openly.

CHAPTER 9
Board Self-Evaluation

Purpose

The Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

Criteria for Evaluation

The criteria for the Board of Trustees self evaluation are based on the responsibilities of the Board. Those responsibilities are as follows:

- Represent the public and communities served by the college.
- Create strategies to ensure strong bridges between the Board and community groups.
- Become knowledgeable about the diverse needs and interests in the community.
- Be willing to buffer the college from undue influence in order to ensure academic freedom.
- Advocate for the college in the community and to government.
- Support the West Hills Community College Foundation and be willing to engage in fundraising.

Evaluation Process and Tools

While the Board of Trustees sees its role of assessing its performance as ongoing, it sets aside time at its annual retreat to conduct a self evaluation among its members.

The purpose of the Board self evaluation is to identify those areas of Board functions which are working well and those which may need improvement. The Board self evaluation speaks to the Board as a whole, not to individual trustees. It is the evaluation process of the overall effectiveness of the Board as a decision-making group.

The following process will be used:

- A self-evaluation form (Administrative Procedure 2745, Appendix A) will be distributed to all Board members annually.

- The completed self-evaluation forms shall be submitted to the Chancellor's Office at least one week prior to the regularly scheduled Board Retreat or Board Study Session at which the self evaluation will be discussed.
- The self-evaluation results shall be included as an agenda item for review at a regularly scheduled Board Retreat or Board Study Session.
- The Board of Trustees will develop a remediation plan during a future Board Retreat or Board Study Session within one year from the date of the initial approval of this administrative procedure.

Reference: Board Policy and Administrative Procedure 2745; Accreditation Standard IV.B.1.e & g

CHAPTER 10
Board Professional Education

Board of Trustees Orientation

The Board of Trustees is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation. The Board engages in study sessions and is provided access to reading materials, conferences and other activities that foster trustee education.

Conferences and Workshops

Board members are encouraged to attend conferences and workshops relative to the interests of the district.

Conference arrangements (including registration, hotel accommodations, travel, etc.) can be made by the Chancellor's office. Reasonable and necessary expenses for Board member attendance at conferences and workshops are paid for by the District.

Conferences include:

- AACC (American Association of Community Colleges) Annual Convention
- CCLC (Community College League of California) Annual Trustees Conference
- ACCT (Association of Community College Trustees) Conference

Reading

Board members receive and are encouraged to read the following publications:

- Community College Journal
- Community College Times
- Community College League Newsletter

The California Education Code and Government Code can be found at:

<http://www.leginfo.ca.gov>

CHAPTER 11
The Decision-Making Process

Steps for Decision-Making

Trustees are responsible to be prepared for Board meetings so that they are able to make well-informed decisions. Responsibilities include:

- Devoting time, thought and study to agenda items and proposed actions;
- Fostering a spirit of harmony and cooperation that honors differences of opinion;
- Basing personal decisions upon available facts in each situation;
- Voting honest convictions in every case; and
- Abiding by and upholding the Board decision.

Trustees are to keep an open mind to others' points of view. Once the decision is made, all trustees support the decision of the Board.

Decision-Making Criteria and Questions

Some questions to ask in studying agenda items and making decisions are:

- Do I thoroughly understand the issue?
- What problem is it addressing? Is it the "real" problem?
- Is a decision really required at the Board level? Or, is the item more appropriately an administrative matter? To whom should it be delegated?
- Is the decision able to be made through existing Board policies and guidelines?
- What guidance do the mission, goals, and values of the institution provide?
- Does a proposal address the overall interests of the college, or is it limited to special interest needs?
- Is the proposed action legal and ethical?
- What will it cost in time and money? Is it within the budget?
- What evidence or data have been gathered related to the proposal?
- What are the advantages and disadvantages of the proposal?
- What will be the short and long-range impact on the college?
- What other information is needed? Who can provide it?
- How will the decision be evaluated? What feedback does the Board need? When?

At Board Meetings

The manner in which trustees discuss and explore various issues at Board meetings sets a tone for the entire District. Both the public and the staff are interested in the values, thoughts, contribution and decisions of Board members. Thoughtful, respectful discussions, particularly when there are diverse views, reflect well on the Board and the entire District. Guidelines for participation in Board meeting discussions are:

1. Follow rules of order, usually adapted from *Robert's Rules* or similar references.
2. Actively and thoughtfully participate.
3. During meetings, interact with other members of the Board, but not with the public or press.
4. Ask questions to get facts related to the discussion.
5. State inquiries in non-hostile language.
6. Actively listen to others; listen to what is said as well as what is not said.
7. Respect others' views.
8. Consider issues, not personalities.
9. Clarify the pros and cons of all alternatives.
10. Advocate for a position based on thorough study and after listening to all sides.
11. Help the chair by ceasing debate when all sides of a question have been explored.
12. Seek to table or postpone an item if there is not sufficient information or to avoid making a decision under stress.
13. Abstain from voting when there is a conflict of interest. Don't abstain just to avoid offending a fellow Board member or member of the public.

After the Board meeting, all Board members must:

- Accept and support the decision no matter how they voted;
- Convey their support for the decision to others;
- Follow up on expected action; and
- Monitor and review the decision regularly.

Managing Conflict

The Board of Trustees maintains a Board policy related to meeting decorum (Education Code Section 72121.5; Government Code Section 54954.3(b)). The following will be ruled out of order by the presiding officer:

- Remarks or discussion in public meetings on charges or complaints which the Board has scheduled to consider in closed session.
- Offensive language.
- Physical violence and/or threats of physical violence directed towards any person or property.

In the event that any meeting is willfully interrupted by the actions of one or more persons so as to render the orderly conduct of the meeting unfeasible, the person(s) may be removed from the meeting room.

Before removal, a warning and a request that the person(s) curtail the disruptive activity will be made by the President of the Board. If the behavior continues, the person(s) may be removed by a vote of the Board, based on a finding that the person is violating this policy, and that such activity is intentional and has substantially impaired the conduct of the meeting.

If order cannot be restored, the Board may order the meeting room cleared and may continue in session. The Board shall only consider matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this rule.

Involving Others in Decisions

There are different levels of decision-making that progressively involve more and more people within the district. The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations.

With regard to personnel decisions, there are two areas of potential liability for trustees: conflicts of interest and the importance of maintaining confidentiality. The Political Reform Act prohibits public officials from acting on decisions in which they have a personal interest. Maintaining confidentiality is extremely important. Publicly talking about personnel decisions or closed session discussions opens up the possibility of lawsuits and other legal actions against individual trustees.

CHAPTER 12
Policy and Policymaking

Board Responsibilities

The Board of Trustees governs through the policies they make. After policies have been developed and discussed in accordance with the district protocol, the Board of Trustees sets the policy and the administration carries it out.

Policy Process

Board Policies and Administrative Procedures are regularly reviewed by the Chancellor's Office. The Chancellor makes recommendations to the Board of Trustees concerning revisions to existing policies and procedures or the development of new policies and procedures to ensure that they are current and comply with state and federal laws.

Any employee, student, or member of the public may initiate a review or development of any policy or procedure by submitting a request or recommendation in writing to the Chancellor's Office. (Board Policy and Administrative Procedure 2410, Policy and Administrative Procedure).

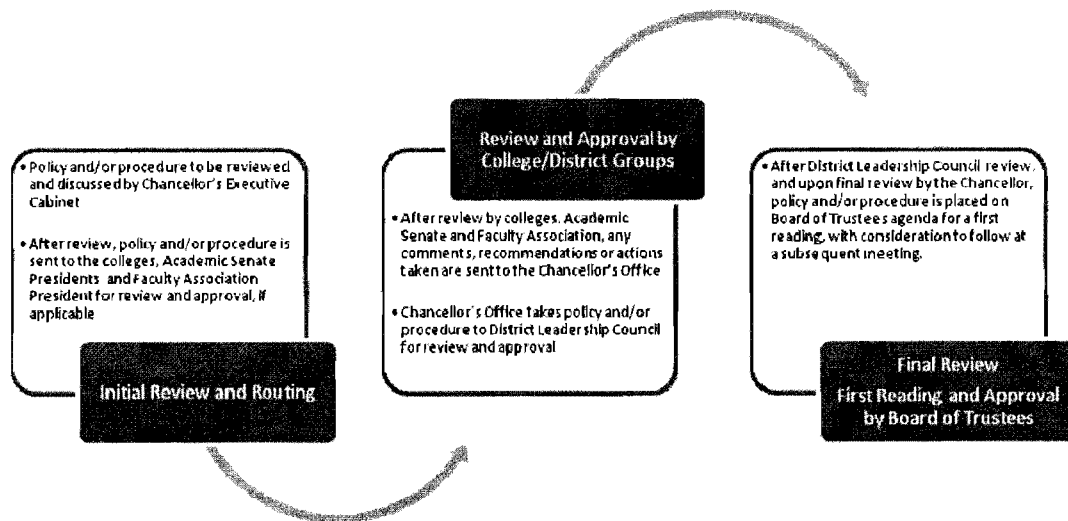
Review and Approval Process

Upon receipt of the request or recommendation, the Chancellor's Office may refer to the Community College League's Policy and Procedure Service for recommended or legally advised language. The Chancellor's Office may also use the Policy and Procedure listserv to query other districts for related Board Policies or Administrative Procedures. In some instances, the Chancellor's Office may request that legal counsel review the policy or procedure language. Other employees with expertise in specific areas governed by a Board Policy or Administrative Procedure may also be consulted during the review process.

After initial review by the Chancellor's Office, the policy and/or procedure will be routed to the supervisor, manager or Dean of the appropriate department, if applicable, for review (i.e. Student Services, Human Resources, Business Office, etc.). Following the applicable review, the policy and/or procedure will be routed as follows:

1. Policy and/or procedure to be reviewed and discussed by the Chancellor's Executive Cabinet.

2. After review by the Chancellor's Executive Cabinet, the policy and/or procedure will be sent to the colleges (through the College Presidents) for review and approval, if applicable. Simultaneously, the policy and/or procedure will be sent to the Academic Senate Presidents and the Faculty Association President as a courtesy.
3. Review and approval by the Academic Senate Presidents will be requested only if the policy and/or procedure deal(s) with academic and professional matters. Review and approval by the Faculty Association President will only be requested if the policy and/or procedure has or will have a significant effect on faculty.
4. After review by the colleges, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the College Presidents.
5. In the case of review and approval by the Academic Senate Presidents or Faculty Association President, any comments, recommendations or actions taken with regard to the policy and/or procedure shall be sent to the Chancellor's Office by the individuals serving in those capacities. As a courtesy, the comments, recommendations or actions taken should also be sent to the College Presidents.
6. The Chancellor's Office will take the policy and/or procedure to the District Leadership Council (DLC) for review and approval.
7. After DLC review, and upon final review by the Chancellor, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting.



Submission of Policies and Procedures for Review

When submitted to the various college groups, the policy and/or procedure shall be accompanied by a routing form which will include the following information:

- Policy/Procedure Number
- Policy/Procedure Name
- Indication of new or revised policy/procedure
- Initiator of proposed new or revised policy/procedure
- Purpose for new or revised policy/procedure
- Anticipated timeline for review and approval process

New policies and procedures will be submitted to the appropriate groups as a “clean” copy.

Revised policies and procedures will be submitted to the appropriate groups using the following editing marks:

- Deleted text to be shown in ~~striketrough print~~
- Added text to be shown in **bold print**

Nonsubstantive (“clean up” or “housekeeping”) revisions to policies and procedures (i.e. names, title changes, addition or deletion of references) that do not change the intent or meaning of the policy or procedure may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the colleges, the Academic Senate Presidents and the Faculty Association President as a courtesy.

Policies and procedures dealing strictly with the Board of Trustees may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the colleges, the Academic Senate Presidents and the Faculty Association President as a courtesy.

New or revised procedures that outline an existing process may be recommended by the Chancellor to the Board of Trustees for review and consideration without being routed through the review and approval process. However, the revised policies and procedures will be sent to the colleges, the Academic Senate Presidents and the Faculty Association President as a courtesy.

Timeline

In most instances, policy and procedure review and approval will be based on a two-month cycle at the college level. Once the Chancellor's Office submits the policy and/or procedure to the colleges, the Academic Senate Presidents and the Faculty Association President, the review and approval process officially begins. The groups will have 60 days in which to complete the review and approval process at the college level and submit final comments, recommendations or actions taken with regard to the policy and/or procedure to the Chancellor's Office.

At the completion of the 60 days (or sooner if the appropriate groups have completed their review and approval process), the policy and/or procedure will be placed on the DLC agenda for review and approval if applicable. Following DLC review, the policy and/or procedure will be placed on the Board of Trustees agenda for a first reading, with consideration to follow at a subsequent meeting. The Board of Trustees will be provided with the Chancellor's final recommendation, along with the completed routing form which will include the comments, recommendations and actions taken by the appropriate groups.

The timeline may be shorted due to various circumstances including, but not limited to, changes in law or urgent need. However, the Chancellor's Office shall notify all applicable groups of the shortened timeline.

After approval by the Board of Trustees, policies and procedures will be posted to the District's website. The College Presidents and Academic Senate Presidents will also be notified as to the status of the proposed or revised policies and procedures and provided with a final, "clean" copy.

Policy Manual

Hard copies of all policies and procedures are located in the Chancellor's Office. Additionally, policies and procedures are posted on the district's website at the following address:

http://www.westhillscollege.com/district/about/board_trustees/policies/index.asp

Implementation and Evaluation

After new or revised policies and/or procedures are adopted, the Chancellor and staff members are responsible for carrying them out. Policies and procedures are reviewed on an ongoing basis to ensure that they comply with state and federal laws.

CHAPTER 13
Board Role in Planning
and Institutional Effectiveness

Board Responsibilities

- Foster an institutional climate conducive to ongoing planning and evaluation.
- Establish the institutional direction by adopting policies that define the vision, mission, and "ends."
- Represent broad-based community interests in setting the policy direction.
- Be aware of societal, demographic, economic, and technological changes influencing the college.
- Monitor institutional progress toward the ends and goals.
- Review and discuss the evidence demonstrating the district's effectiveness in reaching its goals.
- Review and discuss the evidence demonstrating the colleges' effectiveness in reaching their goals.

Strategic Planning Process

The Chancellor and the College Presidents shall ensure that the district has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional research.

The planning system shall include plans required by law including, but not limited to:

- College master plans
- Facilities plan
- Faculty and staff diversity plan
- Student equity plan
- Matriculation
- Transfer Center
- Cooperative Work Experience
- EOPS and DSPS

The planning system shall also include plans not required by law including, but not limited to:

- Technology Strategic Plan
- Human Resources Plan
- District Strategic Plan

The Chancellor shall submit those plans to the Board for which Board approval is required by Title 5.

The District Strategic Plan will be developed by a broad representation of Board members, district staff, college and center staff, the Academic Senates, CTA, CSEA, students, and community and business members. The district’s executive team, comprised of the Chancellor, Vice Chancellor of Business Services, and the College Presidents, will have overall responsibility for implementation of the District Strategic Plan and will develop methods for achieving the strategic directions within their respective organizations and units. In this way, plan implementation will be integrated into the ongoing planning and consultation process of each college, site and unit within the district. The implementation process will be integrated into the district’s annual planning processes.

Each college will develop an Educational Master Plan that is in compliance with the plans articulated by the District Educational Master Plan.

The Chancellor shall inform the Board about the status of planning and the various plans.

The Chancellor shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans. (Board Policy 3250, District Strategic Planning).



Indicators of Effectiveness

The District has established five goals for institutional effectiveness:

GOAL #1

West Hills Community College District will annually achieve or exceed funded growth targets.

- 1.1 WHCCD will take action to increase student headcount and maximize the number of full time equivalent students (FTES) by increasing and or optimizing curriculum offerings, programs and services.
- 1.2 WHCCD will continue to aggressively market the District through multiple media formats and college-driven outreach activities.

GOAL #2

West Hills Community College District will focus marketing efforts on district-wide "stories".

- 2.1 WHCCD will establish a baseline and increase the number of annually published district-wide stories.
- 2.2 WHCCD will establish a monthly online newsletter to be distributed to all district employees highlighting activities for the month in the district.

GOAL #3

West Hills Community College District will annually increase community participation rates.

- 3.1 WHCCD will maintain service area adult population rates above the California Community College System participation rate.
- 3.2 WHCCD will increase participation rates in all demographic areas including gender, age and ethnicity.
- 3.3 WHCCD will establish a baseline, and monitor and increase college participation in community partnerships.

GOAL #4

West Hills Community College District will annually improve transfer, completion and graduation rates.

- 4.1 WHCCD will continually increase the number of students transferring to public, private and out of state four-year institutions.
- 4.2 WHCCD will maintain overall student completion (success) rates above the California Community College statewide average, placing emphasis on vocational, basic skills, ESL, online success and improvement rates.
- 4.3 WHCCD will increase the number of awards (degrees and certificates) conferred.

GOAL #5

West Hills Community College District will become the preferred choice of students through ongoing and active recruitment.

- 5.1 WHCCD will establish a baseline and monitor or increase the number of college recruitment visits to local high schools.
- 5.2 WHCCD will conduct a study of students in local high schools and middle schools to test the students' knowledge of WHCCD.
- 5.3 WHCCD will work toward maintaining service area high school graduate participation rates above the California Community College participation rate.
- 5.4 WHCCD colleges will adjust student services, outreach and recruitment efforts as needed to maintain increased participation from local high school graduates.

Accreditation and Student Learning Outcomes

Institutional effectiveness is directly related to student learning. The colleges have developed Student Learning Outcomes (SLOs) for nearly 100% of their courses. The

SLOs will be used to measure student achievement and the analysis of the SLOs will guide institutional improvement efforts.

State and National Accountability

The West Hills Community College District is required to have a comprehensive management information and accountability system and the district reports data to the state Chancellor's Office (Systems Office). Some of the data that the district collects and reports are:

- Student characteristics: Community participation rates; high school graduates participation; financial aid participation; categorical programs participation; basic skills and ESL enrollment
- Student course activity and outcomes: Persistence in courses, programs and the college; completion of degrees and certificates; completion by field of study; transfer, job placement
- Course inventory
- Staff composition and workload; e.g. staff diversity, faculty assignments
- Fiscal activity, including budget and expenditure levels

In addition, the district collects and reports applicable data for the following agencies:

- WASC (Western Association of Schools and Colleges)
- IPEDS (Integrated Postsecondary Education Data System)
- ARCC (Accountability Reporting for the Community Colleges)

CHAPTER 14
Accreditation and the Board's Role

What is Accreditation?

The West Hills Community College District is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). Accreditation is a voluntary, nongovernmental process involving institutional self-study and professional peer review. Accreditation provides two essential services: quality assurance to the public and other institutions, and institutional improvement through a peer review process.

Accreditation is a continuing process, the heart of which lies in periodic self-appraisal by an institution. In preparation for each accreditation visit, the district prepares an extensive report with primary emphasis on self-analysis and evaluation. Preparing the report usually involves representatives from all employee groups and areas of the college. The report and other materials are sent to an evaluation team, which visits the college, meets with groups and individuals, validates the self-study report, and reviews the college's responses to the previous report.

The comprehensive self-study and evaluation are conducted at least every six years. Ongoing evaluation and planning enables the district and colleges to integrate self-study processes into regular review processes of the institution; however, the self-study and planning for the accreditation report generally begin two years prior to the scheduled accreditation visit.

Between scheduled visits, the district and colleges address their own and previous visiting team recommendations and submits periodic reports. The effectiveness of self-regulatory accreditation depends upon the institution's acceptance of specific responsibilities, including complying with all of the standards and abiding by the Commission's policies, procedures, and decisions.

Accreditation Standards

Accreditation standards adopted in 2002 reflect the Commission's belief that accredited institutions must have to foster learning in their students as their primary purpose. Therefore, the standards require institutions to ensure that resources and processes support student learning, continually assess that learning and pursue institutional excellence. The self-study that is done to maintain accreditation must include a college-

wide dialogue on the institution's effectiveness. The standards are designed to facilitate the dialogue.

The standards are presented in four parts:

- Standard I – Institutional Mission and Effectiveness
Addresses the institutional mission, which provides the impetus for achieving student learning and other college goals. Institutions must provide the means for students to learn, assess how well learning is occurring, and improve that learning through ongoing, systematic, and integrated planning.
- Standard II – Student Learning Programs and Services
Includes criteria for instructional programs, student support services, and library and learning support services, which assure the quality and improvement of all programs and services as they promote and foster student learning.
- Standard III – Resources
Addresses the human, physical, technological, and financial resources required to achieve the purposes of the college.
- Standard IV – Leadership and Governance
Tackles issues related to and includes the organization and roles of the Board and CEOs, decision-making processes, and organization of multi-college districts.

Board Role in Accreditation

Accreditation requires that the Board of Trustees is informed about and involved in the accreditation process. At the time the self-study report is submitted, the Board President signs the self-study document, which attests to the accuracy of the report in reflecting the nature and substance of the institution. The Board of Trustees, as the Governing Board of the district, will review the final report of the evaluation team, and is ultimately responsible for ensuring that the college responds to the issues raised in the self-study, the recommendations of the evaluation team, and the decisions of the Commission. The Board may also assume leadership in ensuring that the self-study report and subsequent recommendations become an integral part of the institutional planning process.

Accreditation is achieved by colleges, not districts. The Board of Trustees should work closely with each of the colleges to achieve consistency in their participation.

The Board and CEO should have a strategy to address Standard IV.B, Board and Administrative Organization, at the beginning of the accreditation self-study process.

The strategy should be coordinated with the efforts of the college steering committee for the accreditation process. It may include:

- assessing the status of Board policies related to the standard and updating policies if necessary;
- identifying the strategies used by the Board to meet the standards, describing the results of those strategies, and developing new strategies if necessary;
- contributing to and reviewing drafts of the report for the self-study.

The Board of Trustees is encouraged to devote significant time and thought to their responses to the standards. It is important that all Board members be significantly involved in the discussion.

CHAPTER 15
Board/CEO Relationships

Board Responsibilities

- ❖ Appoint a CEO who can meet the district's needs and is trusted by the board.
- ❖ Establish appropriate lines of authority and delegation
- ❖ Define clear expectations for performance
- ❖ Provide a mutual beneficial contract
- ❖ Support the CEO's authority
- ❖ Maintain open communication
- ❖ Base the relationship on mutual respect and trust
- ❖ Conduct regular evaluations

The Board/CEO Partnership

The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decision of the Board requiring administrative action.

Appointing/Hiring a CEO

The Board establishes a search process to fill the vacancy left by a departing Chancellor. The process is to be fair and open and comply with relevant regulations.

CEO Evaluation

Timeline

March – April	Evaluation forms for Chancellor sent to Board members for completion prior to April Board meeting
Late April	Completed evaluation forms/scores compiled by Clerk of the Board and given to Executive Assistant to the Chancellor/Board of Trustees. Executive Assistant types final evaluation from compiled scores
May	Final evaluation distributed to Board members prior to regular Board meeting Chancellor's evaluation takes place during closed session of regular Board meeting
June	Chancellor's contract is taken to the Board of Trustees for approval

CEO Contract and Compensation

The Chancellor's contract is approved by the Board of Trustees in June of each fiscal year. The contract length and compensation are determined and agreed upon by the Board of Trustees and the Chancellor.

Communication

Communication between the Board of Trustees and the Chancellor is ongoing. The Board is provided with an update letter from the Chancellor each month, which is often accompanied by a brief newsletter which includes information about recent and upcoming events and activities and information relevant to Board members. The Chancellor speaks by phone and visits with Board members as necessary each month. Email is also used as a form of communication with Board members

CHAPTER 16
Equal Employment Opportunity Provisions

Laws and Regulations

The Board of Trustees plays an important role in ensuring the quality of the employees, the effective use of college resources for personnel, and an environment that supports excellence.

State and federal laws and regulations heavily regulate human resources policies, practices and negotiations in public institutions. Board responsibilities include:

- Requiring that the district adhere to federal and state laws and regulations
- Maintaining an excellent CEO/Board relationship
- Setting policy standards that ensure fair and equitable employment practices, personnel procedures, and contract negotiations
- Supporting internal lines of authority – avoiding dealing directly with individual staff members
- Acknowledging and supporting staff achievements and professional development programs
- Fostering an environment that promotes quality, caring and dedication to high moral and ethical standards

Collective Bargaining (CSEA; CTA)

There are two unions in the West Hills Community College District:

- CSEA (Classified Employees) – California School Employees Association, Chapter 429
- CTA (Certificated Employees) – West Hills College Faculty Association/California Teachers Association/National Educators Association

The collective bargaining process is conducted by the Chancellor, Vice Chancellor of Business Services, Director of Human Resources, and the district's attorney.

The current collective bargaining agreement for each union is located on the district's website as follows:

http://www.westhillscollge.com/district/human_resources/contracts/index.asp

Personnel Matters/Trustee Liability

There are two areas of potential liability for trustees related to personnel: conflicts of interest and the importance of maintaining confidentiality. The Political Reform Act prohibits public officials from acting on decisions in which they have a personal interest. Maintaining confidentiality is extremely important. Publicly talking about personnel decisions or closed session discussions opens up the possibility of lawsuits and other legal actions against individual trustees.

CHAPTER 17
Employee Participation in Decision-Making

Participatory Governance

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for the Chancellor's action under which the District is governed and administered.

It is the intent of the Board of Trustees to have a governance process for the District which provides opportunities for students, faculty, and staff to participate in the governance of the college. The vehicle which shall be used to carry out the Board's intent is the District Leadership Council (DLC).

The DLC shall consist of the following membership:

- Chancellor
- Vice Chancellor of Business Services
- Director of Human Resources
- Director of District Enrollment Services
- Director of Marketing
- President, West Hills College Coalinga
- President, West Hills College Lemoore
- Academic Senate President, West Hills College Coalinga
- Academic Senate President, West Hills College Lemoore
- CTA Representative
- CSEA Representative
- Student Representatives (as determined by the College Presidents)

At the college level, the vehicle which shall be used to carry out the Board's intent is the College Consultation Council (CCC) at West Hills College Coalinga and the Planning and Governance Council (PGC) at West Hills College Lemoore.

The CCC at West Hills College Coalinga shall consist of the following membership:

- College President
- Academic Senate President or designee

- Chair or Co-Chair from Instructional Services Council
- Chair or Co-Chair from Student Services Council
- Chair or Co-Chair from Facilities Development Council
- Chair or Co-Chair from Learning Resources Council
- Associate Dean of Student Learning
- Classified Staff (3)
- Faculty (3 - including one counselor)
- Students (2)
- Athletic Director

The PGC at West Hills College Lemoore shall consist of the following membership:

- College President
- Curriculum Committee Chair
- CTA/Faculty Representative (2)
- CSEA/Classified Representative (2)
- Librarian
- Counselor/Advisor
- Vice President of Educational Services
- Associate Dean of Educational Services, Evening College
- Dean of Students
- Director of Maintenance & Operations/Auxiliary Services
- Academic Senate President
- Student Government Association Representative (2)
- Dean of Learning Resources

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

Staff

Classified staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of CSEA will be given every reasonable consideration.

Students

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Benefits and Challenges

The value of participator decision-making is in its inclusive nature. When inclusive processes are used, there is a greater understanding and acceptance of decision, a greater commitment to their implementation, and an understanding of and commitment to the goals and objectives of the organization. Participatory decision-making promotes trust, cooperation, a team identity, and coordination of efforts.

Participation in decision-making also has its challenges. Those involved in the decision must do their homework. Participation requires time away from the other duties of the job. Decisions take longer; therefore, the processes for gathering comments and making recommendations must take into account longer decision-making cycles.

CHAPTER 18
Fiscal Services

Sources of Revenue

The district obtains the bulk of their resources from the state. The state's appropriation is based on three major sources: state monies, local property taxes and student fees. In addition, funds from the federal government support specific programs in the colleges.

State Appropriations Process

Building the state budget is at least a yearlong process involving local entities, state agencies, the Legislature and the Governor. Each fall, proposals for changes in the state budget for the following fiscal year are submitted to the Department of Finance (DOF) by every state agency, including the System Office of the California Community Colleges. The DOF makes recommendations to the Governor in December, who also meets with agency heads, including the Chancellor of the Community Colleges.

- By January 10 the Governor presents a proposed state budget to the Legislature. Throughout the spring, the Assembly and Senate hold hearings on the Governor's budget proposal and develop their own budget proposals.
- In May, the Governor releases a revised budget proposal known as the May Revise.
- June 15 is the constitutional deadline for the Legislature to submit its proposed budget to the Governor.
- June 30 is the target date for the Governor to sign the budget.

Throughout the state appropriations process, local district budgeting is based on educated projections of what the final budget will be.

- Once the state budget is approved, the Board of Governors (BOG) and System Office are responsible for allocating the state appropriation for community colleges to the districts.

District Allocation Model

Philosophy

All the communities within the district have made significant contributions to the welfare of our colleges and centers. In recognition of the contributions and confidence in the actions of the West Hills Community College District, the Board of Trustees has determined that it will maintain a district office, viable and comprehensive colleges in the cities of Coalinga and Lemoore with current educational centers in Firebaugh and the Lemoore Naval Air Station. The Board believes that because of our geographic location and distribution of our cities, the ability to maintain access to higher education opportunities is essential for our communities and citizens to grow and prosper. In keeping with this overall philosophy, the Board has implemented the following principles to maintain access to higher education:

- The district shall maintain standards of design, construction and reconstruction of new facilities which will be followed and applied at all locations.
- The district shall maintain standards in the use and application of technology at all locations.
- The district shall develop long term plans in education, construction and fiscal resources.

The purpose of the resource allocation procedure is to provide an understandable, clear methodology to the practice of allocating resources to the cost centers of the district and to realize the Board's objective in extending the educational opportunity to all citizens of the district. This procedure, along with the budget definitions, provides the necessary information for the development of comprehensive budgets for the district and individual college operations.

If at any time there are circumstances beyond the control of the district, such as a major earthquake or other events that disrupt the operations of the district, these circumstances may dictate a different course of action than those outlined in this procedure.

Allocation Fundamentals (Distribution of Fiscal and Human Resources)

1. Each college receives a base allocation:
 - a. Based on prior year expenditures
 - b. Based on the college's ability to achieve their FTE goal
 - c. Based on the state's ability to fund growth
2. The percentage of growth achieved by each college at the end of a fiscal year will be a determining factor in the amount of resources realized by each college. Retention may also be a factor in the amount of resources realized by each college.

3. Resources will be allocated to maintain the viability and comprehensiveness of both colleges and their educational centers.
4. Resources will be allocated to colleges for the purpose of prioritizing and planning the human resources, support programs and academic programs desired by the colleges which are determined by the internal planning processes at the college level.
5. The District Office receives a base allocation:
 - a. Based on prior year expenditures
 - b. Based on the budget development process and program review
 - c. Based on the state's ability to fund growth

Cost Centers

The cost centers of the district will be the colleges and the District Office.

Approval Process

1. Prior to the planning and budget cycle for each college, the district Business Office will provide each College President with the prior "base year allocation and expenditures" and the projected "base year allocations". The budget assumption used for the "projected year" shall be the same as the state chancellor's office. The budgets for the cost centers will be allocated using a "base year" allocation. The "base year" allocation is based upon the prior year's actual expenditures.
2. Upon approval of the tentative district budget for the upcoming fiscal year, an appendix to the budget will be provided to illustrate the estimated actual budgets of the cost centers.
3. Distribution of Income
 - a. Prior to any distribution, the reserve must be taken into account which requires the district to set aside 5% of new revenues in order to avoid being placed on the State Chancellor's watch list;
 - b. Any increases in the mandated expenses such as utilities, bad debt, step increases, insurance or other costs will be funded;
 - c. After items a and b are accounted for, the remaining growth dollars will be allocated to each college based upon the percentage of growth dollars each college provided to the overall district funded growth. (Example: If the growth is 8% total for the District and 2% is from Coalinga and 6% is from Lemoore, then 25% of the new money will be allocated to Coalinga and 75% will be allocated to Lemoore.) In accordance with Education Code Section

84362, 50% of growth dollars expended at each college shall be expended for instructional purposes.

- d. As a part of the distribution of resources, there must be consideration given to the resources required to support the district office functions. These considerations would include, but not be limited to, resources received for scheduled maintenance, equipment or other restricted funds that serve to increase services throughout the district. The district office reserves the right to allocate resources from restricted areas to maximize their effect on the ability to serve students. These expenditures will be tied to a district scheduled maintenance plan, as well as any facilities plans in order to obtain maximization of the limited resources. Areas identified in subsection d will exclude general fund restricted programs such as EOPS/DSPS. Decisions on how these resources are allocated will be finalized by the Chancellor's Executive Cabinet.

4. Distribution of Staff

- a. In the matter of full time faculty, Title V Section 51025 provides the target number for the district to achieve.
- b. Ideally, this process will conclude prior to the start of the spring semester to allow for immediate advertising in January to begin the process of employing faculty.
- c. The Chancellor will require that the College Presidents meet and confer on their respective lists to determine similar positions or shared positions being sought by both colleges.
- d. The reconciled list will then be forwarded to the Human Resources department for immediate distribution.
- e. The College President is responsible for disseminating the decisions made on distribution of staff to their respective colleges using regular and appropriate means of communicating the process and results of the decisions made.
- f. This process shall also be used in the recommendation of new and replacement classified, management and administrative staff.

The allocation model is reviewed annually.

Other Funding Sources

- Bonds
- Foundations and Fundraising
- Asset Management
- Grants
- Partnerships
- Certificates of Participation (COPs)

CHAPTER 19
Budgets and Budgeting

Budget Development Process

The colleges begin planning for the next fiscal year in January. Various departments and groups are engaged in reviewing programs and needs, planning, and establishing assumptions and criteria for the next year's budget.

Board Review and Approval

The Board adopts the tentative budget no later than June 15 prior to the beginning of the fiscal year. The purpose of the tentative budget is to provide the District with an operating plan for the next few months. The District is required to have a final, Board-approved budget on or before September 15 for the fiscal year. The final budget takes into account the official state budget and allocations as well as the actual ending balance from the previous fiscal year.

- Board Responsibilities
1. Establish policy criteria to guide the budgeting process
 2. Set general priorities for the budget early in the process
 3. Study and understand budget proposals
 4. Adopt budgets after assessing proposals against policy criteria and priorities.

Understanding Budget Status Reports

Budget Status Reports are presented to the Board of Trustees each month at the Board meeting. The report is presented by the Vice Chancellor of Business Services and includes the current budget standing of the District's revenues and expenses for general and categorical fund budgets.

Annual Audit

An external audit of the district's funds is conducted each year in accordance with requirements of the California State Chancellor's Office, Governmental Audit Standards and generally accepted auditing standards. The audit report is presented to the Board of Trustees in January of each year and consists of three basic financial statements that provide information on the District's activities as a whole:

- Statement of Net Assets
- Statement of Revenues, Expenses, and Changes in Net Assets

- **Statement of Cash Flows**

The focus of the Statement of Net Assets is designed to be similar to bottom line results for the District. It combines and consolidates current financial resources with capital assets and long-term obligations.

The Statement of Revenues, Expenses, and Changes in Net Assets focuses on the costs of the District's operational activities which are supported mainly by property taxes and by State and other revenues.

The Statement of Cash Flows provides an analysis of the sources and uses of cash within the operations of the District.

Reserve

The minimum prudent unrestricted general fund balance is 5 percent (5%). This minimum prudent level is considered necessary to ease cash flow problems, to deal with unexpected cost increases, and other fiscal uncertainties. If the district falls below this minimum prudent level, further review will be performed to determine if any fiscal problems exist.

Warrants

The Board of Trustees is presented with a list of warrants each month at the Board meeting. The warrants are the expenses that have been paid by the District for the month.

CHAPTER 20
Resources and Readings

District Web Site

The district maintains its own website at <http://www.westhillscollge.com>.

Dialogue

The Dialogue newsletter is published six times each year by the district's marketing department. It contains stories and articles related to the district, its communities, students and employees.

Community College League Publications

The following is a list of publications from the Community College League of California that are a resource for Trustees:

- Community College Journal
- Community College Times
- Introduction to Fiscal Responsibilities

Frequently Used Acronyms and Terms

AACC	American Association of Community Colleges
ACCT	Association of Community College Trustees
ACCJC	Accrediting Commission for Community and Junior Colleges
ARCC	Accountability Reporting for the Community Colleges
BOG	Board of Governors
CCC	College Consultation Council
CCCCO	California Community Colleges Chancellor's Office
CCFC	Community College Facilities Coalition
CCLC	Community College League of California
COPs	Certificates of Participation
CPEC	California Postsecondary Education Commission
CSEA	Classified School Employees Association
CTA	California Teachers Association
DLC	District Leadership Council
DOF	Department of Finance

FTE	Full Time Equivalent
IPEDS	Integrated Postsecondary Education Data System
NILD	National Institute for Leadership Development
PGC	Planning and Governance Council
WASC	Western Association of Schools and Colleges

Handbook References

Information contained in this handbook has been compiled from the following resources:

- Community College League of California Trustee Handbook, 2007
- West Hills Community College District Board Policies and Administrative Procedures
- West Hills Community College District 2005-2007 Annual Report to the Community & Strategic Plan Update
- West Hills Community College District Website
- Community College League of California Introduction to Fiscal Responsibilities – A Resource for Community College Trustees
- Memorandum from Fred Harris, Assistance Vice Chancellor, System Office dated October 25, 2005

The Board of Trustees handbook will be reviewed annually as information is subject to change throughout the year.



Board Policy 3200 Accreditation

Reference: *Accreditation Eligibility Requirement 20, Standard IV.B.1.i*

The Chancellor shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.

The Chancellor shall keep the Board informed of approved accrediting organizations and the status of accreditations.

The Chancellor shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The Chancellor shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

Board approval date: 11/18/03



Board Policy 2100 Board Elections

Reference: *Education Code Sections 5000 et seq.*

The term of office of each trustee shall be four (4) years, commencing at the organizational meeting in December, following the November election. Elections shall be held every two years, in odd numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election.

The election of a board member residing in and registered to vote in the trustee area he or she seeks to represent shall be by the registered voters of the entire community college district. Trustee areas are as follows:

- Area 1 – Coalinga
- Area 2 – Firebaugh
- Area 3 – Avenal
- Area 4 – Lemoore (2 Board members)
- Area 5 – Riverdale
- Area 6 – Tranquillity

The Chancellor shall submit recommendations to the Board regarding adjustments to be made to the boundaries of each trustee area, if any adjustment is necessary, after each decennial federal census. The Chancellor shall submit the recommendation in time for the Board to act as required by law.

Board approval date: 5/20/03



Administrative Procedure 2745 Board Self-Evaluation

Reference: *Accreditation Standard IV.B.1.a & g*

The purpose of the Board self-evaluation is to identify those areas of Board functions which are working well and those which may need improvement. The Board self-evaluation speaks to the Board as a whole, not to individual trustees. It is the evaluation process of the overall effectiveness of the Board as a decision-making group.

The following process will be used:

- A self-evaluation form (Appendix A) will be distributed to all Board members annually.
- The completed self-evaluation forms shall be submitted to the Chancellor's Office at least one week prior to the regularly scheduled Board Retreat or Board Study Session at which the self evaluation will be discussed.
- The self-evaluation results shall be included as an agenda item for review at a regularly scheduled Board Retreat or Board Study Session.
- The Board of Trustees will develop a remediation plan during a future Board Retreat or Board Study Session within one year from the date of the initial approval of this administrative procedure.

Board approval date: 2/21/06

**West Hills Community College District
Board of Trustees
Self-Evaluation**

<u>Rating Scale</u>				
4 = Excellent	3 = Acceptable	2 = Need Improvement	1 = Unsatisfactory	0 = Unknown

Question	Yes / No	Rating	Comments / Suggestions
1. Board meetings are conducted in a manner that the purposes are achieved effectively and efficiently.			
2. Board members are punctual to and attend all meetings to conclusion.			
3. The Board reviews agenda materials and is prepared for Board meeting.			
4. Board members respect the opinions of one another.			
5. Discussions are structured so that all members have an opportunity to contribute to the decision.			
6. Board members have adequate information upon which to base decisions.			
7. The Board reaches decisions on the basis of study of all available background data and consideration of the recommendation of the chancellor.			
8. New Board members, including student trustees, receive an orientation to rules and responsibilities and District mission and policies.			
9. Board members are knowledgeable about community college and state related issues.			
10. The Board acts as an advocate for community colleges.			
11. Board members participate actively in community affairs.			

Question	Yes / No	Rating	Comments / Suggestions
12. Board members are available to District employees for comments and suggestions.			
13. The Board keeps the Chancellor informed of community contacts.			
14. The Board shows its support for the District through members attending various events.			
15. The Board is sensitive to the concerns of students and employees while maintaining impartiality.			
16. The Board is knowledgeable about the District's history, values, strengths and weaknesses.			
17. Members of the Board reflect Board policy in individual answers to public questions and in public statements.			
18. The Board reflects the interests of the District.			
19. The Board has processes in place for appropriately involving the community in relevant decisions.			
20. The Board helps promote the image of the District in the community.			
21. The Board agendas focus on policy issues that relate to Board responsibilities.			
22. The Board conducts its meetings in compliance with state laws including the Brown Act.			
23. Agendas include legislative and state policy issues that will impact the District.			
24. The Board understands the collective bargaining process and its role in that process.			
25. Board meetings include some education or information time.			

Question	Yes / No	Rating	Comments / Suggestions
26. The Board is involved in and understands the budget process.			
27. Board meetings provide adequate time for discussion.			
28. The Board gives adequate attention to the mission and goals of the District.			
29. The Board gives adequate attention to future planning.			
30. The Board has a procedure for annual evaluations of the Chancellor.			
31. The Board provides appropriate commendations for District employees.			
32. The Board demonstrates a good understanding of collegial consultation and related processes.			
33. In general, what rating does the Board as a whole deserve?	Not applicable		



Board Policy 2745 Board Self-Evaluation

Reference: Accreditation Standard IV.B.1.e & g

The Board of Trustees is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.

While the Board of Trustees sees its role of assessing its performance as ongoing, it sets aside time at its annual retreat to conduct a self evaluation among its members.

Board approval date: 4/27/04



WEST HILLS COMMUNITY COLLEGE DISTRICT
Board of Trustees
9900 Cody Street
Coalinga, CA 93210
(559) 934-2100

MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD

February 16, 2010



CALL TO ORDER / OPEN SESSION

President McKean called the meeting of the Board of Trustees to order at 3:26 p.m.

Board members present:

Mark McKean, President
Bill Henry, Vice President
Nina Oxborrow, Clerk
Jeff Levinson
Edna Ivans
Jack Minnite
Steve Cantu
Yohan Maeda, Student Trustee

Administrators present:

Frank Gornick, Chancellor
Ken Stoppenbrink, Vice Chancellor of Business Services
Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Willard Lewallen, President, West Hills College Coalinga
Don Warkentin, President, West Hills College Lemoore
Sylvia Dorsey-Robinson, Vice President of Educational Services, West Hills College Lemoore
Jill Stearns, Vice President of Educational Services, West Hills College Coalinga
Dave Bolt, Vice President of Educational Services, West Hills College Lemoore
David Reynolds, Associate Dean of Student Learning, West Hills College Coalinga
Frances Squire, Director of Marketing
Tammy Weatherman, Director of Fiscal Services
Richard Larson, Director of Farm of the Future, West Hills College Coalinga
Jana Cox, Director of Financial Aid

Introduction of Guests

There were no guests introduced at this time.

Public Comments

There were no public comments made at this time.

REPORTS FROM ORGANIZATIONS / COLLEGES / DISTRICT OFFICE

Academic Senate Report - Ms. Anita Bart, Academic Senate President for West Hills College Coalinga, apologized for missing the last meeting. She thanked the Board for approving Ms. Melissa Delaney for tenure. Ms. Bart reported that the Senate is working on the restructuring of committees, the college budget process, and the first draft document for degree level program SLOs (Student Learning Outcomes).

Ms. Stephanie Droker, Academic Senate President for West Hills College Lemoore, reported that the Senate is working on tenure resolutions. They have forwarded four names for tenure. The Senate will soon be voting in a new president and they have had a lot of discussion on the proposed District Education Coordinating Council (DECC) and will continue to have dialogue. They want to have stronger communication between the colleges.

WHCFA Report - Ms. Marty Ennes, WHCFA President, reported that the Faculty Association is busy as usual. A meeting is scheduled with the district for next week to set the calendar for 2012 through 2014. The first general meeting of the semester will also be held next week. Ms. Ennes reported that Matt Magnuson, West Hills College Coalinga librarian, recently graduated from the CCA Building Strong Locals Academy at the CCA Winter Conference.

She stated that the faculty enjoyed spending the day at the Board Retreat and hearing Barbara Beno's comments. As we watch the nation and the state grapple with this economic crisis, it is important to remember that each and every one of us is in crisis as well. Many of Barbara Beno's statements were reassuring and a good reminder of our mission: to enhance student learning. Ms. Ennes stated that she walked away reminded of how essential it is that, to quote Dr. Beno, "Everything goes back to educational excellence" and that "priorities should be based on how to enhance (or improve) student learning". This is something that faculty struggle daily to achieve. While some may believe that "those who can't do, teach," the reality is that a large number of teachers enter education because of their passion for their subject areas. They are driven to share this passion and knowledge with others in order to make the world a better place. For without education, a true democracy is impossible. Most of the faculty were drawn to the West Hills Community College District because of the supportive environment and the freedom to develop their programs. Like the students, they appreciated the small class sizes and the opportunity to work one-on-one with students, because it is in those interactions that true difference is achieved.

“The new normal” means less freedom, less support, and almost no one-on-one time with students. Our students are not getting everything we could give them. They may not know that they’re being cheated, but we know. We know that there is a better way because we have lived and worked it for decades. Standing in the classroom used to be the time faculty could take a deep breath and remember why they work here. But “the new normal” also means those deep breaths are few and far between. The classroom, once a place of reprieve and nourishment, is now one more thing to manage.

In 2001, before we had even acquired the land to build West Hills College Lemoore, we had 87 full-time faculty, just over 7,000 students in unduplicated headcount, and roughly 4,000 FTES. Today we have the same number of full-time faculty, over 10,000 students, and well over 5,000 FTES. We have lost the majority of our part-time faculty, and all of those “other duties as assigned” have doubled. Because we are now two colleges rather than one, we must duplicate everything: two Academic Senates, two curriculum committees, program reviews for each college, and two self-studies rather than one, to name just a few. We now must also write, assess, and evaluate student learning outcomes. Faculty surely are doing more with less – in essence, 50% less.

We must do something now before we lose sight of what made this institution great and before we are stretched any thinner. Faculty need support, they need control over the classroom, and they need to be listened to when it comes to class capacity and scheduling decisions. Faculty need to see your commitment and a plan for how we are going to get back to being an institution that truly is in the business of enhancing and improving student learning.

President McKean questioned Ms. Ennes’ comment about faculty control over the classroom. Ms. Ennes discussed enrollment and classes not being in the schedule, along with the class size and when the class is offered (fall versus spring). Trustee Oxborrow questioned the comment concerning program reviews for each college. Ms. Ennes stated that it is part of accreditation and has to be done for each college. Trustee Minnite questioned SLOs, stating that his understanding is that we have to continue with a second round. Ms. Ennes responded that the first round involved writing the SLOs and the next round is the assessment. Each college has its own assessment calendar. After being assessed, the SLOs must be evaluated and then re-assessed. It is an ongoing process and is part of accreditation.

CSEA Report – Mr. John Ieronimo, CSEA President, was not present to report at this time.

Student Trustee Report – Mr. Yohan Maeda, Student Trustee, stated that he wanted to share some pictures of student activities with the Board of Trustees. Due to a technical error, the pictures were not able to be projected.

West Hills College Coalinga and North District Center, Firebaugh – Dr. Willard Lewallen, President, passed around photos of new signs at the North District Center, Firebaugh. He also shared letters from students thanking us for what we have done for them. Dr. Lewallen provided an update on the accident involving four West Hills College Coalinga students, stating that they all sustained injuries and are recuperating.

West Hills College Lemoore – Mr. Don Warkentin, President, commented on recent activities at West Hills College Lemoore. He stated that the campus was recently host to the California League of Cities area dinner meeting and commented on the staff development day for classified staff and the upcoming Gospel and Gumbo event. Mr. Warkentin reported that he attended a contractor’s meeting this morning. The Multi Use Sports Complex is 16% complete. He reported that we now have a new project superintendent through EMJ Construction and things are moving quickly. He thanked the Board of Trustees for supporting the Lemoore Kiwanis/WHC Lemoore Valentine Dinner. Mr. Warkentin reported that his college is busy with the accreditation process and they need to their mission statement back to the Board. They will be reviewing performance indicators and making sure that they match up with the mission statement. In closing, Mr. Warkentin commented on the Wine and Wellness event coming up in March. The event is a fundraiser for the nursing program as they are raising money for their pinning ceremony.

Chancellor’s Report – Dr. Frank Gornick, Chancellor, thanked the Board of Trustees and all of the staff who were in attendance for the time spent at the Board Retreat. He stated that Dr. Barbara Beno was very pleased to see what we are doing in terms of the accreditation process. He stated that the Accrediting Commission will be holding their annual planning retreat March 17-19 and they will be discussing the scheduling of colleges and timing for the accreditation cycle.

Dr. Gornick commented on the great staff development day recently held with classified staff, stating that it was well attended and the participants learned a lot. He thanked Ken and his staff for arranging the details for the day. He stated that the 2011 staff development day will be held at West Hills College Coalinga.

The CVHEC Coordinating Council recently met with members of the Legislative Analyst’s Office at CSU Stanislaus. They discussed issues faced in higher education. Discussion also took place regarding California’s Master Plan, if it has served us well, and what it is doing for us now. The conclusion is that there is a need for greater coordination among the segments of higher education. The biggest complaint is the difficulty of transferring among the segments. Good discussion occurred at the meeting and the group is looking at ways in which to approach the legislature about setting up the system in a different way.

With regard to the Board of Trustees Retreat, Dr. Gornick stated that there are a few items that the Board will be reviewing and discussing over the next couple of months.

Those items include Robert's Rules of Order; the Board of Trustees self evaluation to be discussed in more detail; code of ethics training; and the review of the Board of Trustees handbook. At their retreat, the Board discussed athletics. The College Presidents and the Vice Chancellor of Institutional Effectiveness and Enrollment Management were assigned to prepare a report for the Board to review and discuss at their June meeting. The Board requested factual information about the athletic programs. Dr. Gornick stated that the end result will be a philosophical statement about athletics.

Dr. Gornick stated that the Board of Trustees must participate in ICS (Incident Command System) training. This is a two hour training session for elected officials. He asked that the Board members begin thinking about the possibility of having another study session to cover this item, along with the remaining items from the Board Retreat.

CONSENT AGENDA

Trustee Ivans asked for clarification on the third bullet of the Assistant Coach 1 job description. Dr. Lewallen stated that the second occurrence of the word "coach" is being used as a verb.

The following consent agenda items were approved on a motion by Trustee Ivans, seconded by Trustee Minnite, and carried unanimously:

- CA-35 Minutes – The minutes of the January 19, 2010 Board of Trustees meeting were approved as submitted.
- CA-36 Warrants – The warrants were approved as submitted.
- CA-37 Adult Student Temporary Salary Schedule – The changes to the adult student temporary salary schedule were approved as submitted.
- CA-38 Personnel Transactions – The list of personnel transactions were approved as submitted.

CHANCELLOR'S OFFICE

- CO-20 Resolution – Child Care Services – The resolution certifying approval for the instructional materials grant no. CIMS-9110-10-6213-00-0 in the amount of \$1,781.00 for the 2009-2010 fiscal year was adopted on a motion by Trustee Levinson, seconded by Trustee Oxborrow, and carried unanimously.

FISCAL SERVICES

FS-30 Fiscal Services Report - Mr. Ken Stoppenbrink, Vice Chancellor of Business Services, provided the fiscal services report. He stated that we are 58.4% through the fiscal year. General fund revenues are at 62.6% and general fund expenditures are at 57.2%.

Trustee Minnite questioned if we are in better shape to date for the remainder of the fiscal year or if we will face the same problems as last year. Mr. Stoppenbrink responded that we are still in the same situation with regard to deferred apportionment; however, with the measures we have taken to cut expenditures and freeze spending, he stated that he believes we will be okay with our cash flow. This is being monitored on a monthly basis. Mr. Stoppenbrink stated that we have a BAN in place, but hope not to have to use it. Dr. Gornick commented on things that can affect us, including midyear reductions; projects that are moving forward that are bond funded; and allocations that come from the Public Works Board. He also commented on the state's credit rating. Discussion took place regarding FTE, stating that we have more than we need even with cuts to classes. We are becoming more efficient.

Mr. Kevin Cobb, district architect, distributed a revised spreadsheet on the facilities projects, stating that the numbers on this corrected documents more accurately reflect the information. The spreadsheet was corrected following the errors pointed out at the Board Retreat.

FS-31 Resolution - TRANs - The resolution in the matter of the district's participation in the 2010-2011 Piper Jaffray California Cash Reserve Program (Tax and Revenue Anticipation Notes - TRANs) was adopted on a motion by Trustee Minnite, seconded by Trustee Cantu, and carried unanimously. The resolution will allow, but does not obligate, the District to utilize the TRANs program. It is a means of interim cash flow financing only.

FS-32 Audit Report - Mr. Stoppenbrink introduced Mr. Bill Williams, auditor. Mr. Williams reported that there are no major changes to the audit report format. GASB was implemented this year and a portion of that liability is being recorded each year as long term liability. It is offset by expenditures paid out for retirees and how much is in the trust. There were no noted findings in the audit and the district is in good financial condition. Mr. Williams stated that the district has a good business office, Vice Chancellor of Business Services, and Chancellor. They are all doing an outstanding job.

Trustee Ivans questioned the recommendations. Mr. Stoppenbrink stated that the process has already been started. Some of the recommendations will tie back to the Foundation because of the fundraising activities.

Dr. Gornick commented on the discussion held at the Board Retreat about the efforts going into reducing transfers. He stated that the College Presidents are doing a great job. We are focusing on the technology that is available to us and are looking at all of these areas. Student debt has been discussed and staff are looking at processes. Good suggestions are coming out of the meetings that have been held to tighten the controls.

Trustee Oxborrow questioned the finding on page 2 of the letter to the Board of Trustees with regard to the farm. It was noted by the auditors that three out of 10 purchase orders were dated after the date on the invoice. Mr. Stoppenbrink commented on the district's procedure with confirming purchase orders. He stated that the procedure is to have a purchase order in place prior to the purchase. Memos have been sent to the offenders letting them know that they are liable for the purchase amount if a purchase order is not in place. Letters have also been sent to the vendors letting them know that they will not be paid by the district if there is no purchase order for the purchase. Mr. Stoppenbrink stated that the situation is getting better but there is still room for improvement. Trustee Oxborrow stated that we can't afford to have items ordered that we cannot afford. There needs to be accountability. Dr. Gornick commented on the use of open purchase orders and how this helps with the purchase process. Trustee Henry questioned how other institutions control this issue. Mr. Williams stated that this is a common problem and he commented on the possibility of utilizing internal audits or spot checks.

Trustee Levinson JL questioned the finding on page 1 which refers to Falcon Express. It was stated that this is the district's credit card process.

Trustee Oxborrow questioned page 30 and the statement that the district does not have a policy for custodial credit risk. Mr. Williams stated that this is a guideline that restricts the amount that can be invested in any one account. Brief discussion took place.

The 2008-2009 audit report was approved on a motion by Trustee Minnite, seconded by Trustee Cantu, and carried unanimously.

BOARD REPORTS / COMMENTS / REQUESTS AND ANNOUNCEMENTS

Trustee Cantu thanked everyone for their great accomplishments.

Trustee Minnite expressed his thanks for the good news on the district's financial status. He stated that the Board Retreat was a positive and enriching experience and he thanked everyone who attended.

Trustee Ivans expressed her thanks for the good financial reports. She also thanked the grants office for the wonderful accomplishment on grants.

Trustee Henry commented on the Board Retreat and thanked everyone for their attendance. He stated that he was very impressed with Dr. Beno's statements with regard to the district. He thanked the staff for their hard work.

Trustee Oxborrow echoed the comments made by her fellow board members and stated that we have to keep doing a lot more with a lot less. She stated that it can be stressful, but hopefully things will turn around. Trustee Oxborrow expressed her appreciation for the work everyone is doing.

Trustee Levinson stated that he truly enjoyed the retreat and thought it was very enlightening. He stated that Dr. Carole Goldsmith's presentations were on the mark. Trustee Levinson commented on Ms. Ennes' comments, providing his perspective on compensation. He stated that we truly do care about our staff, faculty and management and he understands the concerns of the faculty. We have no idea where we are going to be because of the state, but we have a duty to our students and we do not want to turn them away. Trustee Levinson stated that the Board does not have a solution but will keep trying.

President McKean stated that we want to provide as many students as we can with a quality education.

President McKean announced that the next meeting of the Board of Trustees is scheduled for Monday, March 8, 2010.

CLOSED SESSION

The meeting was adjourned to closed session at 4:50 p.m.

- Public Employee Discipline/Dismissal/Release (as per Government Code Section 54957)
- Discussion of Land Acquisition/Disposition of Property (as per Government Code Section 54956.8). Property: Coalinga, California; Firebaugh, California; Lemoore, California
- Conference with Labor Negotiator (as per Government Code Section 54957.6). Agency negotiator: Chancellor; Vice Chancellor of Business Services; Director of Human Resources. Employee organization: CSEA; CTA. Unrepresented employees: Administrative; Management; Confidential.

- Public Employment (as per Government code Section 54957). Title: Chancellor

ADJOURNMENT

There being no further business before the Board of Trustees, the meeting was adjourned at 5:26 p.m.

Nina Oxborrow
Clerk of the Board of Trustees

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Personnel Transactions

1. Temporary Hires

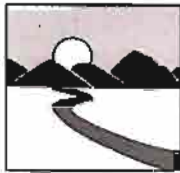
Name	Title & Location	Schedule	Salary Placement	Funding	Effective Date	Additional Information
Araiza, Jessica	Child Dev. Center Associate Teacher Avenal State Preschool	40 hrs/wk	Range 30 Step A	Grant	3/9/10 – 6/30/10	
Hernandez, Yazmin	Child Development Center Assistant Avenal Child Development Center	40 hrs/wk	Range 23 Step A	Grant	2/17/10 – 6/30/10	
Magana, Marisol	Child Development Center Assistant San Joaquin Child Dev. Center	40 hrs/wk	Range 23 Step A	Grant	3/9/10 – 6/30/10	
Nava, Sarina	Child Dev. Center Associate Teacher Avenal State Preschool	40 hrs/wk	Range 30 Step A	Grant	3/9/10 – 6/30/10	
Villa, Jennifer	Child Development Center Assistant West Hills College Coalinga	40 hrs/wk	Range 23 Step A	Grant	2/17/10 – 6/30/10	

2. Changes in Assignment

Name	Current Assignment	Change	Effective Date	Additional Information
Andrade, Frances	Library Technician West Hills College Lemoore Range 40, Step G	Library Specialist West Hills College Lemoore Range 42, Step G	1/1/10	
Gonzales, Anna	Child Development Center Teacher North District Center, Firebaugh Range 40, Step E	Child Dev. Center Site Supervisor North District Center, Firebaugh Range 17, Step 1	2/8/10	Replacement for Olivia Ibanez

3. Resignations / Retirements / Releases During Probation / Terminations

Name	Title & Location	Effective Date
Alcala, Anthony	After School Program Site Coordinator Avenal	2/5/10
Blanco, Melissa	Child Development Center Assistant San Joaquin Child Development Center	1/12/10
Keck, Shane	Equipment Coordinator West Hills College Coalinga	1/29/10
Mahon, Marguerite	Child Development Center Assistant West Hills College Lemoore	1/15/10



WEST
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WEST HILLS COMMUNITY COLLEGE DISTRICT

Board of Trustees
9900 Cody Street
Coalinga, CA 93210
(559) 934-2100

MINUTES OF THE REGULAR MEETING OF THE GOVERNING BOARD

March 8, 2010



CALL TO ORDER / OPEN SESSION

President McKean called the meeting of the Board of Trustees to order at 10:02 a.m. and led the Board members and audience in the flag salute.

Board members present:

Mark McKean, President
Bill Henry, Vice President
Nina Oxborrow, Clerk
Jeff Levinson
Edna Ivans
Jack Minnite
Steve Cantu
Yohan Maeda, Student Trustee

Administrators present:

Frank Gornick, Chancellor
Ken Stoppenbrink, Vice Chancellor of Business Services
Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Willard Lewallen, President, West Hills College Coalinga
Don Warkentin, President, West Hills College Lemoore
Sylvia Dorsey-Robinson, Vice President of Educational Services, West Hills College Lemoore
Jill Stearns, Vice President of Educational Services, West Hills College Coalinga
Dave Bolt, Vice President of Educational Services, West Hills College Lemoore
David Reynolds, Associate Dean of Student Learning, West Hills College Coalinga
Frances Squire, Director of Marketing
Richard Larson, Director of Farm of the Future, West Hills College Coalinga
Jana Cox, Director of Financial Aid

Introduction of Guests

Ms. Frances Squire, Director of Marketing, introduced Mr. Kevin Cobb, District Architect.

Public Comments

There were no public comments made at this time.

CLOSED SESSION

The meeting was adjourned to closed session at 10:03 a.m.

- Conference with Labor Negotiator (as per Government Code Section 54957.6). Agency negotiator: Chancellor; Vice Chancellor of Business Services; Director of Human Resources. Employee organization: CSEA; CTA. Unrepresented employees: Administrative; Management; Confidential.

RECONVENE TO OPEN SESSION

The meeting was reconvened to open session at 11:03 a.m.

President McKean announced that during closed session, the Board of Trustees directed the Chancellor to make the appropriate notifications to employees regarding the status of their grant funded positions.

REPORTS FROM ORGANIZATIONS / COLLEGES / DISTRICT OFFICE

Academic Senate Report - Ms. Anita Bart, Academic Senate President for West Hills College Coalinga, reported that the Senate is working on curriculum forms to make them more user friendly. They have also worked on the college level budget process and are working on tenure recommendations, policies and procedures.

Ms. Stephanie Droker, Academic Senate President for West Hills College Lemoore, reported that they are also in the middle of tenure recommendations, policies and procedures. She commented on the recent Wine and Wellness fundraiser and expressed her appreciation and congratulations to the culinary and nursing department faculty.

WHCFA Report - Ms. Marty Ennes, WHCFA President, commented on the upcoming March 15 deadline and the concerns of the faculty. She stated that everyone is working hard to come up with ideas and make sacrifices. She expressed her appreciation of the College Presidents to come up with ideas. Ms. Ennes commented on the resolution with regard to the reduction of academic positions, stating that the effects will have to be negotiated. She stated that it is sometimes easy to forget the people behind the positions. We see figures and dollar amounts, but not the people and the things that they do. Ms. Ennes commented on the work of Mike Rodriguez, Stephanie Droker, Tammy Larson, Tiffany McGee, Rupinder Rai, Kim Sheffield, Leisa Wyman, and Raymond Rawn.

CSEA Report – Mr. John Ieronimo, CSEA President, was not present to report at this time.

Student Trustee Report – Mr. Yohan Maeda, Student Trustee, stated that he does not have a report at this time.

West Hills College Coalinga and North District Center, Firebaugh – Dr. Willard Lewallen, President, reported on recent and upcoming events. He recognized Mr. Merlin Welch for his exemplary performance, stating that he was recently recognized as Contractor of the Year by LICA. LICA is a notional organization that has recognized Mr. Welch for his leadership in the organization.

West Hills College Lemoore – Mr. Don Warkentin, President, commented on the recent Wine and Wellness event which gave West Hills College Lemoore an opportunity to showcase its nursing and culinary programs. Mr. Warkentin thanked Ms. Sylvia Dorsey-Robinson, Dr. Marlon Hall, and Ms. Angela Barginear for their work on the recent Gospel and Gumbo event. He reported that the staff are busy working on accreditation. He will soon be bringing the college mission statement and performance indicators to the Board at an upcoming meeting. This is part of the accreditation process. The contractors on the multi use sports complex project are scheduled to pour the concrete slab this week.

Chancellor's Report – Dr. Frank Gornick, Chancellor, reported that he and other staff visited the Cisco headquarters in San Jose in February. They saw some of the latest and greatest technology and had an interesting visit. Dr. Gornick reported that a barbecue lunch will be held at noon on Friday at the district office to recognize Dr. Rick Post, whose last day with the West Hills Community College Foundation will be March 17. Dr. Gornick thanked Dr. Post for his work on the Wine and Wellness event.

Dr. Post distributed and discussed the quarterly report on recent Foundation activities including new members; upcoming golf tournament; the Wine and Wellness event; donations for the first quarter; member pledges; gift acceptance policy; amendments to the bylaws; IRS regulations; and new policies and procedures.

Dr. Gornick reviewed the Board of Trustees self evaluation results and trustees made several comments on the results, highlighting areas which they think they do a good job, and discussing areas where improvement is needed. Trustee Henry stated that the Board needs to follow Robert's Rules of Order. Trustee Oxborrow stated that she would like to have more information prior to the meeting and suggested having the PowerPoint presentations in advance. She stated that it is hard to make a decision when they don't have all the information. Trustee Ivans questioned if the Board is supposed to be more available for questions, or if they should be deferred to staff. President McKean posed this question to the audience. Ms. Ennes stated that the annual Board Retreat was an excellent way of making connections with Board

members. Trustee Cantu commented on attending college and district events and stated that the distance sometimes makes it difficult to participate in all of the events.

Mr. Warkentin stated that the Board's self evaluation results are good information for Accreditation Standard IV.B.

Dr. Gornick provided a presentation on Robert's Rules of Order. Trustee Cantu questioned amending an existing motion and the process to override the initial motion. The information is contained in the presentation which will be provided to the Board of Trustees as a handout.

CONSENT AGENDA

The following consent agenda items were approved on a motion by Trustee Ivans, seconded by Trustee Minnite, and carried unanimously:

CA-39 Minutes - The minutes of the February 5 & 6, 2010 and February 16, 2010 Board of Trustees meetings were approved as submitted.

CA-40 Warrants - The warrants were approved as submitted.

CA-41 Out of State Travel - The following request for out of state travel was approved as submitted:

- Approximately 15 agriculture students to travel to the following locations during the March 26 - April 3, 2010 spring break:
 - Klamath Falls, Oregon
 - Wells, Nevada
 - Salt Lake City, Utah
 - Laramie, Wyoming
 - Fort Collins, Colorado
 - Grand Junction, Colorado
 - Las Vegas, Nevada (Hoover Dam)

CA-42 Personnel Transactions - The list of personnel transactions were approved as submitted.

CHANCELLOR'S OFFICE

CO-21 Curriculum Committee Action Report - West Hills College Lemoore - The curriculum committee action report for West Hills College Lemoore was approved on a motion by Trustee Minnite, seconded by Trustee Cantu, and carried unanimously.

- CO-22 Nomination – CCC Classified Employee of the Year – The nomination of Mark Millett for the California Community Colleges Classified Employee of the Year Award was approved on a motion by Trustee Oxborrow, seconded by Trustee Minnite, and carried unanimously.

FISCAL SERVICES

- FS-33 Fiscal Services Report – Mr. Ken Stoppenbrink, Vice Chancellor of Business Services, provided the fiscal services report. He stated that we are 66.7% through the fiscal year. General fund revenues are at 66.1% and general fund expenditures are at 48.2%.

Jack Minnite questioned the expenses for the North District Center, stating that they always seem to be 1 or 2% above the others. He also questioned transfers out. Mr. Stoppenbrink stated that he would have to get the detailed information on the inquiry with regard to North District Center expenses and provide it at a later time. With regard to the transfers, Mr. Stoppenbrink explained the annual expenditure for the COP Audit. He stated that the calculations were based on the SFIDs but he will have to do some additional research for the specific information.

- FS-34 Midyear Budget Adjustments – Mr. Stoppenbrink explained that the P1 adjustments just came out about two weeks ago. He explained the differences in the ending balance and provided a brief presentation on the midyear budget adjustments.

The midyear budget adjustments were approved on a motion by Trustee Levinson, seconded by Trustee Cantu, and carried unanimously.

- FS-35 Facilities Update Report – Mr. Stoppenbrink commented on the surprise visit by the San Joaquin Valley Air Pollution Control District. The following items were cited: above ground gas tank at the district office; boiler at West Hills College Coalinga; dust control plan at construction site at West Hills College Lemoore; and commercial emissions at West Hills College Lemoore. We do not know what the cost of the violations will be; however, the fine will be in the range of \$1,500 – \$5,000. Trustee Oxborrow requested that a follow up report be provided at a later date.

Mr. Kevin Cobb addressed the facilities projects in the district. With regard to the ag science project, Mr. Cobb explained the memo that will be necessary in order to proceed to the next phase. Discussion took place regarding the PMI funding issue of December, 2008 and a disclaimer that is needed stating that the district is financially prepared to cover the cost. The state will reimburse the district at a later date. The deadline to award

this project is June. Dr. Gornick stated that at this time the Board is being alerted of the state's new conditions because of the poor bond performance.

It was stated that the Lemoore Redevelopment Agency (RDA) contribution for the multi use sports complex project is not going to materialize. We have a couple of options. The recommendation is to continue looking for other funding sources. We are currently taking the position that we will find a way of funding the portion of the funds anticipated from the RDA. In the meantime, we will need to earmark future SFID dollars. Dr. Gornick stated that we are aggressively looking at other sources to backfill the \$3.2 million by way of naming opportunities. We are currently waiting for a response. Trustee Henry commented that one of the members of the city council suggested that instead of asking the RDA to participate with \$3.2 million, we instead ask to borrow the money from the RDA. They may be in a position to lend. It was stated that it would be strictly a loan and no other conditions would apply.

FS-36 Notice of Completion - The notice of completion for the West Hills College Coalinga ag science facility irrigation project was approved on a motion by Trustee Cantu, seconded by Trustee Levinson, and carried unanimously.

FS-37 Escrow Agreement - The escrow agreement for security deposit in lieu of retention for the West Hills College Lemoore Multi Use Sports Complex was approved on a motion by Trustee Levinson, seconded by Trustee Minnite, and carried unanimously.

PERSONNEL SERVICES

PS-6 Resolution - Layoff and/or Reduction of Academic Positions - The resolution in the matter of layoff and/or reduction of academic positions was adopted on a motion by Trustee Levinson, seconded by Trustee Ivans, and carried unanimously.

BOARD REPORTS / COMMENTS / REQUESTS AND ANNOUNCEMENTS

Trustee Cantu expressed his congratulations to Mr. Welch. He expressed his regrets for having to reduce the contracts of the faculty and stated that hopefully things will change in the near future.

Trustee Minnite expressed his thanks to everyone. He stated that we all play an important part in the success and accomplishments of the district. He appreciates the

sacrifices everyone has made. He stated that we have a team that is impenetrable and we will continue to be successful.

Trustee Ivans thanked everyone for their reports and stated that good publicity has been received on the accomplishments of our people. She stated that she hope not to have to lay off any employees. Trustee Ivans thanks Dr. Post for his work with the Foundation.

Trustee Henry thanked those who participated for supporting the Wine and Wellness event. He stated that it was nice to see a large level of participation by the community. He also thanked Dr. Post for his work and expressed his congratulations to Mr. Welch. Mr. Henry stated that the staff has shown extraordinary efforts during these hard financial times and he expressed his thanks to everyone.

Trustee Oxborrow expressed her thanks to everyone, stating that it is not easy. We are doing the best we can with the information, abilities, and constraints that we have. She stated that she appreciates everyone and it is nice to hear accolades about the staff. Trustee Oxborrow expressed her congratulations to Mr. Welch and her thanks to Dr. Post.

Trustee Levinson echoed the comments made by his fellow Board members. He wished Dr. Post good luck and thanked Ms. Ennes for putting a personal face on the employees.

President McKean expressed his thanks to Ms. Ennes for her comments and stated that he feels the Board has always done everything within their power before effecting a layoff. He stated that we have to secure the financial well being of the institution above all else and the Board will continue to do everything possible to keep staff intact.

President McKean announced that the next meeting of the Board of Trustees is scheduled for Tuesday, April 20, 2010.

CLOSED SESSION

The meeting was adjourned to closed session at 12:53 p.m.

- Public Employee Discipline/Dismissal/Release (as per Government Code Section 54957)
- Discussion of Land Acquisition/Disposition of Property (as per Government Code Section 54956.8). Property: Coalinga, California; Firebaugh, California; Lemoore, California
- Conference with Legal Counsel – Anticipated Litigation (as per Government Code Section 54956.9). 1 potential case.
- Public Employment (as per Government code Section 54957). Title: Chancellor

RECONVENE TO OPEN SESSION

The meeting was reconvened to open session at 1:57 p.m.

ADJOURNMENT

President McKean announced that during closed session, on a motion by Trustee Ivans, seconded by Trustee Levinson, and carried unanimously, the Board of Trustees ratified the rejection of a claim for damages.

He also announced that the Chancellor's contract was approved on a motion by Trustee Henry, seconded by Trustee Ivans, and carried unanimously.

There being no further business before the Board of Trustees, the meeting was adjourned at 1:58 p.m.

Nina Oxborrow
Clerk of the Board of Trustees

/di

Personnel Transactions

1. Temporary Hires

Name	Title & Location	Schedule	Salary Placement	Funding	Effective Date	Additional Information
Garcia, Margarita	Child Development Center Assistant Avenal State Preschool	40 hrs/wk	Range 23 Step A	Grant	3/9/10 – 6/30/10	
Morris, Destiny	Child Development Center Assistant West Hills College Coalinga	40 hrs/wk	Range 23 Step A	Grant	2/17/10 – 6/30/10	

2. Changes in Assignment

Name	Current Assignment	Change	Effective Date	Additional Information
Gambin, Daniel	Child Development Center Assistant West Hills College Coalinga 19 hrs/week Range 23, Step A	Custodian, Child Development Center West Hills College Coalinga 40 hrs/week Range 35, Step A	2/23/10 – 3/12/10	Substitute for Rosa Garcia while out on leave
Haggard, Trista	Advising Specialist West Hills College Coalinga Grant Funded Position	Advising Specialist West Hills College Coalinga District/Grant Funded Position	3/1/10	Replacement for Bobbi Boettiger

3. Leave of Absence

Name	Title & Location	Effective Date	Additional Information
Silvestre, Anna	Program Development Assistant West Hills College Lemoore	4/6/10 – 6/28/10	FMLA Request

4. Resignations / Retirements / Releases During Probation / Terminations

Name	Title & Location	Effective Date
Naeher, Tanner	Web Administrator West Hills Community College District	3/1/10
Silva, Lydia	Financial Aid Assistant North District Center, Firebaugh	2/28/10



Administrative Procedure 2715 Code of Ethics/Standards of Practice

Reference: *Accreditation Standard IV.B.1.a, e, and h*

The Board of Trustees shall periodically review the Code of Ethics/Standards of Practice policy to be sure it continues to be an effective guide for Board behavior. The Board shall foster awareness of ethical expectation by:

- Ensuring that all trustees are aware of the Board's ethical expectation by providing the policy to all trustees and having it available at Board meetings.
- Including a review of the Code of Ethics when orienting new trustees.
- Using the standards in the Code of Ethics as criteria in the Board self-evaluation process.
- Identifying consequences for violations of the code of ethics.

Types of Violations

There are three major categories of laws that address ethical behavior by public officials:

- Financial Interests – Conflicts of interest laws prohibit trustees from financially benefiting from Board decisions, or acting on matters that benefit family members.
- Fair and Open Decision-Making – California's open and public meetings laws (the Brown Act) require that the public's business be done in public. Examples of violations include making decisions in private or that should be made in public meetings, discussing items that have not been noticed to the public, and violating provisions that closed session information shall be kept confidential.
- Use of Public Funds – It is felony to misuse public funds. Examples include claiming expenses that were not incurred and using college resources for personal or political purposes.

Violating the Board's Code of Ethics

In some cases, behaviors may violate the Board's code of ethics or standards of practice, but do not violate the law. Examples of violations include:

- Attacking other trustees or the Board President in public
- Publicly advocating against Board decisions after they are made
- Sabotaging the work of the Board
- Ongoing and substantial attempts by trustees to administer, rather than govern the district, which violates the separation of CEO and Board roles.
 - Ignoring the local decision-making process and communication protocols by working directly with staff members
 - Telling college staff whom they should hire
 - Attempting to direct the day-to-day duties of staff members

**Administrative Procedure 2715
Code of Ethics/Standards of Practice**

- Advocating a single interest instead of the common public good
 - Ignoring the broad range of public needs in community college education
 - Appearing to be agents of a union, a specific community group, or a business interest

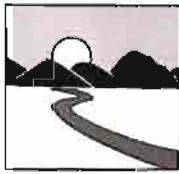
Actual or perceived violations of the law must be dealt with expeditiously and legal advice should be sought. A study session or workshop may be appropriate for the entire Board if it appears that trustees may be unaware of the law.

Consequences of Violations

The Chancellor and Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations including, but not limited to, conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Violations of the Board's code of ethics policy will be addressed by the Board President who will first discuss the violation with the trustee to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Board President may appoint an ad hoc committee to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Board officers [or committee] and may include a recommendation to the Board to censure of the trustee. If the Board President is perceived to have violated the code, the Vice President of the Board is authorized to pursue resolution.

Board approval date: 1/24/06

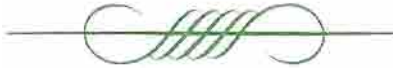


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WEST HILLS COMMUNITY COLLEGE DISTRICT
Board of Trustees
9900 Cody Street
Coalinga, CA 93210
(559) 934-2100

MINUTES OF THE STUDY SESSION OF THE GOVERNING BOARD

April 20, 2010



CALL TO ORDER / OPEN SESSION

Vice President Henry called the study session of the Board of Trustees to order at 10:03 a.m. and led the Board members and audience in the flag salute.

Board members present:

Mark McKean, President
Bill Henry, Vice President
Nina Oxborrow, Clerk
Edna Ivans
Jack Minnite
Steve Cantu

Board members absent:

Jeff Levinson
Yohan Maeda, Student Trustee

Administrators present:

Frank Gornick, Chancellor
Ken Stoppenbrink, Vice Chancellor of Business Services
Willard Lewallen, President, West Hills College Coalinga
Don Warkentin, President, West Hills College Lemoore
Frances Squire, Executive Director of West Hills Community College Foundation
Susan Whitener, Associate Vice Chancellor of Educational Planning
Pedro Avila, Vice Chancellor of Institutional Effectiveness and Enrollment Management
Sylvia Dorsey-Robinson, Vice President of Educational Services, West Hills College Lemoore
Dave Bolt, Vice President of Educational Services, West Hills College Lemoore

Introduction of Guests

Ms. Frances Squire introduced the following guests: Mr. Brandon Broussard and Mr. Arakel Arisian from Yamabe and Horn Engineering, Inc.

Public Comments

There were no public comments made at this time.

STUDY SESSION

Mendota WIT Center Partnership – Dr. Frank Gornick commented on recent conversations with Mendota landowners regarding the location of the Westside Institute of Technology (WIT). He commented on looking at future growth and where we might want to locate. Mr. Arakel Arisian and Mr. Brandon Broussard are present at the meeting to provide the Board of Trustees with an update. Mr. Arisian stated that he and Mr. Broussard are present on behalf of the Coelho family. Dr. Gornick stated that this is a study session and the Board will just be hearing the presentation. Mr. Arisian stated that the project they are working on is south of Mendota High School. They are working with approximately 640 acres. The property represents a good portion of the growth of the city and could be a potential new home for the WIT. The proposed site for the WIT is 15 acres. Discussion took place regarding Highway 180 and water. Trustee Minnite questioned the economic stimulus for the project and stated that he would like to see the WIT more prominent in the placement on the property because of the work they are doing. Mr. Arisian stated that they can definitely look at that. Dr. Gornick again reiterated that he just wanted the Board to have an update on the progress being made. He stated that this project would be a great location for a permanent facility for the WIT and we only want 15 acres. He stated that we can provide truck driving training there but we do not want more land for which we have to take care. He stated that having a place we can get people to would be great.

Trustee Ivans arrived during this presentation.

Facilities Update – At this time Mr. Kevin Cobb, district architect, provided a presentation on facilities for the Board of Trustees.

- Bid for Farm of the Future – Mr. Cobb explained that the project is scheduled to go out to bid in April, with bids being opened in May. Construction would begin in August and would be a 16 month duration including the farm lab building. Mr. Cobb explained the disclaimer memo being required by the Department of Finance. He discussed the cash flow demands if there were to be a delay in reimbursements. Trustee Minnite questioned if we would qualify for a state loan. Mr. Ken Stoppenbrink stated that we would need to go through the application and approval process. He stated that he would recommend a ten year note. Trustee Henry questioned if we could use a similar disclaimer when we go out to bid. Mr. Cobb stated that legal counsel for another district has reviewed this issue and does not think it would be appropriate. Discussion took place regarding cash flow being taken care of by Bond Anticipation Notes (BANs).
- Solar Field – Mr. Cobb commented on new regulations being delayed until 2011. PG&E is supporting the November legislation in order to relieve their commitment to renewal goals. Mr. Cobb explained the opportunity to negotiate directly with PG&E to obtain incentives and criteria prior to regulations.

- District Office – With regard to the new district office, Mr. Cobb explained that staff are currently involved with the design process and he is meeting with stakeholders in each department. The building will be approximately 26,000 square feet and will include growth space. The project could be funded with a solar finance package and energy savings.
- North District Center Facility Plans – EIR public meeting for the North District Center have been completed and we are awaiting comments. Mr. Cobb reported that the parking expansion will begin over the summer.
- West Hills College Coalinga Wellness Center – Mr. Cobb reported that the West Hills College Coalinga Wellness Center is scheduled for full occupancy in August. The infrastructure work is 75% complete.
- Coalinga Sports Park – Mr. Cobb explained the partnership with the City of Coalinga for a soccer park. The process will be managed by the City of Coalinga as lead agency. The project is planned to go out to bid this summer. The main connections for the infrastructure for the storm drainage system were installed during the site work for the Wellness Center.
- West Hills College Lemoore Multi Use Sports Complex – Construction continues on the Multi Use Sports Complex. Mr. Cobb reported that steel construction is in progress and the facility is scheduled for full occupancy in March 2011.

Code of Ethics/Standards of Practice Review – Dr. Gornick explained that it is time for the Board of Trustees to have ethics training again. He explained that there are numerous options for training including online, training by district legal counsel, or using an outside agency. The Board members agreed that they would prefer to have the training conducted face to face and will schedule an additional meeting for the purposes of conducting the training.

ADJOURNMENT

There being no further items for discussion, the study session was adjourned at 11:41 a.m.

Nina Oxborrow
Clerk of the Board of Trustees

President's Intercommunication Team

September 9, 2010 – 10:00 – 11:00 a.m.

WHCL Conference Rm. 124

Coalinga, District Office Bd. Rm.

MINUTES

Members Present:

Don Warkentin, President

Marlon Hall, Associate Dean of Educational Services, Evening College

Susan Whitener, Associate Vice Chancellor of Educational Planning

Cathy Barabe, Director of Grants (by phone)

Ken Stoppenbrink, Vice Chancellor of Administrative Services (by phone)

Bob Clement, Athletic Director

John Bernal, Director of Maintenance & Operations

Frances Squire, WHCCD Foundation Executive Director, Director of Marketing

Members Absent:

Pedro Avila, Vice Chancellor of Institutional Effectiveness & Enrollment Services

Dave Bolt, Vice President of Educational Services

Jana Cox, WHCL Financial Aid Director

Sylvia Dorsey-Robinson, Vice President of Student Services

Kurt Sterling, Academic Senate President

Charles Freeman, Director of Nursing

Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development

Michelle Kozlowski, Director of ITS

Jose Lopez, Dean of Student Services

Jody Ruble, Director ETS/UB/Americorp

John Ieronimo, CSEA President Representative

Ryan Cardoza, Student Representative

Mr. Warkentin called the meeting to order at 10:13 a.m.

1.0 Accreditation Update

Mr. Warkentin reported that the WHCL accreditation visit will be March 7 – 10, 2011. The team members will arrive on Sunday and make a visit to the District Office on Monday morning. Both WHCC and WHCL will be visited. WHCC's team chair will be the president from the Ventura College District. WHCL's team chair will be Rosa Carlson, president of Porterville College. The WHCC team will stay at Harris Ranch and the WHCL team will stay at the Tachi Hotel. A month prior to the visit the team chairs and their assistants will meet with the Colleges and District Office. One aspect the team will look at is how we communicate with our District Office staff. Mr. Warkentin reiterated that this committee, President's Intercommunication Team (PIT), conducts monthly meetings to dialogue with the District Offices. He reviewed the PIT mission statement and its membership.

The WHCL self study draft has been sent out and we are awaiting feedback from the district office staff. The WHCL Planning and Governance Council (PGC) will take action on the self study in October with Board of Trustees action to follow in October/November. The Study will need to be mailed out to the team in January. Evidence documents will be scanned and accessible via links through the website. The WHCL team room will be in the conference center room 256. It will be partitioned off for individual meetings and opened up for the larger meetings.

Susan announced that she will be participating on an accrediting team in Oxnard and she had just returned from training. A few of the issues WASC has concern with are: Resource allocation (whether it is integrated into resource planning) also, whether colleges have a plan in place for reimbursement to reserves. SLO will not be a sanction; however, proficiency is expected by 2012; continuous quality improvement is the next level. Non proficiency by 2012 will be a recommendation. Mr. Warkentin added that recommendations may bring a follow up visit which he intends to avoid. Susan will send a bulleted list of her observations from the training. Additionally, she reported that she learned that the data we present should also be analyzed. Another issue concerns international students and if colleges are meeting their special needs. The data about incoming students should include international students. The international program at WHCCD generates about the equivalent of 200 FTES per year. WASC wants to see that SLO for online programs are managed the same as face to face and that success, retention, and persistence rates are comparative to face to face student achievement. Student achievement relates to certificates, degrees, and SLO (what they walk away with in their head).

Mr. Warkentin announced that he is chairing an accreditation team to Evergreen Valley College and Jose Lopez is on a team at Miramar College in San Diego in October. After all have participated on teams they will convene for dialogue.

2.0 Budget Update

Ken Stoppenbrink stated that the District budget for 2010-2011 was approved in August despite the fact the state does not have a budget. Communication from the State Chancellor's Office is that there is a budget eminent. Apportionment has not been received and currently we are using reserves which should take us to October. The state is paying IOU's with the challenge being how long the banks will honor the IOU'S. Ken does not expect an approved budget soon. All districts will be in the same situation. Mr. Warkentin reported that he had spoken with EECU Manager, Lisa Franks, and EECU is preparing to provide interest free payroll loans. The loans would also be available to elementary and high schools in the valley. Frances interjected that there is speculation that a budget will be approved after the November elections are over. Ken stated that there are monies in capital outlay projects that could be pulled to put in the general fund if necessary. Frances will contact Lisa Franks to question the details. Bob asked if there would be concern with the bond monies and the continuance of construction. Ken does not see any delays in construction. Bob asked if budgets would be frozen. Ken responded that the same procedure as in past will likely be in place which would freeze budgets before the end of the fiscal year. He reiterated that the state is holding \$6 million a year out of our apportionment and will pay it next fiscal year.

This is why a freeze has to be put on our spending. Mr. Warkentin stated that he had been informed that we will not receive MAA checks until the state budget passes even though MAA is federal monies. Ken reported that WHCCD is in excellent shape. The normal budget planning process will continue in the spring.

Ken questioned if in WHCL'S perspective on budget if there is a flow or are there areas that need to improve. Mr. Warkentin replied that aside from no budget in the last few years, an area to strengthen is the need for a formal response mechanism from the district to acknowledge prioritized budget requests. Currently, when Anne Jorgens reports lottery dollars have been received, the Budget Allocation Committee revisits the priority lists. There needs to be a response form. As new monies become available we need a communication piece. Ken responded in agreement and recommends this be further discussed at the Chancellor's Executive Cabinet as it is needed district-wide. Cathy stated that she would like to see priority 3 lists to know what has been requested.

3.0 Program Review Schedule

Mr. Warkentin reviewed the District Office program review schedule. If there are reviews not showing that have been completed, please let he or Dave Bolt know.

4.0 New Grants Program

Cathy Barabe reported that she had informed Mr. Warkentin about CTE equipment monies available. Additionally, she has found monies for two child development classes for spring and fall. She has talked to Dave Bolt about adding science classes for spring as there is funding for online and/or face to face classes. She is working with the Avenal school districts regarding the educational center and she needs feedback on signage, i.e. WHC Center at Avenal, WHC Avenal Learning Center. There will be staff stationed at the outreach sites. It is expected that the students will be nontraditional. Susan asked about the Title V grant approval. Cathy responded that she had not heard. The Student Services Grant will not be received.

5.0 FTES Update

In the absence of Mr. Avila, no report was given.

6.0 Other

Frances Squire made event announcements as follows:

- Washington Monthly magazine has named NDC the 34th best college in America based on SICEE survey rates. There will be a celebration on 9/23 at 5:00 p.m. in Firebaugh.
- On October 10th Karl Rove will be speaking at WHCC. This will be announced on KMJ. Rove's visit will be advertised in Paso Robles also. Tickets are \$30 in advance. Doors open at 5:00 p.m. with Rove to speak at 6:15 p.m. Seating will be on a first come, first served basis.
- On October 11th there will be an pianist/organist concert at WHCC.

- On October 16th is the Hall of Fame dinner at WHCC. A dedication of the gym will also be held that day.
- Veteran Student Club Association will hold a 9/11 event today (9/9/2010) with lunch provided and Dr. Marlon Hall will be the keynote speaker.

The next meeting is scheduled on October 14, 2010.

WEST HILLS COLLEGE LEMOORE
Institutional Effectiveness Planning Calendar

DATE	ITEM	RESPONSIBILITY
Summer	Update Planning & Governance Manual	President's Office
September	Strategic Planning Committee Retreat/Strategic Plan (Mission/Vision Statement)	Strategic Planning Committee
September	Review Accreditation Timeline	PGC
December	Strategic Planning Committee Retreat/Strategic Plan (Guiding Principles, Themes)	Strategic Planning Committee
December	Approve Program Review Plans	PGC
February	Student Strategic Planning Retreat	Student Services
February	Strategic Planning Committee Retreat/Strategic Plan (Performance Indicators, ARCC Report)	Strategic Planning Committee
March	WASC Annual Report	PGC
March	College Operations Budget Changes	PGC
May	Strategic Planning Committee Retreat (End of year wrap up, Evaluation of planning process, review of SP Manual)	Strategic Planning Committee
May	Approved Budget Priority/Staff Requests	PGC
May	Review PGC Committee Membership	PGC
Biannually	Evaluation of Shared Governance Process	PGC
Monthly	Board Policies and Administrative Procedures	PGC
Biannually	Review Educational Master Plan	PGC, Committees
Annually	Review of Technology Strategic Plan /Strategic Plan	PGC

Updated: 2/2/2010 PGC

Sending on behalf of President Warkentin:

October 22, 2010

It was my pleasure to welcome students who were participating in our fourth Student Town Hall meeting today. We had almost 80 students, many from Vera Kennedy's classes and AGS members, eager to provide their input into how we can make West Hills Lemoore a better college for our students. Students are our first priority and any input we can receive from students concerning our schedule of courses, facilities, programs, activities, accommodations, and services will only provide great feedback as we continue planning for improvement. We have developed a very active student body this year and our goal is to keep the momentum going. Thanks to Jody and Vera for their leadership for this event. We look forward to seeing the results and suggestions.

- **Candidates Night** – Many thanks to Angela Barginear, Joy Jones, Brian Kron and our SIFE team for their hard work in organizing a great candidate's night last Wednesday. We had the two candidates for state Senate District 16 and one candidate for Assembly District 20 along with city council candidates for Hanford seats and Lemoore seats. All in all it was a great event and showcased our campus to many who have never visited. We had a packed house with many community folks in attendance as well as 98 students. Also a special thanks to Stephanie Droker for arranging for county Assessor Ken Baird for serving as the moderator.
- **Staff Development** – Also on Wednesday, Marlon and our Employee Success and Staff Development Committee arranged motivational speaker Marc Jones to speak to us about contributing positively to the organization. His basic message centered on creating a strong foundation (stake) that will allow all to grow individually and grow the college. If we have a strong foundation we can grow "vines" that will create other strong programs. Marlon reports that the conference center was full of faculty, staff, and students along with community visitors and folks from our Coalinga campus. Thanks to all for a great staff development committee.
- **Are You Smarter Than a Fifth Grader** – Our Team T.E.A.C.H. folks held a very interesting event last Tuesday whereby members were able to test their knowledge with fifth graders from our University Charter School. James said it was a blast. This is a great way to demonstrate the partnership we have with our charter folks and provide a fun way for learning. You need to check out the Team T.E.A.C.H. website and scroll down to the "Are You Smarter Than a Fifth Grader" link and take the test. I was afraid I'd flunk so maybe next week I'll try the exam.

- **Learning Community Learns Archery Techniques** - Jacqui and Neomi's Learning Community class solicited the aid of Rodney Ragsdale and his archery class to give them an archery lesson. The Learning Community class is reading the book "Hunger Games" and the main character is an expert with the bow and arrow. Having a lesson in archery provided better insight for the class to understand the character and the skill involved in archery. Rodney also recruited students for his archery class this spring. This was a great way to expand a lesson into real life activities.
- **Accreditation** – Sylvia, Jose, and I recently returned from our accreditation team visits and we will be discussing great ideas as we prepare for our visit this spring. Jose went to Miramar College in San Diego and Sylvia and I traveled to Evergreen College in San Jose. We all feel we are making great progress as we compare ourselves to others, but we must continue the process.
- **Athletics** – Congratulations to lady golfer Tammie Alaniz for shooting her personal best of 84 in Tuesday's conference match at Fig Garden Golf Course in Fresno. Tammie led the team to a third place finish ahead of Reedley and COS. Fresno and Canada College are leading the conference thus far. Our men's soccer team is tied for first place with Fresno City after their 0-0 tie last Friday.

Have a great weekend!

WEST HILLS COLLEGE LEMOORE
College Strategic Plan
2009 - 2012

West Hills College Lemoore

555 College Avenue

Lemoore, CA 93245

Phone 559.925.3000 Fax 559.924.1243

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Introduction

West Hills College Lemoore (WHCL) opened its doors in January 2002 with initial facilities that included a library/learning resource center, academic learning center, and administrative/student services building. In 2005, the college added phase two facilities which included additional classrooms, vocational laboratories, and a child development center.

WHCL received its initial accreditation in June 2006 making it the only full service accredited college in Kings County. In November, 2008, the voters approved Measure E in the amount of \$31 million which is being used as matching funds to construct phase three facilities. These projects include a multiuse sports complex, additional field sports, an additional academic center, a performing arts center, and additional administrative offices. Phase three construction began in October 2009 with the ground breaking of the multiuse sports complex.

The College's Strategic Plan serves as the roadmap to guide the development of the college's Educational Master Plan, Facilities Master Plan, the Technology Master Plan, and the Distance Education Master Plan. Combined these plans assist the college in meeting its goals and evaluating its programs and services.

Each year, a broadly represented group of faculty, staff, students, community members and administration meet to review and revise the College's Strategic Plan to better identify and address the needs of the community we serve.

WHCL's mission statement appropriately identifies who our students are and signifies a commitment to student learning outcomes utilizing innovation, goal orientated strategies, and community partnerships to provide excellent learning opportunities. We have identified institutional outcomes that will prepare our students with the skills and experiences needed to succeed in the world of work or to transfer to four year institutions of higher learning.

Through a process of regular evaluation and review, we will be able to constantly update and revise programs or develop new programs to meet current demand. Our faculty will be equipped with the latest technology and means of delivery to provide high quality instructional experiences to our students. Faculty will have access to the latest training opportunities to further enhance their curriculum and course delivery modalities.

Our students will have at their disposal high quality support services to assist them with obtaining their educational goals.

Executive Summary

From the beginning WHCL has recognized the importance of responding to the community. Through advisory committees meetings and meetings with public sector representatives, private industry, and neighboring institutions of higher learning, the college has developed programs and services that are proactively addressing community educational and workforce requirements. Not only do such programs meet the employer needs of the area, but they also offer work training opportunities to students who are underrepresented, many of whom struggle academically.

WHCL's collaborating partners are vital to our students' success. WHCL has on-going partnerships with the local hospitals, workforce investments boards (WIBS), county administrative offices, local feeder high schools, four year universities, as well as many industry representatives.

The development of recent educational programs such as the associate degree in nursing, culinary arts certificates, maintenance mechanic certificate, health and human services certificates, and the associate's degree in web development are shining examples of WHCL's commitment to collaboration, developing career pathways, and exceeding our local community's workforce development needs.

WHCL's commitment to the community is strengthened by supporting various programs and services on and off campus. These programs and services include a grant funded by Kings County to offer GED Preparation Classes to assist adults who have not yet graduated from high school, local business events like the Chamber of Commerce Pizza Festival to increase local business visibility, upper division and post baccalaureate courses from Fresno Pacific University and CSU Fresno, and community education courses that provide learning enrichment for our neighboring citizens.

In addition, the college is responsive to the needs of Naval Air Station Lemoore. With a base resident population of approximately 7,000 active military personnel and dependents, the college is a valued source of education for the base. The college maintains an office and classrooms on the base, but most base students also come to the college campus. The needs of these personnel are varied, ranging from newly enlisted servicemen who may have little education and are in need of basic classes, to highly educated military personnel and dependents. WHCL seeks to offer courses to meet the spectrum of requirements, and works closely with base officials to select and design these courses.

WHCL faculty, staff, and administrators also know that education does not only occur within the classroom. In order to enhance the learning opportunities of the community we serve, WHCL provides outreach services and brings local events to broaden social awareness of diverse socio-economic issues. Previous events have included nationally recognized authors, cultural celebrations, visiting delegates from other nations, and political activists.

Strategic Planning Process

As a result of the West Hills Community College District's strategic planning process, West Hills College Lemoore has developed its own strategic plan to align with the district's mission, vision, and strategic goals.

The strategic planning process begins each fall semester with the identification of administrators, faculty, staff, students, and community members who will make up the Strategic Planning Committee. The purpose of this committee is to evaluate, revise, and improve the college's strategic plan. Although this plan is a long term commitment to the college's mission and vision, annual review is required to keep our institution focused on current trends and changes that affect our students' total development. This annual review ensures accuracy, relevancy, and alignment with the district's overall mission. The college's performance indicators are assessed annually to ensure adherence to the college's mission and vision statements.

Planning meetings consist of information gathering sessions which include an internal and external scan. The internal scan includes discussion of student demographics (current and anticipated), student success indicators, college needs and challenges, and an assessment of our successes and our opportunities for growth. The external scan includes discussion of population trends, economic growth, job training needs, impact of the Lemoore Naval Air Station, and other external factors that will affect the college.

The success of the strategic planning process is dependent upon the college's shared governance system. Responses from the strategic planning sessions are tracked and mapped to specific committee or department personnel for implementation. Timelines are determined and a communication network has been developed to inform the college shareholders of these outcomes.

The Strategic Planning Committee (its participating students, faculty, staff, administrators, and community members) are to be commended for their commitment to our college and for their collaborative efforts in support of our comprehensive planning process. Successful implementation of the college strategic plan and its evaluation will require the ongoing participation of the shared governance process (councils/committees, college students, faculty and staff, and the community) as we work together to achieve our mission, vision, and goals.

Mission/Vision and Institutional Outcomes

Mission Statement

West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Vision Statement

Learning Through Excellence and Innovation.

Institutional Outcome 1 - *WHCL is committed to provide quality education to students and the community.*

Measurements:

1. Community Participation Rates
2. High School Graduates Participation Rates
3. Overall Success Rates
4. Overall Retention Rates
5. Persistence Rates (continuous enrollment)
6. Student Learning Outcomes Implementation and assessment

Institutional Outcome 2 - *WHCL is committed to empower students to achieve their educational goals.*

Measurements:

1. Basic skills math successful course completion & retention
2. Basic skills ESL successful course completion & retention
3. Basic skills English successful course completion & retention
4. Vocational courses successful course completion & retention
5. Degree and certificate completion
6. Transfers to four year institutions

Institutional Outcome 3 - *WHCL will effectively maintain and increase its resources and productivity.*

Measurements:

1. Monitor Student Headcount
2. Meet Full-Time Equivalent Students (FTES) Goals
3. Successful Grant Acquisitions
4. Increase Revenue Generated by Outside Capitol Campaign Activities

Guiding Principles

West Hills College Lemoore is student-centered and is dedicated to providing high quality learning opportunities. We are guided by our core values:

- Access: *Ensure accessibility to all our programs and services.*
- Collaboration: *Emphasize efforts to understand and meet community needs and garner community support. Support collaborative decision-making processes.*
- Community: *Develop and foster a sense of community within the college.*
- Diversity: *Respect and embrace diversity in our programs and learning environments.*
- Excellence: *Provide high quality learning, teaching, and service opportunities.*
- Innovation: *Support innovation and technology to enhance learning environments, services, and communication.*
- Integrity: *Advocate and demonstrate honesty, truthfulness, equity, and ethics.*
- Mutual Respect: *Promote an environment of open communication.*

Themes

There are several “themes” woven into each of the Institutional Outcomes and their respective success indicators.

Institutional Commitments to provide high quality educational programs and services consistent with the institutional and college mission by focusing on student learning;

Evaluation, Planning, and Improvement is an ongoing process that includes goal setting; distribution of funding, facilities and staffing; implementation, and reevaluation;

Student Learning Outcomes demonstrates the college’s effectiveness to produce and support student learning by developing student learning outcomes at the course, program, certificate, and degree level;

Organization is demonstrated by having adequate staff, resources and a shared governance decision-making process to identify and make public: student learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements;

Dialogue is open and honest participation in the college’s process of self-reflection based on reliable information about the college’s programs and services and evidence on how well the institution is meeting student needs;

Institutional Integrity is demonstrated by concern with honesty, truthfulness, and the manner in which the college represents itself to all communities, internal and external.

Data Analysis

Strategic Planning provides an opportunity to evaluate the demographics and characteristics of our students and their educational goals. We use this data (performance indicators) to discern patterns and trends. This information also provides different modalities of assessment to ensure that we are achieving our institutional outcomes.

WHCL's performance indicators are mapped back to our mission statement and institutional outcomes. Data is collected annually to address and measure each institutional outcome.

Institutional Outcome 1 - WHCL is committed to provide quality education to students and the community. Providing quality education is the mission of West Hills College Lemoore. In order to evaluate our performance for this institutional outcome, data is collected from different sources and used as key measurements to determine the college's level of achievement. Measurements include: Community Participation Rates, High School Graduates Participation Rates, Overall Success Rates, Overall Retention Rates, Persistence Rates (continuous enrollment), and Student Learning Outcomes Implementation and Assessment.

For the 2008 – 2009 academic year, it was noted that Avenal and Kettleman City have the lowest population participation rates (1.a). These two cities are located farthest from the WHCL campus. This data supports the idea that a campus center is needed in Avenal. ***Strategy:*** Funds from the recent bond measure have been allocated to develop a center (to provide classes and support programs) in Avenal.

Another trend to note concerns retention rates (1.c). Retention rates have been on a declining trend for the past four years. Retention has a direct impact on student success rates; therefore, success rates have declined at almost the same rate as retention. Online retention rates are about 5 percentage points below face-to-face retention rates. ***Strategy:*** This issue was discussed at the Distance Education Strategic Planning retreat and has become a top priority for the Distance Education program.

Student Learning Outcomes (SLO) Assessment (1.d) continues to drive the college's curricula evaluation review process. SLO have been written for all college courses, and faculty and staff have persisted to develop and assess outcomes for programs and services. ***Strategy:*** Continue SLO development and assessment to ensure curricula and support services are evaluated consistently and accurately.

Institutional Outcome 2 - WHCL is committed to empower students to achieve their educational goals. Empowering students is the mission of West Hills College Lemoore. Institutional outcome measurements are: Basic Skills Math Successful Course Completion and Retention Rates, Basic Skills English as a Second Language (ESL) Successful Course

Completion and Retention Rates, Basic Skills English Successful Course Completion and Retention Rates, Vocational Courses Successful Course Completion and Retention Rates, and Degree and Certificate Completion Rates, and Transfers Rates to Four Year Institutions.

For this institutional outcome, it is noted that Basic Skills English Success Rates are comparable to the statewide average. In addition, English as a Second Language (ESL) and Math success rates are well above the state wide average. It should be noted that about 50% of first-term students are placing into basic skills English and Math. WHCL's commitment to students who meet basic skills academic levels is commendable. Data supports the idea that WHCL's English Lab (a tutoring lab to support basic skills programs in this discipline) assists students to achieve their academic goals.

Vocational Courses Success and Retention Rates (2.b) continue to be below our peer group benchmark average. For the past three years, our vocational success rates have been one of the lowest in the state. It has become apparent that the classroom format (open entry lab) for the Business and Computer Science courses have consistently generated low success rates. Data supports the idea that an open entry classroom lab must be adjusted to a more traditional classroom format in order to promote student success. *Strategy:* Change Business and Computer Science courses from open entry lab format to traditional classroom format.

Institutional Outcome 3 - WHCL will effectively maintain and increase its resources and productivity. Measurements for this institutional outcome are: Monitor Student Headcount, Meet Full-Time Equivalent Students (FTES) Goals, Successful Grant Acquisitions, and Increase Revenue Generated by Outside Capitol Campaign Activities.

WHCL (and the district as a whole) has steadily increased student head count and full time equivalency rates (FTES). In fact, with the current state budget issues, the California Community College Chancellor's Office (system office), has *decreased* WHCL's FTES generation quota in order to meet the state budget cuts. These cuts are in spite of the increasing student enrollment that all California Community Colleges are facing.

WHCL has also been very successful with increasing access to soft money funding through grants and in-kind services. In the 2008 – 2009 academic year alone, WHCL received nearly \$5 million in soft money funding. *Strategy:* Continue to work with the district's grant and marketing departments to capitalize on additional grant acquisitions and in kind service donations to augment district budget cuts where possible.

Goal 1 - WHCL is committed to provide quality education to students and the community.

1.a – Population Participation Rates by City

CITIES	04-05 baseline	05-06	06-07	07-08***	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
ARCC Benchmark: CCC Overall	NA	NA	8.5%	8.7%	8.9	TBD	Student Success Committee	Educational Master Plan Student Equity Plan Transfer Plan
Kettleman City	3.8%	4.6%	3.1%	2.5%	3.2%	TBD		
Hanford	5.2%	6.0%	5.9%	4.4%	4.8%	TBD		
Riverdale	6.6%	7.2%	5.8%	4.8%	5.8%	TBD		
Armona	NA	NA	6.2%	5.2%	5.5%	TBD		
Stratford	7.2%	9.5%	6.5%	6.1%	6.3%	TBD		
Avenal*	6.1%	6.7%	6.7%	3.8%	4.1%	TBD		
Laton	9.5%	8.9%	6.8%	5.7%	6.6%	TBD		
Lemoore	14.3%	14.8%	14%	10%	10.9%	TBD		
Overall	NA	NA	8%	5.8	6.4%	TBD		
Review Date	NA	NA	Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: US Census (2000); WHCCD Data Warehouse; *ARCC report Focus on Results: Accountability Reporting for the California Community Colleges; CA Department of Finance

*Inmate population was removed

Note: Population participation rate is determined by unduplicated annual student headcount from each city divided by total population of city.

** Data will be provided in next year's ARCC report

***City population data was updated with 2008 projections from CA Department of Finance

1.b - High School Graduates Participation Rates

HIGH SCHOOLS	2007 HS Graduates	2007 Fall Enrolled	2007 Target	Target @ 30% Enrollment +/-	2008 HS Graduates	2008 Fall Enrolled	2008 Target	Target @ 30% Enrollment +/-	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Benchmark: CCC Overall	30% Participation Rate				30% Participation Rate				Student Success Committee	Educational Master Plan Diversity Plan Student Equity Plan
Hanford High West	294	56	88	-32	308	37	92	-55		
Riverdale High	76	18	23	-5	124	11	37	-26		
Laton High	40	6	12	-6	41	3	12	-9		
Hanford High	303	94	91	+3	344	57	103	-46		
Lemoore High	358	153	107	+46	375	86	113	-27		
Avenal High	96	38	29	+9	65	25	20	6		
WHCL Total	1,167	365	350	+15	1,257	219	377	-158		
Review Date	Fall 2008				Fall 2009					

Source WHCCD Data Warehouse; California Postsecondary Education Commission (CPEC)

Note: High school participation rates reflect the percentage of high school graduates attending WHCCD in the fall semester following their high school graduation.

~ Update in progress

1.c - Overall Student Success, Retention, and Persistence Rates

SUCCESS	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average	67.8%	67.3%	67.6%	67%	67.9%	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Annual Success Rate	65.5%	65.3%	62.6%	61.2	62.5	TBD		
+/- Benchmark	-2.3% pts.	-2% pts.	-5% pts.	-5.8% pts.	-5.4 pts	TBD		
Review Date			Fall 2007	Summer 2008	Fall 2009	Fall 2010		

Success rate is defined as percent of students retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

RETENTION	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average	83.7%	83.7%	83.7%	83.3	84.1	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Annual Retention Rate	80.5%	79.88%	78.6%	77.1	78.3	TBD		
+/- Benchmark	-3.2% pts.	-3.8% pts.	-5.1% pts.	-6.2% pts.	-5.8% pts	TBD		
Review Date			Summer 2007	Summer 2008	Summer 2009	Summer 2010		

Retention is defined as the percent of students retained from census date to the end of term.

PERSISTENCE	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
ARCC Benchmark: Average from Group	NA	66.6%	67.6	66.5	TBD	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Persistence Rate	59.3%*	61.9%*	68.2	61.4	TBD	TBD		
+/- Benchmark	Not Comparable	Not Comparable	+1.6	-5.1	TBD	TBD		
Review Date	Fall 2007		Fall 2008	Spring 2010	Spring 2011	Spring 2012		

Note: Persistence is defined as the percentage of cohort of first-time students with minimum of six units earned in their first fall term at WHCL who return and enrolled in the subsequent fall term anywhere in the WHCCD system or transferred to another institution.

~ Update in progress

Source: WHCCD Data Warehouse; ARCC Report

* Does not exclude students who transferred to four year institutions.

** Data will be provided in next year's ARCC report

1.d - Student Learning Outcomes – Implementation, Assessment, Analysis, and Modifications.

Instructional SLOs - Course Level	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Defined Expected SLOs	54%	98%			Student Learning Committee Academic Senate	
Defined Assessment		98%				
Conducted Assessment		8%				
Analyzed Results	0%	5%				
Implementation of modifications	0%	2%				
Instructional SLOs - Program Level	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Defined Expected SLOs	0%	9%			Student Learning Committee	
Defined Assessment	0%	9%				
Mapping to course level	0%	9%				
Assessment	0%	9%				
Analyzed Results	0%	0%				
Implementation of modifications	0%	0%				
Student Support Services SLOs - Program Level	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN(S)
Implementation	?	100%			Student Success Committee Employee Development and Success Committee	
Mapping to course level	?	65%				
Defined Assessment	?	100%				
Assessed	?	47%				
Analyzed Results	?	47%				
Implementation of modifications	?	0%				
Review Date	Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: SLO Committee; WASC Annual Report Update on Student Learning Outcomes 2007; 2008

Goal 2 - WHCL is committed to empower students to achieve their educational goals.

2.a - Basic Skills English, ESL, and Math Success & Retention

ENGLISH	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average		NA	NA	59.3%	TBD	TBD	Basic Skills Initiative Committee	ARCC
Annual Success Rate	60%	57%	56%	58%	63%	TBD			Student Learning Committee	BSI Report Educational Master Plan
Retention (Monitor)	81%	79.3	76%	79%	82%	TBD		
Review Date			Fall 2007	Fall 2008	Fall 2009	Fall 2010		

ESL	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average		NA	NA	70.6%	TBD	TBD	Basic Skills Initiative Committee	ARCC
Annual Success Rate	59%	76.7%	85%	67%	78%	TBD			Student Learning Committee	BSI Report Educational Master Plan
Retention (Monitor)	87%	93.3%	98%	98%	96%	TBD		
Review Date			Fall 2007	Fall 2008	Fall 2009	Fall 2010		

MATH	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Benchmark: CA Statewide Average		NA	NA	52%	TBD	TBD	Basic Skills Initiative Committee	ARCC
Annual Success Rate	60%	58%	65%	63%	63%	TBD			Student Learning Committee	BSI Report Educational Master Plan
Retention (Monitor)	71%	79%	82%	81%	81%	TBD		
Review Date			Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: WHCCD Data Warehouse; ARCC Report; Statewide Basic Skills Report

Note: In order to align success rates with the ARCC benchmark, grades from high school students enrolled in basic skills courses were removed.

** Data will be provided by next year's ARCC report

Success rate is defined as percent of students retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Retention is defined as the percent of students retained from census date to the end of the term.

2.b - Vocational Courses Success & Retention

VOCATIONAL	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
ARCC Benchmark: Group D2 Average		75.7%	74.9%	74.5%	74%	TBD	Student Success Committee Student Learning Committee	ARCC Educational Master Plan
Annual Success Rates	66.5%	68.2%	67%	66.1%	66.3	TBD		
Retention (monitor)	80.6%	80.6%	79.8	78.7	80%	TBD		
Review Date		Fall 2007	Fall 2007	Fall 2008	Spring 2010	Spring 2011		

Source: WHCCD Data Warehouse

** Data will be provided by next year's ARCC report

~ Update in progress

2.c - Degrees and Certificates Completion

Degrees & Certificates Conferred	06-07 Baseline	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
AA	322	298	279	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
AS	27	49	49	TBD		
Certificate	24	34	19	TBD		
Total (monitor)	373	381	347	TBD		
Review Date	Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: CA Community College Chancellor's Office Data Mart

~ Update in progress

Success rate is defined as percent of students retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR

Retention is defined as the percent of students retained from census date to the end of term

2.d - Transfers to four year institutions

Transfers	06-07 Baseline	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Instate Public	84	101	126	TBD	Student Success Committee Student Learning Committee	Educational Master Plan
Out of State Public	12	24	10	TBD		
In-State Private	37	57	62	TBD		
Out-of-State Private	19	22	29	TBD		
Total (monitor)	182	204	227	TBD		
Review Date	Fall 2007	Fall 2008	Spring 2010	Fall 2010		

Source: National Student Clearing House

2.e Community College Survey of Student Engagement Results

Area of Measurement	WHC Lemoore 2007 Results	*Points above or below CCSSE comparison group	WHC Lemoore 2008 Results	*Points above or below CCSSE comparison group	2009	2010	2011
Active and Collaborative Learning	57.5	+7.5	53.4	+ 3.4	Review findings and identify areas for intervention	Implement interventions	Administer CCSSE Survey & Compare Results to Previous Years
Student Effort	55.8	+5.8	51.6	+ 1.6			
Academic Challenge	54.3	+4.3	51.1	+ 1.1			
Student-Faculty Interaction	55.3	+5.3	51.4	+ 1.4			
Support for Learners	54.7	+4.7	55	+ 5			

*Comparison group is based on average CCSSE group score of 585 participating colleges

Goal 3 - WHCL will effectively maintain and increase its resources and productivity.

3.a - Monitor Student Headcount

Unduplicated Headcount by Semester	04-05 baseline	05-06	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Summer	1,728	1,705	2,032	2,211	2,504	TBD	Student Success Committee	Educational Master Plan
Fall	3,519	3,490	3,850	4,148	4,421	TBD		
Spring	3,490	3,864	4,108	4,406	4,803	TBD		
Total Unduplicated	*5,512	*5,817	*6,474	*7,092	*7,617	TBD		
Review Date			Fall 2007	Summer 2008	Summer 2009	Summer 2010		

Source: WHCCD Data Warehouse

* Unduplicated student headcount for all three semesters combined (summer, fall, spring).

~ Update in progress

3.b - Meet Full-Time Equivalent Students (FTES) Goals

FTES Goals by Semester

Lemoore	FA2008	SP2009	SU2009	FA2009	SP2010
Goal	1,265	1,258	26% Section Reduction	12% Section Reduction	39% Section Reduction
Actual	1,410	1,471	464	1,409	993 Estimate
Difference	+145	+213	NA	NA	NA

Reviewed on a regular basis by the president and administrators

FTES = (Enrollment * Contact Hours)/525

3.c - Successful Grant Acquisitions

GRANTS	05-06 baseline	06-07	07-08	08-09	09-10	RESPONSIBLE COMMITTEE	INSTITUTIONAL PLAN
Number of WHCL Active Grants	13	14	16	23	TBD	Budget Committee	
Total Amount (Monitor)	\$2,250,753	\$2,450,652	\$3,359,617	4,975,300	TBD		
Review Date		Fall 2007	Fall 2008	Fall 2009	Fall 2010		

Source: WHCCD Grants Office

3.d - Increase Revenue Generated by Outside Capitol Campaign Activities

Events	04-05	05-06	06-07	07-08	08-09
Athletic Boosters Dinner/Auction	9,000	0	-6,679	3,263	0
Athletic Booster Membership	3,200	1,150	902	6,522	0
Progressive Dinner	2,500	0	0	0	0
Athletic Other	NA	NA	NA	NA	\$6,500
Concerts	6,800	4,500	1,972	0	0
Migrant Parent Dinner	800	30	1,490	0	0
5c Summer Camp	4,500	10,250	10,000	23,666	\$28,000
Medical Administrative Activity (MAA)	36,794	122,000	464,838	502,988	\$34,807
Soccer Program	NA	NA	NA	NA	\$3,456
Nursing	NA	NA	NA	NA	1,146
Child Development Center	NA	NA	NA	NA	\$3,292
Other (Book signing, special events...)	3,500	0	0	0	0
Total	\$67,094	\$137,930	\$472,523	\$536,439	\$77,201

Source: WHCCD Foundation

Strategic Planning Committee Membership 2009-2010

Linda Amaya-Guenon	EOPS Counselor
Frances Andrade	Library Technician
David Babb	Biology Instructor
Jameson Birrell	Math Instructor
Dave Bolt	Vice President of Educational Services
Sylvia Dorsey-Robinson	Vice President of Student Services
Stephanie Droker	Instructor CWEE/Political Science
Charles Freeman	Director of Nursing
Garrett Gudgel	Student Representative
Marlon Hall	Associate Dean of Evening College
Robert Hall	Instructor Geography
Angel Isidoro	SGA President
Myeisha Johnson	SGA Vice President
Tammy Larson	Instructor Basic Skills
Jose Lopez	Dean of Students
Tiffani McGee	Student Support Services Counselor
Jose Murrieta	Advising Specialist
Dave Neer	Instructor/Golf Coach
James Preston	Instructor/TEAM Teach Director
Christian Raia	Culinary Instructor
Rebecca Riddle	Student/Financial Aid Assistant
Joel Rogers	Instructor/Biology/Health/Kinesiology
Joel Ruble	Director of Categorical Programs
Rene Sanchez	History Instructor/ Curriculum Committee
Kimberly Sheffield	Instructor/Basic Skills English
Anna Silvestre	Office Manager Student Services
Kurt Sterling	Instructor/Biology
Elva Torres	EOPS Secretary
Don Warkentin	President

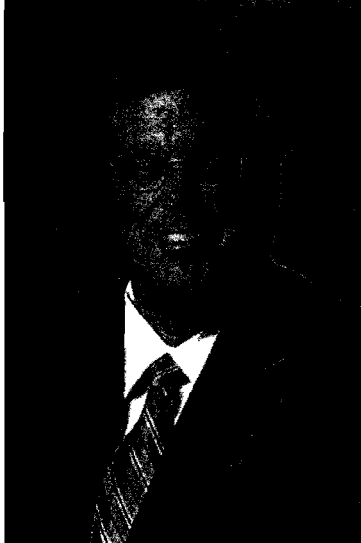
West Hills College Lemoore

Educational Master Plan
2008



*Preliminary Draft V.4.1
October 30, 2008*

President's Message



West Hills College Lemoore, one of California's newest community colleges, is well prepared to meet the educational needs of the twenty-first century. Our Educational Master Plan will demonstrate that we are on the cutting edge and have the capacity to adapt to new and emerging educational technologies to serve a wide variety of student needs.

Our facilities, instructional programs, support services, and technology are state of the art and will allow us to keep pace in an ever-changing environment. As you read through our Educational Master Plan, you will see how we value our demographic and student data in the decision making processes. We also utilize information from our area employers in job forecasting and training needs. Information is vital to keeping our offerings current and providing the support mechanisms and resources to ensure our students are the best educated and prepared to reach their educational goals.

The development of a comprehensive educational master plan requires many hours of planning, discussions, meetings, and research involving all constituents throughout the college and also district office personnel. A plan of this nature not only informs us about who we are, but where we will be heading for the next several years. Our plan will serve as a foundation, but it also will be a template for many future updates as the college continues to grow and serve the communities of the south valley.

We hope you will find this document to be both informative and also a guide to our continued growth and expansion of the campus. You will continue to see new facilities emerge and new programs come online, adhering to our processes outlined in our Educational Master Plan.

I look forward with great anticipation to the next several years with West Hills College Lemoore.

Don Warkentin
President
West Hills College Lemoore

Acknowledgements

The WHC Lemoore Educational Master Plan (EMP) development process was facilitated by planning consultant GKK Works and the WHCCD Office of Institutional Effectiveness and Planning. The process began with a kick-off meeting on April 18, 2008 to discuss the EMP framework. A follow-up meeting took place on May 13, 2008 where faculty representatives and administrators reviewed the first draft of the EMP and provided feedback and direction. A third meeting was held on July 28, 2008 where a preliminary draft of the EMP was presented to faculty representatives and college administrators. It is important to note that the program goals, found under the instructional section of the EMP, were directly derived from the college's program review documents. During the fall 2008 Duty Day (August 8, 2008), the instructional section of the EMP was reviewed by Lemoore faculty in attendance. The preliminary draft of the EMP is scheduled for a first reading by the Board of Trustees on October 28, 2008 and by the Lemoore Planning and Governance Council on November 6, 2008.

WHC Lemoore is immensely grateful to these individuals who have volunteered to assist with this important plan. Their work will continue as we implement and refine our plan in the coming years. Participants are as follows:

Stephanie Atkinson-Alston - Dean of Educational Services, WHCL
Pedro Avila - Director of Institutional Effectiveness & Planning, WHCCD
Dave Bolt - VP of Educational Services, WHCL
David Babb - Biology Instructor/SLO Coordinator, WHCL
Robert Clement - Director of Athletics, WHCL
Sylvia Dorsey-Robinson - Associate Dean of Categorical Programs, WHCL
Stephanie Droker - Work Experience Instructor/Academic Senate President, WHCL
Dr. Carole Goldsmith - Director of Title V/Workforce Connection, WHCCD
Dr. Frank Gornick - Chancellor, WHCCD
Lataria Hall - DSPS Counselor, WHCL
Marlon Hall - Associate Dean of Educational Services, WHCL
Marta Hendrickson - Counselor, WHCL
Jose Lopez - Dean of Students, WHCL
Dave Neer - Instructor/Golf Coach, WHCL
Rene Sanchez - History Instructor/Curriculum President, WHCL
Don Warkentin - President, WHCL
Susan Whitener - Dean of Learning Resources & Web Services, WHCCD

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Intent of the Educational Master Plan

The West Hills College Lemoore Educational Master Plan (EMP) provides a reference point and framework for the future of the college. It includes a thorough data review of the recent past and present of the college's overall instructional program. While maintaining the integrity of the college's vision, mission and strategic goals, the EMP draws a blueprint for implementing emerging educational objectives.

More specifically, the EMP focuses on the service area, students, staff, and programs of West Hills College Lemoore. Matriculation rates from regional high schools provide a basis for enrollment projections. An analysis of economic trends in the area and a review of emerging labor market information inform the consideration of new programs. An examination of instructional programs and disciplines along with student performance assess current effectiveness and point the way for change.

Utilizing this quantitative and qualitative data, key findings have been identified to inform the process for rational planning to occur in a culture of evidence and history. Unanticipated events, emerging issues in the region, and changing demographics in the service area demand that the Educational Master Plan be treated as a living, fluid document that will guide decisions regarding the educational programs of the college.

The EMP is conceived to exist in a cycle of six years. The current iteration comes at the midpoint of the college's accreditation cycle -- following the submittal of the college's Midterm Focused Report to the Accrediting Commission for Community and Junior Colleges. That midterm report was a summary of the college's institutional actions and progress made in response to the prior recommendations of the Accrediting Commission. West Hills College Lemoore is in the process of implementing actions and plans described in the report.

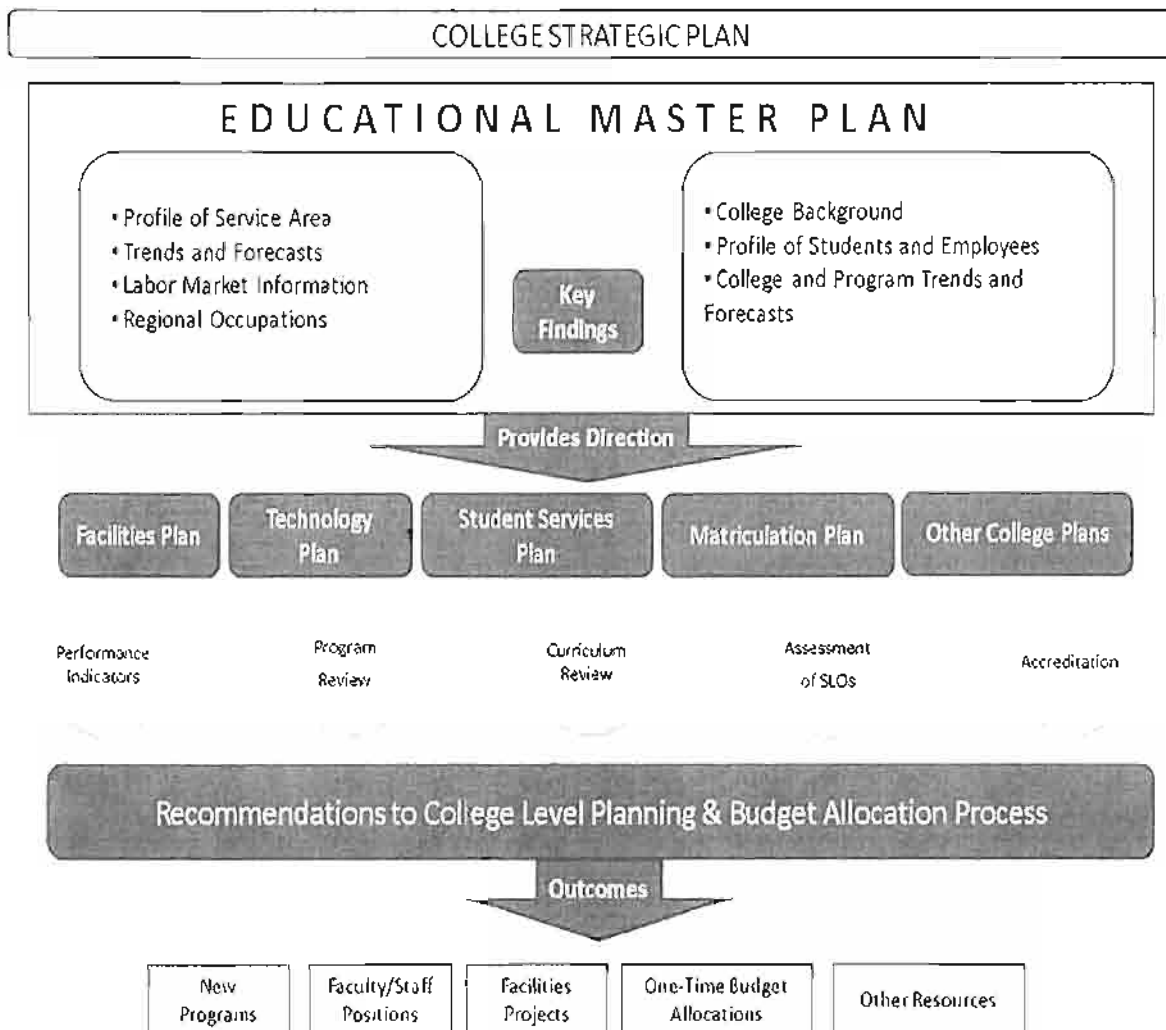
The Educational Master Plan for West Hills College Lemoore is directed by the college's strategic plan and the strategic plan of West Hills Community College District. Both of these plans are cited in the EMP as they provide the overarching direction and core values that guide the college.

Master Plan Framework

This Educational Master Plan of West Hills College Lemoore is being constructed at a particularly important juncture in our history as a college. WHC Lemoore received initial accreditation from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges in June 2006. As one of the newest colleges in the California community college system, we are poised to realize our vision as a premiere, interactive learner-centered college.

Our Educational Master Plan gives direction to the planning processes of the college by providing a clear snapshot of our educational programs. It provides a thorough examination of internal and external trends. It serves as a primary resource for the development and update of other college plans. And it helps to identify our strengths, limitations, and capabilities -- and offer possibilities for the future.

The framework of this plan provides for an Educational Master Plan that is fluid and vital so we can respond to the community we serve.



Section I: College Background

COLLEGE HISTORY

The establishment of a college for the Coalinga Union High School District was proposed in the spring of 1932. The official beginning of the Coalinga Extension Center of Fresno State College dates from October 3, 1932. In September 1941, Coalinga Junior College became an independent unit under the direction of the Governing Board of the Coalinga Union High School District. Construction of a new campus on Cherry Lane near the northern limit of the City of Coalinga was begun on October 3, 1955, and the buildings were occupied on September 13, 1956.

In November of 1961, the voters of Coalinga Union High School District approved the formation of a separate junior college district, and in June of 1962, the voters of Lemoore High School District voted to annex to the college district, as did voters of Riverdale and Tranquillity High School Districts in December of 1962. Effective July 1, 1969, the official name of the college was changed to West Hills College in keeping with the nature of the expanded district.

In order to effectively serve the college district, West Hills College built the North District Center in the city of Firebaugh in 1971. In 1979, the District purchased land in the City of Lemoore, and in 1981, a classroom building and an office were erected. This was the Kings County Center until January 2002. On September 26, 2000, the Board of Trustees signed and accepted the "Agreement of Donation of Land for the West Hills College Lemoore" a generous donation from Robert and Mardell Pedersen and Lionel and Lola Simas.

Opening its doors to students on January 14, 2002, West Hills College Lemoore featured 18 classrooms, a state-of-the-art science wing called a Collaboratory, the largest and most technologically advanced library in Kings County, a multipurpose conference center, a full-service student services and administration building, as well as an outdoor amphitheater for students and community members.

COLLEGE MISSION

WEST HILLS COLLEGE LEMOORE ENRICHES THE LIVES OF OUR STUDENTS AND THE COMMUNITY WE SERVE BY BEING DEDICATED TO QUALITY EDUCATIONAL LEARNING OPPORTUNITIES AND PARTNERSHIPS. THE COLLEGE PROVIDES A POSITIVE ENVIRONMENT THAT IS COMMITTED TO STUDENT LEARNING AND EMPOWERING STUDENTS TO ACHIEVE THEIR EDUCATIONAL GOALS.

COLLEGE VISION

LEARNING THROUGH EXCELLENCE AND INNOVATION.

COLLEGE GOALS

1. WHCL IS COMMITTED TO PROVIDE QUALITY EDUCATION TO STUDENTS AND THE COMMUNITY.
2. WHCL IS COMMITTED TO EMPOWER STUDENTS TO ACHIEVE THEIR EDUCATIONAL GOALS.
3. TO SUPPORT STUDENT LEARNING, WHCL WILL EFFECTIVELY MAINTAIN AND INCREASE ITS RESOURCES AND PRODUCTIVITY.

Section II: Profile of Students, Employees, and Service Area

This internal scan of West Hills College Lemoore is an opportunity to assess, over academic years, the demographics and characteristics of our students and their educational goals. We use this data to discern patterns and trends and review our institutional educational plans to best serve our students.

WEST HILLS COLLEGE LEMOORE, OVERALL STUDENT DEMOGRAPHICS

During the 2007-08 academic year, West Hills College Lemoore, including the students on its campus on College Avenue, at the Naval Air Station, and students enrolled in online classes, totaled 7,091 unduplicated students, a 9.62% increase in students served from the previous academic year. The growth in student population at West Hills College Lemoore is expected to continue on its upward trend.

Unduplicated Student Headcount

Year	Count	% Change
2002-03	5,468	-9.24
2003-04	5,010	-8.38
2004-05	5,512	10.02
2005-06	5,817	5.53
2006-07	6,469	11.21
2007-08	7,091	9.62

Source: WHCCD Data Warehouse

- The last four years show a pattern of steady growth.

ETHNICITY	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	109	1.99	201	4.01	239	4.34	336	5.78	365	5.64	327	4.61
African American	351	6.42	327	6.53	357	6.48	358	6.15	419	6.48	547	7.71
Filipino	220	4.02	190	3.79	213	3.86	215	3.70	239	3.69	274	3.86
Hispanic	1883	34.44	1,789	35.71	2,025	36.74	2,124	36.51	2,458	38.00	2803	39.53
Native American	70	1.28	69	1.38	80	1.45	70	1.20	79	1.22	86	1.21
Other	37	0.68	51	1.02	63	1.14	84	1.44	97	1.50	84	1.18
Pacific Islander	27	0.49	27	0.54	27	0.49	33	0.57	28	0.43	33	0.47
White	2573	47.06	2,185	43.61	2,275	41.27	2,298	39.50	2,444	37.78	2563	36.14
Unknown/DTS	198	3.62	171	3.41	233	4.23	299	5.14	340	5.26	374	5.27
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- The proportion of enrollment for most ethnic populations remains fairly stable.
- Among Hispanic students there has been a 5% increase over the time shown while white student enrollment has decreased by approximately 10%.

GENDER	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	3398	62.14	3,168	63.23	3,473	63.01	3,597	61.84	4,015	62.07	4392	61.94
Male	2038	37.27	1,842	36.77	2,036	36.94	2,206	37.92	2,391	36.96	2650	37.37
Unknown/DTS	32	0.59	0	0.00	3	0.05	14	0.24	63	0.97	49	0.69
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- Overall distribution of male/female students is stable over the six years observed.

AGE	02-03		03-04		04-05		05-06		06-07		07-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	1,386	25.35	1,204	24.03	1,437	26.07	1,515	26.04	1,578	24.39	1817	25.62
20-24	1,477	27.01	1,592	31.78	1,749	31.73	1,855	31.89	2,098	32.43	2194	30.94
25-29	722	13.20	721	14.39	764	13.86	826	14.20	959	14.82	1089	15.36
30-49	1,566	28.64	1,260	25.15	1,278	23.19	1,367	23.50	1,536	23.74	1651	23.28
50+	314	5.74	233	4.65	283	5.13	253	4.35	295	4.56	334	4.71
Unknown/DTS	3	0.05	0	0.00	1	0.02	1	0.02	3	0.05	6	0.08
Total	5,468	100	5,010	100	5,512	100	5,817	100	6,469	100	7,091	100

Source: WHCCD Data Warehouse

- Overall distribution of age is stable over the six years observed.

Summary of Overall Student Characteristics:

Students at WHCL are increasingly Hispanic and decreasingly white. Gender distribution has remained relatively consistent over the six years observed at about 62% female and 38% male. The distribution of age is also relatively stable with over 55% of students in '07-'08 24 years or under, and 38% 25-49 years old – fairly consistent with the ages of students during the five years prior.

Note: In the following section, the 2002-2008 data for the individual college entities -- Lemoore campus, Naval Air Station Lemoore (NASL), and online classes -- is broken out into separate sections. This separation provides a comparison of student demographics among the three different entities.

WEST HILLS COLLEGE LEMOORE CAMPUS, 2002-2008 DEMOGRAPHICS

Unduplicated Student Headcount

Year	Count	% Change
2002-03	4,293	-16.8
2003-04	4,013	-6.5
2004-05	4,494	12.0
2005-06	4,722	5.1
2006-07	4,796	1.6
2007-08	5,276	10.0

Source: WHCCD Data Warehouse

- The student headcount at WHC Lemoore campus has been increasing over the past four years.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	83	1.93	158	3.94	196	4.36	278	5.89	293	6.11	233	4.42
African American	287	6.69	276	6.88	299	6.65	272	5.76	295	6.15	411	7.79
Filipino	200	4.66	167	4.16	191	4.25	189	4.00	194	4.05	233	4.42
Hispanic	1,472	34.29	1,386	34.54	1,634	36.36	1,777	37.63	1,912	39.87	2,199	41.68
Native American	63	1.47	59	1.47	68	1.51	61	1.29	58	1.21	67	1.27
Other	26	0.61	41	1.02	55	1.22	74	1.57	79	1.65	49	0.93
Pacific Islander	17	0.40	18	0.45	22	0.49	27	0.57	20	0.42	21	0.40
White	1,996	46.49	1,774	44.21	1,842	40.99	1,810	38.33	1,702	35.49	1,800	34.12
Unknown/DTS	149	3.47	134	3.34	187	4.16	234	4.96	243	5.07	263	4.98
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The student ethnicity of WHC Lemoore campus is primarily Hispanic and white, with a growing African American population.
- The Hispanic student population has been steadily increasing.
- White student population by numbers has remained relatively constant, although the % of white students at the college has decreased.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	2,692	62.71	2,518	62.75	2,869	63.84	2,903	61.48	2,971	61.95	3,254	61.68
Male	1,577	36.73	1,495	37.25	1,623	36.11	1,811	38.35	1,810	37.74	1,984	37.60
Unknown/DTS	24	0.56	0	0.00	2	0.04	8	0.17	15	0.31	38	0.72
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The gender makeup of the students at the WHC Lemoore campus has been primarily female and stable over the past six years. This mirrors the pattern of overall enrollment.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	1,199	27.93	1,026	25.57	1,235	27.48	1,321	27.98	1,258	26.23	1,494	28.32
20-24	1,109	25.83	1,237	30.82	1,364	30.35	1,433	30.35	1,534	31.98	1,577	29.89
25-29	529	12.32	558	13.90	608	13.53	639	13.53	674	14.05	752	14.25
30-49	1,179	27.46	982	24.47	1,027	22.85	1,104	23.38	1,078	22.48	1,157	21.93
50+	274	6.38	210	5.23	259	5.76	224	4.74	249	5.19	290	5.50
Unknown/DTS	3	0.07	0	0.00	1	0.02	1	0.02	3	0.06	6	0.11
Total	4,293	100	4,013	100	4,494	100	4,722	100	4,796	100	5,276	100

Source: WHCCD Data Warehouse

- The majority of the students at the WHC Lemoore campus are 24 years old and younger.
- The age distribution of students at the WHC Lemoore campus has been fairly consistent over the years observed, similar to the overall pattern of enrollment.

Summary of WHC Lemoore Campus Student Demographics:

The demographics of the 5,276 students at the WHC Lemoore campus are generally reflective of the overall college. 42% of students are Hispanic, 34% are white - with a trend reflecting a diminishing number of white students during the six years observed. 62% are female and 57% of the student population in '07-'08 are 24 years or younger. 22% of students on campus are 30-49 years of age. Head count of students on campus has increased during the last four years.

NAVAL AIR STATION (NASL) 2002-2008 DEMOGRAPHICS

Unduplicated Student Headcount

Year	Count	% Change
2002-03	462	-23.3
2003-04	414	-10.4
2004-05	258	-37.7
2005-06	162	-37.2
2006-07	103	-36.4
2007-08	143	38.8

Source: WHCCD Data Warehouse

- There has been a steady decline in the student headcount at the Naval Air Station Lemoore (NASL), with an increase only in the past academic year of 40 more students than in 2006-07
- By contrast, the Main Campus grew by nearly 500 students in the same time frame.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	8	1.73	10	2.42	5	1.94	10	6.17	5	4.85	5	3.50
African American	37	8.01	43	10.39	33	12.79	18	11.11	13	12.62	21	14.69
Filipino	34	7.36	29	7.00	23	8.91	11	6.79	2	1.94	11	7.69
Hispanic	140	30.30	105	25.36	74	28.68	33	20.37	30	29.13	53	37.06
Native American	8	1.73	3	0.72	2	0.78	4	2.47	0	0.00	0	0.00
Other	4	0.87	5	1.21	2	0.78	3	1.85	1	0.97	0	0.00
Pacific Islander	3	0.65	4	0.97	3	1.16	0	0.00	0	0.00	0	0.00
White	219	47.40	199	48.07	105	40.70	78	48.15	47	45.63	44	30.77
Unknown/DTS	9	1.95	16	3.86	11	4.26	5	3.09	5	4.85	9	6.29
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- The student ethnicity of NASL is primarily Hispanic, white, and increasingly African American.
- The Hispanic student population decreased from 140 students in '02-'03 to 53 students in '07-'08.
- The white student population has decreased from 219 students in '02-'03 to 44 students in '07-'08.
- The African American student population has decreased from 37 students in '02-'03 to 21 students in '07-'08.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	257	55.63	234	56.52	152	58.91	106	65.43	58	56.31	92	64.34
Male	202	43.72	180	43.48	106	41.09	56	34.57	44	42.72	51	35.66
Unknown/DTS	3	0.65	0	0.00	0	0.00	0	0.00	1	0.97	0	0.00
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- The gender makeup of the students at NASL continues to be primarily female.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	77	16.67	61	14.73	33	12.79	19	11.73	17	16.50	14	9.79
20-24	160	34.63	158	38.16	93	36.05	57	35.19	40	38.83	56	39.16
25-29	83	17.97	86	20.77	56	21.71	29	17.90	23	22.33	37	25.87
30-49	130	28.14	105	25.36	73	28.29	56	34.57	21	20.39	35	24.48
50+	12	2.60	4	0.97	3	1.16	1	0.62	2	1.94	1	0.70
Unknown/DTS	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	462	100	414	100	258	100	162	100	103	100	143	100

Source: WHCCD Data Warehouse

- Age distribution remains older than Main Campus.

Summary of Naval Air Station Lemoore (NASL) Student Demographics

The number of students taking classes at NASL has declined from 462 students in '02-'03 to 143 in '07-'08. The ethnicity of students varies from the main campus, with a larger percentage of white and African American students making up the composition of students taking classes at NASL. More females than males take classes on site, and the age distribution of students is older than that on the Main Campus.

ONLINE INSTRUCTION 2002-2008 DEMOGRAPHICS

WHC Lemoore Unduplicated Online Enrollment

Year	WHCL Online Enrollment	% Change	*Enrolled in Online & Face-to-Face	% Concurrently Enrolled
2002-03	2,068	24.5	1,368	66.2%
2003-04	1,792	-13.3	1,246	69.5%
2004-05	1,948	8.7	1,332	68.4%
2005-06	2,142	10.0	1,368	63.9%
2006-07	3,019	40.9	1,695	56.5%
2007-08	3,161	4.7	1,702	53.9%

*Students enrolled at any WHCCD face-to-face location

Source: WHCCD Data Warehouse

- Over the last five years observed, there is a consistent downward trend in the percentage of students concurrently enrolled in online and face-to-face classes. During the same period, there is a consistent upward trend of the numbers of students enrolled in online classes.
- The ratio between students enrolled in online classes versus students enrolled concurrently in online and face to face classes has widened over the last five years, with more students enrolled solely online.
- The number of students taking classes online solely or concurrently has grown in total number, reflective of the growth at the college and the accessibility of the online delivery system.

As a point of comparison the following table shows the online and face-to-face enrollment in the entire West Hills Community College District.

WHCC District Unduplicated Online Enrollment

Year	WHCCD Online Enrollment	*Enrolled in Online & Face-to-Face	% Concurrently Enrolled
2002-03	2,068	1,368	66.2%
2003-04	1,792	1,246	69.5%
2004-05	2,557	1,729	67.6%
2005-06	2,979	1,878	63.0%
2006-07	3,998	2,258	56.5%
2007-08	4,497	2,312	51.4%

*Students enrolled at any WHCCD face-to-face location

Source: WHCCD Data Warehouse

- In '02-'03, 700 students were solely enrolled in online courses in the district. By '07-'08, the number of students who were only enrolled in online courses had grown to 2,185.
- There is a consistent downward trend during the last five years observed in the percentage of students who are concurrently enrolled in online and face-to-face classes. There is a consistent upward trend during the same period of students who are enrolled online.
- Total number of all students taking online classes solely or concurrently has grown in number reflective of the growth at the district and the accessibility of the online delivery system.

The table below shows the city of residence for online only students at WHCCD.

City	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Service Area Cities	57.9%	59.9%	61.6%	55.2%	55.1%	58.4%
Outside Service Area						
Fresno	8.9%	8.1%	8.6%	12.5%	12.4%	13.0%
Visalia	3.9%	3.1%	2.2%	2.5%	4.4%	4.4%
Clovis	2.9%	2.2%	2.7%	3.2%	3.3%	2.7%
Tulare	2.0%	2.0%	0.7%	1.2%	1.7%	1.4%
Other Cities Outside Service Area	24.6%	24.7%	24.3%	25.3%	23.0%	20.1%
Total Headcount	700	546	828	1,101	1,740	2,185

Source: WHCCD Data Warehouse

- Online classes offered by WHCCD primarily serve the cities of the district, although 40% of students come from outside the service area.
- Outside of the service area, students in Fresno are the highest users of online classes and services, and this has increased during the six years observed.

The following three tables – Ethnicity, Gender, and Age – show demographic data for online students at WHCL specifically.

STUDENT ETHNICITY	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Asian	41	1.98	50	2.79	54	2.77	76	3.55	103	3.41	128	4.05
African American	120	5.80	98	5.47	124	6.37	144	6.72	189	6.26	227	7.18
Filipino	67	3.24	55	3.07	52	2.67	71	3.31	103	3.41	98	3.10
Hispanic	673	32.54	634	35.38	712	36.55	756	35.29	1,095	36.27	1,155	36.54
Native American	23	1.11	20	1.12	25	1.28	32	1.49	37	1.23	38	1.20
Other	14	0.68	12	0.67	20	1.03	29	1.35	43	1.42	48	1.52
Pacific Islander	14	0.68	10	0.56	8	0.41	10	0.47	16	0.53	20	0.63
White	1,032	49.90	842	46.99	861	44.20	915	42.72	1,270	42.07	1,252	39.61
Unknown/DTS	84	4.06	71	3.96	92	4.72	109	5.09	163	5.40	195	6.17
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- In '07-'08 the largest percentage of online students was white – but during the six years observed, this percentage is steadily declining.
- Hispanic online enrollment has been constant, consisting of approximately 35-36 percent over six years; on the Main Campus, Hispanic students make up 39% of the student body.

STUDENT GENDER	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
Female	1,312	63.44	1,210	67.52	1,263	64.84	1,432	66.85	1,969	65.22	2,057	65.07
Male	747	36.12	582	32.48	684	35.11	708	33.05	1,043	34.55	1,089	34.45
Unknown/DTS	9	0.44	0	0.00	1	0.05	2	0.09	7	0.23	15	0.47
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- The majority of the online students are female at 65 percent.
- Percentage of female online enrollment is slightly higher than overall percentage of females enrolled.

STUDENT AGE	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	n	%	n	%	n	%	n	%	n	%	n	%
-19	416	20.12	352	19.64	408	20.94	483	22.55	677	22.42	714	22.59
20-24	645	31.19	639	35.66	710	36.45	783	36.55	1,063	35.21	1,088	34.42
25-29	322	15.57	291	16.24	324	16.63	338	15.78	489	16.20	543	17.18
30-49	629	30.42	471	26.28	458	23.51	491	22.92	717	23.75	750	23.73
50+	56	2.71	39	2.18	47	2.41	47	2.19	72	2.38	64	2.02
Unknown/DTS	0	0.00	0	0.00	1	0.05	0	0.00	1	0.03	2	0.06
Total	2,068	100	1,792	100	1,948	100	2,142	100	3,019	100	3,161	100

Source: WHCCD Data Warehouse

- In 2007-08, 57 percent of online students were below the age of 24 years old
- The online student age distribution has remained constant since 2003 which is consistent with overall college pattern.

Summary of Online Student Demographics

There is significant growth in the district and at the college among students who only take online classes. In '02-'03, 66% of the district's students who took online classes were also enrolled in classes on a campus or at a center. By '07-'08, throughout the district the percentage of students who were enrolled concurrently had dropped to 51.4%. At Lemoore, the same trend is reflected - by '07-'08, 53.9% of students were enrolled concurrently, dropping from the 66% concurrent students in '02-'03.

Online students are 39% white and 36% Hispanic which differs from main campus students in which the ethnic predominance is reversed. Age and gender of students parallel those of the main campus, being predominantly young and female. The majority of online students come from our service area.

STUDENT CHARACTERISTICS – FALL 2007

Student Educational Goals - Fall 2007	N	%
Obtain an associate degree and transfer to a 4-year institution.	1,325	31.96
Undecided on goal.	676	16.30
Unknown/Declined to State	581	14.01
Obtain a two year associate's degree without transfer.	341	8.22
Transfer to a 4-year institution without an associate degree.	291	7.02
Educational development (intellectual, cultural).	214	5.16
Prepare for a new career (acquire job skills).	156	3.76
Complete credits for high school diploma or GED.	133	3.21
Earn a vocational certificate without transfer.	96	2.32
Advance in current job/career (update job skills).	68	1.64
Discover/formulate career interests, plans, goals.	63	1.52
Maintain certificate or license (e.g. Nursing, Real Estate)	57	1.37
Improve Basic Skills in English, reading or math.	54	1.30
Obtain a two year vocational degree without transfer.	53	1.28
4 year college student taking courses to meet 4 year college requirements.	37	0.89
To move from noncredit coursework to credit coursework.	1	0.02
Total	4,146	100

Source: WHCCD Admission Application; Data Warehouse

- The highest percentage of students identify as their goal the desire to obtain an associate degree and transfer to a four year institution.
- 40% of students identify transfer to a four year institution as their educational goal.

Admission Survey

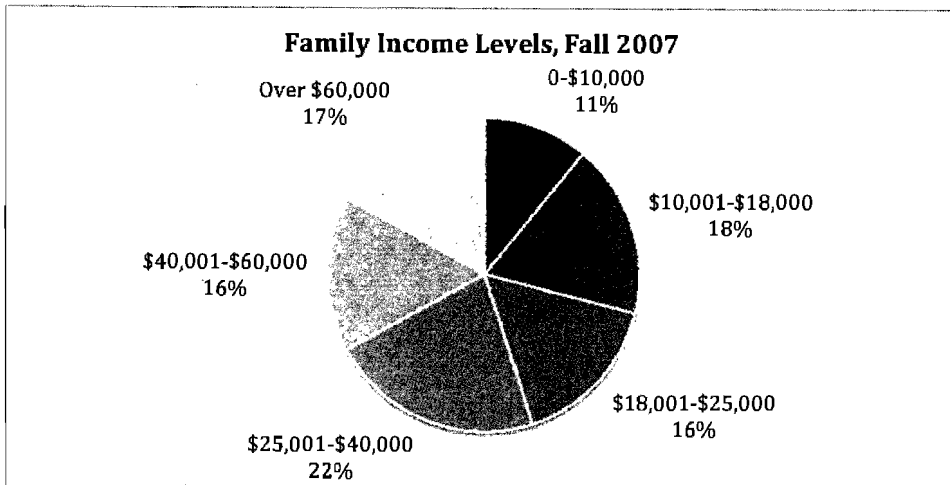
As part of the admissions application, students are requested to participate in a supplemental survey. This survey identifies family income levels, as well as level of education attained by the parents. It provides a more in depth look into the student's characteristics and provides information for future planning.

Highest Education Level Attained by Mother or Father, Fall 2007	%
Below College or University	67
College or University Degree	33

Source: WHCCD 2007-2008 admission application supplemental survey

Survey participation rate: 42%; Margin of error: 1.3%

- 67% of WHC Lemoore students are first-generation students.

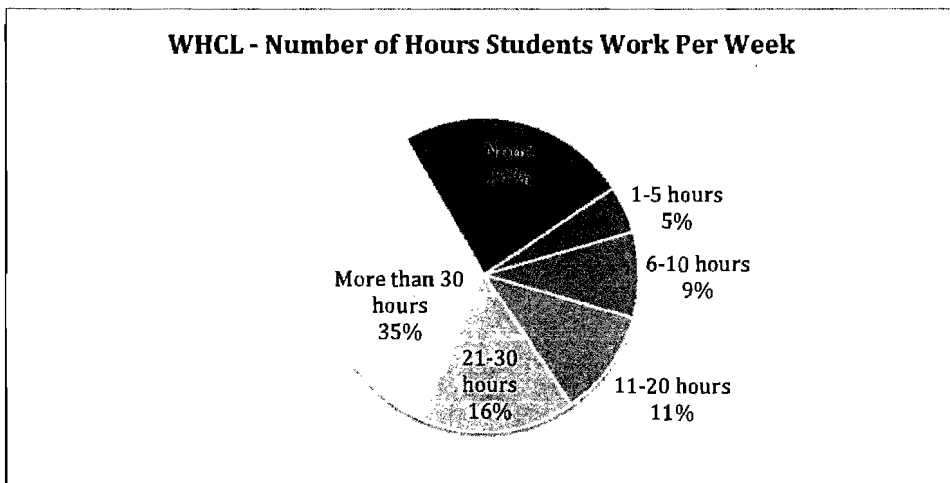


Source: WHCCD 2007-2008 admission application supplemental survey

Survey participation rate: 40%; Margin of error: 1.4%

- 45% of students have family income of \$25,000 or less
- According to the US Census Bureau, the median household income for the State of California is \$56,645 and nationally is \$48,451.

Hours Worked Per Week



Source: Community College Survey of Student Engagement

+/- 5% margin of error

- 76% of students work while attending college.
- 51% of students work over 20 hours a week.

City of Residence - Fall 2007			
	%		%
Lemoore	34.0	Laton	1.1
Hanford	32.6	Clovis	1.0
Fresno	4.5	Firebaugh	0.9
Coalinga	3.2	Tulare	0.7

Armona	2.8	Caruthers	0.6
Corcoran	2.5	Kettleman City	0.4
Visalia	2.4	Mendota	0.4
Avenal	2.1	Madera	0.4
Riverdale	1.8	Selma	0.4
Huron	1.6	All Others	5.5
Stratford	1.2		
Total	4,146	Applicants	100%

Source: WHCCD Admission Application; Data Warehouse

- 7% of students indicate Fresno and Coalinga as their cities of residence. These may be online students or students coming to the college for a particular program.

Summary of Student Characteristics

40% of students express a goal of transferring to a four year institution. 67% of students do not have a parent who attended college. 45% of students have a family income of \$25,000 or less and in '07-'08 this compares to a median household income in California of \$56,645. Over 50% of students work more than 20 hours a week. 66% of our students identify Lemoore and Hanford as their cities of residence.

FULL-TIME EMPLOYEE CHARACTERISTICS

The following tables describe employee characteristics by job classifications.

Administration

Age	n	%	Ethnicity	n	%	Gender	n	%
35-54	5	55.6%	African-American	3	33.3%	Female	2	22.2%
55-59	2	22.2%	Hispanic	1	11.1%	Male	7	77.8%
60-64	2	22.2%	White	5	55.6%	Total	9	100.0%
Total	9	100.0%	Total	9	100.0%			

- 44% of administrators are 55 years or older.

Classified Management

Age	n	%	Ethnicity	n	%	Gender	n	%
35-54	4	80.0%	African-American	1	20.0%	Female	4	80.0%
65+	1	20.0%	White	4	80.0%	Male	1	20.0%
Total	5	100.0%	Total	5	100.0%	Total	5	100.00%

- N is too small to warrant generalization

Faculty

Age	n	%	Ethnicity	n	%	Gender	n	%
25-34	9	19.1%	African-American	2	4.3%	Female	22	46.8%
35-54	25	53.2%	Filipino	1	2.1%	Male	25	53.2%
55-59	4	8.5%	Hispanic	6	12.8%	Total	47	100.0%
60-64	5	10.6%	Native American	1	2.1%			
65+	4	8.5%	Other	1	2.1%			
Total	47	100.0%	White	36	76.6%			
			Total	47	100.0%			

- 27% of faculty is 55 and older, 72% is below 55 years. Ethnicity is not reflective of service area.

Classified

Age	n	%	Ethnicity	n	%	Gender	n	%
20-24	1	2.2%	African-American	1	2.2%	Female	33	73.3%
25-34	18	40.0%	Filipino	1	2.2%	Male	12	26.7%
35-54	23	51.1%	Hispanic	27	60.0%	Total	45	100.0%
55-59	2	4.4%	White	16	35.6%			
60-64	1	2.2%	Total	45	100.0%			
Total	45	100.0%						

- 93% of classified staff is 54 years and below, predominantly Hispanic and female.

Summary

An overall scan of employee age, ethnicity, and gender reveals:

- There is a high probability of significant retirement in the next 10 years in the administrative ranks.
- Faculty is relatively young, although 27% are 55 and above.
- Faculty ethnicity does not reflect that of region.
- Classified staff is predominantly young, female, and Hispanic.

WEST HILLS COMMUNITY COLLEGE DISTRICT REGIONAL AREA

A regional scan was performed by Economic Modeling Specialists, Inc. on ten counties that are a part of and surround the West Hills Community College District. These ten counties include: Fresno, Kern, Kings, Madera, Mariposa, Merced, San Benito, San Joaquin, Stanislaus, and Tulare. The region covered was identified by the district as the region where students are most likely to obtain jobs and establish residency. A scan of the ten counties revealed:

- Total regional attainment of a college degree is below average compared to the state and the nation (See Regional Educational Level, Age 25+ below)
- The educational attainment of individual ethnic groups of the region is below average compared to the state and nation (See Race/Ethnicity below)
- By 2012, the age group of 30 to 34 year olds is expected to experience the highest growth
- Racial/ethnic groups with the highest expected growth are Hispanics
- Total population is expected to change ten percent, double the expected change of the State (5 percent)

Regional Education Level, Age 25+	2007 Total	% of Region	% of State	% of Nation
Less than 9 th Grade	327,883	14.0	9.8	5.5
9 th Grade to 12 th Grade	291,573	12.5	9.5	9.0
High School Diploma	591,750	25.3	20.0	28.7
Some College	569,142	24.3	23.2	22.1
Associate's Degree	160,073	6.8	6.9	6.5
Bachelor's Degree	272,916	11.7	19.6	18.0
Graduate Degree and Higher	126,555	5.4	11.0	10.3

Source: EMSI, September 2007

Race/Ethnicity	% Difference in College Attainment from State	% Difference in College Attainment from Nation
White, Non-Hispanic	-14.5	-7.5
White Hispanic	-3.7	-8.0
Non-White Hispanic	-2.8	-7.3
Black or African American	-10.0	-0.6
American Indian or Alaska Native	-5.8	-1.4
Asian	-15.7	-15.0
Native Hawaiian and other Pacific Islander	-3.0	-2.0
Two or more races	-12.4	-7.0

Source: EMSI, September 2007

WEST HILLS COLLEGE LEMOORE SERVICE AREA

While the West Hills Community College District is comprised of parts of five counties, the service area for West Hills College Lemoore primarily includes ten cities-- Armona, Avenal, Hanford, Helm, Kettleman City, Laton, Lemoore, Stratford, Five Points, and Riverdale.

The West Hills College Lemoore service area is relatively young, with 34 percent of its population between 20-39 years old. The ethnic demographics reveal that 49 percent of the population is Hispanic and 39 percent is white, with considerably lower percentages for all other ethnicities.

Age	WHCL Service Area (10 Cities in 5 Counties)		WHCCD Regional Area (10 Counties)	
	2008 Population	% of Population	2007 Population	% of Population
Under 5 years	12,541	9%	337,083	9%
5 to 9 years	10,441	8%	293,468	7%
10 to 14 years	10,197	7%	314,059	8%
15 to 19 years	10,746	8%	334,459	8%
20 to 24 years	11,950	9%	322,009	8%
25 to 29 years	13,065	10%	338,361	9%
30 to 34 years	11,166	8%	275,845	7%
35 to 39 years	10,110	7%	263,290	7%
40 to 44 years	9,383	7%	262,290	7%
45 to 49 years	8,683	6%	261,039	7%
50 to 54 years	7,079	5%	228,674	6%
55 to 59 years	5,471	4%	188,076	5%
60 to 64 years	4,227	3%	147,057	4%
65 to 69 years	3,361	2%	108,816	3%
70 to 74 years	2,696	2%	86,553	2%
75 to 79 years	2,089	2%	71,602	2%
80 to 84 years	1,497	1%	55,147	1%
85 years and over	1,518	1%	53,143	1%
Total	136,219		3,940,970	

Source: EMSI, September 2007

- The age distribution of the WHCL Service Area is consistent with the District's Regional Area.

Race/Ethnicity	WHCL Service Area (10 Cities in 5 Counties)		WHCCD Regional Area (10 Counties)	
	2008 Population	% of Population	2007 Population	% of Population
Hispanic	66,972	49.2%	1,589,076	40%
White	53,681	39.4%	1,772,197	45%
Black or African American	6,607	4.9%	187,650	5%
Asian	4,817	3.5%	30,344	1%
Two or more races	2,673	2.0%	263,639	7%
American Indian or Alaska Native	1,229	0.9%	8,143	0%
Native Hawaiian and other Pacific Islander	240	0.2%	89,920	2%
Total	136,219		3,940,970	

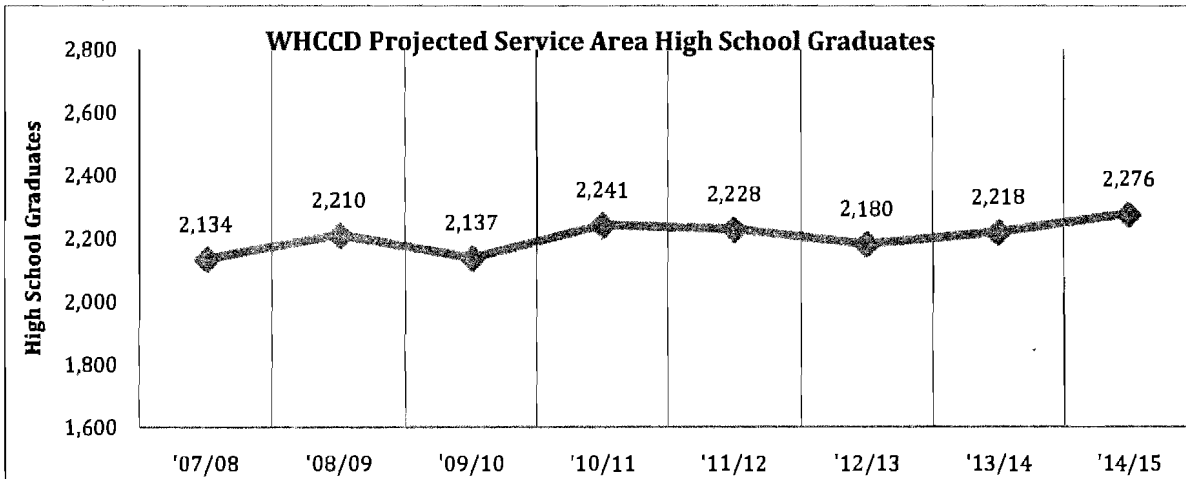
Source: EMSI, September 2007

- The race/ethnic distribution of the WHCL Service Area is more Hispanic and less white than the District's Regional Area.

Gender, WHCL Service Area (10 Cities)	2008 Population	% of Population
Females	63,172	46%
Males	73,046	54%
Total	136,219	

Source: EMSI, September 2007

PROJECTED HIGH SCHOOL GRADUATES FOR THE SERVICE AREA



Source: California Department of Education

- The number of projected high school graduates for area remains static for the next seven years

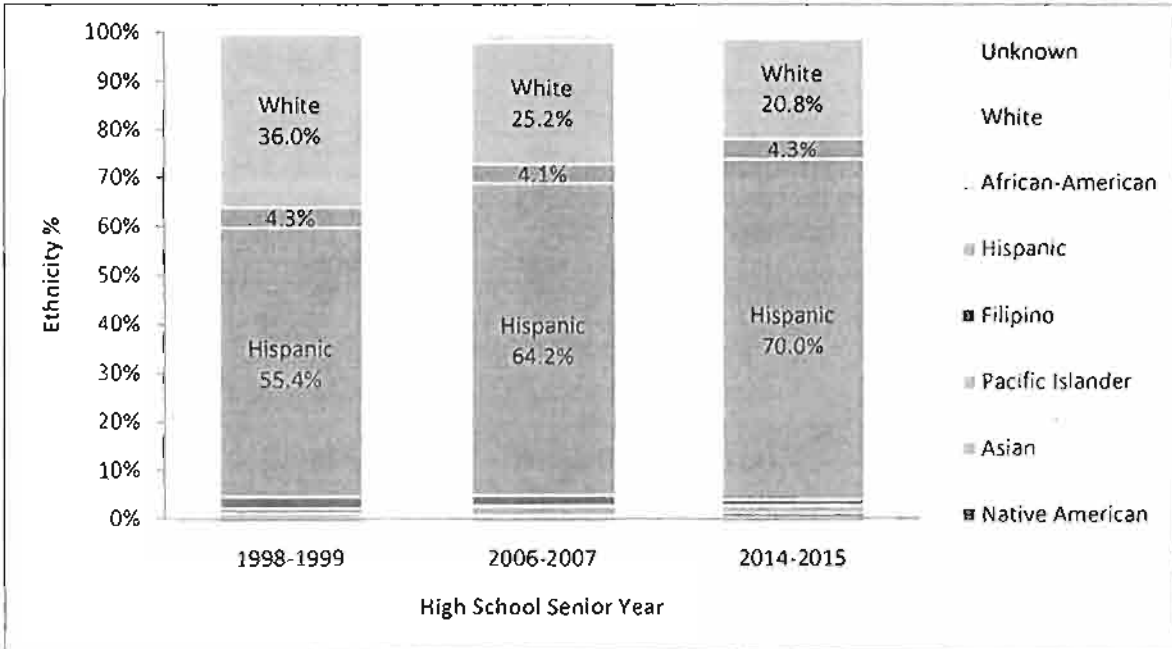
Ethnicity of Students in District Area High Schools, 2006-07

School	Native Amer.	Asian	Pacific Islander	Filipino	Hispanic	African Amer.	White	Multi/ No Resp.	Total Enrolled
Avenal High	0	1	0	0	597	5	24	0	627
Caruthers High	0	57	0	0	416	3	137	5	618
Coalinga High	1	14	6	3	876	19	238	14	1,171
Corcoran High	0	5	0	3	698	33	143	2	884
Firebaugh High	0	1	0	0	696	5	49	5	756
Hanford High	11	22	5	24	797	86	824	28	1,797
Hanford West	7	50	6	55	954	145	496	123	1,836
Laton High	0	1	0	1	165	4	37	1	209
Lemoore High	42	29	11	163	798	163	857	41	2,104
Mendota High	0	3	0	0	600	0	3	1	607
Riverdale High	0	2	0	0	443	6	107	0	558
Tranquillity High	0	7	0	1	428	2	19	1	458
Total	61	192	28	250	7,468	471	2,934	221	11,625
% of Total	0.5%	1.7%	0.2%	2.2%	64.2%	4.1%	25.2%	1.9%	

Source: California Department of Education

- Ethnicity of high school students in the service area differs from college student ethnicity
- 25.2% of [feeder] high school students are white, 36% of WHCL students are white.
- 64% of [feeder] high school students are Hispanic, the college's student population is 38% Hispanic.
- CCCCCO asserts that by 2011 Latinos are projected to be the state's largest ethnic group, the majority population in public schools by 2013 and the overall majority by 2040.

Projected Ethnicity of District Feeder High Schools – Class of 2015



Source: CA Department of Education
Based on 6th grade enrollments for service area schools.

Assessment:

- The projected ethnicity of students from district feeder high schools shows a growing Hispanic student population and a declining white student population.

Top 10 Feeder High Schools - Fall 2007		Enrolled	% of WHCL Student Enrollment
1	Lemoore High School	767	18.5%
2	Hanford High	590	14.2%
3	Unknown/Decline to State	569	13.7%
4	Hanford West High	356	8.6%
5	Coalinga High School	144	3.5%
6	Avenal High School	109	2.6%
7	Riverdale High School	92	2.2%

8	Corcoran High School	78	1.9%
9	Out of State High School	64	1.5%
10	All Other	1,377	33.2%
	Total	4,146	100.0%

Source: WHCCD Data Warehouse

Test Scores for Selected Schools

The California Standards Tests (CST) is administered to students in California Public Schools in English/Language Arts, mathematics, science, and history/social science. They are also referred to as the STAR tests. CST scores are used in calculating each school's Academic Performance Index (API). The test is administered in the 11th grade. The data below regarding students in our feeder high schools reveals the majority of feeder high schools exhibit a low percentage of students at the proficient or advanced level in English and math.

Note: The California High School Exit Exam (CAHSEE) is a completely different test. It can be taken by students at any time during their high school career. While the CAHSEE is required for high school graduation, students can pass the test with 8th grade math skills and 9th grade writing and language skills.

High School	CST English/Language Arts (2007) Percent Proficient or Advanced	CST Summative High School Math (Grade 9-11) (2007) Percent Proficient or Advanced
Avenal High School*	24%	0%
Coalinga High School*	28%	34%
Corcoran High School	26%	61%
Hanford High West	28%	32%
Hanford High School*	33%	15%
Laton High School**	31%	0%
Lemoore High School*	35%	30%
Riverdale High School	34%	75%

Source: California Department of Education

- Many 11th graders from the high schools in the service area do not test at a proficient level or higher in English.
- However Corcoran High and Riverdale High school have exceedingly high proficiency scores in math.
- Schools with 0 percent proficient or advanced CST Summative High School Math may be due to non-testing conditions.

Summary

The feeder high schools of Lemoore and Hanford send the college more students than other high schools in the area. The Hispanic student population at the college is significantly smaller than their numbers in our feeder schools. Students test at a low level of proficiency with two startling exceptions in math – Corcoran High and Riverdale High. The projected number of high school graduates is static for the next 7 years.

Section III: Educational Programs Trends and Forecasts

INTRODUCTION

This data provides us with an ability to examine our students' success in a quantitative manner. It allows us to measure the strategies we have employed against general key performance indicators. From this we ascertain key findings and develop strategies to meet our goals.

DEFINITION OF TERMS

Duplicated Enrollment

This is the number of actual enrollments in any given class or program. Under this definition, a student enrolled in multiple courses is counted multiple times at the program, campus, or institutional level.

Unduplicated Enrollment, (Headcount)

This is the number of actual students. One student, taking five classes, is counted as one student. If there are 20 students in a program in which all students are enrolled in five classes, there are 100 duplicated enrollments, but a 20 student headcount.

Full Time Equivalent Student (FTES)

A full time equivalent student is one student taking 15 hours of instruction per week for two semesters of 17.5 weeks. While most of our students do not necessarily enroll in 15 hours of instruction per week, we calculate aggregated student attendance in this manner for both funding purposes as well as a measure for the college of how many full time equivalent students are participating in any given class or program, or are enrolled at the college.

Weekly Student Contact Hours (WSCH)

This is a measure of the number of students enrolled in a course multiplied by the number of hours the course meets per week. If a class meets for three hours a week and has 30 students enrolled, the WSCH is 90.

Full Time Equivalent Faculty (FTEF)

One full time faculty member teaching the equivalent of a full load of classes equals 1.0 FTEF. Most often FTEF is aggregated to provide the college with a measure of the number of faculty teaching. The loads of adjunct faculty and full time faculty are summed to provide an aggregate number for the program or college.

WSCH per FTEF

This calculation, sometimes called 'productivity,' is the number of weekly student contact hours (WSCH) per Full Time Equivalent Faculty (FTEF). Some colleges establish a target number to ensure fiscal viability.

The college community is made up of departments and programs with a wide variety of needs. Some disciplines have mandates from external sources that keep class size low. A college supports this diversity of discipline needs and strives for general support and cooperation to best serve students in meeting their educational needs while understanding the fiscal pressures of the institution. That is the purpose of understanding this formula.

Environmental Scan

An environmental scan considers present and future factors that can influence the direction and goals of an organization. Environmental scans include both external elements (e.g., service area demographics, state requirements, industry demands, marketing trends, etc) and internal elements (e.g., infrastructure, personnel, programs, abilities, etc). These are evaluated in terms of their potential impact on the organization and its ability to meet its present and future strategic goals.

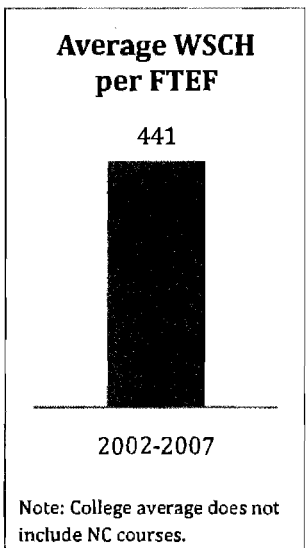
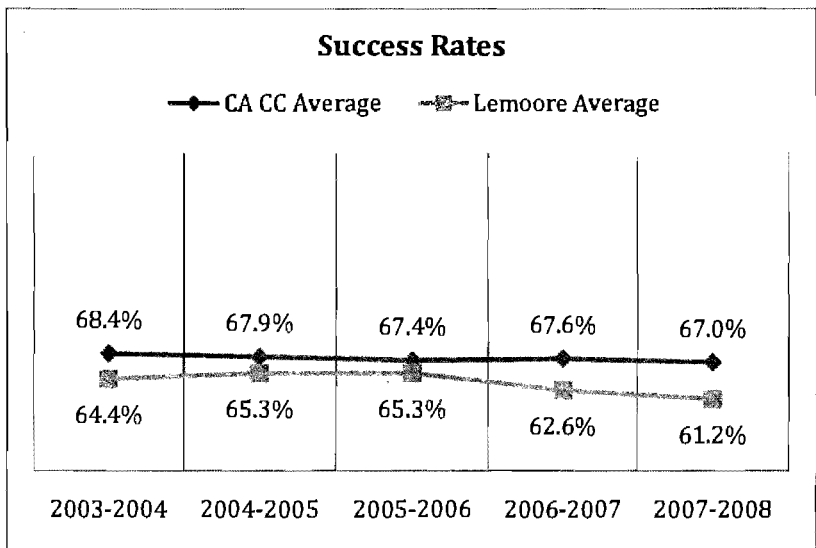
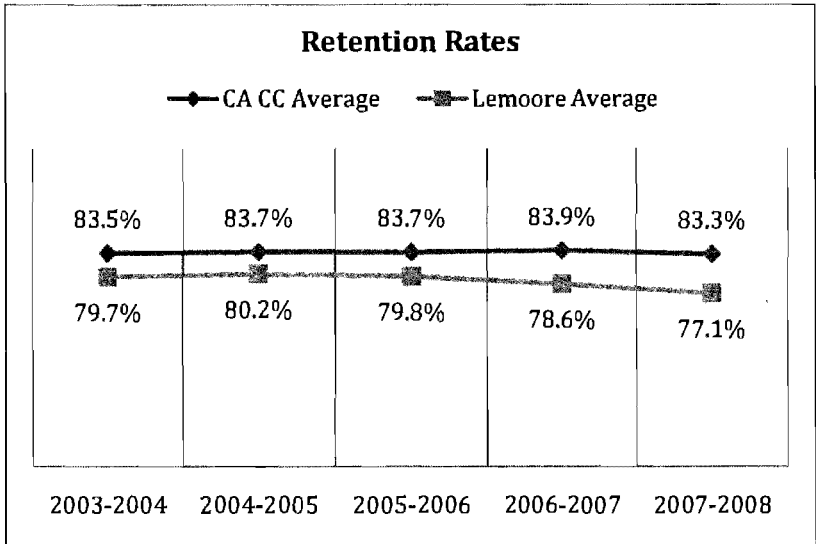
Course Retention Rate

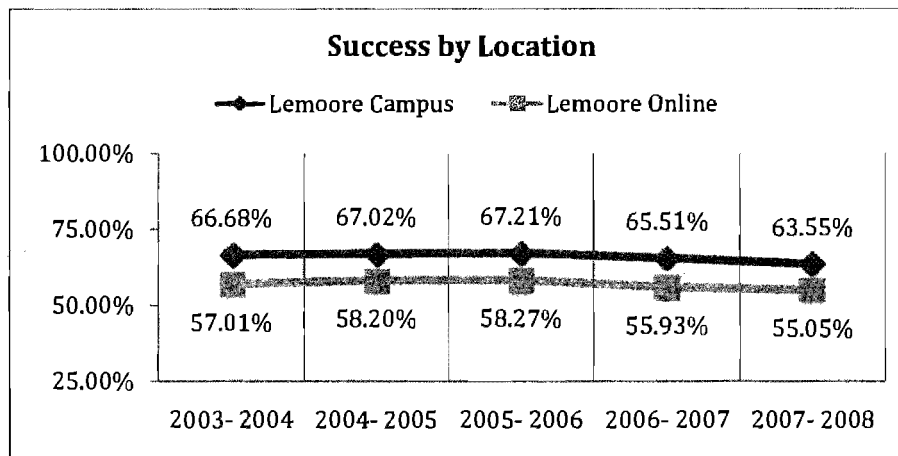
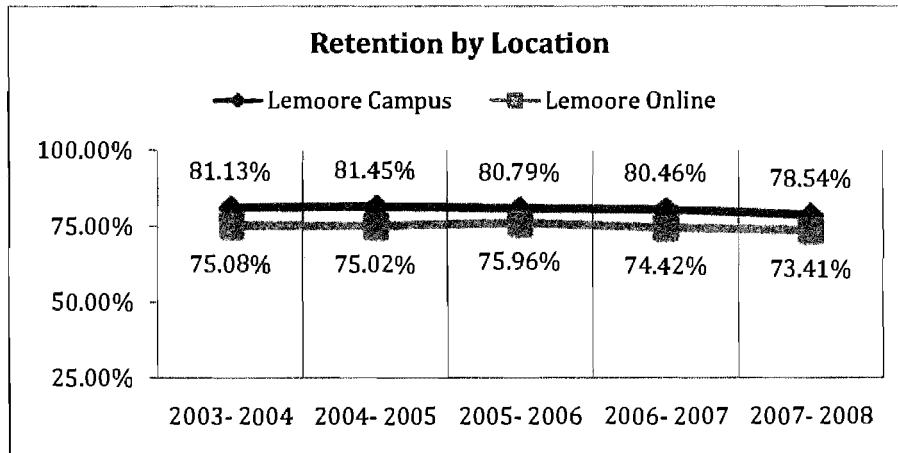
This is a measure of the number/percent of students who remain in the course after the census date until the end of the term.

Course Success Rate

This is a measure of the number/percent of students who earn a grade of A, B, C, or CR in the class. Course grades of NC, D, F, I or W are considered to be unsuccessful.

AVERAGE COURSE SUCCESS, COURSE RETENTION, AND WSCH PER FTEF





Notes:

In 2003-2004, the college responded to the statewide budget crisis and reduced the number of sections it offered. This drop in enrollment is seen significantly in some departments. It should be noted that some departments responded to the cutback in sections by enrolling larger number of students in their classes (see Basic Skills Math). This significantly increased their productivity ratio or WSCH per FTE.

Prior to 2004-2005, online instruction was offered by WHC Lemoore. Coalinga students enrolled in online courses but headcount was attributed to WHC Lemoore.

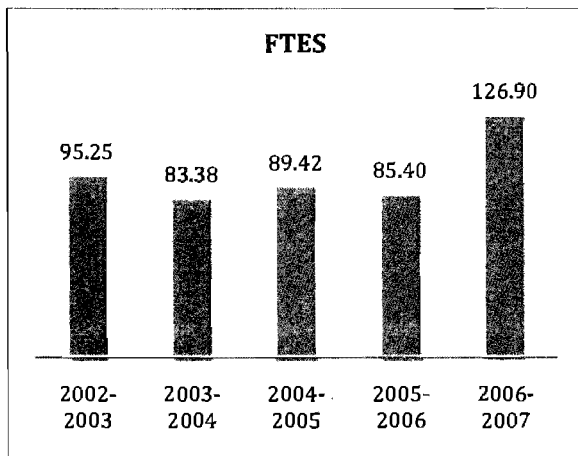
The information included in the program sections is based on submitted program reviews. The college has a developed program review process that is still being refined, but one in which a template and process are in place. Any editing was done for clarity and brevity and was not intended to change the intent of the review or plans of the program. Items under the heading "Program Plans" were derived from the program reviews. Items under the heading "Challenges and Opportunities" are not from the program reviews but have been selectively added to suggest strategic options for programs.

If a program does not offer a degree, the listing under Degrees Awarded is stated as "N/A." If a program offers a degree but none were awarded, the listing under Degrees Awarded is stated as "0."

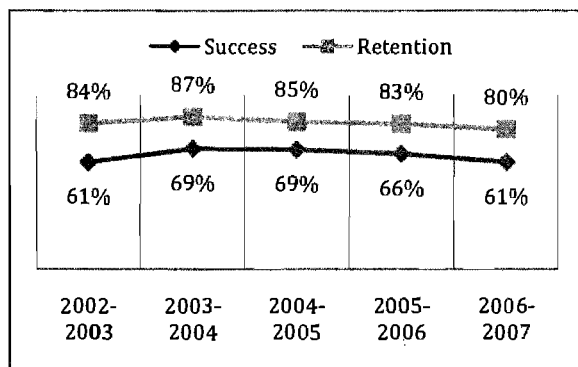
INSTRUCTIONAL PROGRAMS

Discipline Area

Administration of Justice



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	976	853	925	889	1,299
FTEF	6.75	4.56	5.14	5.95	8.35
WSCH per FTEF	412	533	507	419	443



	02-03	03-04	04-05	05-06	06-07
Sections	40	28	29	33	46
% of Online Enrollment	60%	37%	40%	32%	38%
Degrees/Certificates Awarded		15	29	28	30

Description:

The AOJ program offers the student a variety of educational and career pathways. The student may elect to enroll in a program leading to an Associate Degree with the emphasis on the Law Enforcement Option or the Corrections Option. Both provide a path to a four year institution. Presently, CSU Fresno offers classes on the Lemoore campus for those seeking a Baccalaureate Degree in Criminology.

Assessment

- FTES growth in 2006-2007 corresponds to increase in number of sections offered
- Online enrollment decreased over years observed
- Increase in numbers of degrees awarded
- Retention rate is stable and above college average
- Success rate is at college average

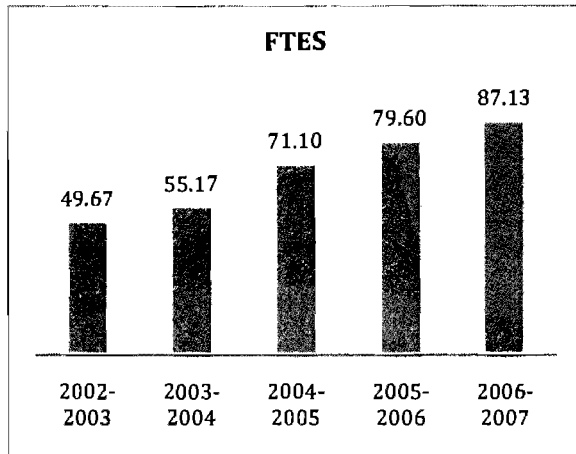
Program Plans:

- Continue to update all curriculum and create six new courses.
- Develop more short term and online courses so employed individuals can quickly update their skills or obtain job ready skills.
- Include learning activities with specific learning outcomes in all curricula.
- Market the program at high school job fairs and utilize AOJ students as ambassadors.

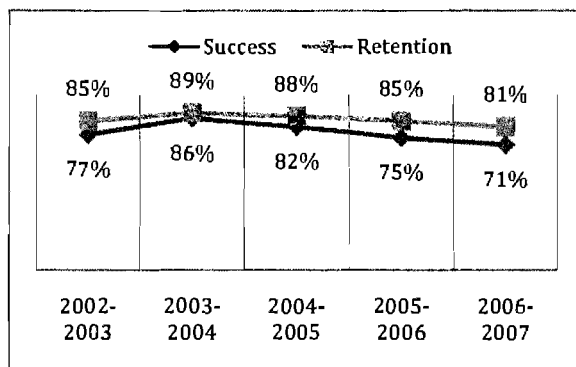
From Program Review 2004 and 2006

Discipline Area

Art



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	379	399	536	567	594
FTEF	7.44	5.98	4.70	4.80	5.99
WSCH per FTEF	195	269	441	484	424



	02-03	03-04	04-05	05-06	06-07
Sections	59	74	111	96	73
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	7.4%
Degrees/Certificates Awarded		1	0	1	1

Description:

The Art program provides classes which meet the General Education requirement and course work that prepares art students for transfer. Classes also serve as enrichment experiences for many students. Students from diverse backgrounds work in an environment that affords a common, visual language.

Assessment

- High growth in FTES in years observed
- Number of sections offered in Art declined after the 2004-2005 academic year, but FTES has continued to increase, as has the WSCH per FTEF.
- Online courses begin in '06-'07, note FTES increase in that year
- Retention rate is fairly stable and exceeds college average
- Success rate is strong, fairly stable, and exceeds college average

Program Plans:

- Curricula is being developed for several computer generated Arts courses, including Photoshop, Illustrator, and others
- Art 15A Painting is being revised to articulate transferability to Fresno State University
- Student learning outcomes will be addressed

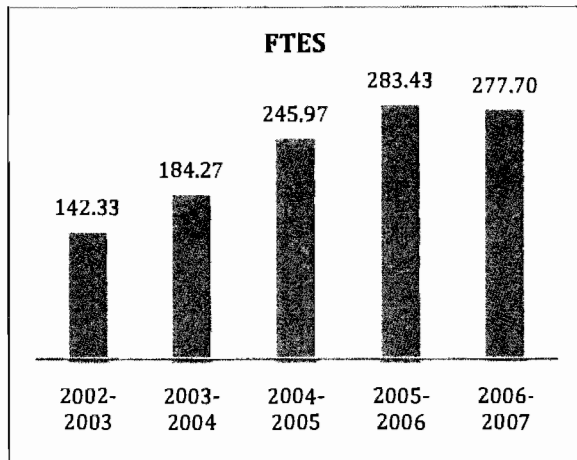
From Program Review of October 2006

Challenges and Opportunities

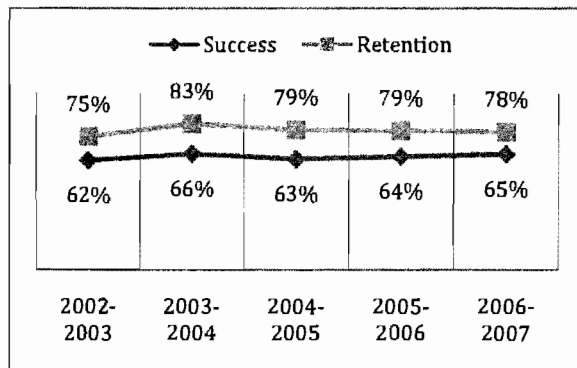
- High enrollment, strong retention and success rates suggest opportunities for further growth, for example, expanded online offerings.

Discipline Area

Biology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	782	991	1301	1496	1,460
FTEF	10.36	12.32	16.37	17.97	18.20
WSCH per FTEF	401	436	438	460	445



	02-03	03-04	04-05	05-06	06-07
Sections	68	80	106	126	132
% of Online Enrollment	14.6%	17.0%	11.8%	14.4%	27.1%
Degrees/Certificates Awarded		0	1	1	1

Description:

The main courses offered by the Biology department include general biology, human anatomy, human physiology, and microbiology. These primarily serve as prerequisites for students going into teaching or the allied health professions. The department offers majors-level biology courses as well as courses for non science majors to fulfill the life science general education requirement.

Assessment

- FTES in years observed is increasing
- Percentage of online enrollment fluctuates, highest 2006-2007
- WSCH per FTEF has fluctuated but remained productive
- Success rate is stable and at the college average
- Retention rate is stable and at the college average
- Degree and certificates awarded are minimal because courses primarily serve as requirements for the allied health programs

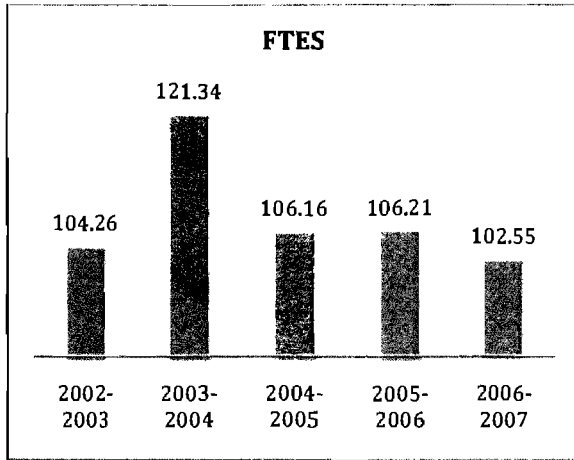
Program Plans:

- Schedule biology major preparation courses once a year and work on maintaining transferability.
- Continue to add new transferable courses for the non biology major
- Offer field trips and out of classroom experience in Biology

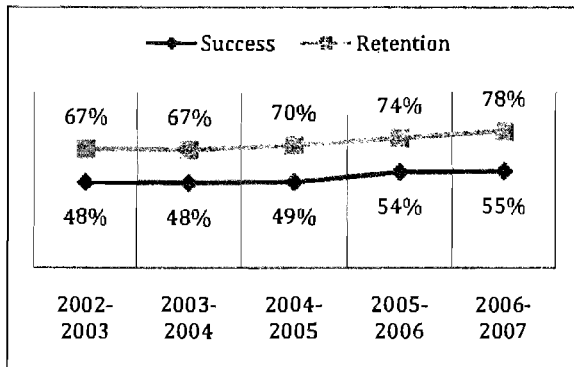
From Program Review 2007

Discipline Area

Business Administration



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,101	1,212	1,075	992	1,008
FTEF	10.80	7.69	5.76	7.75	7.13
WSCH per FTEF	282	460	537	399	419



	02-03	03-04	04-05	05-06	06-07
Sections	94	85	84	80	89
% of Online Enrollment	0.0%	7.5%	5.8%	10.8%	19.8%
Degrees/Certificates Awarded		29	32	37	48

Description:

Business Administration is an integral part of the CIS, Business, and HRCM service area. The curriculum is intended for those interested in transferring to a four year college or university to earn a baccalaureate degree.

Assessment

- FTES increase in '03-'04 academic year with decline following
- WSCH per FTEF has been erratic
- Success rates below college average
- High number of degrees awarded
- Retention rate rising and matches college average in '06-'07

Program Plans:

- Work toward providing students with placement services
- Follow up on recently submitted certificate options
- Follow up on faculty development, particularly in regards to SLOs
- Address diversity of staff

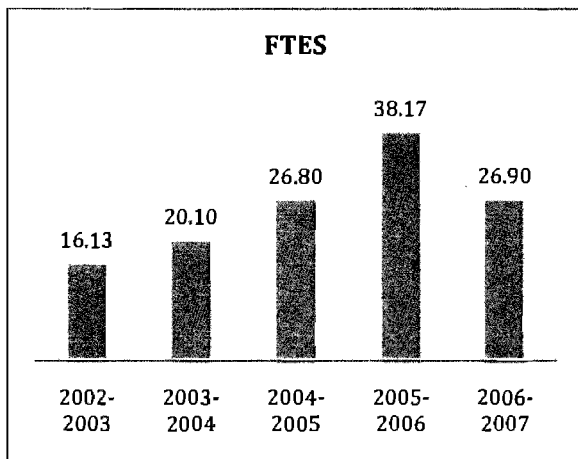
From Program Review May 2007

Challenges and Opportunities

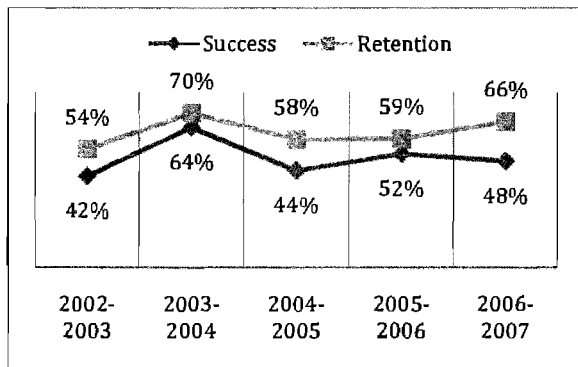
- Develop strategies to increase success rate

Discipline Area

Chemistry



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	106	91	177	275	122
FTEF	1.83	1.48	2.37	3.21	2.55
WSCH per FTEF	257	396	330	346	308



	02-03	03-04	04-05	05-06	06-07
Sections	10	8	14	21	14
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

From Program Review February 2004

Description:

The chemistry department provides the initial training in chemistry for a broad range of careers and focuses as well on chemical education for the public sector. The careers include the traditional sciences, engineering, pre-professional, allied health professions, agriculture, forestry, and the many emerging cross-disciplinary or interdisciplinary programs such as oceanography, aqua-culture, environmental health, and atmospheric science.

Assessment

- FTES shows steady increase then drops in 2006-2007
- WSCH per FTEF has been stable over the five year observed but is below the college average
- Success rate is unstable and below college average
- Retention is unstable and below college average

Program Plans:

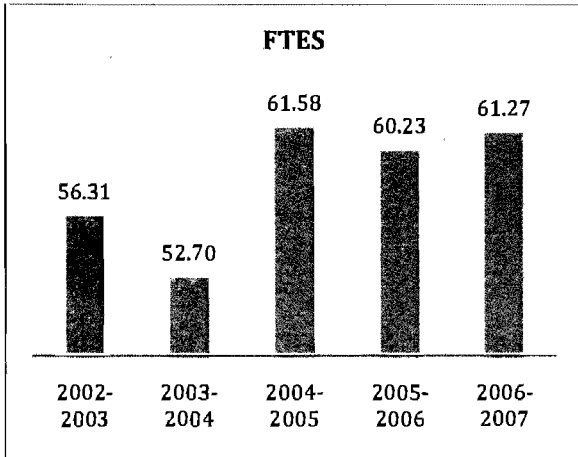
- Shift the design of the Chem 2A/B sequence for allied health students to include more directly related allied health applications.
- Maintain and extend recently acquired modern analytical instrumentation and add additional software licensing for simulations
- Expand and integrate the "Collaboratory" computerized lab platform
- Stabilize current enrollment to establish offering patterns that allow completion of an AS degree in chemistry.
- Increase student retention in all offerings
- Initiate T1 link capability so students can download data from their graphing calculators into the "Collaboratory" platform to bridge their math skills to practical applications.
- Extend software licensing to provide students with take home versions of software used in class
- Develop initial course offerings at the NDC site, complete with labs.

Challenges and Opportunities

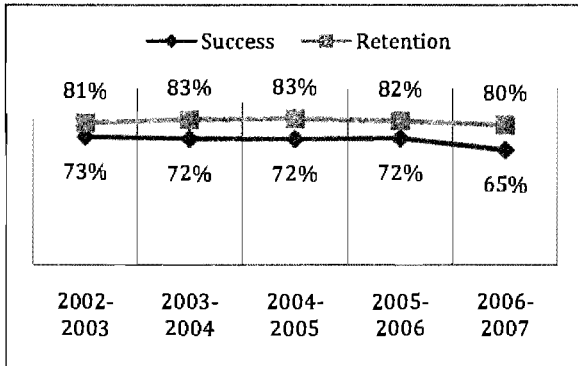
- Develop strategies to increase retention and success rates

Discipline Area

Child Development



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	714	572	766	680	660
FTEF	4.04	3.06	3.77	4.29	4.85
WSCH per FTEF	407	502	476	410	368



	02-03	03-04	04-05	05-06	06-07
Sections	31	23	28	31	33
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	5.0%
Degrees/Certificates Awarded		19	2	0	7

Description:

The Child Development program offers a comprehensive background in the field of child growth and development. Students are offered information and skills for potential employment in federal, state, non-profit, or privately owned early childhood educational programs or schools. Courses help students qualify for a Child Development Certificate and partially qualify the student for a Child Development Permit from the State of California, Commission for Teacher Preparation and Licensing.

Assessment

- Growth in FTES in years observed
- Number of sections offered in Child Development is steady
- Retention is steady and slightly higher than college average
- Success rate dropped in '06-'07 but is higher than the college average

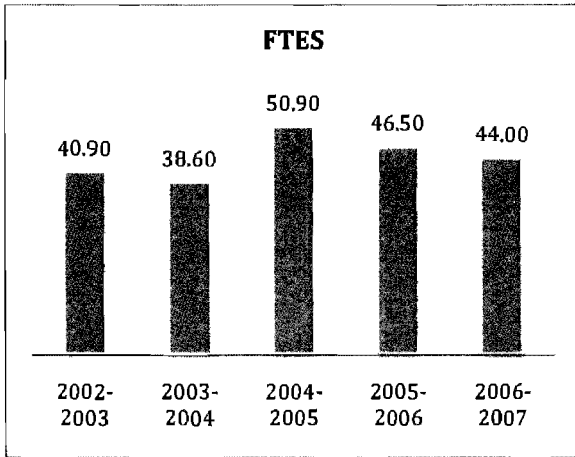
Program Plans:

- Student learning outcomes and their measurement are being addressed with adjunct faculty.
- Update of 2+2 agreement with Hanford High and the Naval Base child care program for module credit transfer to specific courses.
- Create a math and possibly music and science courses for young children
- Potentially offer online classes
- Explore ways to gather information on where our students are employed

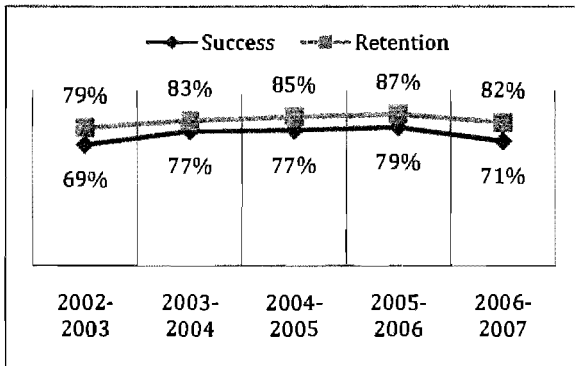
From Program Review October 2007 and college catalog

Discipline Area

Communications



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	407	386	509	465	440
FTEF	3.00	3.00	4.00	4.40	4.20
WSCH per FTEF	398	375	371	308	306



	02-03	03-04	04-05	05-06	06-07
Sections	15	15	20	22	21
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

Provides the College with speech communication courses that parallel lower division classes at four year colleges and universities. Speech 1 is required within Area A of designated transfer courses. Speech 51 is an applied communications course emphasizing communication in the work place.

Assessment

- Retention rate is higher than college average
- Success rate is generally 10% higher than college average
- WSCH/per FTEF decreased in the last two years

Program Plans:

- Develop a course in organizational communications
- Develop a course in voice and diction
- Revise and update Speech 5, Interpersonal Communications
- Explore distance learning options

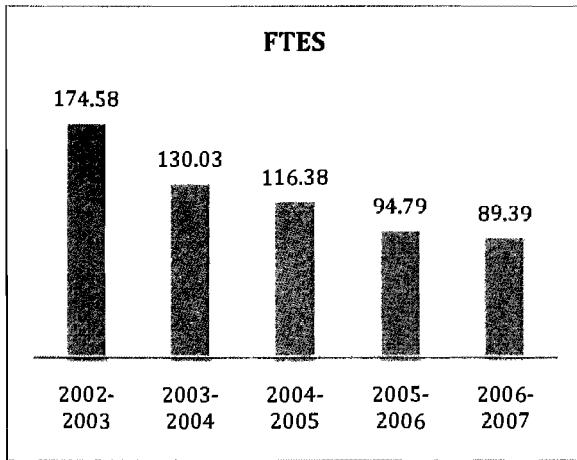
From Program Review 2004

Challenges and Opportunities

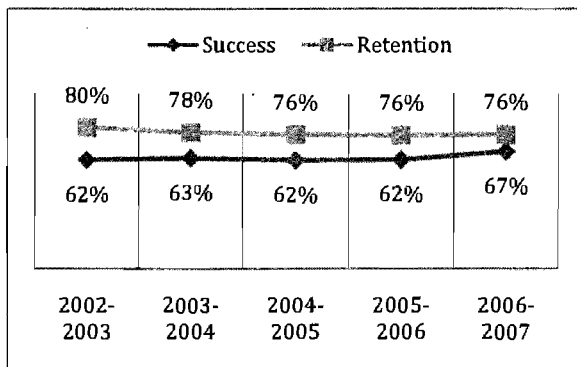
- Develop strategies to improve productivity

Discipline Area

Computer Information Systems



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,237	996	858	711	671
FTEF	10.96	7.49	5.74	7.52	6.20
WSCH per FTEF	465	506	591	368	421



	02-03	03-04	04-05	05-06	06-07
Sections	78	61	60	61	64
% of Online Enrollment	38.5%	29.1%	19.2%	21.7%	28.0%
Degrees/Certificates Awarded		13	7	10	10

Description:

The Computer Information Systems program teaches concepts, procedures, and terminology, as well as the skills and applications necessary to operate computers and network systems.

Assessment

- FTES in years observed is declining significantly
- WSCH per FTEF has fluctuated, but remains at a productive level
- Success stable and improved in 2006-2007 when it exceeded the college average
- Retention rate is stable but slightly below the college average

Program Plans:

- Maintain and revise CIS Open Entry/Open Exit entry level courses to provide students with marketable job skills specifically geared toward the needs of reentry, traditional, and lifelong learning students. The department is in the process of changing its core curriculum from Office 2000 to Office 2007.
- Maintain and revise Comp-TIA (A+), WOW Web Development and reestablish the MOU certification programs.
- Continue the ongoing development of the Web Developer Certification program to include a Cyber Forensic, and Project Management components with current, emerging web technologies.
- Infusion of information technology components into established curricula, such as Administration of Justice, Math, Geography, etc.
- Revise curricula to implement in conjunction with the OE Department, the MOU certification program.
- Develop, maintain, and revise Internet-based courses
- Establish a full CIS AA degree online.

From Program Review November 2007

Challenges and Opportunities

Develop strategies to raise retention rate

Discipline Area**Culinary Arts**

*Waiting for Approval from CA Community College
Chancellor's Office*

Description:

The Culinary Arts department has developed a full range of curricula which is available to students. Certifications from this program exist in the areas of ServSafe, Deli Cook and Baker certification, Baker Certification, Bartending Certification, Dining Room Staff Certification, and Chef Apprentice Certification. Courses provide a knowledge base that allows students to more easily obtain entry level or higher positions in this field.

Assessment

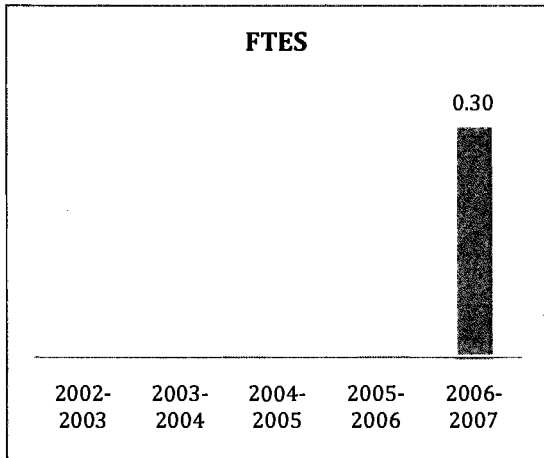
No data available

Program Plans:

- Additional curricula will be developed including Commercial Food prep as the prerequisite to most courses.
- The program will seek American Culinary Federation accreditations
- More community outreach
- Develop a job placement program

From Program Review September 2006

Discipline Area Engineering

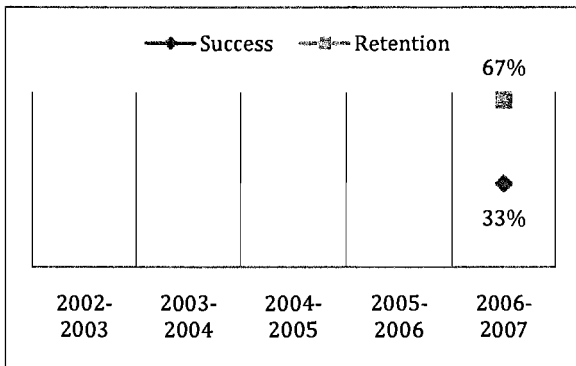


Description:
A new Engineering Program was launched Fall 2008.

Assessment
TBA

Program Plans:
TBA

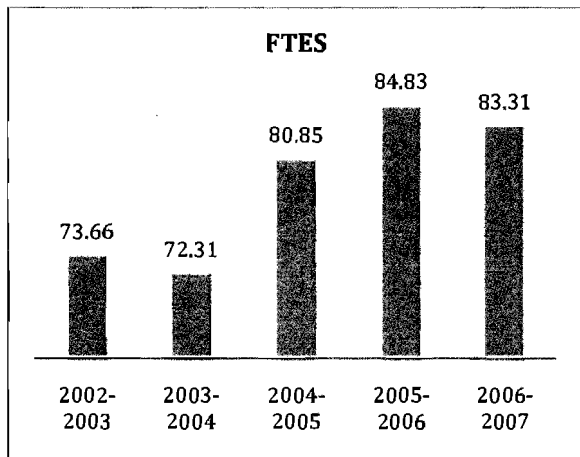
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	N/A	N/A	N/A	N/A	3
FTEF	N/A	N/A	N/A	N/A	0.20
WSCH per FTEF	N/A	N/A	N/A	N/A	44



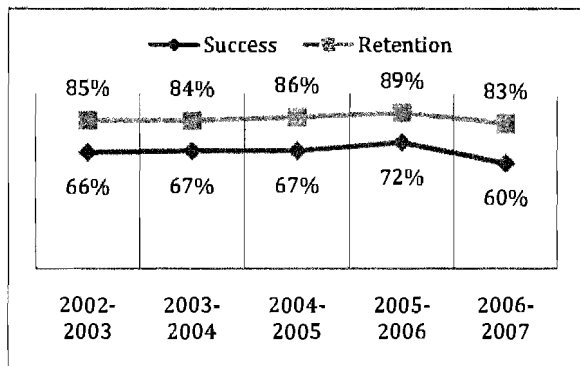
	02-03	03-04	04-05	05-06	06-07
Sections	N/A	N/A	N/A	N/A	1
% of Online Enrollment	N/A	N/A	N/A	N/A	0.0%
Degrees/Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Discipline Area

Geography



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	576	569	607	640	639
FTEF	4.45	4.05	4.80	5.48	6.10
WSCH per FTEF	483	521	491	451	398



	02-03	03-04	04-05	05-06	06-07
Sections	25	22	27	32	34
% of Online Enrollment	23%	22%	17%	15%	26%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The Geography department offers a wide variety of introductory classes including Cultural Geography and Physical Geography. Cultural Geography introduces students to the spatial and diverse cultural milieu that is the basis for the Social Sciences and Humanities. Physical Geography focuses on the spatial relations of the various physical and earth sciences.

Assessment

- Growth in FTES
- Number of sections offered in Geography has increased
- Retention is steady and exceeds college average
- Success rate was steady but fell below college average in 2006-2007
- There is an observed increase in % of online enrollment that same year

Program Plans:

- Continue to build on the base courses
- Bring electronic learning into the program, using more computers in lab and lecture
- Insure course articulation for all types of teaching techniques
- Promote collaboration in lab settings
- Add to the online course offerings

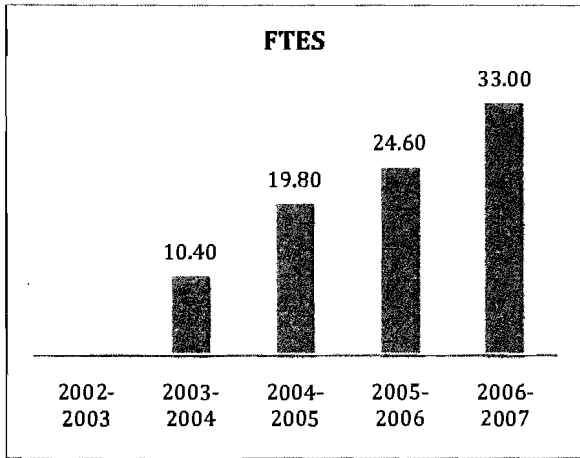
From Program Review 1998-99

Challenges and Opportunities

- Consider strategies to address lower success rates that began in '06-'07
- Develop strategies for a degree program

Discipline Area

Geology



Description:

Program review needed.

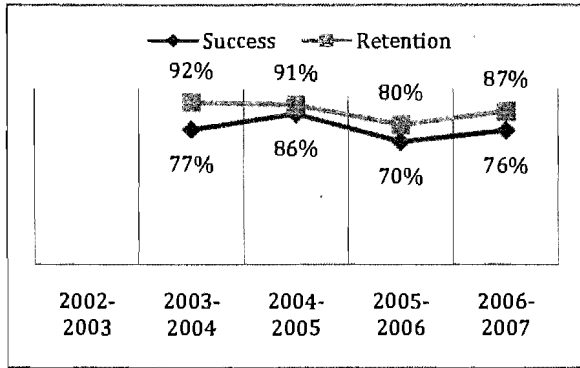
Assessment

- High growth in FTES in years observed with a large percentage of online enrollment
- From 2004-2005 to 2005-2006 % of online enrollment almost doubled. During the same timeframe, success and retention tended to decrease
- Large increase in FTES in '06-'07 and the WSCH per FTEF decreases
- Success rate is strong and consistently higher than college average
- Retention rate is steady and exceeds college average

	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	N/A	52	99	123	165
FTEF	N/A	0.70	1.05	1.40	2.45
WSCH per FTEF	N/A	433	550	513	393

Program Plans:

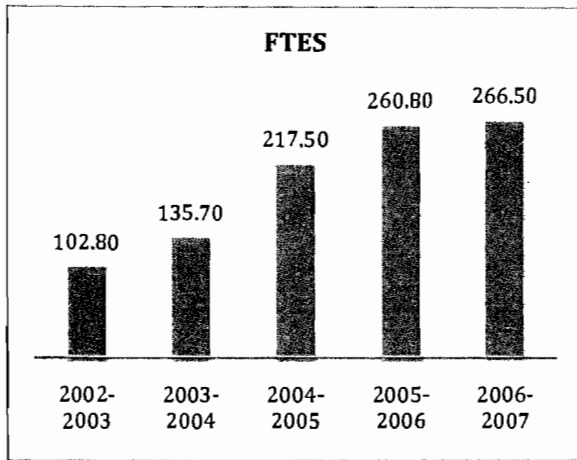
TBA



	02-03	03-04	04-05	05-06	06-07
Sections	N/A	4	6	8	14
% of Online Enrollment	N/A	0%	36%	60%	74%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Discipline Area

Health Science (General)



Description:

Program review needed.

Assessment

- FTES in years observed is increasing
- Increase in online courses in years observed
- WSCH per FTEF has remained steady
- Success rate steady and near the college average
- Retention rate is steady but slightly below the college average
- The number of degrees awarded is substantial

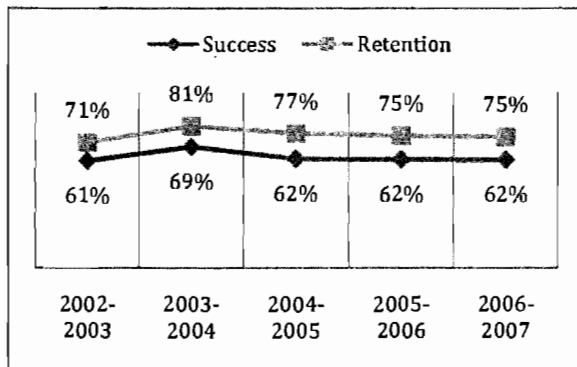
Program Plans:

TBA

Challenges and Opportunities

- Develop strategies to increase retention rate

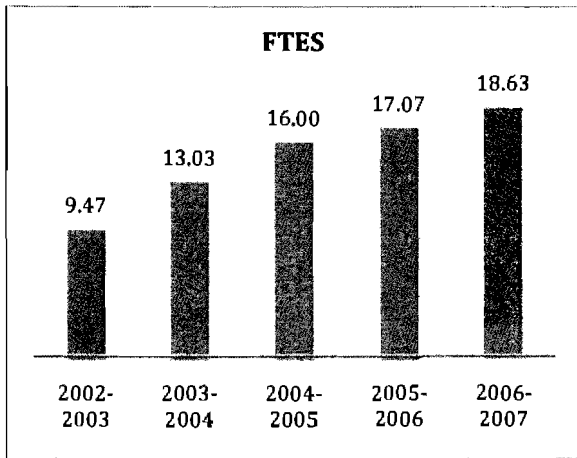
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	592	755	1,218	1,457	1,547
FTEF	7.60	8.93	13.90	16.80	17.45
WSCH per FTEF	395	443	456	453	445



	02-03	03-04	04-05	05-06	06-07
Sections	42	52	81	105	113
% of Online Enrollment	0.0%	0.0%	0.0%	4.6%	31.0%
Degrees/Certificates Awarded		21	26	31	20

Discipline Area

Health Science (Pre Professional)



Description:

Program review needed.

Assessment

- FTES in years observed is increasing
- WSCH per FTEF has been erratic and low
- Success rate unstable but above college average in '06-'07
- Retention rate is unstable and below college average

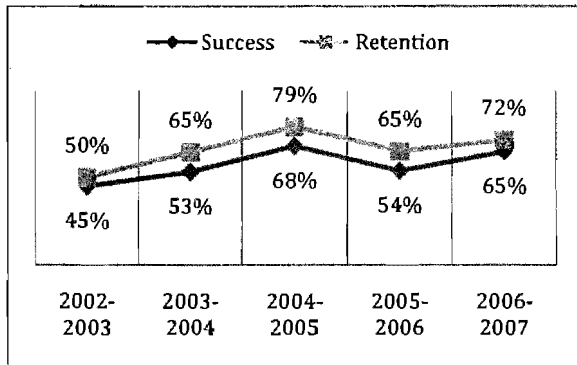
Program Plans:

TBA

Challenges and Opportunities

- Develop strategies to increase retention rate

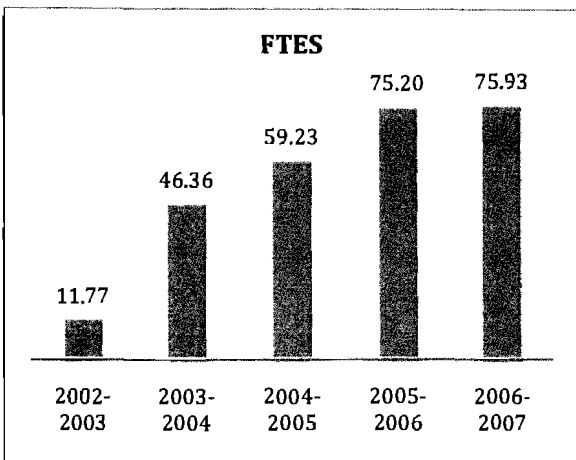
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	40	62	81	80	88
FTEF	1.66	1.16	2.19	2.70	3.03
WSCH per FTEF	56	328	213	185	179



	02-03	03-04	04-05	05-06	06-07
Sections	6	5	10	11	13
% of Online Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Discipline Area

Hotel, Restaurant and Casino Management (HRCM)



Description:

This is a program to certify students to work in the fields of hotel, restaurant, and casino management. All courses offered promote practical job skills and have resulted in students receiving certificates in Dining Room Management, Pastry and Bakery Arts, and Beverage Management.

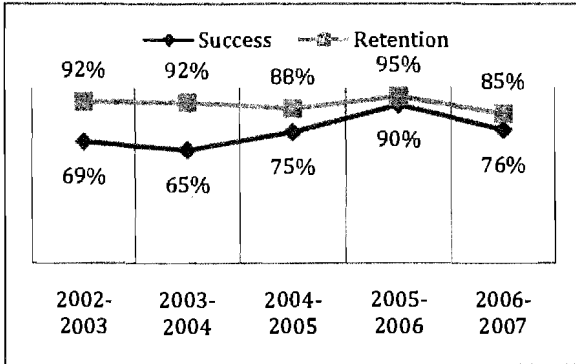
Assessment

- FTES in years observed is increasing
- WSCH per FTEF has been erratic, but productive
- Success rate high in 2005-2006 and exceeds college average
- Retention rate high and steady and exceeds college average

	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	101	372	380	449	461
FTEF	0.85	3.27	3.89	4.63	5.52
WSCH per FTEF	404	414	444	474	401

Program Plans:

- Sequence course work to articulate with 4 year institutions
- Achieve accreditation for the program
- Build new course curricula
- Modify current courses as needed to improve student learning outcomes



From Program Review April 2008

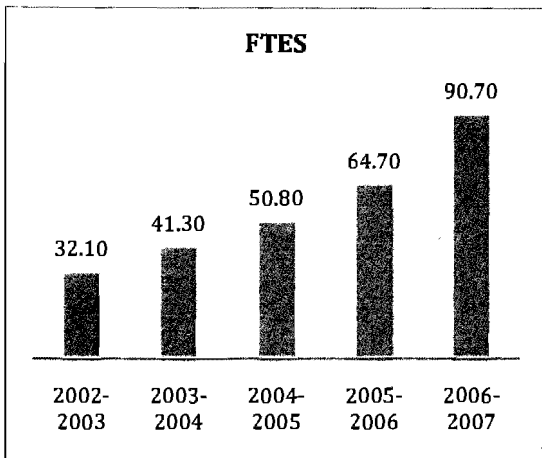
Challenges and Opportunities

- Develop strategies to increase degrees awarded

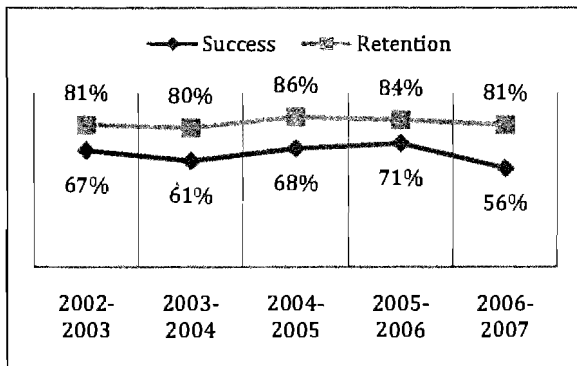
	02-03	03-04	04-05	05-06	06-07
Sections	5	27	29	37	44
% of Online Enrollment	64%	34%	17%	0%	0%
Degrees/Certificates Awarded		1	0	0	1

Discipline Area

Humanities



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	321	413	508	647	906
FTEF	2.20	2.40	3.20	4.40	6.40
WSCH per FTEF	426	502	463	429	413



	02-03	03-04	04-05	05-06	06-07
Sections	11	12	16	22	32
% of Online Enrollment	0.0%	11.6%	8.3%	25.7%	59.3%
Degrees/Certificates Awarded		1	0	1	2

Description:

This program serves students seeking AA degrees in Humanities and Social Sciences. It is an interdisciplinary program.

Assessment

- High growth in FTES in years observed
- Large percentage of online enrollment
- Online enrollment more than doubled from 2005-2006 to 2006-2007
- Success rate is unstable, fell below college average by 8% in '06-'07
- Retention rate is stable

Program Plans:

- Begin a Native American course
- Begin a cross cultural course
- Put Women's Studies under the Ethnic Studies program
- Participate in recruitment events at high schools in our service area

From Program Review November 2006

Challenges and Opportunities

- Review variances in success rates and seek to increase

Discipline Area**Liberal Studies/Liberal Arts**

	02-03	03-04	04-05	05-06	06-07
Degrees/ Certificates Awarded		137	158	189	212

Description:

The program is currently under review and modification.

Assessment:

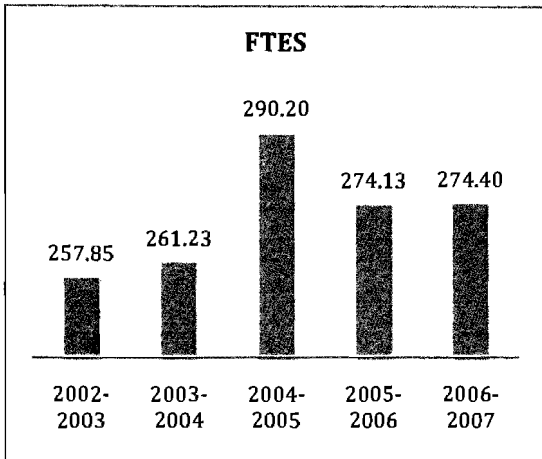
No Data Available

Program Plan:

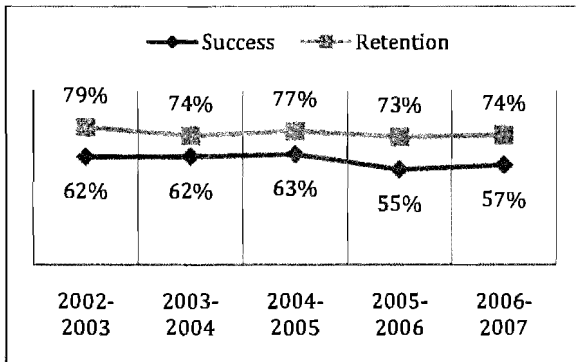
TBA

Discipline Area

Mathematics



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,825	1,801	1,981	1,919	1,908
FTEF	16.16	15.48	17.98	20.24	19.53
WSCH per FTEF	465	492	471	395	410



	02-03	03-04	04-05	05-06	06-07
Sections	58	55	62	74	78
% of Online Enrollment	26.8%	19.4%	16.4%	20.2%	29.2%
Degrees/Certificates Awarded		2	4	2	2

Description:

The Math program consists of a full spectrum of courses ranging from developmental to advanced level mathematics. Courses are designed to satisfy the certificate, associate degree, and transfer level needs for both the technical and non-technical student.

Assessment

- FTES increased until '05-'06
- Significant increase in sections during the years observed
- WSCH per FTEF has decreased overall
- Success rate is decreasing and is below the college average
- Retention is relatively stable but below college average

Program Plans:

- Add student learning outcomes to all course outlines
- Increase number of Math 64 sections
- Establish an effective assessment test that accurately places students in Math 101, 61, 63 or Math 15.
- Create an assessment policy for online classes

From Program Review September 2004

Challenges and Opportunities

- Develop strategies to increase success and retention rates

Discipline Area

Nursing

Description:

A new Nursing Program was launched Fall 2008.

Assessment

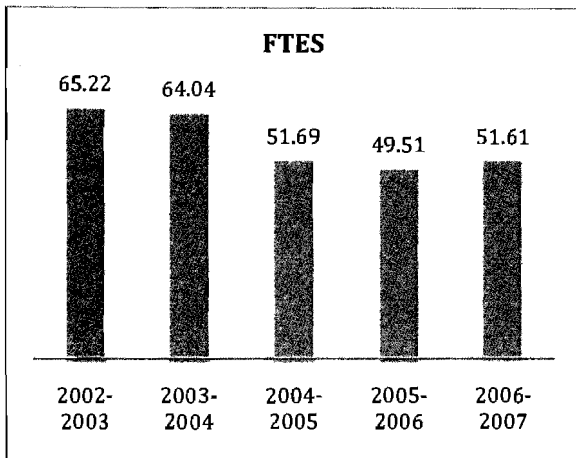
No Data Available

Program Plans:

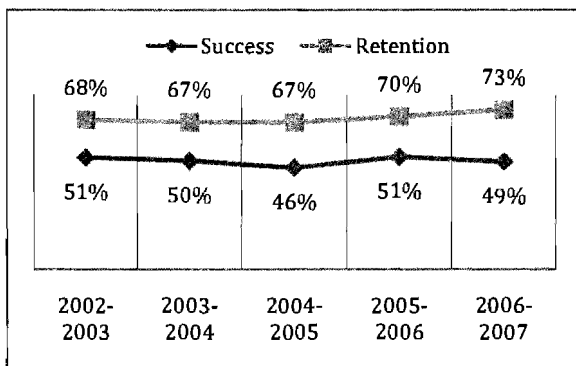
TBA

Discipline Area

Office Management and Technology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	655	645	545	520	499
FTEF	4.58	3.26	2.10	3.80	3.26
WSCH per FTEF	415	574	717	380	462



	02-03	03-04	04-05	05-06	06-07
Sections	48	41	39	42	44
% of Online Enrollment	7.0%	14.1%	11.4%	20.6%	31.3%
Degrees/Certificates Awarded	N/A	6	3	3	3

Description:

The Office Management and Technologies program offers a variety of options that guide students toward successful employment in business and government. The certificate programs include an Office Management and Technology Certificate, a Clerk Typist Certificate, and a Secretary/Word Processing Certificate. Completion of the Certificate program and the general education and District requirements qualifies students for an associate degree.

Assessment

- FTES in years observed is decreasing
- Percentage of online courses is steadily increasing
- WSCH per FTEF has been erratic, but generally productive
- Success rate well below the college average
- Retention is improved but below the college average

Program Plans:

- Increase business community involvement in the design of classes and certificates/degrees
- Improve the business community's perception of the college's certificates/degrees
- Develop a path for students' transition from education to employment
- Investigate cross discipline course offerings to enhance employability
- Integrate certificates and degrees to articulate a path to four year institutions
- Improve student access with convenient course designs
- Develop more short term and online courses so employed individuals can quickly update their skills or the unemployed can obtain job ready skills

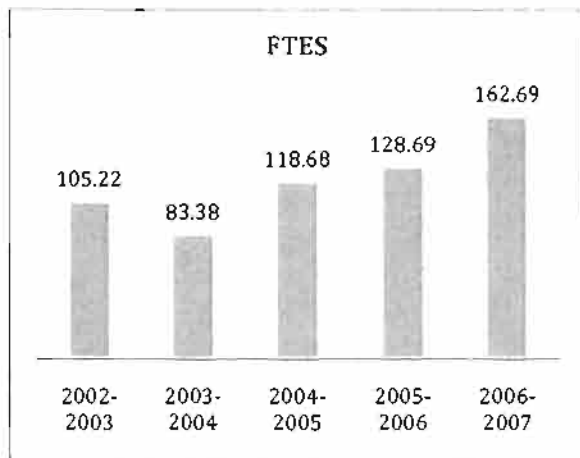
From Program Review January 2004

Challenges and Opportunities

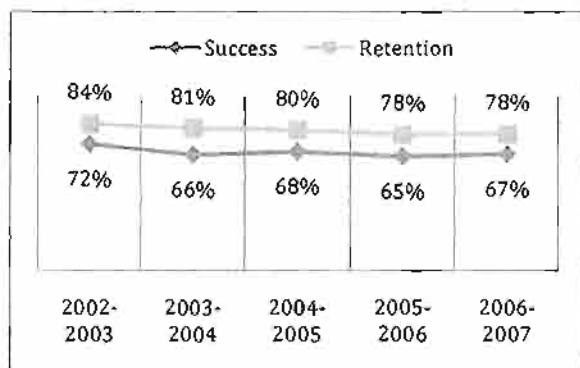
- Develop strategies to raise retention and success rates

Discipline Area

Physical Education



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	1,158	879	1,136	1,244	1,735
FTEF	7.94	5.67	8.18	8.83	12.37
WSCH per FTEF	386	429	423	425	383



	02-03	03-04	04-05	05-06	06-07
Sections	98	58	68	78	106
% of Online Enrollment	0.0%	0.0%	0.0%	2.7%	19.3%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Description:

The Physical Education curriculum is designed to provide the opportunity to achieve an associate degree in the student's area of specialization.

Assessment

- FTES in years observed is increasing
- WSCH per FTEF had been steady, but decreased in 2006-2007 and is below the college average
- Success rate is stable and slightly above college average
- Retention has slightly declined but at college average

Program Plans:

- Increase course offerings
- Standardize tests between instructors to be more consistent in grading
- Develop and revise the degree

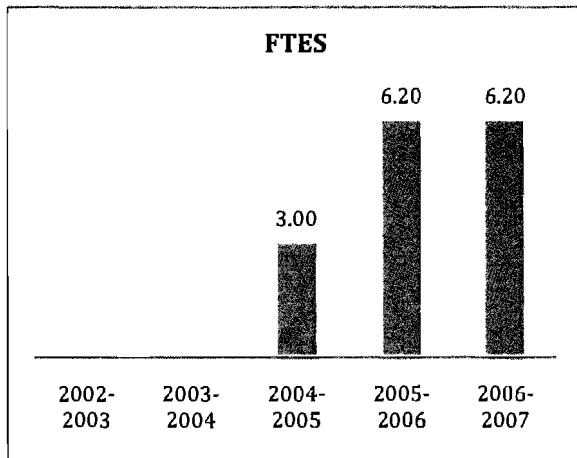
From Program Review March 2007 and Catalog Description

Challenges and Opportunities:

- Develop strategies to increase productivity of classes
- Develop strategies to increase degrees awarded

Discipline Area

Physics



Description:

Program review needed

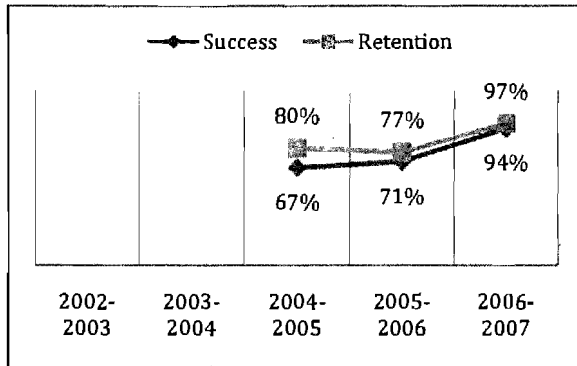
Assessment

- Sections increasing
- FTES increasing
- Success & retention high in 2006-2007 and both exceed the college averages that year
- WSCH per FTEF is low relative to other programs on campus

Program Plans:

TBA

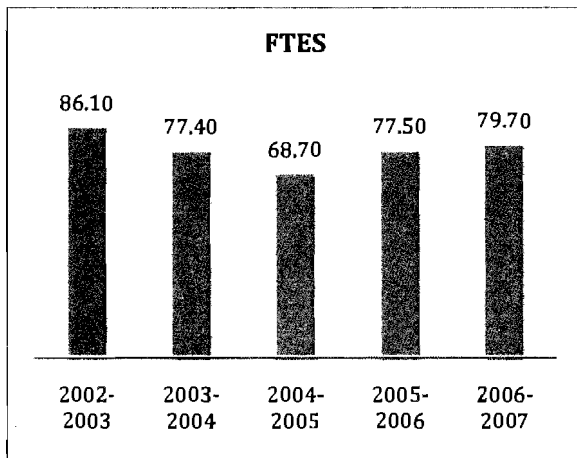
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	NA	NA	15	31	31
FTEF	NA	NA	0.70	1.05	1.75
WSCH per FTEF	NA	NA	125	172	103



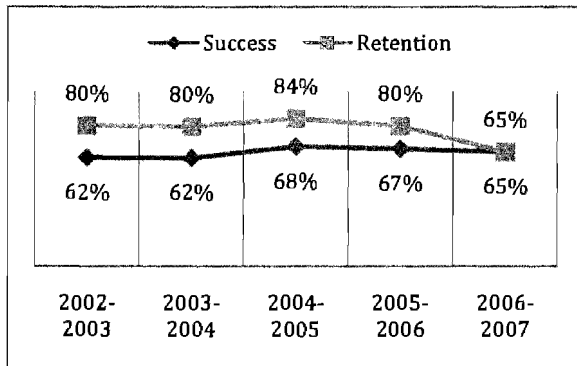
	02-03	03-04	04-05	05-06	06-07
Sections	NA	NA	4	6	10
% of Online Enrollment	NA	NA	0.0%	0.0%	0.0%
Degrees/Certificates Awarded		N/A	N/A	N/A	N/A

Discipline Area

Psychology



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	859	805	683	775	797
FTEF	5.06	4.60	4.20	5.40	6.00
WSCH per FTEF	496	491	477	419	387



	02-03	03-04	04-05	05-06	06-07
Sections	27	23	21	27	30
% of Online Enrollment	46.0%	28.0%	31.0%	36.8%	48.6%
Degrees/Certificates Awarded		6	14	13	18

Description:

The Psychology Associate Degree program is designed to provide entry-level skills and knowledge for the student transferring to a four year institution with a major in psychology. The psychology major prepares students for programs with emphasis in psychology, counseling, child development, educational psychology, education, social work, sociology, human services, and nursing.

Assessment

- No [overall] growth in FTES in years observed
- FTES dipped in 2004-2005 and increased by 2006-2007
- Large percentage of online enrollment
- Substantial number of degrees awarded.
- Success rate is relatively stable and at the college average
- Retention rate has been stable then declined and in '06-'07 fell 14% below the college average

Program Plans:

- Develop hybrid Psychology courses
- Revise curriculum to ensure currency with statewide curricular trends
- Develop student learning outcomes for Psych 1
- Expand Learning Community course offerings
- Expand offerings of hybrid Psych courses

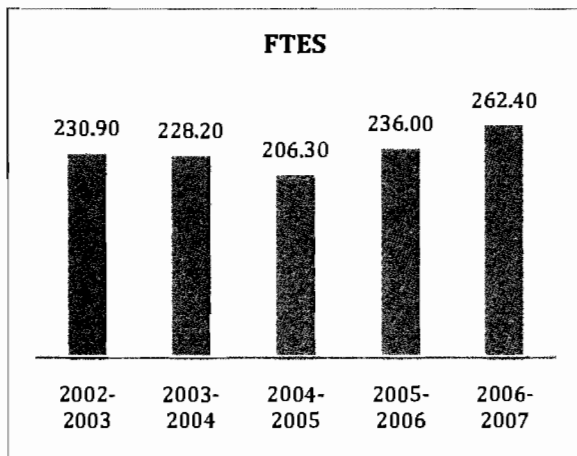
From Program Review February 2004 and College Catalog

Challenges and Opportunities

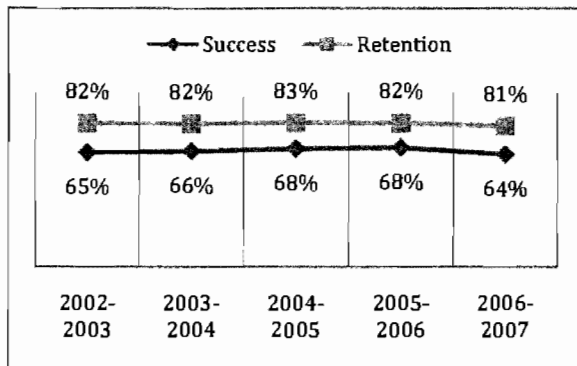
- Develop strategies to address recent retention rate decrease

Discipline Area

Social Science



	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	2,298	2,281	2,061	2,359	2,623
FTEF	14.00	11.80	12.00	14.80	16.80
WSCH per FTEF	481	564	501	465	456



	02-03	03-04	04-05	05-06	06-07
Sections	70	59	60	74	84
% of Online Enrollment	49.8%	47.6%	41.6%	44.0%	51.4%
Degrees/Certificates Awarded		3	4	8	12

Description:

The Social Science Associate Degree program is designed to provide the transfer social science major the opportunity to achieve an associate degree with specialization of the student's choice. The major is made up of 24 units in the fields of Economics, Geography, History, Political Science, Psychology, and Sociology.

Assessment

- Slight growth in FTES in years observed
- FTES dropped in 2004-2005 and has been steadily increasing
- Large percentage of online enrollment
- Retention rate is stable and higher than the college average
- Success rate is stable and higher than the college average

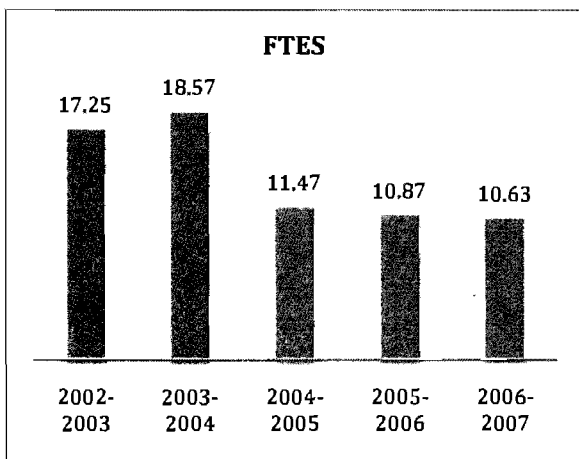
Program Plans:

- Bring Social Science 32A and B into the history department
- Develop a cultural/ethnic studies program
- Develop courses such as Native American and Asian Pacific Islander history, with potential to expand into family and gender studies

From program review September 2004 and college catalog

Discipline Area

Teaching Assistant (Education Assistant)



Description:

The Education/Education Assistant (EDUC/EA) program provides courses and experiences for prospective teachers. The program awards a certificate as a Teaching Assistant. It is a program that has been actively involved in partnerships with Upward Bound Math and Science, Educational Talent Search, University Charter School, and Middle College High School. The teacher preparation effort is now called T.E.A.M. Teach and comes out of the Education/Education Assistant program.

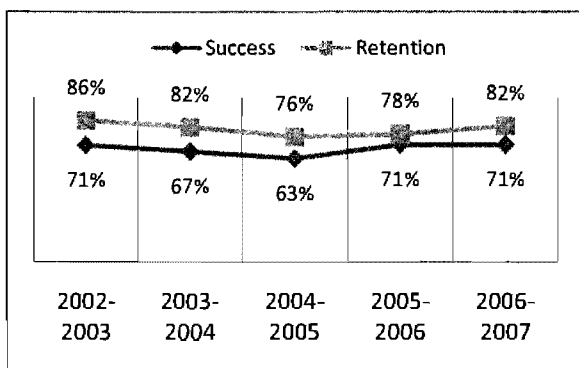
	02-03	03-04	04-05	05-06	06-07
Duplicated Enrollment	250	246	190	156	142
FTEF	1.86	1.81	1.24	1.25	1.27
WSCH per FTEF	271	299	270	253	245

Assessment

- Number of FTES as well as sections offered in Teaching Assistant declined over past five academic years
- Retention and success rates are above college average
- WSCH per FTEF is below college average.

Program Plans:

- Identify a counselor who will work specifically with T.E.A.M Teach students
- Write student learning outcomes for all remaining EDUC/EA courses
- Review and revise education assistant certificate to meet current needs of workplace and students
- Implement student learning outcome evaluation cycle in EDUC 1
- Write curriculum for CBEST prep classes to offer as nontransferable one unit courses in test preparation, reading, writing, and math
- Develop stronger articulation agreements at local high schools
- Develop strong student learning outcome assessment cycles for EDUC 1 and EDUC 5 that include adjunct faculty



	02-03	03-04	04-05	05-06	06-07
Sections	18	14	11	12	11
% of Online Enrollment	34.8%	41.5%	59.5%	46.8%	38.0%
Degrees/Certificates Awarded		1	0	0	1

Challenges and Opportunities

- Develop strategies to increase enrollment, retention, and success rates, and increase productivity

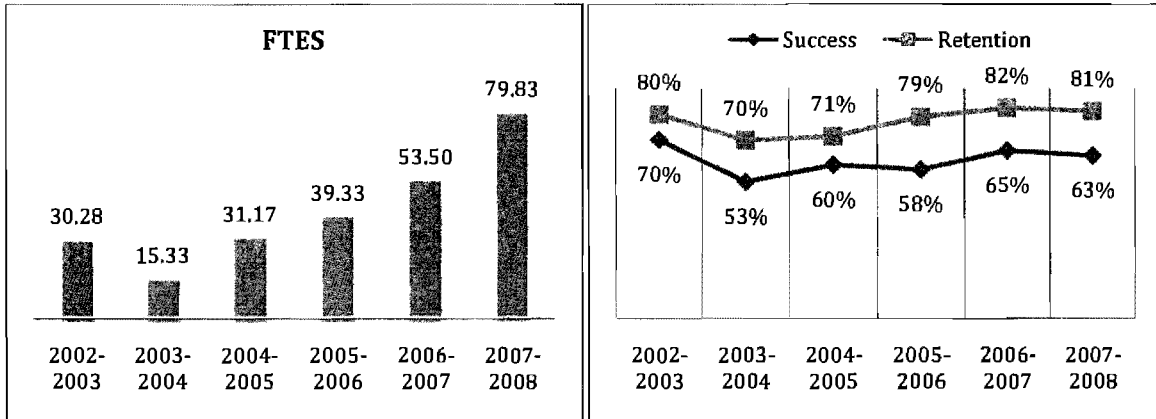
From Program Review March 2007

BASIC SKILLS

Basic Skills are the foundation for student success. Sometimes called developmental education or pre-collegiate skills, they are needed by many students entering all segments of higher education in order to be successful in college coursework. The statewide course success rate at community colleges in Basic Skills is 60.5%, about 10 % lower than that for other courses.

At Lemoore, students in Basic Skills classes are successful at a rate close to or above the statewide average. All Basic Skills classes have grown in enrollment over the six years represented below.

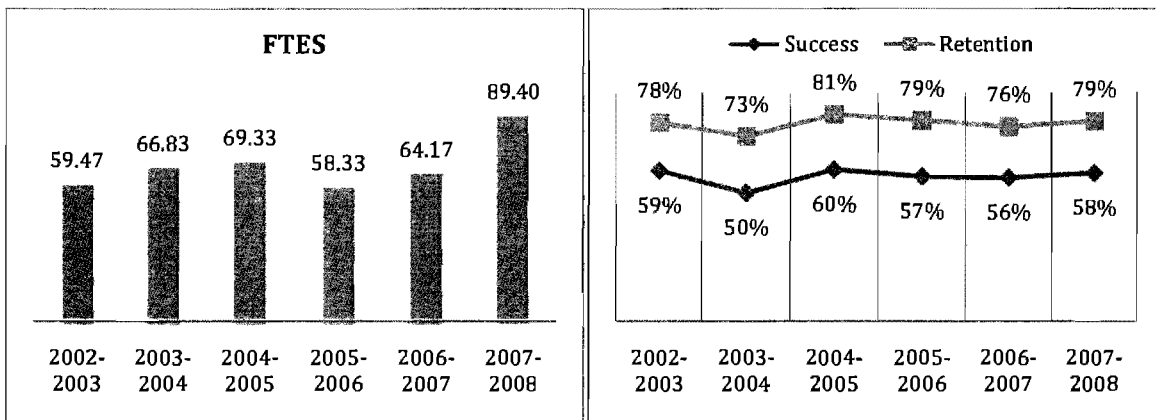
Basic Skills Math



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	8	4	5	7	9	13
Duplicated Enrollment	188	92	187	236	321	479
FTEF	2.46	1.32	1.65	2.32	3.00	4.33
WSCH per FTEF	359	339	551	494	520	537

- Math Basic Skills classes have increased both in sections and enrollment. Students are more successful than the statewide average of 52%. (Source: Board of Governor’s Report on System’s Basic Skills)
- The program has high productivity and strong retention

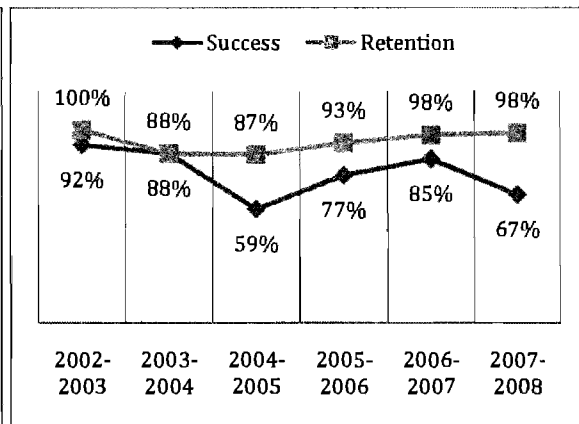
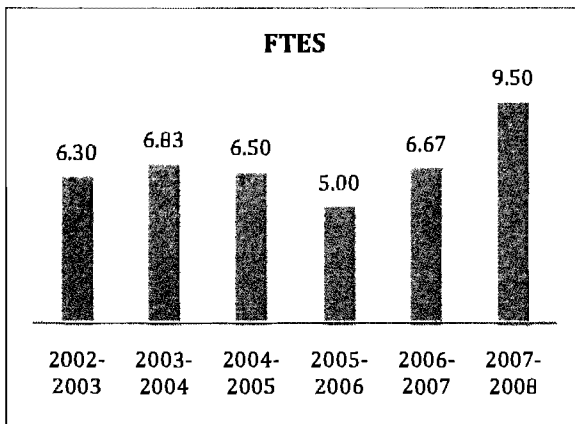
Basic Skills English



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	35	19	22	19	22	31
Duplicated Enrollment	360	401	416	350	385	648
FTEF	7.71	4.76	6.16	5.34	5.93	7.13
WSCH per FTEF	225	410	328	318	315	366

- English Basic Skills classes are building back from '02- '03. Note that with fewer sections in '07-08 they have significantly surpassed the number of enrollments they had in '02-'03 with more sections, a sign of a productive efficient program -- particularly considering that the success and retention of their students have remained steady.
- Success rates are generally comparable to statewide average of 59.3%. [Source: Board of Governor's Report on System's Basic Skills].

English as a Second Language (ESL)



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Sections	15	6	6	6	6	7
Duplicated Enrollment	52	41	39	30	40	66
FTEF	1.27	1.40	1.12	0.56	0.85	0.67
WSCH per FTEF	145	142	169	259	229	411

- Notable drop in sections after '02-03, but enrollments now surpass the enrollment when the program had double the number of sections.
- No ESL courses scheduled during the day were offered between 2002-03 to 2007-08
- Success rates are mostly above statewide average of 70.6%. [Source: Board of Governor's Report on System's Basic Skills]

Basic Skills Placement

Students who enroll in courses that are appropriate for their preparation levels are much more likely to succeed in college. The assessment process should provide information and support to students so they can make appropriate educational choices. Below are charts that reveal the number of first term students who were assessed and placed into Basic Skills classes in English and math. The ESL program does not have a formal assessment mechanism.

WHC Lemoore Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	1,534	575	37.5%	203	35%	223	39%
2005-2006	1,702	927	54.5%	349	38%	413	45%
2006-2007	1,613	798	49.5%	317	40%	355	44%
2007-2008	1,843	859	46.6%	411	48%	437	51%

- In the four years observed, an average of 47 percent first term students at the WHC Lemoore campus were assessed for course placement
- Of the numbers assessed, an average of 48 percent of students were placed into Basic Skills English
- Approximately 45 percent of students assessed were placed in Basic Skills Math, with the greatest percentage (51%) in the 2007-08 academic year

NASL Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	40	16	40.0%	2	13%	4	25%
2005-2006	25	14	56.0%	3	21%	9	64%
2006-2007	22	11	50.0%	3	27%	3	27%
2007-2008	19	5	26.3%	0	0%	1	20%

- A declining number of students are being assessed at NASL.

Online Campus				Placed into Basic Skills			
Year	First-Term Students	Assessed	% Assessed	English	% of Assessed	Math	% of Assessed
2004-2005	519	204	39.3%	23	11%	48	24%
2005-2006	695	382	55.0%	54	14%	118	31%
2006-2007	988	459	46.5%	48	10%	119	26%
2007-2008	1162	313	26.9%	80	26%	125	40%

- The percentage of students assessed for the online campus has been declining over three years
- An average of 15 percent of students assessed for the online campus were placed into Basic Skills English
- An average of 30 percent of students assessed for the online campus were placed into Basic Skills Math

TOP TEN INSTRUCTIONAL DISCIPLINES BY FTES, 2003-2007

2003-2004		2004-2005		2005-2006		2006-2007	
Program	FTES	Program	FTES	Program	FTES	Program	FTES
Math	261	Math	290	Biology	283	Biology	278
Social Science	228	Biology	246	Math	274	Math	274
Biology	184	Health Science (General)	218	Health Science (General)	261	Health Science (General)	267
Health Science (General)	136	Social Science	206	Social Science	236	Social Science	262
Computer Information Systems	130	Physical Education	119	Physical Education	129	Physical Education	163
Business	121	Computer Information Systems	116	Business	106	AOJ	127
AOJ	83	Business	106	Computer Information Systems	95	Business	103
Physical Education	83	AOJ	89	AOJ	85	Humanities	91
Psychology	77	Geography	79	Geography	85	Computer Information Systems	89
Geography	72	Art	71	Art	80	Art	87

- Math, Biology and Health Science are among the three largest FTES generators in the past four years observed. Social Science has remained in the top five.
- The top ten programs have remained consistent during this time.

AVERAGE WSCH PER FTEF, 2002-2007

Program	Average	Program	Average
Office Management	510	Child Development	433
Social Science	493	HRCM	427
Geography	477	Business	420
Geology	472	Physical Education	409
Computer Information Systems	470	Art	363
AOJ	463	Chemistry	327
Psychology	454	Communications	306
Math	447	Teaching Assistant	268
Humanities	447	Health Science (Pre-Professional)	192
COLLEGE AVERAGE, 2002-07	441	Physics	134
Health Science (General)	438	Engineering*	44
Biology	436		

**New Engineering program started in fall 2008*

AVERAGE SUCCESS 2002-2007

Program	Success	Program	Success
Art	78%	Humanities	65%
Geology	77%	Psychology	65%
Physics	77%	Biology	64%
HRCM	75%	COLLEGE AVERAGE, 2002-07	64%
Child Development	71%	Computer Information Systems	63%
Communications	71%	Health Science (General)	63%
Teaching Assistant	69%	Math	60%
STATEWIDE AVERAGE, 2003-08	68%	Health Science (Pre-Professional)	57%
Physical Education	68%	Business	51%
Geography	66%	Chemistry	50%
Social Science	66%	Office Management	50%
AOJ	65%	Engineering	33%

- Students are least successful in Business, Chemistry, and Office Management over a 5 year span. Business and Chemistry also fall below the college average in WSCH/FTEF; Office Management has the highest WSCH/FTEF at the college.
- Students are most successful in Art, Geology, HRCM, and Physics.

AVERAGE RETENTION, 2002-2007

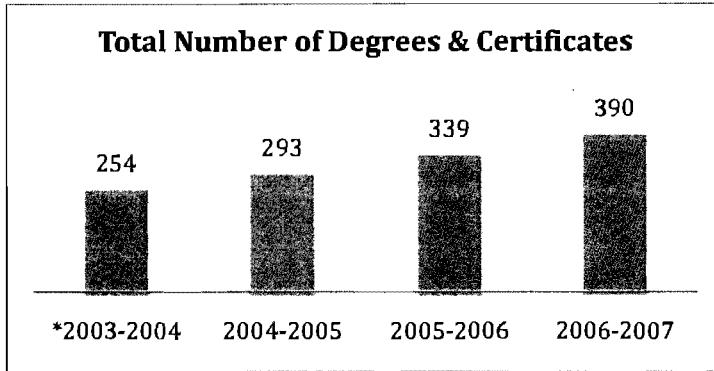
Program	Retention	Program	Retention
HRCM	90%	Physical Education	80%
Geology	88%	Biology	79%
Art	86%	COLLEGE AVERAGE, 2002-07	79%
Geography	85%	Psychology	78%
Physics	85%	Computer Information Systems	77%
STATEWIDE AVERAGE, 2003-08	84%	Health Science (General)	76%
AOJ	84%	Math	75%
Child Development	82%	Business	71%
Communications	82%	Office Management	69%
Humanities	82%	Engineering	67%
Social Science	82%	Health Science (Pre-Professional)	66%
Teaching Assistant	81%	Chemistry	61%

- Student retention is highest in programs that also reflect a high success rate – HRCM, Geology, Art, and Physics.
- Student retention is lowest in programs that reflect a lower success rate – Business, Office Management, Health Science, and Chemistry.
- The California Community Colleges System Strategic Plan of January 2006 notes that efforts are needed to improve semester to semester persistence, especially into the second year of college study.

DEGREES AND CERTIFICATES

From Fall 2003 to Fall 2007, West Hills College Lemoore conferred a total of 1,276 degrees and certificates in various disciplines. Over 50 percent of these were Associate of Arts in Liberal Arts. The Liberal Arts Program has been renamed Liberal Studies and is currently under review and modification.

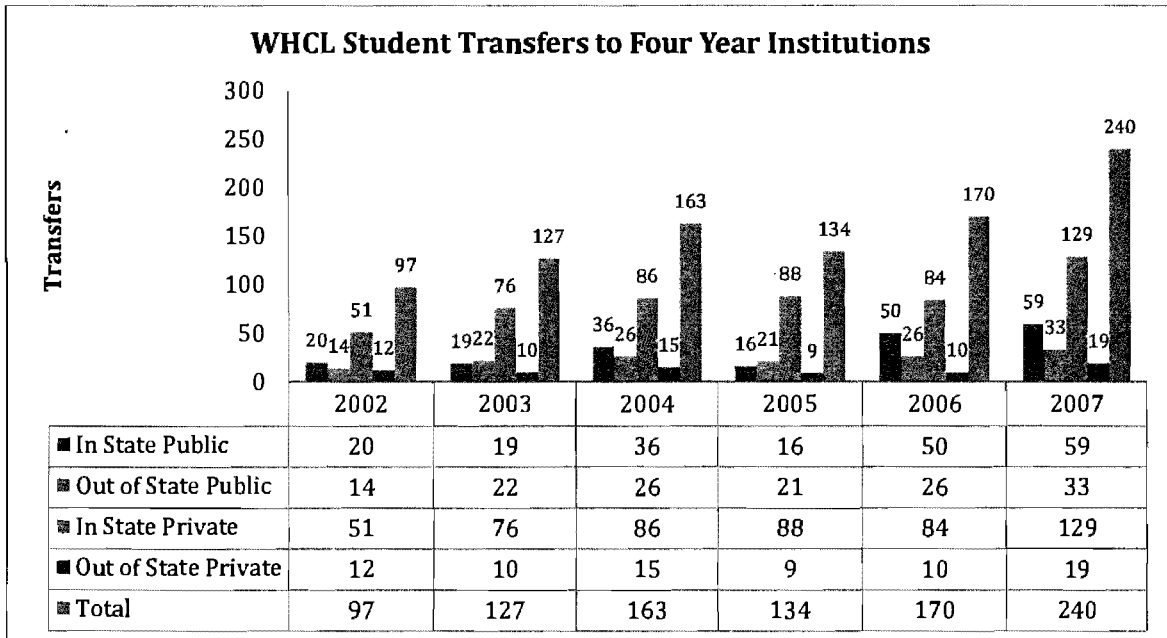
The total number of degrees and certificates conferred by West Hills College Lemoore has been steadily increasing over the past four years.



Top 20 Programs by Total Number of Degree/Certificate Conferred, 2003-2007

Program Title	2003-04*	2004-05	2005-06	2006-07	Total
Liberal Arts - AA	137	158	189	212	696
Business Administration - AA	19	25	29	33	106
Health Science - General - AS	20	25	0	19	64
Administration of Justice - Law Enforcement - AA	6	18	16	23	63
Psychology - AA	5	14	13	18	50
Child Development - AA	0	9	10	17	36
Health Science - General - AA	1	0	31	1	33
Social Science - AA	3	4	8	12	27
Computer Information Systems - AA	8	4	9	6	27
Administration of Justice - Corrections Option - AA	2	7	9	2	20
Business - AA	2	2	4	4	12
Computer Information Systems - AS	5	2	1	4	12
Child Development - Certificate	0	2	3	6	11
Bookkeeping Fundamental - Certificate	2	2	2	5	11
Mathematics - AA	2	4	2	2	10
Office Management & Tech. - AA	2	3	2	1	8
Administration of Justice - Law Enforcement - AS	0	3	2	2	7
Business Management - Certificate	3	2	0	2	7
Child Development Admin. - Certificate	4	1	0	2	7
Retail Business Management - Certificate	1	1	0	4	6

TRANSFERS TO FOUR YEAR INSTITUTIONS

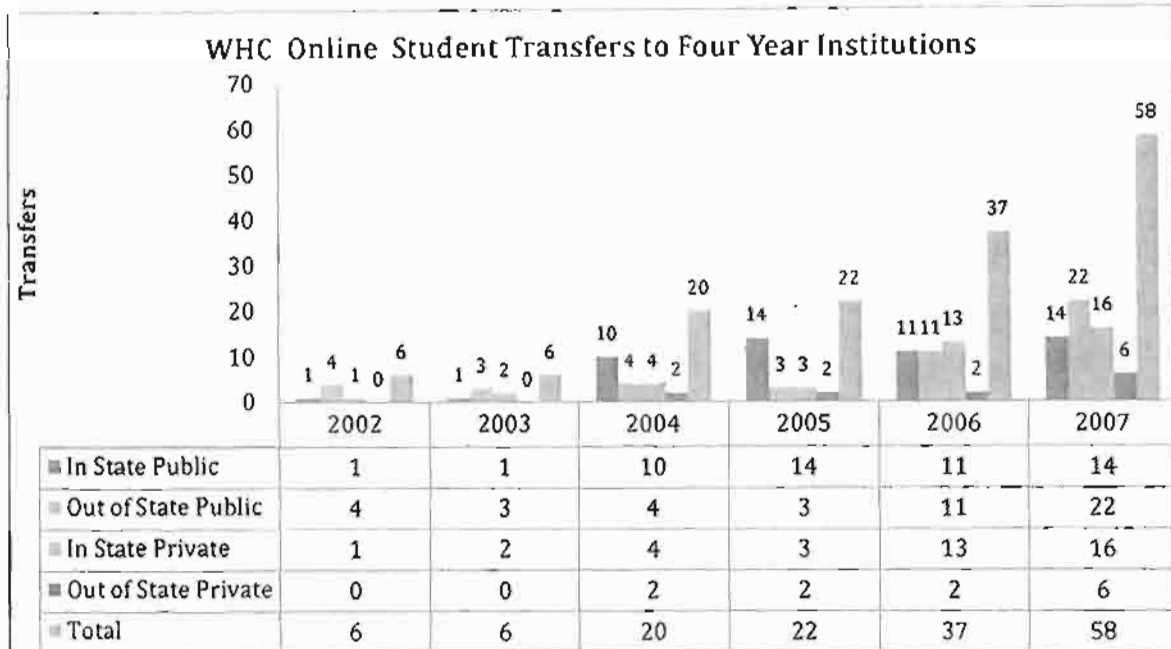


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: The annual numbers of transfers to four-year institutions were determined by students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- In '07, 92 students transferred to public four year institutions; 148 students transferred to private four year institutions.
- In the six years observed, more students transferred to California private institutions each year than transferred to California public institutions.
- The number of students transferring continues to increase with the most significant gains occurring at California private four year institutions.

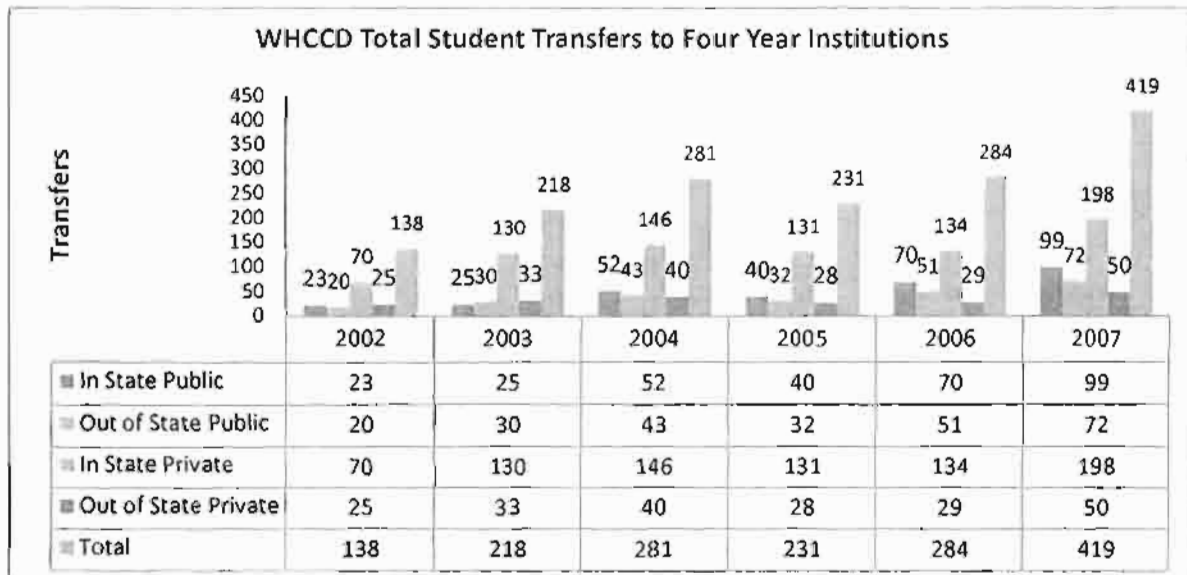


Data Source: National Student Clearing House; WHCCD Data Warehouse

Definition: Based on WHCCD students who completed at least 12 units primarily online from a combination of online courses from WHCC and WHCL and stopped attending WHCCD prior to transferring to a four year institution.

Assessment:

- The number of online transfers has significantly increased over the six years observed.
- Significant gains have been made in the number of students transferring to out of state public institutions.



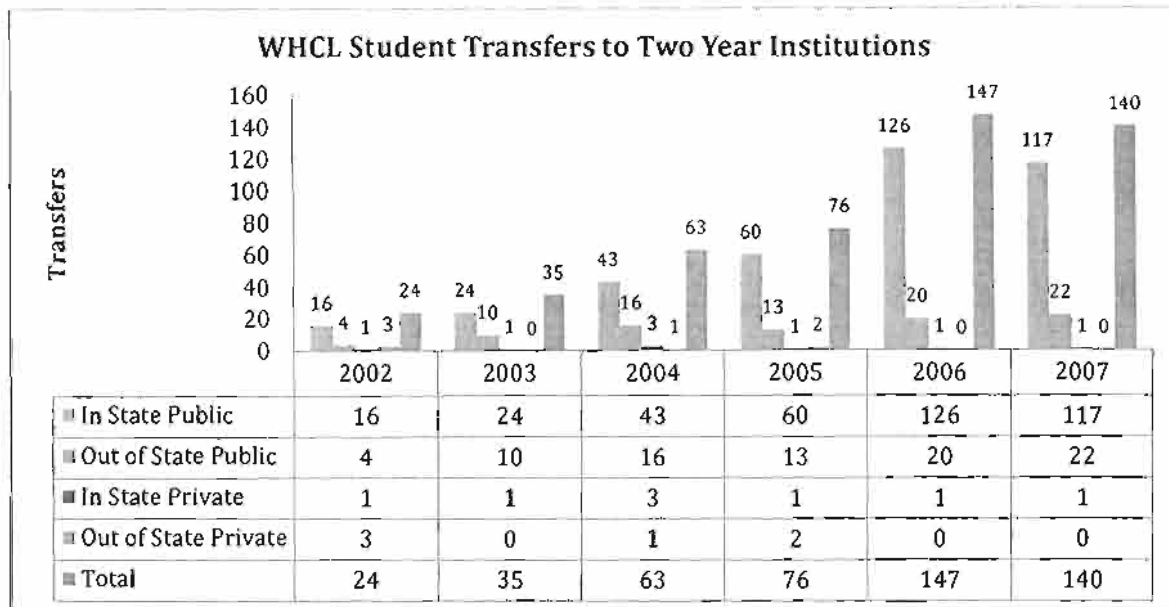
Data Source: National Student Clearing House; WHCCD Data Warehouse

WHC Lemoore Top 20 Transfer Four-Year Institutions, 2002-2007

	Name of Institution	Number	%
1	CALIFORNIA STATE UNIVERSITY - FRESNO	381	40.9%
2	CHAPMAN UNIVERSITY-AC 1	71	7.6%
3	FRESNO PACIFIC UNIVERSITY	58	6.2%
4	UNIVERSITY OF PHOENIX	54	5.8%
5	COLUMBIA COLLEGE-EV SESSION	40	4.3%
6	CHAPMAN UNIVERSITY-ORANGE	34	3.7%
7	CALIFORNIA STATE UNIVERSITY - CHICO	12	1.3%
8	NATIONAL UNIVERSITY	12	1.3%
9	CALIFORNIA STATE UNIVERSITY - SACRAMENTO	10	1.1%
10	UNIVERSITY OF CALIFORNIA-DAVIS	10	1.1%
11	UNIVERSITY OF MARYLAND - UNIVERSITY COLLEGE	10	1.1%
12	EMBRY-RIDDLE AERONAUTICAL UNIV.-WORLDWIDE CAMPUS	9	1.0%
13	SAN DIEGO STATE UNIVERSITY	9	1.0%
14	SAN FRANCISCO STATE UNIVERSITY	8	0.9%
15	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	7	0.8%
16	CALIFORNIA STATE UNIVERSITY - FULLERTON	7	0.8%
17	UNIVERSITY OF CALIFORNIA-BERKELEY	7	0.8%
18	CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	6	0.6%
19	EMBRY-RIDDLE AERONAUTICAL UNIVERSITY - DAYTONA	6	0.6%
20	OLD DOMINION UNIVERSITY	6	0.6%
	Other Four Year Institutions	174	18.7%
	Total	931	

Data Source: National Student Clearing House; WHCCD Data Warehouse

TRANSFERS TO TWO YEAR INSTITUTIONS



Data Source: National Student Clearing House; WHCCD Data Warehouse

Totals includes In State Public, Out of State Public, In State Private and Out of State Private Two Year institutions.

Definitions

- **Lemoore Total:** The annual number of transfers to two-year institutions was determined by students who completed at least 12 units in the WHCCD system and stopped attending WHCCD prior to transferring to a two year institution.

Assessment

- The number of students transferring to two year institutions has increased over the six years observed.
- Exit interviews could reveal reasons for these transfers that will assist the college in educational planning.

WHC Lemoore Top 20 Transfer Two-Year Institutions, 2002-2007

	Name of Institution	Number	%
1	COLLEGE OF THE SEQUOIAS	134	27.6%
2	FRESNO CITY COLLEGE	91	18.8%
3	REEDLEY COLLEGE	17	3.5%
4	CUESTA COLLEGE	13	2.7%
5	BAKERSFIELD COLLEGE	7	1.4%
6	SAN DIEGO CITY COLLEGE	7	1.4%
7	SOUTHWESTERN COLLEGE	7	1.4%
8	FULLERTON COLLEGE	6	1.2%
9	GROSSMONT COLLEGE	6	1.2%
10	AMERICAN RIVER COLLEGE LOS RIOS CC DISTRICT	5	1.0%
11	COASTLINE COMMUNITY COLLEGE	5	1.0%
12	COSUMNES RIVER COLLEGE-LOS RIOS CC DISTRICT	5	1.0%
13	ITT TECHNICAL INSTITUTE	5	1.0%
14	PENSACOLA JUNIOR COLLEGE	5	1.0%
15	SAN DIEGO MESA COLLEGE	5	1.0%
16	TIDEWATER COMMUNITY COLLEGE	5	1.0%
17	COLLEGE OF SOUTHERN MARYLAND	4	0.8%
18	HEALD COLLEGE - FRESNO	4	0.8%
19	OXNARD COLLEGE	4	0.8%
20	SAN DIEGO MIRAMAR COLLEGE	4	0.8%
	Other Two Year Institutions	146	30.1%
	Total	485	

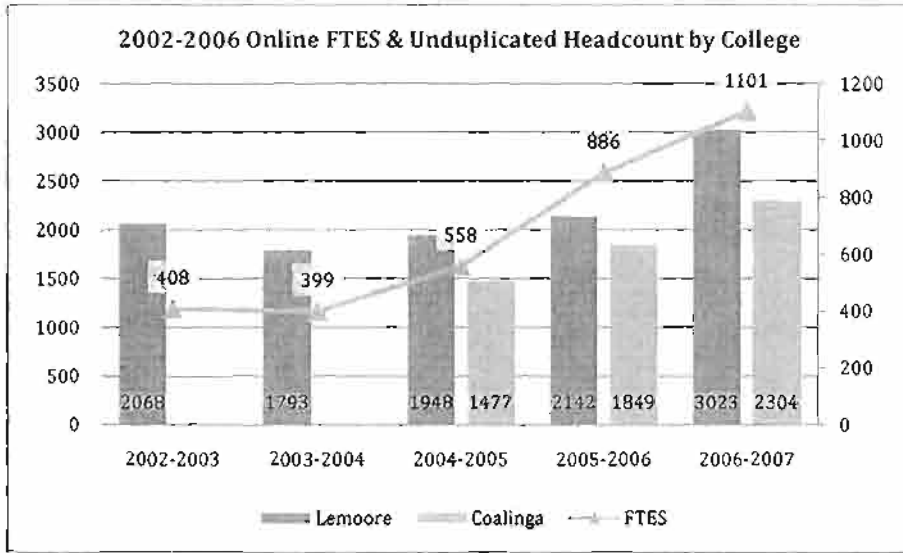
Section IV: Student Services

Student services are an important and integral function at West Hills College Lemoore. The college develops and offers a wide scope of support services that are dedicated to supplementing and complementing instructional programs and providing educational and cultural resources to students, faculty, and the community.

For the purposes of this Educational Master Plan, the student services included are those dealing with the Department of Learning Resources, Financial Aid, the Matriculation process and the following categorical programs: CalWorks, CARE, DSP&S, and EOPS.

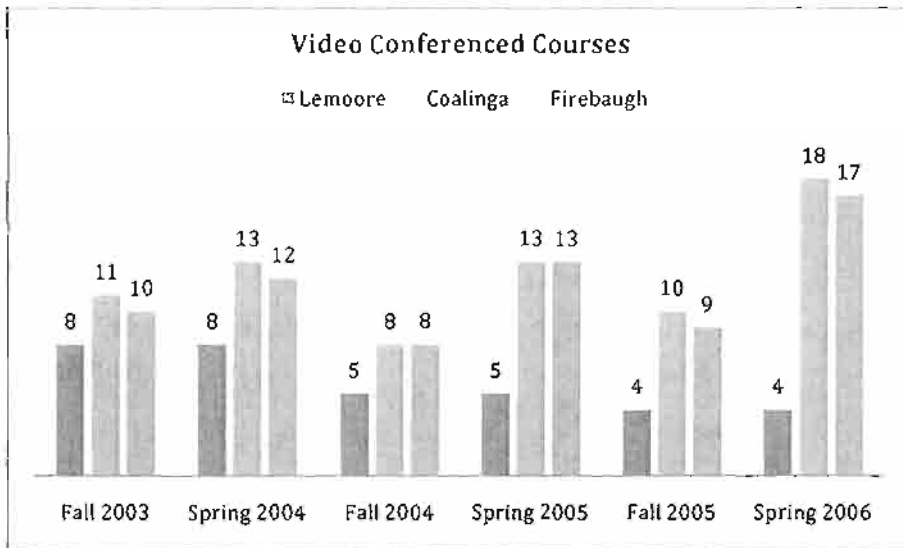
Department of Learning Resources

Description: The Department of Learning Resources is responsible for supporting the colleges in their teaching/learning and service process through the development and administration of an academic online and video conference program that provides faculty training, help desk support, and videoconference technology installation and support.

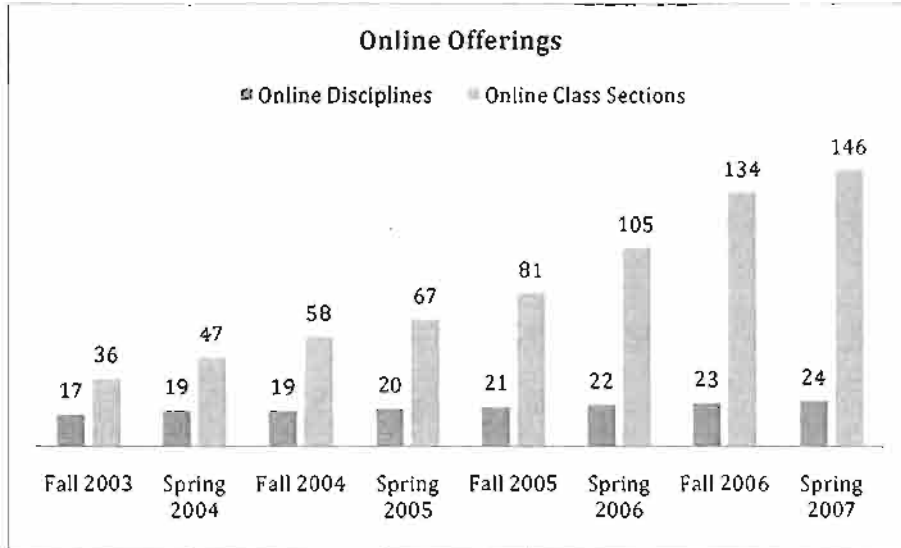


Note: Prior to 2003-2004, all online courses were offered by WHCL

- There is significant growth in the online FTES and headcount at each campus.



- The number of video conference courses offered at Lemoore has been decreasing



- While the number of disciplines available online has remained steady, the number of sections has increased significantly.

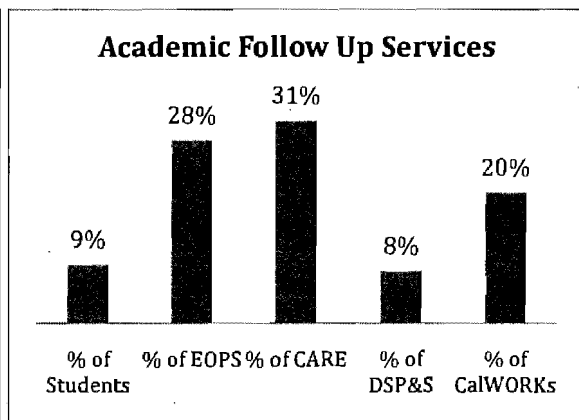
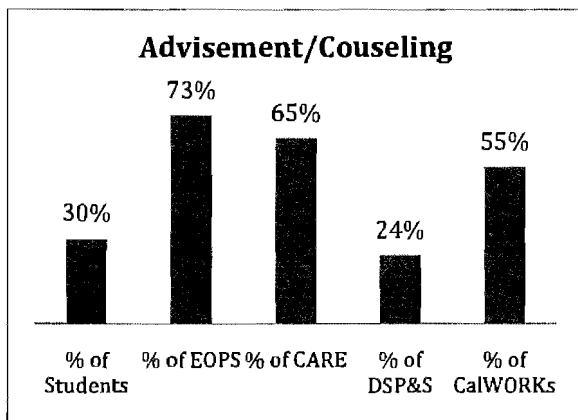
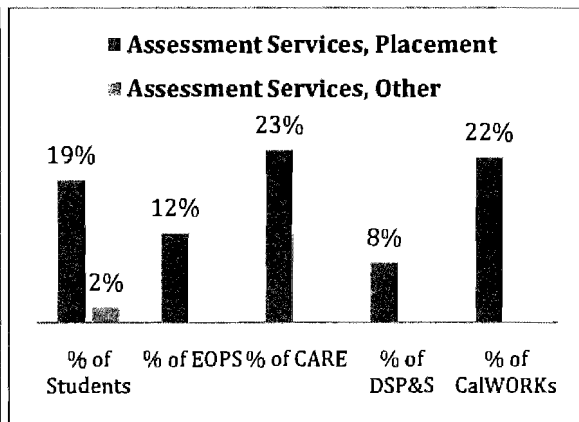
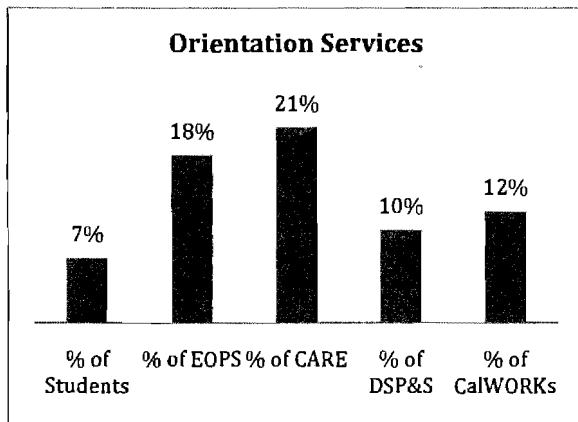
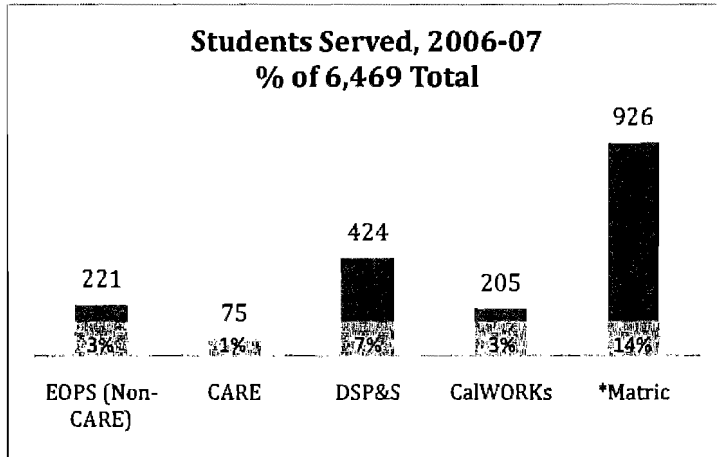
Department Plans:

- Provide online students with active, hands-on, concrete experiences through technological media through collaboration of Learning Resources online staff and online instructors
- Develop and implement Student Technology and Online Readiness Self Assessment Tools
- Increase student technology literacy and independence through enhanced online orientations, student-friendly sites, and online training in courses
- Research and work with CENIC on all aspects of captioning for video conference courses
- Research and present to faculty new classroom mediated technologies
- Provide consultation and research services to the college academic communities.

From Program Review of Spring 2007

Matriculation

Description: The matriculation Process at WHC Lemoore provides an admission process, an orientation to college programs, services, and procedures; pre-enrollment assessment and counseling for course selection, a suitable curriculum, and a continuous follow up on student progress with referral to support services.

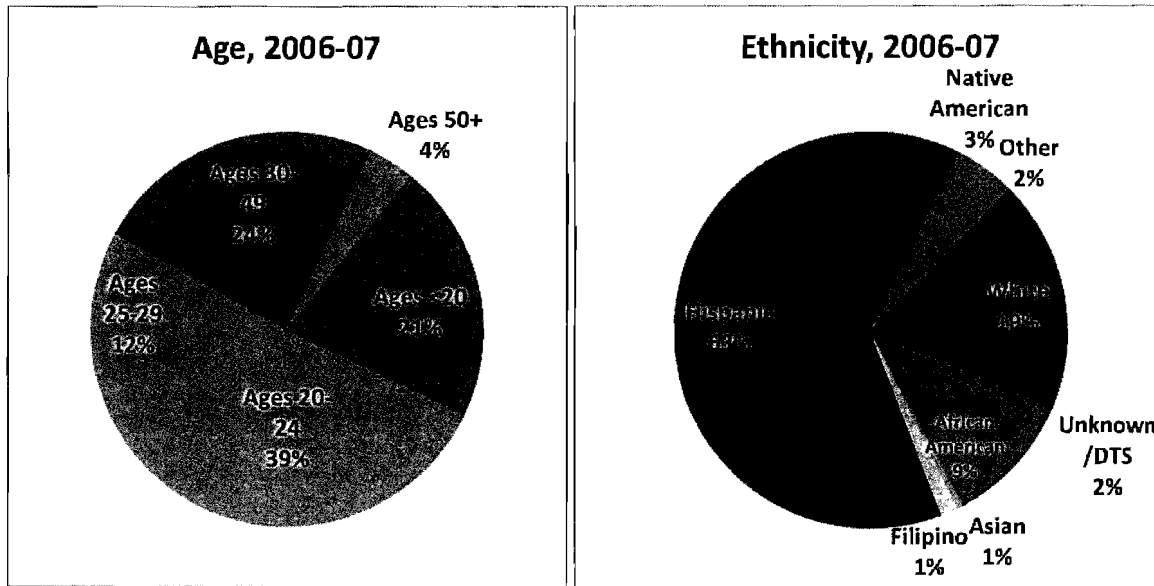


* Matriculation is based on students receiving assessment and counseling or orientation services.

Extended Opportunity Program and Services (EOPS)

Description: The EOPS program and services is a state funded program that provides supplemental support services to students with financial and educational needs. Eligibility is determined by income level and demonstration of need.

2006-07	EOPS (Non-CARE)	% of EOPS	% of All (6,469)
Enrolled in CREDIT	221	100%	4%
Credit FTES	216	100%	8%
Enrolled in NONCREDIT	18	8.1%	5%
Noncredit FTES	0	0%	0%

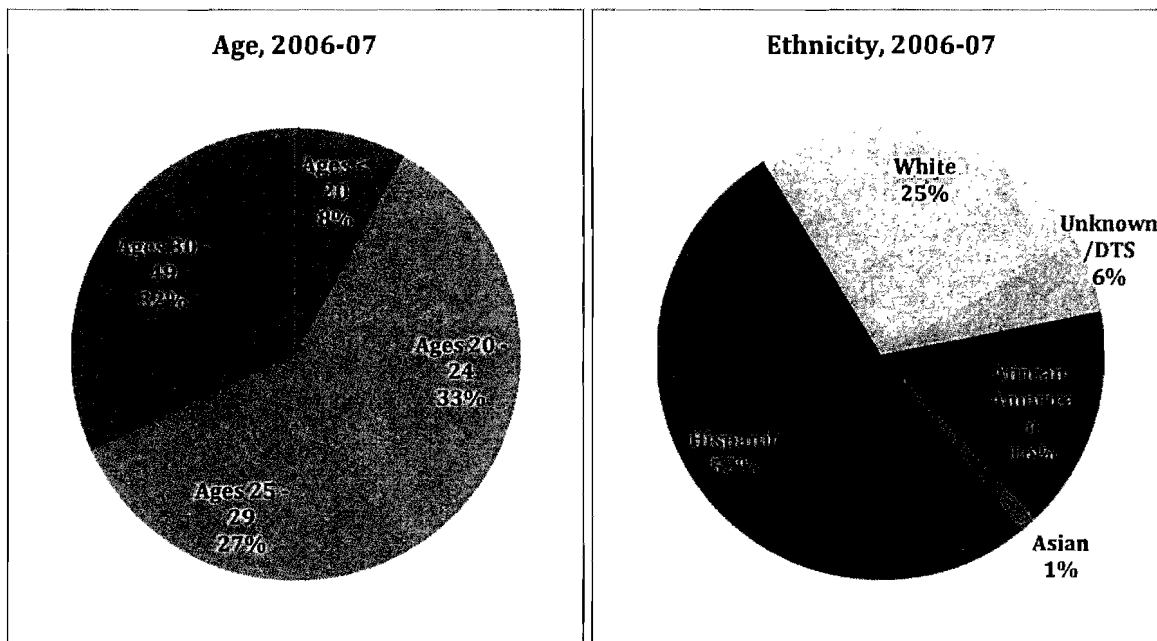


- The primary age group served by EOPS is students 20 to 24 years of age
- The majority of the students are Hispanic

Cooperative Agencies Resources for Education (CARE)

Description: The CARE Program is a cooperative effort between Kings County Human Services System, the Employment Development Department, and the college's EOPS program. The focus of the program is to assist single parents on AFDC via supplemental grants and workshops that will provide them support for their academic success and retention.

2006-07	CARE	% of CARE	% of All (6,469)
Enrolled in CREDIT	75	100%	1%
Credit FTES	75	100%	1%
Enrolled in NONCREDIT	66	100%	3%
Noncredit FTES	6	8%	2%

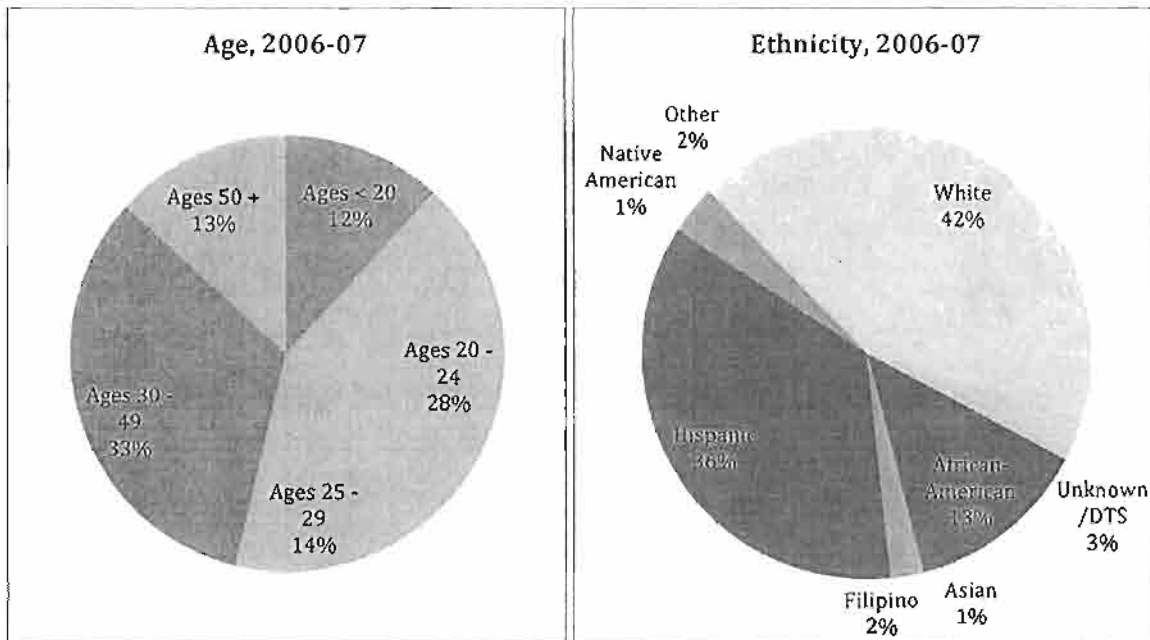


- The majority of students in CARE are below 30 years of age
- The ethnic composition of CARE students varies from the college ethnic composition: CARE: 52% Hispanic, college: 39% Hispanic, CARE: 25% white, college: 36% white, CARE: 16% African American, college 7% African American

Disabled Students Programs and Services (DSPS)

Description: The DSPS program provides equal access to education for disabled persons. The college's office provides services to students with physical, learning, and psychological disabilities with a large range of support services.

2006-07	DSP&S	% of DSP&S	% of All (6,469)
Enrolled in CREDIT	234	55%	4%
Credit FTES	154	32%	6%
Enrolled in NONCREDIT	215	51%	60%
Noncredit FTES	327	68%	95%

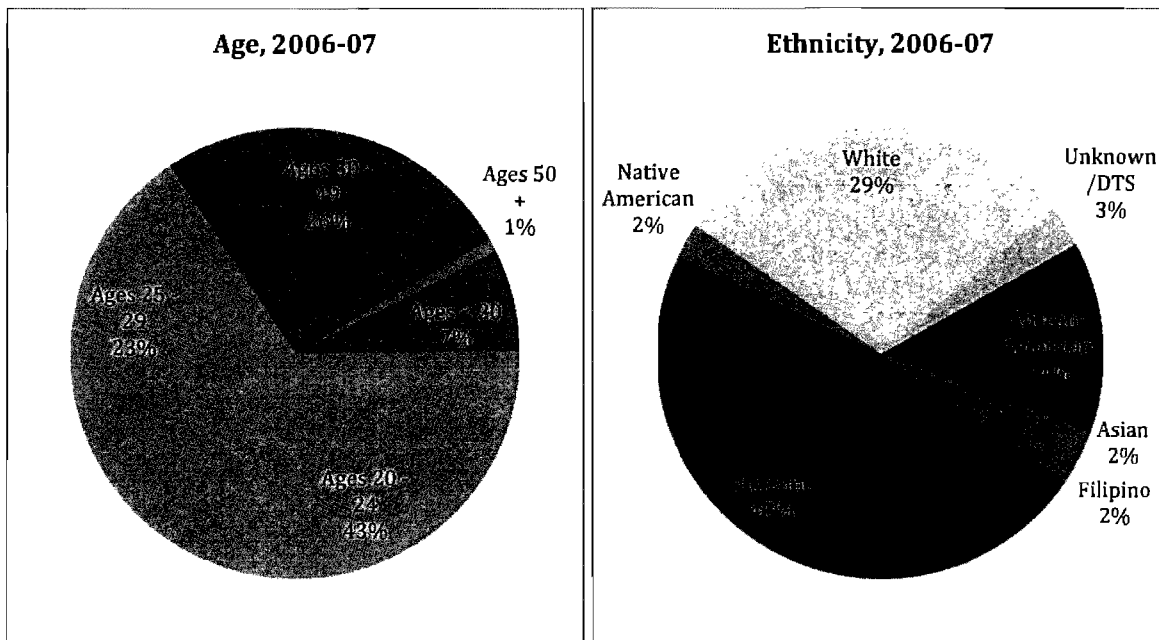


- The largest percentage of any age group in the DSPS program is 30 to 49 years
- The ethnic composition in DSPS varies from the college: DSPS: 42% white, college: 36% white; DSPS: 36% Hispanic, college: 39% Hispanic; DSPS: 13% African American, college: 7% African American

Cal WORKs

Description: The Cal WORKs program is a state funded program to assist families who have received state aid. It provides an opportunity to return to college and receive education and training to become employable.

2006-07	Cal WORKs	% of Cal WORKs	% of All (6,469)
Enrolled in CREDIT	201	98%	3%
Credit FTES	144	100%	5%
Enrolled in NONCREDIT	19	9%	5%
Noncredit FTES	0.70	0%	0%



- 50% of Cal Works students are 24 years of age or below and 50% are 25 to 49
- The ethnic composition varies from the overall college: Cal Works: 48% Hispanic, college: 39%, Cal Works: 29% white, college: 36% white, Cal Works: 14% African American, college: 7% African American

Financial Aid

Description: This department assists students through the various financial aid programs administered by the college. Financial aid is funding provided by federal and state governments and institutional sources to help students with their educational expenses. The funding is made up of grants, scholarships, and loans. Loans have several repayment options.

WHC Lemoore	Enrolled	Received Financial Aid	% of Students Receiving Financial Aid
2002-2003	5,468	1,692	31%
2003-2004	5,010	1,828	36%
2004-2005	5,512	2,153	39%
2005-2006	5,817	2,361	41%
2006-2007	6,469	2,583	40%
2007-2008	7,091	2,721	38%

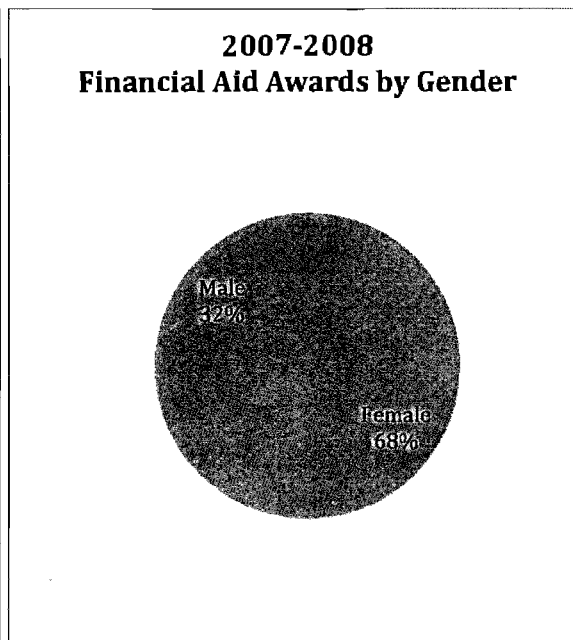
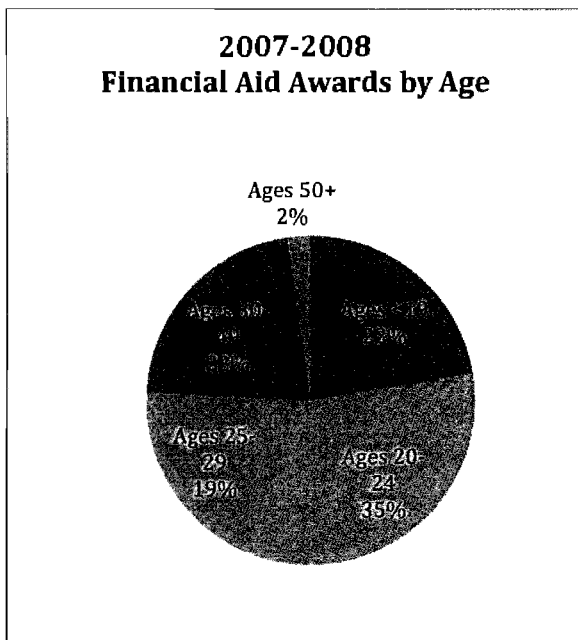
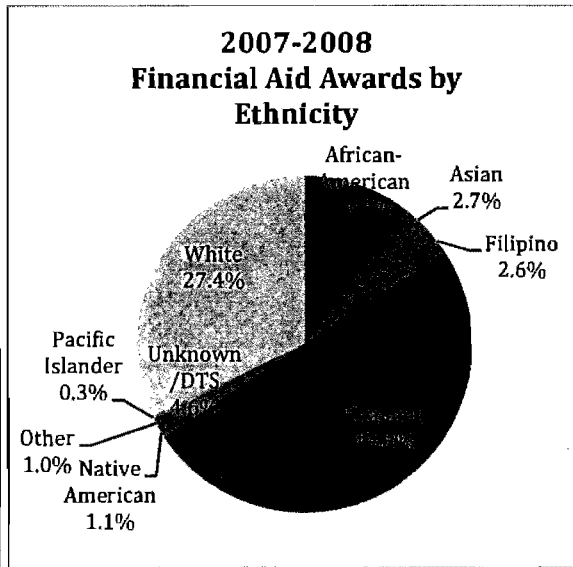
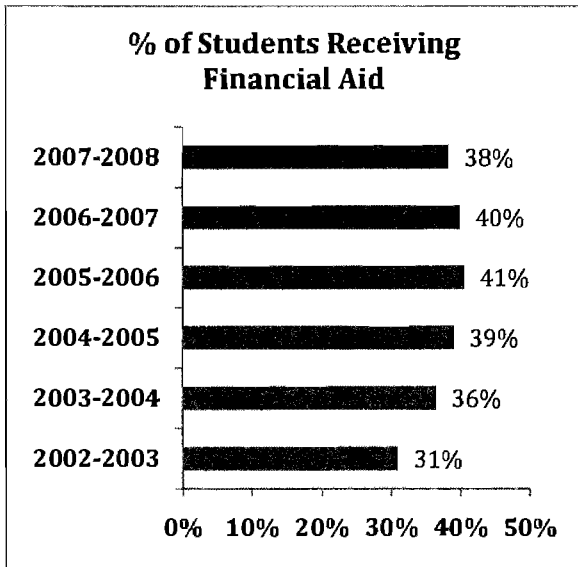
- The number of students receiving financial aid has increased over the six years observed.
- The percentage of students receiving financial aid has decreased while the student population has grown.

WHCCD Enrollment of Students Receiving Financial Aid Awards

Academic Year	Students Awarded Financial Aid	Enrolled at WHCCD	% Enrolled
2002-2003	3,494	2,563	73.4%
2003-2004	3,500	2,720	77.7%
2004-2005	4,007	3,146	78.5%
2005-2006	4,371	3,359	76.8%
2006-2007	4,614	3,645	79.0%
2007-2008	4,848	3,903	80.5%

Source: Datatel; WHCCD Data Warehouse

- The number of students receiving financial aid awards has increased over the six years observed.
- The percentage of students who were awarded financial aid and enrolled at WHCCD has increased during six years observed.



- The gender of students receiving financial aid differs from student population which is 61.94% female, 37.37% male.
- The age of students receiving financial aid differs slightly from the student population: 25.62% are under 19; 30.94% are 20-24; 15.36% are 25-29; 23.28% are 30-49.

Section V: Labor Market Information

INTRODUCTION

The college is committed to providing students with relevant education and training for career technical and professional programs. Consequently, we examine labor market information for this region and compare it to the programs we offer. We use this information to plan for the development of new programs.

ECONOMY OF THE SAN JOAQUIN REGION, OVERVIEW

The Educational Master Plan for West Hills College Lemoore primarily utilizes our district service area that encompasses parts of five counties (Fresno, Kings, Madera, Monterey, San Benito) for demographic data. However, for the economic and labor market section we have also included the counties of Tulare, Kern, Merced, Stanislaus and San Joaquin. The reason for this is the impact of the larger geographical region's economy on college planning for the West Hills Community College District. Employment options for our students also take into consideration a greater area than the college district.

Among the ten counties under consideration by West Hills Community College District for its Educational Master Plan, six are among the top ten counties in the state in the value of their agricultural production: Fresno, Tulare, Kern, Merced, Stanislaus and San Joaquin. Of the ten counties drawing students to the West Hills colleges, only Mariposa County, with nearly half of its land on Federal lands, has an economy not based on agriculture.

While farming and agriculture define the region to a great extent, the counties of the San Joaquin Valley differ considerably in their economic make-ups. Madera and Tulare County have about three times the proportion of employment in agriculture as San Joaquin and Stanislaus. The others fall in between. Likewise, manufacturing is a more prominent part of the employment picture in Merced and Stanislaus counties than in other counties and government is a larger sector of employment in Kings County than in the others. This suggests that educational planners need to consider the diverse employment options in the region as well as the large distances in the rural landscape.

Population Growth

The population of the region is expected to grow approximately ten percent between 2007 and 2012, compared to the state's projected growth of five percent during the same period. The greatest growth will occur among adults aged 30 to 34 years and children under ten years of age (106,284). (Source: *Regional Scan and Program Demand Report, 2007*) This growth will have an impact on the need for job training and re-training and for education of children, and related services.

Income Levels and Unemployment

Per capita personal income varies in the San Joaquin Valley counties, but is below the state average in each. For comparison, the average per capita personal income in California for 2006 was \$39,626. Among the ten counties of the San Joaquin region, Fresno had the highest per capita income, \$27,081; Kings had the lowest at \$22,771. (Source: Table CA1-3, Regional Economic Accounts, Bureau of Economic Analysis, April 2008)

A recent survey of student applications for admission to West Hill College Lemoore and West Hills College Coalinga shows 45 and 48 percent of applicants, respectively, have family incomes of \$25,000 or less. (Source: WHCCD 2007-2008 admission application supplemental survey) The lower than average incomes in the region are consistent with agricultural regions across the country.

Unemployment also reflects the agricultural economic base of the region. Unemployment tends to be higher in the San Joaquin Valley region than the state average. The seasonality of agriculture and the relatively low wage scale account for some of the disparity between this region and other parts of the state. Counties in the San Joaquin Valley also have higher than average poverty rates.

Employment

The top industry sectors in the region, those with over 100,000 jobs, were government, agriculture (including forestry, fishing and hunting), retail trade, health and social assistance, manufacturing, construction, and accommodation and food services in 2007. Construction ranked at the top in earnings per worker (\$54,440) and accommodation and food services ranked last in the group (\$16,554). The greatest growth among all industry sectors by 2012 is projected to be in health care and social assistance. (Source: Chart of Industry Sectors, Region and State, 2007-2012).

Those occupations requiring training and/or education and showing the most growth across all industries in the region in 2007 include:

- Registered nurses
- First-line supervisors/managers of retail sales workers
- Elementary school teachers, except special education
- Business operation specialists
- Truck drivers, heavy and tractor-trailer
- Medical assistants
- Customer service representatives
- Accountants and auditors
- Nursing aides, orderlies, and attendants
- Carpenters

(Source: EMSI Top-Ranked Occupations by Total Growth, 2007-2012. *Note: The list above includes the top ten occupations, all with over 17,000 employees.*)

At the time of the *Regional Scan and Program Demand Report*, West Hills Community College District offered curriculum directly related to six of the twelve high-demand occupations.

Planning for future educational programs and services at the college will take into account the agricultural character of the region, the needs of its growing population for general education and workforce training, and the need to keep pace with demands of the economy.

REGIONAL REPORT

The following information was obtained from the Regional Scan & Program Demand Report prepared for West Hills Community College District by Economic Modeling Specialist Inc.

The Regional Scan included data from ten counties: Fresno, Kern, Kings, Madera, Mariposa, Merced, San Benito, San Joaquin, Stanislaus, and Tulare. The industry and occupation employment numbers are based on numerous published sources from the federal Bureaus of Labor Statistics, Bureau of Economic Analysis, Bureau of the Census, and the National Center for Education Statistics. These ten counties span a region where the West Hills Community College District students are likely to seek work.

Occupation Demand and Program Enrollment Comparison

This section compares regional occupations with the most annual openings to the college's current enrollment by program, with the goal of indicating where the college might look to increase its capacity. The occupations are taken directly from the "Top-Ranked Occupations by New + Replacement Jobs" table. "Related programs" associated with occupations are identified using a crosswalk developed by the U.S. Department of Education with some customization by EMSI. College enrollment numbers by Classification of Instructional Programs (CIP) code are provided by West Hills Community College District.

Note that many occupations have multiple related programs and vice versa, so students enrolled in a program may be included in more than one row in the table above. "Average annual openings" is total new and replacement jobs divided by the number of years in the given timeframe.

Description	2007-2012 Avg. Annual Openings	Median Hourly Earnings	Annual Enrollment at WHCCD, All Related Programs
Registered Nurses	1,715	\$34.79	36
Elementary School Teacher, Except Special Education	1,426	\$26.07	225
Truck Drivers, Heavy and Tractor-Trailer	1,047	\$17.08	60
Business Operation Specialists, All Other	945	\$27.01	107
First-line Supervisors/Managers of Retail Sales of Workers	848	\$15.29	107
Medical Assistants (Psychiatric Technicians)	735	\$12.28	37
Customer Service Representatives	735	\$14.23	
Carpenters	649	\$20.03	
Nursing Aides, Orderlies and Attendants	646	\$10.72	36
Maintenance and Repair Workers, General	642	\$16.40	50
Secondary School Teachers, Except Special and Vocational Education	613	\$29.03	225
Accountants and Auditors	612	\$24.85	50
Bookkeeping, Accounting and Auditing Clerks	585	\$14.83	50
First-Line Supervisors/Managers of Office and Administrative Support Workers	581	\$20.61	96
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	565	\$24.34	107
Dental Assistants	507	\$13.40	
Executive Secretaries and Administrative Assistants	490	\$17.73	107
Automotive Service Technicians and Mechanics	461	\$17.66	50
Preschool Teachers, Except Special Education	454	\$12.08	225
First-Line Supervisors/Managers of Food Preparation and Serving Workers	428	\$11.20	27
Team Assemblers	409	\$11.36	

Source: Economic Modeling Specialists Inc. (9/2007).

Enrollment totals are based on programs that might lead students into the occupation of demand.

Color Key:

- Occupations with programs or training available at **WHCL and WHCC** are highlighted yellow.
- Occupations with programs or training available at **WHCC** are highlighted green.
- Occupations with programs or training available at **WHCL** are highlighted blue.
- Occupations with programs or training **not** available at **WHCCD**.

Highest-Growth Regional Industries, 2007-2012

These industries are projected to add the most total jobs in the ten county region. The Earning Per Worker (EPW) is an average of occupations throughout all industries in 2006.

Description	2007 Jobs	2012 Jobs	Change	% Change	2006 EPW
Local Government	202,525	214,695	12,170	6%	\$54,832
Child Day Care Services	28,142	36,277	8,135	29%	\$13,429
Temporary Help Services	27,479	35,111	7,632	28%	\$20,607
General Medical and Surgical Hospitals	35,685	40,401	4,716	13%	\$65,179
Department Stores	29,990	34,426	4,436	15%	\$21,238
Offices of Physicians	25,526	29,559	4,033	16%	\$79,186
Support Activities for Crop Production	116,491	119,796	3,305	3%	\$22,301
Limited Service Eating Places	49,920	52,693	2,773	6%	\$13,499
Other Activities Related to Real Estate	11,134	13,688	2,554	23%	\$31,819
Accounting and Bookkeeping Services	13,438	15,746	2,308	17%	\$31,442
State Government	32,770	34,860	2,090	6%	\$61,388
Offices of Dentists	10,144	11,980	1,836	18%	\$45,506
Full-Service Restaurants	35,493	37,224	1,731	5%	\$16,466
Home Health Care Services	6,110	7,756	1,646	27%	\$32,259
Community Care Facilities for the Elderly	6,772	8,344	1,572	23%	\$25,429
Other Technical Consulting Services	5,385	6,837	1,452	27%	\$40,678
All Other Specialty Trade Contractors	10,129	11,552	1,423	14%	\$56,082
Offices of Real Estate Agents and Brokers	22,651	24,040	1,389	6%	\$30,975
General Warehousing and Storage	11,125	12,463	1,338	12%	\$44,920
Home Centers	7,913	9,242	1,329	17%	\$24,961

Source: Economic Modeling Specialists Inc. (9/2007)

Top 25 Critical Occupations in High Growth Industries

The following table shows the top 30 highest growth occupations (in top 10 industries) from 2007-2012. They provide a business oriented view of the most in-demand jobs over that timeframe, and the demand-driven college will seek to align its offerings accordingly. Many jobs found here, especially with an education level of "short-term" or "moderate-term-on the job training" (ST OJT or MT OJT) are likely to be good candidates for industry oriented continuing education programs. * [other abbreviations are decoded below]

Industry	Occupation	Job Growth (In Industry)	Median Hourly Wage (All Industries)	Average Education
Child day care services	Child care workers	6,634	\$8.69	ST OJT
Support activities for crop production	Farmworkers and laborers, crop, nursery, and greenhouse	2,924	\$7.72	ST OJT
Local Government	Elementary school teachers, except special education	2,117	\$26.07	Bachelor's
Department stores	Retail salespersons	2,001	\$9.29	ST OJT
General medical and surgical hospitals	Registered nurses	1,748	\$34.79	Associate's
Offices of physicians	Medical assistants	1,060	\$12.28	MT OJT
Limited-service eating places	Combined food preparation and serving workers, including fast food	1,039	\$7.96	ST OJT
Accounting and bookkeeping services	Accountants and auditors	990	\$24.85	Bachelor's
Offices of physicians	Physicians and surgeons	858	\$74.93	Prof. DG
Other activities related to real estate	Real estate sales agents	788	\$25.08	PS Award
Other activities related to real estate	Real estate brokers	786	\$30.99	Exp. In Field
Local Government	Teacher assistants	750	\$12.34	ST OJT
Temporary help services	Laborers and freight stock, & material movers, hand	720	\$10.12	ST OJT
Local Government	Secondary school teachers, except special and vocational education	717	\$29.03	Bachelor's
Child day care services	Preschool teachers, except special education	689	\$12.08	PS Award
Limited-service eating places	Cooks, fast food	667	\$7.74	ST OJT
Local Government	Postsecondary teachers	650	\$27.43	N/A
Department stores	Cashiers, except gaming	619	\$8.64	ST OJT
Department stores	Stock clerks and order fillers	565	\$10.21	ST OJT
Local Government	Middle school teachers, except special and vocational education	530	\$28.77	Bachelor's
Other activities related to real estate	Property, real estate, and community association managers	488	\$12.47	Bachelor's
Offices of physicians	Registered nurses	471	\$34.79	Associate's
Temporary help services	Office clerks, general	454	\$11.65	ST OJT
Local Government	Police and sheriff's patrol officers	402	\$29.57	LT OJT
Local Government	Teachers and instructors, all other	367	\$19.95	Bachelor's

Source: Economic Modeling Specialists Inc. (9/2007)

*Education level abbreviations:

ST OJT: Short-term on-the-job training; **MT OJT:** Moderate-term on-the-job training; **LT OJT:** Longterm on-the-job training; **Exp. In field:** Work experience in a related field; **PS Award:** Postsecondary award; **Associate's:** Associate's degree; **Bachelor's:** Bachelor's degree; **DG** + **Exp.:** Degree plus work experience; **Master's:** Master's degree; **Doctoral:** Doctoral degree; **Prof. DG:** First professional degree

Major Occupation Groups, Region and State, 2007-2012

The following table summarizes regional occupations by major group, sorted by total 2007 jobs. On average, the median earnings in the region are below State median earnings.

Description	REGION					STATE		
	2007 Jobs	2012 Jobs	% Change	Repl. Jobs	Median Earning	State 2007	State 2012	State Median Earnings
Office and administrative support occupations	241,667	248,688	3%	35,159	\$13.94	3,109,445	3,190,115	\$15.18
Sales and related occupations	218,367	233,731	7%	31,233	\$15.63	2,838,820	3,047,879	\$17.60
Transportation and material moving occupations	134,629	142,930	6%	20,424	\$13.11	1,239,652	1,299,665	\$13.07
Management occupations	131,242	136,078	4%	12,474	\$29.23	1,628,200	1,745,178	\$38.83
Education, training, and library occupations	116,361	126,788	9%	18,839	\$22.84	1,107,877	1,214,480	\$22.82
Food preparation and serving related occupations	109,731	116,539	6%	27,504	\$8.58	1,353,628	1,445,569	\$8.74
Construction and extraction occupations	107,133	112,507	5%	13,132	\$19.10	1,122,501	1,166,693	\$20.56
Production occupations	97,379	103,520	6%	12,423	\$13.41	1,106,780	1,122,699	\$13.04
Business and financial operations occupations	74,717	82,004	10%	9,671	\$25.54	1,190,971	1,290,508	\$27.22
Farming, fishing, and forestry occupations	74,356	78,178	5%	23,763	\$8.06	203,602	211,977	\$8.56
Personal care and service occupations	72,832	79,585	9%	10,361	\$9.25	733,217	772,088	\$9.75
Healthcare practitioners and technical occupations	65,726	74,886	14%	12,334	\$35.92	775,205	852,351	\$37.12
Installation, maintenance, and repair occupations	65,332	69,079	6%	9,875	\$18.44	665,549	706,644	\$19.24
Building and grounds cleaning and maintenance occupations	62,779	63,406	1%	9,116	\$10.32	816,748	853,872	\$10.21
Arts, design, entertainment, sports, and media occupations	41,833	46,435	11%	3,894	\$17.66	830,415	916,115	\$19.80
Healthcare support occupations	38,188	44,344	16%	8,427	\$11.55	391,113	444,565	\$12.50
Protective service occupations	29,250	31,133	6%	6,241	\$21.25	367,534	391,109	\$20.79
Architecture and engineering occupations	27,850	31,428	13%	4,027	\$32.74	405,122	428,153	\$34.71
Community and social services occupations	20,839	23,332	12%	4,327	\$18.93	242,798	267,462	\$19.54
Computer and mathematical science occupations	20,425	23,464	15%	3,590	\$30.90	511,992	577,823	\$35.21
Military occupations	17,295	16,316	-6%	2,156	\$24.76	220,882	208,382	\$24.61
Life, physical, and social science occupations	16,953	18,333	8%	2,447	\$27.34	245,888	262,408	\$29.79
Legal occupations	11,032	12,275	11%	1,216	\$41.88	190,232	207,973	\$45.34

Source: Economic Modeling Specialists Inc. (9/2007)

Top-Ranked Occupations by New + Repl. Jobs, 2007-2012

The following chart exhibits the top ranked occupations by new and replacement jobs from 2007 to 2012. The occupations have been filtered by average education level to include only those between "Moderate-term on-the-job training" and "Bachelor's degree" inclusive.

Description	2007 Jobs	2012 Jobs	New + Repl. Jobs	Median Earnings	Education Level
Registered Nurses	21,893	25,446	8,576	\$34.79	Associate's
Elementary School Teacher, Except Special Education	27,226	29,446	7,129	\$26.07	Bachelor's
Truck Drivers, Heavy and Tractor-Trailer	27,383	29,146	5,235	\$17.08	MT OJT
Business Operation Specialists, All Other	15,263	17,164	4,724	\$27.01	Bachelor's
First line Supervisors/Managers or Retail Sales of Workers	26,522	28,857	4,239	\$15.29	Exp. In Field
Medical Assistants	7,077	8,692	3,674	\$12.28	MT OJT
Customer Service Representatives	12,964	14,470	3,674	\$14.23	MT OJT
Carpenters	17,639	18,896	3,245	\$20.03	LT OJT
Nursing Aides, Orderlies and Attendants	11,429	12,735	3,231	\$10.72	PS Award
Maintenance and Repair Workers, General	13,460	14,502	3,210	\$16.40	MT OJT
Secondary School Teachers, Except Special and Vocational Education	11,522	12,265	3,064	\$29.03	Bachelor's
Accountants and Auditors	11,596	12,994	3,060	\$24.85	Bachelor's
Bookkeeping, Accounting and Auditing Clerks	22,782	23,207	2,923	\$14.83	MT OJT
First-Line Supervisors/Managers of Office and Administrative Support Workers	15,631	16,367	2,905	\$20.61	Exp. In Field
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	12,070	12,872	2,824	\$24.34	MT OJT
Dental Assistants	4,832	5,863	2,535	\$13.40	MT OJT
Executive Secretaries and Administrative Assistants	12,703	13,277	2,448	\$17.73	MT OJT
Automotive Service Technicians and Mechanics	8,556	9,155	2,307	\$17.66	PS Award
Preschool Teachers, Except Special Education	5,685	6,632	2,269	\$12.08	PS Award
First-Line Supervisors/Managers of Food Preparation and Serving Workers	9,161	9,737	2,139	\$11.20	Exp. In Field

Source: Economic Modeling Specialists Inc. (9/2007)

Based on programs offered by WHCCD that might lead students into the occupation of demand.

Color Key:

- Occupations with programs or training available at **WHCL and WHCC** are highlighted yellow.
- Occupations with programs or training available at **WHCC** are highlighted green.
- Occupations with programs or training available at **WHCL** are highlighted blue.
- Occupations with programs or training **not** available at **WHCCD**.

2007 FRESNO COUNTY EMPLOYMENT STUDY

In 2007 the Fresno County Workforce Investment Board conducted a survey of Fresno County employers to collect data relevant to guide the county's potential and job growth and employment trends. A total of 1,004 surveys were completed. They included small, medium, and large employers from seven sectors.

Below is a summary of the findings. The original data set was sorted to include only those occupations with 20 or more Projected Positions in Year 1. Occupations with no employers requiring High School Diplomas or Certification were then removed. The top 25 occupations remaining are listed below sorted by the Projected Positions in Year 3.

Salaries reported are based on the employers in the Fresno County region.

Occupation	Projected Positions (Yr.1)	Projected Positions (Yr.3)	High School Diploma Required	Certification Required	Salary Estimate (Low)	Salary Estimate (Mid)	Salary Estimate (High)
Production Laborers	1662	3946	33%	0%	\$8.54	\$0.00	\$11.50
Sales Representatives, Wholesale/Manufacturing, Except Technical & Scientific Products	266	456	53%	10%	\$17.70	\$0.00	\$24.98
Registered Nurses	379	418	86%	81%	\$23.35	\$29.39	\$33.74
Psychiatric Technicians	386	386	100%	0%	\$12.00	\$14.00	\$16.00
Farmworkers, Farm and Ranch Animals	235	374	33%	0%	\$7.75	\$9.00	\$10.00
Licensed Practical and Licensed Vocational Nurses	281	320	92%	84%	\$15.35	\$18.96	\$22.69
Computer Programmers	228	298	74%	20%	\$18.32	\$29.05	\$30.00
Automotive Service Technicians and Mechanics	185	290	32%	41%	\$12.15	\$14.38	\$23.22
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	193	280	4%	0%	\$8.23	\$0.00	\$11.33
Truck Drivers, Heavy and Tractor-Trailer	178	256	36%	60%	\$12.60	\$14.69	\$17.90
Office Clerks, General	125	236	59%	1%	\$10.18	\$12.27	\$14.17
Automotive Specialty Technicians	129	222	20%	18%	\$8.62	\$12.38	\$15.19
Heating, Air Conditioning, & Refrigeration Mechanics & Installers	170	207	25%	50%	\$10.43	\$15.33	\$20.80
Electricians	81	168	76%	30%	\$15.30	\$19.20	\$27.15
Operating Engineers and Other Construction Equipment Operators	158	158	61%	17%	\$13.63	\$0.00	\$17.83
Parts Salespersons	89	158	72%	2%	\$8.82	\$15.35	\$16.47
Cleaners of Vehicles and Equipment	97	145	62%	54%	\$8.23	\$15.00	\$16.83
Truck Drivers, Light or Delivery Services	54	120	34%	17%	\$11.07	\$0.00	\$16.32
Maintenance and Repair Workers, General	57	119	47%	6%	\$11.47	\$13.41	\$16.10
Freight, Stock, and Material Movers, Hand	59	117	0%	50%	\$12.00	\$0.00	\$18.00
Automotive Body and Related Repairers	73	105	26%	44%	\$11.40	\$16.75	\$21.40
Cashiers	63	102	86%	0%	\$8.01	\$9.15	\$11.83
Financial Managers	59	95	87%	0%	\$23.44	\$24.47	\$32.49
Electronics Engineering Technicians	44	89	63%	4%	\$20.67	\$23.00	\$24.87
Physicians and Surgeons, All Other	29	88	90%	90%	\$28.00	\$0.00	\$52.00

Source: Fresno County Workforce Investment Board

Section VI: Key Findings and Strategies

STRENGTHS OF WEST HILLS COLLEGE LEMOORE

West Hills College Lemoore's fully accredited college status that was granted by the Accrediting Commission for Community and Junior Colleges in 2006 was well deserved. The campus features the largest and most technologically advanced library in Kings County, 18 lecture classrooms, computer labs, and three science collaboratories. Working in this state of the art facility contributes to the high morale and 'can do' attitude of the faculty and staff. In the accreditation self study the college describes itself as having a "healthy governance environment."

The partnerships that have been developed with other educational segments have been significant and positive. The partnership with University Charter School on the Lemoore campus brings in 5th through 8th grade students who are seeking a non-traditional educational setting. The Lemoore High School Middle College program is exemplary and continues to increase in scope and size. The alliance with Cal State University, Fresno, which allows students to earn a bachelor's degree while attending classes at the Lemoore site, is a partnership that every community college in the state should have. A program with Americorps has provided tutors. In 2008, a nursing program that had been the result of a partnership with Fresno City College will break out as a stand alone nursing program. The teacher preparation program T.E.A.M. Teach addresses the need for well prepared educators in our communities.

The college has responded well to the demands of business and industry. The region's emerging hotel, restaurant, and Casino management industry resulted in the development of a program to train managers in these areas. A new engineering program was started in fall 2008.

Naval Air Station Lemoore, located five miles from the Lemoore campus has a rich and enduring presence with the college. Faculty and staff have noted that the presence of students from NASL has enriched their classes and the college community because of a global knowledge base and experiences. Its proximity to the Lemoore campus influences the college and provides a unique perspective not available to many community colleges.

Student Services: New leadership in the student services area has resulted in innovative and effective approaches to serving students. An example of this is X-treme Registration that provides students with a unique college event and services to register at the last possible moment. Another example is bilingual orientation that was scheduled to be in place in 2007 and online orientation planned for implementation by spring '08.

Instructional Services: A consensus was reached on the definition of an instructional program that has facilitated the implementation of the program review process. There has been a concerted amount of effort in working toward a college wide completion of student learning outcomes for each course, projected to be in place by the end of 2008.

The college's continued focus on improving and refining all aspects of the curriculum development process will be important to the creation of classes, programs, and services that will lead the way to an educated work force in this region. Its state of the art technology and physical plant, the growth in the area surrounding the college, and its vital faculty and staff are hallmarks of West Hills College Lemoore.

KEY FINDINGS & STRATEGIES FOR WEST HILLS COLLEGE LEMOORE

COLLEGE WIDE: MULTIPLE DELIVERY SYSTEMS – ONLINE, VIDEO CONFERENCE, WEB BASED

Key Findings

The West Hills Community College District service area spans a wide swath of the San Joaquin Valley and encompasses five counties in mostly rural environments. The area is large and the need for educational access to the population is great. Students facing time and geographical barriers to education must have their needs met through the access provided by online courses and programs and video conference courses.

Online enrollments across the district continue to grow. The majority of the students who are enrolling in online classes are from our service area, although approximately 40% are from outside the service area. The success and retention rates for students in online classes throughout the district is below classroom rates, but remains fairly consistent for Lemoore students at 55% success rate and 73% retention.

At WHC Lemoore during the '07-'08 academic year, there were 3,155 unduplicated students enrolled in online classes. On the campus at Lemoore there are 5,276 students enrolled.

With high school graduation rates projected to be static for the next 7 years, increased offerings of classes and programs in multiple delivery systems, will be a major factor for growth at the college.

Strategies to address key findings:

- More development of multiple delivery methods for classes and programs throughout the curriculum, including online, video conference, web based classes, hybrid classes and traditional classes utilizing new formats.
- Development of an array of Basic Skills classes in multiple delivery methods to provide access for students in need of pre collegiate work.
- More development of degrees and certificates that can be earned online.
- Increase student services and support for online students
- Research on staffing levels needed to support growth and development of online and video conference classes
- Close attention to the technological resources and facilities needed to maintain and increase online and video conference classes.
- Develop and market programs targeting non-traditional students.

The findings and strategies address goals from:

- District strategic plan: #1 Achieve growth targets, #4 improve transfer, completion and graduation rates
- College guiding principle: Access
- State strategic plan: College awareness and access

COLLEGE WIDE: NAVAL AIR STATION

Key Findings

The enrollment at the Naval Air Station (NASL) has been in a steep decline for the last five years, with a slight uptick in 2007-2008.

Among the factors that may have contributed to the decline are the opening of the new Lemoore campus which has attracted military students to enroll on campus, changes to military tuition assistance, deployment during the Iraq war, and the increased availability of online courses.

Students at NASL have preferred evening courses. Some student characteristics are notably different from other entities – students are older, and there are generally more white students and fewer Hispanics.

In 2007-2008, the Naval Air Station center had 143 students, down from a high of 462 in 2002-2003.

The importance of Lemoore Naval Air Station to the college and the region cannot be underestimated. The Naval Air Station is a unique resource with a stable population that has educational needs.

Strategies to address Key Findings:

- Formation of a widely representative advisory committee to discuss the issues of enrollment at NASL.
- Discussions with leadership at NASL in regards to their concerns, forecasted changes and/or program development, resource sharing
- Involvement of campus leadership for ideas, concerns
- Brainstorm ideas in regards to adult learners, under skilled workers, retraining and reentry training
- Offer alternative scheduling, short term curricular modes, weekend classes
- Consider new joint use ideas, non credit, and focused programs with cohorts

Addresses Goals From:

- District Strategic Plan:# 3 Community participation rates
- College Guiding Principle: Collaboration, community
- State Strategic Plan: Goal: A#3 Innovative programs and outreach

COLLEGE WIDE: COORDINATION OF PROGRAM AND COURSE DEVELOPMENT

Key Findings

There has been coordination between WHC Lemoore and WHC Coalinga in the development and offering of courses and programs.

A number of factors make coordination in coming years even more complex. Among them are the substantial and growing offerings online and the fully accredited status of the college.

In the data regarding students' identification of city of residence, a significant percentage of students come from cities such as Fresno, Coalinga, Visalia, and Avenal. While some of these residents may only be enrolled in online classes, we can also infer that these students may be willing to take classes some distance from their homes because of the desirability of a specific program.

The alignment of courses and programs within the college district and with all segments of education are essential to student access and success. Coordination would allow the college to maximize the development of courses and programs unique to its community, area, and facilities – and provide students with more choices and venues. These are essential to student access and success.

Strategies to address key finding:

- Continue to coordinate the development of courses and programs with WHC Coalinga to ensure comprehensive offerings to all students in the service area.
- Interface Lemoore's Student Learning Committee with Coalinga's Instructional Services Council on a regular basis to discuss and make recommendations for approval of new courses and programs.
- Consider the formation of a district committee for review, coordination, and recommendation for approval of courses and programs.
- Develop a process to ensure colleges adhere to the Rule of 5 in which course number, title, prefix, units, and transferability are coordinated and discussion and coordination take place that ensure students have a seamless experience in their access to curriculum at WHCCD.

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion, and graduation rates
- College Guiding Principle: Access
- State Strategic Plan: #1 College awareness and access

COLLEGE WIDE: ADDRESS THE CHANGING DEMOGRAPHICS

Key Findings:

An analysis of the demographic data for WHC Lemoore reveals that students in the age group of 30-49 have increased slightly at the college from 1,566 in '02-'03 to 1,651 in '07-'08. On the Lemoore campus, this group has dropped slightly from 1,179 to 1,157 during this time frame. But the number of online students in this age group has risen from 629 in '02-'03 to 750 in '07-'08.

The Regional Scan and Program Demand Report from Economic Modeling Specialist Inc. (EMSI) projects that the greatest growth in our region will occur among adults aged 30 to 34 years and children under 10 years of age during the period of '07-'12.

The female student population at WHC Lemoore continues to be significantly greater than the male population reflecting a state and national trend. In '07-'08 females comprised 62% of the student body.

The Bureau of Labor Statistics reports that for the first time since the modern women's movement came to life, an economic recovery has come and gone, and the percentage of women at work has fallen, not risen. A congressional study released on July 23, 2008, offers the explanation that women are dropping out of the workforce for awhile as jobs and wages shrink, to return to the

family and to potentially retrain. At WHC Lemoore 30-49 year olds are a larger proportion of the student population than those 25-29.

With the projected service area high school graduates remaining static into 2015, the college needs to focus on the demographic that may offer the most growth and also have a growing educational need in this region – students, primarily women, in the 30-49 year old age group.

Strategies to address key finding:

- Consider workforce programs that would attract students who are seeking retraining for the next stage of their work life.
- Query students in this age group about their needs – scheduling of classes, academic support, child care, programs that they seek, etc.
- Target marketing to this group of potential students in the community

Addresses goals from:

- District strategic plan: #1 Achieve growth targets, #4 Improve transfer, completion, and graduation rates
- College Guiding Principle: Access, Diversity
- State Strategic Plan: College awareness and readiness

INSTRUCTIONAL PROGRAMS: BASIC SKILLS

Key Findings

Levels of proficiency in English/Language Arts and Mathematics of students at the 11th grade level in feeder high schools to WHC Lemoore are low. This implies a potential need for more Basic Skills sections available to first term students matriculating to the college.

Of first term students who were assessed, 48% assessed into Basic Skills English and 51% assessed into Basic Skills Math.

Data from the California Community College Chancellor's Office reports that when students do not receive the Basic Skills education they need, less than 10 % will survive the college experience.

Successful participation at the college level is dependent on preparation math and English skills. According to the CCCCO, more than half of entering community college students require some Basic Skills education due in part to the fact that K-12 curriculum and assessments do not always adequately prepare students for college level work.

Students at Lemoore are generally successful in Basic Skills classes. In math and English the college has continued to increase sections after the reduction in '03-04, showing programs committed to Basic Skills offerings. Math and ESL have high productivity levels, and the success rate in both programs is above the college average. English, math, and ESL Basic Skills classes all have high retention rates.

Strategies to address key findings:

- Offer more sections of Basic Skills Classes in English, ESL, and math
- Consider a college wide committee to address Basic Skills and preparedness for college level curricula
- Work to ensure that all general education and vocational courses include specific activities designed to reinforce key reading, writing, speaking, and computational competencies
- Offer alternative pathways to Basic Skills preparation – e.g., intensive short-term courses, open skill building tutorials, etc.
- Focus professional development on student success, providing faculty with incentives to integrate the development of essential academic skills in their students
- Track students success from Basic Skills through college level curriculum
- Seek innovative ways to offer and deliver Basic Skills classes.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, graduation rates
- College guiding principle: Access
- State Strategic Plan: Goal B, Student success and readiness, Basic Skills as the foundation for student success

INSTRUCTIONAL PROGRAMS: ENGLISH AS A SECOND LANGUAGE

Key Findings

Even with a significant reduction in ESL class sections that occurred after '02-'03 and little growth in additional sections following that, the enrollment has remained high. In '07-08, there are more enrollments in the 7 sections offered than the 15 sections in '02-03.

The retention rates are high in classes with success rates of 67% slightly below the statewide average of 70.6%.

The college does not offer college-level ESL classes. ESL offerings have had limited scheduling, primarily offered in the evening, although expansion into day time slots occurred in fall '08.

Latinos are projected to become the State's largest ethnic group by 2011 and the majority population in public schools by 2013. The college's predominantly Hispanic student body, which is also reflected in the region, strongly suggests that a fully developed ESL program that leads to success in college level transfer classes and programs is essential.

Data from the Public Policy Institute of California notes that the educational attainment of Latinos falls short of residents overall and short of what the economy will demand by 2015.

Strategies to address Key Findings:

- Develop a full curriculum of ESL courses that lead to college level offerings
- Develop an assessment and placement system for ESL students
- Offer more sections of Basic Skills classes in ESL in multiple delivery methods and time slots throughout the schedule
- Track ESL students into college level classes

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion and graduation
- College guiding principles: Access, Diversity
- State Strategic Plan: Goal B, Basic Skills as the foundation for student success

INSTRUCTIONAL PROGRAMS: THE ARTS

Key Findings

Art classes at Lemoore are among the highest in retention and success rates, and FTES at the college.

The location of Lemoore and the resources it provides the community suggests that it will develop as a cultural center in the community.

A recent community survey revealed that approximately 65% of respondents indicated that they would be somewhat-to-much-more-likely to vote for a local higher education bond if funds were used to construct a performing arts center for college and community use.

Music programs exist in the community and at selected high schools.

Strategies to address key findings:

- Develop a program in the arts and performing arts
- Develop an advisory committee from the community to determine interests and needs

Addresses goals from:

- District Strategic Plan: #3 Increase community participation
- College guiding principles: Community, Excellence
- State Strategic Plan: #1 College awareness and access

INSTRUCTIONAL PROGRAMS: LOWER DIVISION TRANSFER CURRICULUM

Key Findings

On the admission application 39% of West Hills College Lemoore students state that their primary goal is to transfer to a 4 year institution.

The geographic distances inherent in West Hills Community College District make access to educational opportunities challenging. The college's partnership with CSU Fresno and Fresno Pacific University are significant as students interested in going on to a baccalaureate degree can do so by completing requirements on the Lemoore campus. Access to a wide array of lower division transfer curriculum, articulation agreements and transfer agreements facilitate a student's continued educational pursuits.

The community survey revealed a priority interest in university classes. Close to 90% of respondents indicated that they would be somewhat-to-much-more-likely to vote for the bond if funds were used to construct a university center where university classes would be offered to complete advanced college degrees.

Graduating seniors from public high schools in this region are 7 per cent less likely to attend a community college and 4 per cent are less likely to attend a UC than graduating seniors statewide.

Lemoore student transfers to four year institutions continue to grow, with CSU Fresno

being a main transfer site. Notably, an increasing number of WHCCD online students are transferring. With the opening of the UC Merced campus, more articulation and transfer agreements for Lemoore students should be forged. In addition, many students from Lemoore transfer to in state private colleges and universities – in fact, more students go on to private institutions than matriculate to public institutions.

Strategies to address Key Findings:

- Increase the development of lower division transfer classes that fulfill IGETC requirements
- Align student learning outcomes in critical course sequences
- Discuss and coordinate with like discipline areas across the district
- Meet regularly to align curriculum with high school partners and 4 year partners, including both public and private institutions.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, graduation rates
- College Guiding Principles: Excellence
- State Strategic Plan: Goal B, #4 Intersegmental transfer

INSTRUCTIONAL PROGRAMS: ECONOMIC TRENDS and WHC LEMOORE PROGRAMS

Key Findings

In a scan of the economic forecasts and the projected labor market for the region against the backdrop of existing instructional programs at the college, a number of occupations in a handful of areas continue to surface.

Examples of these areas are: medically related health careers, management/supervision in the areas of retail and government, teacher education, and child care workers.

At Lemoore, the child development program is particularly well developed with its certificates and degrees. The program is layered with many options. Agreements with Hanford High and the NASL child care programs are creative. Online classes are being considered. The Education/Education Assistant program has been actively involved in partnerships with the University Charter School and highly successful Middle College High School, but appears to be shrinking. These programs can play an important role in the economic development of the region placing their graduates in the growing field of education and child care.

WHC Lemoore is well positioned to provide timely education and job training in health related fields. The new nursing program started in fall '08 and other programs are being explored.

The college has been proactive in partnering with the Health and Human Services Department of Kings County, which is with the college to provide workforce training programs for the CalWorks population in fields such as office technology.

The importance of the Naval Air Station to the college is obvious. Declining enrollment at NASL requires a fresh look at possibilities in terms of workforce training. Discussions with the NASL, college faculty and staff, environmental scans, and labor market projections should provide a foundation for the decision-making process.

In environmental scans of any region, projects or areas surface that haven't yet made the radar screens of labor market surveys. One such project is the Quay Valley Ranch, a proposed planned community consisting of about 12,000 acres in unincorporated Kings County. It is planned to be a new, sustainable, solar-powered model town of about 150,000 people. The potential for partnership, the development of programs in sustainable energy, the need for education, jobs, and services is large. The college must play a role.

Strategies to Address Key Findings:

- WHC Lemoore has already forged many strategies to respond to labor market needs. But the process to find ways to collaborate with local, regional, and state partners takes constant attention & effort.
- Monitoring economic trends and corresponding program development and expansion must continue. Employee demographics suggest that significant administrative and faculty retirements may occur in the next ten years. Staffing decisions must be considered.
- Program review and coordination at the college and district level may reveal areas of collaboration or unique pursuit because of geography, program interest or expertise, or facilities.
- Work force training is as important as the preparation of students in the Basic Skills. Contextualization – the concept that students learn essential skills best in practical, experiential contexts is ideal in that environment. Links with Basic Skills and work force training can be employed in programs at a college like Lemoore, where collegiality and communication are stated values.

Addresses goals from:

- District Strategic Plan: #4 Improve transfer, completion, graduation rates
- College guiding principles: Excellence, Collaboration
- State strategic plan: Goal C Partnerships for economic and workforce development

STUDENT SERVICES: ASSESSMENT PLACEMENT SERVICES

Key Findings

18.8% of all students at Lemoore have received assessment placement services in '06-'07; 49.5% of first-term students were assessed that year.

In '07-08, 46% of first-term students were assessed and 48% of them placed into Basic Skills English and 51% placed into Basic Skills math.

District wide, about 14% of students who did not receive assessment had educational goals that required assessment in order to succeed at the college level.

A small percentage of 11th grade students at feeder high schools to WHC Lemoore test as proficient or advanced in English or math.

Assessment and placement are a foundation for college success and students most at risk are those who have not been assessed.

Strategies to address Key Findings:

- Develop programs to ensure that the majority of incoming students receive

assessment placement services to provide them with information to access classes that will prepare them to succeed academically.

- Work across the curriculum to insure that classes that will help students succeed academically are available to them.
- Students in categorical programs compose about 63% of Basic Skills English enrollment. Develop collaboration between categorical programs and Basic Skills English faculty to improve success rates

Addresses goals from:

- District Strategic Plan:#4 Improve transfer, completion, graduation rates
- College Guiding Principles: Access, Excellence
- State Strategic Plan: Goal B, Student success and readiness, Assessment and placement

STUDENT SERVICES: MULTIPLE DELIVERY SYSTEMS FOR STUDENT SERVICES

Key Findings

The remarkable growth in students taking online classes necessitates a rethinking throughout the college about new ways to support their learning and success.

The college has an unduplicated head count of online students that is equal to 49% of on-campus students. There were 3,161 online students in the '07-'08 school year. The projected development and growth of multiple delivery systems for classes will necessitate new strategies for student services.

With relatively new leadership in student services at Lemoore, new perspectives and ideas are being implemented. The goal to provide online and bilingual orientation, counseling, testing and guidance service to new and continuing students is being implemented. (Institutional self study report, '06)

Although 49% of first term students received assessment placement, 18% of all students used assessment placement services in '06-'07, with only 8% of the college's students using follow up academic services.

The success and retention rates for students taking classes online are below the rates of students taking classes on campus. Online students in '07-'08 had a success rate at Lemoore

of 55% and a retention rate of 73%. On campus students had a success rate of 63% and a retention rate of 78%.

Strategies to address Key Findings

- Develop a means to provide more students with matriculation services, with a focus on students who are enrolled in online and video conference classes
- Develop methods to more effectively assess the student preparedness levels of online students
- Develop a student services strategic plan with multiple delivery systems as a main theme. Because of the existing initiative to start online and bilingual services, the college may already be developing a model program to be replicated.
- Consider the efficacy of joint online student services with WHC Coalinga so students at either college would have seamless, well supported services available in an expansive time frame.

Addresses goals from:

- District Strategic Plan: Goal #4 Improve transfer, completion, graduation rates
- College Guiding Principles: Access, Innovation
- State Strategic Plan: Goal B, Student Success and Readiness



Institutional Effectiveness Planning Calendar 2008-2009

ID	Task Name	Accountability	Start	Finish	Duration	2008												2009											
						Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul					
1	Update Accountability Documents (EMP, Program Review, Performance Indicators, Goals)	IE Office	6/13/2008	7/19/2008	7w	█																							
2	Complete Instructional and Non-instructional Program Reviews	CIO, CSSO, and IE Office (Distric)	9/15/2008	11/28/2008	13.2w	█																							
3	Review CCSSE Findings	Presidents, CIO, CCSO, IE Office	10/1/2008	10/15/2008	2.2w													█											
4	Review College Performance Indicators and Identify Areas for Improvement	Presidents and IE Office	10/16/2008	10/30/2008	2.2w													█											
5	Review ARCC Findings	Presidents and IE Office	2/2/2009	2/13/2009	2w													█											
6	Consolidate College Needs based on Program Review, SLOs, KPI, ARCC, CCSSE, Planning Committees, Planning Documents,....	Presidents and IE Office	2/16/2009	2/27/2009	2w													█											
7	College Strategic Planning – Identify Priorities	Presidents and IE Office	3/2/2009	3/13/2009	2w													█											
8	District Strategic Planning – Identify Priorities	Chancellor and IE Office	3/17/2009	3/30/2009	2w													█											
9	Submit Proposed Budget and List of Priorities	Presidents & Chancellor	4/10/2009	4/10/2009	.2w													█											

WEST HILLS COLLEGE LEMOORE
President's Executive Cabinet (PEC)
May 20, 2010 – 1:00 p.m.
Conf. Rm. 124

AGENDA

- 1. Graduation Update**
- 2. Accreditation Update**
- 3. Summer One Year Schedule Task Force**
- 4. Bookstore Mgr. Involvement in Campus Meetings**
- 5. Goals and Evaluations**
- 6. Timecard Issues**
- 7. PAN Forms**
- 8. Facilities Use Procedures**
- 9. Shared Governance Survey**
- 10. Other**

WEST HILLS COLLEGE LEMOORE
President's Executive Cabinet (PEC)
May 20, 2010 – 1:00 p.m.
Conf. Rm. 124

MINUTES

Members Present: Don Warkentin, Bob Clement, Jose Lopez, Marlon Hall, Dave Bolt, Sylvia Dorsey-Robinson, Jody Ruble, Charles Freeman

1. Graduation Update

Jose reported that the program had errors and had already been printed. He would like to add a graduation page to the website. Graduation begins at 6:30 p.m. with the line up to begin at 6:00 p.m. Rehearsal is at 8:30 a.m. on May 27th. An insert for the honorary degree is being proofread. Sylvia has spoken with Maria regarding the honorary degree. There will be a VIP section up front. The vice chancellors will walk with the faculty. The police department has been called to help with parking. We will have our own state flags. Water and roses will be sold by SIFE. AGS will sell t-shirts.

2. Accreditation Update

Jose will participate on an accreditation team to Miramar. Training will be in Oakland on 10/19/2010.

3. Summer One Year Schedule Task Force

The chancellor would like to develop a one year schedule with students able to register for both semesters. A summer task force will meet. A recommendation for faculty to attend the task force meeting has been made by the Academic Senate. Dr. Hall and Dave Bolt will be on the task force. This will occur late June or July to develop the parameters. It will be implemented in January. Class additions can be made. The goal is to implement this one year schedule for spring, summer and fall of 2011. The registration dates would remain the same.

4. Bookstore Mgr. Involvement in Campus Meetings

There are concerns by faculty with issues concerning the bookstore. Don would like learning areas to invite the bookstore manager to attend their

meetings. We need to support the bookstore and purchase from them. Follett is a nationwide bookstore. Since Follett is on our campus we need to take advantage of apparel orders, etc. (outreach supplies, shirts, hats). Involve the bookstore manager, Phil. They can order in bulk. Phil will activate the advisory committee in the fall and involve college staff.

5. Goals and Evaluations

Don needs evaluations (goals and self assessments) sent to him as soon as possible. The deadline for these to be submitted to the chancellor is June 30th. The 360 Franklin Covey is not to be the total evaluation. This is just a small piece. The chancellor plans to have more training, however, you can use recommendations if you choose. This is based upon last year's goals.

6. Timecard Issues

Some classified staff has not been turning in timecards. They must turn in timecards. A list has gone out from the vice chancellor. If staff is required to complete timecards and they do not comply, it can become a disciplinary issue.

7. PAN Forms

This refers to temporary faculty whose grants are ending. The district is going to absorb these faculty members. Also, there are classified grant staff we are trying to pick up. Prepare PAN forms for certificated and classified staff whose grants are ending and that we intend to absorb. i.e., staff will need budget numbers from the instructional, general fund and/or categorical budgets for a total of %100. If there are grant monies possible then use as much grants where possible and the remainder will have to be charged to the district. The direction is to start a PAN with the appropriate budget and turn them in by the next Executive Cabinet meeting in two weeks. Sylvia stated that she had not included the 12% increase in benefits in her last spreadsheet. Don responded that the overage will need be charged to the district budget. At the bottom of the spreadsheet show the totals for the general fund and for the categorical funds. Lay off letters have gone out to some as of last week. Tenure concerns will be determined by the board. Don encouraged those who may have 194 day employees to refer to the recent list sent from HR.

8. Facilities Use Procedures

The Pizza Festival brought great marketing, but also two lawsuits. One is from a parent whose child fell off the mechanical bull and broke his arm and the other was from one of the vendors who stepped in a hole and broke her leg. It is imperative that facilities use forms be submitted along with an insurance certificate naming WHCL as additional insured before any event. If WHCL is a co-sponsor of an event and hosting the conference, then no certificate needed. If one is unclear what constitutes sponsorship they are to call Anne Jorgens at the district office.

9. Shared Governance Survey

Due to accreditation we have to evaluate ourselves. A survey will go out to all staff and SGA members.

10. Other

Personnel concerns.

Evening coverage will be needed for summer. Administrators will need to choose a week for coverage and plan to stay until 8:00 p.m. This allows experience in the evening. Swapping nights/weeks is ok.

- Get your vacation schedules to Glenda. Coverage is needed for summer.
- Furloughs – No furloughs beginning July 1, no COLA, step increases will return.
- Award Ceremonies are being conducted at the high schools and administrators are attending the high school ceremonies.

President's Executive Cabinet
Thursday, October 7, 2010 – 2:00 p.m.
Conference Rm. 124
AGENDA

- | | | |
|------|---|------------|
| 1.0 | Accreditation Update | Don/Dave |
| 2.0 | Student Learning Outcomes
a) SLO Implementation Plan | Don/Dave |
| 3.0 | Portal Sites | Don, et al |
| 4.0 | Spring Schedule | Don |
| 5.0 | Bookstore Committee | Dave |
| 6.0 | WHCL Organizational Chart | Dave |
| 7.0 | Program Review | Dave |
| 8.0 | Graduation | Jose |
| 9.0 | Scholarships | Jose |
| 10.0 | Waitlist | Jose |
| 11.0 | Student Town Hall | Jose |
| 12.0 | Other | |

Next Meeting: September 23, 2010 - 2:00 p.m.

President's Executive Cabinet
Thursday, August 26, 2010 – 2:00 p.m.
Conference Rm. 124

MINUTES

Present: Don Warkentin, Dave Bolt, Charles Freeman, Jose Lopez, Joel Ruble, Jose Lopez, Sylvia Dorsey-Robinson, Bob Clement

1.0 Accreditation Update

Dave Bolt reported that today was the deadline for the District Office to return their self study changes. Dave and Jose incorporated the changes to Standard Four. The month of September will be used to consider the changes from the District Office and then it will be sent to the constituency groups and posted on the web site. Mr. Warkentin would like a hard copy for PGC next week. Standard Three members are working on their part. PGC will have a first reading in October and it will be an action item on the October 20 agenda. Thereafter it will be sent to the printer for final copies. The Board of Trustees will receive it in January for a first reading. Pedro has a tremendously large role as he is to write a chapter and provide other needed documentation. Mr. Warkentin cautioned that we need to verify documentation for references. Dave will check the references for consistency. We now have a scanner. Dave will visit the District Office to speak with Duplicating, to review the photos, tabs, and cover photo. Dave stated that he is comfortable with the progress. There will be a picture of the 200 bldg. on the front. Physical documents are needed and will need to be named the same as in the self study.

2.0 Student Learning Outcomes

a) SLO Implementation Plan

Mr. Warkentin reviewed the plan beginning with year 2008-2009. We are supposed to be in the second year of our assessment cycle. Last week review was made as to where we were with course level and program level SLO. The CTE area needs help. There needs to be a way found to encourage individuals to get SLO completed. SLO are included as part of the faculty responsibility. We have until the end of fall to get these done. There are also program areas that have not assessed the SLO. Data from course level SLO can be used toward program level SLO.

3.0 Portal Sites

Mr. Warkentin would like for areas to look at portal sites to make sure they are up to date. The visiting team will want to see the minutes of the Student Services meetings, for example, on their team site. Dave reported that we do not have a web master and we have been told that the portal site/web site is going to be redesigned. It has been difficult to get District Office help. Sylvia stated that the portal needs to be cleaned up,

and the external web sites are incorrect. Mr. Warkentin suggested this concern be discussed at WHCIST and at DLC. Felicia Torrez has been designated to work on the web page and she has not come over to get with staff here in Lemoore to work on this. This will be on the PIT meeting agenda.

4.0 Spring Schedule

Mr. Warkentin stated that there are some dollars left over in order to have a larger spring schedule than last spring. If there are classes that you would like back in the schedule then let Dave know. Service learning can be considered as long as it does not have to go through curriculum. We still have \$700,000 left which should allow for a fairly good size spring.

Mr. Warkentin reviewed the enrollment report. The spring schedule is due to the District Office by September 9th.

5.0 Bookstore Committee

Dave reported issues with the bookstore and they are going to bring back a Bookstore Ad Hoc Committee. The bookstore manager, Phil, would like to have an English and a Nursing faculty member present and a few others. Phil would like this to be an opportunity to hear concerns face to face rather than through e-mails. If there are faculty representatives interested they will meet once every three weeks or so and in the middle of the semester more frequently. Concern: Faculty e-mailed the bookstore in June to order a book for the first week of class in August. . . too little notice.

6.0 WHCL Organizational Chart

Dave stated that a current organizational chart would be needed for the self study.

7.0 Program Review

Dave has reformatted the program review schedule and added color coding for a clear view as to timeframes for program reviews. He obtained the most recent program reviews completed based on all records. There is a program review party next Friday at 10:00a.m. Faculty members have responded to attend. Mr. Warkentin would like this schedule on the PIT agenda for discussion. Non instructional programs are up to date and instructional programs are on track.

8.0 Graduation

Jose reported that this year he is doing things differently in that he will hold monthly meetings to prepare for graduation. He has submitted a facilities request to reserve the Golden Eagle Arena for graduation on May 26, 2011. Dr. Clifton Harris will participate on the graduation committee as one of the faculty representatives. Jose would like to entertain ideas, i.e. crest for announcements, fanfare, how to set up staging/audio, etc.

Mr. Warkentin recommended Dennis Gallegos as a good resource. Plans to air the ceremony over the internet will be discussed and a video to show prior to students marching in of past graduations and highlights over the year. Bob commented that tickets could be issued to students to limit attendees and perhaps detour disruptive children's from attendance.

9.0 Scholarships

Jose will hold monthly meetings for scholarships on the first Friday of each month. He would like to streamline the process. Mr. Warkentin cautioned to verify that scholarships are active from year to year.

10.0 Waitlist

Jose Lopez reported that there have been many comments regarding the waitlists and the front counter staff is caught in the middle. There are instructors that did not drop students. Some of the instructors seem to be doing their own thing. Specific concern: i.e. instructor with huge roster who does not drop, and adds on to the waitlist. Sylvia suggested that definitive timelines are needed. Something else to evaluate is how many more seats were added.

Dave recommends a meeting with Pedro and Keith to discuss the things that went right and/or wrong with the waitlist. Perhaps deadlines could be determined for drops and adds. Dave reported that in general the faculty were happy with the waitlist. There is room for improvement.

11.0 Student Town Hall

Jose stated that there will definitely be a student town hall in the fall and he asked if there should be a particular focus. There have been a couple of students that have WIFII concerns. Mr. Warkentin recommended a review of the results from the previous student town hall and informing the students of the upcoming accreditation. Mr. Warkentin would like to solicit from students what type of events they would like to see in the Arena (events they would pay to see and events to be offered for no charge). Jose reported that Ryan Cardoza, SGA president, is going to create a survey to students.

12.0 Other

Mr. Warkentin reported that Rebecca Neves had submitted her resignation as our Physics and Engineering instructor. Cathy Barabe has found a grant to pay for part of Christian Raia's salary and it will free up some funds. They have received permission to advertise for the Physics/Engineering instructor position. A brochure will be developed and the search will be upgraded. This position will have grant-writing responsibilities, articulation agreements, and will be asked to go to high schools to give presentations. This will be a tenure track position and in place by January.

Mr. Warkentin commented that Athletics was again a topic at the board meeting. They would like more information on philosophy statements, retention, persistence, transfer rates, etc.

Budget Allocation Committee

West Hills College Lemoore

October 25, 2010

2pm-3pm

Rm 124

Members present: Tammy L., Fidela B., Elva T., Sylvia D., Dave B.

1. Role

The role of the committee was emphasized to the committee members present as per the Planning and Governance Manual.

2. Membership

Tammy L. replaces Joel on the committee as a faculty representative. Sylvia D. replaces Jose as an administrator.

3. Restricted Fund Expenditures FY 09-10

As requested at the last meeting, the purchases of lottery funds from 09-10 was given to the committee.

4. Restricted Funds FY 10-11

Dave reported that as of October 20, there was \$37,739.60 of lottery funds to be expended this year. Fidela asked if we would be able to roll-over unused money but Dave could not confirm this as true for this year.

5. Budget Development Process

A. Current

The current Budget Development Process is in dire need of revising. The current process does not parallel the instructional learning areas, for example, so it is difficult to ensure proper communication. Sylvia mentioned that what we might want to call it is the "Budget Allocation Process."

B. Updating

The process of updating the Budget Development Process was incompletely done last year by the Budget Allocation Committee. Dave expressed his goal of completing the revision this year so that it could be approved by the Planning and Governance Council by the end of the school year. Tammy thought that it would be nice if we could have it completed by the time the accreditation visitation team arrived.

6. ABC Roll Out

Dave would like to begin having the ABCs meet. It is important to have all of the members of the ABCs identified so the constituency leaders will be contacted—John Ieronimo, Kurt Sterling, and Ryan Cardoza. Once all committee members have been named, Dave will meet with each of the

ABCs leaders to lay out the expectations, timelines, etc. Dave will invited members of the BAC, but they are not expected to attend.

7. Other

8. Next Meeting—November 15 at 2pm

Program Review, Planning and Evaluation

West Hills College Lemoore

Mission: West Hills College Lemoore enriches the lives of our students and the community we serve by being dedicated to quality educational learning opportunities and partnerships. The college provides a positive environment that is committed to student learning and empowering students to achieve their educational goals.

Assessment Grid

Program:

Mission: The mission of the Art Department at West Hills College Lemoore is to enhance student learning and to enrich the lives of the populations we serve by stimulating cultural understanding through the visual arts. Critical thinking skills and the ability to access personal creativity are also developed through various art courses offered. The department strives to offer courses that stimulate student interest and encourages strong student success and retention rates. Two associate degrees, Studio Art and Art History, are offered, which allow students to pursue specialized interests.

Contact Person/ext.: Michael McDowell/x3745

Submission Date: April 2009

Midterm Report Date (2 years from submission/ 1 year CTE):

Program Goals/ Objectives	Program Activities/Actions	Necessary Resources (Including Funding)	Outcomes	
At least 3 short-term and up to 2 long-term goals. Instruction: At least three of your goals must be program specific student-learning outcome oriented.	The specific activities you will implement to accomplish the goals (e.g. implement a new course) and intended outcomes.	Any additional resources you will need to accomplish the activity. Please be specific and realistic.	Means of Assessment/Criteria for Success including timeline (Measurable)	
1. Obtain the necessary	1. Seek funding.	1. Uncertain; this	1. When the projector	1. Obtain the necessary

<p>equipment to solve the problem with the Data Projector in the Art Lab (Room 831)</p> <p>2. Obtain a whiteboard for the Art Lab.</p> <p>3. Obtain a remote control device to allow computer data to be advanced from the front of the Art Lab classroom.</p> <p>4. Obtain a microphone to allow for better auditory instruction in the Art Lab.</p> <p>5. Develop Student Learning Outcomes for all department courses.</p> <p>6. Develop curricula for computer Art courses.</p>	<p>2. Will speak to Facilities Director, Vince Montoya, to locate a solution. Will seek funding, if necessary.</p> <p>3. Seek funding.</p> <p>4. Seek funding.</p> <p>5. Will address this for each Department course.</p> <p>6. Will complete New Course Packet for specific courses.</p>	<p>depends on the cost of the necessary lens</p> <p>2. Uncertain.</p> <p>3. Uncertain; this depends on the cost of the device</p> <p>4. Uncertain; this depends on the cost of the device</p> <p>5. None</p> <p>6. None</p>	<p>works properly it will be evident that success has been achieved.</p> <p>2. When the whiteboard is installed and in use it will be evident that success has been achieved.</p> <p>3. When the capability to advance projected computer data is possible it will be apparent that success has been achieved.</p> <p>4. When better communication is possible it will be apparent that success has been achieved.</p> <p>5. When at least one SLO has been written for each Department course success will be apparent, by November 2007.</p> <p>6. This is currently in process and will be submitted this</p>	<p>equipment to solve the problem with the Data Projector in the Art Lab (Room 831)</p> <p>2. Obtain a whiteboard for the Art Lab.</p> <p>3. Obtain a remote control device to allow computer data to be advanced from the front of the Art Lab classroom.</p> <p>4. Obtain a microphone to allow for better auditory instruction in the Art Lab.</p> <p>5. Develop Student Learning Outcomes for all department courses.</p> <p>6. Develop curricula for computer Art courses.</p>
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7. Obtain necessary software for computer Art instruction.	7. Seek funding.	7. Two specific software programs need to be purchased: Adobe Creative Suite (approximately \$5200), & Maxon Cinema 4D XL Studio (approximately \$5400)	semester or next. 7. When Photoshop, Digital Illustration & Digital Animation are offered as courses; this depends on funding for necessary software.	7. Obtain necessary software for computer Art instruction.
8. Obtain necessary facilities and equipment to allow instruction of Ceramics courses.	8. Will solicit funding and facilities consideration.	8. Unknown; may depend on construction costs...	8. This is likely to entail the inclusion in facilities considerations for future construction.	8. Obtain necessary facilities and equipment to allow instruction of Ceramics courses.
9. Solidify and expand SLO's.	9. Will seek input & insight from other relevant faculty.	9. None	9. This will occur over the next several years.	9. Solidify and expand SLO's.

Program Review, Planning and Evaluation

**West Hills College Lemoore
Program Review, Planning and Evaluation**

Assessment Planning Logic Model Midterm Report

Program:		Date:
Findings	Analysis	Actions
What are the actual quantifiable outcomes compared to those listed in column four of the Assessment Grid?	Your interpretation of the results (why the activities were not successful in achieving the goal)	Based on the Findings and Analysis, what is the next step(s) to program improvement?
<ol style="list-style-type: none"> 1. Lens has been purchased and installed. 2. Whiteboard has been purchased and installed. 3. I purchased this with personal funds for personal use. 4. Microphone has been purchased and in set up for use. 5. SLO's have been written for all current Art courses and for both Art degrees. 6. Art 20A, Introduction to Digital Design, has been written and approved. 7. Photoshop and Illustrator software has been purchased and installed on computers in room 273. 	<ol style="list-style-type: none"> 1. Projector works satisfactorily, though there is a dark halo at the lower corners, which does not allow for completely clear projection. 2. Whiteboard is in use. 3. Problem has been solved on a personal level. 4. Microphone is in use. 5. SLO's are in place and being assessed and interpreted each semester. 6. There are two more computer art courses that will be proposed in the future. 7. Software is still needed to the proposed computer animation class, Maxon Cinema 4D XL Studio 	<ol style="list-style-type: none"> 1. None necessary, though an entirely new projector with proper lens would be welcome. 2. None necessary. 3. Will continue to seek funding for clicker to be used by other faculty. 4. None necessary. 5. SLO's will continue to be assessed, evaluated, updated, added to, and re-written as necessary. 6. Research and development of curricula for Illustrator and Animation courses. 7. Recommend the purchase of this software.

<p>8. One electric kiln, of two needed, has been purchased.</p> <p>9. SLO's have been written for all current Art courses and for both Art degrees.</p>	<p>(approximately \$5400).</p> <p>8. Further funding will be necessary to complete this goal.</p> <p>9. SLO's are in place and being assessed and interpreted each semester.</p>	<p>8. Facilities considerations must be addressed, and much more equipment must be funded and purchased.</p> <p>9. SLO's will continue to be assessed, evaluated, updated, added to, and re-written, if necessary. Will continue to seek input & insight from other relevant faculty.</p>
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INSTRUCTIONAL PROGRAM REVIEW

West Hills College Lemoore

I. General Information

- A. Instructional Program: Nursing
- B. List of Full Time Program Faculty and Staff:
 - a. Marleen Smart RN, MS, BSN
 - b. Cynthia Dolata RN, BC, MSN
 - c. Charles Freeman RN MSN, Director of Nursing and Health Careers
 - d. Donna Jimenez, Senior Secretary

II. Program Overview

- A. State the program mission. The mission statement should include the purpose of the program, the ideals the program strives to attain, and who the program serves. The program mission must align with the college's mission and goals. (200 word limit)

The mission of the ADN Program at West Hills College Lemoore is to prepare students to meet the requirements for licensure as entry-level Registered Nurses in California. These graduates will provide care across the health-illness continuum to a culturally diverse population in a variety of healthcare settings. The program will utilize Business and Professions Code and Title 16 Code of Regulations of the California Nurse Practice Act to organize the competencies that will take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals, and support systems. Consistent with the mission of West Hills College Lemoore, the Nursing Program shall provide a positive learning environment which is committed to student learning outcomes and success using relevant goals, innovations, strategies, and partnerships.

- B. List any recommendations from the most recent college/program/department accreditation and/or previous review. (250 words or less)
In May 2010, BRN consultants reviewed the ADN program. They found that the program was meeting the needs of the students that were enrolled. Recommendations included improving clerical support, as well as increasing the number of full-time faculty, to offer the students a more diversified learning experience.

- C. Identify all personnel, including the number of certificated, classified professionals and volunteers.

Employee Classification:

Certificated 14 Classified Professional 1 Volunteer 0
Student Workers 0.5

Diversity (Race/Ethnicity)

X Native Am. /Alaskan Nat.

X Asian/Pacific Islander

X Hispanic

X Mixed

X African/African-American/Non-Hispanic

X Caucasian/Non-Hispanic

Filipino

III. Qualitative and Quantitative Data Review

A. Attach dashboard statistics here.

WHCL Nursing (ADN)	2009-2010
Sections	45
Duplicated Enrollment	759
% of Online Change	NA
% of Enrollment Online	0%

Duplicated Enrollment: This is the number of actual enrollments in any given class or program. Under this definition, a student enrolled in multiple courses is counted multiple times at the program, campus, or institutional level.

LVN to RN Bridge	2009-2010
Sections	31
Duplicated Enrollment	517
% of Online Change	NA
% of Enrollment Online	0%

Student Retention Rates/Student Success Rates

WHCL Nursing (ADN)	2009-2010
Success Rate	99%
Retention Rate	99%

LVN to RN Bridge	2009-2010
Success Rate	99%
Retention Rate	100%

Course Success Rate: This is a measure of the number/percent of students who earn a grade of A, B, C, or CR in the class. Course grades of NC, D, F, I or W are considered to be unsuccessful.

Course Retention Rate: This is a measure of the number/percent of students who remain in the course after the census date until the end of the term.

WSCH/FTEF

WHCL Nursing (ADN)	2009-2010
WSCH per FTEF	141
% Change	NA

LVN to RN Bridge	2009-2010
WSCH per FTEF	170
% Change	NA

Weekly student contact hours (WSCH) = Course enrollment multiplied by weekly course hours
 Full-Time Equivalent Faculty (FTEF) = Sum of loads for all faculty
WSCH per FTEF : This calculation, sometimes called 'productivity,' is the number of weekly student contact hours (WSCH) per Full Time Equivalent Faculty (FTEF). Some colleges establish a target number to ensure fiscal viability.

Number of Students Earning Degrees (if applicable)

WHCL Nursing (ADN)	2009-2010
Total Degrees	20
% of Change	NA

LVN to RN Bridge	2009-2010
Total Degrees	14
% of Change	NA

Student Demographics

WHCL NURSING (ADN) STUDENT ETHNICITY

	09-10
ETHNICITY	%
African American	3.6
Asian	4.8
Filipino	7.1
Hispanic	28.6
Native American	3.6
Other	0.0
Pacific Islander	0.0
White	46.4
Unknown/DTS	6.0

Source: WHCCD data warehouse

**WHCL NURSING (ADN) STUDENT
GENDER**

	09-10
GENDER	%
Female	81.0
Male	19.0
Unknown/DTS	0.0

Source: WHCCD data warehouse

**WHCL NURSING (ADN) STUDENT AGE
CATEGORY**

	09-10
AGE	%
-19	0.0
20-24	22.6
25-29	29.8
30-49	39.3
50+	8.3
Unknown/DTS	0.0
Total	100.0

Source: WHCCD data warehouse

Grade Distribution

WHCL NURSING (ADN)	A	B	C	D	F	CR	NC	P	N	I	W	IP
2009-2010	63%	31%	5%	1%	0%	0%	0%	0%	0%	0%	1%	0%

WHCL LVN to RN Bridge Program	A	B	C	D	F	CR	NC	P	N	I	W	IP
2009-2010	68%	26%	6%	1%	0%	0%	0%	0%	0%	0%	0%	0%

NCLEX Pass Rate: 12 of 13 LVN to RN students that have taken the NCLEX have passed the NCLEX exam (92.3%). There is 2 more LVN to RN graduates to take the exam in the future. In the traditional RN graduates, 15 of 17 students have passed (88%) NCLEX. There are 2 other students that are still to take the NCLEX exam. The cumulative pass rate for all students is 90%, well above the 76% statewide.

B. Using the data provided, address any significant trends/challenges/opportunities identified which relate to your specific program. (250 words or less)

A few challenges that have been identified include having students take the NCLEX exam within the first 3 months post program completion, to assist in improved success on NCLEX. The students that had difficulty during the nursing program, having been

on probation during at least one nursing course, were the students that did not pass the NCLEX exam on their first attempt. There was significant diversity in the class in terms of age, prior healthcare experience, which could also have an impact on student success.

Students are provided with information prior to beginning the program, at orientation, regarding the various requirements, commitment to learning, as well as the intensity of the program. Some students have left the program related to family and personal reasons, once they experienced the classes and amount of learning that occurs in a short period of time. Most classes are 9 weeks in length, which requires students to maintain a certain degree of rigor in learning the material. For some students, this is not the "typical" college class that they have taken before.

The faculty of the program demonstrates significant commitment to student success. They remain available to students, staying over tutoring to ensure success, helping students learn the material that they need to be successful. They coordinate an open skills laboratory, so that students can remediate as well as practice clinical skills. They offer after class tutoring and remediation. If students are not being successful in a lecture class, they provide students with that information, and develop a remediation plan with the student to assist them in being successful.

- C. Attach any other data maintained by your program or at the division level: (e.g. budget information regarding costs per program on personnel, equipment, supplies, delivery of services).

Nursing and Health Careers Budget Information.

Personnel total costs	784,831
Instructional supplies	24,677
Other supplies	2,391
Mileage	1,500
Travel	2,705
Contract services	13,766
Copier/Duplication	2,840
Equipment	19,700
Student services	12,000
Expenses	79,578
Total Payroll & Expenses	<u>\$864,409</u>
Indirect costs	<u>\$35,362</u>

- D. What resources are required to maintain the program, and what additional resources are necessary to improve or expand it?

Appropriate staff support to maintain the success and function of the department is needed to improve and expand the program. There is a need for increasing the number of full-time Nursing faculty that can teach lecture classes, as well as having consistent clerical support. There have been other Allied Health programs added to the department, which places a burden on staff. Details need to be attended to, as well as having a system to attend to the various functions and documents that need to be filed with the Department of Public Health (for the CNA program), as well as with the BRN (for the ADN program).

The number of students being served by the Health Careers office has increased over the last 3 years, with the addition of the CNA, Medical Assisting, EMT, EKG, EEG, and Sterile Processing programs to the Health Careers Department. Many students make daily inquiries through the department in regards to the various programs that are offered on the Lemoore campus. There needs to be consistent clerical support to attend to the details that are required for each of the programs that are run through the department.

In terms of nursing faculty, there are 2 full time faculty members, 1 part-time simulation coordinator/lecturer, and 1 part-time lecturer for Psychiatric Nursing, as well as approximately 11 adjunct clinical faculty. The BRN has recommended hiring another full-time nursing faculty to assist with lecture & clinical teaching. Having another faculty can assist in providing diversified instruction to the students.

IV. Professional Development

A. *What professional development activities have faculty participated in? Have any of these professional development activities been technology related? Please specify. Each faculty member needs to maintain Professional Development Continuing Education Units (CEU's) to maintain licensure in the Nursing profession (30 CEUs every 2 years). A basic educational requirement is CPR for each faculty member, every 2 years. Faculty has also attended Blackboard training on campus to facilitate use of Blackboard for their classes. The nursing classes are web-enhanced.*

Leslie Catron has attended "Magic in Teaching", as well as other technology related programs that will be seen on her professional development resume. She is also presenting at a conference in the October 2010. Marleen Smart, Charles Freeman, Judy Terrazas, and Cynthia Dolata attended an in-service in Alameda on 3G Sim Man, which is the technology used for simulation of clinical scenarios. Cynthia Dolata, Sherry Barragan, and Marleen Smart have attended a conference on Skin Care that is provided by Hospital Council of Northern and Central California. This program is also attended by 24 first semester students with faculty supervision, to incorporate the concepts from the Fundamentals in Nursing course in a professional conference. Students are exposed to what a professional nursing conference is, and what they will need to do once they are licensed as Registered Nurses.

A list of each staff members CEU's that have been completed will be attached to this form.

Professional Development for Marleen Smart RN BSN, MS

Since July 1, 2007:

Review of Psychiatric Emergencies 10 hours

Methamphetamine Abuse 5 hours

1st Annual simulation conference 5 hours

Magic in Teaching 6.5 hours

Transforming care through Role Based Practice 8 hours

Educare skin conference 8 hours

Understanding Acute Pancreatitis 2 hours

Assessing Older Adults 2.5 hours

Promoting Palliative Care in the Acute Care Setting 16 hours.

Professional Development for Emily Kroytz RN

Date	Class	Hrs
9/09	Sepsis	3
10/09	DNAR	1
3/09	Bridge	2
3/09	ACLS	8
9/09	Departure planning	1
9/09	Pain Management	1
3/10	Leadership	1
7/10	Preceptor Training	7

Professional Development for Charles Freeman RN, MSN

Statewide Conference: Planting the Seeds of Change; March 4-5/2010; 8.5 hrs

Navigating Our Future- A Journey for Success; 3/20/2009; 5.5 hrs

Men In Nursing: Tools for Success; April 23-24/2009; 7.5 hrs

“Over the Rainbow And Ready for Change”; February 12-13/2009; 8.0 hrs

Times are Changing: A Paradigm Shift: 2009 COADN/ CACN Dean’s & Directors Conference; 9.5 hrs

Continuing Education for Allen Henning RN

“Data Sanity” Introduction to Good, Basic Measurement Skills; June 3, 2010; Contact Hours: 1.0

Assessment and Management of Pain in the End of Life; April 27, 2010; Contact Hours: 2.0

Pediatric Diabetes Management Utilizing a Multi-Discipline Team Approach; February 26, 2010; Contact Hours; 8.1

Teaching in Nursing: Not the Same Old Any More; August 14, 2009; Contact Hours: 5.0

Diabetes Care and Patient Education; July 20, 2009; Contact Hours: 15.0

Focused Pediatric Resuscitation Certification; May 27, 2009; Contact Hours: 9.0

Sepsis: Diagnosis and Management; May 6, 2009; Contact Hours: 3.0

Powerful Precepting Workshop – Pilot Class; March 27, 2009; Contact Hours: 8.4

Herbal Medications: An Evidence-Based Review; March 26, 2009; Contact Hours: 10.0

Fostering Synergy: Development of Evidence-Based Guidelines and Critical Care Nurses Knowledge of Enteral Feedings; February 18, 2009; Contact Hours: 1.0

Methamphetamine Abuse and Dependence; February 16, 2009; Contact Hours: 5.0

Spread Your Wings: RNs Have What It Takes to be Effective Leaders; February 7, 2009; Contact Hours: 1.0

Transforming Care through Role-Based Practice; December 5, 2008; Contact Hours: 8.0

Calcium Imbalances; July 17, 2008; Contact Hours: 1.0

A Perfect Match: Preventing Blood Incompatibility Errors; July 17, 2008; Contact Hours: 1.0

Type 2 Diabetes in Youth: A Growing Concern; May 11, 2008; Contact Hours: 5.0

Autism Spectrum Disorders; May 3, 2008; Contact Hours: 5.0

Metabolic Syndrome: Growing Epidemic; February 24, 2008; Contact Hours: 5.0

PALS Renewal Course; February 11, 2008; Contact Hours: 8.0

Literature Search Is Easy; December 12, 2007; Contact Hours: 1.2

Principles of Pediatric Neuro-Intensive Care; July 24, 2007; Contact Hours: 4.5

Evidenced Based Practice; May 18, 2007; Contact Hours: 1.0

Alzheimer's Disease; May 9, 2007; Contact Hours: 15.0

Pediatric Asthma Management; May 7, 2007; Contact Hours: 1.0

Leslie Catron, M.A.ED., BSN, RN, FAHCEP

Nursing Faculty and Simulation Coordinator
West Hills College, Lemoore

Professional Development - 2007-2010

Graduated with Master of Arts in Education, Curriculum and Teaching – May 2009

Fresno Pacific University, Fresno, CA; 36 units

Graduated with Bachelor in Nursing – July 2007; University of Dundee, Scotland, UK-
200 hours course work

Appointed as Fellow to the Academy of Health Care Education Professionals-September 2008

Program & Contact Hours:

- National Nursing Staff Development Organization Conference – July 7-11, 2010
13.25 hrs; “Leading, Developing and Coaching Staff Excellence” - San Diego, CA
- California Institute for Nursing & Health Care Level 1 Simulation Training – June 5, 2010
6.75 hrs; Cal State University, Fullerton, CA
- “The Bells and Whistles of Power Point Presentations” – May 18, 201; 1.5 hrs
Adventist Health Central Valley Network, Hanford, CA
- Sun Simulation User Network – April 30, 2010; 6 hrs; Salinas Valley Memorial Hospital,
Salinas, CA
- Society for Simulation in Healthcare International Meeting on Simulation in Healthcare
20 hrs; January 23-27, 2010, Phoenix, AZ
- “Finding Your ‘Sim’ Roots in the Central Valley – Simulation Conference – Nov. 20, 2009
5 hrs - Community Medical Centers, Fresno, CA
- California Institute for Nursing & Health Care Magic In Teaching Summit – Nov.2-3, 2009
12 hrs- Burlingame,CA
- Emerging Technologies in Nurse Education – June 26-27, 2009; 25.6 hrs - Contemporary
Forums, La Jolla, CA
- “World Health Organization Issues Guidelines on Hand Hygiene in Healthcare” – May 17,
2009; 0.25 hrs- Medscape
- National Nursing Staff Development Organization Staff Development Prep Course
16 hrs- September 4-5, 2008, Van Nuys, CA
- “Transforming Care Through Role-Based Practice” – October, 2008
8 hrs- Hospital Council of Northern & Central California, Modesto, CA
- California Institute for Nursing & Health Care Annual Clinical Simulation Conference
6.8 hrs- November 14, 2008, Burlingame, CA
- California institute for Nursing & Health Care Magic in Teaching – November 13, 2008
7.8 hrs- Burlingame, CA
- Laerdal Introduction to Simulation Training – October 29-30, 2008
16 hrs- Gainsville, TX
- Simulation User Network Conference – October 2, 2008, San Diego, CA
- Health Care Education Association Conference – September 16-19, 2008; 10.75 hrs-“Building
Communities through Communication” – Phoenix, AZ

National Nursing Staff Development Organization Conference – July 9-13, 2008; 10.7 hrs-
“Land of 10,000 Lakes and 10,000 Ideas: Staff Development at Its Best; Minneapolis, MN

School of Conflict Management and Medication Training – June, 2008

30 hrs- Center for Peacemaking and Conflict Studies, Fresno Pacific University

Radiation Safety – Children’s Hospital – August, 25, 2008

Behavioral Management Restraints- Children’s Hospital – August, 25, 2008

Care Management Restraints – Children’s Hospital – August 25, 2008

MRI Safety – Children’s Hospital – August 25, 2008

Teleconference – “Bridging The Preparation Practice Gap” – Children’s Hospital – July 30, 2008

Blood Administration – Children’s Hospital – April 22, 2008

Teleconference – “Introducing the Nursing Engagement Survey” – April 16, 2008

Protect Health Information – Children’s Hospital - April 4, 2008

Teleconference – “The Nurse Manager’s Problem-Solving Toolkit” – Children’s Hospital - April 3, 2008

Teleconference – “The Iterative Metric Selection Tool Workshop” – Children’s Hospital - March 20, 2008

Board of Registered Nursing Conference – Children’s Hospital – “What’s in Your Education Galaxy?” – March 7, 2008

Nursing Leadership Academy Workshop – Children’s Hospital – “Instilling Accountability at the Front Line” - Feb. 20, 2007

Educator Development – Children’s Hospital – “Monitoring & Evaluation – December 14, 2007

Nursing Leadership Academy Workshop – Children’s Hospital – “Data Driven Department Leadership” – December 6, 2007

CHEX Webcast – Children’s Hospital – “Introduction to Simulation Labs into Pediatric Hospitals” – November 15, 2007

Continuing Education
Cynthia Dolata RN, BC, MSN

National Medical-Surgical Nursing Certification maintained through ANCC

- (1) AWHONN Perinatal Nursing: 3rd Edition 7/23/2010; 50 Contact Hours
- (2) Pain Assessment & Non-pharmacologic Intervention for Pain Management 6/15/10; 1.0 contact hr
- (3) Prevention of Medical Errors; 6/15/2010; 1.0 contact hours
- (4) Infection Control: New York State Mandatory Training; 5/15/2010; 3.4 contact hours
- (5) St. Agnes Medical Center Grand Rounds lecture: Organ Donation Discussion 4/28/10 1.0 contact hr
- (6) Acute Kidney Injury- Primary Care Perspective; 4/14/2010; 1.0 contact hrs
- (7) Gathering “Pearls” of Knowledge for Assessing Older Adults; 3/29/2010; 2.5 contact hours

- (8) 2010 Vocational Education Leadership Institute {3/11- 3/13/2010}; 13.5 contact hrs
- (9) Educare: A Wound & Skin Care Management Program; 9/7/2010, 9/15/2009, 11/18/08; 8.0 contact hours each time attended
- (10) American Heart Association Advanced Cardiac Life Support Provider; 10/23 & 10/30/2009; 14 contact hours
- (11) "Finding Your 'Sim' Roots in the Central Valley – Simulation Conference – 11/20/09 5.0 contact hrs
- (12) Transforming Care through Role-Based Practice; 9/5/2008; 8.0 contact hours
- (13) Grand Rounds: Management of Rheumatoid Arthritis; 6/11/2008; 1.0 contact hrs
- (14) Geriatric Nursing Principles; 5/31/2008; 30.0 contact hours
- (15) NCCN Breast Cancer Guidelines Update; 5/20/2008; 0.7 contact hrs
- (16) "It's All About Communicating"; 12/11/2007; 3.0 contact hours
- (17) Charting Your Way Out of Court: What You Need to Know"; 9/11/2007; 1.5 contact hours
- (18) Mitral Valve Repair; 8/8/2007 ;1.0 contact hours
- (19) Valley Health Conference; 4/20/2007; 7.0 contact hours
- (20) Back to Basics: Getting there with Science (AACN) 10/19/06 1.5 hrs
- (21) Depression & Anxiety throughout the Life Cycle (SAMC) 11/4/06; 4.0 hrs
- (21) Inflammatory Breast Cancer (SAMC) 11/8/06; 1.0 hr

B. Relate how the professional development activities have improved student learning outcome attainment.

The faculty has had the opportunity to attend a variety of clinical and educational programs, which they can utilize the material/information in their classes that they teach. This assists them in maintaining currency in the material that is presented, as in Nursing, information changes frequently, as does regulations by governing bodies. The faculty has the duty to prepare entry-level practitioners that can function in a safe and competent manner in the clinical practice environment. The faculty has to prepare the graduates of the nursing program to successfully attain licensure, while teaching the variety of clinical skills that are part of the practice of nursing. Students need to demonstrate proficiency in professional behaviors to achieve an entry-level nursing role.

Students have also had the opportunity to attend professional programs as part of their education. Each year, in NURS 1, the students are invited by the Hospital Councils of Northern and Central California to attend the "Educare Skin Conference" that is held locally in the fall. If students are unable to attend, they are offered an alternative assignment. Also, students have had the opportunity to attend professional education programs at Saint Agnes Medical Center (SAMC) during

their NURS 10L clinical rotation at SAMC. The topics included Organ Donation and Renal Failure, both topics that are studied in the NURS 10 curriculum. Students have also had the opportunity to use the "clicker" system to answer questions during class. This provides them with the opportunity to obtain immediate feedback to questions that are posed by faculty during class.

C. Describe the program's plans for staff development over the next four years.

Staff will continue to maintain their own professional licensure and development annually. There are conferences that are available that the faculty would like to attend, as funding allows. The conferences that they would like to attend include: (1) Medical-Surgical Nursing conference on a variety of topics. This conference is usually offered with a wide range of topics, which would assist in enhancing their lectures to the students; (2) "Boot Camp for Nurse Educators"- this is a program that is held annually in New Mexico. The course provides materials and information on preparing students for NCLEX exams, student evaluation of learning, as well as other topics. (3) Simulation conferences- there are a variety of conferences that are available for faculty to attend on latest uses of simulation in learning.

V. Curriculum and Student Learning Outcomes

A. List your Instructional Program-Level Student Learning Outcomes.

1. LVN to RN Program Outcomes

- a. The attrition rate for admitted students from admission to completion will be less than 5%.*
- b. The NCLEX pass rate will be 85% or better.*
- c. Graduates will function as competent entry level nurses.*

2. ADN Program Outcomes (Traditional Students)

- a. The attrition rate for admitted students from admission to completion will be less than 5%.*
- b. The NCLEX pass rate will be 85% or better.*
- c. Graduates will function as competent entry level nurses.*

1. Have any Instructional Program-Level Student Learning Outcomes been changed from the completion of the previous program review? What are the changes? Attach documentation.

This will be the first time to evaluate the Program's Student Learning Outcomes for the Nursing program in 2010. Currently, in reviewing each of the above outcomes, we have been able to meet the NCLEX pass rate $\geq 85\%$ for both groups of students. This past spring, the difficulty level of the NCLEX exam was increased. It is important to note that the pass rate has exceeded the SLO established before the Nursing program was initiated. We will continue to monitor the pass rate, and may need to modify the SLO.

Many students have been able to obtain entry level RN positions in a variety of health care settings.

The established goal for learning outcome was to measure attrition in the various programs. State wide the attrition rate for a nursing program is 26%. The West Hills College established a very ambitious 5% attrition as a measure of academic success. The first graduating class of nursing student had a 16.6% rate of attrition. The LVN to RN Bridge students lost 2 students (16%) for academic reasons and no students transferred out for personal reasons. There were 12 students enrolled in the Bridge program. The traditional nursing students had 2 students (8%) dropped or transfer from the program for non academic reasons. 2 students (8%) received non-passing grades and dropped from the program in the first year of the program. While the overall attrition rate was 16.6%, when the students that dropped from the program for academic reasons, the attrition rate was 11%. The stated goal of 5% attrition was not achieved; however the 11% attrition rate of the WHCL ADN Program is only 42% of the State and National attrition rates.

The second group of Traditional nursing students was admitted into the nursing program using specific selection criteria and not a lottery process. The result was that only 1 student (4%) dropped for personal reasons and 1 student (4%) dropped for academic reasons. This was for the students in the first year of the program. Barring any further attrition for academic reason, we may achieve our attrition goal.

We expect that we will need to change the estimated percentage of attrition, as students may enter the program, not recognizing the level of dedication and difficulty that is expected to complete the program. Students may find that the profession does not meet their expectations, and therefore leave the program. Nursing is a complex and demanding profession.

2. Describe the assessment used to improve student learning. Cite a specific example.

Assessment tools include: student evaluations of courses, ATI course exit exams, and ATI NCLEX readiness programs. At the beginning of the program, students are provided with ATI course materials, books, and CD's to assist with their learning. Faculty include the ATI materials as part of the student learning expectations, as well as having the students take the ATI content specific course exams at the end of each course. The exams count in the current course the student is in, so this provides faculty with a further evaluation measure. This has given the faculty a measure of student success, especially on the ATI comprehensive exam. The comprehensive exam is given at the end of the last semester of the nursing program, when the students have had all of the coursework. It is useful for faculty, as well as the students, to identify any areas in the program that may need improvement for future students. The students that have taken the exam are also afforded the opportunity to review areas that they may have had difficulty in, and remediate the material prior to taking their

NCLEX exams. The ATI exit exam is structured similar to the NCLEX exam that they take post-program completion. Students take the exams on a computer, with faculty supervision, which again is similar to the method that is used when they take NCLEX, which is also a computer-based exam.

- B. Explain how Instructional Program-Level Student Learning Outcomes are used to measure quality and success of this department/service area.

The Program level SLO's are used to identify if the courses that are taught need further revision. The pass rate on the NCLEX exam has been identified as a specific measure to not. It gives a measure regarding if the material taught has assisted the graduates of the program be successful and complete licensure requirements. Also, students that have become licensed have accepted positions in a variety of healthcare facilities throughout the Central Valley. Students have been hired at Kaweah Delta, Adventist Health- Hanford, Saint Agnes Medical Center, and a number of Golden Living Center facilities. Some graduates have not been able to obtain an entry level nursing position, primarily related to the current economic climate in the valley. Some graduates are considering looking for positions in other areas of the state and country.

- C. Review course outlines and prerequisites. List all courses that apply to this program requiring a five-year course outline review.

Prerequisites: Microbiology, Anatomy, Physiology, English 1A

Corequisites: General Chemistry, Math 63 (or higher), Communications I, Nutrition, Psychology, Intro to Sociology.

First year, Fall semester:

NURS 1 Foundations of Nursing
NURS 1L Foundations of Nursing, clinical
NURS 2 Medical-Surgical Nursing I
NURS 2L Medical-Surgical Nursing I, clinical
NURS 3 Pharmacology
NURS 101 Tutorial, Learning Lab

First year, Spring semester:

NURS 4 Medical-Surgical Nursing II
NURS 4L Medical-Surgical Nursing II, clinical
NURS 5 Obstetrics-Maternity Nursing
NURS 5L Obstetrics-Maternity Nursing, clinical
NURS 6 Advanced Pharmacology
NURS 101 Tutorial, Learning Lab

Second year, Fall semester

NURS 7 Medical-Surgical Nursing III
NURS 7L Medical-Surgical Nursing, clinical
NURS 8 Psychiatric Nursing
NURS 8L Psychiatric Nursing, Clinical
NURS 9 Pediatric Nursing
NURS 9L Pediatric Nursing, Clinical
NURS 101 Tutorial, Learning Lab

Second year, Spring semester

NURS 10 Medical-Surgical Nursing IV, Advanced Medical Surgical Nursing
NURS 10L Medical-Surgical Nursing IV, clinical
NURS 11 Gerontology-Community Nursing
NURS 11L Gerontology-Community Nursing, Clinical
NURS 13 Leadership
NURS 101 Tutorial, Learning Lab

Throughout the program after the first year, first semester: Externships- Work Study elective

1. Describe the curriculum changes anticipated in the next two years. (These changes would include major course revisions, deletions, new courses, revised or new options within a program, or a proposed new program).

In the first semester, the students take NURS 1 & NURS 1L, which is Foundations of Nursing. This is an important class that the students use as the foundation for their nursing career. They have many concepts, such as professionalism, communication as well as other core concepts that are included in the theory component of the class. NURS 1L is the clinical component, where the students learn how to perform professional skills. More hours are needed in the clinical portion, in order to effectively instruct the students in the skills that serve as the foundation of their clinical nursing practice.

We would also like to look at making NURS 101 a progressive class in each semester: (First semester: NURS 101, second semester: NURS 102, etc.) We will need to make a curriculum change to accomplish this. The class would be used as a tutorial in the first semester, then in the second through fourth semesters, develop more correlation to what the lecture classes are, incorporating more practical and technical experiences. The course would increase in intensity as each semester progresses. We would like to use clickers, preparing the student to take the NCLEX exams. This would involve a curriculum change.

In NURS 10L, the students need to fulfill 243 clinical hours. This creates a significant burden on the students, as there are many hours that they need to complete in the clinical facility and community, along with their theoretical classes. We would like to assess if the number of hours can be reduced for this course. It would require a major curriculum change, as well as approval by the BRN.

NURS 11L: We would like to decrease the number of clinical hours, hence we would need to make a curriculum change.

Any nursing course changes would need to not only have a college curriculum change, but also a BRN change.

- D. To what extent is technology being used in the program?

Clickers are used by faculty in their lectures and during the tutorial classes to evaluate student learning during instruction. The program has also invested in simulation, to assist students in learning clinical scenarios and how to manage

patients. This is especially effective in demonstrating clinical scenarios that they may not encounter on their clinical rotation. Critical thinking is also fostered with simulation, as the students need to identify how to manage a situation, and can receive feedback as to how they did, if they were in sequence with the treatment plan, and coordinate the care that would be required for a "real" patient. The program has also received a "Mobile Sim Van" from the US Navy, Lemoore. This will allow the nursing program to utilize and partner with community resources for training. The nursing program was invited to participate in a community disaster training event in May 2010, with plans for future involvement.

- E. How does the program ensure that the current curriculum is adequately meeting the needs of the students?

Currently, the courses that are taught include didactic as well as practical learning that the students need to complete their professional training. The program is based on a "Model Curriculum" that was recommended by the State of CA BRN. The measure of the program and students success is through successful completion of the NCLEX exam, achieving licensure as a Registered Nurse in the State of California. If the BRN identifies that further educational material is required, the program will adapt their recommendations.

VI. Career Technical Education Only

- A. Does your program result in providing licensing or certification to its program graduates which will enhance opportunities for employment? If yes, list.

Graduates of the ADN and LVN to RN Bridge program are afforded the opportunity to sit for the NCLEX licensing exam after graduation. Students that pass the NCLEX exam receive professional licensure as a Registered Nurse in the state that they take their exam in. The program does not provide licensure or certification for entry level nursing practice.

- B. Discuss the opportunities available to students who plan to transfer to an institution of higher learning.

West Hills College ADN program is a member of a collaborative effort that include 3 ADN nursing programs and 7 colleges and universities whose goal is to achieve an efficient articulation process from ADN to BSN and MSN. The department has evaluated the curriculum to establish course equivalencies that are consistent with other area colleges and universities that are in the coalition. The nursing students were offered the opportunity to attend a presentation by the colleges and universities to inform the students of the upgrade process. The names and contact information of the students that were interested in upgrading to BSN and/or MSN were collected. The names of the students were forwarded to the school of interest and to that school's nursing counselor. The objective is that the student would ideally finish the educational upgrading process in three semesters following the completion of the ADN. The collaborative is developing a web site that will allow

students to access and obtain information that will help them in their articulation efforts. The web site is still in its construction phase; however the prototype is available for viewing. The web site address is:

<http://www.twoandtransfer.org/testsite/index.html>.

C. Discuss the effectiveness of your program in terms of:

1. Entry-level job placement as a result of training.

Initially, students can practice as a graduate nurse via a permit through the BRN, until they take their initial NCLEX exam. Students are able to enter into nursing practice as an entry-level professional in a variety of health-related settings, once they have received their RN licensure.

During their educational experience here at WHCL, the students also have the opportunity to take NURS 15X, which allows them the chance to participate in an externship in a local healthcare organization. This encourages the student to develop professional behaviors and skills, and align themselves with an organization for post-graduation employment. Students will be more likely to be hired by employers that they have already externed for, as the amount of orientation required will be less, since the new graduate will be familiar with the organization. It creates a more seamless process and transition for both the new graduate nurse, as well as the organization. Both the graduate and organization will be aware of each other's expectations, shortening the "honeymoon" phase for both.

2. Effectiveness of continuing education to meet the need for advanced training and/or training in emerging technologies.

The faculty attended a variety of learning opportunities to maintain currency in their knowledge. The faculty members CE is outlined in part IV A of the program review.

The many educational offerings that the faculty has attended has provided the program with significant diversity that assists in students' success.

CPR: This is a class that is provided by EMT faculty to incoming ADN students, as well as CNA & MA students.

3. State any other measures used to determine the success of this program (e.g. satisfaction surveys, employer surveys or advisory committee feedback).

The Nursing Program has had several advisory committee meetings with local healthcare organizations, to identify specific needs of future employers in terms of employing the program's graduates. Their information and feedback has been important in molding the program, so that the students are competitive in the job market.

Nursing faculty also receive feedback from mentors in the clinical facility, as well as from the administration of the healthcare facilities where the students have their clinical experience. They have been impressed with our students' abilities and the program's rigor in training and education of our student

nurses. The program's faculty continues to maintain positive relationships with the various organizations.

The students had a Wine and Wellness event in March 2010, to raise funds for their pinning ceremony. During the event, the students were present and able to mingle with attendees, which were members of the college, the various healthcare organizations where they attend clinical. They also did a simulation presentation during the event, which allowed the attendees to see what simulation was and how it can be effective in the student's education. This stimulated further discussion with a variety of organizations, including partnering with the US Navy, Lemoore for their disaster drill in May 2010. The simulation staff (Leslie Catron and Thomas Johnson) has been asked to present at this year's simulation conference in October 2010. They will share their experiences in regards to developing simulation in a new nursing program.

4. Comment on how the success rate compares to the success rate of the same program at other colleges in the region. (250 words or less)

The NCLEX exam is used to license graduates into the nursing profession, determining that they are minimally competent entry-level practitioners. The NCLEX pass rates are used as a measure of success of the program. For the 2009-2010 academic year, WHCL ADN program was officially at 100% pass rate (2 students took NCLEX and passed for the period measured through June 2010).

Comparison with other local RN programs: CSUF: 90.83%; COS: 89.03%; FCC: 77.92%.

- D. What would be the preferred sequence of courses to be taken to achieve your program's goal of a degree or certificate?

Currently, the courses are sequenced in the order needed to achieve the level of learning needed to progress into the profession.

Prerequisites: Microbiology, Anatomy, Physiology, English 1A

Corequisites: General Chemistry, Math 63 (or higher), Communications I,

Nutrition, Psychology, Intro to Sociology.

First year, Fall semester:

- NURS 1 Foundations of Nursing
- NURS 1L Foundations of Nursing, clinical
- NURS 2 Medical-Surgical Nursing I
- NURS 2L Medical-Surgical Nursing I, clinical
- NURS 3 Pharmacology
- NURS 101 Tutorial, Learning Lab

First year, Spring semester:

- NURS 4 Medical-Surgical Nursing II
- NURS 4L Medical-Surgical Nursing II, clinical
- NURS 5 Obstetrics-Maternity Nursing
- NURS 5L Obstetrics-Maternity Nursing, clinical
- NURS 6 Advanced Pharmacology
- NURS 101 Tutorial, Learning Lab

Second year, Fall semester:

NURS 7 Medical-Surgical Nursing III
NURS 7L Medical-Surgical Nursing, clinical
NURS 8 Psychiatric Nursing
NURS 8L Psychiatric Nursing, Clinical
NURS 9 Pediatric Nursing
NURS 9L Pediatric Nursing, Clinical
NURS 101 Tutorial, Learning Lab

Second year, Spring semester:

NURS 10 Medical-Surgical Nursing IV, Advanced Medical Surgical Nursing
NURS 10L Medical-Surgical Nursing IV, clinical
NURS 11 Gerontology-Community Nursing
NURS 11L Gerontology-Community Nursing, Clinical
NURS 13 Leadership
NURS 101 Tutorial, Learning Lab

Throughout the program after the first year, first semester: Externships- Work Study elective.

E. How does the program ensure that the current curriculum is adequately meeting the needs of students?

The curriculum is directed by the BRN, to assure student success in the profession. Student success within the individual courses is reviewed. The distribution of the student's grades is also reviewed. Student progress is monitored monthly by each faculty member with case notes kept. Students that are having difficulty in courses are placed on probation and the faculty member intervenes with tutoring and use of accessory teaching tools.

ATI course exit exams are also used, to identify if the students have been able to meet the course objectives and content mastery. These exams are administered at the end of each of the nursing courses. The exams are nationally standardized, allowing the program to compare how the individual nursing cohort compares with similar nursing programs throughout the nation. Student success with the exit exam has exhibited a high correlation with success on the NCLEX-RN exam.

Student course evaluations are also reviewed, with course revisions made from the feedback received.

Our first cohort graduated in May 2010; the pass rate for the LVN to RN cohort was 92.3%; the student pass rate for the entire cohort is currently 87% (27/31).

F. Excluding curriculum validation, discuss community involvement in the program.

A variety of clinical sites are utilized for the students to train in, beginning in skilled nursing facilities, acute care hospitals, schools, home health agencies, cancer centers and public health agencies. This provides the students with experiences that assist in their professional development, as well as the opportunity to network with potential employers.

The program has also developed a partnership with the US Navy, Lemoore base. A mobile simulation van has been provided, so that simulation can be

shared with the base. Students from the nursing program have been participants in the disaster drill in Hanford in May 2010, with plans for future collaboration.

- G. List any special accreditations, external regulations, or advisory committees that have oversight to your program.

*The California Board of Nursing
WASC*

- H. List any special regulations, space requirements, staff training, etc. required by your program.

All nursing faculty need to maintain licensure, continuing education requirements for licensure, as well as CPR and other clinical certifications. The nursing skills lab is used to teach and practice clinical nursing skills. The simulation lab is also used to practice the nursing skills, along with the analysis, synthesis, and application of nursing concepts. The lab needs to be maintained at specified standards to "house" the high fidelity simulation manikins that are used for the students training.

Medical equipment needs to be available to assist the students in their training as well. Having enough supplies, as well as a secure space to keep it is necessary.

Simulation training was completed through Laerdal and Guamard for faculty. Blackboard training for faculty for web-enhanced classes.

- I. List any program initiatives to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.).

- 1. Students that have any disabilities are accommodated to assist them be successful. Students are encouraged to meet with the DSPPS counselor for evaluation, so that faculty is aware of any specific needs that require accommodations.*
- 2. Workforce: students are evaluated to identify if they qualify for workforce funding.*
- 3. Students are also provided with information regarding scholarships that they can apply for, to assist them with meeting funding needs for the nursing program.*
- 4. Students (male and female) were given the opportunity to attend a "Men in Nursing" conference in 2009. The students were exposed to issues that men in nursing face and options for addressing these issues. The students were introduced to different styles of nursing and caring, which impacts communication styles as well.*
- 5. Students that have difficulty with basic skills to Tammy Larson for remediation with WIN solutions. This is an online self-paced learning program that helps students progress at their own pace in all the basic skills areas. For example, students can develop their math skills using a health careers backdrop with the computer program. Testing is used to*

measure the students' progress and to determine their levels of achievement.

6. *ATI tutorial programs are used to remediate students that have weaknesses in their basic skills and are unable to pass the entrance exam (TEAS test). Students must be able to obtain a 67% score in order to qualify for admission into the nursing program.*

J. Discuss the program's use of external funding, including grants, if applicable.

External funding has been provided from a State Chancellor's Nursing Expansion grant 10-116. This grant provides over \$237,000 per year for 2 years. This grant is designed to ensure that the program admits 24 traditional and 12 LVN to RN Bridge student every year. The program has entered into an agreement with Kaiser's Employee Joint Education Fund to provide education for 2 of their LVN's wishing to articulate to a RN status. The fund has provided \$37,400 dollars for the students' education. There has been \$10,000 has allocated through VTEA funding for tutorial services for the students. The department has recently been awarded a Department of Labor Grant, which is a 3 year, \$900,000 grant. It is a partnership with the State Center Community College District.

VII. Summary and Recommendations

A. Based on analysis of the information provided in Sections I through VI above, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.

1. Program strengths:

Student success has been at least 85% in the program, including graduation from the nursing program, as well as passing the NCLEX exam for licensure as a Registered Nurse. Faculty commitment to the students is significant- they have given their time and effort to assist the students in being successful in the nursing program and courses that are taught.

The partnerships that have been developed with the various healthcare facilities have been a definite strength. The students are provided with diverse environments to learning. Facilities have been welcoming to the students, assisting with their professional growth.

The program has been designated as a training facility by Gaumard for simulation. This is providing the program with the opportunity to partner with other facilities and programs, such as Adventist Health; surrounding school districts, such as Laton, Lemoore, and Hanford; the US Navy, Lemoore and the Loma Linda Medical training program.

2. Areas that need improvement:

We have outgrown our physical facilities on campus. We need more classrooms, a dedicated simulation lab, storage, as well as offices for the faculty and administrative staff.

There is 1 office for the 3 faculty that teach in the program. They share the space currently. This makes it difficult to meet with students individually to provide confidential discussions when needing to assist students to be successful or to provide evaluations. We also need to have a dedicated washer and dryer, as many linens are used by not only the nursing program, but the CNA and MA programs that shares the skills lab. Currently, the nursing faculty have taken turns in taking the linens home- washing, drying, and folding them for the students to use. The staff needs a dedicated locked storage area for all of the supplies that each of the programs uses. Since the supplies are of a medical nature, we need a space that is secure and can only be accessed by the faculty. A dedicated high fidelity simulation lab also needs to be developed, as many programs need to have access and use of facility.

Also expanding the number of full-time faculty available for the nursing program would be a benefit to both the staff and students. Having consistent administrative staff is also needed, to assist with all of the programs that are now part of the Health Careers department. It is difficult to manage the number of inquiries that come through the office for the other programs that are managed through the single office. Phone calls need to be handled in a timely manner, as well as having administrative support to ensure that all records are processed correctly for all students that access the department's office. Because the programs are funded by grants, the program needs to have a dedicated administrative assistant that has been trained to maintain the necessary documentation and reports that need to be generated.

3. **Strategies and actions for program enhancement and improvement:**
The depressed economic conditions that our community is enduring have impacted the Health Care Industry.
Plans to increase nursing graduates marketability:
 - 1) *Provide education in basic cardiac arrhythmias, ACLS, PALS.*
 - 2) *Increase participation in electronic simulation to increase the student's critical thinking. This is important because the NCLEX exam is at the level of analysis and application of the knowledge that they have learned in the program, which requires students to reason through information provided.*
 - 3) *Development of a scholarship program.*
- B. **Attach your Program Planning and Evaluation Assessment Grid.** Follow the directions provided and thoroughly complete the form. You should have not more than five short term goals, of which at least three are student learning outcome goals.

**President's Executive Cabinet
December 10, 2009
2:00 p.m. – Conf. Rm. 124**

AGENDA

- | | |
|--|-------------|
| 1. Budget Update | Don |
| 2. Spring Schedule | Dave, et al |
| 3. Winter Vacations
12/21/2009-1/1/2010 | Don |
| 4. Evening Coverage for Spring | Don |
| 5. Standard III | Sylvia |
| 6. Other | |

Next Meeting: January 13, 2010

President's Executive Cabinet
November 9, 2009
1:30 p.m. – Conf. Rm. 124

MINUTES

Present:

Don Warkentin, President
Dave Bolt, Vice President of Educational Services
Bob Clement, Athletic Director
Sylvia Dorsey-Robinson, Vice President of Student Services
Marlon Hall, Associate Dean of Educational Services
Charles Freeman, Director of Nursing
Jana Cox, Director of Financial Aid
Jose Lopez, Dean of Students
Jody Ruble, Director of Categorical Programs
Pedro Avila, Vice Chancellor of Institutional Effectiveness
Ron Oxford, Librarian

1. Program Review Overall Progress

Don explained that he wants to encourage a final push to complete program reviews and SLOs for continued institutional effectiveness. He reported that Chancellor Gornick had attended a training in Sacramento and learned the need for colleges to prove that they are in continuous quality improvement stage, if not, the Accrediting Commission could very likely make a recommendation in this regard to include an additional visit. Don reported that for this reason he had invited Pedro, Stephanie, Ron and David to this meeting to find out where we currently are. The first draft of the self study is soon due. All of the President's Executive Cabinet meetings will focus on these things. Sylvia questioned the mechanism for creating the artifacts for program review in order to have a seamless flow. The closer we get to our accreditation visit the more important this will be. Mr. Warkentin stated that all have been involved with program review for a long time; what we have not done is implement program reviews. This is the hard part, specifically with the lack of budget. Pedro commented that the action for program review is related to budget, but we can't use this as an excuse. We have to use the results of program review toward improvements. Dave stated that components of program review can be facilities. Don questioned if improvements can be documented as to what was identified and those that were made. Jody responded that improvements were made in his areas as they are working at doing things better, transfers, etc. Don believes what would help for our evidence is to have folders with samples of program review documents along with the documented improvements. He gave an example of the recent reorganization which has brought about improvements. In some cases a program review has resulted in new courses and also the move of the DSPS lab. The string is going back to make sure and bring forward that the DSPS lab was moved with evidence documented showing it was due to growth, the need for increased staff and hours which were added. This documentation should be in the midterm report. Pedro, playing

devil's advocate, stated that he had pulled out some program reviews and their action plans and some show that the action had occurred, and some show no action. Don responded that the Budget Allocation Committee (BAC) ranks priorities for personnel and equipment. Sylvia stated that at Sacramento City College, in her role as an accrediting team member, she observed that they listed all of their program goals in a master list; it lifted requests resulting from program reviews onto a master list along with the fiscal impact. It was listed by each program review and the outcomes and what they related to, i.e. budget, facilities, courses, etc. Dave voiced that this was the intent of the program review summary sheet. The requests coming from program review should come from the originator of the program review. Ron explained that this was the idea for the Eagles Nest portal team site; to house needed information in one location. Don asked if Sacramento City was well along with their program reviews. Sylvia responded that they had on-line training for their staff. Stephanie commented that program review parties are held at WHCL to help new managers begin the process. Don stated that some type of attention to program review will occur for managers every two years. He recalled when new staff once received an on-going orientation throughout the semester. Ron will demonstrate the *Eagles Nest* portal team site when it is completed. Don stated that we need to get to sustainable quality improvement and demonstrate that we are closing the cycle.

2. Course level SLO Progress

- a. Identification of SLOs
- b. Assessment tool
- c. Assessments
- d. Improvements

David Babb was in attendance to address agenda items 2, a – d. He distributed a tracking spreadsheet showing the course level SLOs, active courses, non-active courses, GE courses, courses with SLOs defined (100%), SLOs assessed, results analyzed, and how many courses have used the results to improve learning. The learning area representatives came up with a schedule last semester. The area reps and he keep an eye on getting things done and remind faculty to make sure courses are getting assessed. Basically this chart shows the six learning areas. David uses this spreadsheet for his annual report. 28% of active courses have been assessed. Once data is received further implementation is required. This year's WASC report had different questions. WASC simply asks for how many courses have been assessed. Don asked if for the courses currently offered this fall, spring and summer and the following fall, could they have David believes we will only be able to achieve 60% completion but there are many courses on the books that we don't offer. Each learning areas has to decide to make courses active. If an active course is in the catalog then it has to be tracked. Most of these classes fall under CTE, and the CTE department has done the fewest assessments. This is a massive area when it comes to courses and programs and an area that needs reps. Pedro stated that the team will be looking at completion of SLOs by 2012. It is not impossible, but there are; for example, 5 psychology classes taught by adjunct. These classes were not put on the assessment schedule. There are big chunks in learning areas that are being done by adjunct faculty. If the schedule extends to 2010 and we are at the end of 2009 at 28%, and have been working on these since 2008, is it likely we will be where we need to be? David believes we will be at 34% by the end of this semester. The

topic of SLO progress needs to be on each learning area meeting agenda. Health and Wellness took their schedule to 2013. It's not just the assessments; it is additionally analyzing the results and making improvements. Don would like David to return to this meeting in early spring to provide another update.

3. Program Level SLO Progress

- a. Identification of SLOs
- b. Assessment tool
- c. Assessments
- d. Improvements

David spoke about overall totals of programs. He can't get an accurate count on the number of instructional programs we have with our definition. He has been working with Dave to get a handle on what to call a program for tracking purposes. He came up with certificates and degrees and they are now doing program review for every certificate. He needs to know what to put on his list so he can motivate people. Program SLOs are a part of program review and there seems to be disconnection. In Child Development there are many degrees and certificates. Pat Kraft-Chapman only does two of these; also Matriculation is another review for seven different programs. Does each seven have different SLOs? Child Development has one degree and several certificates. She does a program review for the certificate options. Pat plans to create SLOs to be bundled. Don expressed concern about how programs are being defined with regard to Child Development having seven program reviews. Brian Kron prefers to do program reviews for each certificate option. If there is a series of certificate options within a program, it seems only one review should be necessary. The data is pulled for each certificate and the students are overlapped. Pedro feels that these need not be separated. WASC will not question our program definition. Stephanie thinks we can do what we choose to do as far as WASC is concerned. Where can we be in six months on the instructional side? David believes by the end of next semester we can be 1/3 complete with the programs. At the end of this academic year SLOS will have been written and 33% assessed. We have to be 100% identified and the assessment tool identified. With proficiency levels we do not have to have everything assessed, but defined, with assessments in place.

4. Institutional Level SLOs

- a. Identification
- b. Assessment tools
- c. Assessments
- d. Improvements

The Library and Tutoring SLOS are still to be completed and Ron is working with Debra Christy, snack bar manager, on the snack bar SLOs. Ron figures it will be assessed by their program reviews and updates. These will also be mapped. Ron believes all these areas will have assessments this year. Matriculation and its areas are done. Program reviews are being sent to the SLO Committee first for review. How will we assess our SLOs? SLO's will likely be assessed by collecting a survey of student engagement. Ron is confident that the first three columns will be at a 100% soon. Sylvia would like "not applicable" put in the fourth column. Ron will return in the early spring to report to this group. In theory we are shooting for mapping from any course and to trace SLOs back.

For clarification, on the rubric they don't use institutional level; rather they have course and degree level. Pedro hopes both colleges can call them the same. Stephanie asked if we are talking about an AA versus an AS. We defined a degree as a program. Nowhere on the rubric do they mention institutional SLOs. Don commented that by getting a degree the outcomes could be what they have learned after they leave. These are in the general ed SLOs. Could we map job skills back and/or information competency? The goals are based on student progress and outcome data, not necessarily learning outcomes. David stated that program level only looks at the core courses not the general ed courses. Think of the goals as performance indicators for the institution. One approach is to identify programs that align with institutional SLOs; you bring up the information and use this data to support this SLO. Another approach is an exit test for graduates to find out if they are walking away with what they should have accomplished. The mission statement and syllabus need to be considered. Looking at this from a broad sense we are trying to connect the dots to all areas, i.e. Student Services and M & O. David stated that this campus started with course level SLOs and other schools started with program level. How do we measure quality environment? Environment has to do with the Student Services side. We need to tie to the mission statement. Pedro reported that at American River College they took a survey and aligned the questions to their SLOs. It is a good idea, but not for all programs or courses. David has every course level SLO mapped to general ed. Some general ed courses are in a program. The rubric does not state AA and/or AS. Pedro believes that both degrees were combined. David stated that we are looking at program level and degree level. What are we expecting them to walk away with? Expectations for the degree will be on the next agenda. WASC is not clear about the definitions. They do not give a clear answer and they leave it subjective. Don asked the consensus on this. Will we bundle our program and general ed courses together and call it programs including general ed? Pedro suggested to put the groups together.

5. Next Steps

1

6. Standard I Accreditation Review

Bob Clement, co-chairs

Bob has tri-chairs and has ten committee members. Don's intent is to go through the standard as a group. We can give something to our writer. Standard IA.I is the mission; 1b is institution effectiveness and planning. Pedro recommends referencing the guide. Sylvia as a newbie needed a chart. Dave stated the one of the goals was to produce a 200 page document. We need to be concerned that we answer the questions thoroughly. The guide provides an overview. This time we will have 300-600 pages. The teams are broken up into standards and focus on their standard. We must be thorough and specific to make sure we walk away with the minimum of recommendations. The bullets each need to be considered in our write ups. Program review, dialogue and Communication are part of the answers to the question. The committees should write an introduction to each standard. All four standards ask the same questions there is

some redundancy. Pedro is aware of a college who wrote their document as a story from the beginning to the end. He recommends that the committees go back and reference the guide. Don stated that suggestions to the subcommittees be made for additional items. Pedro submitted an eight page document on standard I and none has been included. Sylvia's stated that Standard III is ready for review. Jody asked how the district portion is intended to be incorporated. The intent was for centralized services to have input into this process. District strategic planning and WHCIST needs to be mentioned. Standard III will begin to be reviewed at the next meeting. The summary narrative is the introduction. Don wants an overall introduction for 2.a, 2.b., and 2.c. We are doing all the work for the writer, and the writer has to make sense of it all. The ghost writer has some working knowledge of how the college operates and will take the templates and mesh them into one document. As soon as the draft is available the person one wrote the template needs to make sure their intent is included. Ultimately the final decision as to what will be included in the document falls to the president. ON the planning agenda sections should be kept these to a minimum. Make them attainable and make sure they are identified with a weakness. Pedro stated it you identify a weakness and a planning agenda is written; make sure it is attainable and realistic. An introduction should be written for each sub standard. For process mapping, we will go with our functions and services. As a recommendation two visits ago the team identified confusion from employees regarding where some services were provided. So we conducted a mapping service which lists all the functions and services at the district. This gives the employee the option to select where the function lies and how often they interact with these functions. A survey will go out to staff. Some functions have changed. Some colleges do it by standard. The order of review is as follows: Standard 3 - 2 - 4 - 1.

7. Other

Christmas Holiday Reception: It was originally intended to be a community event with staff invited from the district office. There will not be a President's Holiday Reception this year.

The next meeting is scheduled on Monday, 11/23.

President's Intercommunication Team (PIT)

February 17, 2010 –10:00 – 11:00 a.m.
WHCL Conference Rm. 124/District Office Bd. Rm.

AGENDA

- | | |
|---|------------------|
| 1.0 District Education Coordinating Council | Stephanie Droker |
| 2.0 Accreditation | Don Warkentin |
| 3.0 Budget | Don Warkentin |
| 4.0 Classroom Technology Standards | Susan Whitener |
| 5.0 Other | |

Next Mtg. : March 15, 2010

President's Intercommunication Team

September 9, 2010 – 10:00 – 11:00 a.m.

WHCL Conference Rm. 124
Coalinga, District Office Bd. Rm.

MINUTES

Members Present:

Don Warkentin, President
Marlon Hall, Associate Dean of Educational Services, Evening College
Susan Whitener, Associate Vice Chancellor of Educational Planning
Cathy Barabe, Director of Grants (by phone)
Ken Stoppenbrink, Vice Chancellor of Administrative Services (by phone)
Bob Clement, Athletic Director
John Bernal, Director of Maintenance & Operations
Frances Squire, WHCCD Foundation Executive Director, Director of Marketing

Members Absent:

Pedro Avila, Vice Chancellor of Institutional Effectiveness & Enrollment Services
Dave Bolt, Vice President of Educational Services
Jana Cox, WHCL Financial Aid Director
Sylvia Dorsey-Robinson, Vice President of Student Services
Kurt Sterling, Academic Senate President
Charles Freeman, Director of Nursing
Carole Goldsmith, Vice Chancellor of Educational Services and Workforce Development
Michelle Kozlowski, Director of ITS
Jose Lopez, Dean of Student Services
Jody Ruble, Director ETS/UB/Americorp
John Ieronimo, CSEA President Representative
Ryan Cardoza, Student Representative

Mr. Warkentin called the meeting to order at 10:13 a.m.

1.0 Accreditation Update

Mr. Warkentin reported that the WHCL accreditation visit will be March 7 – 10, 2011. The team members will arrive on Sunday and make a visit to the District Office on Monday morning. Both WHCC and WHCL will be visited. WHCC's team chair will be the president from the Ventura College District. WHCL's team chair will be Rosa Carlson, president of Porterville College. The WHCC team will stay at Harris Ranch and the WHCL team will stay at the Tachi Hotel. A month prior to the visit the team chairs and their assistants will meet with the Colleges and District Office. One aspect the team will look at is how we communicate with our District Office staff. Mr. Warkentin reiterated that this committee, President's Intercommunication Team (PIT), conducts monthly meetings to dialogue with the District Offices. He reviewed the PIT mission statement and its membership.

The WHCL self study draft has been sent out and we are awaiting feedback from the district office staff. The WHCL Planning and Governance Council (PGC) will take action on the self study in October with Board of Trustees action to follow in October/November. The Study will need to be mailed out to the team in January. Evidence documents will be scanned and accessible via links through the website. The WHCL team room will be in the conference center room 256. It will be partitioned off for individual meetings and opened up for the larger meetings.

Susan announced that she will be participating on an accrediting team in Oxnard and she had just returned from training. A few of the issues WASC has concern with are: Resource allocation (whether it is integrated into resource planning) also, whether colleges have a plan in place for reimbursement to reserves. SLO will not be a sanction; however, proficiency is expected by 2012; continuous quality improvement is the next level. Non proficiency by 2012 will be a recommendation. Mr. Warkentin added that recommendations may bring a follow up visit which he intends to avoid. Susan will send a bulleted list of her observations from the training. Additionally, she reported that she learned that the data we present should also be analyzed. Another issue concerns international students and if colleges are meeting their special needs. The data about incoming students should include international students. The international program at WHCCD generates about the equivalent of 200 FTES per year. WASC wants to see that SLO for online programs are managed the same as face to face and that success, retention, and persistence rates are comparative to face to face student achievement. Student achievement relates to certificates, degrees, and SLO (what they walk away with in their head).

Mr. Warkentin announced that he is chairing an accreditation team to Evergreen Valley College and Jose Lopez is on a team at Miramar College in San Diego in October. After all have participated on teams they will convene for dialogue.

2.0 Budget Update

Ken Stoppenbrink stated that the District budget for 2010-2011 was approved in August despite the fact the state does not have a budget. Communication from the State Chancellor's Office is that there is a budget eminent. Apportionment has not been received and currently we are using reserves which should take us to October. The state is paying IOU's with the challenge being how long the banks will honor the IOU'S. Ken does not expect an approved budget soon. All districts will be in the same situation. Mr. Warkentin reported that he had spoken with EECU Manager, Lisa Franks, and EECU is preparing to provide interest free payroll loans. The loans would also be available to elementary and high schools in the valley. Frances interjected that there is speculation that a budget will be approved after the November elections are over. Ken stated that there are monies in capital outlay projects that could be pulled to put in the general fund if necessary. Frances will contact Lisa Franks to question the details. Bob asked if there would be concern with the bond monies and the continuance of construction. Ken does not see any delays in construction. Bob asked if budgets would be frozen. Ken responded that the same procedure as in past will likely be in place which would freeze budgets before the end of the fiscal year. He reiterated that the state is holding \$6 million a year out of our apportionment and will pay it next fiscal year.

This is why a freeze has to be put on our spending. Mr. Warkentin stated that he had been informed that we will not receive MAA checks until the state budget passes even though MAA is federal monies. Ken reported that WHCCD is in excellent shape. The normal budget planning process will continue in the spring.

Ken questioned if in WHCL'S perspective on budget if there is a flow or are there areas that need to improve. Mr. Warkentin replied that aside from no budget in the last few years, an area to strengthen is the need for a formal response mechanism from the district to acknowledge prioritized budget requests. Currently, when Anne Jorgens reports lottery dollars have been received, the Budget Allocation Committee revisits the priority lists. There needs to be a response form. As new monies become available we need a communication piece. Ken responded in agreement and recommends this be further discussed at the Chancellor's Executive Cabinet as it is needed district-wide. Cathy stated that she would like to see priority 3 lists to know what has been requested.

3.0 Program Review Schedule

Mr. Warkentin reviewed the District Office program review schedule. If there are reviews not showing that have been completed, please let he or Dave Bolt know.

4.0 New Grants Program

Cathy Barabe reported that she had informed Mr. Warkentin about CTE equipment monies available. Additionally, she has found monies for two child development classes for spring and fall. She has talked to Dave Bolt about adding science classes for spring as there is funding for online and/or face to face classes. She is working with the Avenal school districts regarding the educational center and she needs feedback on signage, i.e. WHC Center at Avenal, WHC Avenal Learning Center. There will be staff stationed at the outreach sites. It is expected that the students will be nontraditional. Susan asked about the Title V grant approval. Cathy responded that she had not heard. The Student Services Grant will not be received.

5.0 FTES Update

In the absence of Mr. Avila, no report was given.

6.0 Other

Frances Squire made event announcements as follows:

- Washington Monthly magazine has named NDC the 34th best college in America based on SICEE survey rates. There will be a celebration on 9/23 at 5:00 p.m. in Firebaugh.
- On October 10th Karl Rove will be speaking at WHCC. This will be announced on KMJ. Rove's visit will be advertised in Paso Robles also. Tickets are \$30 in advance. Doors open at 5:00 p.m. with Rove to speak at 6:15 p.m. Seating will be on a first come, first served basis.
- On October 11th there will be an pianist/organist concert at WHCC.

- On October 16th is the Hall of Fame dinner at WHCC. A dedication of the gym will also be held that day.
- Veteran Student Club Association will hold a 9/11 event today (9/9/2010) with lunch provided and Dr. Marlon Hall will be the keynote speaker.

The next meeting is scheduled on October 14, 2010.



Friday, August 13, 2010

Duty Day

West Hills College Coalinga

8:30 – 9:00	Full Breakfast	<i>WHCC Cafeteria</i>
9:00 – 9:10	Welcome & Introductions	President Willard Lewallen <i>Theater</i>
9:10 – 10:10	State of the District	Chancellor Frank Gornick <i>Theater</i>
10:10 – 10:20	<i>Break</i>	<i>Chess Board Quad</i>
10:20 – 12:00	West Hills— The Next Ten Years	<i>Theater</i>
10:20 – 12:00 <i>(Every 10 minutes)</i>	Tours of Wellness Center	Mark Gritton <i>Chess Board Quad</i>
12:00 – 1:00	Lunch <i>(provided)</i>	<i>WHCC Cafeteria</i>

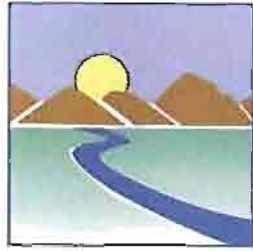
AFTERNOON SESSIONS

West Hills College Lemoore

1:00 – 2:00	President's Update	President Don Warkentin <i>Library/Learning Resource Center</i>
2:00 – 2:15	<i>Snack Break</i>	<i>SAM A/B</i>
2:15 – 4:00	Learning Area Meetings/ Accreditation Self Study	<i>D. Bolt / M. Hall</i> <i>Library/Learning Resource Center</i>

West Hills College Coalinga

1:00 – 1:30	President's Update	President Willard Lewallen <i>WHCC Cafeteria</i>
1:30 – 2:00	CPC Meeting Instructional Area Meetings	<i>Cafeteria</i> <i>6 classrooms TBD</i>
2:00 – 2:15	<i>Snack Break</i>	<i>SAM A/B</i>
2:15 – 4:00	Instructional Update	J. Stearns / R. Rodriguez



WEST
HILLS
COMMUNITY
COLLEGE
DISTRICT



West Hills College Lemoore FLEX DAY Thursday, August 12, 2010

Conference Center

8:30-9:00 a.m.	Continental Breakfast	Christian Raia
9:00-9:30	Welcome Back & Kick-off	Kurt Sterling,
9:30-10:00	Perkins Update	Carole Goldsmith
10:00-10:30	SLOs ..."the back-end"....	David Babb
10:30-11:00	Blackboard 9.1	Lenore Simonson
11:15-11:30	Break	
11:15 –12:00	<i>Break Out Session (Please Choose One)</i> "Social Networking and Education" "ADA compliance in online classes" "Infection control and hand-washing"	David Babb, Room 278 David M. Rengh, Room 236 Marleen Smart, Room 235
12:00-1:30pm	Lunch – WHCFA Meeting or On Your Own	Marty Ennis, Room 239

Conference Center

1:30- 2:15	enlb4u	N. Daniels, S. Droker, J. Shehorn
2:15 – 3:00	Learning Area Connect Committee Representatives, SLOs & Other	
3:00-4:00pm	Office Time	

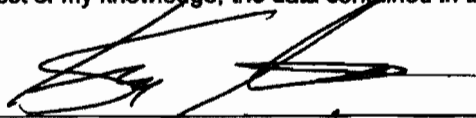
California Community Colleges

ANNUAL FINANCIAL AND BUDGET REPORT
(Financial Report for Fiscal Year 2009-2010)
(Budget Report for Fiscal Year 2010-2011)

District: WEST HILLS

District Code: 580

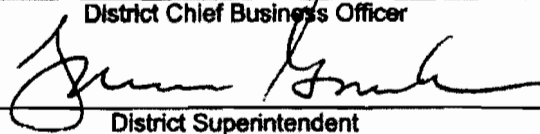
This is to certify that the Annual Financial and Budget Report has been prepared and the budget adopted in accordance with the *California Code of Regulations*, beginning with Section 58300. Further, to the best of my knowledge, the data contained in this report are correct.



District Chief Business Officer

Date

10-8-10



District Superintendent

Date

10-8-10

Contact: Ken Stoppenbrink

(559) 934-2160

In accordance with the *California Code of Regulations*, Section 58305(d) a copy of this report is due to the Chancellor's Office on or before October 15, 2010. Please submit the report to :

Chancellor's Office
California Community Colleges
Fiscal Services Unit
1102 Q Street, Suite 300
Sacramento, CA 95814-6511

CALIFORNIA COMMUNITY COLLEGES

Analysis of compliance with the 50 Percent Law (ECS 84362)

Annual Financial and Budget Report

The Current Expense of Education

SUPPLEMENTAL DATA

S11 GENERAL FUND - UNRESTRICTED SUBFUND

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

		Activity (ECSA)	Activity (ECSB)	Activity (ECSX)	
		ECS 84362 A	ECS 84362 B	Excluded	
	Object	Instructional Salary Cost	Total CEE	Activities	
Academic Salaries	Code	AC 0100-5900 & AC 6110	AC 0100 - 6799	AC 6800 - 7390	Total
Instructional Salaries					
Contract or Regular	1100	5,451,048	5,451,048		5,451,048
Other	1300	2,191,072	2,191,072		2,191,072
Total Instructional Salaries		7,642,120	7,642,120	0	7,642,120
Non-Instructional Salaries					
Contract or Regular	1200		2,027,529	639,721	2,667,250
Other	1400		128,435	52,946	181,381
Total Non-Instructional Salaries		0	2,155,964	692,667	2,848,631
Total Academic Salaries		7,642,120	9,798,084	692,667	10,490,751
Classified Salaries					
Non-Instructional Salaries					
Regular Status	2100		3,907,836	411,141	4,318,977
Other	2300		221,441	37,296	258,737
Total Non-Instructional Salaries		0	4,129,277	448,437	4,577,714
Instructional Aides					
Regular Status	2200	83,014	83,014		83,014
Other	2400	224,404	237,278	18,310	255,588
Total Instructional Aides		307,418	320,292	18,310	338,602
Total Classified Salaries		307,418	4,449,569	466,747	4,916,316
Employee Benefits	3000	1,824,053	4,211,436	295,593	4,507,029
Supplies and Materials	4000		344,458	109,113	453,571
Other Operating Expenses	5000	374,534	2,302,740	533,282	2,836,022
Equipment Replacement	6420				0
Total Expenditures Prior to Exclusions		10,148,125	21,106,287	2,097,402	23,203,689

CALIFORNIA COMMUNITY COLLEGES

Analysis of compliance with the 50 Percent Law (ECS 84362)

Annual Financial and Budget Report

The Current Expense of Education

SUPPLEMENTAL DATA

S11 GENERAL FUND - UNRESTRICTED SUBFUND

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

		Activity (ECSA)	Activity (ECSB)	Activity (ECSX)	
		ECS 84362 A	ECS 84362 B	Excluded	
Exclusions	Object	Instructional Salary Cost	Total CEE	Activities	
	Code	AC 0100-5900 & AC 8110	AC 0100 - 8799	AC 6800 - 7390	Total
Activities to Exclude					
Instructional Staff--Retirees' Benefits and Retirement Incentives	5900	88,252	88,252		88,252
Student Health Services Above Amount Collected	6441				0
Student Transportation	6491		73,648		73,648
Noninstructional Staff-Retirees' Benefits and Retirement Incentives	6740		107,355		107,355
Objects to Exclude					
Rents and Leases	5060		216,806	24,191	240,997
Lottery Expenditures					
Academic Salaries	1000				0
Classified Salaries	2000				0
Employee Benefits	3000				0
Supplies and Materials	4000				
Software	4100		288		288
Books, Magazines, & Periodicals	4200		4,717		4,717
Instructional Supplies & Materials	4300		5,149		5,149
Noninstructional, Supplies & Materials	4400		273,992		273,992
Total Supplies and Materials		0	284,146	0	284,146
Other Operating Expenses and Services	5000		313,151		313,151

SUPPLEMENTAL DATA

S11 GENERAL FUND - UNRESTRICTED SUBFUND

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

		Activity (ECSA) ECS 84362 A	Activity (ECSB) ECS 84362 B	Activity (ECSX) Excluded	
	Object	Instructional Salary Cost	Total CEE	Activities	Total
	Code	AC 0100-5900 & AC 6110	AC 0100 - 6798	AC 6800 - 7390	
Capital Outlay	6000				
Library Books	6300				0
Equipment	6400				
Equipment - Additional	6410				0
Equipment - Replacement	6420				0
Total Equipment		0	0	0	0
Total Capital Outlay		0	0	0	0
Other Outgo	7000				0
Total Exclusions		88,252	1,083,358	24,191	1,107,549
Total for ECS 84362, 50% Law		10,059,873	20,022,929	2,073,211	22,096,140
Percent of CEE (Instructional Salary Cost / Total CEE)		50.24%	100.00%		
50% of Current Expense of Education			10,011,464		
Nonexempted (Remaining) Deficiency from second preceding Fiscal Year					
Amount Required to be Expended for Salaries of Classroom Instructors		10,059,873	20,022,929	2,073,211	22,096,140
Reconciliation to Unrestricted General Fund Expenditures					
Total Expenditures Prior to Exclusions		10,148,125	21,106,287	2,097,402	23,203,889
Capital Expenditures	6000	2,687	78,547	3,527	82,074
Equipment Replacement (Back out)	6420		0	0	0
Total Unrestricted General Fund Expenditures		10,150,812	21,184,834	2,100,929	23,285,763

CALIFORNIA COMMUNITY COLLEGES
 COMBINED BALANCE SHEET

Governmental Funds Group
 10 General Fund -- Combined
 (Total Unrestricted and Restricted)

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	11	12	10
		General Fund Unrestricted	General Fund Restricted	General Fund COMBINED
ASSETS				
Cash, Investments, and Receivables	9100			
Cash:				
Awaiting Deposit and in Banks	9111	874,342	92,769	967,111
In County Treasury	9112	3,048,714		3,048,714
Cash With Fiscal Agents	9113			0
Revolving Cash Accounts	9114	1,114		1,114
Investments (at cost)	9120			0
Accounts Receivable	9130	5,585,977	2,931,445	8,517,422
Due from Other Funds	9140	1,952,735	32,692	1,985,427
Inventories, Stores, and Prepaid Items	9200			
Inventories and Stores	9210			0
Prepaid Items	9220		12,254	12,254
TOTAL ASSETS		11,462,882	3,069,160	14,532,042
LIABILITIES				
Current Liabilities and Deferred Revenue	9500			
Accounts Payable	9510	1,037,540	275,941	1,313,481
Accrued Salaries and Wages Payable	9520	511,462		511,462
Compensated Absences Payable Current	9530	291,545		291,545
Due to Other Funds	9540	3,815,582	1,389,339	5,204,921
Temporary Loans	9550			0
Current Portion of Long-Term Debt	9560			0
Deferred Revenues	9570	1,581,622	1,403,880	2,985,502
TOTAL LIABILITIES		7,237,751	3,069,160	10,306,911

CALIFORNIA COMMUNITY COLLEGES
 COMBINED BALANCE SHEET

Governmental Funds Group
 10 General Fund — Combined
 (Total Unrestricted and Restricted)

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	11	12	10
		General Fund Unrestricted	General Fund Restricted	General Fund COMBINED
FUND EQUITY				
Fund Balance Reserved	9710			0
NonCash Assets	9711			0
Amounts Restricted by Law for Specific Purposes	9712			0
Reserve for Encumbrances Credit	9713			0
Reserve for Encumbrances Debit	9714			0
Reserve for Debt Services	9715			0
Total Reserved Fund Balance		0	0	0
Designated Fund Balance	9750			
Commitments by Contract or Other Legal Obligation	9751			0
Self Insurance Programs	9752			0
Payments Resulting from Court Orders	9753			0
Specific Future Purposes	9754			0
Total Designated Fund Balance		0	0	0
Uncommitted(Unrestricted) Fund Balance	9790	4,225,131		4,225,131
TOTAL FUND EQUITY		4,225,131	0	4,225,131
TOTAL LIABILITIES AND FUND EQUITY		11,462,882	3,069,160	14,532,042

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

Governmental Funds Group

- 20 Debt Service Funds:**
- 21 Bond Interest and Redemption Fund**
- 22 Revenue Bond Interest and Redemption Fund**
- 29 Other Debt Service Fund**

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	21 Bond Interest and Redemption Fund	22 Revenue Bond Interest and Redemption Fund	29 Other Debt Service Fund
ASSETS				
Cash, Investments, and Receivables	9100			
Cash:				
Awaiting Deposit and in Banks	9111			
In County Treasury	9112	3,210,816		1,519,040
Cash With Fiscal Agents	9113			
Investments (at cost)	9120			8,143,186
Accounts Receivable	9130			
Due from Other Funds	9140			
TOTAL ASSETS		3,210,816	0	9,662,226
LIABILITIES				
Current Liabilities and Deferred Revenue	9500			
Accounts Payable	9510			
Accrued Salaries and Wages Payable	9520			
Compensated Absences Payable Current	9530			
Due to Other Funds	9540			
Temporary Loans	9550			
Current Portion of Long-Term Debt	9560			
Deferred Revenues	9570			
TOTAL LIABILITIES		0	0	0

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

Governmental Funds Group

- 20 Debt Service Funds:
- 21 Bond Interest and Redemption Fund
- 22 Revenue Bond Interest and Redemption Fund
- 29 Other Debt Service Fund

District ID: 580

Name: WEST HILLS

Description	CA (Object)	21 Bond Interest and Redemption Fund	22 Revenue Bond Interest and Redemption Fund	29 Other Debt Service Fund
FUND EQUITY				
Fund Balance Reserved	9710			
NonCash Assets	9711			
Amounts Restricted by Law for Specific Purposes	9712	3,210,816		9,662,226
Reserve for Encumbrances Credit	9713			
Reserve for Encumbrances Debt	9714			
Reserve for Debt Services	9715			
Total Reserved Fund Balance		3,210,816	0	9,662,226
Designated Fund Balance	9750			
Commitments by Contract or Other Legal Obligation	9751			
Self Insurance Programs	9752			
Payments Resulting from Court Orders	9753			
Specific Future Purposes	9754			
Total Designated Fund Balance		0	0	0
Uncommitted(Unrestricted) Fund Balance	9790			
TOTAL FUND EQUITY		3,210,816	0	9,662,226
TOTAL LIABILITIES AND FUND EQUITY		3,210,816	0	9,662,226

- 31 Bookstore Fund
- 32 Cafeteria Fund
- 33 Child Development Fund
- 34 Farm Operation Fund
- 35 Revenue Bond Project Fund
- 39 Other Special Revenue Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	31 Bookstore Fund	32 Cafeteria Fund	33 Child Development Fund	34 Farm Operation Fund	35 Revenue Bond Project Fund	39 Other Special Revenue Fund
ASSETS							
Cash, Investments, and Receivables	9100						
Cash:							
Awaiting Deposit and in Banks	9111	280,608	4,780	6,017	8,232		446
In County Treasury	9112			8,287			
Cash With Fiscal Agents	9113						
Revolving Cash Accounts	9114						
Investments (at cost)	9120						
Accounts Receivable	9130	32,286	11,380	441,713	8,583		(507)
Due from Other Funds	9140		133,778		75,064		117,752
Inventories, Stores, and Prepaid Items	9200						
Inventories and Stores	9210						
Prepaid Items	9220			500			
TOTAL ASSETS		312,894	149,938	456,517	91,879	0	117,691
LIABILITIES							
Current Liabilities and Deferred Revenue	9500						
Accounts Payable	9510	3	32,983	56,184	28,927		15,302
Accrued Salaries and Wages Payable	9520			(177)			
Compensated Absences Payable Current	9530		7,317	45,378	5,727		6,046
Due to Other Funds	9540	12,713	109,375	347,142			94,765
Temporary Loans	9550						
Current Portion of Long-Term Debt	9560						
Deferred Revenues	9570		263				1,578
TOTAL LIABILITIES		12,716	149,938	448,527	34,654	0	117,691

CALIFORNIA COMMUNITY COLLEGES

Governmental Funds Group

Annual Financial and Budget Report

30 Special Revenue Funds:

- 31 Bookstore Fund
- 32 Cafeteria Fund
- 33 Child Development Fund
- 34 Farm Operation Fund
- 35 Revenue Bond Project Fund
- 39 Other Special Revenue Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	31 Bookstore Fund	32 Cafeteria Fund	33 Child Development Fund	34 Farm Operation Fund	35 Revenue Bond Project Fund	39 Other Special Revenue Fund
FUND EQUITY							
Fund Balance Reserved	9710						
NonCash Assets	9711						
Amounts Restricted by Law for Specific Purposes	9712						
Reserve for Encumbrances Credit	9713						
Reserve for Encumbrances Debit	9714						
Reserve for Debt Services	9715						
Total Reserved Fund Balance		0	0	0	0	0	0
Designated Fund Balance	9750						
Commitments by Contract or Other Legal Obligation	9751						
Self Insurance Programs	9752						
Payments Resulting from Court Orders	9753						
Specific Future Purposes	9754						
Total Designated Fund Balance		0	0	0	0	0	0
Uncommitted(Unrestricted) Fund Balance	9790	300,178		7,990	57,225		
TOTAL FUND EQUITY		300,178	0	7,990	57,225	0	0
TOTAL LIABILITIES AND FUND EQUITY		312,894	149,938	456,517	91,879	0	117,691

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

Governmental Funds Group

40 Capital Projects Funds:

41 Capital Outlay Projects Fund

42 Revenue Bond Construction Fund

District ID: 580

Name: WEST HILLS

Description	CA (Object)	41	42
		Capital Outlay Projects Fund	Revenue Bond Construction Fund
ASSETS			
Cash, Investments, and Receivables	9100		
Cash:			
Awaiting Deposit and in Banks	9111		
In County Treasury	9112	8,867,231	10,254,650
Cash With Fiscal Agents	9113		
Revolving Cash Accounts	9114		
Investments (at cost)	9120		61,658,171
Accounts Receivable	9130	4,431,225	10,426
Due from Other Funds	9140	5,621,184	
Inventories, Stores, and Prepaid Items	9200		
Inventories and Stores	9210		
Prepaid Items	9220		
TOTAL ASSETS		18,919,640	71,923,247
LIABILITIES			
Current Liabilities and Deferred Revenue	9500		
Accounts Payable	9510	2,096,834	2,338,633
Accrued Salaries and Wages Payable	9520		
Compensated Absences Payable Current	9530		
Due to Other Funds	9540	4,057	
Temporary Loans	9550		
Current Portion of Long-Term Debt	9560		
Deferred Revenues	9570		
TOTAL LIABILITIES		2,100,891	2,338,633

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Governmental Funds Group

- 40 Capital Projects Funds:
 - 41 Capital Outlay Projects Fund
 - 42 Revenue Bond Construction Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	41	42
		Capital Outlay Projects Fund	Revenue Bond Construction Fund
FUND EQUITY			
Fund Balance Reserved	9710		
NonCash Assets	9711		
Amounts Restricted by Law for Specific Purposes	9712		
Reserve for Encumbrances Credit	9713		
Reserve for Encumbrances Debit	9714		
Reserve for Debt Services	9715		
Total Reserved Fund Balance		0	0
Designated Fund Balance	9750		
Commitments by Contract or Other Legal Obligation	9751	16,818,749	69,584,614
Self Insurance Programs	9752		
Payments Resulting from Court Orders	9753		
Specific Future Purposes	9754		
Total Designated Fund Balance		16,818,749	69,584,614
Uncommitted(Unrestricted) Fund Balance	9790		
TOTAL FUND EQUITY		16,818,749	69,584,614
TOTAL LIABILITIES AND FUND EQUITY		18,919,640	71,923,247

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

50 Enterprise Funds:

51 Bookstore Fund

53 Farm Operations Fund

COMBINED BALANCE SHEET

52 Cafeteria Fund

59 Other Enterprise Fund

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	51	52	53	59
		Bookstore Fund	Cafeteria Fund	Farm Operations Fund	Other Enterprise Fund
ASSETS					
Cash, Investments, and Receivables	9100				
Cash:					
Awaiting Deposit and In Banks	9111				
In County Treasury	9112				
Cash With Fiscal Agents	9113				
Revolving Cash Accounts	9114				
Investments (at cost)	9120				
Accounts Receivable	9130				
Due from Other Funds	9140				
Inventories, Stores, and Prepaid Items	9200				
Inventories and Stores	9210				
Prepaid Items	9220				
Fixed Assets	9300				
Sites	9310				
Site Improvements	9320				
Accumulated Depreciation Site Improvements	9321				
Buildings	9330				
Accumulated Depreciation Buildings	9331				
Library Books	9340				
Equipment	9350				
Accumulated Depreciation Equipment	9351				
Work in Progress	9360				
Total Fixed Assets		0	0	0	0
TOTAL ASSETS		0	0	0	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

50 Enterprise Funds:

COMBINED BALANCE SHEET

51 Bookstore Fund

53 Farm Operations Fund

52 Cafeteria Fund

59 Other Enterprise Fund

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	51 Bookstore Fund	52 Cafeteria Fund	53 Farm Operations Fund	59 Other Enterprise Fund
LIABILITIES					
Current Liabilities and Deferred Revenue	9500				
Accounts Payable	9510				
Accrued Salaries and Wages Payable	9520				
Compensated Absences Payable Current	9530				
Due to Other Funds	9540				
Temporary Loans	9550				
Current Portion of Long-Term Debt	9560				
Deferred Revenues	9570				
Total Current Liabilities and Deferred Revenue		0	0	0	0
Long-Term Liabilities	9600				
Bonds Payable	9610				
Revenue Bonds Payable	9620				
Certificates of Participation	9630				
Lease Purchase of Capital Lease	9640				
Compensated Absences Long Term	9650				
Post-Employment Benefits Long Term	9660				
Other Long-Term Liabilities	9670				
Total Long-Term Liabilities		0	0	0	0
TOTAL LIABILITIES	968	0	0	0	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

50 Enterprise Funds:

COMBINED BALANCE SHEET

51 Bookstore Fund

53 Farm Operations Fund

52 Cafeteria Fund

59 Other Enterprise Fund

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	51 Bookstore Fund	52 Cafeteria Fund	53 Farm Operations Fund	59 Other Enterprise Fund
FUND EQUITY					
Fund Balance Reserved	9710				
NonCash Assets	9711				
Amounts Restricted by Law for Specific Purposes	9712				
Reserve for Encumbrances Credit	9713				
Reserve for Encumbrances Debit	9714				
Reserve for Debt Services	9715				
Total Reserved Fund Balance		0	0	0	0
Designated Fund Balance	9750				
Commitments by Contract or Other Legal Obligation	9751				
Self Insurance Programs	9752				
Payments Resulting from Court Orders	9753				
Specific Future Purposes	9754				
Total Designated Fund Balance		0	0	0	0
Uncommitted(Unrestricted) Fund Balance	9790				
Other Equity	9800				
Contributed Capital	9810				
Retained Earnings	9850				
Investment in General Fixed Assets	9890				
TOTAL FUND EQUITY		0	0	0	0
TOTAL LIABILITIES AND FUND EQUITY		0	0	0	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

60 Internal Service Funds:

81 Self-Insurance Fund

COMBINED BALANCE SHEET

89 Other Internal Service Fund

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	61	89
		Self-Insurance Fund	Other Internal Service Fund
ASSETS			
Cash, Investments, and Receivables	9100		
Cash:			
Awaiting Deposit and in Banks	9111		
In County Treasury	9112		
Cash With Fiscal Agents	9113		
Revolving Cash Accounts	9114		
Investments (at cost)	9120		
Accounts Receivable	9130		
Due from Other Funds	9140		
Student Loans Receivable	9150		
Inventories, Stores, and Prepaid Items	9200		
Inventories and Stores	9210		
Prepaid Items	9220		
Fixed Assets	9300		
Sites	9310		
Site Improvements	9320		
Accumulated Depreciation Site Improvements	9321		
Buildings	9330		
Accumulated Depreciation Buildings	9331		
Library Books	9340		
Equipment	9350		
Accumulated Depreciation Equipment	9351		
Work in Progress	9360		
Total Fixed Assets		0	0
TOTAL ASSETS		0	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

60 Internal Service Funds:

81 Self-Insurance Fund

89 Other Internal Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA	61	69
	(Object)	Self-Insurance Fund	Other Internal Service Fund
LIABILITIES			
Current Liabilities and Deferred Revenue	9500		
Accounts Payable	9510		
Accrued Salaries and Wages Payable	9520		
Compensated Absences Payable Current	9530		
Due to Other Funds	9540		
Temporary Loans	9550		
Current Portion of Long-Term Debt	9560		
Deferred Revenues	9570		
Total Current Liabilities and Deferred Revenue		0	0
Long-Term Liabilities	9600		
Bonds Payable	9610		
Revenue Bonds Payable	9620		
Certificates of Participation	9630		
Lease Purchase of Capital Lease	9640		
Compensated Absences Long Term	9650		
Post-Employment Benefits Long Term	9660		
Other Long-Term Liabilities	9670		
Total Long-Term Liabilities		0	0
TOTAL LIABILITIES	968	0	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

60 Internal Service Funds:

81 Self-Insurance Fund

89 Other Internal Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	61	69
		Self-Insurance Fund	Other Internal Service Fund
FUND EQUITY			
Fund Balance Reserved	9710		
NonCash Assets	9711		
Amounts Restricted by Law for Specific Purposes	9712		
Reserve for Encumbrances Credit	9713		
Reserve for Encumbrances Debit	9714		
Reserve for Debt Services	9715		
Total Reserved Fund Balance		0	0
Designated Fund Balance	9750		
Commitments by Contract or Other Legal Obligation	9751		
Self Insurance Programs	9752		
Payments Resulting from Court Orders	9753		
Specific Future Purposes	9754		
Total Designated Fund Balance		0	0
Uncommitted(Unrestricted) Fund Balance	9790		
Other Equity	9800		
Contributed Capital	9810		
Retained Earnings	9850		
Investment in General Fixed Assets	9890		
TOTAL FUND EQUITY		0	0
TOTAL LIABILITIES AND FUND EQUITY		0	0

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	71	72	73	74	75	76	77	79
		Associated Students Trust Fund	Student Representation Fee Trust Fund	Student Body Center Fee Trust Fund	Student Financial Aid Trust Fund	Scholarship and Loan Trust Fund	Investment Trust Fund	Deferred Compensation Trust Fund	Other Trust Fund
ASSETS									
Cash, Investments, and Receivables	9100								
Cash:									
Awaiting Deposit and In Banks	9111	19,396			152,558	11,147			
In County Treasury	9112								
Cash With Fiscal Agents	9113								
Revolving Cash Accounts	9114								
Investments (at cost)	9120	876			170	27,596	1,475,006		35,886
Accounts Receivable	9130	1,043			380,293				
Due from Other Funds	9140	17,565			32,073	19,809	400,000		190
Student Loans Receivable	9150								
Inventories, Stores, and Prepaid Items	9200								
Inventories and Stores	9210								
Prepaid Items	9220								
Fixed Assets	9300								
Sites	9310								
Site Improvements	9320								
Accumulated Depreciation Site Improvements	9321								
Buildings	9330								
Accumulated Depreciation Buildings	9331								
Library Books	9340								
Equipment	9350								
Accumulated Depreciation Equipment	9351								
Work in Progress	9360								
Total Fixed Assets		0	0	0	0	0	0	0	0
TOTAL ASSETS		38,880	0	0	565,094	58,552	1,875,006	0	36,076

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	71	72	73	74	75	78	77	79
		Associated Students Trust Fund	Student Representation Fee Trust Fund	Student Body Center Fee Trust Fund	Student Financial Aid Trust Fund	Scholarship and Loan Trust Fund	Investment Trust Fund	Deferred Compensation Trust Fund	Other Trust Fund
LIABILITIES									
Current Liabilities and Deferred Revenue	9500								
Accounts Payable	9510	72			207,383				
Accrued Salaries and Wages Payable	9520								
Compensated Absences Payable Current	9530								
Due to Other Funds	9540	13,322			280,914				
Temporary Loans	9550								
Current Portion of Long-Term Debt	9560								
Deferred Revenues	9570	15			62,910				
Total Current Liabilities and Deferred Revenue		13,409	0	0	551,207	0	0	0	0
Long-Term Liabilities	9600								
Bonds Payable	9610								
Revenue Bonds Payable	9620								
Certificates of Participation	9630								
Lease Purchase of Capital Lease	9640								
Compensated Absences Long Term	9650								
Post-Employment Benefits Long Term	9660								
Other Long-Term Liabilities	9670								
Total Long-Term Liabilities		0	0	0	0	0	0	0	0
TOTAL LIABILITIES	968	13,409	0	0	551,207	0	0	0	0

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	71	72	73	74	75	76	77	79
		Associated Students Trust Fund	Student Representation Fee Trust Fund	Student Body Center Fee Trust Fund	Student Financial Aid Trust Fund	Scholarship and Loan Trust Fund	Investment Trust Fund	Deferred Compensation Trust Fund	Other Trust Fund
FUND EQUITY									
Fund Balance Reserved	9710								
NonCash Assets	9711								
Amounts Restricted by Law for Specific Purposes	9712								
Reserve for Encumbrances Credit	9713								
Reserve for Encumbrances Debit	9714								
Reserve for Debt Services	9715								
Total Reserved Fund Balance		0	0	0	0	0	0	0	0
Designated Fund Balance	9750								
Commitments by Contract or Other Legal Obligation	9751					58,552	1,875,006	154,751	36,076
Self Insurance Programs	9752								
Payments Resulting from Court Orders	9753								
Specific Future Purposes	9754								
Total Designated Fund Balance		0	0	0	0	58,552	1,875,006	154,751	36,076
Uncommitted(Unrestricted) Fund Balance	9790	25,471			13,887				
Other Equity	9800								
Contributed Capital	9810								
Retained Earnings	9850								
Investment in General Fixed Assets	9890								
TOTAL FUND EQUITY		25,471	0	0	13,887	58,552	1,875,006	154,751	36,076
TOTAL LIABILITIES AND FUND EQUITY		38,880	0	0	565,094	58,552	1,875,006	154,751	36,076

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2009-2010

District ID: 580

Name: WEST HILLS

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted	Restricted	General Fund
		Actual	Actual	Actual
Federal Revenues	8100			
Forest Revenues	8110			0
Higher Education Act	8120	17,000	3,617,003	3,634,003
Workforce Investment Act	8130		1,951,841	1,951,841
Temporary Assistance for Needy Families (TANF)	8140		262,363	262,363
Student Financial Aid	8150			0
Veterans Education	8160	2,238		2,238
Vocational and Technical Education Act (VATEA)	8170		905,179	905,179
Other Federal Revenues	8180	12,262	2,960,801	2,973,063
Total Federal Revenues	8100	31,500	9,697,187	9,728,687
State Revenues	8600			
General Apportionments	8610			0
Apprenticeship Apportionment	8611			0
State General Apportionment	8612	25,366,103		25,366,103
Other General Apportionment	8613	141,020		141,020
General Categorical Programs	8620			
Child Development	8621			0
Extended Opportunity Programs and Services(EOPS)	8622		507,877	507,877
Disabled Students Programs and Services(DSPS)	8623		471,454	471,454
Temporary Assistance for Needy Families (TANF)	8624			0
California Work Opportunity and Responsibility to Kids (CalWORKs)	8625		197,160	197,160
Telecommunications and Technology Infrastructure Program (TTIP)	8626		33,017	33,017
Other General Categorical Programs	8627		1,002,802	1,002,802

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2009-2010

District ID: 580

Name: WEST HILLS

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted Actual	Restricted Actual	General Fund Actual
Reimbursable Categorical Programs	8650			
Instructional Improvement Grant	8651			0
Other Reimbursable Categorical Programs	8652		2,238,679	2,238,679
State Tax Subventions	8670			
Homeowners' Property Tax Relief	8671	51,590		51,590
Timber Yield Tax	8672			0
Other State Tax Subventions	8673	22		22
State Non-Tax Revenues	8680			
State Lottery Proceeds	8681	660,845	105,527	766,372
State Mandated Costs	8685			0
Other State Non-Tax Revenues	8686			0
Other State Revenues	8690	307		307
Total State Revenues	8600	26,219,887	4,556,516	30,776,403

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2009-2010

District ID: 580

Name: WEST HILLS

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted Actual	Restricted Actual	General Fund Actual
Local Revenues	8800			
Property Taxes	8810			
Tax Allocation, Secured Roll	8811	3,889,975		3,889,975
Tax Allocation, Supplemental Roll	8812	16,879		16,879
Tax Allocation, Unsecured Roll	8813	168,961		168,961
Prior Years Taxes	8816	56,174		56,174
Education Revenues Augmentation Fund (ERAF)	8817	(839,100)		(839,100)
Redevelopment Agency Funds	8818	19,552		19,552
Contributions, Gifts, Grants, and Endowments	8820		200,588	200,588
Contract Services	8830			
Contract Instructional Services	8831	567,815		567,815
Other Contract Services	8832			0
Sales and Commissions	8840	4,174		4,174
Rentals and Leases	8850	179,617		179,617
Interest and Investment Income	8860	93,801		93,801
Student Fees and Charges	8870			
Community Services Classes	8872			0
Dormitory	8873			0
Enrollment	8874	973,840		973,840
Field Trips and Use of Nondistrict Facilities	8875			0
Health Services	8876			0
Instructional Materials Fees and Sales of Materials	8877	5,500		5,500
Insurance	8878			0
Student Records	8879	18,919		18,919
Nonresident Tuition	8880	311,943		311,943
Parking Services and Public Transportation	8881			0
Other Student Fees and Charges	8885	673,175		673,175
Other Local Revenues	8890	120,384		120,384
Total Local Revenues	8800	6,261,609	200,588	6,462,197
Total Revenues		32,512,996	14,454,291	46,967,287

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2009-2010

District ID: 580

Name: WEST HILLS

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted Actual	Restricted Actual	General Fund Actual
Other Financing Sources	8900			
Proceeds of General Fixed Assets	8910	2,420		2,420
Proceeds of Long-Term Debt	8940			0
Incoming Transfers -- (8981/8982/8983)	898#	7,218	401,455	408,673
Total Other Financing Sources	8900	9,638	401,455	411,093
Total Revenues and Other Financing Sources		32,522,634	14,855,748	47,378,380

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2009-2010

Budget Year: 2010-2011

Expend by Instructional Activity

S10 General Fund - Combined

(Total Unrestricted and Restricted)

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Agriculture and Natual Resources	0100	298,609	44,481	58,554	25,221		426,865
Architecture and Environmental Design	0200						0
Environmental Sciences and Technologies	0300						0
Biological Sciences	0400	628,585	210,188	24,400	702		863,875
Business and Management	0500	263,164	80,316	3,715			347,195
Communications	0600	6,286					6,286
Computer and Information Science	0700	396,020		12,183	63,726		471,929
Education	0800	1,045,573	131,082	86,151	16,466		1,279,272
Engineering and Related Industrial Technology	0900	196,137	13,894	485,074	135,677		830,782
Fine and Applied Arts	1000	272,725	2,683	1,610	11,123		288,141
Foreign language	1100	42,758		182			42,940
Health	1200	1,301,627	387,976	561,163	12,547		2,263,313
Consumer Education And Home Economics	1300	527,086	6,280	50,806			584,172
Law	1400						0
Humanities(Letters)	1500	1,415,477	439	7,453			1,423,369
Library Science	1600						0
Mathematics	1700	1,037,240		9,840			1,047,080
Military Studies	1800						0
Physical Sciences	1900	243,244		4,926	677		248,847
Psychology	2000	130,305		1,270			131,575
Public Affairs and Services	2100	409,761	11,786	68,797			490,324
Social Sciences	2200	762,249	920	13,709	3,233		780,111
Commercial Services	3000						0
Interdisciplinary Studies	4900	814,991	312,108	323,991	34,356		1,485,446
Instruc Staff-Retirees' Bnfts & Retire Incents	5900	88,252					88,252
Sub-Total Instructional Activities		9,880,089	1,202,133	1,713,824	303,728		13,089,774
Total Expenditures for GF Activities*		10,636,524	19,063,657	6,649,157	915,866	7,848,605	45,113,809

*Total Expenditures for GF Activities above is the grand total of Instructional and Non-Instructional activities.

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

Expend by Non-instructional Activity

S10 General Fund - Combined

(Total Unrestricted and Restricted)

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Instructional Administration and Governance	6000						
Academic Administration	6010		988,267	96,495	5,711		1,090,473
Course and Curriculum Development	6020		54,126	1,289			55,415
Academic / Faculty Senate	6030		81,955	1,751			83,706
Other Instructional Administration & Governance	6090						0
Total Instructional Admin. & Governance		0	1,124,348	99,535	5,711	0	1,229,594
Instructional Support Services	6100						
Learning Center	6110	724,096	806,640	660,929	143,146		2,334,811
Library	6120		508,336	43,984	27,573		579,893
Media	6130		362,858	102,263	9,555		474,676
Museums and Galleries	6140						0
Academic Information Systems and Technology	6150			11,409	74,927		86,336
Other Instructional Support Services	6190						0
Total Instructional Support Services		724,096	1,677,834	818,585	255,201	0	3,475,716
Admissions and Records	6200		112,972	11,843			124,815
Student Counseling and Guidance	6300						
Counseling and Guidance	6310		399,138	9,433			408,571
Matriculation and Student Assessment	6320		609,520	129,224	2,746		741,490
Transfer Programs	6330		54,209	190			54,399
Career Guidance	6340		77,051	348	11,728		89,127
Other Student Counseling and Guidance	6390						0
Total Student Counseling and Guidance		0	1,139,918	139,195	14,474	0	1,293,587

CALIFORNIA COMMUNITY COLLEGES
 Annual Financial and Budget Report
 SUPPLEMENTAL DATA

Expend by Non-Instructional Activity
 510 General Fund - Combined
 (Total Unrestricted and Restricted)

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Other Student Services	6400						
Cal Work Opportunity and Responsibility to Kids *	6410						0
Disabled Student Programs and Services (DSPS)	6420		761,064	22,673	3,726	125	787,588
Extended Opportunity Programs and Services (EOPS)	6430		896,124	14,500	5,881	241,391	1,157,896
Health Services	6440						0
Student Personnel Administration	6450		3,417,102	472,185	3,120		3,892,417
Financial Aid Administration	6460		736,474	45,916			782,390
Job Placement Services	6470		155,133	36,213			191,346
Veterans Services	6480		335,383	58,365			393,728
Miscellaneous Student Services	6490		327,440	499,347	1,250		828,037
Total Other Student Services		0	6,628,700	1,149,209	13,977	241,516	8,033,402
Operation and maintenance of Plant	6500						
Building Maintenance and Repairs	6510		232,845	157,432	2,196		392,473
Custodial Services	6530		547,063	(43,814)			503,249
Grounds Maintenance and Repairs	6550		253,137	(11,219)			241,918
Utilities	6570			998,129			998,129
Other Operations and Maintenance of Plant	6590						0
Total Operation and Maintenance of Plant	6500	0	1,033,045	1,100,528	2,196	0	2,135,769
Planning, Policymaking and Coordinations	6600		1,648,749	218,214	15,085		1,882,048

* California Work Opportunity and Responsibility to Kids (CalWORKs)

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

Expend by Non-Instructional Activity

S10 General Fund - Combined

(Total Unrestricted and Restricted)

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
General Institutional Support Services	6700						
Community Relations	6710		194,300	39,175			233,475
Fiscal Operations	6720		498,543	(277,038)	1,034		222,539
Human Resources Management	6730		166,872	19,175			186,047
Noninstruct Staff Retirees' Benefits & Retirement *	6740		107,354				107,354
Staff Development	6750		25,113				25,113
Staff Diversity	6760			5,584			5,584
Logistical Services	6770		45,448	3,311			48,759
Management Information Systems	6780		788,875	393,357	37,834		1,220,066
Other General Institutional Support Services	6790						0
Total General Institutional Support Services	6700	0	1,826,505	183,564	38,868	0	2,048,937
Community Services & Economic Development	6800						
Community Recreation	6810						0
Community Service Classes	6820						0
Community Use of Facilities	6830		10,325	15,876	872		27,073
Economic Development	6840		1,058,184	499,226	262,227		1,819,637
Other Community Services & Economic Development	6880		187,987	17,578	3,027		208,592
Total Community Services	6800	0	1,256,496	532,680	266,126	0	2,055,302

* Noninstructional Staff Retirees' Benefits & Retirement Incentives.

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

Expend by Non-Instructional Activity

S10 General Fund - Combined

(Total Unrestricted and Restricted)

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Ancillary Services	6900						
Bookstore	6910			127,310			127,310
Child Development Centers	6920		44,054	57,983			102,037
Farm Operations	6930						0
Food Services	6940		30,509				30,509
Parking	6950	12,169	64,082				76,251
Student and Co-Curricular Activities	6960		696,801	472,307			1,169,108
Student Housing	6970		10,313				10,313
Other Ancillary Services	6990						0
Total Ancillary Services	6900	12,169	845,759	657,600	0	0	1,515,528
Auxiliary Operations	7000						
Contract Education	7010	20,170					20,170
Other Auxiliary Operations	7090						0
Total Auxiliary Operations	7000	20,170	0	0	0	0	20,170

CALIFORNIA COMMUNITY COLLEGES
 Annual Financial and Budget Report
 SUPPLEMENTAL DATA

Expend by Non-Instructional Activity
 S10 General Fund - Combined
 (Total Unrestricted and Restricted)

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Physical Property and Related Acquisitions	7100		567,198	18,161	500		585,859
Long-Term Debt and Other Financing	7200						
Long_Term Debt	7210					608,747	608,747
Tax revenue Anticipation Notes	7220						0
Other Financing	7290			6,219			6,219
Total Long-Term Debt and Other Financing	7200	0	0	6,219	0	608,747	614,966
Transfers, Student Aid and Other Outgo	7300						
Transfers	7310					6,370,628	6,370,628
Student Aid	7320					446,698	446,698
Other Outgo	7330						0
Total Transfers, Student Aid and Other Outgo	7300	0	0	0	0	6,817,326	6,817,326
Sub-Total Non-Instructional Activities		756,435	17,861,524	4,935,333	612,138	7,848,805	32,014,035
Total Expenditures General Fund: activities *		10,636,524	19,063,657	6,649,157	915,866	7,848,605	45,113,809

* Total Expenditures for the General Fund: Instructional Activities and Non-Instructional Activities.

DISTRICT NAME: WEST HILLS

I.	2010-2011 Appropriations Limit:			
A.	2009-2010 Appropriations Limit:			\$42,962,924
B.	2010-2011 Price Factor:	0.9746		
C.	Population factor:			
1.	2008-2009 Second Period Actual FTES	5,360.00		
2.	2009-2010 Second Period Actual FTES	5,280.00		
3.	2009-2010 Population change factor (C2/C1)	0.9851		
D.	2009-2010 Limit adjusted by inflation and population factors (A * B * C.3)			\$41,247,778
E.	Adjustments to increase limit:			
1.	Transfers in of financial responsibility		\$0	
2.	Temporary voter approved increases		0	
3.	Total adjustments - increase			0
	Sub-Total (D + E.3)			\$41,247,778
F.	Adjustments to decrease limit:			
1.	Transfers out of financial responsibility		\$0	
2.	Lapses of voter approved increases		0	
3.	Total adjustments - decrease			0
G.	2010-2011 Appropriations Limit (D + E.3 - F.3)			\$41,247,778
II.	2010-2011 Appropriations Subject to Limit:			
A.	State Aid (General Apportionment, Apprenticeship Allowance, Basic Skills, and Partnership for Excellence)			24,875,850
B.	State Subventions (Home Owners Property Tax Relief, Timber Yield tax, etc.)			51,340
C.	Local Property taxes			2,973,671
D.	Estimated excess Debt Service taxes			0
E.	Estimated Parcel taxes, Square Foot taxes, etc.			0
F.	Interest on proceeds of taxes			13,126
G.	Local appropriations from taxes for unreimbursed State, court, and federal mandates			0
H.	2010-2011 Appropriations Subject to Limit			\$27,913,787

For Actual Year: 2009-2010

Budget Year: 2010-2011

General Fund

Description	Object Code	Fund: 11		Fund: 12		Fund: 10	
		UNRESTRICTED SUBFUND		RESTRICTED SUBFUND		TOTAL	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100	31,500	3,250	9,697,187	8,836,536	9,728,687	8,839,786
State Revenues	8600	26,219,887	25,988,099	4,556,516	3,238,434	30,776,403	29,226,533
Local Revenues	8800	6,261,609	5,272,710	200,588		6,462,197	5,272,710
Total Revenues		32,512,996	31,264,059	14,454,291	12,074,970	46,987,287	43,339,029
EXPENDITURES:							
Academic Salaries	1000	10,490,751	12,523,038	2,730,532	2,409,678	13,221,283	14,932,716
Classified Salaries	2000	4,916,317	5,184,419	4,992,202	4,369,538	9,908,519	9,553,957
Employee Benefits	3000	4,507,029	5,915,450	2,063,350	2,198,579	6,570,379	8,114,029
Supplies and Materials	4000	453,570	597,010	778,548	720,566	1,232,118	1,317,576
Other Operating Expenses and Services	5000	2,836,022	5,841,574	2,581,017	1,943,181	5,417,039	7,784,755
Capital Outlay	6000	82,074	249,718	833,792	423,522	915,868	673,240
Total Expenditures		23,285,763	30,311,209	13,979,441	12,065,064	37,265,204	42,376,273
Excess /(Deficiency) of Revenues over Expenditures		9,227,233	952,850	474,850	9,908	9,702,083	962,756
Other Financing Sources	8900	9,638		401,455		411,093	0
Other Outgo	7000	6,972,300	2,309,767	876,305	525,125	7,848,605	2,834,892
Net Increase/(Decrease) in Fund Balance		2,264,571	(1,356,917)	0	(515,219)	2,284,571	(1,872,136)
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	9010	1,960,560	4,225,131		0	1,960,560	4,225,131
Prior Years Adjustments	9020					0	
Adjusted Beginning Balance	9030	1,960,560		0		1,960,560	
Ending Fund Balance, June 30		4,225,131	2,868,214	0	(515,219)	4,225,131	2,352,995

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

580 WEST HILLS

For Actual Year: 2009-2010

Budget Year: 2010-2011

DEBT SERVICE FUNDS

Description	Object Code	Fund: 21		Fund: 22		Fund: 29	
		BOND INTEREST AND REDEMPTION FUND		REVENUE BOND INTEREST AND REDEMPTION FUND		OTHER DEBT SERVICE FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100						
State Revenues	8600	49					
Local Revenues	8800	121,952				1,822,783	
Total Revenues		122,001	0	0	0	1,822,783	0
Other Financing Sources	8900						
Interfund Transfers In	8981					256,951	
Other Incoming Transfers	8983						
Total Other Financing Sources		0	0	0	0	256,951	0
Other Outgo	7000						
Debt Retirement (Long Term Debt)	7100						
Debt Reduction	7110	1,492,078				598,832	
Debt Interest and Other Service Charges	7120					223,593	
Transfers Outgoing	7300 & 7400						
Reserve for Contingencies	7900						
Total Other Outgo	7000	1,492,078	0	0	0	822,425	0
Net Other Financing Sources / (Other Outgo)	8900 & 7000	(1,492,078)	0	0	0	(565,474)	0
Net Increase/Decrease in Fund Balance		(1,370,077)	0	0	0	1,257,309	0
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	9010	4,504,550	3,210,816		0	8,075,318	9,662,226
Prior Years Adjustments	9020	76,343				329,599	
Adjusted Beginning Balance	9030	4,580,893			0	8,404,917	
Ending Fund Balance, June 30		3,210,816	3,210,816	0	0	9,662,226	9,662,226

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

580 WEST HILLS

For Actual Year: 2009-2010

Budget Year: 2010-2011

Special Revenue Funds

Description	Object Code	FUND: 31		FUND 32		FUND 33	
		BOOKSTORE FUND		CAFETERIA FUND		CHILD DEVELOPMENT FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100					380,794	
State Revenues	8600					4,331,358	
Local Revenues	8800			594,537		144,036	
Total Income		0	0	594,537	0	4,856,188	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000			268,051		3,101,182	
Employee Benefits	3000			99,816		1,113,156	
Supplies and Materials	4000			365,958		270,463	
Other Operating Expenses and Services	5000	(561)		111,571		1,014,486	
Capital Outlay	6000					83,728	
Total Expenditures		(561)	0	845,396	0	5,583,015	0
Excess/(Deficiency) of Revenues over Expenditures		561	0	(250,859)	0	(726,827)	0
Other Financing Sources	8900			250,859		796,793	
Other Outgo	7000					62,903	
Net Increase/(Decrease) in Fund Balance		561	0	0	0	7,063	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	299,617	300,178		0	927	7,990
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	299,617		0		927	
Ending Fund Balance, June 30		300,178	300,178	0	0	7,990	7,990

For Actual Year: 2009-2010

Budget Year: 2010-2011

Special Revenue Funds

Description	Object Code	FUND: 34		FUND 35		FUND 39	
		FARM OPERATION FUND		REVENUE BOND PROJECT FUND		OTHER SPECIAL REVENUE FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800	39,702				303,221	
Total Income		39,702	0	0	0	303,221	0
Expenditures							
Academic Salaries	1000	84,613					
Classified Salaries	2000	98,088				168,390	
Employee Benefits	3000	41,500				100,128	
Supplies and Materials	4000	51,996				8,362	
Other Operating Expenses and Services	5000	160,440				171,288	
Capital Outlay	6000	33,956					
Total Expenditures		470,593	0	0	0	448,168	0
Excess /(Deficiency) of Revenues over Expenditures		(430,891)	0	0	0	(144,947)	0
Other Financing Sources	8900	308,618				256,741	
Other Outgo	7000					111,794	
Net Increase/(Decrease) in Fund Balance		(122,273)	0	0	0	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	179,498	57,225		0		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	179,498		0		0	
Ending Fund Balance, June 30		57,225	57,225	0	0	0	0

For Actual Year: 2009-2010

Budget Year: 2010-2011

Capital Projects Funds

Description	Object	FUND: 41		FUND 42	
	Code	CAPITAL QUTLAY PROJECTS FUND		REVENUE BOND CONSTRUCTION FUND	
		Actual	Budget	Actual	Budget
REVENUES:					
Federal Revenues	8100				
State Revenues	8600	11,649,419			
Local Revenues	8800	231,593		2,589,339	
Total Income		11,881,012	0	2,589,339	0
Expenditures					
Academic Salaries	1000				
Classified Salaries	2000				
Employee Benefits	3000				
Supplies and Materials	4000	6,621			
Other Operating Expenses and Services	5000	234,880		214,800	
Capital Outlay	6000	14,624,883			
Total Expenditures		14,866,384	0	214,800	0
Excess /(Deficiency) of Revenues over Expenditures		(2,985,372)	0	2,374,539	0
Other Financing Sources	8900	12,149,004		4,970,583	
Other Outgo	7000	634,864		8,803,955	
Net Increase/(Decrease) In Fund Balance		8,528,768	0	(1,458,853)	0
Beginning Fund Balance:					
Net Beginning Balance, July 1	9010	8,289,981	16,818,749	11,730,844	69,584,614
Prior Years Adjustments	9020			59,312,623	
Adjusted Beginning Balance	9030	8,289,981		71,043,467	
Ending Fund Balance, June 30		16,818,749	16,818,749	69,584,614	69,584,614

For Actual Year: 2009-2010

Budget Year: 2010-2011

Enterprise Funds

Description	Object Code	FUND: 51		FUND 52		FUND 53	
		BOOKSTORE FUND		CAFETERIA FUND		FARM OPERATIONS	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Local Revenues	8800						
Other Financing Sources	8900						
Total Income		0	0	0	0	0	0
Cost of Sales	5890						
Gross Profit or Loss		0	0	0	0	0	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0	0	0	0	0
Net Profit or Loss		0	0	0	0	0	0
Other Outgo	7000						
Net Increase/(Decrease) in Fund Balance		0	0	0	0	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0		0		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0		0		0	
Ending Fund Balance, June 30		0	0	0	0	0	0

For Actual Year: 2009-2010

Budget Year: 2010-2011

Enterprise Funds

Description	Object Code	FUND: 59					
		OTHER ENTERPRISE FUND					
		Actual	Budget				
REVENUES:							
Local Revenues	8800						
Other Financing Sources	8900						
Total Income		0	0				
Cost of Sales	5890						
Gross Profit or Loss		0	0				
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0				
Net Profit or Loss		0	0				
Other Outgo	7000						
Net Increase/(Decrease) in Fund Balance		0	0				
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0				
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0					
Ending Fund Balance, June 30		0	0				

For Actual Year: 2009-2010

Budget Year: 2010-2011

Internal Service Funds

Description	Object Code	FUND: 61		FUND 69			
		SELF-INSURANCE FUND		OTHER INTERNAL SERVICES FUND			
		Actual	Budget	Actual	Budget		
REVENUES:							
Local Revenues	8800						
Other Financing Sources	8900						
Total Income		0	0	0	0		
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0	0	0		
Net Profit or Loss		0	0	0	0		
Other Outgo	7000						
Net Increase/(Decrease) in Fund Balance		0	0	0	0		
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0		0		
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0		0			
Ending Fund Balance, June 30		0	0	0	0		

For Actual Year: 2009-2010

Budget Year: 2010-2011

Fiduciary Funds Group

Description	Object Code	FUND: 71		FUND 72		FUND 73	
		ASSOCIATED STUDENTS TRUST FUND		REPRESENTATION FEE TRUST FUND		BODY CENTER FEE TRUST FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	6800	5,718					
Total Income		5,718	0	0	0	0	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000	317					
Other Operating Expenses and Services	5000	3,067					
Capital Outlay	6000						
Total Expenditures		3,384	0	0	0	0	0
Excess /(Deficiency) of Revenues over Expenditures		2,334	0	0	0	0	0
Other Financing Sources	6900						
Other Outgo	7000	150					
Net Increase/(Decrease) in Fund Balance		2,184	0	0	0	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	23,287	25,471		0		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	23,287		0		0	
Ending Fund Balance, June 30		25,471	25,471	0	0	0	0

For Actual Year: 2009-2010

Budget Year: 2010-2011

Fiduciary Funds Group

Description	Object Code	FUND: 74		FUND 75		FUND 76	
		FINANCIAL AID TRUST FUND		SCHOLARSHIP & LOAN TRUST FUND		INVESTMENT TRUST FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100	9,893,715					
State Revenues	8600	633,329					
Local Revenues	8800	1,940,152		173,705		203,233	
Total Income		12,467,196	0	173,705	0	203,233	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000	21,377		(89)			
Capital Outlay	6000						
Total Expenditures		21,377	0	(89)	0	0	0
Excess /(Deficiency) of Revenues over Expenditures		12,445,819	0	173,794	0	203,233	0
Other Financing Sources	8900	161,857				500,000	
Other Outgo	7000	12,606,260		171,976			
Net Increase/(Decrease) in Fund Balance		1,416	0	1,818	0	703,233	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	12,471	13,887	56,734	58,552	1,334,983	1,875,005
Prior Years Adjustments	9020					(163,211)	
Adjusted Beginning Balance	9030	12,471		56,734		1,171,772	
Ending Fund Balance, June 30		13,887	13,887	58,552	58,552	1,875,005	1,875,005

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

580 WEST HILLS

For Actual Year: 2009-2010

Budget Year: 2010-2011

Fiduciary Funds Group

Description	Object	FUND: 77		FUND 79	
	Code	DEFERRED COMPENSATION TRUST FUND		OTHER TRUST FUNDS	
		Actual	Budget	Actual	Budget
REVENUES:					
Federal Revenues	8100				
State Revenues	8600				
Local Revenues	8800			11,859	
Total Income		0	0	11,859	0
Expenditures					
Academic Salaries	1000				
Classified Salaries	2000				
Employee Benefits	3000				
Supplies and Materials	4000				
Other Operating Expenses and Services	5000			7,261	
Capital Outlay	6000				
Total Expenditures		0	0	7,261	0
Excess /(Deficiency) of Revenues over Expenditures		0	0	4,598	0
Other Financing Sources	8900				
Other Outgo	7000				
Net Increase/(Decrease) In Fund Balance		0	0	4,598	0
Beginning Fund Balance:					
Net Beginning Balance, July 1	9010	112,156	154,751	31,478	36,076
Prior Years Adjustments	9020	42,595			
Adjusted Beginning Balance	9030	154,751		31,478	
Ending Fund Balance, June 30		154,751	154,751	36,076	36,076

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2009-2010

District ID: 580

Name: WEST HILLS

Fund Number In	Fund Name	Fund Number Out	Fund Name	Amount Transferred
12	RESTRICTED SUBFUND	11	UNRESTRICTED SUBFUND	372,821
32	CAFETERIA FUND	11	UNRESTRICTED SUBFUND	250,859
33	CHILD DEVELOPMENT FUND	11	UNRESTRICTED SUBFUND	796,793
34	FARM OPERATION FUND	11	UNRESTRICTED SUBFUND	308,618
39	OTHER SPECIAL REVENUE FUND	11	UNRESTRICTED SUBFUND	256,741
41	CAPITAL OUTLAY PROJECTS FUND	11	UNRESTRICTED SUBFUND	3,350,000
42	REVENUE BOND CONSTRUCTION FUND	11	UNRESTRICTED SUBFUND	88,708
74	STUDENT FINANCIAL AID TRUST FUND	11	UNRESTRICTED SUBFUND	50,000
76	INVESTMENT TRUST FUND	11	UNRESTRICTED SUBFUND	500,000
11	UNRESTRICTED SUBFUND	12	RESTRICTED SUBFUND	7,218
74	STUDENT FINANCIAL AID TRUST FUND	12	RESTRICTED SUBFUND	111,857
29	OTHER DEBT SERVICE FUND	42	REVENUE BOND CONSTRUCTION FUND	256,951
41	CAPITAL OUTLAY PROJECTS FUND	42	REVENUE BOND CONSTRUCTION FUND	8,547,004
12	RESTRICTED SUBFUND	74	STUDENT FINANCIAL AID TRUST FUND	28,634

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report
SUPPLEMENTAL DATA

Receipt and Expenditures of Lottery Proceeds
Lottery Actual Report
L10 GENERAL FUND

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Unrestricted			Restricted Prop 20		
Lottery Adjustments and Proceeds:							
Net Beginning Balance, July 1	9010						
Adjustments	9020					53,639	
Adjusted Beginning Balance	9030			0		53,639	
Actual Fiscal Year Data							
State Lottery Proceeds:	8681			660,845		105,527	
		Instructional & Institutional Unrestricted				Instructional Materials Proposition 20	Total
		Instructional Activities (AC 0100-5900)	Support Activities (AC 6000-6700)	Support Activities (AC 6800-7390)	Total Unrestricted	Instructional (AC 0100-4900)	
Expenditures							
Academic Salaries	1000				0		0
Classified Salaries	2000				0		0
Employee Benefits	3000				0		0
Supplies & Materials	4000						
Software	4100		288		288	6,114	6,402
Books, Magazines, & Periodicals	4200		4,717		4,717		4,717
Instructional Supplies & Materials	4300	60,312	5,149		65,461	92,241	157,702
Noninstructional Supplies & Mtrls	4400		273,992		273,992		273,992
Total Supplies and Materials		60,312	284,148	0	344,458	98,355	442,813
Other Operating Expenses and Services	5000	3,236	313,151		316,387	7,172	323,559
Capital Outlay	6000						
Library Books	6300				0		0
Equipment	6400						
Equipment - Additional	6410				0		0
Equipment - Replacement	6420				0		0
Total Capital Outlay		0	0	0	0		0
Other Outgo	7000				0		0
Total Expenditures		63,548	597,297	0	660,845	105,527	766,372
Ending Balance					0	53,639	53,639

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report
SUPPLEMENTAL DATA

Receipt and Expenditures of Lottery Proceeds
Lottery Budget Report
L10 GENERAL FUND

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Unrestricted			Restricted Prop 20		Total
		Instructional Activities (AC 0100-5900)	Support Activities (AC 6000-6700)	Support Activities (AC 6800-7390)	Total Unrestricted	Instructional Materials Proposition 20 (AC 0100-4900)	
Lottery Adjustments and Proceeds:							
Net Beginning Balance, July 1	9010					53,639	
Adjustments	9020						
Adjusted Beginning Balance	9030		0			53,639	
Budget Fiscal Year Data							
State Lottery Proceeds:	8681		580,382			53,049	
Instructional & Institutional Unrestricted							
Expenditures							
Academic Salaries	1000				0		0
Classified Salaries	2000				0		0
Employee Benefits	3000				0		0
Supplies & Materials	4000						
Software	4100				0		0
Books, Magazines, & Periodicals	4200		1,000		1,000		1,000
Instructional Supplies & Materials	4300	33,551	63,991		97,542	106,688	204,230
Noninstructional Supplies & Mtrls	4400		308,101		308,101		308,101
Total Supplies and Materials		33,551	373,092	0	406,643	106,688	513,331
Other Operating Expenses and Services	5000	36,574	137,165		173,739		173,739
Capital Outlay	6000						
Library Books	6300				0		0
Equipment	6400						
Equipment - Additional	6410				0		0
Equipment - Replacement	6420				0		0
Total Capital Outlay		0	0	0	0		0
Other Outgo	7000				0		0
Total Expenditures		70,125	510,257	0	580,382	106,688	687,070
Ending Balance					0	0	



**Central Valley Degree Completion Summit
Steering Committee**

Meeting Agenda
Monday, August 30, 2010
9:00 a.m. – 11:30 a.m.

Fresno State
Henry Madden Library – Haak Center Boardroom – Suite 4115
Campus Map and Parking Information Attached

Call-in Number: 1-888-867-7084, Participant Code: 874940

Committee Members

Frank Gornick, Chancellor, West Hills CC District – Committee Chairman; Cheri Cruz, DeVry University; Benjamin Duran, Superintendent/President, Merced College; Barbara Hioco, President, Reedley College; Bernell Hirling, Regional Dean, National University; Michele Lahti, Director, Central Valley Higher Education Consortium; Bill Scroggins, Superintendent/President, College of the Sequoias; Penny Shafer, Regional Director, Alliant International University; Jeanie Smith, Summit Coordinator; and John Welty, President, California State University, Fresno

Guests: Bill Craft, Eaton Cummings Group; Kathleen Guy, Eaton Cummings Group; Katie Tremper, College Access Foundation

9:00 a.m.
Reception

All

9:30 a.m.
Call to Order & Welcome

Frank Gornick

1. Liberal Studies Articulation Assessment

Bill Scroggins

2. Determining and Establishing Benchmarks

Bill Scroggins

3. Pre-Summit Questionnaire

Eaton Cummings

4. Intent to Participate/Guest Speaker Invitations

Ben Duran

5. Draft Program Review and Discussion

Staff/Eaton Cummings

6. Updates

Frank Gornick/Staff

- i. Reservation Information
- ii. Budget/Sponsorships
- iii. Speakers, Presenters and Guests

7. Upcoming Meetings

All



*Central Valley Degree Completion Summit
Steering Committee*

August 9, 2010 - Meeting Highlights

Hosted by Alliant International University – Thanks so much Penny Schafer!

Attendees

Frank Gornick, Chancellor, West Hills CC District – Committee Chairman; Cheri Cruz, DeVry University (call in); Benjamin Duran, Superintendent/President, Merced College; Bernell Hirming, Regional Dean, National University; Michele Lahti, Director, Central Valley Higher Education Consortium; Bill Scroggins, Superintendent/President, College of the Sequoias; Penny Schafer, Regional Director, Alliant International University; Jeanie Smith, Summit Coordinator, John Welty, President, California State University, Fresno.

Guest(s): Katie Tremper, College Access Foundation

The Central Valley Degree Completion Initiative addresses a growing national need to redesign articulation agreements to improve degree completion rates and reduce costs of degree attainment.

Summit Vision Statement

To create a framework to address the challenges of regional articulation and develop a work plan that is voluntary and faculty driven.

STEM Articulation and Alignment Profile Review & Discussion

- Data on regional articulation in STEM revealed three issues:
 1. Variation among institutions on what constitutes lower division major articulation
 2. Lack of uniform commitment to articulation among institutions
 3. Unavailability of required courses
- Liberal Studies majors will be considered for first-phase inclusion following review of the alignment data.
- Benchmarks on the number of students in STEM and Liberal Studies majors need to be established.
- Motivations for institutions/faculty to participate include pending legislation (SB1440), student preparation, and release time to maintain and sustain a collaborative model.
- The Summit is not a STEM initiative but rather the platform to develop a regional articulation model that will be applied first to STEM majors.
- The initiative is organized around the theory that improving degree completion and reducing the costs of degree attainment are viable economic recovery strategies.

Eaton Cummings Group

- Bill Craft and Kathleen Guy presented their initial outline of the components for a successful Summit outcome. Important goals of the Summit include:
 - Co-creating a shared vision for articulation
 - Creating a work plan that can be replicated to other majors
 - Identifying and establishing benchmarks
 - Determining a mechanism and process to convene post work
 - Developing a *Summit Findings Report* that can be shared with funding organizations and policy makers.

Eaton Cummings Group (continued)

- Items still to be discussed among committee and facilitators include:
 - Finalizing agenda framework
 - Determining the number of facilitators for work groups
 - Identifying persons to (1) spearhead implementation (2) monitor benchmarks, milestones and outcomes (3) lead communications responsibility.
- Pre work for Summit attendees will include a survey that the facilitators will draft and refine with the committee. The survey will reference the literature and contain questions that relate to issues surrounding articulation.

Summit Invitational Letter

- To be sent out to all members the week of August 9¹

Summit Itinerary

- Attached²

Updates

Budget and Sponsorships

- Estimated cost of the Summit, based on 60 attendees, is \$\$, \$\$\$, which accounts for each attendee covering their own costs of lodging (\$159/night).
- Sponsorships to date total \$39,500 and include:
 - West Hills Community College District (\$5,000)
 - Merced College (\$3,000, plus program design in-kind support)
 - DeVry University (\$3,500)
 - Alliant International University (\$3,000)
 - AT&T (\$10,000)
 - Educational Employees Credit Union (\$15,000)
- Sponsorships will continue to be proposed to members, foundations and corporations to cover Summit expenses. Any carry over funds will support post work, implementation and replication efforts.

Speakers & Presenters

- Ben Duran has invited California Community College Chancellor Jack Scott and Senator Alex Padilla, author of SB1440
- Cheri Cruz will identify additional speaking prospects³

Action/Follow Up for August 30th Meeting

- Compile articulation data on Liberal Studies – **President Scroggins**
- Develop questions for Survey Monkey – **Eaton Cummings Group**
- Coordinate with Pedro Avila at WHCC on Survey Monkey Requirements – **Staff**
- Confirm attendees by Friday, August 27 – **Staff**.
- Meet with Merced College Graphic Designer on Program Concept – **Staff**
- Contact additional sponsors, such as Paramount, Chukchansi, and EECU – **Chancellor Gornick**⁴
- Explore ways to use CVHEC Web site for communications purposes – **Staff**
- Add the Bologna Convention to Literature Review – **Eaton Cummings Group**
- Schedule weekly conference calls with Eaton Cummings Group – **Staff**

NEXT MEETING Monday, August 30, 2010, 9:00 a.m. to 11:30 a.m., CSU Fresno – Agenda to follow

¹ The Summit Invitation Letter, Degree Completion Abstract, and Intent to Participate form were sent electronically from President Duran's on Wednesday, August 11, 2010 to all CVHEC members.

² Reflects changes discussed at the August 9 Steering Committee meeting.

³ Cheri Cruz as confirmed the attendance of Wendy Ramage Hawking, Executive Director, Intel Foundation as a presenter

⁴ Chancellor Gornick contacted EECU and they committed to \$15,000 on 8/13/2010

MINUTES

Meeting of the Lemoore District Chamber of Commerce Board of Directors Tuesday, September 21, 2010, 2010 at 7:00 a.m. at the Chamber Office

PRESENT WERE: CHAIRMAN Rick Rossiter; CHAIRMAN-ELECT Michael Patterson; CFO Ron Walker; DIRECTORS: Jeff Brittz, Jeff Garcia, Paul Santiago, Mary Hornsby, Don Warkentin, Debbie Gullord, Aracely Salas, Skip Nugent and CEO Maureen Azevedo

ABSENT WERE: VICE CHAIRMAN Rick Rayburn; DIRECTORS: Melinda Larson, John Miller and Diana Peck

Called to Order: 7:00 a.m.

ACTION ITEMS:

Minutes - August 17, 2010: Motion by Mary Hornsby, Second by Michael Patterson, unanimously approved.

Financial Reports - August 2010: Motion by Jeff Garcia, Second by Skip Nugent, unanimously approved.

DISCUSSION/ACTION ITEMS:

RDA and Lemoore Chamber 5yr Agreement - Subcommittee was formed, who would meet to discuss, make changes and recommendations on this Contract/Agreement. The Board Members in attendance, unanimously agreed to accept whatever changes and recommendations this subcommittee made, with regards to the Chamber/RDA 5yr Agreement. Furthermore, it would not be necessary to present the Chamber/RDA 5yr Agreement for approval to the entire Chamber Board again. The subcommittee consists of, Rick Rossiter, Michael Patterson, and Jeff Garcia. *(At a later date, John Miller became involved in this subcommittee).*

2011 Goal Setting Session - October 23, 2010 @ Tachi Palace Hotel: A subcommittee was formed to review the "2010 Goals", determine what, if any of these Goals had been met. With that information, it would help us in preparing for the "2011 Goal Setting". This committee was comprised of, Jeff Garcia, Michael Patterson, John Miller and Rick Rossiter.

Car Show - October 2nd - Due to a lack of time, as well as not having a "Car Show Committee" in place, it was decided to cancel the Car Show this year. Additionally, Ron Walker acknowledged the City of Lindsey was having a Car Show on the same day. Suggestions made to possibly incorporate a CAR and BIKE Show together. It was mentioned, the Car Show applicants felt insulted by having their cars judged by just any random person pulled out of the audience. Judges need to know Cars. Perhaps we could find "Celebrity Judges", i.e. Race Car Drivers, Kyle Evans, Billingsley Tire, Past Car Club Presidents, etc. "No Car Show" was better than doing a "Bad Car Show". **Cancel Car Show:** Motion by Jeff Garcia, Second by Skip Nugent, unanimously approved. Mary Hornsby asked if another time of year might make a difference in the car show. Skip Nugent felt by getting car enthusiast back on the committee is what would be needed. This event would also require Board Member involvement along with a strong Committee being in place.

Upcoming Events: Discussed Holiday Stroll, Tree Raising and Christmas Parade.

Update Items:

Status of Rental Properties:

212 West "D" Street - Had a possible tenant, who wanted a significant reduction in rent, in exchange for labor to remove and rebuild the garage in the back. However, upon further investigation it was certain we would not want them building anything for us, nor would we want them as a tenant.

Other Business: Joe Simonson addressed the Board concerning his recent rental experience in renting the Freight Room. He was upset because he did not receive a full refund of his Security Deposit, as he was only given ½ of his deposit back. He complained that he was not given a key to the padlock on the South facing sliding hall door. Additionally, the men's bathroom immediately ran out of paper towels and toilet paper, indicating they had not been refilled prior to his arrival. He said when he previously rented the Freight Room, he said the supply cabinet in the hall was always unlocked. This time it was locked, so he didn't have access to the broom and mop, etc. and that is why he didn't clean the floors, etc.

The Board recommended we have cleaning tools available for the renters. Items to include, wet mop, bucket, dust mop, broom, dustpan and toilet brush.

It was also suggested, Joe Simonson's refund should be recalculated, and all or a portion to be refunded.

Meeting adjourned @ 8:35 a.m.

Respectfully Submitted,

**Maureen Azevedo,
Chief Executive Officer**

The institution takes the following steps to contact students and request overpayments:

1. A hold is placed, preventing registration and release of student records.
2. Three written requests for repayment are mailed to the student.
3. The overpayment is submitted for state tax offset.
4. The overpayment may be referred to the Department of Education for collection.

Scholarships

West Hills College Lemoore offers a variety of local and institutional scholarships and maintains applications for outside scholarships. Awards are made on the basis of scholastic achievement, selected major, citizenship, leadership, and/or need. Scholarships are offered through the generosity of citizens and civic groups in the West Hills Community College District and surrounding area. Criteria vary with each scholarship. Brochures and applications for the following academic year are available each spring from the Financial Aid Office.

Institutional and local scholarship applications may be obtained from any of the West Hills College District locations: Lemoore, Coalinga, Firebaugh, and NASL. Applications for outside scholarships may also be obtained by contacting any counselor.

West Hills College Lemoore scholarship applications must be received by the April 15th deadline and must be legible and complete to be considered.

Scholarships administered by West Hills College Lemoore include:

Addington Partnership

Full time, university or vocational, entering freshman, continuing or transfer GPA 3.0. Two \$500 scholarships.

Alpha Gamma Sigma Honor Society

The AGS scholarship is in recognition of community service and academic excellence. This scholarship is awarded to a student who is at least a half-time continuing student at West Hills College with at least a 3.0 grade point average, as well as a continuing member of Alpha Gamma Sigma. This is not awarded every year.

ASB Scholarship

The associated student body of West Hills College Lemoore gives a scholarship to continuing and transferring students.

Chevron Scholarship

The Chevron Corporation scholarship is given to a transferring student and continuing student. Student must have at least a 2.5 grade point average and major in math and engineering.

Educational Employees Credit Union

This grant is for EECU members who are pursuing a post-high school education at a community college, university/college, vo-

ational/technical school, or advanced professional training in the United States. Fifty \$1,000 grants are awarded each year. Applicants must be EECU members in good standing and a member of EECU at least six months before the close of the application period (generally October 1-mid-December). Additional requirements apply. Application and further information available online at www.eecufresno.org or by calling 559-437-7700.

Engineering Scholars Program

The West Hills College Lemoore Engineering Scholars Program is a two year program designed to prepare engineering students for transfer to a four year university as a junior. The Engineering Scholars Program provides incoming freshmen with free tuition (up to 70 units), and a book voucher each semester (for up to 70 units). To see the qualifications for the scholarship and to download an application, please check the West Hills College Lemoore website.

General Foundation

This book voucher scholarship is awarded to students with a 2.5 GPA and taking 12 units.

James V. Yount

James Yount was a retired Navy veteran and civil service employee at Lemoore Naval Air Station. In his spare time Jim tutored students at West Hills College Lemoore in math and science. Because of his many hours devoted to Lemoore students, many were able to meet their educational goals. In his memory, Jim's wife Sandra Yount has offered a scholarship available to a person who is retired Navy or Navy background and intends to pursue a math and science oriented degree.

Kings County 2020

Business and government leaders in Kings County have joined together to promote awareness to critical needs in the areas of water resources, pollution control, environmental protection, population growth and protection of valuable farmland. As a result of their efforts four scholarships are available to continuing and transferring students attending the West Hills College Lemoore campus.

Lemoore Kiwanis Club

The Lemoore Kiwanis Club provides a scholarship to a graduating Lemoore High School senior planning to enroll at West Hills College.

Lemoore Rotary

The Lemoore Rotary Club provides a scholarship to a graduating Lemoore High School senior intending to enroll at West Hills College.

Manual Toste Scholarship

Manual Toste was a student at West Hills College majoring in agriculture. This memorial scholarship is given to a full-time West Hills College student, either a continuing or entering student, majoring in agriculture with at least a 2.0 grade point average.

**KINGS COUNTY ECONOMIC DEVELOPMENT CORPORATION
BOARD OF DIRECTORS
MINUTES**

TIME: May 24, 2010 - 11:00 p.m.

PLACE: Fatte Albert's Pizza Co., Hanford, CA

MEMBERS PRESENT: Toni Baltierra, Harlin Casida, Jim Gregory, Larry Hanshew, Janet Long, Helen Lovenburg, Cam Maloy, John Plourde, Brian Thoburn, Robert Tuttrup, Don Warkentin

MEMBERS ABSENT: Roman Benitez, Marcie Buford, Brent Calvin, Dan Chin, Terrell DeVaney, Randy Dodd, Bill Fishbough, Riley Jones, Ron Jones, Brett Lew, J T Maldonado, Tony Oliveira, Ron Shanoian, Colby Wells

LEGAL COUNSEL: Phil Maroot

GUESTS:

Ron Hoggard, City of Corcoran	Larry Spikes, County of Kings
Hilary Straus, City of Hanford	Maureen Azevedo, Lemoore Chamber
Lynda Lahodny, Lemoore Chamber	Greg Gatzka, County of Kings
Sheila Urdesich, EDD	Cathy Cain, City of Hanford

KCEDC/JTO STAFF: John Lehn, Neil Williams, Steve Stone and Shirley Alves

1. **Call to Order** –Chair Janet Long called the meeting to order at 11:25 p.m. A quorum was present.
2. **Self Introductions** – Introductions were made.
3. **Chairman's Comments** – none
4. **Public Comment/Unscheduled Appearances** – none
5. **Approval of Minutes:** Motion to approve the Minutes of April 26, 2010: John Plourde; Second: Don Warkentin. Vote was unanimous.
6. **Approval of Budget/Cash Report** -- President Lehn presented the Budget/Cash Report. Motion to approve Budget/Cash Report for January 31 and February 30, 2010: John Plourde; Second: Rob Tuttrup. Vote was unanimous.
7. **Lending Report**
 - A) *Lending Activity:* The Loan Administration Board did not meet in May. Two potential loans are being discussed.
 - B) *Loan Portfolio:* The portfolio was discussed and is performing well with the exception of the two problem loans.
8. **President's Report**
 - A) *Approval of Audit Agreement w/ M. Green for FY 10, 11, & 12:* Staff recommended to the Board that the EDC renew its contract with M. Green & Company because of the firm's familiarity with the EDC and their practice of rotating lead auditors. The Executive Committee recommended that a condition be placed into the contract that the lead auditor be rotated no less than once every three years. A motion to approve the contract for audit with M. Green and Company for FY 10, 11, and 12 with a condition in the contract on the rotation of auditors no less than once every three years and to authorize EDC President/CEO John Lehn to formalize this agreement: Don Warkentin; Second: Toni Baltierra. Vote was unanimous.
 - B) *Approval of the FY 2011 Budget:* Staff presented the FY 2010-2011 Budget in detail. Motion to approve the FY 2010-2011 Budget as presented: Harlin Casida; Second: John Plourde. Vote was unanimous.
 - C) *Authorization to address Letters of Support for "earmark" funding for Highway 198/19th Avenue Overcrossing Project to federal representatives:* Staff presented a recommended letter of support. Motion to approve the Letters of Support for "earmark" funding for Highway 198/19th Avenue Overcrossing Project to

federal representatives, and to authorize the EDC president to sign other letters of support for “earmark” funding if requested by other municipalities: John Plourde; Second: Brian Thoburn. Motion was unanimous.

D) *Update on upcoming visits from EDA, USDA, CDBG, and CALED:* Staff reported on the June 2nd visits from the three governmental funding agencies and the statewide economic development organization.

10. Adjourn to Closed Session

A) *Pending Litigation [Govt. Code Sec. 54956.9(c)]: David Leon*

B) *Conference with real property negotiator, John Lehn, [Govt. Code Sec. 54956.8]*

Property: APN 018-242-032

Negotiating Parties: Kings County Economic Development Corp. & David Leon

Under Negotiation: Final disposition of subject parcel

11. Re-convene to Open Session: Report action taken in Closed Session

President/CEO John Lehn was authorized to take the necessary action to regain said property

12. Meeting adjourned 12:10 p.m.

**KINGS COUNTY ECONOMIC DEVELOPMENT CORPORATION
BOARD OF DIRECTORS
MINUTES**

TIME: March 29, 2010 - 11:30 p.m.

PLACE: Pirate Pizza, Corcoran, CA

MEMBERS PRESENT: Marcie Buford, Harlin Casida, Terrell DeVaney, Randy Dodd, Bill Fishbough, Jim Gregory, Riley Jones, Janet Long, Helen Lovenburg, Cam Maloy, Ron Shanoian, Robert Tuttrup, Don Warkentin, Colby Wells

MEMBERS ABSENT: Toni Baltierra, Roman Benitez, Brent Calvin, Dan Chin, Larry Hanshew, Mary Hornsby, Ron Jones, Brett Lew, J T Maldonado, Tony Oliveira, Brian Thoburn

**DIRECTOR EMERITUS
PRESENT:**

Dr. Don Craft

LEGAL COUNSEL:

Phil Maroot

GUESTS:

Larry Spikes, County of Kings
Barbara Marty, City of Hanford
Hilary Straus, City of Hanford

Lynda Lahodney, Lemoore Chamber
John Flourde, City of Lemoore

KCEDC/JTO STAFF: John Lehn, Jay Salyer, Neil Williams, Steve Stone and Shirley Alves

1. **Call to Order** –Chair Janet Long called the meeting to order at 12:00 p.m. A quorum was present.
2. **Self Introductions** – Introductions were made.
3. **Chairman’s Comments** – none
4. **Public Comment/Unscheduled Appearances** – none
5. **Approval of Minutes:** Motion to approve the Minutes of February 22, 2010 with a minor change stating the City of Corcoran had applied for, but was not awarded, a grant: Terrell DeVaney; Second: Don Warkentin. Vote was unanimous.
6. **Approval of Budget/Cash Report** -- President Lehn presented the Budget/Cash Report. Motion to approve Budget/Cash Report for October 31, 2009: Cam Maloy; Second: Ron Shanoian. Vote was unanimous.
7. **Lending Report**
 - A) *Lending Activity:* The Loan Administration Board did not meet in March. The loan activity is improving and more applications are being submitted.
 - B) *Loan Portfolio:* The portfolio was discussed and is performing well with the exception of the two problem loans.
8. **President’s Report**
 - A) *Report: Status of Genesis Foods property repurchase:* Staff reported the owner of Genesis Foods had intended to build a fruit pie filling production facility in the Kings Industrial Park. Faced with multiple challenges, the owner has suspended loan payments and is working with staff on the EDC’s repurchase option.
 - B) *Report: Algerian Trade Mission Reception:* The Kings County Farm Bureau, Verdegaal Brothers and Del Monte assisted with funding for the Algerian Trade Mission which was held at West Hills College Lemoore. EDC staff worked with the trade mission staff to line up meetings with Kings County businesses and producers.
 - C) *Report: Enterprise Zone CPA training:* President Lehn reported on the Enterprise Zone CPA training recently held. Lila Fedler, from the Franchise Tax Board, who works with enterprise zone issues, was the presenter. In attendance were 15 bookkeepers and CPA’s.

D) *Economic Development Activities:*

- i. *Economic Development update:* Staff reported on some of the Central California EDC's activities including an upcoming trade mission to Atlanta, Georgia, which President Lehn will be attending. Businesses looking to locate or expand in the county: Westland Solar Park, a food packaging warehouse, a German food company, an herbal supplement manufacturer, an insulated roof tile manufacturer, and renewable energy equipment manufacturer. Also staff is working on the Sun City/Sand Drag solar project in Avenal, the SolarGen USA project in Avenal, the enXco, Inc. solar project in Corcoran, and the Avenal Power Center project. Communication Services for the Deaf (CSD) in Lemoore will be closing its doors in June.
- ii. *Retention update:* Staff reported on the rapid response visits with CSD employees, progress with enterprise zone and its continuing support for businesses in Kings County.

10. **Highlights from Member Organizations**

City of Avenal--Harlin Casida: Reported on the renovation of the Avenal movie theatre and the animal control facility.

Adventist Health--Randy Dodd: Reported the hospital construction is on track.

City of Hanford--Hilary Straus: Reported on the downtown re-development project, the East side planning study, and the expansion of Wal-Mart's Pharmaceutical warehouse.

Leprino Foods--Rob Tuttrup: Reported on the job fair with 800 attending and 300 applications distributed.

West Hills College--Don Warkentin: Reported that West Hills College Lemoore was pleased to host the Algerian Trade Mission.

GWF--Riley Jones: Reported on the Tracey peaker plant expansion approval and its implications for the Hanford and Henrietta facilities.

City of Corcoran--Terrell DeVaney: Reported the City is negotiating with property owners on the east side of the railroad tracks for a commercial development.

City of Lemoore--John Plourde: Gave thanks for the rapid response meetings for CSD employees.

Lemoore Chamber--Lynda Lahodny: Reported on the upcoming Central Valley Pizza Festival at West Hills College Lemoore in April.

PG&E--Cam Maloy: Reported on the new rate options for bigger businesses and energy efficiency programs.

County of Kings--Larry Spikes: Reported on the Kettleman City water project, the high speed rail and the new courthouse.

11. **Other Items** – none

12. Meeting adjourned 12:53 p.m.

**KINGS COUNTY ECONOMIC DEVELOPMENT CORPORATION
BOARD OF DIRECTORS
MINUTES**

TIME: February 22, 2010 - 11:30 p.m.
PLACE: Round Table Pizza, Hanford, CA

MEMBERS PRESENT: Harlin Casida, Terrell DeVaney, Randy Dodd, Bill Fishbough, Larry Hanshew, Mary Hornsby, Ron Jones, Helen Lovenburg, J T Maldonado, Cam Maloy, Brian Thoburn, Robert Tuttrup, Don Warkentin, Colby Wells

MEMBERS ABSENT: Toni Baltierra, Roman Benitez, Marcie Buford, Brent Calvin, Joaquin Gonzales, Jim Gregory, Riley Jones, Brett Lew, Janet Long, Tony Oliveira, Ron Shanoian

DIRECTOR EMERITUS PRESENT: Dr. Don Craft

LEGAL COUNSEL: Phil Maroot

GUESTS:

Larry Spikes, County of Kings	Lynda Lahodney, Lemoore Chamber
Jan Bans, AT&T	Judy Holwell, City of Lemoore
Barbara Marty, City of Hanford	Casey Creamer, CA Cotton Ginning & Growers Association

KCEDC/JTO STAFF: John Lehn, Jay Salyer, Steve Stone and Shirley Alves

1. **Call to Order** – Vice-Chair Randy Dodd called the meeting to order at 12:00 p.m. A quorum was present.
2. **Status of Greenhouse Gas Legislation**--Casey Creamer, CA Cotton Ginning & Growers Association discussed the implications of Assembly Bill 32, the Greenhouse Gas Legislation, and efforts to postpone its implementation.
3. **Self Introductions** – Introductions were made.
4. **Chairman's Comments** – none
5. **Public Comment/Unscheduled Appearances** – none
6. **Approval of Minutes:** Motion to approve the Minutes of January 25, 2010: Ron Jones; Second: Harlin Casida. Vote was unanimous.
7. **Approval of Budget/Cash Report** -- President Lehn presented the Budget/Cash Report. Motion to approve Budget/Cash Report for August 31 & September 30, 2009: Don Warkentin; Second: Ron Jones. Vote was unanimous.
8. **Lending Report**
 - A) *Lending Activity:* The Loan Administration Board met in January and February via phone conference.
 - B) *Loan Portfolio:* The portfolio was discussed and is performing well with the exception of the persistent problem loans.
9. **President's Report**
 - A) *Presentation & Consideration of Acceptance of 2008-2009 Audit Report:* President Lehn presented a summary of the FY 2008-2009 Audit report. Motion to accept the FY 2008-2009 Audit as presented: Terrell DeVaney; Second: Don Warkentin. Vote was unanimous.
 - B) *Approve Letter of Support for California's Enterprise Zone Program:* President Lehn reported the Legislative Analyst's Office has recommended that enterprise zones be eliminated to preserve revenue for the State budget. The Executive Committee recommended that the Board consider sending a letter to several key legislators and the Governor emphasizing the importance of enterprise zone programs to the financial wellbeing of Kings County and the State of California. This letter would go out to Governor Arnold Schwarzenegger, Senator Lou Correa, Senator Dean Flores, Assemblyman Danny Gilmore, and

Assemblyman Manuel Perez. Motion to approve the Letter of Support for California's Enterprise Zone Program: Ron Jones; Second: Bill Fishbough. Vote was unanimous.

- C) *Update on Economic Development District Designation:* President Lehn reported the Federal Economic Development Administration (EDA) is a significant source of infrastructure funding for municipalities. To request this funding for multi-county projects within the 8-county region, the CCEDC has been asked by EDA to organize a federally recognized Economic Development District with a board of directors representing the diverse population of the region. The District designation is being pursued.
- D) *Review of Job Training Office activity:* Staff reported on the large number of clients utilizing Job Training Office services.
- E) *Economic Development Activities:*
- i. *Economic Development update:* Staff reported on businesses looking to locate or expand in the county: a farm equipment repair company, three solar power companies, an insulated roof tile company, the Avenal Power Center electrical generation project, the Corcoran District hospital, Carmi Flavor & Fragrances, and the Adventist Health Plaza.

An Algerian trade mission is coming to the three-county region with 30 business people interested in agriculture. EDC staff is working with the trade mission staff to line up meetings with Kings County businesses and producers.

The enterprise zone CD has been updated to include both English and Spanish information.
 - ii. *Retention update:* Staff reported on the continuing support for businesses in Kings County and made visits to the businesses in the new/updated enterprise zone.
 - iii. *CCVEDC activity:* Staff reported on the plethora of leads over the last month. Broker missions were conducted in Orange County, San Francisco, downtown Los Angeles and Phoenix.

10. **Highlights from Member Organizations**

Lemoore Chamber--Lynda Lahodny: Reported on the Central Valley Pizza Festival at West Hills College Lemoore in April.

City of Lemoore--Judy Holwell: Reported on Popeye's Fried Chicken and the 19th Ave. interchange.

City of Hanford--Barbara Marty: Reported on Mineral King Minerals.

City of Avenal--Harlin Casida: Reported on the renovation of the Avenal movie theatre and the animal control facility.

PG&E--Cam Maloy: Reported of the new rate options for bigger businesses, and the energy efficiency program.

City of Corcoran--Larry Hanshew: Reported that the façade program is complete, a subdivision has been purchased to provide affordable housing, and grant has been awarded for the soccer field project.

Leprino Foods--Rob Tuttrup: Jobs are still available.

West Hills College--Don Warkentin: Reported West Hills College Lemoore's first nursing graduation will be in May and invited everyone to the upcoming Wine & Wellness Party, a fundraiser for the nursing program.

AT&T--Jan Bans: Reported on the capital improvement program for line and network upgrades.

The Gas Co.--Colby Wells: Reported on a spike in natural gas prices, but prices should be easing down soon.

County of Kings--Larry Spikes: Reported on the Kettleman City water project and a resolution in opposition to the City of Sacramento's permit request to increase the sewer effluent released into the Delta.

SCE--Brian Thoburn: Reported on a customer breakfast to be held on March 4th, 7:30-9:00 a.m. featuring a presentation on SCE projects and programs.

11. **Other Items** – none

12. Meeting adjourned 1:09 p.m.

On and Off Campus Events

This calendar is used to display all WHCL events on and off campus where student services staff are attending

New ▾ Actions ▾ Settings ▾ View: **Calendar**

← → **October, 2010** Expand All Collapse All | 1 Day 7 Week 31 Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29 12:00 PM Edplanapalooza	30 12:00 PM Edplanapalooza 12:00 PM EOPS/CARE Workshop	1	2
3	4 12:00 PM Eagle Lunch and Learn for Math	5	6 12:00 PM Eagle Lunch & Learn 12:00 PM CAMP Chat Meeting	7	8	9
10	11	12	13	14 10:00 AM Campus Tour	15 5:30 AM CSUMB CAMP Student Learning Experience	16
17	18	19	20	21	22 8:30 AM GRIP Presentation	23
24	25	26	27	28 11:00 AM 4th Annual Business Etiquette Luncheon	29	30
31	1	2 11:30 AM "Day of the Dead" Free Hot Chocolate and Mexican Sweet Bread	3 12:00 PM CAMP Chat Meeting	4	5	6

Outreach Calendar

New ▾ Actions ▾ Settings ▾							View: Calendar
← → October, 2010							Expand All Collapse All <input type="checkbox"/> Day <input checked="" type="checkbox"/> Week <input type="checkbox"/> Month
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
26	27	28 8:00 AM Laton and Lemoore High school	29	30	1	2	
3	4 6:00 PM NAS Ombudsmen Meeting	5 8:00 AM Hanford High 8:00 AM Riverdale High School	6 9:00 AM NAS VFA 94	Eagle Outreach Days		9	
10	11 8:00 AM Hanford West High School 7:00 PM Parent Informational Night at Hanford West High School	12 8:00 AM Hanford High 2:30 PM NAS Base INDOC	13 9:30 AM NAS VFA 146	14	15	16	
17	18	19 8:00 AM Hanford High 8:00 AM Caruthers High School	20 11:00 AM Riverdale High School	21 8:00 AM Hanford West High School	22	23 11:00 AM Tulare County Office of Ed. 6th Annual Youth Conference	
24	25	26 7:30 AM Corcoran High School 8:00 AM Hanford High	27	28 8:00 AM Riverdale High School	29 1:00 PM Placement test at Lemoore High School	30 8:30 AM Corcoran Job Fair and Success Seminar	
31	1 8:00 AM Riverdale High Placement Test 8:00 AM Presentation and applications to Jamison High School 2:30 PM NAS Base INDOC - 2 more items	2 8:00 AM Laton High School Presentations	3	4	5	6	

**CITIZENS' BOND OVERSIGHT COMMITTEE for
Measure E – School Facilities Improvement District (SFID) No. 3, Lemoore Area
MINUTES**

December 9, 2009 4:00pm

West Hills College Lemoore - Admin. Conference Rm. 124

Members Present:	Members Absent:	WHCCD Staff:	Others Present:
Buddy Brooks	Salli Day	Don Warkentin, WHCL	Keven Cobb, AP
Les Brown		President	Architects
Tom Hernandez		Ken Stoppenbrink	Rich Treece, AP
Lynda Lahodny		WHCCD Vice Chancellor	Architects
Donna Elliott		of Business Services	
Linda Balcazar		Frances Squire, WHCCD	
		Marketing Director	

1. Call to Order/Public Comments

WHCL President Don Warkentin called the meeting to order at 4: 03 p. m. Self introductions were made by those in attendance. Mr. Warkentin stated that due to the passing of Measure E at the November 2008 election, the district was obligated to establish an oversight committee in alignment with the Education Code of the State (Proposition 39). The purpose of the oversight committee is to provide review and oversight of district expenditures from Measure E as we begin to construct new facilities. Proposition 39 allows for districts to use 55% voter approval for passage of bond elections; however, districts are required to select a citizens oversight committee to ensure we are spending taxpayers' dollars according to the language on the election ballot. He asked if there were comments, there were no comments.

2. Action Items

A. Election of Officers

Mr. Warkentin explained that a president and vice president would need to be elected. The president will preside over the meetings and the vice president will preside in the absence of the president. Mr. Warkentin entertained a motion for president. Lynda Lahodny motioned that Tom Hernandez be elected president. Tom Hernandez responded that he was not interested to be president, however, he would consider the vice presidency. Lynda Lahodny retracted her motion to nominate Tom Hernandez for president. She motioned that Les Brown be nominated president, it was seconded by Tom Hernandez, all in favor, motion passed. Lynda Lahodny motioned that Tom Hernandez be nominated for vice president, it was seconded by Les Brown, all in favor, motion passed. Mr. Warkentin turned the meeting over to newly elected president, Les Brown.

B. Select Terms of Service

Les Brown made reference to page 4, 5.4, of the bylaws which references term of service. Each member will serve a (2) two year term beginning December 9, 2009. Two (2) members will draw lots for services of an initial one (1) year term. A stick lot was taken by Don Warkentin with the result for (1) one year term committee members as follows: Linda Balcazar, Salli Day and Donna Elliott. Donna Elliott questioned how Avenal and Riverdale would be represented if the term of service expired. Don Warkentin responded that a region representative is always needed and when a region representative's term expires another representative will be chosen.

C. Set Meeting Calendar

Les Brown stated that this committee will meet once every six months. Buddy Brookes 2
motioned that the next meeting be held on Wednesday, June 9, 2010 at 4:00 p.m., it was
seconded by Donna Elliott, all in favor, motion passed.

3. Information/Discussion/Presentations

A. Review of Measure E and SFID No. 3

Review was made of the School Facilities Improvement District's (SFID) No. 3 general obligation bond which was a result of Measure E and the areas that it encompasses. Measure E is a \$31,000,000 bond for new educational facilities construction to be paid back over a twenty (20) year period. The bond includes the cities of Avenal and Riverdale. \$1,000,000 will go to Riverdale and \$2,000,000 will go to Avenal, with the remainder to Lemoore.

B. Review Bylaws

An overview was made of the bylaws, specifically the Committee's purposes and duties. Les Brown called attention to page 2, section 3.5 which specifies what the District has not charged this Committee to do.

C. Bond Rating/Sale of Bonds – Series A

Ken Stoppenbrink stated that insurance has been purchased on the bond. An A+ rating was assigned which lowers the cost of borrowing, as well does the great outlook as a stable district. Ken reported that Series A has been issued in the amount of \$6,000,000.

D. Measure E Facility Projects

Kevin Cobb distributed two reports that AP Architects prepares in their office to track projects for West Hills College Lemoore which included the overall budget and completion recap for each series. The light blue columns of the spreadsheet represent the budgeted local bond dollars. The gymnasium funding is not a part of the bond. Les Brown indicated that this was a misunderstanding by some of the community that a gym was being built but no bond dollars used. Mr. Warkentin responded that there was a survey taken and the community did not support using bond dollars for the gymnasium. Mr. Warkentin asked Kevin to explain what the term "infrastructure" refers to. Kevin explained that infrastructure refers to support for areas of the college, i.e. parking lots, sidewalks (fire lanes), roads, and chillers. Kevin spoke also about the California Environment Quality Act (EIR). Kevin stated that the bonds are sold in chunks. They have taken Avenal and Riverdale's portion of the bond dollars and split them up as the bonds are sold. Mr. Warkentin reported that he had met with the City of Avenal and they discussed an educational center in Avenal. The plan is for a partnership. Riverdale has had preliminary discussion as to what they would like.

E. Annual Audit

Les Brown questioned how this committee could be objective to look at an audit of construction costs when the auditor is hired by the district. Ken Stoppenbrink responded that the audit functions have to include all audit information.

4. Announcements

- Next Meeting Date – June 9, 2010 at 4:00 p.m.

5. Committee Member Comments and Requests

Les Brown stated that there was much detail in today's meeting.

Tom Hernandez thanked Mr. Warkentin and Kevin Cobb for the information.

Donna Elliott questioned whether information could be shared with local clubs. Mr. Warkentin responded affirmatively.

3

Frances Squire reported that communication about this Committee would go out twice per year in a newsletter mailed out to the community. She asked Committee members to join her for a picture following today's meeting to be included in the newsletter.

6. Adjournment

The meeting was adjourned at 5:05 p.m.



Administrative Procedure 6225 Resource Allocation

*Reference: Education Code Section 84362;
CCR, Title V Section 51025*

Philosophy

All the communities within the district have made significant contributions to the welfare of our colleges and centers. In recognition of the contributions and confidence in the actions of the West Hills Community College District, the Board of Trustees has determined that it will maintain a district office, viable and comprehensive colleges in the cities of Coalinga and Lemoore with current educational centers in Firebaugh and the Lemoore Naval Air Station. The Board believes that because of our geographic location and distribution of our cities, the ability to maintain access to higher education opportunities is essential for our communities and citizens to grow and prosper. In keeping with this overall philosophy, the Board has implemented the following principles to maintain access to higher education:

- The district shall maintain standards of design, construction and reconstruction of new facilities which will be followed and applied at all locations.
- The district shall maintain standards in the use and application of technology at all locations.
- The district shall develop long term plans in education, construction and fiscal resources.
- The district shall develop energy efficiency and conservation goals.

The purpose of the resource allocation procedure is to provide an understandable, clear methodology to the practice of allocating resources to the cost centers of the district and to realize the Board's objective in extending the educational opportunity to all citizens of the district. This procedure, along with the budget definitions (see Appendix A), provides the necessary information for the development of comprehensive budgets for the district and individual college operations.

If at any time there are circumstances beyond the control of the district, such as a major earthquake, the fiscal condition of the state, or other events that disrupt or minimize the operations of the district, these circumstances may dictate a different course of action than those outlined in this procedure.

Allocation Fundamentals (Distribution of Fiscal and Human Resources)

1. The district receives a base allocation from the State Chancellor's Office:
 - a. Based on prior year FTES (Full Time Equivalent Students)
 - b. Based on the state's ability to fund growth and COLA (Cost of Living Adjustment)
2. Each college receives a base allocation:
 - a. Based on prior year expenditures
 - b. Based on the college's ability to achieve their FTES goal
 - c. Based on the state's ability to fund growth and COLA

**Administrative Procedure 6225
Resource Allocation**

3. The percentage of growth achieved by each college at the end of a fiscal year will be a determining factor in the amount of resources realized by each college. Student retention and success may also be a factor in the amount of resources realized by each college.
4. Resources will be allocated to maintain the viability and comprehensiveness of both colleges and their educational centers.
5. Resources will be allocated to colleges for the purpose of prioritizing and planning the human resources, support programs and academic programs desired by the colleges which are determined by the internal planning processes at the college level.
6. The District Office receives a base allocation based on:
 - a. Prior year expenditures
 - b. Budget development
 - c. Ability to fund growth and COLA

Cost Centers

The cost centers of the district will be the colleges and the District Office.

Approval Process

1. Prior to the planning and budget cycle for each college, the district Business Office will provide each College President with the prior "base year allocation and expenditures" and the projected "base year allocations". The budget assumption used for the "projected year" shall be the same as the State Chancellor's Office. The budgets for the cost centers will be allocated using a "base year" allocation. The "base year" allocation is based upon the prior year's actual expenditures.
2. Upon approval of the tentative district budget for the upcoming fiscal year, an appendix to the budget will be provided to illustrate the estimated actual budgets of the cost centers.
3. Distribution/Reduction of Income
 - a. Prior to any distribution, the reserve must be taken into account which requires the district to set aside a minimum of 5% of revenues in order to comply with the California Community Colleges System Office Memorandum of October 25, 2005;
 - b. Mandated expenses and increases in the mandated expenses to the district and colleges such as utilities, bad debt, step increases, insurance or other costs will be funded;
 - c. After items a and b are accounted for, the remaining growth dollars will be allocated to each college based upon the percentage of growth dollars each college provided to the overall district funded growth. (Example: If the growth is 8% total for the District and 2% is from Coalinga and 6% is from Lemoore, then 25% of the new money will be allocated to Coalinga and 75% will be allocated to Lemoore.) In accordance with Education Code Section 84362, 50% of growth dollars expended at each college shall be expended for instructional purposes.

Administrative Procedure 6225
Resource Allocation

- d. In the event the state provides a deficit factor to either COLA, growth or FTES which requires a reduction in the allocation to the colleges, the allocations to the colleges and District Office will be adjusted accordingly. This would also be applicable to any mid-year cuts.
- e. In the event the state increases overall funding for the district, the allocations to the colleges and the district office will be adjusted accordingly.
- f. As a part of the distribution of resources, there must be consideration given to the resources required to support the district office functions. These considerations would include, but not be limited to, resources received for scheduled maintenance, equipment or other restricted funds that serve to increase services throughout the district. The district office reserves the right to allocate resources from restricted areas to maximize their effect on the ability to serve students. These expenditures will be tied to a district scheduled maintenance plan, as well as any facilities plans in order to obtain maximization of the limited resources.
- g. Decisions on how these resources are allocated will be finalized by the Chancellor's Executive Cabinet.

4. Distribution of Staff

- a. In the matter of full time faculty, Title V Section 51025 provides the faculty obligation target number for the district to maintain.
- b. Ideally, this process will conclude prior to the start of the spring semester to allow for immediate advertising in January to begin the process of employing faculty.
- c. The Chancellor will require that the College Presidents meet and confer on their respective lists to determine similar positions or shared positions being sought by both colleges.
- d. The reconciled list will then be forwarded to the Human Resources department for immediate distribution.
- e. This process shall also be used in the recommendation of new and replacement classified, management and administrative staff.
- f. The College President is responsible for disseminating the decisions made on distribution of staff to their respective colleges using regular and appropriate means of communicating the process and results of the decisions made.
- g. In the event the district is in a position to freeze hiring or eliminate positions, a list will be maintained that provides a starting point for hiring once the freeze is lifted. An historical list of vacant positions will be created and reviewed on a yearly basis and used in the process.

Review of Procedure

This procedure will be reviewed annually.

Board approval date: 11/15/05
Revised: 5/15/07; 1/19/10

Other Operating Expenses Categories Definitions

Definitions: Other operating expenses, budget object code number 5000, are identified by the Budget and Accounting Manual published by the Chancellors Office. The various categories are as follows:

1. **Audit:** These expenses involve the cost associated with the districts audit as identified in Education Code Section 84040(b).
2. **Contract Services:** These payments are for those firms that provide internet access, access, on-line services, and software licensing. The object code also includes services for an entity such as joint powers agency to administer a self-insurance fund.
3. **Depreciation:** These expenses are taken from that asset that is income producing.
4. **Dues and Membership:** Expenses related to associations, membership fees, for the governing board and the employees who are required to join these associations due to their positions within the district.
5. **Election:** expenditures for election services provided by the county (Elections Code Section 10002).
6. **Insurance:** Expenditures for all forms of fire, casualty or liability insurance for the district. This would include any costs for appraisals, bonds safeguarding the district against losses resulting from actions of its employees, and insurance for students participating in intercollegiate athletics. (Excluded in this category are those insurance premiums related to employee benefits).
7. **Interest:** Interest expenses related to the cost of borrowing to finance the operations of the district.
8. **Legal:** Expenditures as assessments for other than capital improvements, bond issues or other advertisements required by law, judgments, and lawyers' fees.
9. **Personal and Consultant Services:** Contracts for personal or consultant services provided by an individual or firm. This would include costs associated with surveys and appraisals.
10. **Postage:** Costs for sorting, handling, shipping and postage of mail and documents.
11. **Rents and Leases:** Payments for the rent or lease of land, athletic fields, equipment, and buildings; payments to independent vendors for transportation. (Lease purchases are excluded and are expensed in object code 6000, Capital Outlay).

12. Repairs and Maintenance: Expenditures for payments to independent vendor for repairs and maintenance to buildings or equipment, including maintenance agreements on equipment.
13. Self-Insurance Claims: Expenditures for payments and/or accrued costs for claims to a self-insured fund. Payments to an insurance joint powers agency are treated as insurance expense in the General fund or applicable special fund, such as a bookstore fund.
14. Travel and Conference: Expenditures for per diem and actual, necessary expenditures incurred by employees, board members, and other district representatives for authorized meetings, transportation, mileage allowance, meals and lodging.
15. Utilities and Housekeeping: Expenditures for water, fuel, light, power, telephone, waste disposal, laundry, dry cleaning and other similar expenses, including contracts for these services.
16. Other: expenditures for bad debt expense, loan costs, physical examinations, fingerprinting, damage to personal property, cash variances, advertisements not required by law and all other operating costs not identifiable within any other object 5000 category. This would be the area where our advertising for marketing our educational programs would be charged.

Other Outgo Definitions

Definitions: Other outgo, budget object code number 7000, is identified by the Budget and Accounting Manual published by the Chancellors Office. The various categories are as follows:

1. 7100: Debt Retirement (Long-Term Debt)
These expenditures include costs for long-term bonds or other indebtedness for the purpose of purchasing land, constructing or purchasing buildings, equipping buildings pursuant to Ed Code 15100 or 81901.
2. 7200: Intrafund Transfers-Out
These are transfers within a fund of the district such as transfers from the general fund unrestricted to a general fund restricted.
3. 7300: Interfund Transfers-Out
These are transfers that are taken from one fund and added to another fund without an expectation of repayment. An example would be where there is a required match for scheduled maintenance that is transferred from the general fund to the capital outlay projects fund.
4. 7400: Other Transfers
These are for extraordinary situations such as transfers from reorganized or lapsed district to another district, loss on investments or joint ventures, such as material, prior-year assessments to self-insurance programs, JPA's or consortiums.
5. 7500: Student Financial Aid
Expenditures for student aid in the form of grants, fellowships, scholarships, tuition reduction, etc. Payments to students for services rendered, such as work study that are chargeable to the activity benefited by the student's work.
6. 7600: Other Student Aid
This category is for amounts paid to/for students for non-cash assistance, such as bus tickets, auto repairs related to commuting to college classes, child care vouchers, and bookstore vouchers. These would be for participants in EOPS, DSPS or other categorical programs.
7. 7900: Reserve for Contingencies
No expenditures are allowed in this category and are for appropriation only. This would include amounts equal to the portion of the current fiscal year's appropriation that are not designated for any specific purpose, but are held in reserve to fund other appropriation items necessary during the fiscal year.

**CALENDAR FOR BUDGET DEVELOPMENT FOR THE
WEST HILLS COMMUNITY COLLEGE DISTRICT**

DATE	ITEM	RESPONSIBILITY
Mid January – April 10	Distribute Budget Worksheet forms to College President.	Vice Chancellor
	College Presidents shall initiate college budget development process.	College Presidents
	Vice Chancellor shall distribute forms to district office Department managers.	Vice Chancellor
	Open hearings and meetings will be held at each College and District Office.	College Presidents Chancellor
	Submit college's proposed budget worksheets and priority lists to the Vice Chancellor	College Presidents
	Submit district office's proposed budget worksheets and priority lists to Vice Chancellor	Chancellor
Second week of April	Executive Cabinet to review budget submittals.	Executive Cabinet
April 15 th	Vice Chancellor will notify Superintendent of Schools of newspaper publication, date, location and time of public display of proposed budget document.	Vice Chancellor
May Board Meeting	Vice Chancellor presents latest tentative budget information to Board of Trustees.	Vice Chancellor
Ten days prior to June Board Meeting	Copies of the proposed Tentative budget shall be placed in the District Office, College Libraries, Centers, and the President's offices for public view.	Vice Chancellor
June Board Meeting	At the June Board of Trustees meeting, the Board will hold a public hearing and will review and approve the proposed Tentative budget.	Board of Trustees
Before June 30 th	Vice Chancellor will forward copy of approved Tentative budget to the Superintendent of Schools, Fresno County and the Chancellor, California Community Colleges.	Vice Chancellor
Before July 25 th	All recommendations from Colleges and District to amend Tentative budget to be submitted to Vice Chancellor.	College Presidents Chancellor
Ten days before August Board Meeting	Copies of the proposed Tentative budget shall be placed in the District Office, College Libraries, Centers, and the President's offices for public view.	Vice Chancellor
August Board Meeting	At the August Board meeting, the Board will hold a public hearing and will review and approve the proposed Adopted budget.	Board of Trustees
Immediately after August Board Meeting	Vice Chancellor will forward copy of approved Adopted budget to the Superintendent of Schools, Fresno County and the Chancellor, California Community Colleges.	Vice Chancellor

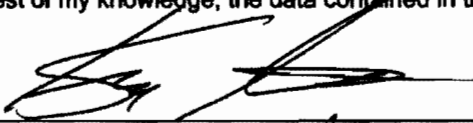
California Community Colleges

ANNUAL FINANCIAL AND BUDGET REPORT
(Financial Report for Fiscal Year 2009-2010)
(Budget Report for Fiscal Year 2010-2011)

District: WEST HILLS

District Code: 580

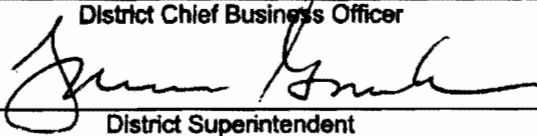
This is to certify that the Annual Financial and Budget Report has been prepared and the budget adopted in accordance with the *California Code of Regulations*, beginning with Section 58300. Further, to the best of my knowledge, the data contained in this report are correct.



District Chief Business Officer

10-8-10

Date



District Superintendent

10-8-10

Date

Contact: Ken Stoppenbrink

(559) 934-2160

In accordance with the *California Code of Regulations*, Section 58305(d) a copy of this report is due to the Chancellor's Office on or before October 15, 2010. Please submit the report to :

Chancellor's Office
California Community Colleges
Fiscal Services Unit
1102 Q Street, Suite 300
Sacramento, CA 95814-6511

CALIFORNIA COMMUNITY COLLEGES

Analysis of compliance with the 50 Percent Law (ECS 84362)

Annual Financial and Budget Report

The Current Expense of Education

SUPPLEMENTAL DATA

S11 GENERAL FUND - UNRESTRICTED SUBFUND

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

		Activity (ECSA) ECS 84362 A	Activity (ECSB) ECS 84362 B	Activity (ECSX) Excluded	
	Object Code	Instructional Salary Cost AC 0100-5900 & AC 6110	Total CEE AC 0100 - 6799	Activities AC 6800 - 7390	Total
Academic Salaries					
Instructional Salaries					
Contract or Regular	1100	5,451,048	5,451,048		5,451,048
Other	1300	2,191,072	2,191,072		2,191,072
Total Instructional Salaries		7,642,120	7,642,120	0	7,642,120
Non-Instructional Salaries					
Contract or Regular	1200		2,027,529	639,721	2,667,250
Other	1400		128,435	52,946	181,381
Total Non-Instructional Salaries		0	2,155,964	692,667	2,848,631
Total Academic Salaries		7,642,120	9,798,084	692,667	10,490,751
Classified Salaries					
Non-Instructional Salaries					
Regular Status	2100		3,907,836	411,141	4,318,977
Other	2300		221,441	37,296	258,737
Total Non-Instructional Salaries		0	4,129,277	448,437	4,577,714
Instructional Aides					
Regular Status	2200	83,014	83,014		83,014
Other	2400	224,404	237,278	18,310	255,588
Total Instructional Aides		307,418	320,292	18,310	338,602
Total Classified Salaries		307,418	4,449,569	466,747	4,916,316
Employee Benefits	3000	1,824,053	4,211,436	295,593	4,507,029
Supplies and Materials	4000		344,458	109,113	453,571
Other Operating Expenses	5000	374,534	2,302,740	533,282	2,836,022
Equipment Replacement	6420				0
Total Expenditures Prior to Exclusions		10,148,125	21,106,287	2,097,402	23,203,689

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Exclusions	Object Code	Activity (ECSA)	Activity (ECSB)	Activity (ECSX)	Total
		ECS 84362 A	ECS 84362 B	Excluded	
		Instructional Salary Cost	Total CEE	Activities	
		AC 0100-5900 & AC 6110	AC 0100 - 6799	AC 6800 - 7390	
Activities to Exclude					
Instructional Staff--Retirees' Benefits and Retirement Incentives	5900	88,252	88,252		88,252
Student Health Services Above Amount Collected	6441				0
Student Transportation	6491		73,648		73,648
Noninstructional Staff-Retirees' Benefits and Retirement Incentives	8740		107,355		107,355
Objects to Exclude					
Rents and Leases	5060		216,806	24,191	240,997
Lottery Expenditures					
Academic Salaries	1000				0
Classified Salaries	2000				0
Employee Benefits	3000				0
Supplies and Materials					
Software	4100		288		288
Books, Magazines, & Periodicals	4200		4,717		4,717
Instructional Supplies & Materials	4300		5,149		5,149
Noninstructional Supplies & Materials	4400		273,992		273,992
Total Supplies and Materials		0	284,146	0	284,146
Other Operating Expenses and Services	5000		313,151		313,151

CALIFORNIA COMMUNITY COLLEGES

Analysis of compliance with the 50 Percent Law (ECS 84362)

Annual Financial and Budget Report

The Current Expense of Education

SUPPLEMENTAL DATA

S11 GENERAL FUND - UNRESTRICTED SUBFUND

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

		Activity (ECSA) ECS 84362 A	Activity (ECSB) ECS 84362 B	Activity (ECSX) Excluded	
	Object	Instructional Salary Cost	Total CEE	Activities	
	Code	AC 0100-5900 & AC 8110	AC 0100 - 6799	AC 6800 - 7390	Total
Capital Outlay	6000				
Library Books	6300				0
Equipment	6400				
Equipment - Additional	6410				0
Equipment - Replacement	6420				0
Total Equipment		0	0	0	0
Total Capital Outlay		0	0	0	0
Other Outgo	7000				0
Total Exclusions		88,252	1,083,358	24,191	1,107,549
Total for ECS 84362, 50% Law		10,059,873	20,022,929	2,073,211	22,096,140
Percent of CEE (Instructional Salary Cost / Total CEE)		50.24%	100.00%		
50% of Current Expense of Education			10,011,464		
Nonexempted (Remaining) Deficiency from second preceding Fiscal Year					
Amount Required to be Expended for Salaries of Classroom Instructors		10,059,873	20,022,929	2,073,211	22,096,140
Reconciliation to Unrestricted General Fund Expenditures					
Total Expenditures Prior to Exclusions		10,148,125	21,106,287	2,097,402	23,203,689
Capital Expenditures	6000	2,687	78,547	3,527	82,074
Equipment Replacement (Back out)	6420		0	0	0
Total Unrestricted General Fund Expenditures		10,150,812	21,184,834	2,100,929	23,285,763

Description	CA (Object)	11	12	10
		General Fund Unrestricted	General Fund Restricted	General Fund COMBINED
ASSETS				
Cash, Investments, and Receivables	9100			
Cash:				
Awaiting Deposit and in Banks	9111	874,342	92,769	967,111
In County Treasury	9112	3,048,714		3,048,714
Cash With Fiscal Agents	9113			0
Revolving Cash Accounts	9114	1,114		1,114
Investments (at cost)	9120			0
Accounts Receivable	9130	5,585,977	2,931,445	8,517,422
Due from Other Funds	9140	1,952,735	32,692	1,985,427
Inventories, Stores, and Prepaid Items	9200			
Inventories and Stores	9210			0
Prepaid Items	9220		12,254	12,254
TOTAL ASSETS		11,462,882	3,069,160	14,532,042
LIABILITIES				
Current Liabilities and Deferred Revenue	9500			
Accounts Payable	9510	1,037,540	275,941	1,313,481
Accrued Salaries and Wages Payable	9520	511,462		511,462
Compensated Absences Payable Current	9530	291,545		291,545
Due to Other Funds	9540	3,815,582	1,389,339	5,204,921
Temporary Loans	9550			0
Current Portion of Long-Term Debt	9560			0
Deferred Revenues	9570	1,581,622	1,403,880	2,985,502
TOTAL LIABILITIES		7,237,751	3,069,160	10,306,911

CALIFORNIA COMMUNITY COLLEGES
 COMBINED BALANCE SHEET

Governmental Funds Group
 10 General Fund — Combined
 (Total Unrestricted and Restricted)

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	11	12	10
		General Fund Unrestricted	General Fund Restricted	General Fund COMBINED
FUND EQUITY				
Fund Balance Reserved	9710			0
NonCash Assets	9711			0
Amounts Restricted by Law for Specific Purposes	9712			0
Reserve for Encumbrances Credit	9713			0
Reserve for Encumbrances Debit	9714			0
Reserve for Debt Services	9715			0
Total Reserved Fund Balance		0	0	0
Designated Fund Balance	9750			
Commitments by Contract or Other Legal Obligation	9751			0
Self Insurance Programs	9752			0
Payments Resulting from Court Orders	9753			0
Specific Future Purposes	9754			0
Total Designated Fund Balance		0	0	0
Uncommitted(Unrestricted) Fund Balance	9790	4,225,131		4,225,131
TOTAL FUND EQUITY		4,225,131	0	4,225,131
TOTAL LIABILITIES AND FUND EQUITY		11,462,882	3,069,160	14,532,042

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

Governmental Funds Group

- 20 Debt Service Funds:
- 21 Bond Interest and Redemption Fund
- 22 Revenue Bond Interest and Redemption Fund
- 29 Other Debt Service Fund

District ID: 580

Name: WEST HILLS

Description	CA (Object)	21 Bond Interest and Redemption Fund	22 Revenue Bond Interest and Redemption Fund	29 Other Debt Service Fund
ASSETS				
Cash, Investments, and Receivables	9100			
Cash:				
Awaiting Deposit and in Banks	9111			
In County Treasury	9112	3,210,816		1,519,040
Cash With Fiscal Agents	9113			
Investments (at cost)	9120			8,143,186
Accounts Receivable	9130			
Due from Other Funds	9140			
TOTAL ASSETS		3,210,816	0	9,662,226
LIABILITIES				
Current Liabilities and Deferred Revenue	9500			
Accounts Payable	9510			
Accrued Salaries and Wages Payable	9520			
Compensated Absences Payable Current	9530			
Due to Other Funds	9540			
Temporary Loans	9550			
Current Portion of Long-Term Debt	9560			
Deferred Revenues	9570			
TOTAL LIABILITIES		0	0	0

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

Governmental Funds Group

- 20 Debt Service Funds:
- 21 Bond Interest and Redemption Fund
- 22 Revenue Bond Interest and Redemption Fund
- 29 Other Debt Service Fund

District ID: 580

Name: WEST HILLS

Description	CA (Object)	21 Bond Interest and Redemption Fund	22 Revenue Bond Interest and Redemption Fund	29 Other Debt Service Fund
FUND EQUITY				
Fund Balance Reserved	9710			
NonCash Assets	9711			
Amounts Restricted by Law for Specific Purposes	9712	3,210,816		9,662,226
Reserve for Encumbrances Credit	9713			
Reserve for Encumbrances Debit	9714			
Reserve for Debt Services	9715			
Total Reserved Fund Balance		3,210,816	0	9,662,226
Designated Fund Balance	9750			
Commitments by Contract or Other Legal Obligation	9751			
Self Insurance Programs	9752			
Payments Resulting from Court Orders	9753			
Specific Future Purposes	9754			
Total Designated Fund Balance		0	0	0
Uncommitted(Unrestricted) Fund Balance	9790			
TOTAL FUND EQUITY		3,210,816	0	9,662,226
TOTAL LIABILITIES AND FUND EQUITY		3,210,816	0	9,662,226

- 31 Bookstore Fund
- 32 Cafeteria Fund
- 33 Child Development Fund
- 34 Farm Operation Fund
- 35 Revenue Bond Project Fund
- 39 Other Special Revenue Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	31 Bookstore Fund	32 Cafeteria Fund	33 Child Development Fund	34 Farm Operation Fund	35 Revenue Bond Project Fund	39 Other Special Revenue Fund
ASSETS							
Cash, Investments, and Receivables	9100						
Cash:							
Awaiting Deposit and in Banks	9111	280,608	4,780	6,017	8,232		446
In County Treasury	9112			8,287			
Cash With Fiscal Agents	9113						
Revolving Cash Accounts	9114						
Investments (at cost)	9120						
Accounts Receivable	9130	32,286	11,380	441,713	8,583		(507)
Due from Other Funds	9140		133,778		75,064		117,752
Inventories, Stores, and Prepaid Items	9200						
Inventories and Stores	9210						
Prepaid Items	9220			500			
TOTAL ASSETS		312,894	149,938	456,517	91,879	0	117,691
LIABILITIES							
Current Liabilities and Deferred Revenue	9500						
Accounts Payable	9510	3	32,983	56,184	28,927		15,302
Accrued Salaries and Wages Payable	9520			(177)			
Compensated Absences Payable Current	9530		7,317	45,378	5,727		6,046
Due to Other Funds	9540	12,713	109,375	347,142			94,765
Temporary Loans	9550						
Current Portion of Long-Term Debt	9560						
Deferred Revenues	9570		263				1,578
TOTAL LIABILITIES		12,716	149,938	448,527	34,654	0	117,691

CALIFORNIA COMMUNITY COLLEGES

Governmental Funds Group

Annual Financial and Budget Report

30 Special Revenue Funds:

- 31 Bookstore Fund
- 32 Cafeteria Fund
- 33 Child Development Fund
- 34 Farm Operation Fund
- 35 Revenue Bond Project Fund
- 39 Other Special Revenue Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	31 Bookstore Fund	32 Cafeteria Fund	33 Child Development Fund	34 Farm Operation Fund	35 Revenue Bond Project Fund	39 Other Special Revenue Fund
FUND EQUITY							
Fund Balance Reserved	9710						
NonCash Assets	9711						
Amounts Restricted by Law for Specific Purposes	9712						
Reserve for Encumbrances Credit	9713						
Reserve for Encumbrances Debit	9714						
Reserve for Debt Services	9715						
Total Reserved Fund Balance		0	0	0	0	0	0
Designated Fund Balance							
Commitments by Contract or Other Legal Obligation	9751						
Self Insurance Programs	9752						
Payments Resulting from Court Orders	9753						
Specific Future Purposes	9754						
Total Designated Fund Balance		0	0	0	0	0	0
Uncommitted(Unrestricted) Fund Balance	9790	300,178		7,990	57,225		
TOTAL FUND EQUITY		300,178	0	7,990	57,225	0	0
TOTAL LIABILITIES AND FUND EQUITY		312,894	149,938	456,517	91,879	0	117,691

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	41	42
		Capital Outlay Projects Fund	Revenue Bond Construction Fund
ASSETS			
Cash, Investments, and Receivables	9100		
Cash:			
Awaiting Deposit and in Banks	9111		
In County Treasury	9112	8,867,231	10,254,850
Cash With Fiscal Agents	9113		
Revolving Cash Accounts	9114		
Investments (at cost)	9120		61,658,171
Accounts Receivable	9130	4,431,225	10,426
Due from Other Funds	9140	5,621,184	
Inventories, Stores, and Prepaid Items	9200		
Inventories and Stores	9210		
Prepaid Items	9220		
TOTAL ASSETS		18,919,640	71,923,247
LIABILITIES			
Current Liabilities and Deferred Revenue	9500		
Accounts Payable	9510	2,096,834	2,338,633
Accrued Salaries and Wages Payable	9520		
Compensated Absences Payable Current	9530		
Due to Other Funds	9540	4,057	
Temporary Loans	9550		
Current Portion of Long-Term Debt	9560		
Deferred Revenues	9570		
TOTAL LIABILITIES		2,100,891	2,338,633

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

Governmental Funds Group

40 Capital Projects Funds:

41 Capital Outlay Projects Fund

42 Revenue Bond Construction Fund

District ID: 580

Name: WEST HILLS

Description	CA (Object)	41	42
		Capital Outlay Projects Fund	Revenue Bond Construction Fund
FUND EQUITY			
Fund Balance Reserved	9710		
NonCash Assets	9711		
Amounts Restricted by Law for Specific Purposes	9712		
Reserve for Encumbrances Credit	9713		
Reserve for Encumbrances Debit	9714		
Reserve for Debt Services	9715		
Total Reserved Fund Balance		0	0
Designated Fund Balance	9750		
Commitments by Contract or Other Legal Obligation	9751	16,818,749	69,584,614
Self Insurance Programs	9752		
Payments Resulting from Court Orders	9753		
Specific Future Purposes	9754		
Total Designated Fund Balance		16,818,749	69,584,614
Uncommitted(Unrestricted) Fund Balance	9790		
TOTAL FUND EQUITY		16,818,749	69,584,614
TOTAL LIABILITIES AND FUND EQUITY		18,919,640	71,923,247

COMBINED BALANCE SHEET

51 Bookstore Fund

53 Farm Operations Fund

52 Cafeteria Fund

59 Other Enterprise Fund

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	51	52	53	59
		Bookstore Fund	Cafeteria Fund	Farm Operations Fund	Other Enterprise Fund
ASSETS					
Cash, Investments, and Receivables	9100				
Cash:					
Awaiting Deposit and In Banks	9111				
In County Treasury	9112				
Cash With Fiscal Agents	9113				
Revolving Cash Accounts	9114				
Investments (at cost)	9120				
Accounts Receivable	9130				
Due from Other Funds	9140				
Inventories, Stores, and Prepaid Items	9200				
Inventories and Stores	9210				
Prepaid Items	9220				
Fixed Assets	9300				
Sites	9310				
Site Improvements	9320				
Accumulated Depreciation Site Improvements	9321				
Buildings	9330				
Accumulated Depreciation Buildings	9331				
Library Books	9340				
Equipment	9350				
Accumulated Depreciation Equipment	9351				
Work in Progress	9360				
Total Fixed Assets		0	0	0	0
TOTAL ASSETS		0	0	0	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

50 Enterprise Funds:

51 Bookstore Fund

53 Farm Operations Fund

COMBINED BALANCE SHEET

52 Cafeteria Fund

59 Other Enterprise Fund

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	51	52	53	59
		Bookstore Fund	Cafeteria Fund	Farm Operations Fund	Other Enterprise Fund
LIABILITIES					
Current Liabilities and Deferred Revenue	9500				
Accounts Payable	9510				
Accrued Salaries and Wages Payable	9520				
Compensated Absences Payable Current	9530				
Due to Other Funds	9540				
Temporary Loans	9550				
Current Portion of Long-Term Debt	9560				
Deferred Revenues	9570				
Total Current Liabilities and Deferred Revenue		0	0	0	0
Long-Term Liabilities	9600				
Bonds Payable	9610				
Revenue Bonds Payable	9620				
Certificates of Participation	9630				
Lease Purchase of Capital Lease	9640				
Compensated Absences Long Term	9650				
Post-Employment Benefits Long Term	9660				
Other Long-Term Liabilities	9670				
Total Long-Term Liabilities		0	0	0	0
TOTAL LIABILITIES	968	0	0	0	0

COMBINED BALANCE SHEET

51 Bookstore Fund

53 Farm Operations Fund

52 Cafeteria Fund

59 Other Enterprise Fund

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	51	52	53	59
		Bookstore Fund	Cafeteria Fund	Farm Operations Fund	Other Enterprise Fund
FUND EQUITY					
Fund Balance Reserved	9710				
NonCash Assets	9711				
Amounts Restricted by Law for Specific Purposes	9712				
Reserve for Encumbrances Credit	9713				
Reserve for Encumbrances Debit	9714				
Reserve for Debt Services	9715				
Total Reserved Fund Balance		0	0	0	0
Designated Fund Balance	9750				
Commitments by Contract or Other Legal Obligation	9751				
Self Insurance Programs	9752				
Payments Resulting from Court Orders	9753				
Specific Future Purposes	9754				
Total Designated Fund Balance		0	0	0	0
Uncommitted(Unrestricted) Fund Balance	9790				
Other Equity	9800				
Contributed Capital	9810				
Retained Earnings	9850				
Investment in General Fixed Assets	9890				
TOTAL FUND EQUITY		0	0	0	0
TOTAL LIABILITIES AND FUND EQUITY		0	0	0	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

60 Internal Service Funds:

61 Self-Insurance Fund

69 Other Internal Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA	61	69
	(Object)	Self-Insurance Fund	Other Internal Service Fund
ASSETS			
Cash, Investments, and Receivables	9100		
Cash:			
Awaiting Deposit and in Banks	9111		
In County Treasury	9112		
Cash With Fiscal Agents	9113		
Revolving Cash Accounts	9114		
Investments (at cost)	9120		
Accounts Receivable	9130		
Due from Other Funds	9140		
Student Loans Receivable	9150		
Inventories, Stores, and Prepaid Items	9200		
Inventories and Stores	9210		
Prepaid Items	9220		
Fixed Assets	9300		
Sites	9310		
Site Improvements	9320		
Accumulated Depreciation Site Improvements	9321		
Buildings	9330		
Accumulated Depreciation Buildings	9331		
Library Books	9340		
Equipment	9350		
Accumulated Depreciation Equipment	9351		
Work in Progress	9360		
Total Fixed Assets		0	0
TOTAL ASSETS		0	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

60 Internal Service Funds:

61 Self-Insurance Fund

69 Other Internal Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	61	69
		Self-Insurance Fund	Other Internal Service Fund
LIABILITIES			
Current Liabilities and Deferred Revenue	9500		
Accounts Payable	9510		
Accrued Salaries and Wages Payable	9520		
Compensated Absences Payable Current	9530		
Due to Other Funds	9540		
Temporary Loans	9550		
Current Portion of Long-Term Debt	9560		
Deferred Revenues	9570		
Total Current Liabilities and Deferred Revenue		0	0
Long-Term Liabilities	9600		
Bonds Payable	9610		
Revenue Bonds Payable	9620		
Certificates of Participation	9630		
Lease Purchase of Capital Lease	9640		
Compensated Absences Long Term	9650		
Post-Employment Benefits Long Term	9660		
Other Long-Term Liabilities	9670		
Total Long-Term Liabilities		0	0
TOTAL LIABILITIES	968	0	0

CALIFORNIA COMMUNITY COLLEGES

Proprietary Funds Group

Annual Financial and Budget Report

60 Internal Service Funds:

61 Self-Insurance Fund

69 Other Internal Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	61 Self-Insurance Fund	69 Other Internal Service Fund
FUND EQUITY			
Fund Balance Reserved	9710		
NonCash Assets	9711		
Amounts Restricted by Law for Specific Purposes	9712		
Reserve for Encumbrances Credit	9713		
Reserve for Encumbrances Debit	9714		
Reserve for Debt Services	9715		
Total Reserved Fund Balance		0	0
Designated Fund Balance	9750		
Commitments by Contract or Other Legal Obligation	9751		
Self Insurance Programs	9752		
Payments Resulting from Court Orders	9753		
Specific Future Purposes	9754		
Total Designated Fund Balance		0	0
Uncommitted(Unrestricted) Fund Balance	9790		
Other Equity	9800		
Contributed Capital	9810		
Retained Earnings	9850		
Investment in General Fixed Assets	9890		
TOTAL FUND EQUITY		0	0
TOTAL LIABILITIES AND FUND EQUITY		0	0

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	71	72	73	74	75	76	77	79
		Associated Students Trust Fund	Student Representation Fee Trust Fund	Student Body Center Fee Trust Fund	Student Financial Aid Trust Fund	Scholarship and Loan Trust Fund	Investment Trust Fund	Deferred Compensation Trust Fund	Other Trust Fund
ASSETS									
Cash, Investments, and Receivables	9100								
Cash:									
Awaiting Deposit and in Banks	9111	19,396			152,558	11,147			
In County Treasury	9112								
Cash With Fiscal Agents	9113								
Revolving Cash Accounts	9114								
Investments (at cost)	9120	878			170	27,596	1,475,006		35,886
Accounts Receivable	9130	1,043			380,293				
Due from Other Funds	9140	17,565			32,073	19,809	400,000		190
Student Loans Receivable	9150								
Inventories, Stores, and Prepaid Items	9200								
Inventories and Stores	9210								
Prepaid Items	9220								
Fixed Assets	9300								
Sites	9310								
Site Improvements	9320								
Accumulated Depreciation Site Improvements	9321								
Buildings	9330								
Accumulated Depreciation Buildings	9331								
Library Books	9340								
Equipment	9350								
Accumulated Depreciation Equipment	9351								
Work in Progress	9380								
Total Fixed Assets		0	0	0	0	0	0	0	0
TOTAL ASSETS		38,880	0	0	565,094	58,552	1,875,006	0	36,076

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report

Fiduciary Funds Group
70 Trust Funds

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	71	72	73	74	75	76	77	79
		Associated Students Trust Fund	Student Representation Fee Trust Fund	Student Body Center Fee Trust Fund	Student Financial Aid Trust Fund	Scholarship and Loan Trust Fund	Investment Trust Fund	Deferred Compensation Trust Fund	Other Trust Fund
LIABILITIES									
Current Liabilities and Deferred Revenue	9500								
Accounts Payable	9510	72			207,383				
Accrued Salaries and Wages Payable	9520								
Compensated Absences Payable Current	9530								
Due to Other Funds	9540	13,322			280,914				
Temporary Loans	9550								
Current Portion of Long-Term Debt	9560								
Deferred Revenues	9570	15			62,910				
Total Current Liabilities and Deferred Revenue		13,409	0	0	551,207	0	0	0	0
Long-Term Liabilities	9600								
Bonds Payable	9610								
Revenue Bonds Payable	9620								
Certificates of Participation	9630								
Lease Purchase of Capital Lease	9640								
Compensated Absences Long Term	9650								
Post-Employment Benefits Long Term	9660								
Other Long-Term Liabilities	9670								
Total Long-Term Liabilities		0	0	0	0	0	0	0	0
TOTAL LIABILITIES	968	13,409	0	0	551,207	0	0	0	0

COMBINED BALANCE SHEET

For Year Ended June 30, 2010

District ID: 580

Name: WEST HILLS

Description	CA (Object)	71 Associated Students Trust Fund	72 Student Representation Fee Trust Fund	73 Student Body Center Fee Trust Fund	74 Student Financial Aid Trust Fund	75 Scholarship and Loan Trust Fund	76 Investment Trust Fund	77 Deferred Compensation Trust Fund	79 Other Trust Fund
FUND EQUITY									
Fund Balance Reserved	9710								
NonCash Assets	9711								
Amounts Restricted by Law for Specific Purposes	9712								
Reserve for Encumbrances Credit	9713								
Reserve for Encumbrances Debit	9714								
Reserve for Debt Services	9715								
Total Reserved Fund Balance		0	0	0	0	0	0	0	0
Designated Fund Balance	9750								
Commitments by Contract or Other Legal Obligation	9751					58,552	1,875,006	154,751	36,076
Self Insurance Programs	9752								
Payments Resulting from Court Orders	9753								
Specific Future Purposes	9754								
Total Designated Fund Balance		0	0	0	0	58,552	1,875,006	154,751	36,076
Uncommitted(Unrestricted) Fund Balance	9790	25,471			13,887				
Other Equity	9800								
Contributed Capital	9810								
Retained Earnings	9850								
Investment in General Fixed Assets	9890								
TOTAL FUND EQUITY		25,471	0	0	13,887	58,552	1,875,006	154,751	36,076
TOTAL LIABILITIES AND FUND EQUITY		38,880	0	0	565,094	58,552	1,875,006	154,751	36,076

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2009-2010

District ID: 580

Name: WEST HILLS

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted	Restricted	General Fund
		Actual	Actual	Actual
Federal Revenues	8100			
Forest Revenues	8110			0
Higher Education Act	8120	17,000	3,617,003	3,634,003
Workforce Investment Act	8130		1,951,841	1,951,841
Temporary Assistance for Needy Families (TANF)	8140		262,363	262,363
Student Financial Aid	8150			0
Veterans Education	8160	2,238		2,238
Vocational and Technical Education Act (VATEA)	8170		905,179	905,179
Other Federal Revenues	8190	12,262	2,980,801	2,973,063
Total Federal Revenues	8100	31,500	9,697,187	9,728,687
State Revenues	8600			
General Apportionments	8610			0
Apprenticeship Apportionment	8611			0
State General Apportionment	8612	25,366,103		25,366,103
Other General Apportionment	8613	141,020		141,020
General Categorical Programs	8620			
Child Development	8621			0
Extended Opportunity Programs and Services(EOPS)	8622		507,877	507,877
Disabled Students Programs and Services(DSPS)	8623		471,454	471,454
Temporary Assistance for Needy Families (TANF)	8624			0
California Work Opportunity and Responsibility to Kids (CalWORKs)	8625		197,160	197,160
Telecommunications and Technology Infrastructure Program (TTIP)	8626		33,017	33,017
Other General Categorical Programs	8627		1,002,802	1,002,802

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2009-2010

District ID: 580

Name: WEST HILLS

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted Actual	Restricted Actual	General Fund Actual
Reimbursable Categorical Programs	8650			
Instructional Improvement Grant	8651			0
Other Reimbursable Categorical Programs	8652		2,238,679	2,238,679
State Tax Subventions	8670			
Homeowners' Property Tax Relief	8671	51,590		51,590
Timber Yield Tax	8672			0
Other State Tax Subventions	8673	22		22
State Non-Tax Revenues	8680			
State Lottery Proceeds	8681	680,845	105,527	766,372
State Mandated Costs	8685			0
Other State Non-Tax Revenues	8686			0
Other State Revenues	8690	307		307
Total State Revenues	8600	26,219,887	4,556,516	30,776,403

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2009-2010

District ID: 580

Name: WEST HILLS

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted Actual	Restricted Actual	General Fund Actual
Local Revenues	8800			
Property Taxes	8810			
Tax Allocation, Secured Roll	8811	3,889,975		3,889,975
Tax Allocation, Supplemental Roll	8812	16,879		16,879
Tax Allocation, Unsecured Roll	8813	168,961		168,961
Prior Years Taxes	8816	56,174		56,174
Education Revenues Augmentation Fund (ERAF)	8817	(839,100)		(839,100)
Redevelopment Agency Funds	8818	19,552		19,552
Contributions, Gifts, Grants, and Endowments	8820		200,588	200,588
Contract Services	8830			
Contract Instructional Services	8831	567,815		567,815
Other Contract Services	8832			0
Sales and Commissions	8840	4,174		4,174
Rentals and Leases	8850	179,617		179,617
Interest and Investment Income	8860	93,801		93,801
Student Fees and Charges	8870			
Community Services Classes	8872			0
Dormitory	8873			0
Enrollment	8874	973,840		973,840
Field Trips and Use of Nondistrict Facilities	8875			0
Health Services	8876			0
Instructional Materials Fees and Sales of Materials	8877	5,500		5,500
Insurance	8878			0
Student Records	8879	18,919		18,919
Nonresident Tuition	8880	311,943		311,943
Parking Services and Public Transportation	8881			0
Other Student Fees and Charges	8885	673,175		673,175
Other Local Revenues	8890	120,384		120,384
Total Local Revenues	8800	6,261,609	200,588	6,462,197
Total Revenues		32,512,996	14,454,291	46,967,287

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2009-2010

District ID: 580

Name: WEST HILLS

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted Actual	Restricted Actual	General Fund Actual
Other Financing Sources	8900			
Proceeds of General Fixed Assets	8910	2,420		2,420
Proceeds of Long-Term Debt	8940			0
Incoming Transfers -- (8981/8982/8983)	898#	7,218	401,455	408,673
Total Other Financing Sources	8900	9,638	401,455	411,093
Total Revenues and Other Financing Sources		32,522,634	14,855,746	47,378,380

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

Expend by Instructional Activity

\$10 General Fund - Combined

(Total Unrestricted and Restricted)

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Agriculture and Natural Resources	0100	298,609	44,481	58,554	25,221		426,865
Architecture and Environmental Design	0200						0
Environmental Sciences and Technologies	0300						0
Biological Sciences	0400	628,585	210,188	24,400	702		863,875
Business and Management	0500	263,164	80,316	3,715			347,195
Communications	0600	6,286					6,286
Computer and Information Science	0700	396,020		12,183	63,726		471,929
Education	0800	1,045,573	131,082	86,151	16,466		1,279,272
Engineering and Related Industrial Technology	0900	196,137	13,894	485,074	135,677		830,782
Fine and Applied Arts	1000	272,725	2,683	1,610	11,123		288,141
Foreign language	1100	42,758		182			42,940
Health	1200	1,301,627	387,976	561,163	12,547		2,263,313
Consumer Education And Home Economics	1300	527,086	6,280	50,806			584,172
Law	1400						0
Humanities(Letters)	1500	1,415,477	439	7,453			1,423,369
Library Science	1600						0
Mathematics	1700	1,037,240		9,840			1,047,080
Military Studies	1800						0
Physical Sciences	1900	243,244		4,926	677		248,847
Psychology	2000	130,305		1,270			131,575
Public Affairs and Services	2100	409,761	11,766	68,797			490,324
Social Sciences	2200	762,249	920	13,709	3,233		780,111
Commercial Services	3000						0
Interdisciplinary Studies	4900	614,991	312,108	323,991	34,356		1,485,446
Instruc Staff-Retirees' Bnfts & Retire Incents	5900	88,252					88,252
Sub-Total Instructional Activities		9,880,089	1,202,133	1,713,824	303,728		13,099,774
Total Expenditures for GF Activities*		10,636,524	19,063,657	6,649,157	915,866	7,848,605	45,113,809

*Total Expenditures for GF Activities above is the grand total of Instructional and Non-Instructional activities.

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

Expend by Non-Instructional Activity

S10 General Fund - Combined

(Total Unrestricted and Restricted)

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Instructional Administration and Governance	6000						
Academic Administration	6010		988,267	96,495	5,711		1,090,473
Course and Curriculum Development	6020		54,126	1,289			55,415
Academic / Faculty Senate	6030		81,955	1,751			83,706
Other Instructional Administration & Governance	6090						0
Total Instructional Admin. & Governance		0	1,124,348	99,535	5,711	0	1,229,594
Instructional Support Services	6100						
Learning Center	6110	724,096	806,640	660,929	143,146		2,334,811
Library	6120		508,336	43,984	27,573		579,893
Media	6130		362,858	102,263	9,555		474,676
Museums and Galleries	6140						0
Academic Information Systems and Technology	6150			11,409	74,927		86,336
Other Instructional Support Services	6190						0
Total Instructional Support Services		724,096	1,677,834	818,585	255,201	0	3,475,716
Admissions and Records	6200		112,972	11,843			124,815
Student Counseling and Guidance	6300						
Counseling and Guidance	6310		399,138	9,433			408,571
Matriculation and Student Assessment	6320		609,520	129,224	2,746		741,490
Transfer Programs	6330		54,209	190			54,399
Career Guidance	6340		77,051	348	11,728		89,127
Other Student Counseling and Guidance	6390						0
Total Student Counseling and Guidance		0	1,139,918	139,195	14,474	0	1,293,587

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

Expend by Non-Instructional Activity

S10 General Fund - Combined

(Total Unrestricted and Restricted)

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Other Student Services	6400						
Cal Work Opportunity and Responsibility to Kids *	6410						0
Disabled Student Programs and Services (DSPS)	6420		761,064	22,673	3,726	125	787,588
Extended Opportunity Programs and Services (EOPS)	6430		896,124	14,500	5,881	241,391	1,157,896
Health Services	6440						0
Student Personnel Administration	6450		3,417,102	472,195	3,120		3,892,417
Financial Aid Administration	6460		736,474	45,916			782,390
Job Placement Services	6470		155,133	36,213			191,346
Veterans Services	6480		335,363	58,385			393,728
Miscellaneous Student Services	6490		327,440	499,347	1,250		828,037
Total Other Student Services		0	6,628,700	1,149,209	13,977	241,516	8,033,402
Operation and maintenance of Plant	6500						
Building Maintenance and Repairs	6510		232,845	157,432	2,196		392,473
Custodial Services	6530		547,063	(43,814)			503,249
Grounds Maintenance and Repairs	6550		253,137	(11,219)			241,918
Utilities	6570			998,129			998,129
Other Operations and Maintenance of Plant	6590						0
Total Operation and Maintenance of Plant	6500	0	1,033,045	1,100,528	2,196	0	2,135,769
Planning, Policymaking and Coordinations	6600		1,648,749	218,214	15,085		1,882,048

* California Work Opportunity and Responsibility to Kids (CalWORKs).

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

Expend by Non-Instructional Activity

S10 General Fund - Combined

(Total Unrestricted and Restricted)

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
General Institutional Support Services	6700						
Community Relations	6710		194,300	39,175			233,475
Fiscal Operations	6720		498,543	(277,038)	1,034		222,539
Human Resources Management	6730		166,872	19,175			186,047
Noninstruct Staff Retirees' Benefits & Retirement *	6740		107,354				107,354
Staff Development	6750		25,113				25,113
Staff Diversity	6760			5,584			5,584
Logistical Services	6770		45,448	3,311			48,759
Management Information Systems	6780		788,875	393,357	37,834		1,220,066
Other General Institutional Support Services	6790						0
Total General Institutional Support Services	6700	0	1,826,505	183,564	38,868	0	2,048,937
Community Services & Economic Development	6800						
Community Recreation	6810						0
Community Service Classes	6820						0
Community Use of Facilities	6830		10,325	15,878	872		27,073
Economic Development	6840		1,058,184	499,226	262,227		1,819,637
Other Community Services & Economic Development	6880		187,987	17,578	3,027		208,592
Total Community Services	6800	0	1,256,496	532,682	266,126	0	2,055,302

* Noninstructional Staff Retirees' Benefits & Retirement Incentives.

CALIFORNIA COMMUNITY COLLEGES

Annual Financial and Budget Report

SUPPLEMENTAL DATA

Expend by Non-Instructional Activity

S10 General Fund - Combined

(Total Unrestricted and Restricted)

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Ancillary Services	6900						
Bookstore	6910			127,310			127,310
Child Development Centers	6920		44,054	57,983			102,037
Farm Operations	6930						0
Food Services	6940		30,509				30,509
Parking	6950	12,169	64,082				76,251
Student and Co-Curricular Activities	6960		696,801	472,307			1,169,108
Student Housing	6970		10,313				10,313
Other Ancillary Services	6990						0
Total Ancillary Services	6900	12,169	845,759	657,600	0	0	1,515,528
Auxiliary Operations	7000						
Contract Education	7010	20,170					20,170
Other Auxiliary Operations	7090						0
Total Auxiliary Operations	7000	20,170	0	0	0	0	20,170

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Physical Property and Related Acquisitions	7100		567,198	18,161	500		585,859
Long-Term Debt and Other Financing	7200						
Long_Term Debt	7210					608,747	608,747
Tax revenue Anticipation Notes	7220						0
Other Financing	7290			6,219			6,219
Total Long-Term Debt and Other Financing	7200	0	0	6,219	0	608,747	614,966
Transfers, Student Aid and Other Outgo	7300						
Transfers	7310					6,370,628	6,370,628
Student Aid	7320					446,698	446,698
Other Outgo	7330						0
Total Transfers, Student Aid and Other Outgo	7300	0	0	0	0	6,817,326	6,817,326
Sub-Total Non-Instructional Activities		756,435	17,861,524	4,935,333	612,138	7,848,605	32,014,035
Total Expenditures General Fund: activities *		10,636,524	19,063,657	6,649,157	915,866	7,848,605	45,113,809

* Total Expenditures for the General Fund: Instructional Activities and Non-Instructional Activities.

Gann Appropriations Limit

GANN Report

DISTRICT NAME: WEST HILLS

I.	2010-2011 Appropriations Limit:			
A.	2009-2010 Appropriations Limit:			\$42,962,924
B.	2010-2011 Price Factor:	0.9746		
C.	Population factor:			
1.	2008-2009 Second Period Actual FTES	5,360.00		
2.	2009-2010 Second Period Actual FTES	5,280.00		
3.	2009-2010 Population change factor (C2/C1)	0.9851		
D.	2009-2010 Limit adjusted by inflation and population factors (A * B * C.3)			\$41,247,778
E.	Adjustments to increase limit:			
1.	Transfers in of financial responsibility		\$0	
2.	Temporary voter approved increases		0	
3.	Total adjustments - increase			0
	Sub-Total (D + E.3)			\$41,247,778
F.	Adjustments to decrease limit:			
1.	Transfers out of financial responsibility		\$0	
2.	Lapses of voter approved increases		0	
3.	Total adjustments - decrease			0
G.	2010-2011 Appropriations Limit (D + E.3 - F.3)			\$41,247,778
II.	2010-2011 Appropriations Subject to Limit:			
A.	State Aid (General Apportionment, Apprenticeship Allowance, Basic Skills, and Partnership for Excellence)			24,875,650
B.	State Subventions (Home Owners Property Tax Relief, Timber Yield tax, etc.)			51,340
C.	Local Property taxes			2,973,671
D.	Estimated excess Debt Service taxes			0
E.	Estimated Parcel taxes, Square Foot taxes, etc.			0
F.	Interest on proceeds of taxes			13,126
G.	Local appropriations from taxes for unreimbursed State, court, and federal mandates			0
H.	2010-2011 Appropriations Subject to Limit			\$27,913,787

For Actual Year: 2009-2010

Budget Year: 2010-2011

General Fund

Description	Object Code	Fund: 11		Fund: 12		Fund: 10	
		UNRESTRICTED SUBFUND		RESTRICTED SUBFUND		TOTAL	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100	31,500	3,250	9,897,187	8,836,536	9,728,687	8,839,786
State Revenues	8600	26,219,887	25,988,099	4,556,516	3,238,434	30,776,403	29,226,533
Local Revenues	8800	8,261,809	5,272,710	200,588		6,462,197	5,272,710
Total Revenues		32,512,996	31,264,059	14,454,291	12,074,970	46,967,287	43,339,029
EXPENDITURES:							
Academic Salaries	1000	10,490,751	12,523,038	2,730,532	2,409,678	13,221,283	14,932,716
Classified Salaries	2000	4,916,317	5,184,419	4,992,202	4,369,538	9,908,519	9,553,957
Employee Benefits	3000	4,507,029	5,915,450	2,063,350	2,198,579	6,570,379	8,114,029
Supplies and Materials	4000	453,570	597,010	778,548	720,566	1,232,118	1,317,576
Other Operating Expenses and Services	5000	2,836,022	5,841,574	2,581,017	1,943,181	5,417,039	7,784,755
Capital Outlay	6000	82,074	249,718	833,792	423,522	915,868	673,240
Total Expenditures		23,285,753	30,311,209	13,979,441	12,065,064	37,265,204	42,376,273
Excess (Deficiency) of Revenues over Expenditures		9,227,233	952,850	474,850	9,906	9,702,083	962,756
Other Financing Sources	8900	9,638		401,455		411,093	0
Other Outgo	7000	6,972,300	2,309,767	876,305	525,125	7,848,605	2,834,892
Net Increase/(Decrease) in Fund Balance		2,264,571	(1,356,917)	0	(515,219)	2,264,571	(1,872,138)
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	9010	1,960,560	4,225,131		0	1,960,560	4,225,131
Prior Years Adjustments	9020					0	
Adjusted Beginning Balance	9030	1,960,560			0	1,960,560	
Ending Fund Balance, June 30		4,225,131	2,868,214	0	(515,219)	4,225,131	2,352,995

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

580 WEST HILLS

For Actual Year: 2009-2010

Budget Year: 2010-2011

DEBT SERVICE FUNDS

Description	Object Code	Fund: 21 BOND INTEREST AND REDEMPTION FUND		Fund: 22 REVENUE BOND INTEREST AND REDEMPTION FUND		Fund: 29 OTHER DEBT SERVICE FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
		REVENUES:					
Federal Revenues	8100						
State Revenues	8600	49					
Local Revenues	8800	121,952				1,822,783	
Total Revenues		122,001	0	0	0	1,822,783	0
Other Financing Sources	8900						
Interfund Transfers In	8981					256,951	
Other Incoming Transfers	8983						
Total Other Financing Sources		0	0	0	0	256,951	0
Other Outgo	7000						
Debt Retirement (Long Term Debt)	7100						
Debt Reduction	7110	1,492,078				598,832	
Debt Interest and Other Service Charges	7120					223,593	
Transfers Outgoing	7300 & 7400						
Reserve for Contingencies	7900						
Total Other Outgo	7000	1,492,078	0	0	0	822,425	0
Net Other Financing Sources / (Other Outgo)	8900 & 7000	(1,492,078)	0	0	0	(565,474)	0
Net Increase/Decrease In Fund Balance		(1,370,077)	0	0	0	1,257,309	0
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	9010	4,504,550	3,210,816		0	8,075,318	9,662,226
Prior Years Adjustments	9020	76,343				329,599	
Adjusted Beginning Balance	9030	4,580,893			0	8,404,917	
Ending Fund Balance, June 30		3,210,816	3,210,816	0	0	9,662,226	9,662,226

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

580 WEST HILLS

For Actual Year: 2009-2010

Budget Year: 2010-2011

Special Revenue Funds

Description	Object Code	FUND: 31		FUND 32		FUND 33	
		BOOKSTORE FUND		CAFETERIA FUND		CHILD DEVELOPMENT FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100					380,794	
State Revenues	8600					4,331,358	
Local Revenues	8800			594,537		144,036	
Total Income		0	0	594,537	0	4,856,188	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000			268,051		3,101,182	
Employee Benefits	3000			99,818		1,113,156	
Supplies and Materials	4000			365,958		270,463	
Other Operating Expenses and Services	5000	(561)		111,571		1,014,486	
Capital Outlay	6000					83,728	
Total Expenditures		(561)	0	845,396	0	5,583,015	0
Excess/(Deficiency) of Revenues over Expenditures		561	0	(250,859)	0	(726,827)	0
Other Financing Sources	8900			250,859		798,793	
Other Outgo	7000					62,903	
Net Increase/(Decrease) in Fund Balance		561	0	0	0	7,063	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	299,617	300,178		0	927	7,990
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	299,617		0		927	
Ending Fund Balance, June 30		300,178	300,178	0	0	7,990	7,990

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

580 WEST HILLS

For Actual Year: 2009-2010

Budget Year: 2010-2011

Special Revenue Funds

Description	Object Code	FUND: 34		FUND 35		FUND 39	
		FARM OPERATION FUND		REVENUE BOND PROJECT FUND		OTHER SPECIAL REVENUE FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800	39,702				303,221	
Total Income		39,702	0	0	0	303,221	0
Expenditures							
Academic Salaries	1000	84,613					
Classified Salaries	2000	98,088				168,390	
Employee Benefits	3000	41,500				100,128	
Supplies and Materials	4000	51,996				8,362	
Other Operating Expenses and Services	5000	160,440				171,288	
Capital Outlay	6000	33,956					
Total Expenditures		470,593	0	0	0	448,168	0
Excess /(Deficiency) of Revenues over Expenditures		(430,891)	0	0	0	(144,947)	0
Other Financing Sources	8900	308,618				256,741	
Other Outgo	7000					111,794	
Net Increase/(Decrease) in Fund Balance		(122,273)	0	0	0	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	179,498	57,225		0		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	179,498		0		0	
Ending Fund Balance, June 30		57,225	57,225	0	0	0	0

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

580 WEST HILLS

For Actual Year: 2009-2010

Budget Year: 2010-2011

Capital Projects Funds

Description	Object	FUND: 41		FUND 42	
	Code	CAPITAL OUTLAY PROJECTS FUND		REVENUE BOND CONSTRUCTION FUND	
		Actual	Budget	Actual	Budget
REVENUES:					
Federal Revenues	8100				
State Revenues	8600	11,649,419			
Local Revenues	8800	231,593		2,589,339	
Total Income		11,881,012	0	2,589,339	0
Expenditures					
Academic Salaries	1000				
Classified Salaries	2000				
Employee Benefits	3000				
Supplies and Materials	4000	6,621			
Other Operating Expenses and Services	5000	234,880		214,800	
Capital Outlay	6000	14,624,883			
Total Expenditures		14,866,384	0	214,800	0
Excess /(Deficiency) of Revenues over Expenditures		(2,985,372)	0	2,374,539	0
Other Financing Sources	8900	12,149,004		4,970,563	
Other Outgo	7000	634,864		8,803,955	
Net Increase/(Decrease) in Fund Balance		8,528,766	0	(1,458,853)	0
Beginning Fund Balance:					
Net Beginning Balance, July 1	9010	8,289,981	16,818,749	11,730,844	69,584,614
Prior Years Adjustments	9020			59,312,623	
Adjusted Beginning Balance	9030	8,289,981		71,043,467	
Ending Fund Balance, June 30		16,818,749	16,818,749	69,584,614	69,584,614

For Actual Year: 2009-2010

Budget Year: 2010-2011

Enterprise Funds

Description	Object Code	FUND: 51		FUND 52		FUND 53	
		BOOKSTORE FUND		CAFETERIA FUND		FARM OPERATIONS	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Local Revenues	8800						
Other Financing Sources	8900						
Total Income		0	0	0	0	0	0
Cost of Sales	5890						
Gross Profit or Loss		0	0	0	0	0	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0	0	0	0	0
Net Profit or Loss		0	0	0	0	0	0
Other Outgo	7000						
Net Increase/(Decrease) in Fund Balance		0	0	0	0	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0		0		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0		0		0	
Ending Fund Balance, June 30		0	0	0	0	0	0

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

580 WEST HILLS

For Actual Year: 2009-2010

Budget Year: 2010-2011

Enterprise Funds

Description	Object Code	FUND: 59					
		OTHER ENTERPRISE FUND					
		Actual	Budget				
REVENUES:							
Local Revenues	8800						
Other Financing Sources	8900						
Total Income		0	0				
Cost of Sales	5890						
Gross Profit or Loss		0	0				
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0				
Net Profit or Loss		0	0				
Other Outgo	7000						
Net Increase/(Decrease) in Fund Balance		0	0				
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0				
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0					
Ending Fund Balance, June 30		0	0				

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

580 WEST HILLS

For Actual Year: 2009-2010

Budget Year: 2010-2011

Internal Service Funds

Description	Object Code	FUND: 61		FUND 69			
		SELF-INSURANCE FUND		OTHER INTERNAL SERVICES FUND			
		Actual	Budget	Actual	Budget		
REVENUES:							
Local Revenues	8800						
Other Financing Sources	8900						
Total Income		0	0	0	0		
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0	0	0		
Net Profit or Loss		0	0	0	0		
Other Outgo	7000						
Net Increase/(Decrease) in Fund Balance		0	0	0	0		
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0		0		
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0		0			
Ending Fund Balance, June 30		0	0	0	0		

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

580 WEST HILLS

For Actual Year: 2009-2010

Budget Year: 2010-2011

Fiduciary Funds Group

Description	Object	FUND: 71		FUND 72		FUND 73	
	Code	ASSOCIATED STUDENTS TRUST FUND	REPRESENTATION FEE TRUST FUND	ASSOCIATED STUDENTS TRUST FUND	REPRESENTATION FEE TRUST FUND	BODY CENTER FEE TRUST FUND	REPRESENTATION FEE TRUST FUND
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100						
State Revenues	8800						
Local Revenues	8800	5,718					
Total Income		5,718	0	0	0	0	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000	317					
Other Operating Expenses and Services	5000	3,067					
Capital Outlay	6000						
Total Expenditures		3,384	0	0	0	0	0
Excess /(Deficiency) of Revenues over Expenditures		2,334	0	0	0	0	0
Other Financing Sources	8900						
Other Outgo	7000	150					
Net Increase/(Decrease) in Fund Balance		2,184	0	0	0	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	23,287	25,471		0		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	23,287		0		0	
Ending Fund Balance, June 30		25,471	25,471	0	0	0	0

CALIFORNIA COMMUNITY COLLEGES

Fiduciary Funds Group

Annual Financial and Budget Report

70 Fiduciary Funds Group – Part 2

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

580 WEST HILLS

For Actual Year: 2009-2010

Budget Year: 2010-2011

Fiduciary Funds Group

Description	Object	FUND: 74		FUND 75		FUND 76	
	Code	FINANCIAL AID TRUST FUND		SCHOLARSHIP & LOAN TRUST FUND		INVESTMENT TRUST FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100	9,893,715					
State Revenues	8600	633,329					
Local Revenues	8800	1,940,152		173,705		203,233	
Total Income		12,467,196	0	173,705	0	203,233	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000	21,377		(89)			
Capital Outlay	6000						
Total Expenditures		21,377	0	(89)	0	0	0
Excess /(Deficiency) of Revenues over Expenditures		12,445,819	0	173,794	0	203,233	0
Other Financing Sources	8900	161,857				500,000	
Other Outgo	7000	12,606,260		171,976			
Net Increase/(Decrease) in Fund Balance		1,416	0	1,818	0	703,233	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	12,471	13,887	56,734	58,552	1,334,983	1,875,005
Prior Years Adjustments	9020					(163,211)	
Adjusted Beginning Balance	9030	12,471		56,734		1,171,772	
Ending Fund Balance, June 30		13,887	13,887	58,552	58,552	1,875,005	1,875,005

For Actual Year: 2009-2010

Budget Year: 2010-2011

Fiduciary Funds Group

Description	Object Code	FUND: 77		FUND 79	
		DEFERRED COMPENSATION TRUST FUND		OTHER TRUST FUNDS	
		Actual	Budget	Actual	Budget
REVENUES:					
Federal Revenues	8100				
State Revenues	8600				
Local Revenues	8800			11,859	
Total Income		0	0	11,859	0
Expenditures					
Academic Salaries	1000				
Classified Salaries	2000				
Employee Benefits	3000				
Supplies and Materials	4000				
Other Operating Expenses and Services	5000			7,261	
Capital Outlay	6000				
Total Expenditures		0	0	7,261	0
Excess /(Deficiency) of Revenues over Expenditures		0	0	4,598	0
Other Financing Sources	8900				
Other Outgo	7000				
Net Increase/(Decrease) in Fund Balance		0	0	4,598	0
Beginning Fund Balance:					
Net Beginning Balance, July 1	9010	112,156	154,751	31,478	36,076
Prior Years Adjustments	9020	42,595			
Adjusted Beginning Balance	9030	154,751		31,478	
Ending Fund Balance, June 30		154,751	154,751	38,076	36,076

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2009-2010

District ID: 580

Name: WEST HILLS

Fund Number In	Fund Name	Fund Number Out	Fund Name	Amount Transferred
12	RESTRICTED SUBFUND	11	UNRESTRICTED SUBFUND	372,821
32	CAFETERIA FUND	11	UNRESTRICTED SUBFUND	250,859
33	CHILD DEVELOPMENT FUND	11	UNRESTRICTED SUBFUND	796,793
34	FARM OPERATION FUND	11	UNRESTRICTED SUBFUND	308,618
39	OTHER SPECIAL REVENUE FUND	11	UNRESTRICTED SUBFUND	256,741
41	CAPITAL OUTLAY PROJECTS FUND	11	UNRESTRICTED SUBFUND	3,350,000
42	REVENUE BOND CONSTRUCTION FUND	11	UNRESTRICTED SUBFUND	88,708
74	STUDENT FINANCIAL AID TRUST FUND	11	UNRESTRICTED SUBFUND	50,000
76	INVESTMENT TRUST FUND	11	UNRESTRICTED SUBFUND	500,000
11	UNRESTRICTED SUBFUND	12	RESTRICTED SUBFUND	7,218
74	STUDENT FINANCIAL AID TRUST FUND	12	RESTRICTED SUBFUND	111,857
29	OTHER DEBT SERVICE FUND	42	REVENUE BOND CONSTRUCTION FUND	256,951
41	CAPITAL OUTLAY PROJECTS FUND	42	REVENUE BOND CONSTRUCTION FUND	8,547,004
12	RESTRICTED SUBFUND	74	STUDENT FINANCIAL AID TRUST FUND	28,634

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report
SUPPLEMENTAL DATA

Receipt and Expenditures of Lottery Proceeds
Lottery Actual Report
L10 GENERAL FUND

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Unrestricted			Restricted Prop 20		
Lottery Adjustments and Proceeds:							
Net Beginning Balance, July 1	9010						
Adjustments	9020				53,639		
Adjusted Beginning Balance	9030	0			53,639		
Actual Fiscal Year Data							
State Lottery Proceeds:	8681	680,845			105,527		
		Instructional & Institutional Unrestricted			Instructional Materials Proposition 20		Total
		Instructional Activities (AC 0100-5900)	Support Activities (AC 6000-6700)	Support Activities (AC 6800-7390)	Total Unrestricted	Instructional (AC 0100-4900)	
Expenditures							
Academic Salaries	1000				0		0
Classified Salaries	2000				0		0
Employee Benefits	3000				0		0
Supplies & Materials	4000						
Software	4100		288		288	6,114	6,402
Books, Magazines, & Periodicals	4200		4,717		4,717		4,717
Instructional Supplies & Materials	4300	60,312	5,148		65,461	92,241	157,702
Noninstructional Supplies & Mtrls	4400		273,992		273,992		273,992
Total Supplies and Materials		60,312	284,146	0	344,458	98,355	442,813
Other Operating Expenses and Services	5000	3,236	313,151		316,387	7,172	323,559
Capital Outlay	6000						
Library Books	6300				0		0
Equipment	6400						
Equipment - Additional	6410				0		0
Equipment - Replacement	6420				0		0
Total Capital Outlay		0	0	0	0		0
Other Outgo	7000				0		0
Total Expenditures		63,548	597,297	0	660,845	105,527	766,372
Ending Balance					0	53,639	53,639

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report
SUPPLEMENTAL DATA

Receipt and Expenditures of Lottery Proceeds
Lottery Budget Report
L10 GENERAL FUND

For Actual Year: 2009-2010

Budget Year: 2010-2011

District ID: 580

Name: WEST HILLS

Activity Classification	Activity Code	Unrestricted			Restricted Prop 20		Total
		Instructional Activities (AC 0100-5900)	Support Activities (AC 6000-6700)	Support Activities (AC 6800-7390)	Total Unrestricted	Instructional Materials Proposition 20 Instructional (AC 0100-4900)	
Lottery Adjustments and Proceeds:							
Net Beginning Balance, July 1	9010					53,639	
Adjustments	9020						
Adjusted Beginning Balance	9030		0			53,639	
Budget Fiscal Year Data							
State Lottery Proceeds:	8681		580,382			53,049	
Expenditures							
Academic Salaries	1000				0		0
Classified Salaries	2000				0		0
Employee Benefits	3000				0		0
Supplies & Materials	4000						
Software	4100				0		0
Books, Magazines, & Periodicals	4200		1,000		1,000		1,000
Instructional Supplies & Materials	4300	33,551	63,991		97,542	106,688	204,230
Noninstructional Supplies & Mtrls	4400		308,101		308,101		308,101
Total Supplies and Materials		33,551	373,092	0	406,643	106,688	513,331
Other Operating Expenses and Services	5000	36,574	137,165		173,739		173,739
Capital Outlay	6000						
Library Books	6300				0		0
Equipment	6400						
Equipment - Additional	6410				0		0
Equipment - Replacement	6420				0		0
Total Capital Outlay		0	0	0	0		0
Other Outgo	7000				0		0
Total Expenditures		70,125	510,257	0	580,382	106,688	687,070
Ending Balance					0	0	

WEST HILLS COMMUNITY COLLEGE DISTRICT

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JUNE 30, 2009

WEST HILLS COMMUNITY
COLLEGE DISTRICT

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JUNE 30, 2009

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INDEPENDENT AUDITORS' REPORT

Board of Trustees
West Hills Community College District
Coalinga, California

We have audited the accompanying basic financial statements of the business-type activities of West Hills Community College District (the District) as of and for the years ended June 30, 2009 and 2008, and its discretely presented component unit West Hills Community College District Foundation as listed in the Table of Contents. These basic financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of West Hills Community College District Foundation (the Foundation) were not audited in accordance with *Government Auditing Standards*. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audits provide a reasonable basis for our opinions.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities of West Hills Community College District and its discretely presented component unit as of June 30, 2009 and 2008, and the respective changes in financial position and cash flows, for the years then ended in conformity with accounting principles generally accepted in the United States of America.

As discussed in the Notes to the Financial Statements, the accompanying financial statements reflect certain changes required as a result of the implementation of Governmental Accounting Standards Board (GASB) Statement No. 45 for the year ended June 30, 2009.

In accordance with *Government Auditing Standards*, we have also issued our report dated February 9, 2010, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and is important for assessing the results of our audit.

FINANCIAL SECTION

The required supplementary information such as the Management's Discussion and Analysis and Other Postemployment Benefit Funding Progress, as listed in the Table of Contents, is not a required part of the basic financial statements, but is supplementary information required by the Governmental Accounting Standards Board. This supplementary information is the responsibility of the District's management. We have applied certain limited procedures, consisting principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information listed in the table of contents, including the Schedule of Expenditures of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Vannick, Truitt, Day & Co., LLP

Fresno, California
February 9, 2010



Business Services Department
Ken Stoppenbrink, Vice Chancellor
kenstoppenbrink@westhillscollge.edu

West Hills Community College District | West Hills Community College District | West Hills Community College District | West Hills Community College District

MANAGEMENT'S DISCUSSION AND ANALYSIS

In June 1999, the Government Accounting Standards Board (GASB) issued Statement No. 34, "*Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*," which established a new reporting format for annual financial statements of governmental entities. In November 1999, GASB issued Statement No. 35, "*Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*," which applies these new reporting standards to public colleges and universities such as the West Hills Community College District (the District). The following discussion and analysis provides an overview of the District's financial activity. This report presents this information in a comparative format. Responsibility for the completeness and fairness of this information rests with the District.

USING THIS ANNUAL REPORT

As required by accounting principles, the annual report consists of three basic financial statements that provide information on the District's activities as a whole: the Statement of Net Assets; the Statement of Revenues, Expenses, and Changes in Net Assets; and the Statement of Cash Flows.

The focus of the Statement of Net Assets is designed to be similar to bottom line results for the District. This statement combines and consolidates current financial resources (net short-term spendable resources) with capital assets and long-term obligations. The Statement of Revenues, Expenses, and Changes in Net Assets focuses on the costs of the District's operational activities, which are supported mainly by property taxes and by State and other revenues. This approach is intended to summarize and simplify the user's analysis of the cost of various District services to students and the public. The Statement of Cash Flows provides an analysis of the sources and uses of cash within the operations of the District.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2009

FINANCIAL HIGHLIGHTS

- The District's primary funding source is "State Apportionment as defined by SB 361" received from the State of California through the State System's Office. These funds are comprised of State apportionment, local property taxes, and student enrollment fees. The primary basis of this apportionment is the calculation of Full-Time Equivalent Students (FTES). During the 2008-09 fiscal year, the District's actual FTES were comprised of 4,972 credit FTES and 486 non-credit FTES for a total of 5,458 FTES, an increase of 409 FTES (8.1%) from the 2007-08 fiscal year; however the district was only funded for 5,200 FTES. These FTES are generated at the District's Coalinga and Lemoore College campuses, as well as various satellite locations.
- The District ended the year with an Unrestricted General Fund balance of approximately \$1.9 million. The State Chancellor's Office recommends reserve levels of five percent of unrestricted General Fund expenditures be set aside for economic uncertainties. The District met this requirement with approximately 5.4% in reserves.
- The primary expenditure of the District is for the salaries and benefits of the Academic, Classified, and Administrative salaries of District employees. These costs increased over the 2007-08 fiscal year by approximately \$3.0 million. In addition to the costs for current employees' insurance coverage, the District provides insurance benefits to retirees meeting plan eligibility requirements.
- The District began several construction and modernization projects throughout the District. These projects will be funded through various financial vehicles, including various maintenance and construction projects funded through the State Chancellor's Office.
- The District provides student financial aid to qualifying students of the District in the amount of approximately \$9.6 million. This aid is provided through grants, and loans from the Federal government, State Chancellor's Office, and local funding.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2009

Condensed financial information is as follows: (in thousands)

NET ASSETS

As of June 30, 2009, 2008, and 2007

	June 30, 2009	June 30, 2008	Change	June 30, 2007	Change
ASSETS					
Cash and investments	\$ 92,827	\$ 79,535	\$ 13,292	\$ 79,805	\$ (270)
Accounts receivable	10,756	5,529	5,227	4,527	1,002
Inventory	-	422	(422)	418	4
Prepaid	860	15	845	8	7
Capital assets, net of depreciation	67,866	65,628	2,238	62,584	3,044
Total Assets	\$ 172,309	\$ 151,129	\$ 21,180	\$ 147,342	\$ 3,787
LIABILITIES					
Current Liabilities					
Accounts payable and accrued liabilities	6,856	4,415	2,441	2,768	1,647
Deferred revenue	2,750	2,162	588	2,241	(79)
Long-term liabilities - current portion	1,825	1,048	777	840	208
Total Current Liabilities	11,431	7,625	3,806	5,849	1,776
Non-Current Liabilities					
Long-term liabilities	102,494	85,043	17,451	85,533	(490)
Total Liabilities	113,925	92,668	21,257	91,382	1,286
NET ASSETS					
Invested in capital assets	40,738	42,610	(1,872)	37,839	4,771
Restricted for expendable purposes	13,159	13,802	(643)	13,287	515
Unrestricted	4,487	2,049	2,438	4,834	(2,785)
Total Net Assets	\$ 58,384	\$ 58,461	(77)	\$ 5,960	2,501
Total Liabilities and Net Assets	\$ 172,309	\$ 151,129	\$ 21,180	\$ 147,342	\$ 3,787

This schedule has been prepared from the District's Statements of Net Assets (page 11), which is presented on an accrual basis of accounting whereby capital assets are capitalized and depreciated.

The changes in the cash position are explained in the Statements of Cash Flows (pages 13 and 14).

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2009

Operating Results for the Year Ended June 30, 2009, 2008, and 2007

	June 30, 2009	June 30, 2008	Difference	June 30, 2007	Difference
OPERATING REVENUES					
Tuition and fees	\$ 2,583	\$ 2,657	\$ (74)	\$ 2,457	\$ 200
Auxiliary sales and charges	1,111	2,473	(1,362)	2,293	180
Total Operating Revenues	3,694	5,130	(1,436)	24,165	(19,035)
OPERATING EXPENSES					
Salaries and benefits	38,619	35,606	3,013	30,935	4,671
Other expenses	25,440	24,466	974	22,460	2,006
Depreciation	2,670	1,990	680	2,528	(538)
Total Operating Expenses	66,729	62,062	4,667	55,923	6,139
NET LOSS ON OPERATIONS	(63,035)	(56,932)	(6,103)	(31,758)	(25,174)
NONOPERATING REVENUES AND (EXPENSES)					
State apportionments	25,192	24,915	277	23,525	1,390
Grants and contracts	25,666	22,585	3,081	19,415	3,170
Property taxes	2,265	2,904	(639)	3,160	(256)
State revenues	2,616	1,985	631	3,506	(1,521)
Interest income	3,988	1,934	2,054	2,624	(690)
Interest expense	(3,755)	(2,953)	(800)	(2,875)	(80)
Other non-operating revenues	4,602	7,354	(2,752)	7,249	105
Total Nonoperating Revenues	60,576	58,724	1,852	37,191	21,533
OTHER REVENUES					
State revenues, capital	2,351	708	1,643	791	(83)
Local revenues, capital	31	-	31	154	(154)
Total Other Revenues	2,382	708	1,674	945	(237)
NET INCREASE (DECREASE) IN NET ASSETS	\$ (77)	\$ 2,500	\$ (2,577)	\$ 6,378	\$ (3,878)

This schedule has been prepared from the Statement of Revenues, Expenses and Changes in Net Assets presented on page 12.

The operating revenue for the District is specifically defined as revenues from users of the colleges' facilities and programs. Excluded from the operating revenues are the components of the primary source of District funding - the State apportionment process. These components include the State apportionment and local property taxes. As these sources of revenue are from the general population of the State of California, and not from the direct users of the educational services, they are considered to be nonoperating. As a result, the operating loss of \$63 million is balanced by the other funding sources leading to a decrease in the District's net assets of \$77 thousand.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2009

Auxiliary revenue consists of Food Service revenues. The bookstore sold its inventory of books, supplies, and other items to an outside agency to operate. Those proceeds are reflected as the bookstore sales for the 2008-09 fiscal year. The Food Service operation provides meals to the students and faculty of the college.

Grant and contract revenues relate to student financial aid, as well as specific Federal and State grants received for programs serving the students of the District. These grant and program revenues are restricted as to the allowable expenses related to the programs.

The interest income is primarily the result of cash held at the Fresno County Treasurer. The interest expense relates to interest payments on the long-term debt which is described in Note 10 of the financial statements.

The District is recording the depreciation expense related to capital assets. The detail of the changes in capital assets for the year is included in the notes to the financial statements as Note 6.

Statement of Cash Flows for the Years Ended June 30, 2009, 2008, and 2007

The Statement of Cash Flows provides information about cash receipts and payments during the year. This statement also assists users in assessing the District's ability to meet its obligations as they come due and its need for external financing.

	June 30, 2009	June 30, 2008	Difference	June 30, 2007	Difference
CASH PROVIDED BY (USED IN)					
Operating activities	\$ (60,686)	\$ (54,385)	\$ (6,301)	\$ (26,164)	\$ (27,921)
Noncapital financing activities	57,316	59,699	(2,374)	34,607	25,083
Capital financing activities	11,844	(7,589)	19,433	(3,813)	(5,776)
Investing activities	3,954	2,015	1,939	2,540	(525)
Net Increase in Cash and Cash Equivalents	\$ 12,428	\$ (269)	\$ 12,697	\$ 6,870	\$ (7,139)

The primary operating receipts are student tuition and fees and Federal, State, and local grants and contracts. The primary operating expense of the District is the payment of salaries and benefits to instructional and classified support staff, as well as District administrators.

While State apportionment and property taxes are the primary source of non-capital related revenue, the new GASB accounting standards require that this source of revenue is shown as nonoperating revenue as it come from the general resources of the State and not from the primary users of the colleges' programs and services (students). The District depends upon this funding as the primary source of funds to continue the current level of operations.

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2009

Functional Expenditures

In accordance with requirements set forth by the California State System's Office, the District reports operating expenses by object code. Operating expenses by functional classification are as follows:

Year ended June 30, 2009:

	Salaries	Employee Benefits	Supplies Material and Other Expenses and Services		Other Outgo	Depreciation	Total
			Other Expenses and Services	Other Outgo			
Instructional activities	\$11,031,872	\$3,153,996	\$ 970,292	\$ 78,344	\$ -	\$ -	\$15,234,504
Academic support	2,614,395	711,402	836,847	-	-	-	4,162,644
Student services	5,715,252	1,913,037	2,124,390	10,198,313	-	-	19,950,992
Plant operations and maintenance	830,595	343,857	513,791	293,154	-	-	1,981,397
Instructional support services	3,151,324	1,144,407	1,378,424	5,143,757	-	-	10,817,912
Community services and economic development	992,686	250,144	1,028,243	8,303	-	-	2,279,376
Ancillary services and auxiliary operations	4,671,317	1,545,081	3,383,509	334,203	-	-	9,934,110
Trust and agency activities	438,973	109,539	1,232,601	1,669,554	-	-	3,450,667
Depreciation expense-unallocated	-	-	-	-	2,670,173	-	2,670,173
Total	\$29,446,114	\$9,171,463	\$ 11,468,197	\$17,725,628	\$ 2,670,173	\$ -	\$70,481,775

Year ended June 30, 2008:

	Salaries	Employee Benefits	Supplies Material and Other Expenses and Services		Other Outgo	Depreciation	Total
			Other Expenses and Services	Other Outgo			
Instructional activities	\$10,585,327	\$2,719,724	\$ 302,815	\$ 58,465	\$ -	\$ -	\$13,866,331
Academic support	2,409,461	672,097	872,232	-	-	-	3,953,790
Student services	4,685,381	1,541,224	1,475,534	8,353,468	-	-	16,055,607
Plant operations and maintenance	743,170	307,497	1,233,367	11,250	-	-	2,295,284
Instructional support services	2,873,097	1,104,717	1,981,487	4,877,500	-	-	10,836,801
Community services and economic development	875,109	243,079	498,666	27,674	-	-	1,644,527
Ancillary services and auxiliary operations	4,643,354	1,573,644	3,927,517	292,291	-	-	10,436,805
Trust and agency activities	501,441	127,722	44,453	310,263	-	-	983,878
Depreciation expense-unallocated	-	-	-	-	1,989,662	-	1,989,662
Total	\$27,216,341	\$8,289,703	\$ 10,536,070	\$13,930,910	\$ 1,989,662	\$ -	\$62,062,686

WEST HILLS COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2009

Year ended June 30, 2007:

	Salaries	Employee Benefits	Supplies Material and Other Expenses and Services		Other Outgo	Depreciation	Total
			Other Expenses and Services	Other Outgo			
Instructional activities	\$ 9,456,673	\$2,835,315	\$ 397,588	\$ 59,042	\$ -	\$ -	\$12,748,617
Academic support	2,787,488	531,080	559,494	122,505	-	-	4,000,566
Student services	3,239,503	1,349,618	1,485,115	7,527,977	-	-	13,602,213
Plant operations and maintenance	696,620	272,716	1,244,015	10,750	-	-	2,224,101
Instructional support services	2,559,492	1,337,994	1,932,661	4,189,796	-	-	10,039,943
Community services and economic development	486,235	133,833	380,364	43,275	-	-	1,043,708
Ancillary services and auxiliary operations	3,679,425	1,262,031	3,550,244	678,805	-	-	9,170,505
Trust and agency activities	234,729	72,077	54,459	204,401	-	-	565,666
Depreciation expense-unallocated	-	-	-	-	2,527,291	-	2,527,291
Total	\$23,140,161	\$7,794,864	\$ 9,623,941	\$12,836,550	\$ 2,527,291	\$ -	\$55,922,806

ECONOMIC FACTORS AFFECTING THE FUTURE OF WEST HILLS COMMUNITY COLLEGE DISTRICT

The 2009-10 State Budget represents no increase in funding and in fact a reduction of FTES from the previous fiscal year of 215 down to 4,985, which is about \$ 1.2 million. There was zero increase in COLA and growth. There will likely be no COLA or growth for the 2010-11 fiscal year due to the economic conditions in California.

The State continues to face a structural deficit of billions of dollars and it appears that the community college system will continue to be challenged to reduce expenditures while the demand for services continues to increase. The WHCCD is well positioned to handle any negative impact that may be required.

There are currently no other known facts, decisions, or conditions that will have a significant effect on the financial position (net assets) or results of operations (revenues, expenses, and changes in net assets) of the District. There is currently a concern that the economy continues to slow which the District is monitoring and will take the appropriate action necessary to remain fiscally sound.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact Ken Stoppenbrink, Vice Chancellor Business Services, at West Hills Community College District, 9800 Cody Street, Coalinga, California 93210, or e-mail at kenstoppenbrink@whccd.edu.

WEST HILLS COMMUNITY COLLEGE DISTRICT

STATEMENTS OF NET ASSETS
JUNE 30, 2009 AND 2008

	2009	2008
ASSETS		
Current Assets		
Cash and investments	\$ 3,030,024	\$ 5,098,384
Accounts receivable	10,207,916	5,223,749
Student loans receivable	548,363	305,227
Prepaid expenses - current portion	860,390	14,212
Stores inventories	-	421,557
Total Current Assets	14,646,693	11,063,129
Noncurrent Assets		
Restricted cash and cash equivalents	88,934,269	74,437,367
Net plan asset-GASB #5	863,351	-
Nondepreciable capital assets	15,046,472	10,859,176
Depreciable capital assets	79,170,900	78,450,703
Less: Accumulated depreciation	(26,352,441)	(23,682,268)
Total Noncurrent Assets	157,662,551	140,064,978
TOTAL ASSETS	172,309,244	151,128,107
LIABILITIES		
Current Liabilities		
Accounts payable	5,448,049	3,249,506
Deferred revenue	2,749,753	2,161,698
Amounts held in custody on behalf of others	1,407,903	1,164,557
Long-term liabilities - current portion	1,825,650	1,048,399
Total Current Liabilities	11,431,355	7,624,060
Noncurrent Liabilities		
Compensated absences payable - noncurrent portion	1,053,273	948,629
Long-term liabilities - noncurrent portion	101,441,051	84,094,731
Total Noncurrent Liabilities	102,494,324	85,043,360
TOTAL LIABILITIES	113,925,679	92,667,420
NET ASSETS		
Invested in capital assets, net of related debt	40,738,230	42,609,851
Restricted for:		
Debt service	12,678,179	12,312,097
Postemployment obligations	-	934,983
Other activities	480,039	554,170
Unrestricted	4,487,117	2,049,586
TOTAL NET ASSETS	\$ 58,383,565	\$ 58,460,687

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE DISTRICT

STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS
FOR THE YEARS ENDED JUNE 30, 2009 AND 2008

	2009	2008
OPERATING REVENUES		
Tuition and Fees	\$ 2,693,039	\$ 2,798,143
Less: Scholarship discount and allowance	(110,327)	(140,782)
Net tuition and fees	2,582,712	2,657,361
Auxiliary Sales and Charges		
Bookstore	427,452	1,758,848
Cafeteria	665,370	697,189
Farm	18,128	16,561
TOTAL OPERATING REVENUES	3,693,662	5,129,959
OPERATING EXPENSES		
Salaries	29,446,414	27,316,341
Employee benefits	9,171,463	8,289,703
Supplies, materials, and other operating expenses and services	25,440,427	24,466,981
Depreciation	2,670,173	1,989,662
TOTAL OPERATING EXPENSES	66,728,477	62,062,687
OPERATING LOSS	(63,034,815)	(56,932,728)
NON-OPERATING REVENUES (EXPENSES)		
Grants and Contracts, noncapital:		
Federal	14,106,507	10,614,897
State	11,253,764	11,889,211
Local	305,442	81,292
State apportionments, noncapital	25,192,273	24,914,670
Local property taxes, levied for general purposes	2,265,160	2,904,132
State taxes and other revenues	2,616,165	1,934,546
Investment income, net	3,987,879	1,934,204
Interest and other expenses on debt	(3,753,298)	(2,953,151)
Other non-operating revenues	4,602,284	7,355,014
TOTAL NON-OPERATING REVENUES (EXPENSES)	60,576,176	58,724,815
INCOME (LOSS) BEFORE OTHER REVENUES AND EXPENSES	(2,458,639)	1,792,087
OTHER REVENUES AND EXPENSES		
State revenues, capital	2,350,528	708,421
Local revenues, capital	30,989	-
TOTAL OTHER REVENUES AND EXPENSES	2,381,517	708,421
CHANGE IN NET ASSETS	(77,122)	2,500,508
NET ASSETS, BEGINNING OF YEAR	58,460,687	55,960,179
NET ASSETS, END OF YEAR	\$ 58,383,565	\$ 58,460,687

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE DISTRICT

STATEMENTS OF CASH FLOWS – DIRECT METHOD
FOR THE YEARS ENDED JUNE 30, 2009 AND 2008

	2009	2008
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and fees	\$ 2,837,246	\$ 2,616,013
Payments to vendors for supplies and services	(25,847,265)	(23,129,300)
Auxiliary sales	1,110,950	2,472,598
Payments to or on behalf of employees	(18,787,109)	(36,344,384)
Net Cash Flows From Operating Activities	<u>(60,686,178)</u>	<u>(54,385,073)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State apportionments	22,279,456	24,965,102
Non-capital grants and contracts	24,725,293	22,912,449
Property taxes - nondebt related	2,911,409	2,700,952
State taxes and other apportionments	2,616,165	1,984,546
Other nonoperating	4,783,997	7,127,535
Net Cash Flows From Noncapital Financing Activities	<u>57,316,320</u>	<u>59,690,634</u>
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES		
Purchase of capital assets	(4,907,493)	(4,838,719)
Proceeds from capital debt	84,321,970	500,000
State revenue, capital projects	2,350,528	708,421
Local revenue, capital projects	30,989	-
Principal paid on capital debt	(66,198,299)	(1,005,948)
Interest and expenses paid on capital debt	(3,753,298)	(2,953,151)
Net Cash Flows From Capital Financing Activities	<u>11,844,397</u>	<u>(7,589,397)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Interest received from investments	3,954,003	2,014,599
Net Cash Flows From Investing Activities	<u>3,954,003</u>	<u>2,014,599</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	12,428,542	(269,237)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	79,535,751	79,804,988
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 91,964,293</u>	<u>\$ 79,535,751</u>

The accompanying notes are an integral part of these financial statements

WEST HILLS COMMUNITY COLLEGE DISTRICT

STATEMENTS OF CASH FLOWS – DIRECT METHOD, CONTINUED
FOR THE YEARS ENDED JUNE 30, 2009 AND 2008

	2009	2008
RECONCILIATION OF NET OPERATING LOSS TO NET CASH FLOWS FROM OPERATING ACTIVITIES		
Operating Loss	\$ (61,034,815)	\$ (56,932,723)
Adjustments to Reconcile Operating Loss to Net Cash Flows from Operating Activities:		
Depreciation expense	2,670,173	1,989,662
Changes in Assets and Liabilities:		
Receivables, net	(2,926,859)	(997,850)
Stores inventories	421,557	(3,647)
Prepaid expenses	(846,178)	(6,681)
Accounts payable and accrued liabilities	2,198,543	1,285,137
Deferred revenue	588,055	(79,112)
Funds held for others	283,346	360,146
Total Adjustments	<u>2,348,637</u>	<u>2,547,655</u>
Net Cash Flows From Operating Activities	<u>\$ (60,686,178)</u>	<u>\$ (54,385,073)</u>
NON CASH TRANSACTIONS	2009	2008
On behalf payments for benefits	<u>\$ 593,687</u>	<u>\$ 560,454</u>

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE DISTRICT

DISCRETELY PRESENTED COMPONENT UNIT - WEST HILLS
COMMUNITY COLLEGE DISTRICT FOUNDATION
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2009 AND DECEMBER 31, 2008

	June 30, 2009	December 31, 2008
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 1,264,631	\$ 1,294,409
Investments	967,471	778,515
Accounts receivable	214,903	
Total Current Assets	<u>2,447,005</u>	<u>2,072,924</u>
Rodeo stock	22,450	22,450
Property and leasehold improvements - net of accumulated depreciation	173,551	188,287
Other assets	500	500
Total Assets	<u>\$ 2,643,506</u>	<u>\$ 2,284,161</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable	\$ 14,432	\$ -
Funds held for others	13,982	12,795
Total Liabilities	<u>28,414</u>	<u>12,795</u>
NET ASSETS		
Unrestricted	2,085,003	1,790,138
Temporarily restricted	388,434	343,277
Permanently restricted	141,655	137,951
Total Net Assets	<u>2,615,092</u>	<u>2,271,366</u>
Total Liabilities and Net Assets	<u>\$ 2,643,506</u>	<u>\$ 2,284,161</u>

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE DISTRICT

DISCRETELY PRESENTED COMPONENT UNIT - WEST HILLS
COMMUNITY COLLEGE DISTRICT FOUNDATION
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2009 WITH COMPARATIVE TOTALS
FOR THE YEAR ENDED DECEMBER 31, 2008

	June 30, 2009			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
CHANGES IN UNRESTRICTED NET ASSETS				
REVENUES				
Donations and special events	\$ 203,343	\$ 21,449	\$ 35,000	\$ 259,792
Federal revenue	532,860	-	-	532,860
Membership fees	28,647	-	-	28,647
Program fees	26,636	-	-	26,636
Program contracts	180,577	-	-	180,577
Fundraisers	98,429	4,250	-	102,679
Investment income	9,310	3,140	2,131	14,581
Other	163,186	-	-	163,186
Total Revenue	<u>1,242,988</u>	<u>28,839</u>	<u>37,131</u>	<u>1,308,958</u>
EXPENSES				
Program services:				
Scholarship	42,180	37,315	-	79,495
College Enhancement	265,123	-	-	265,123
Athletic Programs	85,655	-	-	85,655
Educational Programs	308,325	-	-	308,325
Support services:				
General Administrative	186,122	-	-	186,122
Fundraisers	58,648	-	-	58,648
Membership	3,572	-	-	3,572
Total Expenses	<u>949,625</u>	<u>37,315</u>	<u>-</u>	<u>986,940</u>
Increase/(Decrease) in Net Assets	<u>293,363</u>	<u>(8,476)</u>	<u>37,131</u>	<u>322,018</u>
UNREALIZED GAIN/(LOSS) ON				
INVESTMENTS	13,861	4,674	3,173	21,708
TRANSFERS	(12,359)	48,959	(36,600)	-
INCREASE/(DECREASE) IN NET ASSETS	<u>294,865</u>	<u>45,157</u>	<u>3,704</u>	<u>343,726</u>
NET ASSETS, BEGINNING OF YEAR	<u>1,790,138</u>	<u>343,277</u>	<u>137,951</u>	<u>2,271,366</u>
NET ASSETS, END OF YEAR	<u>\$2,085,003</u>	<u>\$ 388,434</u>	<u>\$ 141,655</u>	<u>\$2,615,092</u>

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE DISTRICT

DISCRETELY PRESENTED COMPONENT UNIT - WEST HILLS
COMMUNITY COLLEGE DISTRICT FOUNDATION
STATEMENT OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2009 AND DECEMBER 31, 2008

December 31, 2008
\$ 474,069
667,832
29,964
23,777
442,960
164,336
60,511
1,047
<u>1,864,496</u>
132,564
441,263
104,180
340,453
268,538
112,715
3,626
<u>1,403,339</u>
<u>461,157</u>
(172,180)
-
288,977
1,982,389
<u>\$ 2,271,366</u>

	June 30, 2009	December 31, 2008
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 343,726	\$ 288,977
Adjustments to Reconcile Change in Net Assets to Net Cash Used By Operating Activities		
Depreciation and amortization	10,403	22,104
(Increase)/Decrease in accounts receivable	(214,903)	19,211
Increase/(Decrease) in accounts payable	14,432	-
Increase/(Decrease) in due to other groups	1,187	(3,495)
Net Cash Flows Provided By Operating Activities	<u>154,845</u>	<u>326,797</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
(Increase)/Decrease in investments	(188,956)	(778,515)
(Purchase)/Disposal of fixed assets	4,333	-
Net Cash Flows Provided/(Used) By Investing Activities	<u>(184,623)</u>	<u>(778,515)</u>
NET DECREASE IN CASH AND CASH EQUIVALENTS	(29,778)	(451,718)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	1,294,409	1,746,127
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 1,264,631</u>	<u>\$ 1,294,409</u>

The accompanying notes are an integral part of these financial statements.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 1 - ORGANIZATION

The West Hills Community College District (District) is a political subdivision of the State of California and provides postsecondary education to the students of Coalinga-Huron Unified School District, Lemoore Union High School District, Riverdale Joint Unified School District, Golden Plains Unified School District, Firebaugh-Las Delgas Unified School District, Reef-Sunset Unified School District, and Mendota Unified School District. The District maintains a Coalinga Campus, a Lemoore Campus, and the North District Center in Firebaugh. While the District is a political subdivision of the State, it is not a component unit of the State in accordance with the provisions of Governmental Accounting Standards Board (GASB) Statement No. 14. The District operates under a locally elected seven-member Board of Trustees form of government and provides higher education in the County of Fresno. While the District is a political subdivision of the State of California, it is legally separate and is independent of other State and local governments, and it is not a component unit of the State in accordance with the provisions of Governmental Accounting Standards Board (GASB) Statement No. 39.

A reporting entity is comprised of the primary government, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, boards, and agencies that are not legally separate from the District. For West Hills Community College District, this includes general operations, food services, bookstores, and student related activities of the District.

Financial Reporting Entity

The District has adopted GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units*. This statement amends GASB Statement No. 14, *The Financial Reporting Entity*, to provide additional guidance to determine whether certain organizations, for which the District is not financially accountable, should be reported as component units based on the nature and significance of their relationship with the District. The three components used to determine the presentation are: providing a "direct benefit"; the "environment and ability to access/influence reporting," and the "significance" criterion. As defined by accounting principles generally accepted in the United States of America and established by the Governmental Accounting Standards Board, the financial reporting entity consists of the primary government, the District, and the following component unit:

As defined by generally accepted accounting principles established by the GASB, the financial reporting entity consist of the primary government (the District), as well as the following component units.

- West Hills Community College District Foundation

The West Hills Community College District Foundation (the Foundation) is a legally separate, tax-exempt component unit of the District. The Foundation acts primarily as a fundraising organization to provide grants and scholarships to students and support to employees, programs, and departments of the District. The ten-member board of the Foundation consists of community members, alumni, and other supporters of the Foundation. Although the District does not control the timing or amount of receipts from the Foundation, the majority of resources, or income thereon, that the Foundation holds and invests are restricted to the activities of the District by the donors. Because these restricted resources held by the Foundation can only be used by, or for the benefit of, the District, the Foundation is considered a component unit of the District. The Foundation is reported in separate financial statements because of the difference in its reporting model, as further described below.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

The Foundation is a not-for-profit organization under Internal Revenue Code (IRS) Section 501(c)(3) that reports its financial results under financial Accounting Standards Board (FASB) Statements. Most significant in the Foundation's operations and reporting model are FASB Statement No. 116, *Accounting for Contributions Received and Contributions Made*, and FASB Statement No. 117, *Financial Reporting for Not-For-Profit Organizations*. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made in the Foundation's financial information in the District's financial reporting entity for these differences; however, significant note disclosures to the Foundation's financial statements have been incorporated into the District's notes to the financial statements.

Financial statements for the Foundation can be obtained from the Foundation's Business Office at 9900 Cody Street, Coalinga, CA 93210.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

For financial reporting purposes, the District is considered a special-purpose government engaged only in business-type activities as defined by GASB Statements No. 34 and No. 35 as amended by GASB Statements No. 37, No. 38, and No. 39. This presentation provides a comprehensive entity-wide perspective of the District's assets, liabilities, activities, and cash flows and replaces the fund group perspective previously required. Accordingly, the District's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All material intra-agency and intra-fund transactions have been eliminated.

Revenues resulting from exchange transactions, in which each party gives and receives essentially equal value, are classified as operating revenues. These transactions are recorded on the accrual basis when the exchange takes place. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year.

Nonexchange transactions, in which the District receives value without directly giving equal value in return, include State apportionments, property taxes, certain grants, entitlements, and donations are classified as nonoperating revenue. Federal and State grants received to provide direct grants to students are classified as nonoperating revenues because the District does not generally receive any direct benefit from the grants and are recognized in the fiscal year in which all eligibility requirements are satisfied. Eligibility requirements may include time and/or purpose requirements. Property tax revenue is recognized in the fiscal year received. State apportionment revenue is earned based upon criteria set forth from the Community Colleges System's Office and includes reporting of full-time equivalent student (FTES) attendance. The corresponding apportionment revenue is recognized in the period the FTES are generated.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

Operating expenses are costs incurred to provide instructional services including support costs, auxiliary services, and depreciation of capital assets. All other expenses not meeting this definition are reported as nonoperating. Expenses are recorded on the accrual basis as they are incurred, when goods are received, or services are rendered.

The accounting policies of the District conform to accounting principles generally accepted in the United States of America (US GAAP) as applicable to colleges and universities, as well as those prescribed by the Community Colleges System's Office. The District reports are based on all applicable GASB pronouncements, as well as applicable FASB pronouncements issued on or before November 30, 1989, unless those pronouncements conflict or contradict GASB pronouncements. The District has not elected to apply FASB pronouncements after that date. When applicable, certain prior year amounts have been reclassified to conform to current year presentation. The budgetary and financial accounts of the District are maintained in accordance with the Community Colleges System's Office's *Budget and Accounting Manual*.

The financial statements are presented in accordance with the reporting model as prescribed in GASB Statement No. 34, *Basic Financial Statements and Management's Discussions and Analysis for State and Local Governments*, and GASB Statement No. 35, *Basic Financial Statements and Management's Discussions and Analysis for Public Colleges and Universities*, as amended by GASB Statements No. 37 and No. 38. The business-type activities model followed by the District requires the following components of the District's financial statements:

- Management's Discussion and Analysis
- Basic Financial Statements for the District as a whole including:
 - Statement of Net Assets
 - Statement of Revenues, Expenses, and Changes in Net Assets
 - Statement of Cash Flows
- Notes to the Financial Statements

Cash and Cash Equivalents

The District's cash and cash equivalents are considered to be unrestricted cash on hand, demand deposits, and short-term unrestricted investments with original maturities of three months or less from the date of acquisition. Cash equivalents also include unrestricted cash with county treasury balances for purposes of the statement of cash flows. Restricted cash and cash equivalents represented balances restricted by external sources such as grants and contracts or specifically restricted for the repayment of capital debt.

Investments

Investments held at June 30, 2009 and 2008, with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county and State investment pools are determined by the program sponsor.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2009

Accounts Receivable

Accounts receivable include amounts due from the Federal, State and/or local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the District's grants and contracts. Accounts receivable also consist of tuition and fee charges to students and auxiliary enterprise services provided to students, faculty, and staff, the majority of each residing in the State of California. The District provides for an allowance for uncollectible accounts as an estimation of amounts that may not be received. This allowance is based upon management's estimates and analysis.

Prepaid Expenses

Prepaid expenditures (expenses) represent amounts paid in advance of receiving goods or services. The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditures when incurred.

Capital Assets and Depreciation

Capital assets are long-lived assets of the District as a whole and include land, construction-in-progress, buildings, leasehold improvements, and equipment. The District maintains an initial unit cost capitalization threshold of \$5,000. Assets are recorded at historical cost, or estimated historical cost, when purchased or constructed. The District does not possess any infrastructure. Donated capital assets are recorded at estimated fair market value at the date of donation. Improvements to buildings and land that significantly increase the value or extend the useful life of the asset are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. Major outlays for capital improvements are capitalized as construction-in-progress as the projects are constructed.

Depreciation of capital assets is computed and recorded by the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 25 to 50 years; improvements, 25 to 50 years; equipment, 5 to 10 years; vehicles, 5 to 10 years.

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the entity-wide financial statements.

Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the entity-wide financial statements. The amounts have been recorded in the fund from which the employees, who have accumulated the leave, are paid. The District also participates in "load-banking" with eligible academic employees whereby the employee may teach extra courses in one period in exchange for time off in another period.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. Credit for unused sick leave is applicable to all certificated employees and is determined by dividing the number of unused sick days by the number of base service days required to complete the last school year, if employed full time. Sick leave is accumulated as follows:

Administrative/Classified Management/Confidential Staff

- Entitled to twenty-one (21) days of sick leave per year to be posted at the rate of 1.75 days per month

Certificated

- Members shall accrue twenty (20) days of sick leave with pay for each school year, such leave to be made available on the first day of each school year.

Classified

- Members shall accrue, on a monthly basis, twenty-one (21) days of sick leave with pay for each school year. The amount of days posted will be 1.75 days, or fourteen (14) hours per month for full-time employees and shall be prorated for part-time employees.

Deferred Revenue

Deferred revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for deferred revenue is removed from the combined balance sheet and revenue is recognized. Deferred revenues include (1) amounts received for tuition and fees prior to the end of the fiscal year that are related to the subsequent fiscal year and (2) amounts received from Federal and State grants received before the eligibility requirements are met are recorded as deferred revenue.

Net Assets

GASB Statements No. 34 and No. 35 report equity as "Net Assets." Net assets are classified according to imposed restrictions or availability of assets for satisfaction of District obligations according to the following net asset categories:

Invested in Capital Assets, Net of Related Debt: Capital Assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets.

Restricted - Expendable: Net assets whose use by the District is subject to externally imposed constraints that can be fulfilled by actions of the District pursuant to those constraints or by the passage of time. Net assets may be restricted for capital projects, debt repayment, and/or educational programs.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Unrestricted: Net assets that are not subject to externally imposed constraints. Unrestricted net assets may be designated for specific purposes by action of the Board of Trustees or may otherwise be limited by contractual agreements with outside parties. Substantially all unrestricted net assets are designated for economic uncertainties.

When both restricted and unrestricted resources are available for use, it is the District's practice to use restricted resources first and the unrestricted resources when they are needed.

State Apportionments

Certain current year apportionments from the State are based on financial and statistical information of the previous year. Any corrections due to the recalculation of the apportionment are made in February of the subsequent year. When known and measurable, these recalculations and corrections are accrued in the year in which the FTES are generated.

On-Behalf Payments

GASB Statement No. 24 requires direct on-behalf payments for fringe benefits and salaries made by one entity to a third party recipient for the employees for another legal separate entity be recognized as revenues and expenditures by the employer entity. The State of California makes direct on-behalf payments to the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) on behalf of all community colleges in California. The amounts of on-behalf payments were \$593,687 for CalSTRS. No on-behalf contributions were made to CalPERS.

Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. The County Assessor is responsible for assessment of all taxable real property. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. Various counties bill and collect taxes on behalf of the District. Local property tax revenues are recorded when received.

The voters of the District passed various General Obligation Bonds for the acquisition, construction, and remodeling of District capital assets. As a result of the passage of the Bond, property taxes are assessed on the property within the District specifically for the repayment of the debt incurred. The taxes are billed and collected as noted above and reinstituted to the District when collected.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Scholarship Discounts and Allowances

Student tuition and fee revenue is reported net of scholarship discounts and allowances in the Statement of Revenues, Expenditures, and Changes in Net Assets. Scholarship discounts and allowances represent the difference between stated charges for enrollment fees and the amount that is paid by students or third parties making payments on the students' behalf. To the extent that fee waivers and discounts have been used to satisfy tuition and fee charges, the District has recorded a scholarship discount and allowance.

Federal Financial Assistance Programs

The District participates in federally funded Pell Grants, SEOG Grants, Federal Work-Study, and Stafford Loan programs, as well as other programs funded by the Federal government. Financial aid to students is either reported as operating expenses or scholarship allowances, which reduce revenues. The amount reported as operating expense represents the portion of aid that was provided to the student in the form of cash. These programs are audited in accordance with the Single Audit Act Amendments of 1996, and the U.S. Office of Management and Budget's revised Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*, and the related *Compliance Supplement*.

Interfund Activity

Interfund transfers and interfund receivables and payables are eliminated during the consolidation process in the entity-wide financial statements.

Reclassification

Certain reclassifications were made to prior years' presentations to conform to current year presentation.

Foundation Presentation

The West Hills Community College District Foundation presents its financial statements in accordance with Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Organizations*. Under SFAS No. 117, the Foundation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. As permitted by the statement, the Foundation does not use fund accounting.

Permanently Restricted Net Assets - Net assets subject to donor-imposed stipulations that they be maintained permanently by the Foundation. Generally, the donors of these assets permit the Foundation to use all or part of the income earned on related investments for general or specific purposes.

Temporarily Restricted Net Assets - Net assets subject to donor-imposed stipulations that will be met by actions of the Foundation and/or the passage of time.

Unrestricted Net Assets - Net assets not subject to donor-imposed restrictions

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Revenues and expenses are recorded when incurred in accordance with the accrual basis of accounting. Revenues are reported as increases in the unrestricted net assets classification unless use of the related assets is limited by donor-imposed restrictions. Contributions, including unconditional promises to give, are recognized as revenue in the period received. Conditional promises to give are not recognized as revenue until the conditions on which they depend are substantially met. Contributions for in-kind gifts from outside sources are recorded at their fair market value on the date of the donation.

Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law.

Investments are reported at fair value in accordance with SFAS No. 157.

The Foundation is a not-for-profit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and related California Franchise Tax Codes.

Changes in Accounting Principles

In July 2004, the GASB issued Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions*. This Statement requires local governmental employers who provide other postemployment benefits (OPEB) as part of the total compensation offered to employees to recognize the expense and related liabilities (assets) in the entity-wide financial statements of net assets and activities. This Statement established standards for the measurement, recognition, and display of OPEB expense/expenditures and related liabilities (assets), note disclosures, and, if applicable, required supplementary information (RSI) in the financial reports of State and local government employers.

This Statement provided for prospective implementation – that is that employers set the beginning OPEB obligation at zero as of the beginning of the initial year. The District has implemented the provision of the Statement for the fiscal year ended June 30, 2009. The District had an annual required contribution of \$417,554 for the year June 30, 2009. The District contributed 100 percent of the required "pay as you go" portion of \$109,111 and has also contributed funds with a value as of June 30, 2009, totaling \$400,000 towards the future obligations of the District. The net amount of the Trust's investment returns/losses and the cumulative balance of the ARC has left a Net Plan Asset totaling \$863,351 as of June 30, 2009.

In July 2004, GASB issued Statement No. 43, *Financial Reporting for Postemployment Benefit Plans Other than Pension Plans*. The standards in the Statement apply for OPEB trust funds included in the financial reports of plan sponsors or employers, as well as the stand-alone financial reports of OPEB plans or the public employee retirement systems, or other third parties, that administer them. This Statement also provides requirements for reporting of OPEB funds by administrators of multiple-employer OPEB plans when the fund used to accumulate assets and pay benefits or premiums when due is not a trust fund. The District has implemented the provisions of this Statement for the fiscal year ended June 30, 2009.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

New Accounting Pronouncements

In March 2009, the GASB issued Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Classifications*. The objectives of this Statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund type definitions. This Statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed upon the use of the resources reported in governmental funds. The requirements of this Statement are effective for the financial statements for periods beginning after June 15, 2010. The District does not anticipate a significant impact in reporting as a result of this Statement as fund financial information is not reported.

In April 2009, the GASB issued GASB Statement No. 55, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*. The objective of this Statement is to incorporate the hierarchy of generally accepted accounting principles (GAAP) for State and local governments into the GASB authoritative literature. The "GAAP hierarchy" consists of the sources of accounting principles used in the preparation of financial statements for State and local governmental entities that are presented in conformity with GAAP and the framework for selecting those principles. GASB Statement No. 55 is effective immediately.

In April 2009, the GASB issued GASB Statement No. 56, *Codification of Accounting and Financial Reporting Guidance Contained in the AICPA Statement on Auditing Standards*. The objective of this Statement is to incorporate into the GASB's authoritative literature certain accounting and financial reporting guidance presented in the AICPA's Statements on Auditing Standards. This Statement addresses three issues not included in the authoritative literature that establishes accounting principles: related party transactions, going concern considerations, and subsequent events. The presentation of principles used in the preparation of financial statements is more appropriately included in accounting and financial reporting standards rather than auditing literature. GASB Statement No. 56 is effective immediately.

Comparative Financial Information

Comparative financial information for the prior year has been presented for additional analysis; certain amounts presented in the prior year data may have been reclassified in order to be consistent with the current year's presentation.

NOTE 3 - DEPOSITS AND INVESTMENTS

Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies; certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Investment in County Treasury - The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Summary of Deposits and Investments

Deposits and investments as of June 30, 2009 and 2008, are classified in the accompanying financial statements as follows:

	2009	2008
Governmental activities	\$ 91,743,080	\$ 78,258,020
Fiduciary funds	1,392,985	1,277,731
Total Deposits and Investments	\$ 93,136,065	\$ 79,535,751

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Deposits and investments as of June 30, 2009 and 2008, consist of the following:

	2009	2008
Cash on hand and in banks	\$ 874,861	\$ 2,023,970
Cash in revolving	393	393
Investments	92,260,811	77,511,388
Total Deposits and Investments	\$ 93,136,065	\$ 79,535,751

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Pool and having the Pool purchase a combination of shorter term and longer term investments and by timing cash flows from maturities so that a portion of the portfolio is maturing or coming close to maturity evenly over time as necessary to provide the cash flow and liquidity needed for operations.

Segmented Time Distribution

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuations as of June 30, 2009 and 2008, are provided by the following schedules that show the distribution of the District's investments by maturity:

Investment Type	Fair Value	12 Months or Less	June 30, 2009		
			13 - 24 Months	25 - 60 Months	More Than 60 Months
Certificates of Deposits	\$15,911,544	\$15,911,544	\$ -	\$ -	\$ -
Money Market	586,283	586,283	-	-	-
Corporate-Fixed Rate	7,437,182	7,437,182	-	-	-
County Pool	21,543,940	21,543,940	-	-	-
Mutual Funds	7,829,515	7,829,515	-	-	-
Treasury Obligations	38,952,347	38,952,347	-	-	-
Total	\$92,260,811	\$92,260,811	\$ -	\$ -	\$ -

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

June 30, 2008

Investment Type	Fair Value	12 Months or Less	June 30, 2008		
			13 - 24 Months	25 - 60 Months	More Than 60 Months
Certificates of Deposits	\$11,085,309	\$11,085,309	\$ -	\$ -	\$ -
Money Market	701,758	701,758	-	-	-
Corporate-Fixed Rate	2,906,244	2,906,244	-	-	-
County Pool	10,349,875	10,349,875	-	-	-
Mutual Funds	934,983	934,983	-	-	-
Treasury Obligations	19,084,970	19,084,970	-	-	-
Held by Trustee-Investment Contracts	32,448,249	-	-	-	32,448,249
Total	\$77,511,388	\$45,063,139	\$ -	\$ -	\$32,448,249

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. Presented below is the minimum rating required by the California Government Code, the District's investment policy, or debt agreements, and the actual rating as of the year-end for each investment type.

June 30, 2009

Investment Type	Fair Value	Minimum Legal Rating	Rating as of Year End		
			AAA	Aa	Unrated
Certificates of Deposits	\$ 15,911,544	N/A	\$ -	\$ -	\$ 15,911,544
Money Market	586,283	N/A	-	-	586,283
Corporate-Fixed Rate	7,437,182	N/A	-	-	7,437,182
County Pool	21,543,940	N/A	-	-	21,543,940
Mutual Funds	7,829,515	N/A	-	-	7,829,515
Treasury Obligations	38,952,347	N/A	-	-	38,952,347
Total	\$ 92,260,811		\$ -	\$ -	\$ 92,260,811

June 30, 2008

Investment Type	Fair Value	Minimum Legal Rating	Rating as of Year End		
			AAA	Aa	Unrated
Certificates of Deposits	\$ 11,085,309	N/A	\$ -	\$ -	\$ 11,085,309
Money Market	701,758	N/A	-	-	701,758
Corporate-Fixed Rate	2,906,244	N/A	-	-	2,906,244
County Pool	10,349,875	N/A	-	-	10,349,875
Mutual Funds	934,983	N/A	-	-	934,983
Treasury Obligations	19,084,970	N/A	-	-	19,084,970
Held by Trustee-Investment Contracts	32,448,249	N/A	-	-	32,448,249
Total	\$ 77,511,388		\$ -	\$ -	\$ 77,511,388

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

N/A - Not applicable

Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the stipulated by the California Government code. Investments in any one issuer that represent five percent or more of the total investments are as follows:

June 30, 2009		Reported Amount
Issuer	Investment Type	
Morgan Stanley	Certificates of Deposit and Corporate Fixed Rate Notes	\$ 12,039,218
Educational Employees Credit Union	Certificates of Deposit	8,299,981
Deutsche Bank	Mutual Funds	7,807,054
Total		<u>\$ 20,339,199</u>

June 30, 2008		Reported Amount
Issuer	Investment Type	
MBIA Inc.	Investment contract	\$ 32,448,249
Morgan Stanley	Money markets, mutual funds, corporate notes, U.S. Treasury Obligations, and Certificates of Deposit	10,256,147
Merrill Lynch	Money markets, mutual funds, corporate notes, U.S. Treasury Obligations, and Certificates of Deposit	10,443,578
Total		<u>\$ 53,147,974</u>

Custodial Credit Risk - Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk. As of June 30, 2009 and 2008, the District's bank balance of \$1,712,781 and \$2,519,970, respectively, was exposed to custodial credit risk because it was uninsured and collateralized with securities held by the pledging financial institution's trust department or agent, but not in the name of the District.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Custodial Credit Risk - Investments

This is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of its investments or collateral securities that are in possession of an outside party. For June 30, 2009, of the investment in mutual funds, corporate notes, and certificates of deposit of \$31,764,574, the District has a custodial credit risk because the related securities are uninsured, unregistered, and held by the brokerage firm which is also the counterparty for these securities. For June 30, 2008, of the investment in mutual funds, corporate notes, and Investment Contracts of \$48,076,543, the District has a custodial credit risk exposure because the related securities are uninsured, unregistered, and held by the brokerage firm which is also the counterparty for these securities. The District does not have a policy limiting the amount of securities that can be held by counterparties.

NOTE 4 - ACCOUNTS RECEIVABLES

Receivables at June 30, 2009 and 2008, consisted of intergovernmental grants, entitlements, interest, and other local sources.

	June 30, 2009	June 30, 2008
Federal Government		
Categorical aid	\$ 1,976,523	\$ 820,556
State Government		
Apportionment	4,163,389	1,250,572
Categorical aid	896,606	1,521,821
Other state sources	2,724,726	571,755
Local Sources		
Categorical aid	-	9,051
Interest	99,465	65,589
Taxes	150,106	330,328
Other local sources	197,101	654,077
Total	<u>\$ 10,207,916</u>	<u>\$ 5,223,749</u>
Student receivables	\$ 548,363	\$ 305,227

Discretely Presented Component Unit

The Foundation's accounts receivable consist primarily of short-term donations. In the opinion of management, all amounts have been deemed to be fully collectable.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 5 - PREPAID EXPENDITURES

Prepaid expenditures at June 30, 2009, consisted of the following:

	June 30, 2009	June 30, 2008
Travel and conferences	\$ 2,376	\$ 14,212
Debt issuance costs (25 year amortization)	858,014	-
Total	<u>\$ 860,390</u>	<u>\$ 14,212</u>

NOTE 6 - CAPITAL ASSETS

Capital asset activity for the fiscal year ended June 30, 2009, was as follows:

June 30, 2009	Balance Beginning of Year	Additions	Deductions	Balance End of Year
Capital Assets Not Being Depreciated				
Land	\$ 5,052,940	\$ 124,952	\$ -	\$ 5,177,892
Construction in progress	5,806,236	4,195,562	133,218	9,868,580
Total Capital Assets Not Being Depreciated	10,859,176	4,320,514	133,218	15,046,472
Capital Assets Being Depreciated				
Land improvements	13,254,080	79,765	-	13,333,845
Buildings and improvements	62,322,871	274,381	-	62,597,252
Furniture and equipment	2,873,752	366,051	-	3,239,803
Total Capital Assets Being Depreciated	78,450,703	720,197	-	79,170,900
Total Capital Assets	<u>89,309,879</u>	<u>5,040,711</u>	<u>133,218</u>	<u>94,217,372</u>
Less Accumulated Depreciation				
Land improvements	3,150,118	562,046	-	3,712,164
Buildings and improvements	18,408,692	1,921,761	-	20,330,453
Furniture and equipment	2,123,458	186,366	-	2,309,824
Total Accumulated Depreciation	23,682,268	2,670,173	-	26,352,441
Net Capital Assets	<u>\$ 65,627,611</u>	<u>\$ 2,370,538</u>	<u>\$ 133,218</u>	<u>\$ 67,864,931</u>

Depreciation expense for the year was \$2,670,173.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Capital asset activity for the fiscal year ended June 30, 2008, was as follows:

June 30, 2008	Balance Beginning of Year	Valuation Adjustments/ Additions	Valuation Adjustments/ Deductions	Balance End of Year
Capital Assets Not Being Depreciated				
Land	\$ 1,701,707	\$ 3,351,233	\$ -	\$ 5,052,940
Construction in progress	3,657,741	2,148,495	-	5,806,236
Total Capital Assets Not Being Depreciated	5,359,448	5,499,728	-	10,859,176
Capital Assets Being Depreciated				
Land improvements	11,857,403	1,396,677	-	13,254,080
Buildings and improvements	58,040,583	4,282,288	-	62,322,871
Furniture and equipment	9,018,961	172,227	6,317,436	2,873,752
Total Capital Assets Being Depreciated	78,916,947	5,851,192	6,317,436	78,450,703
Total Capital Assets	<u>84,276,395</u>	<u>11,350,920</u>	<u>6,317,436</u>	<u>89,309,879</u>
Less Accumulated Depreciation				
Land improvements	3,246,127	-	96,009	3,150,118
Buildings and improvements	10,526,789	7,881,903	-	18,408,692
Furniture and equipment	7,919,690	-	5,796,232	2,123,458
Total Accumulated Depreciation	21,692,606	7,881,903	5,892,241	23,682,268
Net Capital Assets	<u>\$ 62,583,789</u>	<u>\$ 3,469,017</u>	<u>\$ 425,195</u>	<u>\$ 65,627,611</u>

Depreciation expense for the year was \$1,989,662.

NOTE 7 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2009 and 2008, consisted of the following:

	June 30, 2009	June 30, 2008
Vendor invoices	\$ 4,001,918	\$ 1,529,499
Salaries and wages payable	1,446,131	1,720,007
Total	<u>\$ 5,448,049</u>	<u>\$ 3,249,506</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 8 - DEFERRED REVENUE

Deferred revenue at June 30, 2009 and 2008, consisted of the following:

	June 30, 2009	June 30, 2008
Federal financial assistance	\$ 47,371	\$ 19,159
State categorical aid	1,187,012	804,211
Other state	61,647	13,977
Enrollment fees	1,304,033	1,049,499
Other local	149,690	274,852
Total	<u>\$ 2,749,753</u>	<u>\$ 2,161,698</u>

NOTE 9 - INTERFUND TRANSACTIONS

Interfund Receivables and Payable (Due To/Due From)

Balances owing between funds at year-end were for \$3,125,881. Interfund balances at June 30, 2009 and 2008, have been eliminated in the consolidation process.

Interfund Operating Transfers

Operating transfers between funds of the District are used to (1) move revenues from the fund that statute or budget requires to collect them to the fund that statute or budget requires to expend them, (2) move receipts restricted to debt service from the funds collecting the receipts to the debt service fund as debt service payments become due, and (3) use restricted revenues collected in the General Fund to finance various programs accounted for in other funds in accordance with budgetary authorizations. Operating transfers between funds of the District have been eliminated in the consolidation process.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 10 - LONG-TERM OBLIGATIONS

Summary for June 30, 2009

The changes in the District's long-term obligations during the year consisted of the following:

	Balance Beginning of Year	Additions	Deductions	Balance End of Year	Current Portion
Bonds and Notes Payable:					
General obligation bonds- Series A and D	\$ 16,630,000	\$ -	\$ 385,000	\$ 16,265,000	\$ 400,000
General obligation bonds 2008 (Northern)	-	2,745,000	-	2,745,000	-
Current interest	-	1,161,364	-	1,161,364	185,000
Capital appreciation	-	365,354	-	365,354	14,614
Bond premium (25 year amortization)	-	-	-	-	-
General obligation bonds 2009 (Coalinga)	-	2,380,000	-	2,380,000	-
Current interest	-	642,874	-	642,874	125,000
Capital appreciation	-	317,771	-	317,771	12,711
Bond premium (25 year amortization)	-	-	-	-	-
General obligation bonds 2009 (Lemoore)	-	4,955,000	-	4,955,000	-
Current interest	-	1,090,184	-	1,090,184	370,000
Capital appreciation	-	442,659	-	442,659	17,706
Bond premium (25 year amortization)	-	-	-	-	-
Certificates of participation	65,150,000	70,200,000	65,150,000	70,200,000	-
Capital leases	2,457,260	21,764	600,019	1,879,005	636,763
Day care center loan	651,770	-	11,280	640,490	11,856
CDE-Child Care Revolving Loan	234,000	-	52,000	182,000	52,000
Total Long-Term Obligations	<u>\$ 35,147,030</u>	<u>\$ 84,521,970</u>	<u>\$ 66,198,299</u>	<u>\$ 195,266,701</u>	<u>\$ 1,825,650</u>

Description of Debt

Payments on the Certificates of Participation are paid by the COP Debt Service Fund. Payments on the general obligation bonds are made by the Bond Interest and Redemption Fund with local property tax revenues. The accrued vacation will be paid by the fund for which the employee worked. The Day Care Center loans are paid by the Child Development Fund and the capital leases are paid by the General and Special Revenue Fund.

The District has utilized capital leases purchase agreements to purchase land, buildings, and equipment. The current lease purchase agreements in the amount of \$1,879,005 will be paid through the General and the Other Special Revenue Funds.

Bonded Debt

On March 3, 1999, the District issued \$4,000,000 in general obligation bonds, Series A. Interest on the \$4,000,000 bonds issued March 3, 1999, accrues from March 3, 1999, and is payable semi-annually on February 1 and August 1 of each year commencing February 1, 2000. The bonds have maturities beginning February 1, 2000 through August 1, 2029, and have yields ranging from 3.0 percent to 5.048 percent.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

On January 26, 2000, the District issued \$15,000,000 in general obligation bonds, Series B. Interest on the \$15,000,000 bonds is payable semi-annually, on February 1 and August 1 of each year, commencing February 1, 2001. The bonds have maturities beginning February 1, 2001 through August 1, 2030, and have yields ranging from 4.2 percent to 6.0 percent.

The bonds, Series A and B, were issued to finance the construction of a new campus and for the alterations and additions to existing classrooms and other school facilities.

On October 28, 2008, the District issued \$3,839,677 in general obligation bonds. Interest on the \$3,839,677 bonds is payable semi-annually on February 1 and August 1 of each year commencing February 1, 2009. The bonds have maturities beginning February 1, 2009 through August 1, 2033, and have yields ranging from 3.41 percent to 4.95 percent.

On February 24, 2009, the District issued \$2,998,815 in general obligation bonds. Interest on the \$2,998,815 bonds is payable semi-annually, on February 1 and August 1 of each year, commencing August 1, 2009. The bonds have maturities beginning August 1, 2009 through August 1, 2033 and have yields ranging from 2.62 percent to 5.08 percent.

On March 3, 2009, the District issued \$5,999,837 in general obligation bonds. Interest on the \$5,999,837 bonds is payable annually, on August 1 of each year, commencing August 1, 2010. The bonds have maturities beginning August 1, 2010 through August 1, 2033 and have yields ranging from 2.62 percent to 5.42 percent.

The bonds were issued for the school facilities improvement.

The District is empowered and obligated to cause to be levied ad valorem taxes, for the payment of interest on, and principal and accreted value of the Series A and B bonds, upon all property subject to taxation by the District (except certain personal property which is taxable at limited rates) without limitation of rate or amount.

The outstanding general obligation bonded debt is as follows:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds		Bonds Outstanding June 30, 2009	
				Outstanding July 1, 2008	Accreted/ Issued		
05/03/99	08/01/29	3.0-5.048%	\$ 4,000,000	\$ 3,175,000	\$ -	\$ 3,285,000	
01/26/00	08/01/30	4.2-6.000%	15,000,000	13,275,000	-	12,980,000	
10/28/08	08/01/33	3.41-4.950%	3,839,677	-	3,906,364	3,906,364	
02/24/09	08/01/33	2.62-5.08%	2,998,815	-	3,022,874	3,022,874	
05/03/09	08/01/33	2.62-5.42%	5,999,837	-	6,045,184	6,045,184	
Total				\$ 16,650,000	\$ 12,974,422	\$ 385,000	\$ 29,239,422

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Debt Service Requirements to Maturity

1999 Issue - General Obligation Bonds - Series A

Fiscal Year	Interest to		Total
	Principal	Maturity	
2010	\$ 90,000	\$ 155,465	\$ 245,465
2011	95,000	151,718	246,718
2012	100,000	147,670	247,670
2013	105,000	143,313	248,313
2014	110,000	138,635	248,635
2015-2019	655,000	608,013	1,263,013
2020-2024	830,000	430,350	1,260,350
2025-2029	1,055,000	198,625	1,253,625
2030	245,000	6,125	251,125
Total	\$ 3,285,000	\$ 1,979,914	\$ 5,264,914

2000 Issue - General Obligation Bonds - Series B

Fiscal Year	Interest to		Total
	Principal	Maturity	
2010	\$ 310,000	\$ 749,650	\$ 1,059,650
2011	325,000	733,604	1,058,604
2012	345,000	716,604	1,061,604
2013	360,000	698,270	1,058,270
2014	375,000	678,789	1,053,789
2015-2019	2,250,000	3,042,215	5,292,215
2020-2024	3,010,000	2,273,733	5,283,733
2025-2029	4,025,000	1,226,250	5,251,250
2030-2031	1,980,000	120,601	2,100,601
Total	\$ 12,980,000	\$ 10,239,806	\$ 23,219,806

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

2008 Northern Series A, Current Interest General Obligation Bonds

Fiscal Year	Principal	Interest to Maturity	Total
2010	\$ -	\$ 115,066	\$ 115,066
2011	-	159,938	159,938
2012	-	159,938	159,938
2013	-	159,938	159,938
2014	-	159,938	159,938
2015-2019	130,000	799,686	929,686
2020-2024	955,000	675,525	1,630,525
2025-2028	1,660,000	319,800	1,979,800
Subtotal	<u>\$ 2,745,000</u>	<u>\$ 2,549,829</u>	<u>\$ 5,294,829</u>

2008 Northern Series A, Capital Appreciation General Obligation Bonds

Year Ending June 30,	Value at Maturity	Accreted Obligation	Interest to Accrete
2010	\$ 185,000	\$ 166,204	\$ 18,796
2011	75,000	60,540	14,460
2012	70,000	50,764	19,236
2013	80,000	52,128	27,872
2014	85,000	49,759	35,241
2015	100,000	52,600	47,400
2016	105,000	49,623	55,377
2017	120,000	50,952	69,048
2029	442,734	130,854	311,880
2030	462,237	(28,538)	333,699
2031	482,439	126,222	356,217
2032	498,651	122,748	375,903
2033	520,000	120,432	399,568
Total	<u>\$ 3,226,061</u>	<u>\$ 1,161,364</u>	<u>\$ 2,064,697</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

2009 Coalinga Series A, Current Interest General Obligation Bonds

Fiscal Year	Principal	Interest to Maturity	Total
2010	\$ -	\$ 115,593	\$ 115,593
2011	-	132,950	132,950
2012	-	132,950	132,950
2013	-	132,950	132,950
2014	-	132,950	132,950
2015-2019	-	664,750	664,750
2020-2024	420,000	623,856	1,043,856
2025-2029	760,000	456,631	1,216,631
2030-2033	1,200,000	176,500	1,376,500
Subtotal	<u>\$ 2,380,000</u>	<u>\$ 2,569,130</u>	<u>\$ 4,949,130</u>

2009 Coalinga Series A, Capital Appreciation General Obligation Bonds

Year Ending June 30,	Value at Maturity	Accreted Obligation	Interest to Accrete
2010	\$ 125,000	\$ 112,725	\$ 12,275
2011	135,000	109,809	25,191
2012	100,000	73,360	26,640
2013	100,000	66,160	33,840
2014	100,000	59,660	40,340
2015	100,000	53,800	46,200
2016	100,000	48,520	51,480
2017	100,000	43,760	56,240
2018	100,000	39,480	60,520
2019	100,000	35,600	64,400
Total	<u>\$ 1,060,000</u>	<u>\$ 642,874</u>	<u>\$ 417,126</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

2009 Lemoore Series A, Current Interest General Obligation Bonds

Fiscal Year	Principal	Interest to Maturity	Total
2010	\$ -	\$ 98,100	\$ 98,100
2011	-	267,546	267,546
2012	-	267,546	267,546
2013	-	267,546	267,546
2014	-	267,546	267,546
2015-2019	-	1,337,730	1,337,730
2020-2024	705,000	1,307,807	2,012,807
2025-2029	1,675,000	1,014,630	2,689,630
2030-2033	2,575,000	453,881	3,028,881
Subtotal	<u>\$ 4,955,000</u>	<u>\$ 5,282,332</u>	<u>\$ 10,237,332</u>

2009 Lemoore Series A, Capital Appreciation General Obligation Bonds

Year Ending June 30,	Value at Maturity	Accrued Obligation	Interest to Accrete
2010	\$ 370,000	\$ 329,448	\$ 40,552
2011	130,000	103,090	26,910
2012	125,000	88,275	36,725
2013	135,000	84,888	50,112
2014	145,000	81,200	63,800
2015	155,000	77,283	77,717
2016	165,000	73,260	91,740
2017	175,000	69,195	105,805
2018	185,000	65,157	119,843
2019	195,000	61,152	133,848
2020	205,000	57,236	147,764
Total	<u>\$ 1,985,000</u>	<u>\$ 1,090,184</u>	<u>\$ 894,816</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Certificates of Participation

In July 2008, the West Hills Community College District Financing Corporation issued certificates of participation in the amount of \$70,200,000 with varying interest rates. At June 30, 2009, the principal balance outstanding was \$70,200,000. The interest rate as of June 30, 2009, was 0.26 percent and is based on the auction rate at the time of sale.

Year Ending June 30,	Principal	Interest	Total
2010	\$ -	\$ 1,053,000	\$ 1,053,000
2011	-	1,053,000	1,053,000
2012	-	1,053,000	1,053,000
2013	-	1,053,000	1,053,000
2014	-	1,053,000	1,053,000
2015-2019	7,000,000	5,112,000	12,112,000
2020-2024	15,300,000	4,194,750	19,494,750
2025-2029	20,700,000	2,850,750	23,550,750
2030-2034	27,200,000	1,060,500	28,260,500
Total	<u>\$ 70,200,000</u>	<u>\$ 18,483,000</u>	<u>\$ 88,683,000</u>

Capital Leases

The District's liability on lease agreements with options to purchase are summarized below:

Balance, July 1, 2008	\$ 2,457,260
Additions	21,764
Payments	600,019
Balance, June 30, 2009	<u>\$ 1,879,005</u>

The capital leases have minimum lease payments as follows:

Year Ending June 30,	Lease Payment
2010	\$ 760,712
2011	441,447
2012	283,844
2013	287,317
2014	285,248
2015	287,636
Total	2,346,204
Less: Amount Representing Interest	467,199
Present Value of Minimum Lease Payments	<u>\$ 1,879,005</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Day Care Center Loan

On December 17, 2004, the District entered into a loan agreement with the Low Income Housing Fund, a California non-profit corporation for a total loan amount of \$677,000. The loan was used to expand and rehabilitate the Child Development Center operated by the District. The current loan agreement is for a five-year period with required debt payments calculated on a 30-year amortization schedule. After the five-year term has expired, an estimated principal balance of \$625,576 will remain for the District to pay-off or refinance. The required annual payments are reflected below with the outstanding loan balance at June 30, 2009, totaling \$14,915.

Required Annual Payments:

Year Ending June 30,	Principal	Interest	Total
2010	\$ 11,856	\$ 31,755	\$ 43,611
2011	3,059	7,845	10,904
Total	\$ 14,915	\$ 39,600	\$ 54,515

Estimated Principal Balance Outstanding:

Year Ending June 30,	Principal
2010	\$ 628,634
2011	625,576

CDE Revolving Loan

The District entered into four separate interest-free facilities loans with the California Department of Education for child care facilities; two facilities at the Firebaugh campus and two at the Lemoore campus. The loans were each for \$130,000 and are to be repaid over a ten year period interest free.

The remaining lease payments are as follows:

Year Ending June 30,	Lease Payment
2010	\$ 52,000
2011	52,000
2012	52,000
2013	26,000
Total	\$ 182,000

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Other Postemployment Benefit Obligation

The District implemented GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions*, during the year ended June 30, 2009. The District contributed 100 percent of the required "pay as you go" portion of \$109,133 and has also contributed funds with a value as of June 30, 2009, totaling \$400,000 towards the future obligations of the District. The net amount of the Trust's investment returns/losses and the cumulative balance of the ARC has left a Net Plan Asset totaling \$863,351 as of June 30, 2009. See Note 11 for additional information regarding the OPEB obligation and the postemployment benefit plan.

Summary for June 30, 2008

The changes in the District's long-term obligations during the year consisted of the following:

	Balance Beginning of Year	Additions	Deductions	Balance End of Year	Current Portion
Bonds and Notes Payable					
General obligation bonds	\$ 17,010,000	\$ -	\$ 360,000	\$ 16,650,000	\$ 385,000
Certificates of participation	65,150,000	-	-	65,150,000	-
Capital leases	2,540,478	500,000	583,218	2,457,260	600,020
Day care center loan	662,500	-	10,730	651,770	11,279
CDE-Child Care Revolving Loan	286,000	-	52,000	234,000	52,000
Total Long-Term Obligations	\$ 85,648,978	\$ 500,000	\$ 1,005,948	\$ 85,143,030	\$ 1,048,299
Compensated absences-net	\$ 722,843	\$ 948,629	\$ 722,843	\$ 948,629	

Description of Debt

Payments on the Certificates of Participation are paid by the COP Debt Service Fund. Payments on the general obligation bonds are made by the bond interest and redemption fund with local property tax revenues. The accrued vacation will be paid by the fund for which the employee worked. The Day Care Center loans are paid by the Child Development Fund and the capital leases are paid by the General and Special Revenue Fund.

Bonded Debt

On March 3, 1999, the District issued \$4,000,000 in general obligation bonds, Series A. Interest on the \$4,000,000 bonds issued March 3, 1999, accrues from March 3, 1999, and is payable semi-annually on February 1 and August 1 of each year commencing February 1, 2000. The bonds have maturities beginning February 1, 2000 through August 1, 2029, and have yields ranging from 3.0 percent to 5.048 percent.

On January 26, 2000, the District issued \$15,000,000 in general obligation bonds, Series B. Interest on the \$15,000,000 bonds is payable semi-annually, on February 1 and August 1 of each year, commencing February 1, 2001. The bonds have maturities beginning February 1, 2001 through August 1, 2030, and have yields ranging from 4.2 percent to 6.0 percent.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

The bonds, Series A and D, were issued to finance the construction of a new campus and for the alterations and additions to existing classrooms and other school facilities.

The District is empowered and obligated to cause to be levied ad valorem taxes, for the payment of interest on, and principal and accreted value of the Series A and B bonds, upon all property subject to taxation by the District (except certain personal property which is taxable at limited rates) without limitation of rate or amount.

The outstanding general obligation bonded debt is as follows:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds		
				Outstanding July 1, 2008	Outstanding June 30, 2009	
03/03/99	08/01/29	3.0-5.048%	\$ 4,000,000	\$ 3,460,000	\$ 85,000	
01/26/00	08/01/30	4.2-6.000%	15,000,000	13,550,000	275,000	
Total				<u>\$ 17,010,000</u>	<u>\$ 360,000</u>	<u>\$ 16,650,000</u>

Debt Service Requirements to Maturity

General Obligation Bonds - Series A

Fiscal Year	Principal	Interest to Maturity	Total
2009	\$ 90,000	\$ 159,065	\$ 249,065
2010	90,000	155,465	245,465
2011	95,000	151,718	246,718
2012	100,000	147,670	247,670
2013	105,000	143,313	248,313
2014-2018	620,000	637,570	1,257,570
2019-2023	795,000	470,018	1,265,018
2024-2028	1,000,000	249,910	1,249,910
2029-2030	480,000	24,250	504,250
Total	<u>\$ 3,375,000</u>	<u>\$ 2,138,979</u>	<u>\$ 5,513,979</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

General Obligation Bonds - Series B

Fiscal Year	Principal	Interest to Maturity	Total
2009	\$ 295,000	\$ 765,513	\$ 1,060,513
2010	310,000	749,650	1,059,650
2011	325,000	733,694	1,058,694
2012	345,000	716,604	1,061,604
2013	360,000	698,270	1,058,270
2014-2018	2,120,000	3,165,869	5,285,869
2019-2023	2,840,000	2,448,319	5,288,319
2024-2028	3,795,000	1,460,850	5,255,850
2029-2031	2,885,000	266,551	3,151,551
Total	<u>\$ 13,275,000</u>	<u>\$ 11,005,320</u>	<u>\$ 24,280,320</u>

Certificates of Participation, No. 1

In August 2002, the West Hills Community College District Financing Corporation issued certificates of participation in the amount of \$27,950,000 with varying interest rates. At June 30, 2009, the principal balance outstanding was \$27,950,000. The interest rate as of June 30, 2008, was 4.79 percent.

Year Ending June 30,	Principal	Interest	Total
2009	\$ -	\$ 489,125	\$ 489,125
2010	-	489,125	489,125
2011	400,000	485,625	885,625
2012	500,000	477,750	977,750
2013	650,000	467,687	1,117,687
2014-2018	5,125,000	2,101,094	7,226,094
2019-2023	6,250,000	1,592,500	7,842,500
2024-2028	6,875,000	1,018,282	7,893,282
2029-2033	8,150,000	371,874	8,521,874
Total	<u>\$ 27,950,000</u>	<u>\$ 7,493,062</u>	<u>\$ 35,443,062</u>

Certificate of Participation, No. 2

In July 2003, the West Hills Community College District Financing Corporation issued certificates of participation in the amount of \$37,200,000 with varying interest rates. At June 30, 2009, the principal balance outstanding was \$37,200,000. The interest rate as of June 30, 2008, was 4.34 percent and is based on the auction rate at the time of sale.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Year Ending June 30,	Principal Amount of Certificates
2012	\$ 1,280,000
2013	1,300,000
2014	1,330,000
2015	1,350,000
2016	1,380,000
2017-2021	7,330,000
2022-2026	8,090,000
2027-2031	8,940,000
2032-2034	6,200,000
Total	<u>\$ 37,200,000</u>

Capital Leases

The District's liability on lease agreements with options to purchase are summarized below:

Balance, July 1, 2007	\$ 2,540,478
Additions	500,000
Payments	583,218
Balance, June 30, 2008	<u>\$ 2,457,260</u>

The capital leases have minimum lease payments as follows.

Year Ending June 30,	Lease Payment
2009	\$ 748,504
2010	748,248
2011	428,983
2012	283,845
2013	287,317
2014-2015	572,883
Total	3,069,780
Less: Amount Representing Interest	612,520
Present Value of Minimum Lease Payments	<u>\$ 2,457,260</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Day Care Center Loan

On December 17, 2004, the District entered into a loan agreement with the Low Income Housing Fund, a California non-profit corporation for a total loan amount of \$677,000. The loan was used to expand and rehabilitate the Child Development Center operated by the District. The current loan agreement is for a five-year period with required debt payments calculated on a 30-year amortization schedule. After the five-year term has expired, an estimated principal balance of \$625,576 will remain for the District to pay-off or refinance. The required annual payments are reflected below with the outstanding loan balance at June 30, 2008, totaling \$26,194.

Required Annual Payments:

Year Ending June 30,	Principal	Interest	Total
2009	\$ 11,279	\$ 32,332	\$ 43,611
2010	11,856	31,755	43,611
2011	3,059	7,845	10,904
Total	<u>\$ 26,194</u>	<u>\$ 71,932</u>	<u>\$ 98,126</u>

Estimated Principal Balance Outstanding:

Year Ending June 30,	Principal
2009	\$ 640,490
2010	628,634
2011	625,576

CDE Revolving Loan

The District entered into four separate facilities loans with the California Department of Education for child care facilities; two facilities at the Firebaugh campus and two at the Lemoore campus. The loans were each for \$130,000 and are to be repaid over a 10 year period interest free.

The remaining lease payments are as follows:

Year Ending June 30,	Lease Payment
2009	\$ 52,000
2010	52,000
2011	52,000
2012	52,000
2013	26,000
Total	<u>\$ 234,000</u>

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 11 - POSTEMPLOYMENT HEALTH CARE PLAN AND OTHER POSTEMPLOYMENT BENEFIT (OPEB) OBLIGATION

The District provides postemployment health care benefits for retired employees in accordance with negotiated contracts with the various bargaining units of the District.

Plan Description

The Plan (the Plan) is a single-employer defined benefit healthcare plan administered by West Hills Community College District. The Plan provides medical and dental insurance benefits to eligible retirees and their spouses. Membership of the Plan consists of 31 retirees and beneficiaries currently receiving benefits and 309 active plan members.

Funding Policy

The contribution requirements of plan members and the District are established and may be amended by the District and the District's bargaining units. The required contribution is based on projected pay-as-you-go financing requirements with an additional amount to pre-fund benefits as determined annually through agreements between the District and the bargaining units. For fiscal year 2008-2009, the District contributed 100 percent of the required "pay as you go" portion of \$109,133 and has also contributed funds with a value as of June 30, 2009, totaling \$400,000 towards the future obligations of the District. The annual required contribution (ARC) for the District as of July 1, 2008, was \$417,554. The net amount of the Trust's investment returns/losses and the cumulative balance of the ARC has left a Net Plan Asset totaling \$863,351 as of June 30, 2009.

Annual OPEB Cost and Net OPEB Obligation

The District's annual OPEB cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the payments of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding costs) over a period not to exceed 30 years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the Plan, and changes in the District's net OPEB obligation to the Plan:

Funding Status and Funding Progress

Actuarial valuation of an ongoing plan involves estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the Plan and the annual required contribution of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplementary information, follows the notes to the financial statements and presents multi-year trend information about whether the actuarial value of Plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits. Since this is the first year of implementation, only the current year information is presented.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive Plan (the Plan as understood by the employer and the Plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and the Plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

In the January 13, 2009, actuarial valuation, the entry age normal method was used. The actuarial assumptions included a 7.1 percent investment rate of return (net of administrative expenses), based on the Plan being funded in an irrevocable employee benefit trust fund invested in a long-term fixed income portfolio. Healthcare cost trend rates was 4.0 percent. The cost trend rate used for the Dental and Vision Programs was 4.0 percent. The UAAL is being amortized at a level dollar method. The remaining amortization period at January 13, 2009, was 30 years. The actuarial value of assets was not determined in this actuarial valuation.

NOTE 12 - RISK MANAGEMENT

Joint Powers Authority Risk Pools

During fiscal year ending June 30, 2009, the District contracted with the Valley Insurance Program Joint Powers Authority for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Workers' Compensation

For fiscal year 2009, the District participated in the Valley Insurance Program Joint Powers Authority (JPA), an insurance purchasing pool. The intent of the JPA is to achieve the benefit of a reduced premium for the District by virtue of its grouping and representation with other participants in the JPA. The workers' compensation experience of the participating districts is calculated as one experience, and a common premium rate is applied to all districts in the JPA. Each participant pays its workers' compensation premium based on its individual rate. Total savings are then calculated and each participant's individual performance is compared to the overall saving. A participant will then either receive money from or be required to contribute to the "equity-pooling fund." This "equity pooling" arrangement insures that each participant shares equally in the overall performance of the JPA. Participation in the JPA is limited to community college districts that can meet the JPA's selection criteria.

NOTE 13 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

CalSTRS

Plan Description

The District contributes to CalSTRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7919 Folsom Blvd., Sacramento, CA 95826.

Funding Policy

Active members are required to contribute 8.0 percent of their salary while the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2008-2009 was 8.25 percent of annual payroll. The contribution requirements of the plan members are established by State statute. The District's total contributions to CalSTRS for the fiscal years ended June 30, 2009, 2008, and 2007, were \$1,084,330, \$1,023,632, and \$897,305, respectively, and equal 100 percent of the required contributions for each year.

CalPERS

Plan Description

The District contributes to the School Employer Pool under CalPERS a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and survivor benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95811.

Funding Policy

Active plan members are required to contribute seven percent of their salary and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The District's contribution rate to CalPERS for fiscal year 2008-2009 was 9.428 percent of covered payroll. The District's contributions to CalPERS for fiscal years ending June 30, 2009, 2008, and 2007, were \$1,132,472, \$978,464, and \$794,268, respectively, and equal 100 percent of the required contributions for each year.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

On-Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS which amounted to \$593,637, \$560,454, and \$491,288 for the years ending June 30, 2009, 2008, and 2007, respectively, (4.517 percent) of salaries subject to CalSTRS. These amounts have been reflected in the basic financial statements as a component of nonoperating revenue and employee benefit expense.

APPLE

Plan Description

The District contributes to the APPLE plan for employees not covered under CalPERS or CalSTRS plans. The plan provides benefits in a lump sum distribution of the employees' vested balance as of their retirement date.

Funding Policy

Active plan members and the District are each required to contribute 3.75 percent of an individual's salary to the plan, for a total of 7.5 percent of an individual's salary. Individuals enrolled in the plan are 100 percent vested in the contributions made to it. The District's contribution to the plan for the fiscal year ending June 30, 2009, was \$94,990.

NOTE 14 - COMMITMENTS AND CONTINGENCIES

Grants

The District receives financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the District. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2009.

Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2009.

Operating Leases

The District has entered into a ten-year operating lease for a building in the City of Firebaugh for education and related purposes. The District is obligated to pay \$41,174 per year for a ten-year period or a total of \$411,740. After the ten-year period, the lease would then be renewable on a yearly basis. If the agreement is terminated prior to the ten-year term, then the rent is prorated to the date of termination.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

Construction Commitments

As of June 30, 2009, the District had the following commitments with respect to the unfinished capital projects:

Capital Projects	Remaining Construction Commitment	Expected Date of Completion
WHC Residence Hall, Phase I	\$ 192,996	December 1, 2009
WHC CDC Relocatables	500,000	December 1, 2009
WHC Switch Replacement Project	222,673	January 1, 2010
NDC Interior Remodel, Phase I	25,000	January 1, 2010
NDC Site Electrical	2,000	January 1, 2010
NDC Restroom Remodel	249,813	January 1, 2010
NDC HVAC, Phase I	44,661	January 1, 2010
NDC Switch Replacement Project	111,718	January 1, 2010
WHL Switch Replacement Project	188,099	January 1, 2010
WHL Multi-Use Sports Facility	23,636,000	August 1, 2010
Tamarack CDC Site Improvements	10,675	January 1, 2010
WHC Wellness Center	6,610,625	June 30, 2010
WHC Ag Science Facilities/Allen Farm	2,362,370	December 1, 2010
Total	<u>\$ 34,156,630</u>	

The projects are funded through a combination of general obligation bonds, certificates of participation, and capital project apportionments from the California State System's Office.

NOTE 15 - PARTICIPATION IN PUBLIC ENTITY RISK POOLS AND JOINT POWERS AUTHORITIES

The District is a member of the Central Valley Schools Health and Welfare Trusts (CVSHWT), the Self Insured Schools of California (SISC), and the Valley Insurance Program (VIP) Joint Powers Authorities (JPAs). The District pays annual premiums for its property liability, health, and worker's compensation coverage. The relationship between the District and the JPAs is such that it is not a component unit of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, transactions between the JPAs and the District are included in these statements. Audited financial statements are available from the respective entities.

The District's share of year-end assets, liabilities, or fund equity has not been calculated.

During the year ended June 30, 2009, the District made payments of \$1,232,212, \$2,923,159, and \$719,612 to CVSHWT, SISC, and VIP, respectively for health, worker's compensation, and property liability coverage.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 16 - TAX AND REVENUE ANTICIPATION NOTES

At July 1, 2008, the District had outstanding Tax and Revenue Anticipation Notes in the amount of \$2,275,000, which matured on July 6, 2008. On July 6, 2008, the District issued \$1,100,000 Tax and Revenue Anticipation Notes bearing interest at 1.65 percent. The notes were issued to supplement cash flows. Interest and principal were due and payable on July 6, 2009. By June 30, 2009, the District had placed 100 percent of principal and interest in an irrevocable trust for the sole purpose of satisfying the notes. The District was not required to make any additional payments on the notes. As the District has in substance defeased the debt, the tax anticipation notes of \$1,100,000 and related accrued interest and cash held in trust are not included in these financial statements.

	Outstanding Beginning of Year	Additions	Deletions	Outstanding End of Year
2008 5.39% TRANS	\$ 2,275,000	\$ -	\$ 2,275,000	\$ -
2009 1.65% TRANS	-	1,100,000	-	1,100,000
Total	<u>\$ 2,275,000</u>	<u>\$ 1,100,000</u>	<u>\$ 2,275,000</u>	<u>\$ 1,100,000</u>

NOTE 17 - SUBSEQUENT EVENTS

The District issued \$4,498,812 of General Obligation Bond Anticipation Notes dated July 9, 2009. The notes mature on August 1, 2012, and yield 3.87 - 4.60 percent interest. The notes were sold to supplement cash flow. Repayment requirements are that the principal and interest be deposited with the Fiscal Agent by July 9, 2010.

The District issued \$3,895,000 of Tax and Revenue Anticipation Notes dated July 6, 2009. The notes mature on July 1, 2010, and yield 0.6 percent interest. The notes were sold to supplement cash flow. Repayment requirements are that a percentage of principal and interest be deposited with the County Treasurer each month beginning July 6, 2009, until 100 percent of principal and interest due in on account by July 1, 2010.

WEST HILLS COMMUNITY COLLEGE DISTRICT

SCHEDULE OF OTHER POSTEMPLOYMENT BENEFITS (OPEB)
 FUNDING PROGRESS
 FOR THE YEAR ENDED JUNE 30, 2009

Schedule of Funding Progress						
Actuarial Valuation Date	Value of Assets (a)	Actuarial Accrued Liability (AAL) - Entry Age Normal Method (b)	Unfunded AAL (UAAAL) (b - a)	Funded Ratio (a / b)	Covered Payroll (c)	UAAAL as a Percentage of Covered Payroll (|b - a| / c)
11/1/08	\$ 1,171,772	\$ 2,624,302	\$ 1,452,530	45%	\$ 29,446,414	4.93%

REQUIRED SUPPLEMENTARY INFORMATION

WEST HILLS COMMUNITY COLLEGE DISTRICT

DISTRICT ORGANIZATION
JUNE 30, 2009

The West Hills Community College District was established in September 1932. The West Hills Community College District provides postsecondary education to the students of Coalinga-Huron Unified School District, Lemoore Union High School District, Riverdale Joint Unified School District, Golden Plains Unified School District, Firebaugh-Las Deltas Unified School District, Reef-Sunset Unified School District, and Mendota Unified School District. The West Hills Community College District maintains a District Office, a Coalinga College, a Lemoore College, the North District Center in Firebaugh, and a center at NAS Lemoore. There were no changes in the boundaries of the District during the fiscal year.

SUPPLEMENTARY INFORMATION

TRUSTEES

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Mark McKean	President	November 2011
Bill Henry	Vice President	November 2011
Nina Dxborrow	Clerk	November 2009
Jack Minnite	Member	November 2009
J.L. Levinson	Member	November 2009
Edna Ivans	Member	November 2011
Steve Cantu	Member	November 2011

ADMINISTRATION

Dr. Frank P. Gornick	Chancellor
Mr. Ken Stoppenbrink	Vice Chancellor, Business Services
Mr. Don Warkentin	President, West Hills College Lemoore
Dr. Willard Lewallen	President, West Hills College Coalinga
Ms. Susan Whitener	Dean of Learning Resources/Web Services
Mr. Dave Bolt	Vice President of Educational Services, West Hills College Lemoore
Ms. Jill Steams	Dean of Student Learning, West Hills College Coalinga
Ms. Stephanie Atkinson-Alston	Dean of Educational Services, West Hills College Lemoore
Mr. Carlos Diniz	Dean of Student Learning, West Hills College Coalinga
Dr. Marlon Hall	Associate Dean of Educational Services, West Hills College Lemoore
Ms. Raquel Rodriguez	Associate Dean of Student Learning, West Hills College Coalinga

See accompanying note to supplementary information.

WEST HILLS COMMUNITY COLLEGE DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2009

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Program Entitlements		Program Revenues					Total Program Expenditures								
		Current Year	Total Entitlement	Prior Year	Total Entitlement	Cash Received	Accounts Receivable	Deferred Revenue		Total Revenue							
U.S. DEPARTMENT OF EDUCATION																	
Camp	84.149A	\$	417,018	\$	415,916	\$	832,934	\$	439,613	\$	7,148	\$	-	\$	446,761	\$	446,761
Student Financial Assistance Cluster:																	
Academic Competitive Grant	84.375A		37,273		-		37,273		29,473		7,800		13,824		23,449		23,449
Supplemental Educational Opportunity Grants	84.007		107,459		-		107,459		84,255		23,204		-		107,459		107,459
Federal Workstudy	84.033		265,408		127,323		392,731		265,408		-		-		265,408		265,408
TANF 50% Federal/Calworks	84.033		235,250		153,029		388,279		235,250		-		-		235,250		235,250
Federal Family Education Loans	84.032		1,855,924		-		1,855,924		1,855,924		-		-		1,855,924		1,855,924
Pell Grant	84.063		6,787,459		5,322,525		12,109,984		6,351,008		236,451		-		6,787,459		6,787,459
Subtotal - Student Financial Assistance Cluster			9,288,773		5,602,877		14,891,650		9,021,318		267,455		13,824		9,274,949		9,274,949
TRIO Cluster:																	
Upward Bound	84.047A		774,734		512,367		1,287,101		451,152		41,510		-		492,662		492,662
Upward Bound - Math / Science	84.047M		750,000		543,119		1,293,119		458,241		70,263		-		528,504		528,504
Student Support Services/One Step Beyond	84.042A		339,871		-		339,871		333,320		6,551		-		339,871		339,871
Subtotal - TRIO Cluster			1,864,605		1,341,315		3,205,920		1,242,713		118,324		-		1,361,037		1,361,037
Vocational Education Act:																	
VATEA - Leadership	84.048		138,000		100,000		238,000		93,915		44,085		-		138,000		138,000
VATEA Tech. Prep.	84.048		162,810		153,296		316,106		-		162,810		-		162,810		162,810
VATEA IB	84.048		327,003		266,191		593,194		-		327,003		-		327,003		327,003
Subtotal - VATEA Programs			627,813		519,487		1,147,300		93,915		533,898		-		627,813		627,813
Title IV - 21st Century Learning Centers	84.287		157,898		-		157,898		110,796		47,102		-		157,898		157,898
Title V																	
Act I	84.031S		585,334		316,811		902,145		525,678		59,656		-		585,334		585,334
Act II	84.031S		394,065		250,504		644,569		245,745		148,320		-		394,065		394,065
Program Administration	84.031S		383,748		170,641		554,389		338,921		44,827		-		383,748		383,748
Subtotal - Title V Programs			1,363,147		737,956		2,101,103		1,110,344		252,803		-		1,363,147		1,363,147
Subtotal - U.S. Department of Education			13,719,254		9,137,038		23,484,105		12,018,699		1,226,730		13,824		13,231,605		13,231,605
U.S. DEPARTMENT OF AGRICULTURE																	
Summer Food Service Program	10.559		1,268		310,505		311,773		1,268		-		-		1,268		1,268
Rural Development	10.769		85,000		-		85,000		-		85,000		-		85,000		85,000
Child Care Food Services	10.558		367,379		-		367,379		312,811		54,568		-		367,379		367,379
Subtotal - U.S. Department of Agriculture			453,647		310,505		764,152		314,079		139,568		-		453,647		453,647
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES																	
Passed through California Department of Health Care Services:																	
Medi-Cal Billing Option	93.778		150,000		-		150,000		150,000		-		-		150,000		150,000
Subtotal - U.S. Department of Health and Human Services			150,000		-		150,000		150,000		-		-		150,000		150,000
U.S. DEPARTMENT OF JUSTICE																	
ARRA: Edward Byrne Memorial Justice Assistance	16.804		2,880		-		2,880		-		1,649		-		1,649		1,649
Subtotal U.S. Department of Justice			2,880		-		2,880		-		1,649		-		1,649		1,649

See accompanying note to supplementary information.

WEST HILLS COMMUNITY COLLEGE DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2009

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Program Entitlements		Program Revenues					Total Program Expenditures								
		Current Year		Prior Year	Total Entitlement	Cash Received	Accounts Receivable	Deferred Revenue		Total Revenue							
U.S. DEPARTMENT OF LABOR																	
Community Based JTG	17.269	\$	294,371	\$	358,587	\$	652,958	\$	218,357	\$	76,014	\$	8,802	\$	285,569	\$	285,569
Workforce Investment Act - LVN/RN Bridge	17.261		8,158	-	-	8,158	8,158	-	-	-	-	-	-	8,158	8,158	8,158	8,158
WIA Cluster:																	
Workforce Investment Act - Caregiver Training	17.259		308,530	-	-	308,530	308,530	-	-	-	-	-	-	308,530	308,530	308,530	308,530
Workforce Investment Act	17.260		903,972	868,640	868,640	1,772,612	811,942	101,540	9,255	-	-	-	-	904,227	904,227	904,227	904,227
ARRA: Workforce Investment Act - Adult Program	17.260		480	-	-	480	-	480	-	-	-	-	-	480	480	480	480
ARRA: Workforce Investment Act - Dislocated Worker	17.260		130	-	-	130	-	130	-	-	-	-	-	130	130	130	130
Workforce Investment Act - Veterans Employment Assn.	17.258		155,847	-	-	155,847	125,634	30,213	120	-	-	-	-	155,727	155,727	155,727	155,727
Year Round Youth Program	17.259		437,655	-	-	437,655	375,656	61,999	-	-	-	-	-	437,655	437,655	437,655	437,655
ARRA: Summer Youth Program	17.259		91,740	-	-	91,740	5,670	86,070	-	-	-	-	-	91,740	91,740	91,740	91,740
Subtotal - TRIO Cluster			1,898,354	1,048,640	1,048,640	2,946,994	1,627,432	280,432	9,375	-	-	-	-	1,898,489	1,898,489	1,898,489	1,898,489
Subtotal U.S. Department of Labor			2,200,883	1,407,227	1,407,227	3,608,110	1,853,947	356,446	18,177	-	-	-	-	2,192,216	2,192,216	2,192,216	2,192,216
U.S. DEPARTMENT OF TRANSPORTATION																	
Safe, Accountable, and Efficient Transportation Equity Act: A Legacy for Users	20.235		80,640	-	-	80,640	80,640	-	-	-	-	-	-	80,640	80,640	80,640	80,640
Subtotal U.S. Department of Transportation			80,640	-	-	80,640	80,640	-	-	-	-	-	-	80,640	80,640	80,640	80,640
U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT																	
Hispanic Serving Institution Excessing Community	14.514		15,291	73,073	73,073	88,364	15,291	-	-	-	-	-	-	15,291	15,291	15,291	15,291
Community Development Block Grant	14.239		30,060	-	-	30,060	30,060	-	15,370	-	-	-	-	14,690	14,690	14,690	14,690
Subtotal U.S. Department of Housing and Urban Development			45,351	73,073	73,073	118,424	45,351	-	15,370	-	-	-	-	29,981	29,981	29,981	29,981
Total Federal Programs		\$	16,652,655	\$	10,927,843	\$	28,208,311	\$	14,462,716	\$	1,724,393	\$	47,371	\$	16,139,738	\$	16,139,738

See accompanying note to supplementary information.

WEST HILLS COMMUNITY COLLEGE DISTRICT

SCHEDULE OF EXPENDITURES OF STATE AWARDS
FOR THE YEAR ENDED JUNE 30, 2009

Program	Program Entitlements			Program Revenues				Total Program Expenditures
	Current Year	Prior Year	Total Entitlement	Cash Received	Accounts Receivable	Deferred Revenue	Total Revenue	
STAIR								
After School-Avenal	\$ 263,925	\$ 263,925	\$ 527,850	\$ 197,945	\$ 65,981	\$ 12,250	\$ 251,676	\$ 251,676
After School-Lemoore	347,760	461,504	809,264	344,990	2,770	-	347,760	347,760
BFAP - Financial Aid Administration	290,197	288,698	578,895	290,196	-	21,848	268,348	268,348
Basic Skills/Immigrant Edu Supplement	536,254	426,493	962,747	432,785	103,469	246,846	289,408	289,408
Cal Works	281,820	865,691	1,147,511	323,369	-	60,765	262,604	262,604
CARE Grant	222,523	225,842	448,365	231,640	-	66,207	165,433	165,433
Career Development	10,963	137,548	148,511	10,963	-	-	10,963	10,963
Career Technical Education Initiative	50,000	-	50,000	50,000	-	31,188	18,812	18,812
Career Technology-Educational Equipment	150,000	43,827	193,827	193,827	-	150,851	42,976	42,976
Child Care-Static Preschool	2,105,706	5,335,897	7,441,603	3,330,718	225,192	65,379	3,400,531	3,400,531
Child Care-Food	-	20,629	20,629	28,361	-	3,677	24,684	24,684
Child Care-Material and Supplies	5,543	5,464	11,007	4,015	1,528	-	5,543	5,543
Disability Support Programs and Services	702,164	737,884	1,440,048	702,802	400	2,358	700,844	700,844
Pre-Kindergarten & Family Literacy	268,821	163,642	432,463	265,288	3,533	807	268,014	268,014
ECE Consortium Grant	12,500	10,000	22,500	12,500	-	1,544	10,956	10,956
Extended Opportunity Program and Service	806,843	734,267	1,541,110	811,400	-	65,518	936,503	745,882
First Five								
Children Services Network	27,955	-	27,955	27,955	-	-	27,955	27,955
Prop 10 - Fresno County	98,408	-	98,408	88,953	9,455	-	98,408	98,408
Prop 10 - Avenal	135,000	-	135,000	114,298	1,701	-	115,999	115,999
Prop 10 - San Joaquin	270,875	-	270,875	201,494	19,748	-	221,242	221,242
K-Camp	18,880	-	18,880	18,880	-	-	18,880	18,880
Instructional Materials	100,000	-	100,000	100,000	-	-	100,000	100,000
I.R.D.C. Agribusiness	433,932	-	433,932	433,932	-	-	433,932	433,932
Lottery								
Unrestricted	602,809	-	602,809	602,809	-	-	602,809	602,809
Restricted	14,244	-	14,244	3,171	72,720	61,647	14,244	14,244
Matriculation	455,497	468,945	924,442	500,651	1,200	95,888	405,963	405,963
Staff Diversity	10,636	10,701	21,337	10,636	-	-	10,636	10,636
Scheduled Maintenance and Repair	100,000	175,000	275,000	100,000	-	-	100,000	100,000
Teacher Prep Pipeline	450,000	630,082	1,080,082	337,797	45,173	-	382,970	382,970
Telecommunications Infrastructure	72,072	73,394	145,466	134,169	-	36,295	97,874	97,874
Responsive Incumbent Workers	-	306,898	306,898	270,764	-	215,795	54,969	54,969
CCCCO/Nursing Education	233,424	158,691	392,115	392,115	-	-	392,115	392,115
CCCCO/CAHSEE	-	66,000	66,000	26,400	-	18,590	7,810	7,810
Sirengthening Career Tech Ed. Programs	250,000	250,000	500,000	143,601	-	-	143,601	143,601
Career Academy Grant: Coalinga	166,750	200,000	366,750	61,687	93,488	-	155,175	155,175
Career Academy Grant: Lemoore	180,514	200,000	380,514	103,566	88,298	-	191,864	191,864
Transfer Articulation Grant	5,000	10,000	15,000	5,000	-	-	5,000	5,000
Cal Grants	630,152	44,242	674,394	630,152	-	-	630,152	630,152
SPACE/CCCCO: FCWE	50,000	50,000	100,000	-	15,885	-	15,885	15,885
Middle College High	121,846	136,769	258,615	7,708	114,138	-	121,846	121,846
Total Static Programs	\$ 10,483,015	\$ 12,532,033	\$ 23,015,046	\$ 11,546,537	\$ 864,680	\$ 1,157,453	\$ 11,444,385	\$ 11,253,764

See accompanying note to supplementary information

WEST HILLS COMMUNITY COLLEGE DISTRICT

SCHEDULE OF WORKLOAD MEASURES FOR STATE
GENERAL APPORTIONMENT - ANNUAL (ACTUAL) ATTENDANCE
AS OF JUNE 30, 2009

CATEGORIES	Reported Data	Audit Adjustments	Audited Data
A. Summer Intercession - 2008 Only			
1. Noncredit	54.07	-	54.07
2. Credit	394.76	-	394.76
B. Summer Intercession - 2009			
1. Noncredit	8.58	-	8.58
C. Primary Terms			
1. Census Procedure Courses			
(a) Weekly Census Contact Hours	3,384.15	-	3,384.15
(b) Daily Census Contact Hours	1,308.30	-	1,308.30
2. Actual Hours of Attendance Procedure Courses			
(a) Noncredit	438.06	-	438.06
(b) Credit	62.84	-	62.84
3. Independent Study/Work Experience			
(a) Weekly Census Contact Hours	80.50	-	80.50
(b) Daily Census Contact Hours	3.87	-	3.87
(c) Noncredit Independent Study/Distance Education Courses	-	-	-
D. Total FTES	<u>5,735.13</u>	<u>-</u>	<u>5,735.13</u>
E. Basic Skills courses and Immigrant Education (FTES)			
1. Noncredit	359.58	-	359.58
2. Credit	278.27	-	278.27
	<u>637.85</u>	<u>-</u>	<u>637.85</u>
F. FTES Generated in Leased Space	<u>824.14</u>	<u>-</u>	<u>824.14</u>

See accompanying note to supplementary information.

WEST HILLS COMMUNITY COLLEGE DISTRICT

RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (CCFS-311)
WITH FUND FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2009

Summarized below are the fund balance reconciliations between the Annual Financial and Budget Report (CCFS-311) and the fund financial statements

	GASB 45 Trust Fund	Bond Interest and Redemption Fund	COP Debt Service Fund	COP Capital Outlay Fund
FUND BALANCE				
Balance, June 30, 2009, (CCFS-311)	\$ 1,334,983	\$ 4,504,550	\$ 8,075,318	\$ -
Adjustment in:				
Investment	(163,211)	(76,344)	21,967	59,312,623
Balance, July 1, 2009	<u>\$ 1,171,772</u>	<u>\$ 4,428,206</u>	<u>\$ 8,097,285</u>	<u>\$ 59,312,623</u>
Audited Financial Statement				

See accompanying note to supplementary information.

WEST HILLS COMMUNITY COLLEGE DISTRICT

NOTES TO SUPPLEMENTARY INFORMATION

JUNE 30, 2009

NOTE 1 - PURPOSE OF SCHEDULES

District Organization

This schedule provides information about the District's governing board members and administration members

Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of Federal awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the United States Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Schedule of Expenditures of State Awards

The accompanying schedule of expenditures of State awards includes the State grant activity of the District and is presented on the modified accrual basis of accounting. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The information in this schedule is presented to comply with reporting requirements of the California State System's Office.

Schedule of Workload Measures for State General Apportionment - Annual (Actual) Attendance

Full-Time Equivalent Students (FTES) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds, including restricted categorical funding, are made to community college districts. This schedule provides information regarding the annual attendance measurements of students throughout the District.

Reconciliation of Annual Financial and Budget Report (CCFS-311) with Fund Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Form CCFS-311 to the District's internal fund financial statements.

INDEPENDENT AUDITORS' REPORTS



REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees
West Hills Community College District
Corteza, California

We have audited the financial statements of the business-type activities of West Hills Community College District (the District) for the years ended June 30, 2009 and 2008, and have issued our report thereon dated February 9, 2010. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audits, we considered West Hills Community College District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of West Hills Community College District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of West Hills Community College District's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the District's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the District's financial statements that is more than inconsequential will not be prevented or detected by the District's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the District's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether West Hills Community College District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audits and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of West Hills Community College District in a separate letter dated February 9, 2010.

This report is intended solely for the information and use of the Board of Trustees, District Management, the California Community Colleges System's Office, and the District's Federal and State awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

Vavrinek, Trine, Day & Co., LLP

Fresno, California
February 9, 2010



Vavrinek, Trine, Day & Co., LLP
Certified Public Accountants

WALK THE DIFFERENCE

**REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

Board of Trustees
West Hills Community College District
Coalinga, California

Compliance

We have audited the compliance of West Hills Community College District (the District) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that are applicable to each of its major Federal programs for the year ended June 30, 2009. West Hills Community College District's major Federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major Federal programs is the responsibility of West Hills Community College District's management. Our responsibility is to express an opinion on West Hills Community College District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about West Hills Community College District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of West Hills Community College District's compliance with those requirements.

In our opinion, West Hills Community College District complied, in all material respects, with the requirements referred to above that are applicable to each of its major Federal programs for the year ended June 30, 2009.

Internal Control Over Compliance

The management of West Hills Community College District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to Federal programs. In planning and performing our audit, we considered West Hills Community College District's internal control over compliance with the requirements that could have a direct and material effect on a major Federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of West Hills Community College District's internal control over compliance.

A *control deficiency* in a district's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a Federal program on a timely basis. A *significant deficiency* is a control deficiency, or combination of control deficiencies, that adversely affects the District's ability to administer a Federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a Federal program that is more than inconsequential will not be prevented or detected by the District's internal control.

A *material weakness* is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material noncompliance with a type of compliance requirement of a Federal program will not be prevented or detected by the District's internal control.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Trustees, District Management, the California Community Colleges System's Office, and the District's Federal and State awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

Vavrinek, Trine, Day & Co., LLP

Fresno, California
February 9, 2010



Vavrinek, Trine, Day & Co., LLP
Certified Public Accountants



REPORT ON STATE COMPLIANCE

Board of Trustees
West Hills Community College District
Coalinga, California

We have audited the compliance of West Hills Community College District (the District) with the types of compliance requirements described in Section 400 of the California State System's Office's *California Community College District Audit Manual (CDAM)* that are applicable to community colleges in the State of California. The specific requirements are described below.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America and the standards for financial and compliance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements with State laws and regulations have occurred. An audit includes examining, on a test basis, evidence about West Hills Community College District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of West Hills Community College District's compliance with those requirements.

General Directive

Section 424: MIS Implementation - State General Apportionment Funding System

Administration

Section 435: Open Enrollment
Section 437: Student Fees - Instructional Materials and Health Fees

Apportionments

Section 423: Apportionment of Instructional Service Agreements/Contracts
Section 425: Residency Determination for Credit Courses
Section 427: Concurrent Enrollment of K-12 Students in Community College Credit Courses
Section 432: Enrollment Fee
Section 426: Students Actively Enrolled

Fiscal Operations

Section 421: Salaries of Classroom Instructors (50% Law)
Section 431: Grant Limit Calculation

Student Services

Section 428: Use of Matriculation Funds
Section 433: CalWORKs - Use of State and Federal TANF Funding

Facilities

Section 434: Scheduled Maintenance Program

In our opinion, West Hills Community College District complied in all material respects, with the aforementioned requirements for the year ended June 30, 2009.

This report is intended solely for the information of the Board of Trustees, District Management, the California Community Colleges System's Office, the California Department of Finance, and the California Department of Education, and is not intended to be and should not be used by anyone other than these specified parties.

Vavrinek, Trine, Day & Co., LLP

Fresno, California
February 9, 2010

WEST HILLS COMMUNITY COLLEGE DISTRICT

SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2009

FINANCIAL STATEMENTS

Type of auditors' report issued:	<u>Unqualified</u>
Internal control over financial reporting:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified not considered to be material weaknesses?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified not considered to be material weaknesses?	<u>None reported</u>
Type of auditors' report issued on compliance for major programs:	<u>Unqualified</u>
Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)	<u>No</u>
Identification of major programs:	

<u>CEA Numbers</u>	<u>Name of Federal Program or Cluster</u>
<u>84.007, 84.032, 84.033,</u>	
<u>84.375A, and 84.063</u>	<u>Student Financial Aid Cluster</u>
<u>84.042 and 84.047</u>	<u>TRIO Cluster</u>
<u>84.031</u>	<u>Higher Education-Project Grant</u>
<u>84.048</u>	<u>Vocational Education</u>
<u>84.149A</u>	<u>Camp-Project Grant</u>
<u>17.258, 17.259, and 17.260</u>	<u>WIA Cluster</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 428,514</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

STATE AWARDS

Internal control over State programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified not considered to be material weaknesses?	<u>None reported</u>
Type of auditors' report issued on compliance for State programs:	<u>Unqualified</u>

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

WEST HILLS COMMUNITY COLLEGE DISTRICT

FINANCIAL STATEMENT FINDINGS AND RECOMMENDATIONS
FOR THE YEAR ENDED JUNE 30, 2009

None noted.

WEST HILLS COMMUNITY COLLEGE DISTRICT

FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2009

None noted.

WEST HILLS COMMUNITY COLLEGE DISTRICT

STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2009

None noted.

WEST HILLS COMMUNITY COLLEGE DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2009

There were no audit findings reported in the prior year's schedules of Financial Statement Findings, Federal Award Findings and Questioned Costs, or State Award Findings and Questioned Costs.



February 9, 2010

Board of Trustees
West Hills Community College District
Chalinda, California

In planning and performing our audit of the financial statements of West Hills Community College District for the year ended June 30, 2009, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit we noted matters that are opportunities for strengthening internal controls and operating efficiency. The following items represent conditions noted by our audit that we consider important enough to bring to your attention. This letter does not affect our report dated February 9, 2010, on the financial statements of West Hills Community College District.

DISTRICT OFFICE

Cash Receipts

Finding

During our testing of the Cash Receipts procedures for the District's Combination Cash Account, we noted that not all checks are receipted or logged right away. Hand carried checks do not get receipted or logged right away; therefore, we were unable to reconcile the selected deposits back to the log.

Recommendation

In order to improve controls over monies received at the District Office, all monies should be logged or receipted immediately. In addition, this log should be used as a tool to ensure that all funds received have been deposited.

Finding

During our testing of the District's bank reconciliations we noted that there is no evidence of independent review. Specifically, we noted that the review was missing for the Payroll Clearing, Falcon Express, Flex America, and Perkins accounts.

Recommendation

The reviewer of the bank reconciliations should sign off on all bank reconciliations as evidence that the review has been performed.

Board of Trustees
West Hills Community College District
February 9, 2010

Revolving Cash

Finding

During our testing of the Revolving fund we noted that the imprest reconciliation is performed, however, a hard copy is not kept on file. The District's Revolving fund is included in the Local Combined Cash bank account with an imprest balance of \$50,000.

Recommendation

The District should prepare and keep the imprest balance account reconciliation on file. When the Local Combined Cash Account is cleared, if the revolving fund needs to be reimbursed the District does not clear out the full amount to the county treasury, some funds are left to reimburse the revolving fund. A reconciliation of the imprest balance should be prepared each time the District performs the clearing of the account; thus ensuring that all checks written from the account have been reimbursed and expensed appropriately in the District's funds.

District Fees Account

Finding

During our testing of the District Fees account we noted that the checks out of this account clear with only one signature.

Recommendation

To properly safeguard cash, two approval signatures should be required on all checks issued.

FARM

Cash Disbursements

Finding

We noted that three out of ten purchase orders were dated after the date on the invoice. This would indicate that items are being purchased prior to their approval.

Recommendation

The site should review the cash disbursement procedures outlined in the District's purchasing policy. In order to provide proper controls over spending, the site should take the necessary steps to ensure that expenditures are approved through the purchasing process prior to the item being purchased.

ASSOCIATED STUDENT BODY

Revenue Potentials

Finding

Revenue potential forms are not used to document and control fundraising activities as they occur. These forms supply an element of internal control without which it is difficult to determine the success of a fundraiser and to track money as it is spent and received.

Recommendation

As the revenue potential form is a vital internal control tool, it should be used to document revenues, expenditures, potential revenue and actual revenue. This allows an analysis of the fundraiser to be conducted, indicating to the staff the success or failure of the completed project. The revenue potential also indicates weak control areas in the fundraising procedures at the site, including lost or stolen merchandise, problems with collecting all moneys due and so forth. The revenue potential form used at the site should contain four major elements. These are:

- **Potential Income**-This lists the selling price of the item multiplied by the number of items purchased to compute the total income that should be deposited from this fundraiser if all the items were sold and all the money was turned in. This element should also be utilized to track the cost of the items, check numbers used to purchase the items, and the purchase dates. This purchasing information is a good reference source for future sales and also tracks to cost so that profits can be determined.
- **Receipts/Fundraiser Deposits**-This records all deposits turned in which are from funds generated from the sale. The receipt number issued to the advisor, date, and deposit amount should be logged. This is necessary to be able to recap the deposits of the sale and to trace these deposits to the appropriate accounts at the end of the sale to the appropriate accounts to ensure that all postings were correct.
- **Analysis**-This section is used to compare the potential income as calculated in the potential income section to the actual funds raised as calculated in the Receipts/Fundraiser Deposits section. The difference between these two amounts should be documented explained. The explanation can consist of merchandise not sold, merchandise lost or destroyed, or funds lost or stolen.
- **Recap**-This section figures the net profit of the sale. Further fundraisers of this type can be planned or canceled depending on the information calculated in this section.

Cash Receipts

Finding

While testing the cash receipts system, we discovered that cashiers are not using pre-numbered receipts to document when money is being turned in, how much money, and by which students. Without this supporting documentation we cannot determine the deposit's intactness or if the cashiers are forwarding money to the ASB bookkeeper in a timely manner. Since there are no receipts attached to the monies turned in, the bookkeeper cannot reconcile the money back to any documentation to determine the accuracy of the cash count sheet and the actual money turned in.

Recommendation

Pre-numbered receipts should be issued for all cash collections by teacher, advisors and the site bookkeeper, which would include a specific description of the source of the funds. A carbon of the receipts issued by the teachers and advisors should be forwarded with the cash to the bookkeeper as documentation that all monies collected have been turned in. The receipts issued to teachers and advisors from the bookkeeper should be totaled and reconciled to the current bank deposit. A system to mark the last receipt which corresponds to a deposit must be started in order to know which receipts are related to the current bank deposit.

We will review the status of the current year comments during our next audit engagement.

Vannik, Trini, Day & Co, LLP

Fresno, California
February 9, 2010

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

AGENDA OF THE INVESTMENT AND FINANCE COMMITTEE
January 20, 2010

9:00 a.m.

West Hills Community College District Board Room
9900 Cody Street
Coalinga, CA 93210

Any writings or documents that are public records and are provided to a majority of the Board of Directors regarding an open session item on this agenda will be made available for public inspection in the West Hills Community College Foundation office located at 9900 Cody Street, Coalinga, CA 93210 during normal business hours.

1. Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Directors, he/she should state his/her name and occupation/affiliation and proceed with comments.

2. Report

- A. Summary of Investment Portfolio year-to-date- Jim Giordano, Vice President UBS Financial Services
- B. Auditors' Preliminary report as of June 30, 2009 and December, 2008 – Larry Corum - VTD

3. Action Items

- A. Acknowledgement of meeting notes-October 14, 2009
- B. Acknowledgement of meeting notes – November 18, 2009
- C. Consideration of Auditors' Preliminary report as of June 30, 2009 and December, 2008
- D. Consideration of Gift Acceptance policy

4. Member Comments and Requests

5. Adjournment

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

AGENDA OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

January 20, 2010

10 a.m.

West Hills Community College District Office Board Room
9900 Cody Street
Coalinga, CA 93210

Any writings or documents that are public records and are provided to a majority of the Board of Directors regarding an open session item on this agenda will be made available for public inspection in the West Hills Community College Foundation office located at 9900 Cody Street, Coalinga, CA 93210 during normal business hours.

Due to the presence of two members of the West Hills Community College District Board of Trustees on the Foundation's Board of Directors and the potential presence of former Foundation Board members who are also elected members of the District's Board of Trustees, there is the potential for a quorum of Trustee members, however, no Board of Trustees matters or business will be discussed or acted upon by the Trustees present at this meeting of the Foundation Board of Directors.

1. Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Directors, he/she should state his/her name and occupation/affiliation and proceed with comments.

2. Interim Executive Director's Report-Dr. Rick Post

- A. Recognition of Edna Ivans and Nina Oxborrow
- B. Recognition of Trustee Board members: Steve Cantu and Bill Henry
- C. President's Scholars Golf Tournament - Donations/Pledges to date
- D. Affiliate membership – proposed Bylaws amendment
- E. Removal of Community Director –proposed Bylaws amendment
- F. Request to Continue Service – proposed Board member term renewal form

- 3. Chancellor's Report-Dr. Frank Gornick**
- 4. Campus Reports-**
 - A. Dr. Willard Lewallen-WHC Coalinga
 - B. Don Warkentin- WHC Lemoore
- 5. Investment Committee Report-**
 - A. Analysis of Investment Portfolio year-to-date-Jim Giordano, Vice President UBS Financial Services
 - B. Gift Acceptance Policy – draft
- 6. Len Falter CFO, Financial Report**
 - A. Balance sheet and Statement of Activities - July1, 2009 through December 31, 2009
 - B. Auditors' Preliminary report as of June 30, 2009 & December 2008 - Larry Corum VTD
- 7. Action Items**
 - A. Approval of Minutes
 - (1) Special Board meeting October 14, 2009
 - B. Acknowledgement of adjourned Board meeting notes: November 18, 2009
 - C. Consideration of Receipt of Sale of sixteen calves- Farm of the Future
 - D. Consideration of Auditors Preliminary report as of June 30, 2009 and December 2008
 - E. Consideration of Gift Acceptance Policy-draft
 - F. Consideration of Nina Oxborrow- Community Director member nominee
 - G. Consideration of Katie Delano-Community Board member nominee
 - H. Consideration of transfer of 2005 Bulldozer CAT D4C to WHCCD
 - I. Consideration of transfer of Fire truck to WHCCD
 - J. Consideration of transfer of Almond- Pistachio trees to WHCCD
 - K. Consideration of deletion of livestock from list of WHCCF assets
- 8. Announcements**
 - A. Regular Board meeting on March 17, 2010 @ 10:00 a.m.
WHC Lemoore Conference Center, Room 253
 - B. West Hills Community College Foundation 14th Annual Golf Tournament Monday
May 10, 2010
- 9. Member comments and requests**
- 10. Adjournment**

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

AGENDA OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

March 17, 2010

10 a.m.

West Hills College Lemoore Conference Room #253
555 College Avenue
Lemoore, CA 93245

Any writings or documents that are public records and are provided to a majority of the Board of Directors regarding an open session item on this agenda will be made available for public inspection in the West Hills Community College Foundation office located at 9900 Cody Street, Coalinga, CA 93210 during normal business hours.

Due to the presence of two members of the West Hills Community College District Board of Trustees on the Foundation's Board of Directors and the potential presence of former Foundation Board members who are also elected members of the District's Board of Trustees, there is the potential for a quorum of Trustee members, however, no Board of Trustees matters or business will be discussed or acted upon by the Trustees present at this meeting of the Foundation Board of Directors.

1. Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Directors, he/she should state his/her name and occupation/affiliation and proceed with comments.

2. Interim Executive Director's Report-Dr. Rick Post

- A. President's Scholars Golf Tournament - Donations/Pledges to date
- B. Rationale for new proposed policies and procedures
- C. State of the Foundation

3. Chancellor's Report-Dr. Frank Gornick

4. Campus Reports-

- A. Dr. Willard Lewallen-WHC Coalinga
- B. Don Warkentin- WHC Lemoore

5. Investment Committee Report-

- A. Analysis of Investment Portfolio year-to-date-Jim Giordano, Vice President UBS Financial Services

6. Len Falter CFO, Financial Report

- A. Balance sheet and Statement of Activities – January 31, 2010

7. Action Items

- A. Approval of Minutes
 - (1) Regular meeting: January 20, 2010
- B. Consideration of Gift Acceptance Policy WHCCF 3820
- C. Consideration of IRS Form 990 Review Policy WHCCF 990
- D. Consideration of Conflict of Interest Policy WHCCF 2710
- E. Consideration of Conflict of Interest Procedure WHCCF 2710
- F. Consideration of Document Retention Policy WHCCF 3310
- G. Consideration of Whistleblower Policy WHCCF 3517
- H. Consideration of Executive Compensation Policy WHCCF 7130
- I. Consideration of Compensation of Officers, Directors and Key Employees Policy WHCCF 7130A
- J. Accountable Reimbursement Expense Plan WHCCF 6317
- K. Consideration of Request to Continue Service memo
- L. Consideration of proposed amendments to Bylaws
 - (1) Art. 3 Section 3.3 (f) Affiliate Directors
 - (2) Art. 3 Section 3.6 Removal (of Director)

8. Announcements

- A. West Hills Community College Foundation 14th Annual Golf Tournament
Monday, May 10, 2010 @ 10:00 a.m. Kings Country Club, Hanford
- B. Regular Board meeting May 19, 2010 @ 10:00 a.m.
West Hills Community College District Office - Boardroom

9. Member comments and requests

10. Adjournment

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

AGENDA OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

May 19, 2010

10 a.m.

Meeting to be held videoconference at these two sites

West Hills College District Office Board Room
9900 Cody Street
Coalinga CA, 93210

West Hills Community College Lemoore Library
Room 433
555 College Avenue
Lemoore, CA 93245

Any writings or documents that are public records and are provided to a majority of the Board of Directors regarding an open session item on this agenda will be made available for public inspection in the West Hills Community College Foundation office located at 9900 Cody Street, Coalinga, CA 93210 during normal business hours.

Due to the presence of two members of the West Hills Community College District Board of Trustees on the Foundation's Board of Directors and the potential presence of former Foundation Board members who are also elected members of the District's Board of Trustees, there is the potential for a quorum of Trustee members, however, no Board of Trustees matters or business will be discussed or acted upon by the Trustees present at this meeting of the Foundation Board of Directors.

1. Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Directors, he/she should state his/her name and occupation/affiliation and proceed with comments.

2. Executive Director's Report-Frances Squire

- A. President's Scholars Golf Tournament Update
- B. West Hills Community College Foundation Traffic School

3. **Chancellor's Report-Dr. Frank Gornick**
4. **Campus Reports-**
 - A. Dr. Willard Lewallen-WHC Coalinga
 - (1) Farm of the Future- Kevin Cobb
 - B. Don Warkentin- WHC Lemoore
5. **Investment Committee Report-**
 - A. Analysis of Investment Portfolio year-to-date
6. **Len Falter CFO, Financial Report**
 - A. Balance sheet and Statement of Activities – March 31, 2010
7. **Action Items**
 - A. Approval of Minutes
 - (1) Meeting January 20, 2010
 - B. Consideration of Ted Frame. Esq- Community Director member nominee
 - C. Consideration of the West Hills Community College Foundation Bylaws
8. **Announcements**

Coalinga

- A. Scholarship Ceremony & Brunch May 21, 2010 at the WHCC Cafeteria 300 Cherry Lane Coalinga, CA 93210 at 10:00 a.m.
- B. Student Recognition Ceremony & Lunch May 26, 2010 at WHCC Quad 300 Cherry Lane Coalinga, CA 93210 at 12:00
- C. North District Center Graduation May 26, 2010 at Firebaugh Middle School 1600 16th Street Firebaugh, CA 93622 6:00 p.m.
- D. Heavy Equipment Completion Ceremony May 28, 2010 at West Hills Community College District Office 9900 Cody Street Coalinga, CA 93210 at 10:00 a.m.
- E. WHCC Commencement May 28, 2010 at Coalinga High School Chuck Garten Memorial Stadium at 6:30 p.m.
- F. Regular Board Meeting June 23, 2010 at 10:00 a.m. West Hills Community College Coalinga

Lemoore

- G. T.E.A.M- Teach Event- May 19, 2010 in the evening.
- H. NAS Graduation Ceremony- May 27, 2010 at the East Lawn 555 College Avenue Lemoore, CA 93245
- I. Nursing Pinning Ceremony- May 28, 2010.

9. Member comments and requests

10. Adjournment

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

AGENDA OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

June 23, 2010

10 a.m.

Meeting to be held videoconference at these three sites

West Hills College Coalinga Campus
SAM B
300 Cherry Lane
Coalinga CA, 93210

West Hills Community College Lemoore
Room 124
555 College Avenue
Lemoore, CA 93245

West Hills Community College NDC Firebaugh
Room 33
1151 Ninth Street
Firebaugh, CA 93622

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Due to the presence of two members of the West Hills Community College District Board of Trustees on the Foundation's Board of Directors and the potential presence of former Foundation Board members who are also elected members of the District's Board of Trustees, there is the potential for a quorum of Trustee members, however, no Board of Trustees matters or business will be discussed or acted upon by the Trustees present at this meeting of the Foundation Board of Directors.

1. Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Directors, he/she should state his/her name and occupation/affiliation and proceed with comments.

2. Executive Director's Report – Frances Squire

- A. Welcome Ted Frame, Community Director, West Hills Community College Foundation
- B. Nursing program presentation
- C. Foundation Board structure
 - a. Discussion on the number of Board members the Foundation currently holds
 - b. Committee structure of the Foundation Board
 - c. Foundation Board training
- D. Scholarship awards for 2010-2011
- E. Alumni Association / PURL proposal
- F. Discussion of possible fundraiser in October
- G. Report on Facebook in the Foundation

3. Chancellor's Report - Dr. Frank Gornick

4. Campus Reports

- A. Dr. Willard Lewallen-WHC Coalinga
- B. Don Warkentin- WHC Lemoore

5. Len Falter CFO, Financial Report

- A. Balance sheet and Statement of Activities – April 30, 2010

6. Action Items

- A. Approval of Minutes
 - a. Meeting May 19, 2010
- B. Consideration of the West Hills Community College Board meeting schedule 2010-2011.

7. Announcements

8. Member comments and requests

9. Adjournment

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

AGENDA OF THE INVESTMENT AND FINANCE COMMITTEE
July 9, 2010

2:00 p.m.

Location: Meeting to be held on site and via conference call
Physical Location: West Hills Community College District Office
Board Room
9800 Cody Street
Coalinga, CA 93210

Conference Call Dial-In Number (888) 886-3951
At the prompt enter the pass code: 165647

Any writings or documents that are public records and are provided to a majority of the Board of Directors regarding an open session item on this agenda will be made available for public inspection in the West Hills Community College Foundation office located at 9900 Cody Street, Coalinga, CA 93210 during normal business hours.

1. Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Directors, he/she should state his/her name and occupation/affiliation and proceed with comments

2. Reports

- Update on UBS finance accounts

3. Action Items

- Consideration to approve the West Hills Community Foundation Operating Budget for the 2010-2011 year.
- Consideration to remove Executive Director Barbara Caganich and Interim Executive Director Dr. Rick Post as signatory on the Union Bank account.
- Consideration to add Executive Director Frances Squire as signatory on the West Hills Community College Foundation Union Bank account.

4. Member Comments and Requests

5. Adjournment

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

AGENDA OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

July 12, 2010

10 a.m.

Location: Meeting to be held on site and via conference call
Physical location: West Hills Community College District Office
Board Room
9800 Cody Street
Coalinga, CA 93210

Conference Call Dial-in-Number (888)886-3951
At the prompt enter the pass code: 355104

Any writings or documents that are public records and are provided to a majority of the Board of Directors regarding an open session item on this agenda will be made available for public inspection in the West Hills Community College Foundation office located at 9900 Cody Street, Coalinga, CA 93210 during normal business hours.

Due to the presence of two members of the West Hills Community College District Board of Trustees on the Foundation's Board of Directors and the potential presence of former Foundation Board members who are also elected members of the District's Board of Trustees, there is the potential for a quorum of Trustee members, however, no Board of Trustees matters or business will be discussed or acted upon by the Trustees present at this meeting of the Foundation Board of Directors.

1. Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Directors, he/she should state his/her name and occupation/affiliation and proceed with comments.

2. Reports

- Update on UBS finance accounts

3. Action Items

- **Consideration to approve the West Hills Community Foundation Operating Budget for the 2010-2011 year.**
- **Consideration to remove Executive Director Barbara Caganich and Interim Executive Director Dr. Rick Post as signatory on the Union Bank account.**
- **Consideration to add Executive Director Frances Squire as signatory on the West Hills Community College Foundation Union Bank account**

3. Member comments and requests

4. Adjournment

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

AGENDA OF THE INVESTMENT AND FINANCE COMMITTEE
September 27, 2010

9:00 a.m.

West Hills Community College District Office Board Room
9900 Cody Street
Coalinga, CA 93210

Any writings or documents that are public records and are provided to a majority of the Board of Directors regarding an open session item on this agenda will be made available for public inspection in the West Hills Community College Foundation office located at 9900 Cody Street, Coalinga, CA 93210 during normal business hours.

1. Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Directors, he/she should state his/her name and occupation/affiliation and proceed with comments

2. Reports

- Update on UBS finance accounts
- Jim Giordano, UBS Financial Vice President

3. Action Items

- Consideration to approve the West Hills Community Foundation Audit Report 2009-2010.
 1. Larry Corum, Manager, Vavrinek, Trine, Day & Co., LLP

4. Member Comments and Requests

5. Adjournment

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

AGENDA OF THE ANNUAL MEETING OF THE BOARD OF DIRECTORS

September 29, 2010

10 a.m.

West Hills Community College Foundation Board Meeting
Harris Ranch
North Ballroom
I-5 & 198 East
Coalinga, CA 93210

Any writings or documents that are public records and are provided to a majority of the Board of Directors regarding an open session item on this agenda will be made available for public inspection in the West Hills Community College Foundation office located at 9900 Cody Street, Coalinga, CA 93210 during normal business hours.

Due to the presence of two members of the West Hills Community College District Board of Trustees on the Foundation's Board of Directors and the potential presence of former Foundation Board members who are also elected members of the District's Board of Trustees, there is the potential for a quorum of Trustee members, however, no Board of Trustees matters or business will be discussed or acted upon by the Trustees present at this meeting of the Foundation Board of Directors.

1. Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Directors, he/she should state his/her name and occupation/affiliation and proceed with comments.

2. Election of 2010-2011 Officers

3. Executive Director's Report-Frances Squire

- Usage of West Hills Community College Foundation Credit Card with College Presidents
- West Hills Community College Coalinga, Karl Rove, October 10, 2010
- West Hills Community College Athletic Hall of Fame Dinner October 16, 2010.
- West Hills Community College Wellness Center Dedication November 12, 2010

West Hills Community College Foundation
Agenda of the Annual Meeting of the Board of Directors
Sept 29, 2010-Page 2

- West Hills College Christmas Reception at the Kings Country Club December 4, 2010.
- West Hills Community College Foundation Golf Tournament May 9, 2011.
- West Hills Community College North District Center recognition in the Washington Monthly magazine.
- National Science Foundation Scholarship
- Chevron Commitment to the West Hills Community College

4. Chancellor's Report-Dr. Frank Gornick

5. Campus Reports-

- A. Dr. Willard Lewallen-WHC Coalinga
 - 1. Ag Science Wellness Center Contract Awarding
 - A. Mark Wilson \$12 million dollar bid for Ag Science Facility.
- B. Don Warkentin- WHC Lemoore
 - 1. Golden Eagle Arena Update

6. Committee reports-

- A. Investment and Finance- Ernie Drewry, Chair
 - 1. Jim Giordano, UBS Financial Vice President

7. Len Falter CFO, Financial Report

8. Action Items

- A. Consideration of the West Hills Community College Foundation audit report 2009-2010.
 - 1. Larry Corum, Manager, Vavrinek, Trine, Day & Co., LLP
- B. Consideration of the Foundation support of the West Hills Community College Distinguished Speakers, and Performers series.

9. Announcements

10. Member comments and requests

- A. West Hills Community College Foundation Board Meeting District Office Board Room on November .17, 2010, at 10 a.m.

11. Adjournment

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

AGENDA OF THE ANNUAL MEETING OF THE BOARD OF DIRECTORS

October 1, 2010

10 a.m.

REVISED

Location: Meeting to be held on site and via conference call
Physical Location: West Hills Community College District Office
Board Room
9800 Cody Street
Coalinga, CA 93210

Conference Call Dial-In Number (888) 886-3951
At the prompt enter the pass code: 614961

Any writings or documents that are public records and are provided to a majority of the Board of Directors regarding an open session item on this agenda will be made available for public inspection in the West Hills Community College Foundation office located at 9900 Cody Street, Coalinga, CA 93210 during normal business hours.

Due to the presence of two members of the West Hills Community College District Board of Trustees on the Foundation's Board of Directors and the potential presence of former Foundation Board members who are also elected members of the District's Board of Trustees, there is the potential for a quorum of Trustee members, however, no Board of Trustees matters or business will be discussed or acted upon by the Trustees present at this meeting of the Foundation Board of Directors.

1. Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Directors, he/she should state his/her name and occupation/affiliation and proceed with comments.

1. Action Items

A. Election of Officers

2. Announcements

3. Member comments and requests

4. Adjournment

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

AGENDA OF THE ANNUAL MEETING OF THE BOARD OF DIRECTORS

October 12, 2010

9 a.m.

Location: Meeting to be held on site and via conference call
Physical Location: West Hills Community College Conference Room
9900 Cody Street
Coalinga, CA 93210

Conference Call Dial-In Number (888) 886-3951
At the prompt enter the pass code: 407975

Any writings or documents that are public records and are provided to a majority of the Board of Directors regarding an open session item on this agenda will be made available for public inspection in the West Hills Community College Foundation office located at 9900 Cody Street, Coalinga, CA 93210 during normal business hours.

Due to the presence of two members of the West Hills Community College District Board of Trustees on the Foundation's Board of Directors and the potential presence of former Foundation Board members who are also elected members of the District's Board of Trustees, there is the potential for a quorum of Trustee members, however, no Board of Trustees matters or business will be discussed or acted upon by the Trustees present at this meeting of the Foundation Board of Directors.

1. Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Directors, he/she should state his/her name and occupation/affiliation and proceed with comments.

2. Action Items

- Consideration of Election of Officers
- Consideration of the resolution authorizing the Executive Director and/or any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. (**WHCC Foundation Bylaws Section 8.1**)

3. Announcements

4. Member comments and requests

5. Adjournment

**WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210**

AGENDA OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

November 17, 2010

10 a.m.

Meeting to be held by videoconference at these two sites

**West Hills Community Coalinga Campus
SAM B
300 Cherry Lane
Coalinga, CA 93210**

**West Hills College Lemoore
Room 124
555 College Avenue
Lemoore, CA 93245**

Any writings or documents that are public records and are provided to a majority of the Board of Directors regarding an open session item on this agenda will be made available for public inspection in the West Hills Community College Foundation office located at 9900 Cody Street, Coalinga, CA 93210 during normal business hours.

Due to the presence of two members of the West Hills Community College District Board of Trustees on the Foundation's Board of Directors and the potential presence of former Foundation Board members who are also elected members of the District's Board of Trustees, there is the potential for a quorum of Trustee members. However, no Board of Trustees matters or business will be discussed or acted upon by the Trustees present at this meeting of the Foundation Board of Directors.

1. Call to Order

- Flag Salute
- Introduction of Guests
- Public Comments

This time has been reserved for the public to comment on non-agenda items. If an individual wishes to address the Board of Directors, he/she should state his/her name and occupation/affiliation and proceed with comments.

**West Hills Community College Foundation
Agenda of the Regular Meeting of the Board of Directors
November 17, 2010 Page-2**

Executive Director's Report-Frances Squire

- WHCC grants update
- Update on audit report
- Council for Resource Development conference
- Psychiatric Technician Training Program overview and student demonstration

2. Chancellor's Report-Dr. Frank Gornick

3. Campus Reports-

- **Dr. Willard Lewallen-WHC Coalinga**
- **Don Warkentin-WHC Lemoore**

4. Investment Committee Report-

5. Len Falter CFO, Financial Report

- Balance Sheet as of September 30, 2010
- Statement of Activities through September 30, 2010

6. Action Items

- **Approval of Minutes**
 1. July 12, 2010
 2. September 27, 2010
 3. Special Board Meeting October 12, 2010

7. Announcements

- West Hills Community College Foundation Holiday Reception, Saturday, December 4, 2010, from 4-8 p.m. at the Kings Country Club.
- West Hills Community College Coalinga Wellness Center dedication, Wednesday, December 15, 2010. from 3-5 p.m.
- West Hills Community College Spring Semester begins January 18, 2011
- West Hills College Lemoore, Sarah Palin event May 1, 2011.
- West Hills Community College Foundation Golf Tournament Monday, May 9, 2011, at Kings Country Club.

8. Members comments and requests

9. Adjournment

**WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody Street
Coalinga, Ca 93210**

MINUTES OF THE INVESTMENT COMMITTEE MEETING

**WEST HILLS COMMUNITY COLLEGE FOUNDATION INVESTMENT MEETING
10:00 a.m.**

May 7, 2009

**District Office Conference Room
9900 Cody Street
Coalinga, CA 93210**

Members present:

Ernest Drewry, President
Nina Oxborrow, Director
Frank Gornick, Director

Members absent:

Marc Scott, CPA, Director

Others present:

Rick Post, Interim Executive Director, West Hills Community College Foundation
Dick Womack, Retired Football Coach, West Hills Community College Coalinga
Mark Gritton, Athletic Director, West Hills Community College Coalinga
Richard Larson, Director of Farm of the Future, West Hills Community College Coalinga
Bruce Hunt, Rodeo Instructor, West Hills Community College Coalinga
Monica Santino, Foundation Secretary

1. Call to Order/ Open Session

President Ernest Drewry called the meeting to order at 10:05 a.m.

• Introduction of Guests

Those in attendance made self-introductions.

• Public Comments

There were no public comments on non-agenda items.

2. Review and consideration of removal of 8% administration fee from constituent accounts with \$10,000 or less.

Mr. Larson, Director of the Farm of the Future, stated he supports the removal of the 8% from the club accounts. Mr. Larson also stated that their Pistachio account had \$5,600 and since the account is in the investment fund, it has lost \$900.00 in just a few short months. They were unable to plant trees due to the loss in their account.

Mr. Hunt, Rodeo Instructor, stated that the boosters support the removal of the 8% from the club accounts.

Mr. Gritton, Athletic Director, stated that fundraising, student giving and instructor giving is down. They have lost donations in the Athletic department because of the 8% fee.

Rick Post, Interim Executive Director, stated that he understood how the directors, students and instructors feel. On July 1, 2009, the Foundation will be implementing Datatel and the Foundation will no longer be writing checks. Since the inception of the 8%, the accounts have been billed \$19,000. If the accounts were in a Money Market account, the accounts would have earned 3%. The 8% will continue on accounts over \$10,000. With the removal of the 8% fee there will be an incentive in the future for the clubs, students and faculty to fundraise. The mission of the foundation should not be to make money off the students or faculty. If the Board removes, the 8% from the club accounts there will be other opportunities to make up the 8%. We at the foundation care about our students, faculty & instructors and we want this to be a successful experience.

Director Nina Oxborrow stated that she wanted to know what brought Dr. Gornick to his choice in March 2008 regarding the 8%.

Staff Director Gornick stated that at the time the 8% fee was implemented it was reasonable. However, circumstances have changed. The Foundation will be introducing efficiencies that will reduce the staff time spent on writing checks among other things. Currently the District financially supports the Foundation by contributing \$300,000 for operating expenses, which is reasonable. When July 1, 2009 comes and the Foundation implements Datatel, there will be less check writing and the accounts will be monitored by the Business office. It is time to give the constituents, including students, faculty and clubs a break from the 8% administrative fee.

Director Nina Oxborrow, questioned why the Foundation takes care of the financials for the various clubs. She would like to change the way the structure is of the accounting for the Foundation.

President Drewry stated that he feels that people are making issues out of the 8% because their accounts are losing money at this point.

Staff Director Gornick stated President Warkentin supports removing the 8% and so does his staff. At the recent Leadership retreat, Interim Director of the Foundation Rick Post gave a report about the 8% and people were happy about what the Foundation was choosing to do.

President Ernest Drewry called for a motion to approve the recommendation to remove the 8% administration fee from constituent accounts with \$10,000 or less. Moved by Director Nina Oxborrow, Seconded by Staff Director Frank Gornick, Motion carried unanimously.

3. Review and consideration of transferring small constituent accounts (less than \$10,000) from investment fund to money market to other low or no risk account.

Mr. Hunt, Rodeo Instructor, stated that he did not know that his accounts were involved in the investment until they were affected.

Mr. Gritton, Athletic Director, stated that if the recommendation of transferring accounts passes things would be a lot easier for everyone.

Interim Director Rick Post stated that President Don Warkentin supports the transfer of small constituent accounts to a money market or other no risk account. President Warkentin asked Post to distribute some examples of several accounts to illustrate how certain accounts have suffered losses since they have been in the investment accounts.

Post stated that if the recommendation were approved, the Foundation would be moving \$205,000 from the UBS investment account to a no risk account, such as a Money Market. Post further stated that as we move the Foundation forward, we need to expand scholarships and endowments. There will be an opportunity to have UBS Vice President James Giordano come back and explain the changes that have been made, the performance of the accounts and how they will affect the Foundation. We want to move the investment money into a low risk Money Market account. Post also stated the Foundation he worked for before coming to West Hills covered all losses any investment accounts realized thus protecting the original amount invested. The Foundation did not pass the losses or gains on to their constituents because it was able to endow everything using the Foundation funds available. Post made it clear that if the recommendation is passed, the smaller West Hills Community College Foundation accounts will not realize any losses but will also not receive any gains either. Any interest earned on these accounts will remain with the Foundation to cover any administrative expenses associated with servicing these accounts, such as processing purchase orders. The minimum investment to open a Money Market account at UBS is \$100,000. This will not be an issue because we have over \$200,000 to invest. Once the recommendation is approved, we will make everything clear to all of the constituents within the District.

Mr. Gritton, Athletic Director asked, "Can we roll small accounts into the investment".

Staff Director Gornick stated, "If you had \$10,000 or more maybe you can do so".

President Drewry stated, "You are defeating the purpose of today. We can look at our options another day".

Interim Executive Director Post stated that he had no other comments at this time regarding the proposed recommendation.

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4. Investment Committee Reports/Comments/Requests and Announcements

Interim Executive Director Post stated that he enjoys working with the Foundation, students and faculty. He also stated that he really appreciates all the hard work of the Investment Committee and their passage of the two recommendations.

5. Adjournment

President Ernest Drewry adjourned the meeting at 10:50 a.m.

Respectfully submitted,

Monica Santino, Foundation Secretary

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody Street
Coalinga, Ca 93210

MINUTES OF THE INVESTMENT COMMITTEE MEETING

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May 7, 2009

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9900 Cody Street
Coalinga, CA 93210

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Nina Oxborrow, Director
Frank Gornick, Director

Members absent:

Marc Scott, CPA, Director

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Respectfully submitted,

Monica Santino, Foundation Secretary

**West Hills Community College Foundation
9900 Cody Street
Coalinga, CA 93210**

MINUTES OF THE MEETING OF THE BOARD OF DIRECTORS

June 17, 2009

This meeting of the Board of Directors of the West Hills Community College Foundation was held on June 17, 2009, at the West Hills Community College District Board Room.

Call to Order

The meeting was called to order by President Ernest Drewry at 10:03 a.m. and a quorum was established. Len Falter led the Board of Directors and audience in the flag salute.

Board of Directors Present:

Ernest Drewry, President, Community Director
Len Falter, Community Director
Bertha Felix-Mata, Staff Director
Don Forth, Community Director
Brad Gleason, Community Director
Edna Ivans, Trustee Director
Sheilah Kreyenhagen, Community Director
Nancy Oliveira, Community Director
Nina Oxborrow, Trustee Director
Bill Pucheu, Community Director
Ann Stone, Secretary, Community Director
Ken Stoppenbrink, Chief Financial Officer, Staff Director
Don Warkentin, Staff Director

Board of Directors Absent:

Willard Lewallen, Staff Director
Oscar Sablan, Community Director
Marc Scott, Community Director

Others Present:

Frank Gornick, Chancellor
Rick Post, Interim Executive Director, West Hills Community College Foundation
Elaine Sloan, Administrative Secretary
Kevin Cobb, District Architect, AP Architects
David Reynolds, Associate Dean of Student Services, West Hills College Coalinga
Richard Larson, Director of Farm of the Future, West Hills College Coalinga
Mark Gritton, Director of Athletics, West Hills College Coalinga
Sharon Gordon

Public Comments

Mr. Bill Pucheu read the following letter (typed as written):

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Board of Directors – Minutes
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Dear Rick –

As the Foundation is approaching our June meeting some items are necessary, in my opinion, to be completed beforehand. As a result of Mr. Zampi's statement that the Foundation falls under the Ralph M. Brown Act we have a number of items to accomplish prior the board being able to meet or transact any business. Those items I feel are as follows:

- 1. Posting of our meeting agendas – This must be published in the local media and then posted in easy view of the public at our regular place of meeting. Perhaps a board resolution is sufficient to accomplish this.*
- 2. Conflict of Interest Code compliance – To my knowledge every public entity subject to the Ralph M. Brown Act in California must adopt a Conflict of Interest Code prior to the transaction of any business. Perhaps we could adopt the West Hills Community College Conflict of Interest Code presently in use by the Governing Board of the District. Every board of directors that I presently sit has complied with the Fair Political Practices Commission requirement.*
- 3. Affirming Board actions taken prior to March 25, 2009 – I need legal advice on this item. We have purchased real property and spent public funds in the course of our believed to be legal actions in the course of doing the Business of the Foundation. How we affirm or ratify our past actions I do not know.*
- 4. California Form 700 (Statement of Economic Interests) – To my knowledge this filing requirement is necessary of all directors of the Foundation prior to the conducting of any business. Normally this is an annual filing that is accomplished on or before April 1st. For the purposes of the Foundation I have used March 25, 2009 (Assuming Office) because that is the day the college's counsel (Mr. Zampi) opined that the Foundation falls under the Ralph M. Brown Act. I hope this is not too great a burden for those needing to complete this filing.*

There are two other items I need to bring to your attention and ask for an explanation.

The first concern is the school audit of the Foundation office. I would like to know who requested this, who defined the parameters of this audit, who is conducting this audit, and what is the purpose of this audit. Audits of any public agency's financial records is solely the responsibility of the Board of Directors is therefore is completely under their control. As a member of the Board I have not been made aware of any suspected irregularities. I only learned of this "Audit" from the recent press releases (March 25, 2009, Fresno Bee) and have unable to respond to questions asked of me by residents of my local community.

Secondly, I have been made aware that Dr. Gornick prepared and sent to the District Trustees a letter informing them of his resignation from the Foundation Board. I

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Board of Directors – Minutes
June 17, 2009
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would request an explanation of this and would request a copy of the letter if it is a public document.

I regret having to prepare such a long letter with my concerns for you. My commitment to the West Hills Community College District will remain as strong as it has been in the past. In my younger years my attendance at Coalinga College had a major influence on me and helped me find my way in this life. My wish is to insure that the Foundation is in compliance with the rules and regulations as defined by the various California laws that govern the Foundation's activities.

*Kindest regards,
/s/
William C. Pucheu*

Enc: California Form 700

Reports

Executive Director's Report

Dr. Rick Post provided a brief summary of the Ralph M. Brown Act. He stated that he was happy to report that the notices were properly posted for this Board meeting.

Dr. Post discussed Form 700 Statement of Economic Interests and asked the Board members to complete and return the forms at their earliest convenience. He also briefly reviewed the instructions page.

Dr. Post provided a summary of income, expenses and profit for the Foundation Golf Tournament from 2006 through 2009. He thanked several Board members for their commitment to the tournament and also thanked the wonderful group of volunteers.

Dr. Post commented on the list of scholarships given to students at West Hills College Coalinga and West Hills College Lemoore. He stated that the total amount awarded for Coalinga for 2009-2010 is \$27,000 and the total amount awarded for Lemoore for 2009-2010 is \$19,350. Mr. Pucheu questioned the number of Presidential Scholars and Dr. Post responded that he will find out and get back to him with an answer. Dr. Post reported that the Osher Foundation has provided a challenge wherein they will provide a \$25 million donation if we will match it. The goal among all California Community Colleges is to raise \$50 million. Our individual goal for the West Hills Community College Foundation is \$217,000. Dr. Post stated that we will be doing what we can in that area.

Dr. Post discussed the mission, vision and guiding principles statements with the Board. He suggested that the Board hold a retreat to develop a strategic plan for the Foundation.

Dr. Post informed the Board that the following individuals have submitted their resignation from the Foundation Board of Directors:

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- Frank Gornick
- Bill Gundacker
- Stacy Sablan

Investment Committee Report

With regard to the Investment Committee meeting held on May 7, 2009, Mr. Ernie Drewry discussed the removal of the 8% administrative fee from constituent accounts with \$10,000 or less. He asked if anyone had comments. Mr. Mark Gritton stated that he participated in that meeting and he commented that we lose our volunteers because of the fee that is being charged. Mr. Richard Larson expressed his agreement and stated that he is supportive of the changes to the 8% fee.

Ms. Nina Oxborrow initiated discussion concerning the scholarships listed in the investment account. Dr. Post commented on the investment policy and how it addresses this matter. He also commented on specific requirements with regard to the Osher Foundation and Title 5.

Discussion took place regarding the various accounts and activity related to those accounts. Discussion also took place regarding donations to the Foundation and Dr. Post explained the process. He also commented on the Datatel Colleague Advancement software, stating that this new software allows for the accounting to be handled by the Foundation staff and the business office staff. Mr. Drewry commented on the recent report from UBS and the gains and losses in the accounts.

College Reports

- West Hills College Coalinga – In the absence of Dr. Willard Lewallen, President, Mr. David Reynolds, Associate Dean of Student Services, distributed copies of the college report and briefly commented on recent and upcoming events and activities.

Mr. Kevin Cobb, District Architect, provided an update on the North District Center, Firebaugh. He provided a history of the center and commented on the initial purchase and the Chancellor's office communication. He reported that the project has been carried on the 5 year construction plan since 1998. Mr. Cobb also reported that DSA (Department of the State Architect) retrofit testing occurred in 1999-2000 and the project has been pushed back each year. Currently, the Capacity Load Ratio (CLR) is sufficiently low for a fundable project and Measure Q funds are available for matching funds. Mr. Cobb explained the planning options and commented on maintaining the downtown location. Master plan options were also discussed which include modernization with new space detached, modernization with new space addition, or an entirely new building which would replace the existing building. He also discussed Chancellor's Office funding. Mr. Cobb explained that the project would be funded by capital outlay. The final cost is unknown until options are determined and the final data input is complete. With regard to the schedule, Mr. Cobb reported that the Initial Project Proposal (IPP) will

West Hills Community College Foundation
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be submitted in June 2009 and the Final Project Proposal (FPP) will be ready for submittal in September 2009. The District will need to have title of the property with the FPP final submittal.

Mr. Brad Gleason initiated discussion on the process of the sale or transfer of the Firebaugh property. Dr. Frank Gornick explained the history of acquiring the property and the issues with the IRS and the property owner.

- West Hills College Lemoore – Mr. Don Warkentin, President, distributed copies of his college report and briefly commented on recent and upcoming events and activities.

Financial Activity

Mr. Ken Stoppenbrink presented the financial activity report for the Foundation accounts. Discussion took place concerning the negative balance in the IEE account. Dr. Post explained the previous accounting process used and reported that it has been changed and there will no longer be a negative amount reflected. Brief discussion took place concerning the account activity.

Action Items

- 3.F. 8% Administrative Fee – Dr. Post explained that the reason for the change in the 8% administrative fee procedure is that it would be beneficial for the students. Ms. Edna Ivans stated that she thinks it is the right thing to do. Additional brief comments were made in support of the change.

The removal of the 8% administrative fee from constituent accounts with \$10,000 or less was approved on a motion by Ms. Edna Ivans, seconded by Mr. Don Forth, and carried unanimously.

- 3.A. Minutes – The minutes of the December 10, 2008 meeting were approved on a motion by Mr. Bill Pucheu, seconded by Mr. Len Falter, and carried unanimously.
- 3.B. Acceptance of Donation – On a motion by Ms. Edna Ivans, seconded by Mr. Bill Pucheu, and carried unanimously, the Board of Directors accepted the donation of \$25,000 to establish the Phyllis Roberts Endowed Scholarship.
- 3.C. Authorization to Sell/Trade/Transfer – The authorization to sell/trade/transfer and receipt of sale for the following property was approved on a motion by Mr. Bill Pucheu, seconded by Mr. Len Falter, and carried unanimously:
- 4 Black Angus Calves
 - 1 Old Canner Cutter

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- 3.D. 2009-2010 Meeting Schedule – On a motion by Mr. Bill Pucheu, seconded by Mr. Don Forth, and carried unanimously, the Board of Directors approved the 2009-2010 meeting schedule which includes a meeting every other month.
- 3.E. Statement of Investment Policy – The Statement of Investment Policy was approved on a motion by Ms. Edna Ivans, seconded by Mr. Ken Stoppenbrink, and carried unanimously.
- 3.G. Kings Country Club Dues – On a motion by Mr. Len Falter, seconded by Ms. Edna Ivans, and carried unanimously, the Board of Directors approved the deduction of the Kings Country Club annual golf dues from the Foundation's operating budget. In addition, the Board agreed to appoint a committee to discuss the Kings Country Club annual golf dues. The volunteers for the committee are Mr. Brad Gleason, Mr. Len Falter, Ms. Nina Oxborrow, Ms. Nancy Oliveria, Dr. Rick Post and Mr. Ernie Drewry.
- 3.H. 2009-2010 Operating Budget – The 2009-2010 Operating Budget for the West Hills Community College Foundation was approved on a motion by Ms. Edna Ivans, seconded by Mr. Bill Pucheu, and carried unanimously.
- 3.I. Sale of Firebaugh Property – Mr. Drewry asked for public comments. Hearing none, he turned the discussion over to Dr. Gornick.

Dr. Gornick commented on the history of the construction and expenses at the North District Center in Firebaugh, stating that it solidifies the good relationship that the District has always had with the Foundation. He stated that the expenses were incurred on the Foundation's behalf and the Foundation was willing to allow the expenses. The question of transferring title may have come sooner if the issues with the IRS and Mr. Joseph Uremovic had not occurred three or four years ago. He commented on the Firebaugh community's support of a School Facilities Improvement District (SFID) and the funds being available to expand the center. Dr. Gornick also commented on the recent discussions with the Fresno County Library and the resources that they have allocated for Firebaugh area. They are very anxious to work with us in terms of partnering to combine facilities. It is a much anticipated project for us and they will be a good partner.

Dr. Gornick stated that from the District's point of view, the District's part of the bargain is the ongoing support for the Foundation activities. That support has increased significantly over the years with the employment of a full time Director and two staff members. The intent is to continue that support. The Board of Trustees' perspective is that they see the value in maturing the Foundation in terms of what can occur. The Foundation and the District have come a long way to the mutual credit of everyone. The overall intent of what the plan was and what we wanted to do is still intact, is still supported by the Board of Trustees, and is still supportive in terms of recognition to the Foundation. The transfer of title, and the District and Foundation agreeing to continue to maintain the

West Hills Community College Foundation
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operation of the Foundation as you see it today, continues to solidify the commitment that began 15 years ago in terms of what we wanted to do in Firebaugh.

Ms. Ivans stated that 15 years ago we would give out about \$3,500 in scholarships and thought we were doing a great job. She stated that we have worked really hard and the increase in the amount of scholarships we are able to give is amazing.

Mr. Gleason stated that he doesn't disagree but referred to the balance sheet which shows a value of \$250,000 that has been capitalized. He stated that he can't see deeding the property to the District for just one dollar. He stated that we would be taking it out of the Foundation without receiving some commensurate amount of money. Mr. Gleason commented that the Foundation's fund balance for the whole operation is \$209,000 and if the property is to be taken off the books, they would be in a deficit position.

Mr. Gleason expressed his concern that there is not a contractual obligation between the two entities with regard to the District supporting the salaries of the staff and expressed that the issue is being forced – for example, a fair trade of assets. Mr. Drewry stated that his opinion is that the Foundation is providing an asset to the District and the District is providing employee support for the Foundation. The Foundation is not getting a tangible dollar amount but the District is making a commitment over the next five years that they will take care of the staffing. If it is calculated over five years, the District is incurring more than \$1,200,000 in expenses that would have had to be taken care of by the Foundation.

Mr. Gleason stated that he is used to an escrow, a buy/sale agreement or an appraisal and what is and isn't tangible. He stated that the Foundation is talking about deeding the property for a dollar and going from an equity positive to an equity negative. He stated that there is not an accounting transaction in the world that is going to allow the Foundation to treat it as an asset with and be able to quantify a future benefit we are going to receive. He stated that he is not in favor of just deeding the asset over for nothing while the Foundation has it capitalized on their books for \$250,000. He stated that he will not go along with that.

Discussion took place concerning the capitalized amount of \$250,000. Mr. Stoppenbrink stated that the \$250,000 was the money spent by the District for improvements on the property and was capitalized as such as an asset on the books. Mr. Gleason stated that to the extent that there was rental income, if the Foundation is investing in something it is entitled to make a return on that investment.

Mr. Gleason initiated discussion concerning the why the district did not take on the property in the first place. Mr. Cobb explained that the Foundation taking

West Hills Community College Foundation
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initial ownership of the property is a mechanism to use for the District to qualify for a future that would ultimately replace some piece of property. Mr. Gleason commented that the Foundation is going to create a deficit by taking a loss and will be giving up a \$250,000 item that is on the balance sheet. Mr. Pucheu questioned if this is an unmanageable issue. Mr. Falter stated that it is for the benefit of the college, not for the benefit of the Foundation. They are two separate entities and the Foundation's goal is to support the college with long term objectives.

Mr. Drewry stated that all the improvements on the property have been paid for by the District and not the Foundation. He stated that the benefit of the district owning the property is that they can build a new campus and receive matching funds from the state to do so. He stated that the Foundation is here to benefit the college and it doesn't bother him if the District owns the property.

Mr. Pucheu stated that the Foundation has to take action to protect themselves and that a title search and environmental assessments should be done if necessary. Mr. Drewry agreed and stated that the transfer of title will not occur unless the title is clear. Mr. Cobb stated that a title search would occur as a matter of business practice, but any environmental reviews can be done later in the project. He stated that the District can take title without any environmental reviews. Dr. Gornick stated that the District can accept the title with any liabilities that come with it.

Mr. Pucheu commented on Foundations being separate entities. He stated that there has been good dialogue over this matter and we are finding that things are not as different as originally thought in many respects. He commented on the balance sheet and stated that he is not going to worry about it too much. The Foundation's emphasis is to support the college and we are going to find a way to do that.

Dr. Gornick stated that he isn't implying that there would just be a change of title without a title search and all the things that are stipulated in escrow. Any liability would be incurred by the District. These are stipulations that would be put into escrow. The District's point of view is that they have acted in good faith on behalf of the Foundation. They will continue that in terms of exchange. He stated that he doesn't see arguing against the transfer. Mr. Gleason stated that he thinks the money could be put to use for the students.

Dr. Post stated that the exchange for the property is obviously going to have some form of present consideration and that might be a dollar, but having an agreement that the District is going to continue to support the Foundation will be beneficial. He commented on the work of the staff and the implementation of the Colleague Advancement software that it going to make the office much more professional and efficient when it comes to communicating with donors, potential donors, and alumni. He stated that the Foundation could not absorb the expenses of the Foundation staff and their benefits and continue to exist.

Dr. Gornick stated that the District is not in a financial position to be able to pay for the property plus an operating budget. Mr. Gleason initiated discussion concerning the Foundation carrying a note if the District didn't have the cash. Ms. Ivans stated that the Foundation did not buy the building, the District did. Mr. Gleason stated that the Foundation capitalized it as though they owned it and they have the title. Mr. Pucheu stated that the issue before us is not how the building was purchased, but how we sell it. Dr. Post stated that the item the Board of Directors is considering is the sale of the property. He stated that it could be for a dollar, but there has to be present consideration. Mr. Gleason questioned if the offer is for a dollar. Dr. Post again stated that it would be nominal consideration and, in addition, future support of the Foundation. Dr. Gornick stated that the District had not made an offer, they are just attempting to state the facts.

Mr. Gleason questioned if a vote is needed today. Dr. Gornick stated that he is not hearing that the Foundation is against the benefit, but that they are questioning the details and the transfer. Dr. Forth questioned the ownership of properties by Foundations on behalf of colleges and stated that he does not believe this is uncommon in California. Dr. Post responded that it is not unusual. The Foundation can step in to help the District. He stated that looking back in retrospect, it made a lot of sense for the Foundation and the District to do what they did. His experience is that this is a common practice with Foundations and he does not recommend that the Foundation get into the business of buying and selling real estate.

Mr. Drewry stated that when the Foundation took on the responsibility of the North District Center, they did so to help the District. It also helped the Foundation by providing them with an asset as they basically had nothing back then. The Foundation did not have the money to purchase the property on their own, but the District offered to pay the lease if the Foundation would purchase the property. Now the Foundation has the opportunity to transfer it back to the District so that they can build a big campus and provide additional services to students. Mr. Drewry stated that the Foundation should transfer the property to the District. Dr. Post stated that it would be beneficial to get rid of the insurance premium on the property. Mr. Drewry reiterated that the District is going to cover the cost of the expenses with regard to the title search and escrow. Mr. Drewry stated that he would entertain a motion to transfer the property to the District.

Mr. Pucheu stated that he lives in the Firebaugh area and he would certainly welcome this idea. He stated that someday the industry is going to come back and we have to plan for the next 20 to 30 years. He stated that he is grateful to be here at this moment. Mr. Pucheu made a motion to approve the sale of the Firebaugh property to the West Hills Community College District. Ms. Ivans seconded the motion and it carried unanimously.

Ms. Oxborrow stated that the Foundation and District have been put in this position because we have operated in some instances as a family. She stated that she thinks from this point on we need to operate like a business, we need to be accountable, and we need to do what's right. She stated that we need to have good accounting, legal opinions and CPA opinions and we need to act like a business. She stated that this is all she has asked for and it is the reason why a lot of these issues have come up and may continue to come up. Ms. Oxborrow stated that we have the opportunity now to go forward and make this the best Foundation possible. We need to make our District proud of our Foundation. We have done wonderful things in the past and we just need to do the right thing. She stated that she expected that everything will be done legally and correctly and in the future, when this present Board is not here, someone can look at everything that has been done and know that it was done correctly.

Mr. Drewry stated that the Foundation hasn't done anything illegal and he agrees with Ms. Oxborrow that things need to be done legally and correctly.

Review and Discussion Items

- 4.A. West Hills Community College Foundation Bylaws – Dr. Post announced that a review of the proposed West Hills Community College Foundation Bylaws will occur at the next meeting of the Foundation Board of Directors scheduled for July 15, 2009.

Announcements and Upcoming Events

Dr. Post announced that a special meeting of the West Hills Community College Foundation Board of Directors will be held on Wednesday, July 15, 2009 at 10:00 a.m. at the West Hills Community College District Office Board Room. The next regular meeting of the West Hills Community College Foundation Board of Directors meeting will be held on Wednesday, September 16, 2009 at the North District Center, Firebaugh at 10:00 a.m.

Board of Directors Comments and Requests

Mr. Falter thanked Dr. Post for his work with the Foundation and for getting the Board of Directors through this transition.

Adjournment

There being no further business before the Board of Directors, the meeting was adjourned at 12:56 p.m.

**West Hills Community College Foundation
9900 Cody Street
Coalinga, CA 93210**

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

July 15, 2009

This Special meeting of the Board of Directors of the West Hills Community College Foundation was held on July 15, 2009, at the West Hills Community College District Board Room.

Call to Order

The meeting was called to order by President Ernest Drewry at 10:00 a.m. and a quorum was established. Frank Gornick led the Board of Directors and audience in the flag salute.

Board of Directors Present:

Ernest Drewry, President, Community Director
Don Forth, Vice President, Community Director
Brad Gleason, Community Director
Edna Ivans, Trustee Director
Nancy Oliveira, Community Director
Nina Oxborrow, Trustee Director
Bill Pucheu, Community Director
Marc Scott, Community Director
Ann Stone, Secretary, Community Director
Willard Lewallen, Staff Director
Don Warkentin, Staff Director

Board of Directors Absent:

Sheilah, Kreyenhagen, Community Director
Leonard Falter, Community Director
Oscar Sablan, Community Director
Ken Stoppenbrink, Chief Financial Officer

Other Present:

Frank Gornick, Chancellor
Rick Post, Interim Executive Director, West Hills Community College Foundation
Monica Santino, Foundation Secretary
Tina Souza, Foundation Secretary

Public Comments

There were no public comments

Action Items

2.A. Consideration of nominations for new officers for West Hills Community College Foundation Board of Directors 2009-2010.

Community Director Gleason stated, he would like to withdraw his name from the Nomination of Officers for Vice President.

Community Director Pucheu stated, he would like to withdraw his name from the Nomination of Officers for President.

Mr. Marc Scott moved to approve the slate Board officers for 2009-2010 as follows: Ernie Drewry – President, Don Forth – Vice President, Ann Stone – Secretary and Leonard Falter – Chief Financial Officer, motion seconded by Dr. Willard Lewallen, and carried unanimously.

2.B. Consideration of the proposed West Hills Community College Foundation Bylaws

Dr. Post provided some background as to the need for revising the Foundation's bylaws and stated that in the first meeting of the Board of Directors that he attended at the end of March, it was apparent that the Foundation Bylaws needed to be revised in order to be compliant with state law and he took it upon himself to do so. Dr. Post mentioned that the West Hills Community College Foundation is not unique and that the Foundation Board falls under the laws of the State of California and the Foundation Board operates within the organizational structure of the District and under the authority of it's governing Board. Post also discussed that the West Hills Community College District provides either direct or in-kind funding for Foundation, including providing office space, staff, copying, accounting and marketing services, etc. Dr. Post stated that the proposed bylaws insure that the Foundation is in compliance with state law as well as providing for the future growth of the Foundation.

Note: Listed below are the proposed Section numbers with corresponding proposed changes/revisions and discussion, if any.

1.1 Name

The name of this organization is the West Hills Community College Foundation, hereinafter called Corporation, is an auxiliary of and operates solely pursuant to the authority provided to it by the West Hills Community College District, hereinafter called District, which is a political subdivision of the State of California.

Dr. Post discussed with the board that he wanted them to understand that the Foundation is legitimate and operating as an auxiliary of the District.

2.1- Objective, Purpose and Activities

The specific purpose of this Corporation is to engage in the solicitation, receipt, and administration of property and, from time to time, to disburse such property and the income there from, to, for the benefit of, West Hills College Coalinga, West Hills College Lemoore, the North District Center in Firebaugh, West Hills College NAS Lemoore and any other District affiliated learning centers that may exist within the District for cultural, educational, and community service purposes.

Mr. Gleason stated to the Board that he was under the impression that the Foundation was not in the real estate business.

Ms. Oxborrow stated that the Board needs to consider guidelines for purchasing property.

Dr. Post stated that the proper place for this discussion would be in an Investment committee and that the investment policy should be reviewed.

3.1- Number

This Corporation shall be administered by a Board of Directors consisting of a minimum of 15 persons and a maximum of 21 persons. At least sixty percent (60%) of the Board of Directors shall be Community Directors, who shall be elected pursuant to the procedures outlined in Article 3.3(e). All business of the Corporation be conducted in accordance with the Ralph M. Brown Act. (Section 54590 et seq. of the California Government code.)

Discussion followed as to the appropriate minimum and maximum number of Directors.

Mr. Gleason asked about the number of current directors. Dr. Post stated that we currently have 16 members.

Mr. Pucheu asked "If we fall below the (proposed) minimum number is "the Board frozen" ?. Dr. Post explained that should Board membership fall below the minimum, there is a provision for immediately filling a vacancy and that given its meeting schedule, the impact on the Board should be minimal.

Mr. Forth asked if we currently have a quorum problem. Dr. Post answered we do not.

Dr. Post went on to emphasize that the Foundation Board needs to have a good representation of the communities we serve through a majority of Community Directors and that Community Directors should reflect the communities they represent. Staff directors are also important to maintain an open line of communication between the Foundation and the colleges and staff within the District.

Dr. Post stated that Mr. Forth, Mrs. Stone and Mrs. Kreyenhagen have all indicated that they have persons interested on serving on the Board.

3.3b- Designation of Directors and Tenure

The Chancellor of the District and Vice Chancellor of the District shall serve as non-voting, ex officio members of the Board of Directors.

Dr. Post stated that it is important to maintain a direct line of communication with the District Chancellor and Vice Chancellor, but that they should be non-voting members of the Board.

3.3c

The College Presidents shall serve as two (2) of the total number of staff Directors and shall serve as a director so long as employment is continued with the District.

3.3d

The remaining Staff Directors shall be appointed by the Chancellor of the District and shall serve until the earlier of: (1) he or she ceases to be employed by the District; or (2) until the appointment of a successor by the Chancellor. Staff Directors shall be appointed until the total number of Staff Directors plus Trustee directors constitutes at least forty percent (40%) of the total number of the Board of Directors.

3.3f

The Executive Director shall direct the daily operations of the Foundation and shall be a non-voting, ex officio member of the Foundation Board.

Dr. Post stated that we need to clarify that the Executive Director is a non-voting member of the Board, but give him/her legitimate authority to attend all Board meetings and any closed sessions of the Board.

3.4- Terms of Office

Each director shall hold office for the term set forth in section 3.3 above or until his or her death, resignation, disqualification or removal, whichever occurs earlier. Directors may hold subsequent terms.

Dr. Post discussed with the board that adding the disqualification allows for the removal of a Director should they have an economic interest with the Foundation.

Mr. Pucheu asked, "Who makes that judgment". Dr. Post responded that the Bylaws clearly state that no Director shall have an economic interest in the Foundation and the Foundation Board would determine if an interest exists.

3.6- Removal

Trustee Directors may be removed by the vote of a majority of the Trustees of the District. Staff Directors may be removed at the will of the Chancellor of the District. Community Directors may be removed by a majority vote of the Board of Directors.

3.7- Vacancies

Vacancies on the Board of Directors shall be filled in accord with Section 3.3. Provided, however, no person may serve as director until qualified in accordance with the provisions of Section 3.2. As soon as is practicable, but no later than 30 days, after the death, resignation, disqualification or removal of a Trustee Director, a meeting of the Board of Trustees of the District or by a nomination, as applicable, shall be duly called for the appointment of the successor director. Where a Staff Director has died, resigned, been disqualified or been removed., the Chancellor of the District shall appointment a successor director.

If any vacancy results in the minimum of the directors falling below fifteen (15), said vacancy shall be filled within thirty (30) days of the declaration of vacancy.

3.8 through 3.12

Dr. Post commented that there were no changes to these sections at this time.

3.13- Non- Liability of Directors

The directors shall not be personally liable for the debts, liabilities, or other obligations of the Corporation within the scope of performance of their duties as director.

3.16- Disqualification and Restriction regarding interested Directors

Notwithstanding any other provision of these Bylaws, no Director nor an Officer of the Corporation (or their spouses or their relatives by blood or marriage) may engage in any transaction or business relationship with the Corporation that results in such person or persons receiving an economic benefit of any kind or nature whatsoever from the Corporation which does not comply with the law of the State of California. Any such person as described above shall be deemed an interested Director or Officer.

An interested Director or Officer, or anyone with an interest as defined above that is Nominated for membership on the Board of Directors, shall be disqualified and shall not be eligible to serve on the Board of Directors and their existing position on the Board of Directors shall be declared vacant by the President of the Board.

4.1- Place of Meetings

Regular and special meetings shall be held at the principal office of the Corporation unless otherwise provided by the Executive Director or at such place within the boundaries of the territory of the District over which the Corporation exercises jurisdiction subject to the exceptions provided under the Ralph M. Brown Act. Notice of such meetings shall be given in accordance with the Ralph M. Brown Act (Section 54950 et seq. of the California Government Code.)

If, by reason of fire, flood, earthquake, or other emergency, it shall be unsafe to meet in the place designated, the meetings shall be held for the duration of the emergency at the place designated by the President of the Board or his or her designee in a notice to the local media that have requested notice pursuant to Section 54956, by the most rapid means of communication available at the time.

4.2- Organizational Meeting

The first Board of Directors may at any time hold an organizational meeting at which the Board of Directors shall elect a President, a Vice President, a Secretary and a Chief Financial Officer and may elect such subordinate officers as they may determine, none of whom need be a director of the Corporation. Unless provided otherwise in the Articles of Incorporation of the Corporation or these Bylaws, any number of offices may be held by the same person except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the President or Chairman of the Board of Directors. Notice of such a meeting shall be given in accordance with California law.

4.3- Regular and Annual Meeting

Regular meetings of the Board of Directors shall be held at least bi-monthly on such date and time and at such location as is established by resolution of the Board of Directors. Notice of such meetings shall be given in accordance with the Ralph M. Brown Act. (Section 54950 et seq. of the California Government Code.)

4.4- Special Meetings

Special meetings of the Board of Directors may be called by the Executive Director, the President, the Vice President, the Secretary, or by any two directors, and such meetings shall be held at such place within the boundaries of the territory of the District over which the Corporation exercises jurisdiction subject to the exceptions provided under the Ralph M. Brown Act. (Section 54590 et seq. of the California Government Code.)

Dr. Post stated that the Foundation Board and its committees cannot just meet anywhere it chooses because there are designated places that the Foundation Board is authorized to meet, but the Brown Act also provides exceptions to the requirement that all meetings take place within the territory over which the Board has jurisdiction.

4.5- Notice of Meetings

At least seventy-two (72) hours before a regular meeting an agenda shall be posted containing a brief description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. For special meetings, notice must be given twenty-four (24) hours in advance to those who request such notice.

Dr. Post stated that the agendas are posted on the website, at the meeting locations, at West Hills College Lemoore, at West Hills College Coalinga, at the West Hills College District Office and at the West Hills College North District Center.

4.7- Quorum for Meetings

A quorum shall consist of fifty-one (51%) of the Board of Directors as it is constituted as of the date of such meeting. Any meeting at which a quorum is initially present may continue to do business until adjournment notwithstanding the withdrawal of Directors to leave less than a quorum. Every item acted upon or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors. No proxy is permitted.

Dr. Post stated that he deleted everything that was in violation of the Brown Act.

4.9- Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place for holding an adjourned meeting shall be in accordance with the Ralph M. Brown Act. (Section 54950 et seq. of the California Government Code).

4.11- Meeting By Telephone, Video or Other Form of Communication

Any Board meeting may be held by conference telephone, video screen communication, or other communications equipment.

Dr. Post stated that under the Brown Act we are able to have a phone conference as long as we give 72-hour notice that we are doing so.

5.1- Members

This Corporation shall have no members other than Directors and officers.

Dr. Post stated that we do have members of the West Hills Community College Foundation Board.

6.2- Qualifications, Elections, and Term of Office

Each officer shall hold office for one year, or until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first. Officers may serve consecutive terms by approval of a majority the Board of Directors, however, no officer shall hold the same office for more than three (3) consecutive terms. Newly elected officers shall assume their responsibilities immediately following the annual meeting.

Mr. Pucheu stated could you waive these terms of election.

Dr. Post stated yes you could with a new person in their place.

6.3- Removal and Resignation

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President, Executive Director or Secretary of the Corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

6.4 through 6.8

Dr. Post commented that there were no changes to these sections at this time.

6.9 Duties of Executive Director

Discussion of the duties and responsibilities of the Executive Director resulted in the recommendation that the last paragraph of this section include a provision that the Executive Director will be responsible for reporting activities and functioning of the Foundation to the Board of Trustees.

There was a concurrence of the Board members and Dr. Post revised the section to read as follows:

“The Executive Director shall served on the Board as a non-voting, ex officio member and shall be responsible for reporting the activities and functioning of the Foundation Board to the Board of Trustees.”

There was also a request that all members of the Board receive the current job description of the Executive Director. Dr. Post indicated that he would send out the job description via email within the week.

7.1- Compensation

Directors and Officers shall serve without compensation except that any director or officer may be reimbursed for expenses duly incurred in the performance of their duties as directors or officers of the Corporation, upon approval of the Board of Directors.

Dr. Post discussed with the Board of Directors that there are approval processes that you go through to have reimbursements paid back to you.

8.5- Statement of Investment Policy, Objectives and Guidelines

The Investment and Finance Committee will review the statement of investment policy quarterly and make changes as needed. The investment policy, objectives and guidelines shall be reviewed by the Board of Directors each year at the annual meeting.

9.1- Conduct of Meetings

All committees, except for Ad Hoc committees, will be noticed and conducted in accordance with the Ralph M. Brown Act.(Section 54950 et seq. of the California Government Code.) At least seventy-two (72) hours before a committee meeting, except Ad Hoc committee meetings, an agenda shall be posted containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session.

9.2- Executive Committee

The Executive Committee shall consist of the President, Vice President, Chief Financial Officer, Secretary, Chancellor of the District, Vice Chancellor of the District, the Executive Director of the Corporation, the Chair of the Resource Development Committee, the Chair of the Investment/Finance Committee and up to three other Directors of the Board selected by the Board President and approved by the Board. Executive Committee members shall be limited to two consecutive one-year terms, except when such limit would preclude a Board Officer, the Chancellor, Vice Chancellor or a named Committee Chair from serving on the Executive Committee. The Executive Committee shall meet regularly throughout the year and serve as an advisory group to the President and the Board of Directors.

9.3- Investment and Finance Committee

The Investment and Finance Committee shall consist of five members and one alternate member appointed by the Board President. The Investment Committee terms of office shall be for three years. No member shall serve more than two 3-year terms without a lapse of at least one year. Any vacancy shall be filled by appointment of the Board President.

Mr. Gleason suggested that the CFO should be a member of this committee. There was a concurrence to this suggestion among the other members of the Board.

Dr. Post stated that he would revise the proposed bylaws to include the CFO as a required member of the Investment and Finance Committee. The first sentence of Section 9.3 would read as follows: The Investment and Finance Committee shall consist of five members, one of whom shall be the Chief Financial Officer of the Board.

9.4- Nominating Committee

The Nominating Committee shall consist of seven Directors, three of whom shall be nominated by the Board President; and four of whom shall be nominated by the Board of Directors. All seven members shall be elected by the Board of Directors. The Directors serving on this committee shall elect a committee chair. The Nominating Committee terms of office shall be for three years. No Director shall serve more than two 3-year terms without a lapse of at least one year. Any Nominating Committee seat becoming vacant due to the 3-year term limits shall be filled by appointment of the Board President. The current President cannot be a member of the Nominating Committee.

The Committee will work throughout the year to identify a pool of potential new Directors for review and consideration. They will present those selected from the pool as recommendations to the full Board for action when appropriate. At the Board meeting, the President shall direct the Nominating Committee to prepare a slate of officers for the coming year. All candidates for office will have declared their intention to serve, if elected. The slate shall be presented at the Board meeting, and will be voted on at the annual Board meeting in September.

9.5 –Resource and Development Committee

The Resource Development Committee shall provide leadership, oversight and guidance to the Foundation's resource development efforts and will consist of no more than six Director members and one staff development officer. The Development Committee Chair shall serve a three-year term and be appointed by the Board President, with the advice of the Foundation's Executive Director. The appointment shall be approved by the Executive Committee. The Chair may serve no more than two consecutive terms but may be reappointed as Chair after a one year lapse.

Committee members shall serve no more than two terms of three years without a lapse of at least one year before reappointment. The Resource Development Committee shall meet monthly or on an as needed basis. It will report to the Board at the regular meetings of the Board.

Dr. Post stated we should be involved in planned giving and capital campaigns

9.6- Standing Committees

Each of these may include persons who are not Directors of the Board.

9.7- Ad Hoc Committees

The Corporation shall have such other committees as may from time-to-time be designated by resolution of the Board of Directors for the purpose of assistance with planning and events. The following committees may meet frequently but are considered Ad Hoc committees: Golf tournament, Planned Giving and Events. Such other committees may consist of persons who are not also members of the Board (i.e. non-directors).

10.1 through 14.1

Dr. Post commented that there were no changes to these sections at this time.

Mr. Warkentin suggested that in 5.1 of the Bylaws an Investment Committee could look into an audit Company for the West Hills Community College Foundation.

Dr. Gornick stated as long as it is consistent with the Brown Act Laws.

Ms. Stone raised the issue of the recent Executive Director issue. Discussion followed concerning the Foundation Boards authority to make decisions relative to the employment of staff.

Mr. Gleason asked if we would be able to hire our own employees if we raise our own money. Dr. Post stated that the organizational structure is such that you follow the money. Currently funds for staff wages and benefits come from the District. The Foundation should be able to grow and if and when the Foundation has sufficient resources to pay for the salary and benefits of its staff, the Foundation should be able to make those decisions.

Mr. Gleason stated that given the fact that the Board cannot employ anyone without the approval of the Board of Trustees, the term “and employees” should be removed from Section 3.9 – Duties ((of the Board of Directors) under sub-sections 3.9 (b) and 3.9 (c). There being concurrence of the members of the Board, Dr. Post stated that he would make those changes to Section 3.9.

Mr. Pucheu stated that there is nothing in the Bylaws that states how money is being raised for scholarships.

Dr. Post discussed that we have committees that meet and decide how our money is to be separated and spent.

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Mr. Gleason asked if it falls on the Foundation if scholarship money is spent incorrectly. Dr. Post answered that we have scholarship committees that the Foundation sits on that decide how the scholarships will be awarded.

Dr. Lewallen stated the Foundation does more than just scholarships.

Mr. Gleason stated is the Foundation always under the Board of Trustees and does the Foundation have to ask for permission from the Board of Trustees to do everything.

Dr. Post stated that he reports to the Board of Trustees regarding what the Foundation is doing, but he does not ask for permission to do things in the Foundation.

Mr. Gleason discussed how does the Foundation know when the Board of Trustees approves things. Dr. Post stated if things are not approved the Board of Trustees will let him know and he would report this to the Board.

Dr. Post stated that he serves under the authority of both the Foundation Board and the Chancellor. While his immediate supervisor is the Chancellor, the Foundation Board also evaluates his performance based upon his goals and objectives.

Mr. Pucheu stated that in the Bylaws nothing is stated on what role the Foundation has in raising funds for functions. Dr. Post stated that the Foundation should receive a report from the Executive director on funds that are raised in the Foundation.

On a motion by Dr. Lewallen, seconded by Dr. Forth, and carried unanimously, the Board approved the proposed revised West Hills Community College Foundation Bylaw including the changes made today as indicated above.

Announcements and Upcoming Events

The next annual meeting of the West Hills Community College Foundation Board of Directors meeting will be held on Wednesday, September 16, 2009 at the North District Center, Firebaugh at 10:00 a.m

Board of Directors Comments and Requests

Dr. Post handed out his goals and proposed 2009-2010 Goals and Objectives and asked for the members of the Board to send their comments or suggestions to him over the next few weeks. He stated that his current contract with the District expires September 30, 2009.

Dr. Gornick stated that the District has a one year window to keep an interim executive director and then the District will conduct a search or can ask for a one year exemption due to "special circumstances".

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Dr. Post stated that the alumni activities grant currently has \$30,000+ set aside for a Director of Alumni Affairs which is included under the duties of the Executive Director of the Foundation.

Adjournment

There being no further business before the Board of Directors, the meeting was adjourned at 12:45 p.m.

/ms

**West Hills Community College Foundation
9900 Cody Street
Coalinga, CA 93210**

MINUTES OF THE INVESTMENT AND FINANCE COMMITTEE MEETING

AUGUST 20, 2009

This meeting of the Investment and Finance Committee of the West Hills Community College Foundation was held on August 20, 2009, at the West Hills Community College District Board Room.

Call to Order

The meeting was called to order by President Ernest Drewry at 9:15 a.m. and a quorum was established. Leonard Falter led the Investment and Finance Committee and audience in the flag salute.

Investment and Finance Committee Present:

Ernest Drewry, President, Community Director
Leonard Falter, Chief Financial Officer, West Hills Community College Foundation
Nina Oxborrow, Trustee Director
Ken Stoppenbrink, Chief Financial Officer, West Hills Community College District
Don Warkentin, Staff Director

Investment and Finance Committee Absent:

Other Present:

Jim Giordano, Vice President UBS Financial
Rick Post, Interim Executive Director, West Hills Community College Foundation
Monica Santino, Foundation Secretary
Tina Souza, Foundation Secretary
Bill Williams, Auditor, Vavrinek, Trine, Day & Co, LLP

Public Comments

There were no public comments

2. Reports-

- A. Analysis of Investment Portfolio for quarter ending June 30, 2009 James Giordano- UBS Financial Services

Mr. Giordano stated that the equities in the Foundation as of August 18 is at 19.87% in the portfolio. The Foundation's fixed income is at a 47.80% as of August. Giordano stated that our Club (SS07509) is down 7% and our Main (SS07508) is down 3% year to date. Giordano also stated that the accounts Main, Westside Educational, Club and Endowment have taken a 3.19% loss from July 2008 through July 2009. Mr. Giordano

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stated that the quarter looks better than the year to date totals. Mr. Giordano stated that the Foundation has a 5 year CD and it was open 1 ½ ago. He stated that the CD rate is higher than the cash rate. He stated if the CD rate increases to sell CD. Dr. Post asked if the Foundation was to move funds out of the CD how much would we move. Mr. Giordano stated that if you transfer \$400,000 to balance out the accounts that would be enough.

3. Action Items-

A. Approval of Minutes of meeting held on May 7, 2009.

On a motion by Nina Oxborrow, seconded by Leonard Falter, and carried unanimously, the Investment and Finance Committee minutes were approved.

B. Consideration of the Preliminary Draft of the Audit report for the years ending December 31, 2008 and 2007, including a presentation by a presentation from the auditing firm of Vavrinek, Trine, Day & Co., LLP

Mr. Williams stated that the Foundation has been doing well and has accomplished a lot through a short amount of time. Mr. Williams stated that the total net assets for 2008 were \$2,283,661. Dr. Post asked what is the difference between permanently restricted and temporarily restricted? Mr. Williams stated that permanently restricted you cannot touch the principal and temporary you can touch the principal such as: scholarships, agriculture etc. Mr. Gleason stated that the Allen Farm is in the Foundation General Administration account and asked what would it take to move the money out of that account? Mr. Williams commented it would take nothing to do so. Mr. Williams also stated that the cash and equivalent year to end is \$1,294,409 and the total expenses for all programs in the Foundation for 2008 is \$1,403,339.

C. Consideration of the Auditor selection process and the auditing of the Foundation.

Dr. Post stated that an independent audit will cost the Foundation approximately around \$10,000.00, and Currently the District pays for the Foundation's annual audit. Trustee Oxborrow asked, "Can we change the year on the audit". Mr. William's noted that changing the year would not be a problem as long as it is stated in the audit report.

On a motion by Len Falter, seconded by Marc Scott, and carried unanimously, the Investment and Finance Committee approved the current auditor select process and the Districts auditing of the Foundation.

D. Consideration of the Statement of Investment Policy, Objectives and Guidelines

Dr. Post advised that the current Investment policy allows the Foundation to acquire land. Trustee Oxborrow commented that we do not want to be real estate owners, with the exception of the farm.

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On a motion by Len Falter, seconded by Marc Scott, and carried unanimously, the Investment and Finance Committee approved the Statement of Investment Policy, Objectives and Guidelines.

4. Member Comments and Requests

none

5. Adjournment

Meeting Adjournment 10:10 a.m.

**West Hills Community College Foundation
9900 Cody Street
Coalinga, CA 93210**

MINUTES OF THE BOARD OF DIRECTORS MEETING

AUGUST 20, 2009

This meeting of the Board of Directors of the West Hills Community College Foundation was held on August 20, 2009, at the West Hills Community College District Board Room.

1. Call to Order

The meeting was called to order by President Ernest Drewry at 10:15 a.m. and a quorum was established. Leonard Falter led the Investment and Finance Committee and audience in the flag salute.

Board of Directors Present:

Brad Gleason, Community Director
Len Falter, Chief Financial Officer, West Hills Community College Foundation
Willard Lewallen, Staff Director
Don Warkentin, Staff Director
Ernest Drewry, President
Bill Pucheu, Community Director
Nina Oxborrow, Trustee Director
Edna Ivans, Trustee Director
Sheilah Kreyenhagen, Community Director
Don Forth, Vice President
Ken Stoppenbrink, Chief Financial Officer, West Hills Community College District
Marc Scott, Community Director

Board of Directors Absent:

Ann Stone, Secretary
Nancy Oliveira, Community Director

Other Present:

Jim Giordano, Vice President UBS Financial
Rick Post, Interim Executive Director, West Hills Community College Foundation
Frank Gornick, Chancellor
Monica Santino, Foundation Secretary
Tina Souza, Foundation Secretary

Public Comments

Dr. Post introduced Jim Giordano, UBS Financial advisor for the Foundation. He gave a report on the Foundation's progress:

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Mr. Giordano stated that the equities in the Foundation as of August 18 is at 19.87% in the portfolio. The Foundation's fixed income is at a 47.80% as of August. Giordano stated that our Club (SS07509) is down 7% and our Main (SS07508) is down 3% year to date. Giordano also stated that the accounts Main, Westside Educational, Club and Endowment have taken a 3.19% loss from July 2008 through July 2009. Mr. Giordano stated that the quarter looks better than the year to date totals. Mr. Giordano stated that the Foundation has a 5 year CD and it was open 1 ½ ago. He stated that the CD rate is higher than the cash rate. He stated if the CD rate increases to sell CD. Dr. Post asked if the Foundation was to move funds out of the CD how much would we move. Mr. Giordano stated that if you transfer \$400,000 to balance out the accounts that would be enough.

2. Action Items

A. Consideration of the Contract of Sale of Real Property for Assessors Parcel Number 008-042-23 located at 1511 9th St. Firebaugh, CA 93622 and Escrow Instructions.

On a motion by Bill Pucheu and Trustee Edna Ivans, seconded by Marc Scott, and carried unanimously the Board of Directors approved the Contract of Sale of Real Property for Assessor's Parcel Number 008-042-23.

3. Board of Directors Comments and Requests

Dr. Post stated that on October 14, 2009 we will be bringing forth at our Board meeting Sharon Gordon as a Community Director.

Community Director Pucheu commented that his district is having several water district issues. He also commented that the Foundation has their first Ad Hoc committee up and running.

Trustee Oxborrow commented that we as a Foundation need to make sure where we are at as a Foundation. We also need to make that the Foundation has things correct.

Community Director Brad Gleason commented that we need to restore credibility to the Foundation. Mr. Gleason would also like to know why the Allen Farm account is sitting in General Administrative Account.

Dr. Frank Gornick commented that West Hills Community College has recently been awarded "The Chronicles 2009 Great Colleges to Work For". Dr. Gornick also commented that his colleges will be having furlough days, administrative 24, faculty 12 and classified 12.

4. Adjournment

Adjournment at 10:42 a.m.

**West Hills Community College Foundation
9900 Cody Street
Coalinga, CA 93210**

MINUTES OF THE ANNUAL MEETING OF THE BOARD OF DIRECTORS

SEPTEMBER 16, 2009

10:00 a.m.

This regular meeting of the Board of Directors of the West Hills Community College Foundation was held on September 16, 2009, at the West Hills Community College North District Center Firebaugh.

1. Call to Order

Due to a lack of quorum, the meeting was declared an adjourned meeting by President Ernest Drewry at 10:15 a.m. President Drewry led the assemblage in the flag salute.

Board of Directors Present:

Willard Lewallen, Staff Director
Don Warkentin, Staff Director
Ernest Drewry, President
Bill Pucheu, Community Director
Edna Ivans, Trustee Director
Sheilah Kreyenhagen, Community Director
Don Forth, Vice President
Ken Stoppenbrink, Chief Financial Officer, West Hills Community College District

Board of Directors Absent:

Brad Gleason, Community Director
Len Falter, Chief Financial Officer, West Hills Community College Foundation
Ann Stone, Secretary
Nancy Oliveira, Community Director
Nina Oxborrow, Trustee Director
Marc Scott, Community Director

Others Present:

Jim Giordano, Vice President UBS Financial
Dr. Rick Post, Interim Executive Director, West Hills Community College Foundation
Dr. Frank Gornick, Chancellor
Dr. Marcel Hetu, Director of North District Center
Laura Mendes-Moore
Tina Souza, Foundation Secretary

Introduction of Guests

Community Director, Sheilah Kreyenhagen introduced prospective Board member, Laura Mendes-Moore.

Public Comments

Dr. Marcel Hetu welcomes the Foundation Board and guests to West Hills Community College North District Center. Dr. Hetu commented on all the construction and also stated that NDC held their first ASB election and approximately 128 students voted. They have a great group of young leaders.

2. Election of 2009-2010 Officers

Due to a lack of a quorum at the meeting, no election of officers was held.

3. Interim Executive Director's Report – Dr. Rick Post

A. Council on Resource Development- Fundraising workshop July 19-21, 2009

Dr. Post reported that he and Dr. Gornick had the opportunity in July to attend a Presidents' fundraising workshop sponsored by the Council on Resource Development in San Francisco. The focus was the role of the chancellor, presidents, trustees and board members in foundation fundraising. The Foundation serves as advisors to the Board and ambassadors to the community. The college governing board authorizes the creation of the Foundation endorsing financial commitment, cultivation and fundraising events. The Chancellor and President's identify where there are fundraising needs. Dr. Post noted that several members of the board are fiscally supportive of the Foundation and he appreciated Nina and Edna's history with the Foundation board.

B. "Engaging Young Alumni: Strategies that Work Now" Audio Conference August 19, 2009

Dr. Post stated that the Foundation staff attended an audio conference on Engaging Young Alumni. The Foundation staff gathered a lot of useful information and strategies used to engage students. Tina Souza commented that it begins with educating the students on the history and traditions at WHCC. Starting with the graduating class of 2010 all graduates will receive a congratulations email from the Foundation. We can partner with SGA for Welcome Week and Senior Week activities to give the students an ownership of their class, developing a senior gift campaign, an on-line newsletter with a link to make donations. Dr. Gornick added that community colleges are young in the higher education scene. Many individuals are finding it easier to form alumni organizations. Dr. Post commented that College of the Desert has a strong alumni, they have regional street fairs that bring in a lot of money by selling parking lot space to vendors and part of his job description is Director of Alumni Association and with the new Datatel system, we now have many ways to track and generate information to donors and students.

C. Donor Bill of Rights – Association of Fundraising Professionals

Dr. Post stated that many charitable organizations have developed and endorsed a Donor Bill of Rights, and he is recommending at the Foundation adopt this document. And feels important aspect of Donor Bill of Rights is IV which may have certain issues with taking certain gifts. Donors have the right to say where their donation goes. However, equally important that other needs may arise and the governing board would have the authority to determine needs if other requirements aren't there. Mr. Pucheu encourages the District's governing board to review and feels that a Donor Bill of Rights is absolutely fundamental to build trust in the community.

D. Foundation Board member job description –Council of Resource Development

Dr. Post noted that this job description was presented at the CRD conference in San Francisco and added that it's not unreasonable and all board members should do what's asked. Dr. Post will be requesting the board to adopt the job description.

E. "Class of 2009" Retirement dinner –September 11, 2009

Dr. Post commented that the Foundation just hosted a Class of 2009 retirement dinner at Tachi Palace. There was a 200+ turnout. Tachi did an outstanding job, very well done. Dr. Post added that each retiree was given a \$250 gift as a token of appreciation for their service to the students and the District.

4. Chancellor's Report – Dr. Frank Gornick

Dr. Frank Gornick extended a thank you to the Foundation for hosting the retirement party. This was the first time we have done anything together and it was done very well, wonderful evening. Dr. Gornick reported to the Foundation Board that they have extended Rick Post's contract six more months and have applied through the state to keep him on one more year. Dr. Gornick commented on the budget stating that we are not out of the woods, we are looking at a decrease in the spring schedule by 30%. The college Presidents are diligently working on becoming more efficient on the class schedules and may have a priority registration for those students with 45 units or more who are looking to graduate.

5. Campus Reports

A. Dr. Willard Lewallen – WHC Coalinga

Dr. Lewallen reported that this summer they cut the schedule by 25% and had more students enrolled and that trend continues through fall, by next spring they will be at full capacity. Dr. Lewallen explained that the community is hearing about all the reductions but still see construction and he has to explain that the funding comes from two different pots of money. Mrs. Sheilah Kreyenhagen suggested an article explaining the funding

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differences. Dr. Frank Gornick replied that we are working with Frances Squire in marketing on an article or a flyer “How Are We Surviving the Budget.” Mrs. Edna Ivans added that this will provide an explanation on what’s happening at WHCC. Dr. Lewallen reported that the Wellness Center on the campus was put on hold because of cash flow with the state, but now are back on track and will complete in the spring of next year.

B. Mr. Don Warkentin – WHC Lemoore

Mr. Warkentin stated that next week will be a day in history because of the ground breaking of the Multi-Use Sports Complex. Mr. Warkentin commented that this facility will have stadium-style seating, over 700 invitations were mailed out, and the Culinary Arts department will be providing lunch. Mr. Warkentin also reported that they were given a clean bill of health on the audit report concerning MAA funds and that there are over 100 staff promoting MAA. The auditors were pleased with the structure and will use WHC as an example to other colleges. Dr. Gornick commented that the Child Development program greatly benefits from MAA funding and they have an opportunity to see more people and generate more funds.

6. Committee reports

**A. Investment and Finance – Ernie Drewry, Chair
a. Jim Giordano, UBS Financial Vice President**

Mr. Giordano stated that the equities in the Foundation as of September 9 are at a 1.51% positive return. The Foundation’s portfolio value and investment returns are down approximately \$136K. Not included in that figure is the \$813K and change from September 1st that was invested in an institutional money market account. Institutional money market has an increased rate of return and no checks will ever bounce. Mr. Drewry asked if the money market was better than a CD. Mr. Giordano responded “Yes” because it has a higher rate. Mr. Giordano recommends to put some back in investment, but keeping \$400K in cash is not a problem because there is volatility in the market. Dr. Rick Post asked what would be best? Mr. Giordano replied at a minimum put half into investments. Mr. Giordano also reports that all accounts are doing very well, they are increasing nicely.

B. Kings CC Golf membership ad hoc committee report

Ernie Drewry, co-chair, stated that it is the committee’s recommendation that the Executive Director of the Foundation should be the person representing the Foundation’s membership. Currently Dr. Gornick is the representative. The committee found that the Country Club offers a place to do business, have lunch and get acquainted with potential donors, but it’s not only for those who play golf. In the past this membership has not been abused, when the Foundation first acquired the membership, Dr. Gornick was the Foundation’s Executive Director. The Foundation owns the membership now, the person to use should be the person who does the friend-raising.

7. Len Falter, CFO, Financial Report

In Mr. Falter's absence, Dr. Post gave the report.

Dr. Post stated that with the new Datatel accounting system the Foundation is currently not able to generate a report similar to past reports and apologized for the current format. We are working with the Business Office to improve the format of our reports. Dr. Post reviewed the expenditures to date in the Foundation and explained that through community support the Foundation was able to donate to the Kings Art Center Guild Gala Fundraiser and through campus support the Foundation was able to make a donation to the WHCL golf tournament and to Student Government Association at WHC Lemoore for Welcome Week. Total expenditures were \$1,450.

8. Action Items

Due to a lack of a quorum no action was taken on the action items listed on the agenda. The action items were postponed for consideration at the October 14th special meeting of the Board.

9. Member comments and requests

None

10. Adjournment

The session ended at 11:20 a.m.

**West Hills Community College Foundation
9900 Cody Street
Coalinga, CA 93210**

MINUTES OF THE INVESTMENT AND FINANCE COMMITTEE MEETING

SEPTEMBER 16, 2009

9:30 a.m.

This meeting of the Investment and Finance Committee of the West Hills Community College Foundation was held on September 16, 2009, at the West Hills Community College North District Center Firebaugh.

Call to Order

There was not a quorum of members at the meeting, therefore no action was taken.

Investment and Finance Committee Present:

Ernest Drewry, President, Community Director
Ken Stoppenbrink, Chief Financial Officer, West Hills Community College District
Don Warkentin, Staff Director

Investment and Finance Committee Absent:

Leonard Falter, Chief Financial Officer, West Hills Community College Foundation
Nina Oxborrow, Trustee Director

Other Present:

Jim Giordano, Vice President UBS Financial
Rick Post, Interim Executive Director, West Hills Community College Foundation
Tina Souza, Foundation Secretary

Public Comments

There were no public comments

2. Reports-

- A. Analysis of Investment Portfolio for quarter ending August 31, 2009 James Giordano- UBS Financial Services**

Mr. Giordano stated that the equities in the Foundation as of September 9 are at a 1.51% positive return. The Foundation's portfolio value and investment returns are down approximately \$136K. Not included in that figure is the \$813K and change from September 1st that was invested in an institutional money market account. Institutional money market has an increased rate of return and no checks will ever bounce. Mr. Drewry asked if the money market was better than a CD. Mr. Giordano responded

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“Yes” because it has a higher rate. Mr. Giordano recommends to put some back in investment, but keeping \$400K in cash is not a problem because there is volatility in the market. Dr. Rick Post asked what would be best? Mr. Giordano replied at a minimum put half into investments. Mr. Giordano also reports that all accounts are doing very well, they are increasing nicely.

3. Action Items-

There was not a quorum of members at the meeting, therefore no action was taken.

4. Member Comments and Requests

None

5. Adjournment

The session ended at 10:00 a.m.

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

MINUTES OF THE INVESTMENT AND FINANCE COMMITTEE
October 14, 2009
9:00 a.m.

Call to Order

There was not a quorum of members at the meeting, therefore no action was taken.

Investment and Finance Committee Present:

Ken Stoppenbrink, Chief Financial Officer, West Hills Community College District
Don Warkentin, Staff Director

Investment and Finance Committee Absent:

Ernest Drewry, President, Community Director
Leonard Falter, Chief Financial Officer, West Hills Community College Foundation
Nina Oxborrow, Trustee Director

Other Present:

Larry Corum, Manager/Accountant, Vavrinek, Trine, Day & Co., LLP
Rick Post, Interim Executive Director, West Hills Community College Foundation
Monica Santino, Foundation Secretary
Tina Souza, Foundation Secretary

Public Comments

There were no public comments

Reports

- A. Consideration of the Audit report for the years ending December 31, 2008 and 2007 - Vavrinek, Trine, Day & Co., LLP**

Larry Corum of Vavrinek, Trine, Day & Co., LLP introduced himself and thanked the Investment and Finance Committee for the opportunity to report on the Foundation's December 31, 2008 audit report. Mr. Corum reported that the Independent Auditors' Report (pg. 2) is the entire focal point of the report. Mr. Corum commented that he felt the financial statements in the report were overall correct. Mr. Corum reported the Statement of Financial Position (Pg. 4) is broken out into three sections; Current Assets, Liabilities and Net Assets. Mr. Corum noted the Net Assets are a theory of what the Foundation would be worth if all assets were liquidated. Mr. Corum reported the Statement of Activities (Pg. 5) has three areas; Unrestricted, Temporarily Restricted and

Permanently Restricted. Mr. Corum explained Unrestricted funds can be used anywhere without restrictions , Temporarily Restricted funds for instance scholarship donations –once the Foundation fulfills the criteria of the scholarship the funds can be used, Permanently Restricted funds for instance would be an endowment. Mr. Corum reported the Statement of Cash Flow (Pg. 6) shows the change in net assets and although there was an increase in account payable, there was less cash out. Don Warkentin commented that this is positive, Mr. Corum agreed. Mr. Corum reported the Statement of Functional Expenses (pg. 7) discloses what the Foundation spends money on; it's a matrix of how funds are spent. The total support services, and total program services add up for the total year end expenses. Mr. Corum reported on the Schedule of Expenditures of Federal Awards (pg. 15) that more than \$500K was received in federal awards. Mr. Stoppenbrink asked if there are any restrictions on how MAA dollars are invested. Mr. Corum responded he is unaware of any specific investment requirements. Mr. Corum reported the Schedule of Findings and Questioned Costs (pg. 23) states the type of auditor's report issued: Unqualified. Mr. Warkentin remarked that is a good thing, Mr. Corum agreed. Mr. Corum reported on the Financial Statement Findings (pg. 24 & 25) and stated the current year deals with the golf membership, an attorney was attained and the opinion was that personal use of the membership should be reported on the member's W2, but based on the amount spent on membership the risk is minimal. Dr. Post commented that this did not jeopardize the status on a non-profit Foundation and assuming the board approves the change in membership to him, the membership would then be used for donor cultivation and asked 'Is that considered personal use. Mr. Corum responded that it would not be personal considering business purpose for the Foundation. Dr. Post gave a scenario that if he played 4 rounds of golf in a month, 3 were donor cultivation, the other being personal, would he report pro rata 25% on W2. Mr. Corum responded with "Yes". Mr. Stoppenbrink added to take action only if the membership is used on a personal basis. Dr. Post commented that the Ad hoc Committee recommended that the membership be assigned to the Executive Director with exact reporting of each time used, and with whom. Mr. Corum reported the other issue deals with the loss of investments and being out of balance which led to the Foundation accounts showing more funds than they actually had and commented that this occurred in 2007 and is no longer an issue. Audit Report concluded.

Action Items-

There was not a quorum of members at the meeting, therefore no action was taken

Member Comments and Requests

None

Adjournment

This session ended at 9:40am

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF DIRECTORS

October 14, 2009

This special meeting of the Board of Directors of the West Hills Community College Foundation was held on October 14, 2009, at the West Hills Community College District Office Board Room.

1. Call to Order

The meeting was called to order by Vice President Dr. Don Forth at 10:07 a.m. Don Warkentin led the Board of Directors and audience in the flag salute.

Board of Directors Present:

Brad Gleason, Community Director
Willard Lewallen, Staff Director
Don Warkentin, Staff Director
Bill Pucheu, Community Director
Nina Oxborrow, Trustee Director
Sheilah Kreyenhagen, Community Director
Don Forth, Vice President
Ken Stoppenbrink, Chief Financial Officer, West Hills Community College District
Marc Scott, Community Director
Ann Stone, Secretary
Nancy Oliveira, Community Director

Board of Directors Absent:

Len Falter, Chief Financial Officer, West Hills Community College Foundation
Edna Ivans, Trustee Director
Ernest Drewry, President

Other Present:

Larry Corum, Vavrinek, Trine, Day & Co., LLP
Rick Post, Interim Executive Director, West Hills Community College Foundation
Richard Larson, Director, WHCC Farm of the Future
Clint Cowden, Instructor, WHCC Farm of the Future
Joy Cowden, GPS Project Coordinator, WHCC Farm of the Future
Ray Rawn, Instructor, WHCC Farm of the Future
Don Lopez, Director, Fresno City College
Sharon Gordon, Prospective Board Member
Laura Mendes-Moore, Prospective Board Member
Monica Santino, Foundation Secretary
Tina Souza, Foundation Secretary

Introduction of Guests

Dr. Lewallen introduced Don Lopez, Director at Fresno City College. Dr. Lewallen and Mr. Lopez are involved in a mentoring program through ACCCA for college administrators who wish to further their career.

Larry Corum, Manager, Accountant, Vavrinek, Trine, Day & Co., LLP
Sharon Gordon, Prospective Board Member
Laura Mendes-Moore, Prospective Board Member
Richard Larson, Director, WHCC Farm of the Future
Clint Cowden, Instructor, WHCC Farm of the Future
Ray Rawn, Instructor, WHCC Farm of the Future

Action Items

Vice President Dr. Don Forth announced that member Marc Scott needed to excuse himself early and requested a motion to change the order of the agenda items by moving the Action items ahead of the Reports.

On a motion by Community Director Bill Pacheu, seconded by Trustee Nina Oxborrow, and carried unanimously the Board of Directors approved the motion.

A. Approval of Minutes

- (1) Regular Board meeting June 17, 2009
- (2) Special Board meeting July 15, 2009
- (3) Special Board meeting August 20, 2009
- (4) Annual Board meeting September 16, 2009

On a motion by Community Director Bill Pucheu, seconded by Community Director Sheilah Kreyenhagen, and carried unanimously, the Board of Directors approved the Minutes of the Regular Board meeting June 17, 2009; Special Board Meeting July 15, 2009; Special Board meeting August 20, 2009; Annual Board meeting September 16, 2009.

B. Consideration of Sharon Gordon as a member of the Foundation Board of Directors. This is a three year term.

On a motion by Staff Director Don Warkentin, seconded by Trustee Director Nina Oxborrow, and carried unanimously, the Board of Directors approved Sharon Gordon as a Community Director to the Foundation Board of Directors for a three year term.

C. Consideration of Laura Mendes-Moore as a member of the Foundation Board of Directors. This is a three year term.

On a motion by Community Director Bill Pucheu, seconded by Community Director Marc Scott, and carried unanimously, the Board of Directors approved Laura Mendes-Moore as a Community Director to the Foundation Board of Directors for a three year term.

The Foundation Board welcomed Sharon Gordon and Laura Mendes-Moore to the Foundation Board of Directors.

D. Consideration of change in Kings Country Club authorized user.

Dr. Post noted that at the Annual meeting on September 16, 2009, the ad hoc golf membership committee recommended that the authorized user of the Kings Country Club membership be the Executive Director of the Foundation and that an accurate accounting of the use of the membership be made to the Board on a monthly basis. Golf membership committee co-chair Ann Stone indicated that this was the committee's recommendation.

On a motion by Trustee Director Nina Oxborrow, seconded by Community Director Marc Scott, and carried unanimously, the Board of Directors approved the Executive Director of the Foundation as the person authorized to use the Foundation's Kings Country Club membership with all rights and privileges pertaining thereto.

E. Consideration of proposed 2009-2010 Statement of Investment Policy, Objectives and Guidelines.

Dr. Post stated that there the Statement being presented was the same as that which was presented to the Board and approved at the Board meeting on July 15, 2009. However, the Board is required under the terms of its bylaws to approve the Statement at its Annual meeting, but lacking a quorum, the approval of the Statement was moved to today's meeting.

On a motion by Community Director Bill Pucheu, seconded by Trustee Director Nina Oxborrow, and carried unanimously, the Board of Directors approved the 2009-2010 Statement of Investment Policy, Objectives and Guidelines.

F. Consideration of Donor Bill of Rights – Assn. of Fundraising Professionals

Dr. Post commented that this is the same Donor Bill of Rights presented at the September 16, 2009 meeting, but lacking a quorum at that meeting the item was placed on today's agenda. Dr. Post reported that the Donor Bill of Rights has been developed by a number of national fundraising organizations and endorsed by all major consortiums on planned giving. The Donor Bill of Rights is very straight forward and is basically the "ten commandments of giving" and that it insures it's donors that the organization is using funds for the purpose for which was given. Dr. Post strongly recommends approval. Trustee Director Nina Oxborrow asked "where would this be presented to donors?" Dr. Post answered that it will be sent to past, current and any new donors. Community Director Bill Pucheu asked "has this been presented to the Governing Board?" Dr. Post answered that "It is scheduled to be presented by the Chancellor's office to the Governing Board during their upcoming study session."

On a motion by Community Director Bill Pucheu, seconded by Secretary Ann Stone, and carried unanimously the Board of Directors approved the Donor Bill of Rights – promulgated by the Association of Fundraising Professionals.

G. Consideration of Foundation Board member job description – CRD

Dr. Post stated that the Foundation Board member job description was developed by the Council for Resource Development (CRD) and is widely accepted. Dr. Post added that the Board is free to make its own job description if it chooses to and may add to or subtract from the job description components. He encouraged approval. Trustee Director Nina Oxborrow commented that there are two elected officials on the Board, is there a job description for others. Dr. Post answered "Trustees also have a list of expectations which has been developed by the CRD."

On a motion by Community Director Brad Gleason, seconded by Community Director Marc Scott, and carried unanimously, the Board of Directors approved the Foundation Board member job description.

Following the last Action item, Dr. Post thanked all of the Board Members for being present at today's meeting.

Public Comments

None

2. Election of 2009-2010 Officers

Dr. Post noted the four nominees approved by the nominating committee earlier this year: Ernie Drewry – President, Dr. Don Forth – Vice President, Ann Stone – Secretary, Len Falter – Chief Financial Officer/Treasurer.

On a motion by Community Director Bill Pucheu, seconded by Staff Director Dr. Lewallen, and carried unanimously, the Board of Directors approved the 2009-2010 slate of Foundation Officers.

3. Interim Executive Director's Report-Dr. Rick Post

Dr. Post again thanked the Board for moving the action items forward. Dr. Post updated the Board on President Ernie Drewry's condition and stated that Ernie is doing well although he is very sore from his quadruple bypass surgery, but in good spirits. Dr. Post added that a long time donor and friend of the Foundation, Mrs. Phyllis Roberts was a victim of a home invasion and that he has been working with her the last couple of weeks on insurance and DMV documents. Dr. Post commented on the recent deaths of Brian and Dixie Welborn and that they passed away within 30 days of each other. Dr. Post stated that he has been notified by the Executor of the Welborn Estate that WHCCF has been named in the will and that details will follow.

4. Chancellor's Report-Dr. Frank Gornick

Chancellor Gornick was absent due to his serving as Chair and participation on an accreditation team visit at Sacramento City College. No report was given.

5. Campus Reports-

A. Dr. Willard Lewallen-WHC Coalinga

Dr. Lewallen presented the most recent edition of the *President's Pen*.

B. Don Warkentin- WHC Lemoore

Mr. Warkentin commented that he had good news and bad news: Good news being that the Multi-Use Sports Complex is under way, bad news is with the budget cuts, they are looking at reducing the spring schedule by 54% -which is a decrease of about 213 classes. Mr. Warkentin also noted that there will be special registration/processing to get those students who are close to graduation the classes needed to do so. Dr. Lewallen commented that WHCC is in the same situation. Mr. Warkentin added that he still gets questions from the community regarding how can WHCCD be building with all the budget cuts and he finds himself explaining that the funds come out of two pots of money, bonds and that building costs do not come from the general funds. Community Director Nancy Oliveira asked "what priority will be given to those students close to graduation." Don replied with "those students will have a two week priority registration."

6. Len Falter CFO, Financial Report

A. Expense Report – July 1, 2009 – September 30, 2009

In Mr. Falter's absence, Dr. Post gave the report.

Dr. Post explained when the Foundation changed computer systems we lost the ability to generate certain reports, but, that the Foundation staff will be trained in Colleague Finance in November. Dr. Post reviewed the Income/Expense on the unrestricted budget and reported that after Community Support for Kings Art Gala, and the plaques from Warner's Stable Graphics the Community support budget has a balance of \$2,951.65. Campus Support was given to the WHCL golf tournament –Tee sponsor, a donation to the WHCL Student Government Assn., \$2,500 in retirement gifts for the ten 2009 retirees and reimbursement for various donor cultivation activities. The Campus Support budget has a balance of \$36,935.32. Dr. Post commented that next month he will be giving a report on donations, there is still money coming in during these tough economic times and thanked the WHCCD staff and administration for continuing to support the Employee Philanthropy Program.

B. Auditors' Final Report – December 31, 2008 and 2007

Larry Corum of Vavrinek, Trine, Day & Co., LLP introduced himself and thanked the Investment and Finance Committee for the opportunity to report on the Foundation's December 31, 2008 audit report. Mr. Corum reported that the Independent Auditors' Report (pg. 2) is the entire focal point of the report. Mr. Corum commented that overall he felt the financial statements in the report were accurate and correct. Mr. Corum reported the Statement of Financial Position (Pg. 4) is broken out into three sections; Current Assets, Liabilities and Net Assets. Mr. Corum noted the Net Assets are a theory of what the Foundation would be worth if all assets were liquidated. Mr. Corum reported the Statement of Activities (Pg. 5) has three areas; Unrestricted, Temporarily

Restricted and Permanently Restricted. Community Director Brad Gleason requested Mr. Corum to define Restricted, Unrestricted and Temporarily Restricted. Mr. Corum explained Unrestricted funds can be used anywhere without restrictions, Temporarily Restricted funds for instance scholarship donations –once the Foundation fulfills the criteria of the scholarship the funds can be used, Permanently Restricted funds for instance would be an endowment. Community Director Brad Gleason stated he was concerned and asked, “Are the clubs aware that their money is restricted, why wouldn’t it be unrestricted –for instance football.” Mr. Corum responded “in football, people generally donate to football.” Dr. Post added that as far as the Foundation is concerned their money is restricted; it’s not in the Foundation’s budget. Community Director Brad Gleason replied that he understood Rick’s objective, but if football has money, why aren’t funds unrestricted? Dr. Post commented that once the money comes to our office to deposit, we only have one account for football, to the Foundation it is restricted and only football can spend funds. Community Director Brad Gleason asked “Is there a policy on donations, such as trees, if the trees are on land that the Foundation owns, how you capitalize?” Mr. Corum responded that generally non-cash donations, such as trees donated to the Foundation are property of the Foundation. Community Director Brad Gleason asked “If someone wrote a check for the weather station, would that get capitalized?” Mr. Corum responded with “Yes.” Community Director Brad Gleason asked “What about the Motte donation?” Dr. Post replied that “The donation was used for the purpose of the CIMIS Weather Station.” Mr. Clint Cowden also responded with “The weather station itself was purchased by the USDA, the irrigation and other components were purchased with the Motte donation.” Community Director Brad Gleason requested a written policy of capitalization. Mr. Corum reported the Statement of Cash Flow (Pg. 6) shows the change in net assets and although there was an increase in account payable, there was less cash out. Mr. Corum reported the Statement of Functional Expenses (pg. 7) discloses what the Foundation spends money on; it’s a matrix of how funds are spent. The total support services, and total program services add up for the total year end expenses. Mr. Corum reported on the Schedule of Expenditures of Federal Awards (pg. 15) that more than \$500K was received in federal awards. Mr. Corum reported the Schedule of Findings and Questioned Costs (pg. 23) states the type of auditor’s report issued: Unqualified. Mr. Corum reported on the Financial Statement Findings (pg. 24 & 25) and stated the current year deals with the golf membership, an attorney was attained and the opinion was that personal use of the membership should be reported on the member’s W2, but based on the amount spent on membership the risk is minimal. Mr. Corum reported the other issue deals with the loss of investments and being out of balance which led to the Foundation accounts showing more funds than they actually had and commented that this occurred in 2007 and is no longer an issue. Audit Report concluded. Mr. Corum asked for any questions. Community Director Brad Gleason asked about the Foundations tax returns. Mr. Corum responded that the tax returns are publically available for anyone to review.

On a motion by Vice President Dr. Don Forth, seconded by Community Director Brad Gleason, and carried unanimously, the Board of Directors approved the Auditors’ Final Report – December 31, 2008 and 2007.

Dr. Post commented that this Audit Report will be included with the Districts Final Audit Report and because of the fiscal year, an audit was performed through June 30, 2009 and requested Mr. Corum and VTD to please have the audit report for this period prepared by the November Board meeting. Community Director Brad Gleason commented that the bylaws state 90-120 days, “Is this reasonable for the future?”

Dr. Post responded in the affirmative.

7. Special report – Farm of the Future – Dr. Willard Lewallen

Dr. Lewallen thanked the Foundation Board for allowing the Farm of the Future to present their program and introduced the staff from the Farm:

Mr. Richard Larson, Instructor Farm of the Future
Mr. Clint Cowden, Instructor Farm of the Future
Mr. Ray Rawn, Instructor Farm of the Future

See attached presentation on the Farm of the Future.

8. Announcements

A. WHC Coalinga Athletic Hall of Fame Celebration – October 31, 2009

Dr. Post reminded the Foundation Board and guests of the upcoming Hall of Fame Celebration.

B. Regular Board meeting November 18, 2009 10 a.m. District Boardroom

Dr. Post announced he would appreciate any agenda items for this meeting.

9. Member comments and requests

Community Director Bill Pucheu thanked the Farm of the Future for their presentation. Community Director Brad Gleason commented that he appreciated the Farm for coming over and explaining what's going on at the Farm. Trustee Director Nina Oxborrow noted that the information and communication is good.

10. Adjournment

The meeting was adjourned at 12:20 p.m.

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

NOTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

November 18, 2009

This meeting of the Board of Directors of the West Hills Community College Foundation was held on November 18, 2009, at the West Hills Community College District Office Board Room.

1. Call to Order

Due to lack of quorum, the meeting was declared an adjourned session by Vice President Dr. Don Forth at 10:10am. Mr. Len Falter led the Board of Directors and audience in the flag salute.

Board of Directors Present:

Sharon Gordon, Community Director
Frank Gornick, Ex Officio Director
Len Falter, Chief Financial Officer, West Hills Community College Foundation
Don Forth, Vice President
Edna Ivans, Trustee Director
Sheilah Kreyenhagen, Community Director
Laura Mendes-Moore, Community Director
Nina Oxborrow, Trustee Director
Bill Pucheu, Community Director
Ken Stoppenbrink, Chief Financial Officer, West Hills Community College District

Board of Directors Absent:

Ernest Drewry, President
Brad Gleason, Community Director
Willard Lewallen, Staff Director
Nancy Oliveira, Community Director
Oscar Sablan, Community Director
Marc Scott, Community Director
Ann Stone, Secretary
Don Warkentin, Staff Director

Other Present:

Jim Giordano, Vice President, UBS Financial
Natasha Hunt, Alcalde Ranch
Bonny Collins, Coalinga Recorder
Ana Leon, CDC Site Supervisor, West Hills Community College
Frances Squire, Director of Marketing, West Hills Community College District
Rick Post, Interim Executive Director, West Hills Community College Foundation
Olga Keough, Foundation Accountant
Tina Souza, Foundation Secretary

Introduction of Guests

Jim Giordano, Vice President, UBS Financial

Natasha Hunt, Alcalde Ranch

Bonny Collins, Coalinga Recorder

Jo Hammond

Ana Leon, CDC Site Supervisor, West Hills Community College

Frances Squire, Director of Marketing, West Hills Community College District

Public Comments

Dr. Post congratulated Mrs. Oxborrow on her recent election to the Board of Trustees.

2. Interim Executive Director's Report-Dr. Rick Post

Dr. Post thanked Dr. Forth for chairing the meeting in President Drewry's absence. Dr. Post commented on a few activities the foundation is currently involved in: Fundraising for the WHCL nursing program for their pinning ceremony, students will be selling tickets to a wine tasting & hors d'oeuvres event to be held in February/March, money from the ticket sales will assist the pinning ceremony at Hanford Civic Auditorium; Support to WHCC Men's Basketball by putting together a few auction items for Mr. Arce's BIG Monday event; Scholarship and Ag Program support from H.M. Newhall Foundation and Natasha Hunt , last year the foundation received \$8K, we have applied again this year, but have not received a final decision from the Foundation, Dr. Post thanked Ms. Hunt for her support of the Farm of the Future and WHCC. Dr. Post commented that he is actively meeting with members of the board and referred to Mrs. Oxborrow. Mrs. Oxborrow noted that this year she has donated \$1K and has challenged the other board members and trustees to do the same. Dr. Post mentioned that he has met with six members of the board and thus far has received 100% donor participation which illustrates the Board's support for students and WHCCD and he thanked those members who had contributed thus far.

A. Chevron awards – Engineering Scholars Program & Science and Math camps Adam A. Alvidrez, Policy, Government & Public Affairs Representative

Dr. Post introduced Adam Alvidres of Chevron USA and Ana Leon of WHCC CDC. Dr. Post noted that Mr. Alvidres was the first person he met when he first came to Coalinga. Mr. Alvidres thanked Dr. Post, Dr. Gornick and the board for the opportunity to present this award. Mr. Alvidres stated that Chevron partners with communities in which they live and work by investing in education area of science and math and they recognize the importance to give students a support network to finish their education. Mr. Alvidres commented that Chevron is proud to help and glad to be a part of the support to students in the WHC Lemoore Engineering Scholars program and to the WHC Coalinga Child Development Center's Science/Math camps. Mr. Alvidres presented a check in the amount of \$7,500. Mrs. Leon thanked Mr. Alvidres and Chevron and commented that last year they were able to serve 20 children through donations, this year they will be able to serve over 100 children for the Avenal Resource Center Science/Math camps.

3. Chancellor's Report-Dr. Frank Gornick

Dr. Gornick thanked Mr. Alvidres and Chevron for their generous donation. Dr. Gornick commented on the significant reduction in the spring course schedule, the current state budget deficit for this fiscal year which is about \$21 billion, and classes are bursting at the seams, hats off to faculty and staff throughout the District because there is really not much we can do when the state cuts our budget. Dr. Gornick noted the City of Coalinga has plans to put a "Welcome" sign at Cherry St, where the old dairy has come down, which will be a nice amenity. Dr. Gornick stated the city council provided an agreement to receive acreage for an office location on Phelps, which will be the new location for the District Office. Dr. Gornick commented they are working with the City of Lemoore on an agreement regarding the multi-use sports complex in which the city will provide amenities for the pool and sport field. Dr. Gornick noted that WHCL campus has 2 charter schools: Lemoore Charter High School (9-12 grades) and University Charter School (5-8 grades), both schools have an increased performance average on API scores. Dr. Gornick added Dr. Lewallen met with the City of San Joaquin to offer classes and the Westside Institute of Technology is in partnership with local area business to fund programs to train employees for solar technicians, they are currently looking for a facility and Mendota is looking at a multi-use complex. Dr. Gornick noted that the District has made an offer on the last parcel in Firebaugh and the owners accepted.

4. Campus Reports

- A. Dr. Willard Lewallen-WHC Coalinga
- B. Don Warkentin- WHC Lemoore

Due to the absence of the college Presidents; no campus reports were given.

5. Investment Committee Report

- A. Summary of Investment Portfolio year-to-date-Jim Giordano, Vice President UBS Financial Services

Jim Giordano of UBS Financial thanked the Board of Directors for the opportunity to report on the Foundation year-to-date Summary of Investment Portfolio. Mr. Giordano reported on the Performance Detail (Pg.2) for all four UBS Foundation accounts: SS07529 Westside Educational is a smaller account with about 2/3 equity and a return of about 22%; SS07508 Main has approximately \$1,400,000.00 in the account with a return of about 9 3/4%; SS07509 Foundation Club is a newer account so there are no yearly numbers to report, the monies are safe in CD's; SS07515 General Endowment are purely CD's, CD market is recovering and expect the international rate to increase over the next year. Mr. Giordano noted that in general the November numbers are increasing nicely. Dr. Post commented that the newer account is the account that was established for the smaller club accounts to be moved into so those accounts are protected from any losses in the market.

6. Len Falter CFO, Financial Report

A. Balance Sheet as of June 30, 2009

Mr. Falter reported that a lot of work has gone into the transition from QuickBooks to Datatel. Mr. Falter introduced Olga Keough and explained her role in the foundation and that she has brought the foundation up to date and account balances current. Welcome Olga.

B. Auditors' Preliminary report- Period ending June 30, 2009.

Mr. Falter noted on the summary of auditors' results (Pg.22) that there were no compliance issues.

7. Action Items

Due to lack of a quorum, the action items listed on the agenda were not considered. The action items were postponed for consideration until the January 20, 2009 board meeting.

8. Announcements

A. Regular Board meeting on January 20, 2010

Dr. Post announced he would appreciate any agenda items for this meeting.

B. West Hills Community College Foundation 14th Annual Golf Tournament Monday May 10, 2010

8. Member comments and requests

Dr. Post updated the Board on President Ernie Drewry's condition and stated that Ernie is doing well; he is healing and plans to return in January.

Dr. Post noted that traditionally the foundation pays for the audit. The auditing firm was hired by his predecessor. The cost of the audit was \$9,700 for the eighteen months ending June 30, 2009. The district has paid the bill and the Foundation will reimburse the district.

Dr. Post wished the Board a Happy Thanksgiving.

10. Adjournment

The session ended at 10:47am

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

AGENDA OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

January 20, 2010

This meeting of the Board of Directors of the West Hills Community College Foundation was held on January 20, 2010, at the West Hills Community College District Office Board Room.

1. Call to Order

The meeting was called to order by President Ernie Drewry at 10:15a.m. Len Falter led the Board of Directors and audience in the flag salute.

Board of Directors Present:

Laura Mendes-Moore, Community Director
Don Forth, Vice President
Bill Henry, Trustee Director
Bill Pucheu, Community Director
Ernie Drewry, President
Ken Stoppenbrink, Chief Financial Officer, West Hills Community College District
Steve Cantu, Trustee Director
Len Falter, Chief Financial Officer, West Hills Community College Foundation
Willard Lewallen, Staff Director
Ann Stone, Secretary

Board of Directors Absent:

Don Warkentin, Staff Director
Brad Gleason, Community Director
Sharon Gordon, Community Director
Sheilah Kreyenhagen, Community Director
Marc Scott, Community Director
Nancy Oliveira, Community Director
Oscar Sablan, Community Director

Others Present:

Katie Delano, Prospective Board Member
Larry Corum, Vavrinek, Trine, Day & Co., LLP
Jim Giordano, Vice President, UBS Financial
Edna Ivans
Dave Bolt, Vice President, West Hills College Lemoore
Frances Squire, Director of Marketing, West Hills Community College District

Olga Keough, Foundation Accountant
Monica Santino, Foundation Secretary
Tina Souza, Foundation Secretary
Rick Post, Interim Executive Director, West Hills Community College Foundation

Introduction of Guests

Katie Delano, Prospective Board Member
Larry Corum, Vavrinek, Trine, Day & Co, LLP
Jim Giordano, Vice President, UBS Financial

Public Comments

There are no public comments.

President Ernie Drewry announced that member Ann Stone needed to excuse herself early and requested a motion to change the order of the agenda items by moving Action items F and G ahead of the Reports.

On a motion by Community Director Bill Pacheu, seconded by Trustee Nina Oxborrow, and carried unanimously the Board of Directors approved the motion.

Action Items

F. Consideration of Nina Oxborrow-Community Director nominee

On a motion by Community Director/Secretary Ann Stone, seconded by Community Director Dr. Don Forth, and carried unanimously, the Board of Directors approved Nina Oxborrow as a Community Director to the Foundation Board of Directors. This is a three year term.

G. Consideration of Katie Delano-Community Board member nominee

On a motion by Community Director/Secretary Ann Stone, seconded by Trustee Director Bill Henry, and carried unanimously, the Board of Directors approved Katie Delano as a Community Director to the Foundation Board of Directors. This is a three year term.

The Foundation Board of Directors welcomes Katie Delano as Community Director.

President Ernie Drewry questioned the disclaimer notice on the agenda. Dr. Post commented that the disclaimer notice will appear on all future agendas due to having three Board of Trustee members from the West Hills Community College District Board of Trustees on the Foundation Board. Dr. Post noted the disclaimer notice basically states that no Board of Trustee matters or business will be discussed or acted upon by the Trustees present at the meeting of the Foundation Board of Directors.

2. Interim Executive Director's Report-Dr. Rick Post

A. Recognition of Edna Ivans and Nina Oxborrow

Dr. Post recognized Mrs. Ivans and thanked her for her many years of services to the Foundation Board. Mrs. Oxborrow was absent from the meeting. Each lady was presented with a bouquet of roses and an engraved glass art piece.

B. Recognition of Trustee Board members: Steve Cantu and Bill Henry

Dr. Post recognized and welcomed new Trustee Directors Steve Cantu and Bill Henry to the Foundation Board. Dr. Post commented that he personally met with both gentlemen and feels they will be a wonderful addition to the Board.

C. President's Scholars Golf Tournament - Donations/Pledges to date

Dr. Post reported the Foundation golf tournament is moving along nicely, the sponsor letters were mailed in December. A reminder post card was also recently mailed. Dr. Post noted that the tournament is five months away and already received 75K in sponsorships pledges and donations.

Dr. Post commented on the next three items and felt it would be appropriate to get a consensus of the Board as to whether he should proceed with drafting language for consideration at the next regularly scheduled meeting of the Board.

D. Affiliate membership – proposed Bylaws amendment

E. Removal of Community Directors –proposed Bylaws amendment

F. Request to Continue Service – proposed Board member term renewal form

Dr. Post stated that an **affiliate membership** will allow a person to attend or be listed as a member of the board, this person will not have voting privileges, nor be counted for purposes of establishing a quorum. Mrs. Mendes-Moore asked if an affiliate membership is used to assist in fund raising? Dr. Post commented in the affirmative and said that affiliate members could also be corporations. Mr. Henry asked if this is a common procedure? Dr. Post noted that an affiliate membership is common practice. Dr. Gornick added that an affiliate membership may be a more comfortable place for community/corporations, and this allows a way to still keep connected. Dr. Post commented that an affiliate membership would more than likely go to someone who has been on and is familiar with the Foundation board.

Dr. Post commented on the **Removal of Community Directors** and that the Board should have a mechanism to remove board members and felt this would be an appropriate common practice to have in the By-laws. Dr. Forth stated the By-laws already had something. Dr. Post noted that the current By-laws discuss removal, but not the grounds for removal or how to remove. Ernie Drewry indicated that he felt the Board should have this, there are members of the Board that he has never seen. Bill Pucheu asked what would be a reason to remove a Board member other than absence? Dr. Post commented that a conflict of interest, ethnic issues, etc. would be reasons for removal.

Dr. Post commented that a **Request to Continue Service** is basically a re-enlistment document that would allow a sitting director, whose term is about to expire, to express interest in continuing to serve on the Board.

There was a consensus that Dr. Post proceed with writing language and he stated that he will draft the documents for consideration by the Board at the next meeting.

3. Chancellor's Report-Dr. Frank Gornick

Dr. Gornick reported on the significant reduction in course offerings and that the District is no longer receiving money for growth, but only money to maintain the District's current status. Dr. Gornick commented that even with the reduction in course offerings the colleges hit their enrollment target and will generate more FTE's. He is very pleased. Dr. Gornick noted that from a financial prospective the District is in a good position to respond to growth in the future. Dr. Gornick reported on the grants department and that Cathy Barabe is just shy of \$100 million and he is very proud of Cathy's efforts. Dr. Gornick commented on Dr. Post's replacement as Interim Executive Director of the Foundation and stated that they may do some in-house juggling or open it up to outside candidates, he will keep the Board updated.

4. Campus Reports-

A. Dr. Willard Lewallen-WHC Coalinga

Dr. Lewallen reported on the mobile welding trailer and the fact that they are negotiating with two companies on adding the WHCCD logo onto the trailer as an in-kind donation. The new shop building located on the Farm of the Future is underway and they are looking for additional equipment to furnish it. Dr. Lewallen noted that there are a large number of students in the International student program, sixteen new students just arrived and that there are 14 countries represented on campus. Dr. Gornick commented that the Foundation handles the International Education Exchange Consortium billing, there are only five colleges in the consortium, WHCCD is the only college located in California. Dr. Lewallen reported on the almond and pistachio orchards and how they are a good source of revenue for the farm. Dr. Lewallen commented that Kirk Quaid (local businessman and an agronomist) is developing a schedule of production to ensure the crops are being taken care of properly.

B. Don Warkentin- WHC Lemoore

In Don Warkentin's absence, WHC Lemoore Vice President Dave Bolt gave report.

Mr. Bolt reported that the Health and Fitness center is under construction, the weather is playing havoc, but the architects are on task. Mr. Bolt noted that Cathy Barabe has received unofficial word on a national science grant , if WHCL is awarded the grant, 100% will go to student scholarships.

4. Investment Committee Report-

**A. Analysis of Investment Portfolio year-to-date-Jim Giordano, Vice President UBS
Financial Services**

Mr. Giordano reported that we started the year w/ \$1.66 million and finished the year positive at \$1.66 million. Asset allocation is approximately 20% cash, 23% equity with the remaining 48% in fixed income. Mr. Giordano noted that this is a conservative stance on the portfolio and is broken down over the four UBS accounts.

B. Gift Acceptance Policy – draft

Mr. Drewry stated that there will be no motion to adopt, this is only a review and would like to see an ad hoc committee formed. Dr. Post noted the Board of Trustees for WHCCD has a one page gift acceptance policy and that the Foundation does not have such a policy, and felt that a gift acceptance policy would give guidance and sets policies and procedures to accept gifts. Dr. Post recommended to the Board President an ad-hoc committee go through document thoroughly. Dr. Lewallen commented that he would like to see a document or checklist for someone to put forward a gift. Mr. Henry commented on a gift that didn't go very well. Dr. Post noted that he will draft a gift acceptance checklist form for personal property and would welcome any ideas.

6. Len Falter CFO, Financial Report

**A. Balance sheet and Statement of Activities - July1, 2009 through
December 31, 2009**

Mr. Falter reported on the Statement of Activities change in net assets. Dr. Post acknowledged Olga's efforts to bring the Foundation current. Mr. Falter commented that Datatel is now solid and asked that the Board accept the financial statement. There were no objections.

**B. Auditors' Preliminary report as of June 30, 2009 & December 2008 - Larry Corum
VTD**

Mr. Corum reported on the June 30, 2009 and December 31, 2008 preliminary audit report and noted the reason for the six month audit was to bring the Foundation current with the 2009 – 2010 fiscal year, also included in this audit is the reflection of sale of the NDC property. Mr. Corum commented (Pg. 2) the Independent Auditors' Report and felt the financial statements in the report were accurate and correct. Mr. Corum reported the Statement of Financial Position (Pg. 4) and noted the change in Accounts Receivable. Mr. Stoppenbrink asked if the receivables have always been there? Larry and Rick both replied that IEE (International Education Exchange) and the WHCCF golf tournament were both contributors. Mr. Corum reported the Statement of Activities (Pg. 5) shows an increase in net assets. Mr. Corum reported the Statements of Cash Flows (Pg. 6) shows an increase in A/R which is generally a good thing, but noted that when A/R increases the cash goes down. Mr. Corum reported the Statements of Functional Expenses (Pg. 7) is a matrix of the seven categories that the Foundation spends money on and noted that items of salary are donated from the District expense/revenue to

Foundation. Mr. Corum reported on the Notes to Financial Statements (Pg. 12) Note 8 and commented that the sale of the Firebaugh property occurred at the beginning of the 2009-2010 fiscal year and will make a big impact next year. Mr. Corum reported on the Schedule of Expenditures of Federal Awards. Mr. Corum reported on the Schedule of Findings and Questioned Costs (Pg. 22) and noted the type of auditors' reports issued as "unqualified" with no material weakness and no issues of non-compliance. This concluded his report.

7. Action Items

A. Approval of Minutes

(1) Special Board meeting of October 14, 2009

On a motion by Community Director Bill Pucheu, seconded by Community Director Dr. Don Forth, and carried unanimously, the Board of Directors approved the Minutes of the Special Board meeting of October 14, 2009.

B. Acknowledgement of adjourned Board meeting notes: November 18, 2009

On a motion by Community Director Dr. Don Forth, seconded by Community Director Bill Henry, and carried unanimously, the Board of Directors acknowledged the Notes of the adjourned Board meeting November 18, 2009. No actions were taken at this meeting.

C. Consideration of Receipt of Sale of sixteen calves- Farm of the Future

On a motion by Community Director Bill Henry, seconded by Community Director Bill Pucheu, and carried unanimously, the Sale of sixteen calves belonging to the Farm of the Future was approved.

D. Consideration of Auditors Preliminary report as of June 30, 2009 and December 2008

On a motion by Vice President Dr. Don Forth, seconded by Community Director Steve Cantu, and carried unanimously, the Board of Directors approved the Auditors' Final Report – for the fiscal year ending June 30, 2009 and December 2009.

E. Consideration of Gift Acceptance Policy-draft

Dr. Post commented that this review of the policy is a first reading. The Board will be asked to review the policy between now and the next regularly scheduled meeting and take action on the proposed policy at that time.

F. Consideration of Nina Oxborrow- Community Director member nominee

On a proper motion, the order of this item on the agenda was changed and the item was considered and approved earlier in the agenda.

G. Consideration of Katie Delano-Community Board member nominee

On a proper motion, the order of this item on the agenda was changed and the item was considered and approved earlier in the agenda.

H. Consideration of transfer of 2005 Bulldozer CAT D4C to WHCCD

I. Consideration of transfer of Fire truck to WHCCD

J. Consideration of transfer of Almond- Pistachio trees to WHCCD

K. Consideration of deletion of livestock from list of WHCCF assets

Dr. Post commented there were issues raised previously by members of the Board as to why the Foundation was carrying certain assets on its books that were rightfully District assets, such as the almond and pistachio trees and after thoroughly researching this matter it was determined that there was no need to continue this practice. Dr. Post felt that transferring the assets to the District by formal action of the Board was a cleaner way to handle assets that were originally donated to the District. After all, the Foundation merely served as a conduit to receive each donation on behalf of the District. Mr. Stoppenbrink asked with respect to the trees, does this mean the revenue goes to the District? Dr. Post responded with "No, the intent of the gift was that revenue would go to the Farm of the Future program." Dr. Gornick commented that there has always been an issue on who owns trees, the agreement between the Farm of the Future and the District was that income would come into the Foundation to offset the expenses to maintain, the issue has been how we accounted for it. Mrs. Ivans (in a Public comment) noted that this is similar to Basketball Fundraiser –the monies come into the Foundation and gets deposited into their account and it should be the same with the trees –all monies come to the Foundation.

On a motion by Community Director Steve Cantu, seconded by Vice President Dr. Don Forth, and carried unanimously, the Board of Directors approved the transfer of all right, title and interest to the District of the 2005 Caterpillar Dozer, Model D4C, Product Identification Number 6BS00586, the GMC-Van Pelt Fire truck, Serial Number 63450Y1072 and all almond-pistachio trees located on Farm of the Future land and the removal of the livestock associated with the Farm of the Future and WHCC Rodeo program from the list of Foundation assets.

Dr. Post thanked the Board of Directors for approving these action items.

8. Announcements

A. Regular Board meeting on March 17, 2010 @ 10:00 a.m.

WHC Lemoore Conference Center, Room 253

Dr. Post announced the next Board meeting will be on March 17th at WHCL Conference Center and being this is Saint Patrick's day, the WHCL culinary arts department will be serving refreshments.

B. West Hills Community College Foundation 14th Annual Golf Tournament
Monday, May 10, 2010

9. Member comments and requests

Mr. Pucheu thanked Rick for all his hard work and patience.

10. Adjournment

There being no further business, the meeting was adjourned at 12:10P.

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

March 17, 2010

This meeting of the Board of Directors of the West Hills Community College Foundation was held on March 17, 2010, at the West Hills Community College Lemoore Conference Room.

1. Call to Order

The meeting was called to order by President Ernie Drewry at 10:20a.m. Katie Delano led the Board of Directors and audience in the flag salute.

Board of Directors Present:

Willard Lewallen, Staff Director
Don Forth, Vice President
Bill Pucheu, Community Director
Nina Oxborrow, Community Director
Len Falter, Chief Financial Officer, West Hills Community College Foundation
Ernie Drewry, President
Sharon Gordon, Community Director
Ann Stone, Secretary
Don Warkentin, Staff Director
Sheilah Kreyenhagen, Community Director
Laura Mendes-Moore, Community Director
Brad Gleason, Community Director
Bill Henry, Trustee Director
Steve Cantu, Trustee Director
Katie Delano, Community Director

Board of Directors Absent:

Oscar Sablan, Community Director
Marc Scott, Community Director
Ken Stoppenbrink, Chief Financial Officer, West Hills Community College District

Others Present:

Jim Giordano, Vice President, UBS Financial
Edna Ivans
Frances Squire, Director of Marketing, West Hills Community College District
Rick Post, Interim Executive Director, West Hills Community College Foundation

Olga Keough, Foundation Accountant
Monica Santino, Foundation Secretary
Tina Souza, Foundation Secretary

Introduction of Guests:

Edna Ivans
Jim Giordano, Vice President, UBS Financial
Frances Squire, Director of Marketing, West Hills Community College District

Public Comments

There are no public comments at this time.

2. Interim Executive Director's Report-Dr. Rick Post

A. President's Scholars Golf Tournament - Donations/Pledges to date

Dr. Post reported the Foundation golf tournament is moving along nicely and Comcast will be donating echo bags that will be given to each player. Dr. Post thanked Len / Comcast for their generous donation. Dr. Post noted that the tournament is less than 2 months away and already received over 80K in sponsors.

B. Rationale for new proposed policies and procedures

Dr. Post commented that the proposed Bylaw amendments were suggestions, not mandated. Dr. Post noted there is a new appendix A in the board packet, which is a check list for permanent and non-real property, the district policy will be adopted where employees are concerned.

C. State of the Foundation

Dr. Post reported that the Foundation is now complaint with the Bylaws. Dr. Post stated the 8% administration fee has been discontinued on smaller accounts and that a number of assets were transferred to the district. Dr. Post noted that while he has been Interim Executive Director he has successfully recruited 4 new Foundation board members, the Foundation has sponsored a toad at Coalinga's Horned Toad Derby, the Foundation has also participated in a number of campus support activities, as well as community events. Dr. Post commented that he felt it important to be visible in the community and that the Foundation is now on a positive track.

3. Chancellor's Report-Dr. Frank Gornick

Due to the absence of Dr. Gornick, there was no report given

4. Campus Reports-

A. Dr. Willard Lewallen-WHC Coalinga

Dr. Lewallen presented the most recent edition of the *President's Pen*. Dr. Lewallen noted last week the Citizen Oversight Committee met regarding Measure Q for NDC, the committee will meet quarterly, and last night the Citizen Oversight Committee met regarding Measure C for Coalinga, the committee was able to tour the dorms and wellness center. Dr. Lewallen commented that the construction on the Wellness Center is 65-70% complete. Dr. Lewallen noted that tomorrow at noon a survey will be conducted on campus staff to gain input on the College's mission, vision and goals.

B. Don Warkentin- WHC Lemoore

Mr. Warkentin presented the most recent edition of the *Screamin' Eagle*. Mr. Warkentin commented on campus highlights stating that February was Black History Month and played host to Gumbo & Gospel night where local church organizations and choir groups performed and was a very successful event. Mr. Warkentin noted the campus also hosted Wine & Wellness in which proceeds went to support the WHCL nursing and culinary program. Mr. Warkentin added the first class of nursing students will be graduating this fall. Mr. Warkentin commented on the WHCL building project and the construction process on the "Eagle Arena" is 20% complete. Mr. Warkentin noted that in Lemoore and District wide grants will be ending, they are reviewing the budget and working hard to maintain staff and faculty.

5. Investment Committee Report

A. Analysis of Investment Portfolio year-to-date-Jim Giordano, Vice President UBS Financial Services

Mr. Giordano reported that the market has increased in February and accounts are relatively conservative. Asset allocation is about 62% fixed income, 25% equity with the remaining 12% in cash. Mr. Giordano noted the cash is down about 8% from last month, cash is safe, just not earning much at this time.

6. Len Falter CFO, Financial Report

A. Balance sheet and Statement of Activities – January 31, 2010

Mr. Falter reported on the Statement of Activities change in net assets due to the transfer of fixed assets to the District. Mr. Falter reported on the Balance Sheet unrestricted net assets is at 1.6M, temporarily restricted net assets is at 350K, and permanently restricted net assets is at 144K. Dr. Post noted that any scholarship below the endowment target is not able to pay scholarship, anything above 25K is paying scholarships. Mr. Warkentin asked, why are we not paying Bill Hooper Scholarship. Dr. Post replied, "this endowment is actually 30K and it has not reached target. "

7. Action Items

A. Approval of Minutes

(1) Regular meeting: January 20, 2010

On a motion by Community Director Bill Pucheu, seconded by Vice President, Community Director Dr. Don Forth, and carried unanimously, the Board of Directors approved the Minutes of the Regular Board meeting January 20, 2010.

B. Consideration of Gift Acceptance Policy WHCCF 3820

On a motion by Community Director Steve Cantu, seconded by Community Director Sheilah Kreyenhagen, and carried unanimously, the Board of Directors approved the Gift Acceptance Policy WHCCF 3820.

Dr. Post explained that he used the same policy # as the District for reference purposes. Dr. Post noted to delete the very last line on Page 3. Laura Mendes-Moore commented on *Document to Obtain* under Insurance Policy (Pg. 14) should be West Hills Community College Foundation. Dr. Post noted a major change in Appendix A (Pg. 8) should have checklist for non-real personal property, this is not mandated, just felt important. Mr. Pucheu asked with respect to the proposed policies, is everything we are doing going to the governing board for approval? Dr. Post replied with, "Any document made by the Foundation, the governing board has the right to review." Mr. Gleason commented this is a good thing to have in place.

On a motion by Community Director Steve Cantu, seconded by Community Director Sheilah Kreyenhagen, and carried unanimously, the Board of Directors moved to amend the motion to accept as policy is corrected.

C. Consideration of IRS Form 990 Review Policy WHCCF 990

On a motion by Community Director Bill Pucheu, seconded by Community Director Len Falter, and carried unanimously, the Board of Directors approved the IRS Form 990 Review Policy WHCCF 990.

D. Consideration of Conflict of Interest Policy WHCCF 2710

On a motion by Community Director Steve Cantu, seconded by Community Director, Vice President Don Forth and carried unanimously, the Board of Directors approved the Conflict of Interest Policy WHCCF 2710.

Ms. Mendes-Moore questioned, the conflict of interest policy has procedure in it, why is there a separate procedure part. Dr. Lewallen commented it's really a statement of policy. Dr. Post agreed requested to amend motion to change item number to 3, and change from procedure to compliance.

On a motion by Community Director Steve Cantu, seconded by Community Director Laura Mendes-Moore, and carried unanimously, the Board of Directors moved to amend the motion to accept as policy is corrected.

E. Consideration of Conflict of Interest Procedure WHCCF 2710

On a motion by Community Director Steve Cantu, seconded by Community Director Laura Mendes-Moore and carried unanimously, the Board of Directors approved the Conflict of Interest Procedure WHCCF 2710.

F. Consideration of Document Retention Policy WHCCF 3310

On a motion by Community Director Sheilah Kreyenhagen, seconded by Staff Director Don Warkentin and carried unanimously, the Board of Directors approved the Document Retention Policy WHCCF 3310.

G. Consideration of Whistleblower Policy WHCCF 3517

On a motion by Staff Director Don Warkentin, seconded by Community Director Sheilah Kreyenhagen and carried unanimously, the Board of Directors approved the Whistleblower Policy WHCCF 3517.

H. Consideration of Executive Compensation Policy WHCCF 7130

On a motion by Community Director Bill Pucheu, seconded by Community Director, Vice President Don Forth and carried unanimously, the Board of Directors approved the Executive Compensation Policy WHCCF 7130.

I. Consideration of Compensation of Officers, Directors and Key Employees Policy WHCCF 7130A

On a motion by Community Director Katie Delano, seconded by Community Director Steve Cantu and carried unanimously, the Board of Directors approved the Compensation of Officers, Directors and Key Employees Policy WHCCF 7130A.

J. Accountable Reimbursement Expense Plan WHCCF 6317

On a motion by Staff Director Willard Lewallen, seconded by Community Director Bill Pucheu and carried unanimously, the Board of Directors approved the Accountable Reimbursement Expense Plan WHCCF 6317.

K. Consideration of Request to Continue Service memo

On a motion by Community Director Katie Delano, seconded by Community Director, Vice President Don Forth and carried unanimously, the Board of Directors approved the Request to Continue Services memo.

Mr. Gleason commented that this is a reasonable policy on what's expected, nice to have something to follow.

L. Consideration of proposed amendments to Bylaws

(1) Art. 3 Section 3.3 (f) Affiliate Directors

On a motion by Community Director Bill Pucheu, seconded by Community Director, Vice President Don Forth and carried unanimously, the Board of Directors approved Art. 3 Section 3.3 (f) Affiliate Directors

(2) Art. 3 Section 3.6 Removal (of Director)

On a motion by Community Director Brad Gleason, seconded by Community Director Bill Pucheu and carried unanimously, the Board of Directors approved Art. 3 Section 3.6 Removal (of Director)

8. Announcements

A. West Hills Community College Foundation 14th Annual Golf Tournament
Monday, May 10, 2010 @ 10:00 a.m. Kings Country Club, Hanford

Mr. Pucheu asked, if we don't golf can we buy a ticket to the dinner. Dr. Post replied with, "Yes, to anyone who is interested in attending the dinner after the tournament.

B. Regular Board meeting May 19, 2010 @ 10:00 a.m.
West Hills Community College District Office - Boardroom

9. Member comments and requests

Mr. Gleason expressed his gratitude to Dr. Post on all the accomplishments he has made with the Foundation, very impressed and thanked Dr. Post for a job well done. Mr. Warkentin commented that Dr. Post had a vision to help the college and district when he first began, we will miss you. Dr. Lewallen noted that when Dr. Post first came to the Foundation, there were bridges collapsed, Dr. Post has successfully rebuilt that trust across the campus level, you will be missed.

10. Adjournment

The meeting was adjourned at 12:10pm.

WEST HILLS COMMUNITY COLLEGE FOUNDATION
9900 Cody St.
Coalinga, CA 93210

MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS

July 12, 2010

This meeting of the Board of Directors of the West Hills Community College Foundation was held on July 12, 2010, via telephone conference at West Hills Community College Lemoore in President Don Warkentin's office and at the West Hills Community College District Board Room with board members calling in from other locations as well.

1. Call to Order

The meeting was called to order by Director Bill Pucheu at 10:XX a.m.

Board of Directors Present:

Sharon Gordon, Community Director
Katie Delano, Community Director
Bill Pucheu, Community Director
Len Falter, Chief Financial Officer, West Hills Community College Foundation
Don Warkentin, Staff Director
Ann Stone, Secretary
Nina Oxborrow, Community Director
Ted Frame, Community
Dr. Frank Gornick
Dr. Willard Lewallen, Staff Director
Marc Scott, Community Director
Ken Stoppenbrink, Chief Financial Officer, West Hills Community College

Board of Directors Absent:

Ernest Drewry, President
Don Forth, Vice President
Steve Cantu, Trustee Director
Brad Gleason, Community Director
Bill Henry, Community Director
Laura Mendes-Moore, Community Director
Oscar Sablan, Community Director

Others Present:

Frances Squire, Foundation Executive Director
Olga Keough, Foundation Accountant
Monica Santino, Foundation Secretary

Public Comments:

none

2. Executive Director's Report-Frances Squire

A. Update on UBS Finance Report

Ms. Squire noted that the Foundation moved \$700,000.00 from Union bank to UBS Financial two weeks ago. Mrs. Squire stated that after the transfer the disbursement will be the same as usual. Ms. Squire stated she would like to bring Jim Giordano, UBS Financial advisor, into our next board meeting to discuss account charges and disbursements.

3. Action Items

- Consideration to approve the West Hills Community College Foundation Operating Budget for the 2010-2011 year.

Ms. Squire noted that the beginning balance is estimated at \$400,000.00. Mrs. Squire commented that at our Investment Committee meeting on Friday, July 9, Nina Oxborrow had questions regarding bank charges, community support, allocations for the chancellor and presidents and the revenue from the Medi-Cal Administrative Activities 8% fee.

The bank fees are on five different accounts including quarterly fees on the UBS Investment accounts.

Community support is used throughout the district for events and activities supporting the colleges on an as requested basis. Mr. Pucheu stated we should use the community support money in the best way that supports the Foundation and the needs of the colleges.

Mr. Warkentin stated that the president's money is used for events like the open house at the Lemoore campus. Dr Lewallen also stated the same use for the money.

Mrs. Squire commented that the Medi-Cal amount is based on last year's amount.

On a motion by Community Director Marc Scott, seconded by Community Director Ted Frame, and carried on the following roll call vote, the Board of Directors approved the Operating Budget for 2010-2011 year.

Nina Oxborrow	-1
Ted Frame	-1
Katie Delano	-1
Ken Stoppenbrink	-1
Bill Pucheu	-1
Ann Stone	-1
Sharon Gordon	-1
Willard Lewallen	-1
Don Warkentin	-1
Len Falter	-1
Marc Scott	-1

- Consideration to remove Executive Barbara Caganich and Interim Executive Director Dr. Rick Post as signatory on the Union Bank account.

On a motion by Community Director Katie Delano, seconded by Staff Director Willard Lewallen, and carried on the following roll call vote, the Board of Directors approved the removal of former Foundation Executive Barbara Caganich and former Interim Executive Director Dr. Rick Post from the Union Bank signatory.

Nina Oxborrow	-1
Ted Frame	-1
Katie Delano	-1
Ken Stoppenbrink	-1
Bill Pucheu	-1
Ann Stone	-1
Sharon Gordon	-1
Willard Lewallen	-1
Don Warkentin	-1
Len Falter	-1
Marc Scott	-1

- Consideration to add Executive Director Frances Squire as signatory on the West Hills Community College Foundation Union Bank account.

On a motion by Staff Director Ken Stoppenbrink, seconded by Community Director Marc Scott, and carried on the following roll call vote, the Board of Directors approved to add Executive Director Frances Squire as a signatory on the West Hills Community College Foundation Union Bank account.

Nina Oxborrow	-1
Ted Frame	-1
Katie Delano	-1
Ken Stoppenbrink	-1
Bill Pucheu	-1
Ann Stone	-1
Sharon Gordon	-1
Willard Lewallen	-1
Don Warkentin	-1
Len Falter	-1
Marc Scott	-1

Mr. Ted Frame commented that he would like to thank Executive Director Frances Squire for all her hard work.

10. Adjournment

The meeting was adjourned at 10:27am.

Ruble, Joel

From: Barabe, Cathy
Sent: Thursday, November 18, 2010 11:47 AM
To: Ruble, Joel
Subject: CalWORKs Audit/Passes with flying colors

From: Barabe, Cathy
Sent: Wednesday, October 27, 2010 9:32 AM
To: Dorsey-Robinson, Sylvia; Reynolds, David J.
Cc: Stearns, Jill R.; Lopez, Jose P.; Warkentin, Don; Lewallen, Willard; Santillan, Laura A.
Subject: CalWORKs Audit/Passes with flying colors

Hello Everyone

The district had a CalWORKs audit yesterday and passed file review with no audit exceptions! This is always excellent news because file review documents that staff are doing their jobs well. Please thank your CalWORKs staff for their good work!

Cathy Barabé
Director of Grants
West Hills Community College District
9900 Cody Street
Coalinga CA 93210
559 934-2147
Fax: 559 934-2818
cathybarabe@whccd.edu

**West Hills College Lemoore
President's Executive Cabinet
July 29, 2009 – 8:30 a.m.
Conference Rm. 124**

AGENDA

1. MAA participation
2. MAA expenditures
3. Low enrollment classes for fall
4. Increase class size for English/Communication classes
5. Other

Next Mtg.: August 11 at 2:00 p.m.

WEST HILLS COLLEGE LEMOORE
Presidents Executive Cabinet
Agenda
Tuesday August 11, 2009
2:00pm

- | | | |
|------|---------------------------------------|-------------------|
| 1.0 | Enrollment/Low Enrolled Classes | Dave |
| 2.0 | FT/PT Faculty Staffing | Dave, Deans |
| 3.0 | Flex/Duty Day/ Learning Area Meetings | Dave/Susan/ Deans |
| 4.0 | Web Enhanced/ Hybrid Clarification | Susan/ Dave/ Don |
| 4.0 | Rebecca Brownlee Reduced Load | Don/Dave |
| 5.0 | Marty Ennes CTA Grant | Dave/Don |
| 6.0 | Furlough Update | Don |
| 7.0 | Welcome Week Update | Sylvia |
| 8.0 | Accreditation Progress | Dave, et.al. |
| 9.0 | Accreditation Team Site | Sylvia |
| 10.0 | Counselor Evening Coverage | Jose |
| 11.0 | USDA Grant | Dave |
| 12.0 | Athletic Update | Bob |
| 13.0 | Melinda's Duties and Replacement | Don, Jose, Sylvia |
| 14.0 | Retirement Party(s) | Don, et.al. |
| 15.0 | Budget Update | Don |
| 16.0 | Other | |

WEST HILLS COLLEGE LEMOORE
Presidents Executive Cabinet
Thursday, August 13, 2009, 10:00 a.m.
Agenda

- | | | |
|-----|----------------------------------|-------------------|
| 1.0 | Welcome Week Update | Sylvia |
| 2.0 | Fall Schedule | Dave/Marlon |
| 3.0 | Accreditation Progress | Dave, et.al. |
| 4.0 | Accreditation Team Site | Sylvia |
| 5.0 | Melinda's Duties and Replacement | Don, Jose, Sylvia |
| 6.0 | Budget Update | Don |
| 7.0 | Other | |

WEST HILLS COLLEGE LEMOORE
Presidents Executive Cabinet
Thursday, August 27, 2009, 2:00 p.m.
Agenda

- | | |
|--------------------------------------|------------------------|
| 1.0 Portal Site Options | Tom Robb |
| 2.0 Budget Cutoffs /Update | Dave/Marlon |
| 3.0 Furlough Days | Don |
| 4.0 Accreditation Progress | Dave, et.al. |
| 5.0 Melinda's Duties and Replacement | Don, Jose, Sylvia, Bob |
| 6.0 Health Services Program Planning | Don |
| 7.0 Retirement Luncheon | Don |
| • Student Workers | |
| • RSVP's | |
| 8.0 Groundbreaking | Don |
| 9.0 Reorganization | Don |
| 10.0 Strategic Planning Retreat | Don |
| 11.0 Other | |

President's Executive Cabinet

September 10, 2009 2:00 p.m.

Conf. Rm. 124

AGENDA

- | | |
|----------------------------|-----------------------------------|
| 1. Accreditation Progress | Don Warkentin
Dave Bolt, et al |
| 2. Program Review Progress | Stephanie A.-Alston |
| 3. SLO Portal Team Site | Ron Oxford |
| 4. Budget Training | Don Warkentin |
| 5. Other | |

Next Mtg. - September 24, 2009 at 2:00 p.m.

President's Executive Cabinet

September 24, 2009 2:00 p.m.

Conf. Rm. 124

AGENDA

1. Spring 2010 FTES projection tool Pedro Avila
2. WHCL program review team site Pedro Avila
3. Classified Seniority List Jana Cox
4. Announcements:
 - Budget Training with Guru Jorgens
October 12 at 1:30 at 3:30 p.m. (Rm. 278)
 - Next PEC Mtg. – October 8 at 2:00 p.m.
 - Health Fair – October 22, 2009
5. Other

**President's Executive Cabinet
December 10, 2009
2:00 p.m. – Conf. Rm. 124**

AGENDA

- | | |
|--|-------------|
| 1. Budget Update | Don |
| 2. Spring Schedule | Dave, et al |
| 3. Winter Vacations
12/21/2009-1/1/2010 | Don |
| 4. Evening Coverage for Spring | Don |
| 5. Standard III | Sylvia |
| 6. Other | |

Next Meeting: January 13, 2010

President's Executive Cabinet

October 13, 2009 2:00 p.m.

Conf. Rm. 124

AGENDA

1. Accreditation Progress Don Warkentin , et al
2. Program Review Process Flowchart Don Warkentin
3. Spring Schedule Dave Bolt
4. Standard IV Jose Lopez
5. Other

- Next Mtg. – October 22, 2009 at 2:00 p.m.
- Crab Feed Tickets – November 7, 2009

President's Executive Cabinet

October 22, 2009 3:30 p.m.

Conf. Rm. 124

. AGENDA

1. Building A Learning Organization Dr. Marlon Hall
2. Other

**President's Executive Cabinet
November 9, 2009
1:30 p.m. – Conf. Rm. 124**

AGENDA

- | | |
|------------------------------------|--------------------------|
| 1. Program Review Overall Progress | Dave Bolt
Pedro Avila |
| 2. Course level SLO Progress | David Babb |
| a. Identification of SLOs | |
| b. Assessment tool | |
| c. Assessments | |
| d. Improvements | |
| 3. Program Level SLO Progress | Ron Oxford |
| a. Identification of SLOs | David Babb |
| b. Assessment tool | Pedro Avila |
| c. Assessments | |
| d. Improvements | |
| 4. Institutional Level SLOs | Dave Bolt |
| a. Identification | David Babb |
| b. Assessment tools | Ron Oxford |
| c. Assessments | |
| d. Improvements | |
| 5. Next Steps | All |
| 6. Standard I Accreditation Review | Bob Clement, co-chairs |
| 7. Other | |

President's Executive Cabinet/Budget Meeting
May 18, 2009

Present: Cathy Barabe, Sylvia Dorsey-Robinson, Dave Bolt, Jose Lopez, Don Warkentin, Bob Clement, Charles Freeman, James Preston

The purpose of this meeting was to continue budget district Mr. Warkentin commented that the election is May 19. A letter was sent from Dr. Gornick and if the propositions do not pass we may have further cuts. The governor is proposing 50% cuts on categorical monies. Dr. Gornick has talked about decreasing the reserve from 5% to 3% if necessary. WE wil need to use MAA dollars to keep programs going. A budget needs to be identified for MAA.

Sylvia Dorsey-Robinson held a Xtreme Registration meeting and there was discussion about reducing this event to be held once per year and possibly from 6:00 p.m. - 9:00 p.m. only.

Mr. Warkentin asked for those who manage a MAA account to put together a list of events held which were funded by MAA and prioritize which events would be most important to keep.

Charles Freeman recommended that there be some MAA training.

**West Hills College Lemoore
President's Executive Cabinet
July 29, 2009 – 8:30 a.m.
Conference Rm. 124
MINUTES**

Present: Don Warkentin, Dave Bolt, Jose Lopez, Marlon Hall, Bob Clement, Sylvia Dorsey-Robinson

Mr. Warkentin reviewed the budget report from the chancellor. He stated if there was not any movement by August 25, the next board meeting, then it is possible that the board would impose their will and place the district in a state of emergency. Faculty are being asked to consider teaching an extra class without pay to save on adjunct faculty costs. The estimation for one part time class is \$3,500 per class.

No summer school for summer 2010 is also being considered as a savings. 700 FTE will moved forward for this year. Enrollment is up 10% for fall. This current budget crisis is estimated as a three year concern. Ideas for further savings will be discussed at the August 28 retreat.

1. MAA participation

MAA participation was discussed and Mr. Warkentin stated that we have less people doing Code 4. We cannot force staff to participate, however; staff needs to understand that no participation will equate to no budget for travel, etc. Staff needs to understand the benefit of MAA participation which will lend to continued activities. The dollars earned go back to the areas of participation. MAA week occurs only three times per year for one week. It's a service we should be providing to students anyway. Several staff members have been trained as a certified advisor. Discussion ensued as to whether or not staff realized the events that MAA dollars have sponsored. It takes 1-1 ½ years to be reimbursed.

2. MAA expenditures

Late last spring it was decided to not hold Extreme Registration this fall 2009 in order to save approximately \$10,000. Jose Lopez stated that he would not be buying any outreach supplies. It was discussed as to whether we would continue dinners for events, (i.e. veteran's lunch, counselor's lunch). Mr. Warkentin will approve ten (10) ladies to attend the Fresno Women's Conference. Marketing expenditures will be cut back. Sylvia Dorsey-Robinson commented that she believes it necessary to maintain our relationship with the Lemoore Chamber of Commerce for their events. Bob Clement will also cut expenditures on athletic hats and shirts. The consensus was positive to have a staff Christmas party. Donations currently made for 2008-2009 will be maintained, as well expenditures for food for staff events. There will not be a bond Grizzlie's celebration this year. The monies spent for the Grizzlies will be cut in half and other events will be coordinated (i.e. Fresno State football, women's conference). A furniture expense will be incurred this year for an athletic office.

3. Low enrollment classes for fall

Mr. Warkentin stated that another way to save is to cut out low enrolled classes. Dave Bolt presented a report showing class enrollments and review was made with discussion ensuing.

4. Increase class size for English/communication classes

Dr. Hall stated that best practice states 25 students per class. We are at 30 students for speech and English. The contract reflects nothing about an increase to 40. Dave would like to raise the maximum to 35 and 40 later if needed. Six sections equal 30 students. Dave will raise the English classes and notify the counselors.

5. Other

Bob Clement announced that there would be an athletic orientation on August 20.

Jose Lopez announced that there is a Battle of the Bands planned on August 20 beginning at 5:00 p.m. The radio station, 104.1, will run ads, approximately 40 per day. First prize will be free air time. SGA has hired a caterer from Fresno.

WEST HILLS COLLEGE LEMOORE
Presidents Executive Cabinet
Thursday, August 13, 2009, 10:00 a.m.

Chair: Don Warkentin

Recorder: Glenda Oliver-Smith

Minutes

Members Present: Don Warkentin, President - Jose Lopez, Dean of Students, Dave Bolt – Vice President of Educational Services - Bob Clement, Athletic Director - Stephanie Atkinson-Alston, Dean of Educational Services - Susan Whitener, Dean of Learning Resources - Sylvia Dorsey-Robinson, Associate Dean of Categorical Programs - Marlon Hall, Associate Dean of Educational Services/Evening College

1.0 Welcome Week Update

Sylvia made a review of the events of the upcoming welcome week. Activities will be held Tuesday through Thursday.

2.0 Fall Schedule

Class enrollments for fall were reviewed and discussed.

3.0 Accreditation Progress

Dave Bolt reported that the accreditation process is progressing.

4.0 Accreditation Team Site

Sylvia gave a review of the Standard 4 team site through the portal. She is the first to use this process. A request goes in through the web system. Tanner will set up the team site and Tom Robb provides the training. Sylvia reviewed the team site to show report development and how to track the progress thereof. This will be up and running by Spring 2011 and the process itself becomes a huge form of dialog. Sylvia posted a discussion to her team showing how discussion of the document can occur. As standards are written the evidence can be listed by standard through the portal team site. Evidence can be monitored by the standard committees and what is needed will be revealed. It can be set up to view so the accrediting team can see the dialog that has transpired. Also created can be the responses to the previous accreditation as an accessible file through the portal. Susan whitener reported that she has a meeting in two weeks with portal governance.

5.0 Melinda's Duties and Replacement

Mr. Warkentin will have a recommendation next week about what will transpire with the office manager position. He has been asked to coordinate duties as possible.

6.0 Budget Update

Mr. Warkentin stated that next year the discussion is to have no furloughs although layoffs may be needed. \$600,000 will need to be cut this year district-wide. This will

mean a \$330,000 cut to Lemoore. Faculty did not agree to a four day teaching schedule. Looking at the fall schedule we have second nine week classes low enrolled. Some we will need to maintain for those students pursuing engineering scholars, classes like Math 2A & 1B. We may need to figure out an independent study course. We need to keep basic skills, transfer classes, any kind of fluff classes will have to go. We built a schedule that centers on these classes. We will have to cut classes out of the spring schedule. This will affect the full-time and adjunct faculty. Fulltime will have to pick up part-time classes. Dr. Gornick said if necessary there will be layoffs across the board district-wide. The state has reduced our FTE target down to 4985 and we won't get growth dollars on FTE. Before the end of the fall we will know about further reductions. Carole Goldsmith will take over Darlene's functions at the district office. The district office will be reorganized. Mr. Warkentin would like a MWF schedule.

Mr. Warkentin reviewed the rules for furloughs as he is aware to date. Classified will be taking one day per month per full-time employee. It is up to each supervisor to coordinate and schedule classified furlough days, make sure offices are covered, leave form must be completed. We are trying to find three days in December to close the campus. We will close for Easter and Christmas weeks and use furlough days. We are not sure about summer school next year; a decision will not be made until after census week.

Furlough days have to be taken during a teaching work day. This will mean 10 days for most and they will need to coordinate with their administrator and the day they decide they will need to give their class an out of class assignment. It has to be a day that they are teaching class. There is not going to be a duty and flex day in January which will put those at ten days per year down to eight furlough days.

This is a time that allows us to evaluate what we are doing and how we are doing it. This lends to how we can more efficiently use the technology that we have at our disposal.

After census week we will know more about summer school, on-line courses, etc.

Will there be some parameters of flexibility from WASC? Mr. Warkentin does not see this although he believes as long as there is a plan in place with wholeness comes back around. The state is talking about suspending the 75/25 rule and the 50% law. Even though gender equity is not a concern now all needed is a plan to get it back in place.

Ken Stoppenbrink has stated that if CTA agrees we will be able to make a 5% reserve for this year. We need to reduce this year to have an ending balance to roll over for next year including not replacing positions.

Mr. Warkentin reviewed the productivity report prepared by Pedro Avila. He thanked all for the hard work due to the productivity report. This is based upon the enrollment that was in the schedule this past Monday and is only a snap shot in time.

7.0 Other

Mr. Warkentin stated that Dr. Gornick has asked why the placement test cannot be completely on-line. He suggested checking on this immediately.

WEST HILLS COLLEGE LEMOORE
Presidents Executive Cabinet
Thursday, August 27, 2009, 2:00 p.m.

MINUTES

Present:

Dave Bolt, Vice President of Educational Services
Marlon Hall, Associate Dean of Educational Services/Evening College
Bob Clement, Athletic Director/Health and Wellness
Sylvia Dorsey-Robinson, Associate Dean of Categorical Programs
Jose Lopez, Dean of Student Services
Stephanie Atkinson-Alston, Dean of Educational Services
Don Warkentin, President

1.0 Portal Site Options

Tom Robb, educational technology specialist, was in attendance and gave a brief overview of the portal site options. In order to make a request one can go through the portal or e-mail the dean of distance learning. Discussion transpired regarding the positive potential of a team portal site for athletics. This is an opportunity to get the forms/packet that athletes need to be accessible through the portal.

2.0 Budget Cutoffs/Update

Mr. Warkentin reported that Vice Chancellor Stoppenbrink had attended a budget workshop in Sacramento. Things are not good and the federal stimulus dollars are not going to be what is projected. The categorical memo came out to alert us as to the dollars the state will provide. There will not be as much categorical monies as projected. There will be January deductions (revise) and possible layoff notices across the board. We have many staff on grants and we generate more money than we spend on this campus. We are most usually in excess of revenue. Jana Cox, HR Director, is doing a report on Lemoore FT faculty based on the FTE the district generates. If we are in excess then we may need to look at this. We have hired no general fund faculty. Next year we may freeze salaries where they are now. Yesterday afternoon after the board meeting a meeting was held to talk about furloughs.

3.0 Furlough Days

Mr. Warkentin would like administrators to submit their requested furlough days on the time off request forms and send them to Glenda for his approval. He stated that an agreement with CSEA had been reached to close after finals prior to Christmas break. We are normally closed between Christmas and New Year's. We can use furlough or vacation days there. Furlough days need to be used as they will not be paid to you. CSEA is also looking at Veteran's day as a furlough day. There has been no more discussion about closing for summer. CSEA president, Mark Millet, stated that a 19 hr. per week employee would still take one furlough day per month. Classified employees

will need to submit furlough days one day per month if they are a twelve month employee. Departments should keep a furlough calendar from July - Dec. Spring semester will wait as we do not yet know. Faculty will take one day per month; a ten month employee will take ten days, an eleven month employee will take eleven days, a twelve month employee, twelve days. Two days will be flex and duty days in January 2010. Faculty have to submit a furlough day on a day that they are working. Faculty have a 175 day contract M-F. If they don't have a class on a particular day they can take that as a furlough day. Coaches cannot coach their sport on a furlough day and cannot return after 3:30 p.m. to coach. The assistant coach would then have to cover. The day cannot be fragmented. Coaches can get around this by leaving furlough days until the next season/semester. It can't be the same days each month, i. e. Mondays each month. Dave Bolt has prepared a set of guidelines. When on a furlough day you don't show up. Forms go to the supervisors for approval. No assignments are to be given to students in lieu of furlough days. Past flex/duty days can be used for furlough days. Most faculty will only have to be concerned with eight days. Dave stated that if things come up to let them know. The rule is to not take more than two days per a month.

4.0 Accreditation Progress

Dave Bolt reported that he has received nothing for the last couple of weeks. Mr. Warkentin has sent the district's response to the accreditation standard chairs. He reported a good discussion with the Academic Senate President, Stephanie Droker, this morning. They discussed hybrid classes. As president he has to ensure quality and integrity is taking place. There are five faculty teaching a face to face class as hybrid (partly on-line and partly face to face). He has asked for samples of assignments that these faculty are requiring in lieu of seat time. Some are requesting students to view a movie with following discussion. One teacher had students write about their summer vacation. There will most likely be discussion at the retreat regarding this. The accrediting team will no doubt have concern with hybrid classes during their visit. The question was asked as how many years back we go as far as documents? Use the most recent. Be sure to include district office responses into your standard. In 1A there were no district responses, but 1.B yes.

5.0 Melinda's Duties and Replacement

Mr. Warkentin announced that Melinda Olson's last day is this Friday, August 28th. Anna Silvestre will take Melinda's place and Melinda will return to train her. Anna is grant funded for 70% of her time: TEAM Teach, Upward Bound, and Upward Bound Math & Science. Anna will maintain her current salary and will be Student Services Office Grants Manager. She will perform both functions. Mr. Warkentin has requested a list of Melinda's duties. Bob Clement will write up her athletics duties. Teresa Quilici will work in conjunction with Anna regarding athletics. Most of the paperwork is done at the beginning of the season.

6.0 Health Services Program Planning

Mr. Warkentin stated that we need to take some time to discuss how to provide some healthy family services to our students. Marlon suggested offering flu shots. Sylvia believes that part of the students lack information, for example, personal information to keep them healthy, then their families, and where to go for services. She recommends holding a health fair. Also she recommended looking at how to use portal for a device toward communication. We last year looked at a software program which was something interactive through the website. Stephanie A.-Alston recommends tapping into the Health 35 class and conducting a survey of sorts. Jose Lopez commented that Health and Wellness 101 is the software program and is very interactive, although, the IT department was not favorable of the software. Sylvia stated that the Kings County Health Dept. could be contacted for their assistance. Dave Bolt suggested that free labor be considered from our nursing students. Mr. Warkentin would like Sylvia to plan a health screening activity for next semester. Sylvia will call Kings County regarding flu shots. Dave recommended having our Health Advisory Committee meeting during the health faire. Kings County Health at one point in time came to campus to provided counseling once per month.

7.0 Retirement Luncheon

Mr. Warkentin would like to hold a luncheon in honor of Melinda Olson, Eric Christenson, and Etsel Barner. The culinary program will provide the lunch.

8.0 Groundbreaking

Mr. Warkentin announced the upcoming groundbreaking for the Multi-use Sports Complex on September 22 beginning at 11:00 a.m. Invitations are soon to be sent out. A lunch will be prepared and served by the culinary program.

9.0 Reorganization

Mr. Warkentin stated that the reorganization may be discussed tomorrow at the retreat. Dr. Gornick is reorganizing at the district level and believes we can do more with less. The colleges will also consider reorganization. The point is that when Stephanie leaves her responsibilities will be picked up by all administrators. Dr. Hall may be asked to pick up the CTE area. Dave will pick up program review, math & science, and Bob will take over Standard 1. The president's office will pick up the accreditation evidence collection. Depending on what the chancellor says at the retreat tomorrow there may be other reorganization strategies. There may be district office staff assigned to this campus. The state chancellor's office has stated that colleges need to downsize. We are going to lose \$2.5 million. More info will be forthcoming regarding organization.

10.0 Strategic Planning Retreat

Mr. Warkentin announced that the next strategic planning meeting is scheduled for September 4th beginning at 2:00 p.m. in the conference center room 256. Should any have agenda items they should submit them to Glenda.

11.0 Other

There were no other items of concern at this time.

President's Executive Cabinet

September 10, 2009 2:00 p.m.

Conf. Rm. 124

MINUTES

Members: Don Warkentin, Dave Bolt, Marlon Hall, Sylvia Dorsey-Robinson, Jose Lopez, Stephanie Atkinson-Alston, Bob Clement

Others: Ron Oxford

1. Accreditation Progress

Mr. Bolt discussed the needs expressed by the ghost writer on the various standards, specifically; Standard 1, 1.B.6 clarification is needed on SLOs. Also, Standard 1.B.2 is to be expanded. Meeting minutes are needed from the president's office to use as a resource toward expansion. Additionally, planning agendas need to be revisited and 1.A and B need descriptive summaries. The initial self study report recommendations need to be reviewed. Dr. Hall reported that the Standard II subcommittee will meet to review their draft on Monday. They have attempted to be critical and to expand their writing at this point. Sylvia Dorsey-Robinson reported that the Standard III team has met for the last three days. They are going through each question and answer. She stated that her goal is to identify key documents as they make review. After the templates are completed they will be sent to Dave Bolt. Jose Lopez reported that the Standard IV subcommittee had met two weeks ago and made revisions. They will meet next week. Dave Bolt asked that changes made to the draft should be made in color. The self study will need to be done by spring 2010. A supplement can be sent thereafter if necessary.

2. Program Review Progress

Dean Alston reported that the program review schedule is out. She has scheduled the first workshop and those programs scheduled to complete their review have agreed to be at the workshop. Financial Aid has not yet completed a program review but they are due this year. The chart does not reflect the program review completed by the Office of the President and Educational Services as yet. It needs to be updated. Program reviews are completed every four years and are used upon completion to make budget decisions.

3. SLO Portal Team Site

Ron Oxford was invited to the meeting to provide a demonstration of the SLO team site. Significant progress has been made. Ron stated that he will add the team site for all to access. Discussion took place regarding outcomes that support student learning, i.e. a SLO for EOPS might be for students to learn to follow an ed plan in order to achieve their degree, another might be that students would learn to advocate for needed resources. Mr. Warkentin would like learning area administrators to review their learning area team sites; go through the SLOS, look at courses and methods of assessment with faculty. Is the assessment on cycle? Mr. Warkentin asked if it is feasible to get these done in one year. The consensus was affirmative. Dean Alston reported that two programs in her learning area completed SLOs last year and others are complete but have not yet entered them on the forms. Upcoming program review

parties will allow time to cut and paste into the forms. Mr. Warkentin reminded all that the issue is that WASC will no longer give a grace period for SLOs and assessments. All must be done by March 2011. Mr. Bolt would like to know which courses don't have SLOs. He suggests that programs needing attention be put in red as a placeholder. WASC does not necessarily care about what our SLOs are, just that we have SLOs. Mr. Warkentin suggested that area administrators invite Ron Oxford or David Babb to their learning area meeting to work on SLOs.

4. Budget Training

Mr. Warkentin announced that Anne Jorgens has offered to come to campus to provide budget training for budget managers and others as determined by the manager. The tentative date for the training is October 12. Glenda will send a confirming e-mail.

5. Other

Sylvia announced the upcoming Health Fair scheduled for October 21 and Eagle Outreach on October 7-8. Eagle Outreach will bring special education students on campus from the area high schools. Lunch will be provided for them.

Mr. Warkentin stated that those trained for MAA and not participating; the college will still have to pay for the training.

Mr. Warkentin announced that he had a meeting with Vice Chancellor Ken Stoppenbrink on the district reorganization. The college presidents may be given the directive to reorganize at the college level.

Mr. Warkentin announced that tickets had been purchased for "Evening Under the Stars" on September 19. Those interested to attend should contact his office.

Mr. Warkentin reminded members of the retirement dinner scheduled on Friday, September 11 at the Tachi Hotel and Casino.

The meeting adjourned at 3:25 p.m.

President's Executive Cabinet

September 24, 2009 2:00 p.m.

Conf. Rm. 124

Minutes

Members Present:

Don Warkentin, President

Dave Bolt, Vice President of Educational Services

Stephanie Atkinson-Alston, Dean of Educational Services

Sylvia Dorsey-Robinson, Vice President Student Services

Jose Lopez, Dean of Students

Marlon Hall, Associate Dean of Educational Services

Jody Ruble, Director of Upward Bound

Charles Freeman, Director of Nursing

Jana Cox, Financial Aid Director

Bob Clement, Athletic Director

Mr. Warkentin announced that WHCL now has 136 employees as follows:

- 14 administrative/managers/confidential
- 45 full-time classified
- 32 part-time classified
- 45 fulltime faculty

Housekeeping Items:

Mr. Warkentin reported that a WHCL President's Cabinet (PC) meeting had been scheduled. PC is more of a show and tell meeting to learn what's happening between the district level and college level. He believes these meetings can also serve as training sessions, i.e. 320 report daily, census week and how these are calculated. It would be good to understand the interworking. How we get out FTE. This meeting will be turned into exchanging ideas, etc.

Mr. Warkentin announced that we have a Strategic Planning Committee meeting scheduled on November 13. This will be in a town hall forum similar to what we did with students. It will involve faculty, staff and administration. We will address concerns and dialogue with break out tables. We will create solutions and assign them for follow-up. More information regarding this meeting will be sent.

Mr. Warkentin stated that he had observed student workers that appear to not have much to do. He questioned that need for this many student workers. If they are not needed then we need to take a look at this.

Mr. Warkentin asked for those not intending to participate in MAA to let Kyle know. Names will need to be removed if not participating. If you know of any in your areas not participating get their name to Kyle so they can be removed.

Last year the Christmas party was at Alicia's in Hanford. Mr. Warkentin asked for opinions as to what to do this Christmas. Discussion ensued with the majority in favor of a Christmas party this year. Dr. Hall will look for a place to reserve.

Furloughs days need to be submitted to supervisors. The directive was to submit furlough days for the year. Jana Cox stated that even though administration/managers are to take 24 furlough days that they should keep an eye on vacation balances so as not to lose days. Furlough days can be used in December 21-23 and four days for spring break March 29-April 1. CSEA can use furlough days, leave without pay, or vacation time. They are not locked into furlough days.

1. Spring 2010 FTES projection tool

Pedro Avila was in attendance to show/explain the FTES projections for Summer 09, fall 2008, and fall 2009. Bob Clement commented that NDC is included with Coalinga. Pedro stated that these numbers do include the centers. 4,985 is what the state will pay. If we go above this we will not get paid. Marlon asked if a cushion is good to have. Pedro responded that he had discounted 100 FTE from the fall for this reason. Lemoore generates 55% of the district FTE. This is a challenge due to reduction in sections. Coalinga's classes were smaller. The target for the spring is 975 FTE. Last spring Lemoore generated 1517 FTE. A contact hour is the number of hours the class meets per week and the number of students in the classroom equals weekly student contact hours. FTES equals full-time equivalent students and FTEF equals full-time equivalent faculty. One FTES equals approximately \$5,000. Sylvia would like this type of report accessible on a team site. This type of data can be used for her standard. Dave Bolt pointed out that when all FTES are added it totals 713 but includes overload that cannot be put in spring schedules. A significant amount has to come from the part-time load. This also includes the retirees. These will be taken out of this spreadsheet. Overload and adjunct salaries have been greatly reduced for spring. \$300,000 will need to be cut from overload and adjunct. This is a good tool when looking at eliminating courses.

2. WHCL program review team site

Pedro demonstrated the WHCL program review team site. This team site includes all instructional program data. No one can see other instructional data unless it is specific data. This can be incorporated into their review. Survey results are additionally available. Also included is the exit survey from graduating students. Not all staff has access to this site. This team site will be available to the accrediting team.

3. Classified Seniority List

Jana distributed a list of classified employees by seniority. Mr. Warkentin asked administrators, as we anticipate further budget cuts, to consider using grants to offset any possible general budget salary savings. The more we can do now the bigger the savings later. Jana can forward her information to all. We may be looking at layoffs and the more we transfer to grants the better we are. The financial aid assistants are completely general funded. Jana will look at the BFAP budget to see if they can be moved. Secretaries are mostly already grant funded. Amber and Lupe are 100% general fund. Student services assistants are Monique at 100% general; Valerie and Aimee are 50/50 funded. The question was asked if there are any faculty that could be put on

grants? The part-time list of classified employees is set up the same. Many of our part-time employees are already grant funded. The goal is to try and save dollars to save jobs as there will be mid-year cuts. Mr. Warkentin asked for all to look these over and see where dollars can be saved.

4. Announcements:

- Budget Training with Guru Jorgens
October 12 at 1:30 at 3:30 p.m. (Rm. 278)
- Next PEC Mtg. – October 8 at 2:00 p.m.
This will be solely devoted to a professional development activity.
- Health Fair – October 21, 2009

5. Other

Sylvia announced the upcoming Eagle Outreach and Disability Outreach events.

Jody has virtual enterprise tomorrow.

Jose announced that SGA is still working on Friday Night Fight Night.

Bob announced a women's soccer game on 9/25 at 3:00 p.m.

President's Executive Cabinet

October 13, 2009 2:00 p.m.

Conf. Rm. 124

MINUTES

Chair: Don Warkentin

Recorder: Glenda Oliver-Smith

Members Present:

Dave Bolt, Vice President of Educational Services

Robert Clement, Athletic Director

Charles Freeman, Director of Nursing

Marlon Hall, Associate Dean of Educational Services, Evening College

Jose Lopez, Dean of Student Services

Jody Ruble, Director of Upward Bound Program

Don Warkentin, President

Mr. Warkentin asked for recommendations for classified staff to attend the Strategic Planning Session on November 13th. Academic Senate President Stephanie Droker is coordinating the session comprised of all constituency group representatives. Six classified staff members are still needed. Suggestions for classified staff participation were made as follows:

- Rebecca Riddle
- Gustavo Enriquez
- Elva Torres
- Jose Murrieta
- Anna Silvestre
- Frances Andrade

Mr. Warkentin stated that the last Christmas party was held at Alicia's Restaurant in Hanford and this location was almost too small. A difference this year is that staff will have to pay a cost of \$20 per person. The dinner, decorations, band and location were paid for last Christmas. Mr. Lopez would like to know what the reaction from the classified personnel will be as far as the cost. The Tachi Palace is also a consideration for the location as it is bigger.

Dr. Hall announced that on October 22nd there will be Professional Development Workshop held during the President's Executive Cabinet meeting.

Mr. Warkentin asked for those who would like to attend the Crab Feed. Tickets were requested as follows: Don Warkentin - 2, Sylvia Dorsey-Robinson - 2, Jana Cox - 2, Rick Post - 2.

1. Accreditation Progress

Mr. Bolt reported that he had not received much information recently from the accreditation teams. He is reassured to know that we began the process earlier this time. He feels as if momentum might somewhat be slipping. Standard III is the only standard that has given information to the ghost writer. The ghost writer does not have access to the portal sites. Mr. Warkentin asked when a second draft is expected. Mr. Bolt responded that the committee work should be done by the end of the calendar year. He believes March 1st is when the next draft will be ready. We will by the end of the semester be able to see where there are gaps. Twenty-one criteria need to be done, the documentation collected, and a mapping document has to be completed. The questioner was asked when we should start to develop our charts and figures. Mr. Bolt responded that the demographics will be done next semester by the district office. During the summer the document will go through the governance processes and will be printed in October 2010. The time goes by fast. Mr. Bolt offered to attend standard meetings when he is able.

2. Program Review Process Flowcharts

This flowchart was completed at the last Strategic Planning Committee meeting and was returned to PGC. This shows how the program review process works. This will be included in our self-study document. Mr. Bolt explained that the program review process summary sheet was an attempt for edification. The process is lengthy and therefore this summary sheet was developed. It will go atop the program review document. It will come to PGC for sign off. It includes all information in a nutshell as it recaptures the recommendations. The back page is a list of additional items. Mr. Bolt presented this process at a recent conference and they liked how it linked back to the committee structure.

3. Spring Schedule

Mr. Bolt reported that various stops and starts have taken place with the schedule as there have been changing parameters, i.e. budget considerations and FTES targets. This has been a difficult time. A meeting was held with the chancellor and presidents about the spring schedule and they all left with a better understanding of where we are. Mr. Bolt stated that he is under the impression that it is more important to stay within budgets and what FTES is produced we will have to live with. We will have to use summer enrollment to make up the difference. A preliminary schedule has been revised with 250 sections. Full-time faculty have to be given their full-time loads. They can massage the schedule for reductions in adjunct and overloads to stay within budget. They were told to budget no more than \$200,000 for adjunct and overloads. Mr. Bolt can try to do this and what was first submitted was way over by approximately \$200,000. The president has further asked for a reduced schedule to \$50,000 instead of \$200,000. There have been various versions and what it came down to is to look at what we have remaining in the schedule taught by adjunct which equaled 25 sections. This in itself will take us over the \$50,000 limit. If we build a spring schedule with 25 sections taught by adjunct and give overloads to full-time faculty we will still be over

budget. We are in a difficult situation. We do have to maintain engineering and psychology, and PE classes are taught by part-timers. Aerobics may become a community education class. We are expected to have a schedule complete by next Monday, October 19th to be looked at by staff members. Harsh cuts have been made. Sections have been cut in half. Dave believes 15-20 part-timers are now scheduled where 80-100 have been employed prior. The good news is a similar summer schedule can be produced by borrowing money from next year. Registration will begin in November although the date is unknown. Priority registration is to begin on November 2, but possibly will be postponed. The students will be notified about priorities. Jose stated that undoubtedly there will be students who will be graduating. Priority registration will now include president's scholars and students who have complete 45-75 units at WHC. This priority registration is due to students who need classes in order to graduate in May. Last year there were 460 sections. This year we will have 213. We lost 247 sections, a 54% reduction in schedule.

4. Standard IV

Mr. Lopez reported that he has received input from his subcommittee members. He has arranged for a portal site and he is in the process of uploading documents.

5. Other

- **President's Executive Cabinet:**

Mr. Warkentin reported that he has developed a purpose statement for this group President's Executive Cabinet. Minutes from this meeting will be posted to the portal for access by its members. Jody Ruble questioned how this group fits inot the shared governance process and suggested that this information be included may want to indicate this information We may want to indicate. This document should be available under the portal site as a purpose statement.

Jody Ruble asked if the summer session is in the plan. Mr. Warkentin responded that summer session will happen and will be just like last summer. Jody questioned what would be the contingency if summer session cancelled. Then the campus would close. Jody asked as he would have to talk e to Department of Education and make sure they understand. This will not be a unique situation. We are planning on a full-blown summer.

President's Executive Cabinet

October 22, 2009 3:30 p.m.

Conf. Rm. 124

MINUTES

Members Present: Dave Bolt, Sylvia Dorsey-Robinson, Don Warkentin, Marlon Hall, Jose Lopez

This meeting consisted of a staff development presentation provided by Dr. Marlon Hall. The presentation was entitled, "Building a Learning Organization."

President's Executive Cabinet
November 9, 2009
1:30 p.m. – Conf. Rm. 124

MINUTES

Present:

Don Warkentin, President
Dave Bolt, Vice President of Educational Services
Bob Clement, Athletic Director
Sylvia Dorsey-Robinson, Vice President of Student Services
Marlon Hall, Associate Dean of Educational Services
Charles Freeman, Director of Nursing
Jana Cox, Director of Financial Aid
Jose Lopez, Dean of Students
Jody Ruble, Director of Categorical Programs
Pedro Avila, Vice Chancellor of Institutional Effectiveness
Ron Oxford, Librarian

1. Program Review Overall Progress

Don explained that he wants to encourage a final push to complete program reviews and SLOs for continued institutional effectiveness. He reported that Chancellor Gornick had attended a training in Sacramento and learned the need for colleges to prove that they are in continuous quality improvement stage, if not, the Accrediting Commission could very likely make a recommendation in this regard to include an additional visit. Don reported that for this reason he had invited Pedro, Stephanie, Ron and David to this meeting to find out where we currently are. The first draft of the self study is soon due. All of the President's Executive Cabinet meetings will focus on these things. Sylvia questioned the mechanism for creating the artifacts for program review in order to have a seamless flow. The closer we get to our accreditation visit the more important this will be. Mr. Warkentin stated that all have been involved with program review for a long time; what we have not done is implement program reviews. This is the hard part, specifically with the lack of budget. Pedro commented that the action for program review is related to budget, but we can't use this as an excuse. We have to use the results of program review toward improvements. Dave stated that components of program review can be facilities. Don questioned if improvements can be documented as to what was identified and those that were made. Jody responded that improvements were made in his areas as they are working at doing things better, transfers, etc. Don believes what would help for our evidence is to have folders with samples of program review documents along with the documented improvements. He gave an example of the recent reorganization which has brought about improvements. In some cases a program review has resulted in new courses and also the move of the DSPS lab. The string is going back to make sure and bring forward that the DSPS lab was moved with evidence documented showing it was due to growth, the need for increased staff and hours which were added. This documentation should be in the midterm report. Pedro, playing

devil's advocate, stated that he had pulled out some program reviews and their action plans and some show that the action had occurred, and some show no action. Don responded that the Budget Allocation Committee (BAC) ranks priorities for personnel and equipment. Sylvia stated that at Sacramento City College, in her role as an accrediting team member, she observed that they listed all of their program goals in a master list; it lifted requests resulting from program reviews onto a master list along with the fiscal impact. It was listed by each program review and the outcomes and what they related to, i.e. budget, facilities, courses, etc. Dave voiced that this was the intent of the program review summary sheet. The requests coming from program review should come from the originator of the program review. Ron explained that this was the idea for the Eagles Nest portal team site; to house needed information in one location. Don asked if Sacramento City was well along with their program reviews. Sylvia responded that they had on-line training for their staff. Stephanie commented that program review parties are held at WHCL to help new managers begin the process. Don stated that some type of attention to program review will occur for managers every two years. He recalled when new staff once received an on-going orientation throughout the semester. Ron will demonstrate the *Eagles Nest* portal team site when it is completed. Don stated that we need to get to sustainable quality improvement and demonstrate that we are closing the cycle.

2. Course level SLO Progress

- a. Identification of SLOs
- b. Assessment tool
- c. Assessments
- d. Improvements

David Babb was in attendance to address agenda items 2, a – d. He distributed a tracking spreadsheet showing the course level SLOs, active courses, non-active courses, GE courses, courses with SLOs defined (100%), SLOs assessed, results analyzed, and how many courses have used the results to improve learning. The learning area representatives came up with a schedule last semester. The area reps and he keep an eye on getting things done and remind faculty to make sure courses are getting assessed. Basically this chart shows the six learning areas. David uses this spreadsheet for his annual report. 28% of active courses have been assessed. Once data is received further implementation is required. This year's WASC report had different questions. WASC simply asks for how many courses have been assessed. Don asked if for the courses currently offered this fall, spring and summer and the following fall, could they have David believes we will only be able to achieve 60% completion but there are many courses on the books that we don't offer. Each learning areas has to decide to make courses active. If an active course is in the catalog then it has to be tracked. Most of these classes fall under CTE, and the CTE department has done the fewest assessments. This is a massive area when it comes to courses and programs and an area that needs reps. Pedro stated that the team will be looking at completion of SLOs by 2012. It is not impossible, but there are; for example, 5 psychology classes taught by adjunct. These classes were not put on the assessment schedule. There are big chunks in learning areas that are being done by adjunct faculty. If the schedule extends to 2010 and we are at the end of 2009 at 28%, and have been working on these since 2008, is it likely we will be where we need to be? David believes we will be at 34% by the end of this semester. The

topic of SLO progress needs to be on each learning area meeting agenda. Health and Wellness took their schedule to 2013. It's not just the assessments; it is additionally analyzing the results and making improvements. Don would like David to return to this meeting in early spring to provide another update.

3. Program Level SLO Progress

- a. Identification of SLOs
- b. Assessment tool
- c. Assessments
- d. Improvements

David spoke about overall totals of programs. He can't get an accurate count on the number of instructional programs we have with our definition. He has been working with Dave to get a handle on what to call a program for tracking purposes. He came up with certificates and degrees and they are now doing program review for every certificate. He needs to know what to put on his list so he can motivate people. Program SLOs are a part of program review and there seems to be disconnection. In Child Development there are many degrees and certificates. Pat Kraft-Chapman only does two of these; also Matriculation is another review for seven different programs. Does each seven have different SLOs? Child Development has one degree and several certificates. She does a program review for the certificate options. Pat plans to create SLOs to be bundled. Don expressed concern about how programs are being defined with regard to Child Development having seven program reviews. Brian Kron prefers to do program reviews for each certificate option. If there is a series of certificate options within a program, it seems only one review should be necessary. The data is pulled for each certificate and the students are overlapped. Pedro feels that these need not be separated. WASC will not question our program definition. Stephanie thinks we can do what we choose to do as far as WASC is concerned. Where can we be in six months on the instructional side? David believes by the end of next semester we can be 1/3 complete with the programs. At the end of this academic year SLOS will have been written and 33% assessed. We have to be 100% identified and the assessment tool identified. With proficiency levels we do not have to have everything assessed, but defined, with assessments in place.

4. Institutional Level SLOs

- a. Identification
- b. Assessment tools
- c. Assessments
- d. Improvements

The Library and Tutoring SLOS are still to be completed and Ron is working with Debra Christy, snack bar manager, on the snack bar SLOs. Ron figures it will be assessed by their program reviews and updates. These will also be mapped. Ron believes all these areas will have assessments this year. Matriculation and its areas are done. Program reviews are being sent to the SLO Committee first for review. How will we assess our SLOs? SLO's will likely be assessed by collecting a survey of student engagement. Ron is confident that the first three columns will be at a 100% soon. Sylvia would like "not applicable" put in the fourth column. Ron will return in the early spring to report to this group. In theory we are shooting for mapping from any course and to trace SLOs back.

For clarification, on the rubric they don't use institutional level; rather they have course and degree level. Pedro hopes both colleges can call them the same. Stephanie asked if we are talking about an AA versus an AS. We defined a degree as a program. Nowhere on the rubric do they mention institutional SLOs. Don commented that by getting a degree the outcomes could be what they have learned after they leave. These are in the general ed SLOs. Could we map job skills back and/or information competency? The goals are based on student progress and outcome data, not necessarily learning outcomes. David stated that program level only looks at the core courses not the general ed courses. Think of the goals as performance indicators for the institution. One approach is to identify programs that align with institutional SLOs; you bring up the information and use this data to support this SLO. Another approach is an exit test for graduates to find out if they are walking away with what they should have accomplished. The mission statement and syllabus need to be considered. Looking at this from a broad sense we are trying to connect the dots to all areas, i.e. Student Services and M & O. David stated that this campus started with course level SLOs and other schools started with program level. How do we measure quality environment? Environment has to do with the Student Services side. We need to tie to the mission statement. Pedro reported that at American River College they took a survey and aligned the questions to their SLOs. It is a good idea, but not for all programs or courses. David has every course level SLO mapped to general ed. Some general ed courses are in a program. The rubric does not state AA and/or AS. Pedro believes that both degrees were combined. David stated that we are looking at program level and degree level. What are we expecting them to walk away with? Expectations for the degree will be on the next agenda. WASC is not clear about the definitions. They do not give a clear answer and they leave it subjective. Don asked the consensus on this. Will we bundle our program and general ed courses together and call it programs including general ed? Pedro suggested to put the groups together.

5. Next Steps

1

6. Standard I Accreditation Review

Bob Clement, co-chairs

Bob has tri-chairs and has ten committee members. Don's intent is to go through the standard as a group. We can give something to our writer. Standard IA.I is the mission; 1b is institution effectiveness and planning. Pedro recommends referencing the guide. Sylvia as a newbie needed a chart. Dave stated the one of the goals was to produce a 200 page document. We need to be concerned that we answer the questions thoroughly. The guide provides an overview. This time we will have 300-600 pages. The teams are broken up into standards and focus on their standard. We must be thorough and specific to make sure we walk away with the minimum of recommendations. The bullets each need to be considered in our write ups. Program review, dialogue and Communication are part of the answers to the question. The committees should write an introduction to each standard. All four standards ask the same questions there is

some redundancy. Pedro is aware of a college who wrote their document as a story from the beginning to the end. He recommends that the committees go back and reference the guide. Don stated that suggestions to the subcommittees be made for additional items. Pedro submitted an eight page document on standard I and none has been included. Sylvia's stated that Standard III is ready for review. Jody asked how the district portion is intended to be incorporated. The intent was for centralized services to have input into this process. District strategic planning and WHCIST needs to be mentioned. Standard III will begin to be reviewed at the next meeting. The summary narrative is the introduction. Don wants an overall introduction for 2.a, 2.b., and 2.c. We are doing all the work for the writer, and the writer has to make sense of it all. The ghost writer has some working knowledge of how the college operates and will take the templates and mesh them into one document. As soon as the draft is available the person one wrote the template needs to make sure their intent is included. Ultimately the final decision as to what will be included in the document falls to the president. ON the planning agenda sections should be kept these to a minimum. Make them attainable and make sure they are identified with a weakness. Pedro stated it you identify a weakness and a planning agenda is written; make sure it is attainable and realistic. An introduction should be written for each sub standard. For process mapping, we will go with our functions and services. As a recommendation two visits ago the team identified confusion from employees regarding where some services were provided. So we conducted a mapping service which lists all the functions and services at the district. This gives the employee the option to select where the function lies and how often they interact with these functions. A survey will go out to staff. Some functions have changed. Some colleges do it by standard. The order of review is as follows: Standard 3 - 2 - 4 - 1.

7. Other

Christmas Holiday Reception: It was originally intended to be a community event with staff invited from the district office. There will not be a President's Holiday Reception this year.

The next meeting is scheduled on Monday, 11/23.

**President's Executive Cabinet
December 10, 2009
2:00 p.m. – Conf. Rm. 124**

MINUTES

1. FTE Projections for 2009-2010

Mr. Warkentin reviewed the FTE projections for 2009-2010. The goal was to reduce FTES, but we increased. The chancellor wants to have less due to the savings. This means we will not have a big fall and spring for 2010-2011. Ken is building the budget based on the reduction. What this means to Instruction is to refer to these targets for planning. Pedro has a formula to use. These numbers are to be shared with areas.

2. Budget Update

Mr. Warkentin reported that we still don't know where we are with the State budget as yet. We still have to meet our target of \$540,000. The district office has set their budget target and exceeded it. Coalinga is working on theirs and believes they will also meet their target. There could be layoffs. Dr. Gornick will be having a meeting with CTA and CSEA. There are 17 faculty and counselors district-wide whose grants end in June or December of next year. If the district absorbs these positions then grants aren't going to fund them. Staff on grants can bump others in the classified group, if they are qualified. Faculty is different. Sylvia commented that in the learning area meeting the conversation was around counselors who meet minimal qualifications in specialized areas. Mr. Warkentin explained that certificated staff had to obtain equivalency with a master degree in the area or closely related to the area. The determination of equivalency goes through a faculty process. For every full-time faculty you are under you have to pay the State chancellor's office \$63,000. Dr. Gornick has stated that there probably will not be mid-year cuts from the state. Budget development needs to continue as always. Bob asked if there are seniority provisions for the management group. Don will discuss this with Ken Stoppenbrink.

3. Spring Schedule

Don reported that we are just about at capacity concerning the spring schedule. There are few classes open. Dave has reported that budget wise for spring we are close to our goal. Dr. Gornick was pleased that we had increased our FTE with fewer sections. Students registered early. Dave commented that he has received concern from students about sections closed. The drop date for nonpayment is January 8th. Payment reminders will be sent. Dave believes there will be last minute students register and be disappointed that there are no classes open. Sylvia mentioned that 1/11-1/27 there will be walk-in appointments available to students.

4. Winter Vacations

Don stated that the last day of finals is 12/18 and the college will close beginning 12/21/2009. Time off requests should be submitted for three days.

Marlon's schedule will be changed back to day time with night duty being assigned to administrators. Glenda will create a calendar. Administrators must stay until 9:00 p.m. The president's cart can be used to drive around campus.

5. Standard III

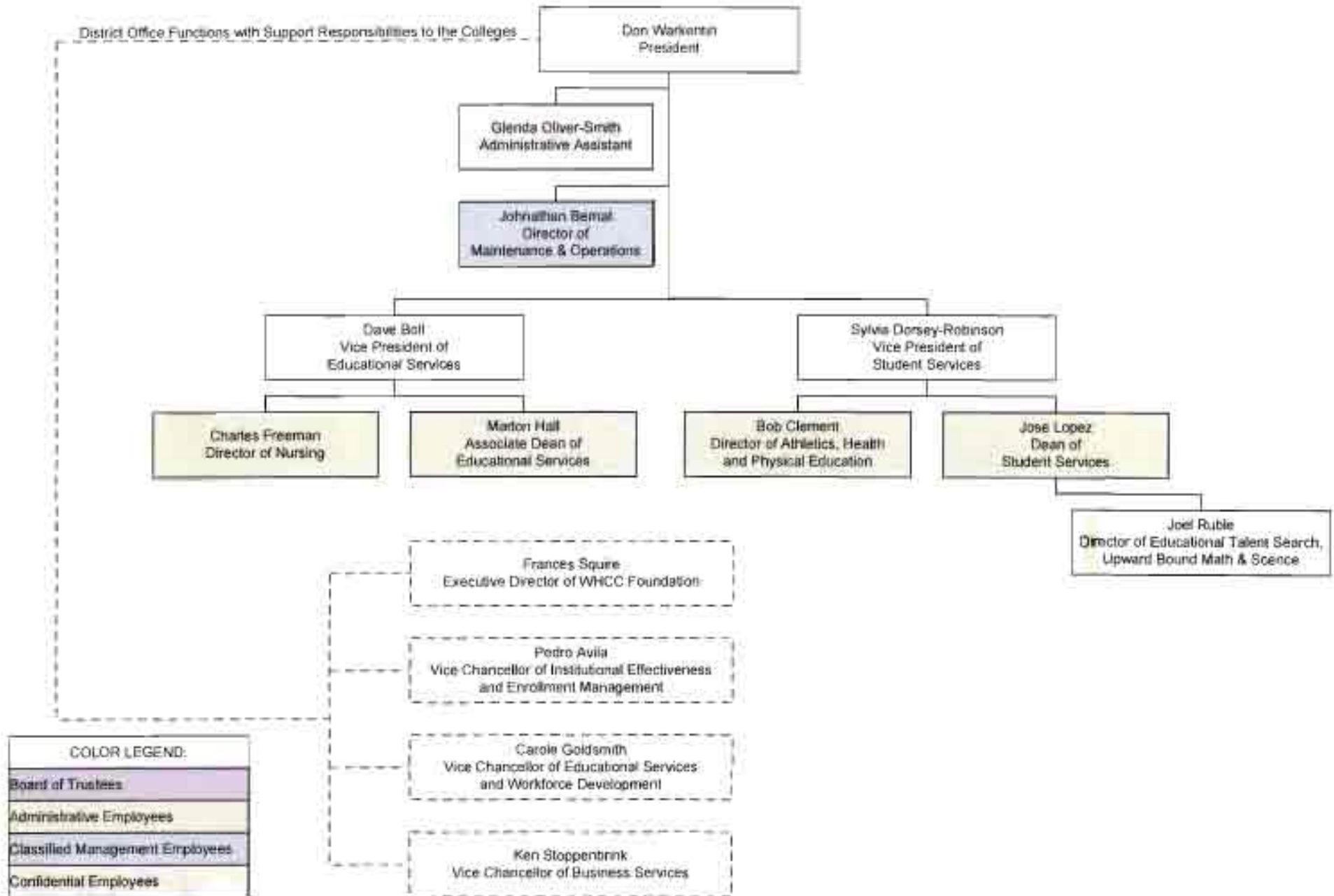
Standard III review has been completed. We may begin having PEC meetings weekly for standards review. Standard II is up for review next.

6. Other

Don reported that the sports complex is moving along. Plans are being made for events/concerts. Dennis Gallegos is filming a commercial to use for fund raising.

Next Meeting: January 13, 2010

West Hills College Lemoore



Reorganization approved by Board of Trustees 9/22/09
Effective: 10/1/09

WHCL scholarships for science, technology, engineering, math

From District sources

West Hills College Lemoore students may be \$522,000 ahead over the next five years thanks to a new scholarship funded by the National Science Foundation.

Open to 25 students with financial need majoring in science, technology, engineering and math, the scholarships will be good for up to \$4,176 per academic year and are renewable for two years.

Applications are now being accepted for full-time students who will be enrolled in spring semester. The scholarship application deadline is Nov. 15.

In addition to the cash awards, the National

Science Foundation S-STEM Scholarships provide academic advising and assistance, professional development opportunities, career services and counseling and peer and faculty mentoring.

Don Warkentin, president of WHCL, said that to qualify, students must:

- Enroll at WHCL for 12 or more units per semester.

- Pursue a degree in one of the STEM disciplines--biology, chemistry, biotechnology, computer science, math or engineering. Nursing and health science student are not eligible.

- Demonstrate financial need, defined by the

U.S. Department of Education rules for need-based federal financial aid.

- Be a U.S. citizen or U.S. national, permanent resident or admitted refugee.

- Demonstrate financial need.

- Demonstrate academic potential (minimum cumulative GPA of 3.0).

- Participate in events of the program.

For information and scholarship applications, visit www.westhillscollege.com/district/foundation/scholarships or call the West Hills Community College Foundation office at 559 934-2134.



The Screamin' Eagle

Official Student Publication of West Hills College Lemoore -- November 2010



Lemoore City Council candidates offer views

Six candidates for the city council met with members of the community and West Hills College Lemoore students on Oct. 20. They are from left Dr. Ron Meade, John Gordon, Mary Hornsby, Willard Rodarmel, Lisa Elgin and Edward Neal. Both Hornsby and Rodarmel are asking for reelection to the four-year posts on the council. The Nov. 3 vote will decide which of the six will hold the office for the next two years.

The candidates offered views ranging from how to improve the city's economy and sharing with NASL.

Area candidates politely disagree

By Katherine Hardin
Eagle editor

Students in Free Enterprise (SIFE) hosted a candidate's forum on Oct. 20 in the West Hills College Lemoore conference center. This opportunity was geared toward educating local voters on the candidate's perspectives and their individual philosophies and objectives.

The event, attended by more than 150, was moderated by Kings County Assessor Ken Baird, who opened with a quote by a former Supreme Court Justice Louis Brandeis: "The most important political office is that of the private citizen."

Candidates for the 16th state senate seat, Michael Rubio, Democrat and Tim Thiesen, GOP,

kicked off the evening, but noted water, education, and jobs would be the theme for other candidates.

When asked by Baird how they would propose bringing about change, their responses were similar regarding water, but the two differed on more

Lemoore Council forum on Page 3

taxes and less spending. Both candidates recognize a dysfunctional legislature and a lack of priority within state government.

Thiesen noted that he is not a politician; but rather is a framer, trucker, involved in real estate. "I decided to run for office because enough is enough. There are too many regulations, a lack of citizen confidence,

and a general lack of common sense in government."

Rubio served for the past six years on the Kern County Board of Supervisors and is a Lost Hills native. He sees the challenges the state faces in less of a business capacity, instead as "Mothers and fathers can't provide for their families" Rubio cites "brain drain," meaning Valley educated students are leaving for better jobs.

"We need to focus on keeping the brightest and the best to make California and the Valley the best it can be. Green technology, valley medical schools, boosting youth opportunities, are ways to shatter the downward spiral California sees itself in," Rubio said. "The buck stops here."

(continued on page 3)

P2 VIEWS

Yours and Ours -- November 2010

This page is reserved for the opinions of readers -- West Hills College Lemoore students, staff, faculty and administrators



SIFE sponsors candidates' forum

The percentage of students who will vote in the Nov. 2 general election will likely remain smaller than the general population, pollsters predict. While the large percentage of college students backed President Obama, the same prognosticators think the Republicans will retake many of the congressional seats lost to the Democrats in 2008.

'Scholar's Program' one of many outstanding offerings

As you know, West Hills College Lemoore has many outstanding and unique programs and services. Among these is our President's Scholars Program. On Thursday, Nov. 4 we will host the Eighth Annual President's Scholars Dinner whereby we invite high school senior CSF (California Scholastic Federation) members and their parents to dine with us and hear a presentation about our scholars program.

The President's Scholars Program is available to any high school student who has been a member of CSF for four semesters and has earned a GPA of 3.5 or higher. If they enroll at West Hills they will receive free tuition, a \$500 per year book stipend and priority registration. The monies to fund the scholars program are raised

from holding an annual golf tournament which is coordinated through the West Hills Community College District Foundation Office.

Currently we have 48 students who are enrolled at West Hills College Lemoore under the President's Scholars Program. We anticipate approximately 40 current high school senior CSF members to attend along with their parents.

(Continued on Page 3)



President Warkentin

Town/gown vitality enhanced by cooperation

Ever wonder if West Hills College Lemoore is carrying its full share in making the community, county and area a better place?

While most students are focused on passing mid-terms and getting a good seat in spring classes, members of the college community, including some students, administrators, staff and faculty are donning their town/gowns to invite, promote and staff many of the community events that make Lemoore such a neat place to live.

The following are just a few of the many things our college does -- read them and be proud. Or better yet, read them and then get involved!

**Battle of the Arts celebrating the 20th anniversary of the Kings Art Center and featuring student work from WHC and COS.*

**NASL drill simulating an airplane crash in Armona with our nursing*

students as emergency responders.

**Charter high school and elementary school on the WHCL campus*

**Annual Veterans' Luncheon in Nov. (Nov. 9 this year)*

**T.E.A.M. Teach students working in classrooms throughout the area*

**Afterschool program in area schools (including Lemoore) where we have hundreds of tutors working.*

**Pizza Festival*

**Sponsor for many events in Lemoore and surrounding communities*

**Great partnership with area high schools*

**Host for events in*

our conference center including League of Cities, Kiwanis Valentine's Day dinner, Academic Decathlon etc.

**Participant in Business Expo*

**Gospel and Gumbo Night*



Photo by Ryan Cardoza
Lemoore Pizza Fest at night -- on campus

The Eagle is on Facebook, Twitter

West Hills College Lemoore is now on Facebook and Twitter. Join our social media networks by becoming a fan on Facebook or following us on Twitter.

Check back daily for updates on important information regarding registration, financial aid, campus and sporting events. You can also find photos from various campus events.

Find WHCL at: <http://www.facebook.com/westhillscollegemoore> and <http://twitter.com/WHCLemoore>



The Eagle photo

Ken Baled, Kings County Assessor/Clerk/Recorder, enjoyed a chuckle with candidates for the 16th state senate seat, Michael Rubin, right, Democrat, and Tim Thiesen, GOP, during the forum Oct. 20 in the West Hills College Lemoore conference center. The event, attended by nearly 150 students and other potential voters, was sponsored by Students in Free Enterprise (SIFE) on campus. Water, education and jobs were discussed by most of the candidates for the various offices.

Area candidates-

(Continued from Page 1)

For the 30th District of the State Assembly, the only candidate to attend the forum was Democrat Fran Florez. A 4th generation Californian with 35 years serving community, Florez said she recognizes the issues as water and lack of jobs and acknowledged education is a priority.

Funding education before prisons was another concern voiced by Florez, stating that more money is spent on corrections rather than on schools.

David Valadao, GOP, reportedly had a previous commitment.

Scholars program--

(Continued from Page 2)

We will have students from Caruthers, Hanford, Hanford West, Kings Christian, Concoran, Lemoore, and Riverdale high schools join us for dinner and a presentation.

At this year's event, Brian Abela, chemistry instructor and Jameson Birrell, math instructor will be keynote speakers and Angela Tovey, counselor will describe the application process.

West Hills College Lemoore recognizes the value of high academic achievement and we are honored to have this group of high school graduating seniors become members of our student body.

City council candidates agree to disagree

Special to the Eagle

With all six candidates vying for two open positions on the Lemoore City Council present for the Oct. 20 WHCL forum, many of the 150 or so interested spectators stuck around the Conference Center to hear the issues debated.

But there was little debate as each of the six politely stated his or her opinions and did little quibbling with each other. Mary Hornsby and Wilford Rodarmel, each holding a seat up for the election, stated their plans and hopes for additional terms using their background and record as council members as talking points.

Dr. Ron Meade and Lisa Elgin, as planning commission members trying to move up to the council, had done their homework, particularly Elgin who has backed the Navy in disagreements with the city over land use.

Meade suggested use of RDA funding to help secure jobs for local people – a goal of all the candidates.

November will be John Gordon's second try for a council spot while Edward Neal is a first-timer in local politics but has worked with Lemoore youth in a city-sponsored boxing program.

Voters are asked to vote for two on the Nov. 3 ballot. All candidates thanked SIFE and West Hills Lemoore for sponsoring the event – and each asked for the audience members' vote.

Keri Baird, Kings County Assessor/Clerk/Recorder moderated the evening. Ryan Cardoza, SGA president, opened the meeting.

PROGRAMS OFFERED

day OR night

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- More than 45 areas of study
- World-class professors
- Get the classes you need to graduate on time
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North Fresno Center - 559-463-3440

Equivalents Online

A scary story about your history paper made right

By Russell Bellamy
Adjunct Librarian

It's late at night. The library's closed. You're working on your paper for your History class. You need to look up some information, but your resources are sparse. What to do.

First of all, you should check our databases through the West Hills homepage portal. Under the "My Bookmarks" tab, click on "Library Electronic Resources (Off Campus Access)" and you'll find CountryWatch information on the 192 countries of the world, Gale Virtual Reference with subject encyclopedias, SIRS Knowledge Source, a good place to start your research, CQResearcher, covering a wide range of social, economic and political issues and EBSCOHOST with literally thousands of journal articles across a wide spectrum of subjects.

But your bibliography is lacking a book. Well, click on the eBooks link for access to hundreds of books in digital form through the Net Library. Problem solved.

In addition, there are many reference "equivalents" that can be found on the Internet. Need a dictionary and thesaurus? Go to www.merriam-webster.com there are tabs for both. We have a Current Biography set here in our library, but chances are you don't have one. A&E provides some biographies at www.biography.com. Need a different encyclopedia? Encyclopedia Britannica is available at www.britannica.com. A caveat: while Wikipedia has improved the accuracy of its entries in recent years (some say it's now nearly 90%), the wise student would always cross-check and corroborate any information found there.

Information Please has an almanac available at www.infoplease.com. If you need statistics about the United States, the Statistical Abstract of the United States is digitized at www.census.gov/compendia/statab/. For some in-depth searching in US law codes use www.fedlaw.com.

These are better alternatives than "just Google-ing it" and sifting through multiple "hits" deciding which websites and information are valid.

Now you're ready to cite and write your bibliography, but you don't have the MLA Handbook or A Writer's Reference. Never fear. There is also citation help for all four major styles on the Library Electronic Resources "page" in the two links under Research Tools.

By the way, for occupational information, maybe concerning your future vocation, the US Government provides Occupational Outlook Handbook at www.bls.gov/oco.

I hope this helps with your research and, as always, when in doubt, ask a librarian.



Photo furnished

Kings River cleanup time

Everyone from WHCL for the Kings River cleanup was from the Alpha Gamma Sigma honor society.

DSPS staffers left out of story!

October has come and gone, along with Disability Awareness month, but West Hills College Lemoore's instructional aides and counselors see every month as a time for disability awareness.

These individuals stand ready to assist special needs within the student body and become the hand-up needed within this student demographic.

The Eagle apologizes for omitting the faces of the DSPS program within the original article, and take this opportunity to showcase these individuals.



Photo by Charles Duncil

Shown are from left front Lataria Hall, Adrienne Simas and Mariadelacruz Gonzalez. Back row are Keith Brock, Maria Arzate and Leo Oranje, Sr.

Caring Golden Eagles
VOTE!

A Saturday Night Thought by Erik Linan

Editor's note: Erik Linan shares a tale of discrimination. Editor's note: West Hills College student Erik Linan has stories to tell. Not your typical bed-time stories, but tales of real life. A student in instructor Cathy Focarazzo's English 1A class, Erik wrote an essay concerning discrimination and bias many can relate to.

Has anyone ever heard unmistakable remarks of discrimination such as, "Get out of here you damn cockroaches, and take your gimpy with you?" "Yeah, we don't want you guys around here; go back where you came from." Maybe not exactly these slurs, but perhaps something similar to them. They sound like remarks from a notable created character on the Dave Chappelle Show, Clayton Bigsby. Although this is a comedy show and Bigsby a fictional character, this is a real dilemma in America, and there is nothing funny about prejudice and discrimination. On one Saturday night, the monster called racial bias reared its ugly head. Prejudice, which I once thought was well hidden and not explicit, became clear to me as a looking through recently cleaned window; evidence for the entire world to see that discrimination does exist.

On a Saturday night my friends and I decided to go barhopping. Gio, Joe, and I headed toward what we thought would be a good time. We left roughly around ten p.m. to meet up with Sandy and Liz outside some bars, who are friends with Gio and Joe. At this particular bar, as we went in, you could only hear the jukebox tunes playing. Over a hundred eyes gawking at us as we looked for a table. When the cocktail waitress approached us, it was not with the typical, welcoming expression or the service you might expect. She took our order with a sneering, condescending look on her face. I thought maybe she was just having a bad day, so I did not think much of it. After our second beer, my friend Hector got up and walked towards another table to talk to some girls. I noticed that as he walked towards the table to greet the ladies, many of the eyes that were there scrutinized his every movement.

We decided it was best if we

left after two drinks since none of us felt quite welcomed being there. My instincts were correct; before we left, I noticed my check was double the amount of what I had ordered, I looked at our waitress and told her, "There must be a mistake." Before I



could say anything else, the waitress screeched for security to come over to the table where we were sitting. I looked up and saw this 6'4", three hundred pound guy who looked like a football defensive lineman approaching us. He stopped at our table, "Is there a problem here?" When I saw the sheer size of this lummoX, I almost soiled myself! I was not going to allow him to intimidate me or have the waitress overcharge us; could I have just lost track of what we ordered or how much we had to drink? It is possible, but not probable.

Hector had come back and tried to find out what was going on,

only to have another security guard escort him out of the bar as I tried to calm the senseless situation. Within an instant, people who were at the bar surrounded us like sharks, instigating conflict as if they were the paparazzi. I was angry because they did not

his fist and swung at the guy who had said that me, only to be thrown out by two more security guards. I saw the frightened faces of Joe, Sandy, Liz, and I was angry and baffled at the atrocious behavior from nearly everyone.

I thought of my friends and decided it was best not to stoop any lower to the level of these bigots. Out of anger, fury, irritation and disbelief of such ignorance I pulled a crisp, new, hundred dollar bill from my wallet and threw it at the waitress. As we left the place, you could hear the vehement shouts of almost fifty people fading into distant echoes down the alley. "We don't want your kind around here!" "Go back where you came from!" Sure, we could have filed a complaint with law enforcement, but whose word would they have believed; me or the owner and over fifty of his supporters? The people of the bar would have portrayed us to the investigating officers in a negative way: "The Mexicans", drunk gimpy with his gangster friends. I had done nothing wrong, but I still felt badly. I had never seen this level of bias, prejudice, discrimination and racial ignorance before. Our Saturday night of good times turned into hours of independent reflection.

During our drive home Gio, Joe, Hector and I were each quiet, the silence not different from just having left a funeral. They felt belittled, ridiculed to a point where it felt as if their man hood had been taken away. We were in disbelief of what had just happened. My friends were angry, upset, and wanted to retaliate, but that would only mean we were letting them get the best of us. This was a night where we just wanted to get home, sleep in the comfort of our own beds and be grateful no one was hurt.

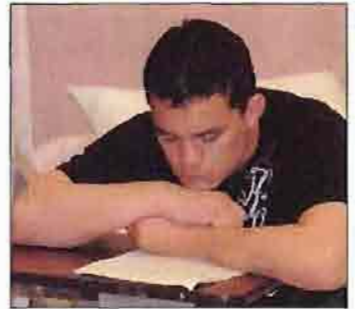
It left a bitter taste in our mouths; most of all, it left me wondering how visible prejudice is and how much of a problem it continues to be. There are people with this level of bias who may not show it normally, but placed in the right situation, their ignorance and prejudice is evident. What should have begun and finished as a carefree weekend became a Saturday night of thought and reflection.

want to listen to what I had to say. I was unsure of why they were treating us differently, but I gradually came to the realization why.

After that management came to talk to me, to our shock and surprise he stated, "Then maybe you guys should not be here." At this point almost everyone in the bar of course was intoxicated, being loud and belligerent, and had their attention on us. "Get out of here you cockroaches, and take your gimpy with you!" a voice cried out. It was a racial slur and a pointed remark concerning my obvious disability, from a small guy who was hiding behind the security guard. Out of anger, Gio crunched



Sarah Butler is glad this training exercise is just that: training.

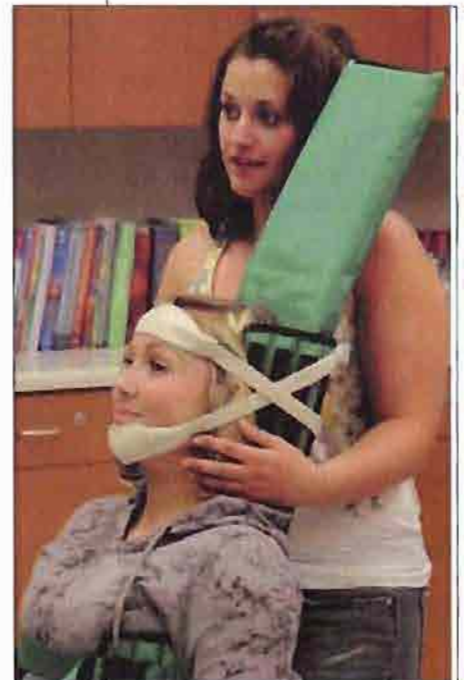


Shawn Hayes looks over homework

**Photos by
Ryan Cardoza
Information by
Chris Wilhite**

EMT class

...training to save lives



Shawn Hayes, left, is lifted by fellow students, and Sarah Butler holding c-spine on patient Lauren Reid.

October finds Golden Eagles soccer on top

By Nate Neer
Sports coordinator

By Oct. 21 the Golden Eagle soccer team was 6-4-2 overall and 2-0-1 in the Central Valley Conference (CVC) tied for 1st place with Fresno City College.

The Eagles battled to a 0-0 tie playing a man down for over 30 minutes after Omar Lopez was ejected from the game.

The Eagles defeated Taft and COS in their previous CVC matches putting the Eagles Tied for first place going into the 2nd half of conference play.

The Eagles are led by team captains Jose Martinez and Salvador Espindola, both 2nd year players. Scott Binford is another returning starter who was injured early in the year and is finally healthy so he plans to transfer at the end of the spring semester.

New comers to WHCL Adrian Arias and Erik Rodriguez have both contributed significantly help-

ing to ignite the Eagle offense.

The speedy freshman Juan Mantzo has also been a terror on defenses this season. "Injuries have been a problem for us early, if we can stay healthy this team can really do something special this season", coach Fortune said.

The Golden Eagles are coming off of a history-setting season last year winning the first men's soccer regional playoff match. In 2005 the Golden Eagles made it to the 2nd round on a bye but lost. Last year the Eagles beat Communitas River in the first round and lost to Taft, the Men's Soccer state finalist.

Assistant coach Derek Lopez says "This team is fun to watch and really fun to coach. The men work hard and enjoy learning, which makes it fun to be out there."

If the Golden Eagles are able to continue their winning ways the last game of their regular season should be extremely exciting. The Eagles play Fresno City in Lamoree in what could be a game

for the CVC Championship. The game will take place Friday, Nov. 12 at 3 p.m.

Coach Fortune said about the upcoming game with Fresno. "Well that is a ways off and we have some big games before that one but hopefully we are able to keep playing well and give ourselves a chance to do something that has only been done one other time in our schools short history. We would love to have the sidelines full supporting this group of young men."

West Hills College Men's Soccer has been in existence since 2004. Coach Fortune and Lopez are in their 3rd season in the Men's Soccer coaching staff and hold tryouts the first week of the Fall semester. The coaching staff encourages all students that are interested in participating in tryouts to enroll in the Spring and Summer soccer classes to get fit and learn the WHCL Men's Soccer System. If you would like more information contact Coach Fortune at 559-925-3326 or email at allenfortune@whccd.edu.

Women's golf...

The WHCL women's golf team, residing in third place after the Oct. 26 match at Kings River CC, Kingsburg, shot a team 424, behind league leaders Fresno CC with a 375 and Canada's 378. Reedley and COS bring up the hind end of the 5-team league, says coach David Neer.

For WHCL, Janice Geide shot a 91, Tammie Alanax 102.

Women's soccer...

Overall record is 6 wins and 8 losses. CVC 0 and 2. Team has 5 remaining games, 4 of which are CVC league games. Highlights, had a 4 game winning streak, second longest in school history. Stefanie Harris is 12th in the State with 24 points, 10 goals and 4 assists. Lucia Betty Chavez is 25th in the State with 21 points, 7 goals and 7 assists. Team has recorded five shutouts, second most in school history.

Russian for Beginners

The Community Education Program at West Hills College Coolidge is offering an introductory course in Russian this fall semester. The class will meet every Monday afternoon during the month of November from 3 to 4:30 p.m. in Room E-2 on the Coolidge campus.

Russian is the fifth most spoken language in the world. Community education courses are open to anyone in the community. You do not have to be a student at West Hills College Coolidge to enroll in a community education course.

The courses are offered in addition to regular schedule of courses for individuals who are interested in learning something new or taking part in fun activities. College credit is not given for these courses. The course fee is \$45. For information, contact Connie Flores at 934-2223.

Need a Tutor?

**Don't be Shy --
You're Not Alone!**

Pick up an application at the front desk in the library.

Once your completed application is returned, you may see any available walk-in tutor or request a scheduled appointment with the tutor of your choice. For information, contact:

Sharon Williams, Tutor Coordinator
925-3416 -- sharonjwilliams@whccd.edu





By Amanda Hayes

Our featured artist this month is Brian Diniz, a 24-year-old former student at West Hills College, Lemoore. Brian currently resides in Lemoore and considers himself to be a Fine Arts Major, even though he is not currently enrolled in college classes.

His aspiration is to have a career in illustration or story boarding.

He describes his style as a mix of different influences, but feels he is mainly influenced by comic book art. Pencil and ink are his favorite media, but lately he has been working with Adobe Photoshop and acrylic paints. He claims to have many influences, including his family, comic books, graffiti, electronic games, movies, anime, animation, artists from the Renaissance, Salvador Dalí, and, most importantly, the people in his life.

Another influence is music; as

he says, "I feel like music enhances my artistic process. It helps keep my mind away from over-thinking. And I think my pieces come out better in the end."

Brian has completed murals, logos and other artistic commissions, so far, and hopes to continue with these sorts of activities in the future.

When asked if he has advice for other art students, he says, "Be unique, have fun with art, and keep fixe-minded people close."



Former West Hills Student with Many Influences

